Enclosure 5
To Chartership Rules of the Register

CONTINUOUS PERSONAL DEVELOPMENT POLICY & GUIDANCE
FOR THE
CHARTERED MASTER MARINER
PROGRAMME

CPD POLICY AND GUIDANCE

Chartered Master Mariners should take all necessary steps to maintain and enhance their competence through continuing professional development (CPD).

CPD can also take a variety of different forms. At its heart is informal learning through the challenges and opportunities of working life, 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, preparation of papers and presentations, mentoring, involvement in professional body activities, or relevant voluntary work. (This list is not intended to be exhaustive). Individual registrants are best placed to determine their needs and how to meet them. Often, employers or experienced colleagues will play a significant part in this, but individuals should be responsible and proactive in seeking professional development opportunities.

One of the main functions of the Registration Authority is to undertake annual random samples of professionally active registrants' CPD records. This requires that practicing Chartered Master Mariners ensure their CPD records are up to date. Registrants who are not professionally active (e.g. retired or on a career break) may request exemption from a sample.

The intention behind CPD sampling is not to police registrants, but to encourage a culture in which registrants will naturally engage in CPD and take ownership of their own learning and development. The Registration Authority believes that adopting this approach across the Chartership should help all registrants to plan and reflect upon their learning and development in a more conscious way, thus benefitting them, their employers, and the maritime industry as a whole.

Recording evidence of CPD is a requirement of Chartered registration. Professionally active registrants who persistently do not respond to or engage with requests for CPD records shall be removed from the register and therefore will no longer be entitled to use the affix 'CMMar' nor will be able to advertise oneself as Chartered.

CPD STANDARDS: definitions and examples of learning activities

Chartered Master Mariners submitting their continuing professional development should show a mixture of learning activities, of at **least twelve hours**, on current or future practice from at least two of the following categories:

1. Work based learning
2. Professional activity
3. Formal / Educational
4. Self-directed learning
5. Other

Descriptions of the different categories and examples of activities can be found below.

Work based learning
Work based learning is professional development that takes place by fulfilling the current job role. Such development naturally takes place as experience is gained in the role, greater independence and responsibility is given, and the complexity and scope of work undertaken increases. Work based learning also includes in-house learning activities and development opportunities that are provided by the employer as part of staff orientation and development in support of organisational performance and objectives.

Work based learning examples:
- Experiential learning: Learning by doing the job – gaining, and learning from, experience – expanding role.
- In-service training – includes orientation programs, standard operating procedures and employee development.
- Receiving coaching from others.
- Work shadowing.
- Peer review of own work, including presentations to colleagues.
- Review of case studies and literature
- Participating in journal club.
- Discussions with colleagues – idea generation, problem solving, etc.
- Presentations to external clients, regulators, policy makers.
- Supervising colleagues or students.
- Job rotation, secondments, sabbaticals.
- Involvement in the wider work of employer – beyond scope of role.
- Post-mortem and lessons learnt activities following significant projects, events.
- Requesting and analysing feedback on performance from colleagues, clients.
- Participating in the employer's performance appraisal and goal setting process.

Professional activity
Professional activities that support professional development include participating in the management and organisation of a professional body; and also participating in activities that develop the professional skills and knowledge of other professionals, and participating in activities that apply scientific expertise in the wider community.

Professional activity examples:
- Involvement in the management of a professional body – officer, organiser, committee member, working group member.
- Organiser of a conference, scientific meeting or course.
- Being an examiner.
- Being a referee for a journal.
- Supervisor of research.
- Membership of a technical expert group – e.g. special interest group, section or study group.
- Being an expert witness.
- Lecturing or teaching (new material).
- Giving presentations or being a discussant at conferences or scientific meetings.
- Networking with professionals in other organisations.
- Coaching or mentoring.

Formal / Educational
Formal/educational professional development includes the participation in activities that lead to gaining academic/professional qualifications and the attendance at structured learning activities organised by professional bodies, learned societies or training providers; and also, the preparation of papers, articles or presentations for a professional audience.

Formal / educational examples:
- Undertaking a program of learning or research for an academic qualification.
- Attending training courses.
- Attending conferences or scientific meetings.
- Undertaking distance learning or e-learning activities.
- Reading to understand the legal, regulatory framework for professional work.
- Maintaining or developing specialist skills.
- Writing articles or papers.
- Preparing presentations for conferences or scientific meetings.
- Preparing material for training courses.

Self-directed learning
Self-directed learning takes place when the individual takes the initiative in diagnosing learning needs, formulating learning goals, designing learning experiences, identifying and using human and material resources and evaluating learning outcomes.

Self-directed learning examples:
- Reading books, journals and articles.
- Reviewing and summarising books and articles.
- Upgrading knowledge through internet searches and the use of electronic information sources.
- Reflective practice – assessing benefit of CPD activities to self, client or employer – identifying next steps.

Other
Activities which may not require scientific expertise, but which help develop transferable skills and gain experiences that are valuable in the current professional role or in future career directions. These would include involvement in strategic activities for the employer; and activities carried out outside of professional life.

Other examples:
- Strategic thinking (e.g. projects for employers such as organisational restructuring, strategic planning and resourcing, external/community relations, facility development).
- Leadership skills (e.g. managing a children's sports team, leader of a cadet/scouting/guides activity, Chairperson for a club or society).
- Organisation and planning skills (Secretary for a club or society, school governor, Parent Teacher Association organiser, church parish councillor).
- Finance skills (e.g. treasurer for a club or society).
- Coaching and counselling skills (e.g. Sports coach, Samaritans volunteer, Mentoring, Tutoring).

The lists of example activities should not be considered exhaustive but are intended to give an indication of the range of activities that may constitute CPD.

Parts of this policy has been taken from the Science Council's CPD Learning Activities – 13th December 2019.

Appendix A

Continuing Professional Development Record

NAME: **START DATE:**

JOB TITLE: **END DATE:**

CHARTERSHIP NUMBER: CM

Date(s)	Type of CPD 1.Work based learning 2.Professional activity 3.Formal / Educational 4.Self-directed learning 5. Other	Activity Name of course/event or description of your activity	Impact What did you learn?	Action How will you apply this knowledge? Is further action required?	Length How long was the course/event/activity

Total amount of annual CPD hours:

Jul 23