



SAFETY AND RELIABILITY SOCIETY

CPD Overview

SaRS SAFETY
AND
RELIABILITY
SOCIETY

AGENDA

The Safety and Reliability and CPD

- **01** SaRS and CPD
- **02** What counts as CPD?
- **03** The audit process

SARS AND CPD

The Safety and Reliability Society and CPD

CPD can be formal or informal training

CPD can be anything which extends your knowledge, skills, experience and/or personal growth

There is no minimum requirement for your CPD

CPD is a career-long activity that structures your learning and development, but only you know what is appropriate for your own needs

CPD is about reflective learning not time or units

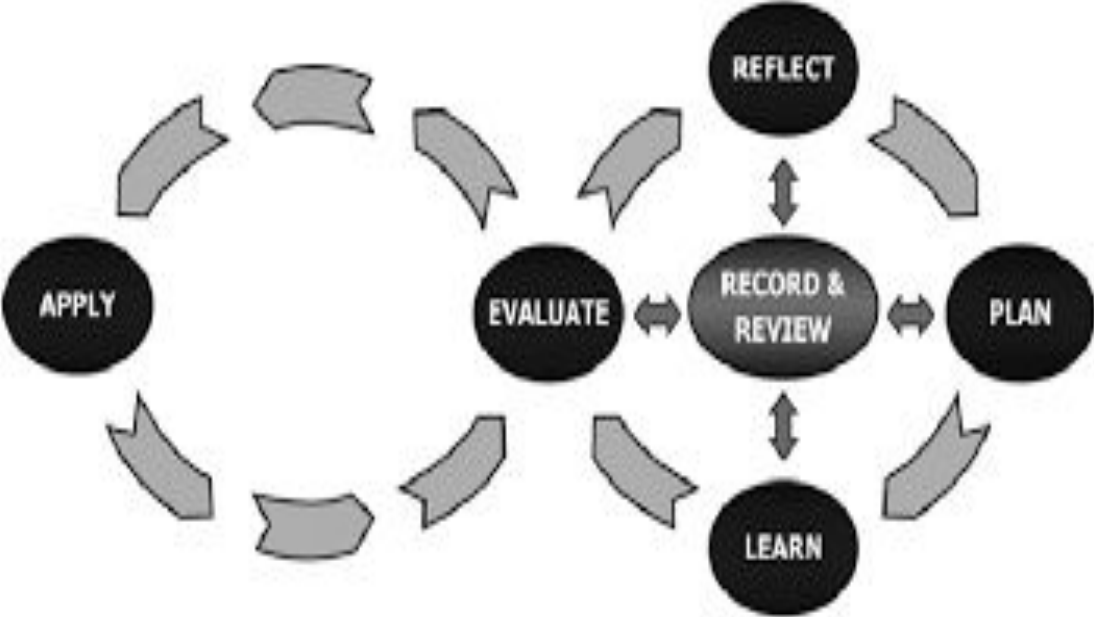
The important aspect is what you get out of your CPD, not how many hours spent or how many certificates or awards you have.

You have been doing lots of CPD in everyday life

You may not know it but you will have been developing your skills throughout your career. As you learn new things technically and interact with others you are continually developing professionally

WHAT COUNTS AS CPD?

The Safety and Reliability and CPD



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What does SaRS Provide?

Here at SaRS we take CPD very seriously. CPD is now mandatory for members of SaRS who are registered with the Engineering Council. All Licensed Member Institutes will now be sampling members, so it is important to complete CPD.

We provide the following CPD Opportunities for members:

- A Peer Reviewed Journal
- Branch Meetings with Technical focus
- Webinars with international, cross industry participation
- Opportunities to represent SaRS on external Standards and in Consultations
- Opportunities to serve with cross-industry experts on SaRS Council and Committees

This list is not exhaustive and many other activities count as CPD. We are very proud of our CPD program and urge members to take part, record and reflect.

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What other things count as CPD?

Much of what you do every day will count as CPD. Formal CPD such as attending a conference, going on a management course or attaining new qualifications is commonly misunderstood as the only recognised form of CPD. The value of informal learning such as reading journals and articles, taking part in technical webinars and attending branch meetings count as CPD. .

Even your day-to-day job contributes towards your development. This includes advancing your knowledge and understanding of risk, safety and reliability through research for a new project or background reading outside your discipline.

