CPD Policy Statement

Continuing professional development (CPD) is understood across most professions as the systematic acquisition of knowledge and skills, and the development of personal qualities, to maintain and enhance professional competence[1].

All members of professional engineering institutions (Licensees) have an obligation to maintain their competence through CPD, and to support the learning of others. Engineering Council registrants make a further commitment to recording their CPD. This obligation underpins the value of the professional titles of Engineering Technician, ICT Technician, Incorporated Engineer and Chartered Engineer, as well as serving society and enabling it to have confidence in the engineering profession. Competence E4 from UK-SPEC, common to EngTech, IEng, CEng, reads as follows:

Carry out and record the Continuing Professional Development (CPD) necessary to maintain and enhance competence in their own area of practice.	Examples of evidence: • Undertaking reviews of your own development needs • Planning how to meet personal and organisational objectives • Carrying out and recording planned and unplanned CPD activities • Maintaining evidence of competence development • Evaluating CPD outcomes against any plans made • Assisting others with their own CPD

CPD has several purposes, which will vary in relation to registrants' circumstances, their needs and their career progression. Very often registrants will do CPD to assure their continuing competence in their current job. At other times, CPD may be undertaken to enable a different role within or outside their organisation (which may have more management content or which may not be a pure engineering role). Equally, CPD may help them follow a longer term career development plan, or enhance their professionalism in a wider context than a specific job role (e.g. keeping abreast of topical issues, engineering developments, etc). The focus of registrants' learning may therefore be on different areas of competence at different times.

CPD can also take a variety of different forms. At its heart is informal learning through the challenges and opportunities of working life, general technical reading and attendance at technical lectures, and interaction with others (e.g. colleagues, customers, suppliers) including professionals from other disciplines. However, this may be supplemented by structured activities such as courses, distance learning programmes, private study, attendance at exhibitions and conferences, preparation of papers and presentations, mentoring, involvement in professional body activities, or relevant voluntary work. These examples are not intended to

[1] The five areas of technical and non-technical professional competence for Engineering Council registrants are set out in UK-SPEC and the ICT Technician Standard

be exhaustive; registrants should be alert to any and all CPD needs and opportunities, and their institutions will be able to offer additional guidance.

Individual registrants are best placed to determine their needs and how to meet them and should set this out in a CPD Plan, which should be reviewed on a regular basis, and at least once a year. Often, employers or experienced colleagues will play a significant part in the development and execution of an individual's CPD; but it is the registrant's responsibility to proactively identify their professional development needs and opportunities.

Registrants also have a responsibility to follow Engineering Council guidance, specifically with respect to ethical principles, sustainability, risk, and where appropriate, security and whistleblowing[2]. These areas should be considerations for CPD for most practising engineers, though not all engineers will need or find opportunities to cover each area, each year.

Whatever its purpose or nature, learning through CPD should be reflective and should relate to specific objectives even if these are only to maintain their professional engineering competence. Having a regularly reviewed development plan will facilitate learning, although there will always be a place for unplanned activities. Registrants should record both their CPD activities and what they have learned or achieved through them, and relate this to any planned objectives. UK-SPEC and the ICT*Tech* standard may serve as a framework for setting personal development objectives. Registrants may also find value in planning learning against contextualised or mutually recognised competence frameworks such as the Global Responsibility Competency Compass[3]. Doing this will help them to determine their future needs and plan accordingly, as part of a cyclical process. It will also encourage an outcome-based approach which is more appropriate to professional learning than relying solely on input measures such as hours or points.

Competence E4 describes evidence of 'Assisting others with their own CPD'. In practice, this means promoting and assisting the CPD of others, particularly junior colleagues. This might take place through formal mentoring or training, or may form part of the day-to-day exchanges of knowledge and competence between practising professionals.

[2] www.engc.org.uk/guidance

[3] The Compass is endorsed by the Engineering Council, which can be found at https://www.ewb-uk.org/global-responsibility-competency-compass/

Sampling registrants' CPD records

One of the main functions of a professional body is promoting and supporting the professional development of its members. The Licensee institutions of the Engineering Council advise and support their members on CPD in a number of ways, such as providing guidance, resources and mentoring programmes. Licensees undertake annual samples of at least 5% of registrants' CPD records, as required in the Engineering Council's Regulations for Registration, and provide appropriate feedback. The CPD Code for Registrants[4] requires that practising engineering professionals ensure their CPD records are up to date.

Registrants who are not professionally active for most or all of the period covered by a CPD sample (e.g. retired or on a career break) may request exemption.

The intention behind CPD sampling is not to police registrants, but to encourage a culture in which members will naturally engage in CPD and take ownership of their own learning and development. The Engineering Council believes that adopting this approach across the engineering profession should help all registrants to plan and reflect upon their learning and development in a more conscious way, thus benefiting them, their employers, and society.

Recording evidence of CPD undertaken is a requirement of professional registration. Professionally active registrants who persistently do not respond to or engage with requests for CPD records from a Licensee risk removal from the Engineering Council Register. The names of individuals removed from the Register due to non-compliance with a CPD sample will be made available to the other Licensees.

The Guidance Note on CPD available on the Engineering Council Extranet contains additional guidance for the Licensees on how to undertake CPD sampling.

CPD for Reinstated Registrants

Engineering Council Regulation 7A requires that individuals whose registration lapses for 12 months or more may return to the Register within three years without having to repeat the professional review process. Such reinstatements require submission of a CPD record covering the period of lapsed registration, for individuals who have been engaged in engineering practice during that period. Or, where individuals have not been practising (e.g. on a career break, long-term sick leave, or parental leave) and are unable to show a CPD record, they shall agree a plan with the Licensed Member to demonstrate their future commitment to CPD and professional competence.

[4] www.engc.org.uk/cpd

Document History

Document Location
The authoritative document is held as a .pdf in the Documents Library in the Governance site on the intranet as a Core Document managed through SharePoint. This document is only valid on the day it is printed.

Revision History

Revision date	Summary of Changes
2013	First version.
05/2017	Explanatory note added with sample size targets.
10/2022	Reinstatement and lapse policy; alignment with other guidance notes.
02/2025	Reflective practice clarified; sample size minimum introduced.

Approvals
This document requires the following approvals.

Name	Date of Issue	Version
Registration Standards Committee (RSC)	02/2025	3.1

Distribution
This document has been distributed to:

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EngC Partner Portal	Feb 2025	3.1
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Review Period
This procedure is subject to a minimum of a five year review as part of the cyclical review of the standards-related documents. Changes may be made more frequently as the need arises.