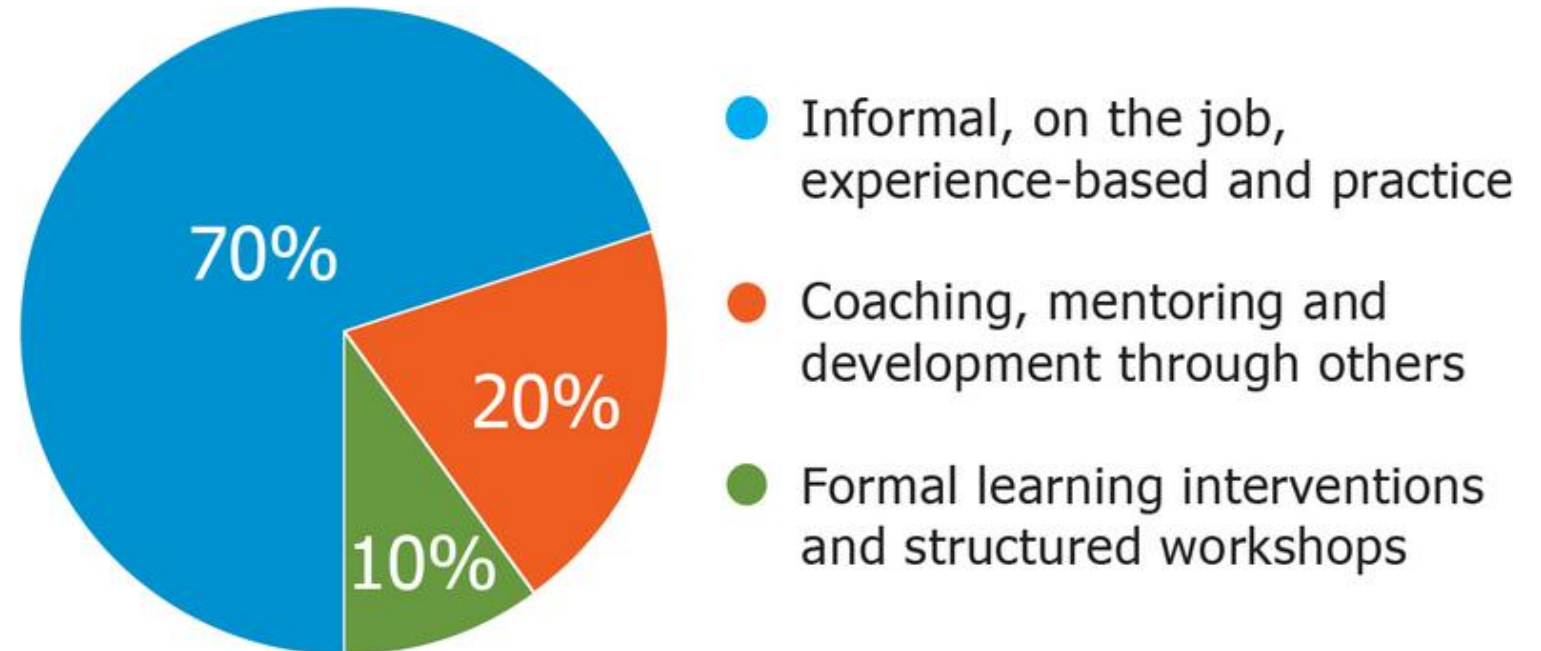
Serving on committees, giving presentations, and volunteer activities also count as CPD. Activities such as on the job learning, projects, problem solving, research, conferences, mentoring, volunteering, technical learning, management training and so much more – all count as valid CPD.

As long as you are able to record and reflect on an activity, and identify a learning or personal growth outcome, and that it is relevant to your discipline, it is CPD. The focus is on the learning and growth outcome rather than on time spent.

WHAT COUNTS AS CPD?

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The 70/20/10 Model



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What is the 70/20/10 model of learning development?

The **70/20/10 Model for Learning and Development** is a learning and development model that corresponds to a proportional breakdown of how people learn effectively; based on a survey asking nearly 200 executives to self-report how they believed they learned.

- In this survey respondents reported the following learning tendencies:
- 70% from challenging assignments
- 20% from developmental relationships
- 10% from coursework and training

Lombardo and Eichinger expressed their rationale behind the 70:20:10 model this way in *The Career Architect Development Planner*.^[1]

“Development generally begins with a realization of current or future need and the motivation to do something about it. This might come from feedback, a mistake, watching other people’s reactions, failing or not being up to a task – in other words, from experience. The odds are that development will be about 70% from on-the-job experiences - working on tasks and problems; about 20% from feedback and working around good and bad examples of the need; and 10% from courses and reading.”

This is a guideline only, but shows how different types of learning count as development, including work-based learning.

WHAT COUNTS AS CPD?

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Anything recorded in CPD and planned, learned, reflected on and evaluated qualifies as CPD. It is understanding the benefit of the outcome that counts rather than time spent.

If you are having difficulties identifying CPD further guidance is available from the Engineering Council. Referring to UK-SPEC which is about competence may be helpful as it -

- Is widely recognised by engineers
- Looks at both technical and non-technical development
- Provides a framework maintaining well-rounded CPD

More here about CPD

<https://www.engc.org.uk/professional-development/continuing-professional-development-cpd/>

More here about UK-SPEC

<https://www.engc.org.uk/standards-guidance/standards/uk-spec/>

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What the Engineering Council says about CPD?

In their guidance the Engineering Council says that in particular registrants need to:

1. Take ownership of their learning and development needs, and develop a plan to indicate how they might meet these, in discussion with their employer, as appropriate.
2. Undertake a variety of development activities, both in accordance with this plan and in response to other opportunities which may arise.
3. Record their CPD activities.
4. Reflect upon what they have learned or achieved through their CPD activities and record these reflections.
5. Evaluate their CPD activities against any objectives which they have set and record this evaluation.
6. Review their learning and development plan regularly following reflection and assessment of future needs.
7. Support the learning and development of others through activities such as mentoring, and sharing professional expertise and knowledge.

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SaRS and a Reflective Learning Approach ?

Rather than provide CPD in a listing of activities, a reflective learning approach will show that the registrant has carefully considered their learning experience and understood how they and others have benefited from it

They will be able to show that they have understood the benefits and the gaps in their experience

They will be able to show CPD activities as a stepping stone to further learning experiences, and how it builds on previous experiences.

This final evaluation, reflection and planning for further activity completes the circle and allows for knowledge, development and learning to be applied to risk, safety and reliability.



Further information is
available from the SaRS
CPDSAC team



cpdsac@sars.org.uk



www.sars.org.uk

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