

# CPD MAINTAINING CHARTERSHIP

## Getting Started...

This guide highlights the crucial roles of ongoing learning and adaptability for Chartered professionals to sustain their status as leaders and innovators within their industry by submitting a Continuing Professional Development log entry each year. By prioritising continuous learning and adaptability, Chartered professionals can ensure their expertise remains relevant and impactful, fostering progress and setting new standards in their profession.

This guidance covers areas such as:

- **The role of CPD in Professional Competence and Credibility:** A description of CPD demonstrates a lifelong learning commitment, ensuring professionals' skills and knowledge are up-to-date and credible.
- **Planning and Recording CPD:** An overview of CPD planning, conducting self-assessments, selecting aligned activities, allocating resources, and regularly reviewing progress.
- **The Importance of Reflective Practice in CPD:** An explanation and examples of how reflective practice in CPD helps to facilitate deep learning from experiences.
- **The Audit Process:** A description of the CPD audit process through evaluating records against an assessment rubric to ensure fairness and comprehensive assessment.

Use this content as a source of reference for completing your CPD record, it will be available to you to refer back to.

## CHARTERSHIP AND ITS IMPORTANCE

### Introduction to Chartership and Its Importance

Chartership represents a distinguished acknowledgement awarded by a professional organisation, reflecting exceptional skill, professionalism, and dedication in a specific field. In the context of ergonomics and human factors, the Royal Charter obtained in 2015 highlights the utmost acknowledgement of this discipline. It grants the institute special authority to bestow and manage the 'Chartered Ergonomist' title and post nominals, denoting the discipline's significance and the institute's leadership both in the UK and internationally.

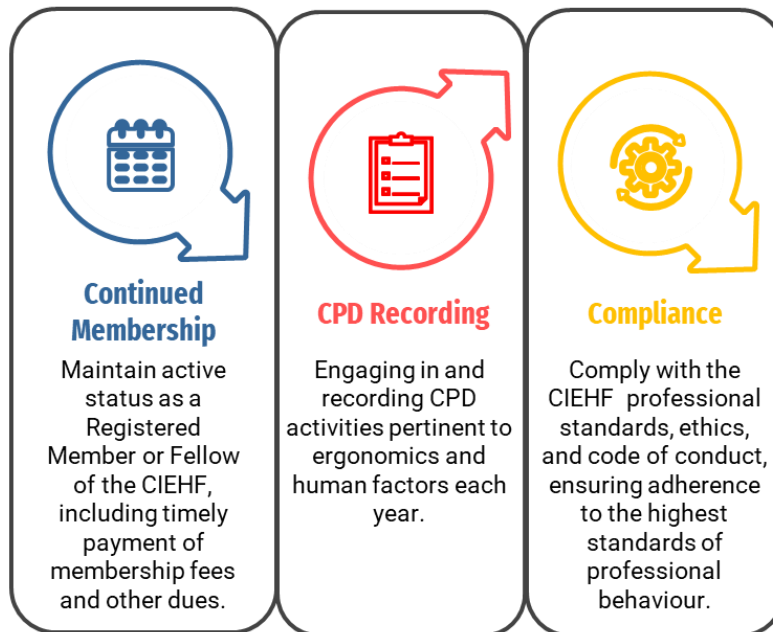
To attain Chartered status, individuals must:

- Apply to be as Registered Members or Fellows of the institute.
- Meet specific educational and professional criteria.
- Engage in relevant CPD activities.
- Successfully pass an assessment process.

This status not only elevates one's professional standing but also emphasises dedication to the field of ergonomics and human factors.

## Maintaining Chartered status

To maintain Chartership, adhere to the '3C rules', which encompass **Continued Membership, CPD Recording, and Compliance**. This involves:



## The role of CPD in maintaining professional competence and credibility.

Continuing Professional Development (CPD) plays a crucial role in maintaining and enhancing the competence and credibility of Chartered Ergonomists and Human Factors Specialists. By engaging in CPD, professionals demonstrate their commitment to lifelong learning, keeping abreast of the latest advancements and best practices within their field. This not only ensures your skills and knowledge remain current and relevant but also showcases your dedication to the highest standards of professionalism.

Through a structured approach to identifying learning needs, undertaking diverse educational activities, and reflecting on the impact of these activities on their practice, chartered professionals can effectively navigate the demands of an ever-evolving workplace, securing their place as leaders and innovators in the ergonomics and human factors community.

# PLANNING AND RECORDING CPD

## Planning your CPD

Setting goals and planning for future Continuing Professional Development (CPD) activities are critical steps in ensuring that your professional growth is strategic, focused, and aligned with your career aspirations. This proactive approach enables you to systematically address your learning needs, capitalise on your strengths, and target areas for improvement, thereby enhancing your competence and credibility in the field of ergonomics and human factors. Here's how to effectively set goals and plan your CPD.

### Plan: Conduct a self-assessment

- Evaluate current skills, knowledge, and competencies against the CIEHF professional standards.
- Use tools like the [CIEHF Competency Checklist](#) and SWOT analysis to create a focused plan.
- Define Clear, Achievable Goals, Set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.
- Choose activities that align with each goal, such as workshops, online courses, and practical experiences.
- Embrace a variety of learning methods and formats.
- Include activities across different competency areas and skill sets.

### Do: Allocate time and resources

- Realistically determine the time you can dedicate to CPD activities.
- Consider the need for access to courses, materials, or networks.
- Record the basic details and your initial thoughts as soon as possible.

### Review: Schedule regular reviews

- Periodically review your entries and progress towards goals (we suggest every 3–4 months).
- Reflect on your learning and adjust the plan as necessary, adapting your plan to career changes or new learning needs.
- Ensure CPD activities remain relevant and aligned with the CIEHF professional standards.

## Activities and Recording

Recording CPD activities is vital for meeting regulatory requirements, facilitating reflective practice, and supporting personal and professional growth in many professions. This practice not only empowers individuals to manage their career paths actively but also keeps them at the forefront of the field. This practice not only empowers individuals to manage their career paths actively and keeps them at the forefront of the field.

CPD can be pursued through a variety of methods, such as engaging with the latest research articles, presenting at conferences, or participating in workshops, each offering unique

opportunities for professional growth and knowledge enhancement. Below are some suggested CPD activities:

*Read each item to learn more.*

### **Read**

- Textbooks and latest research papers in ergonomics and human factors.
- Industry reports and case studies to understand new trends and methodologies.
- Articles in professional journals or magazines related to ergonomics and human factors.

### **Write**

- Articles or thought-pieces for industry publications or professional blogs.
- Research papers on innovative approaches or case studies in ergonomics and human factors.
- Contributions to discussions and forums in professional networks or social media groups.
- New course content for educational purposes

### **Listen**

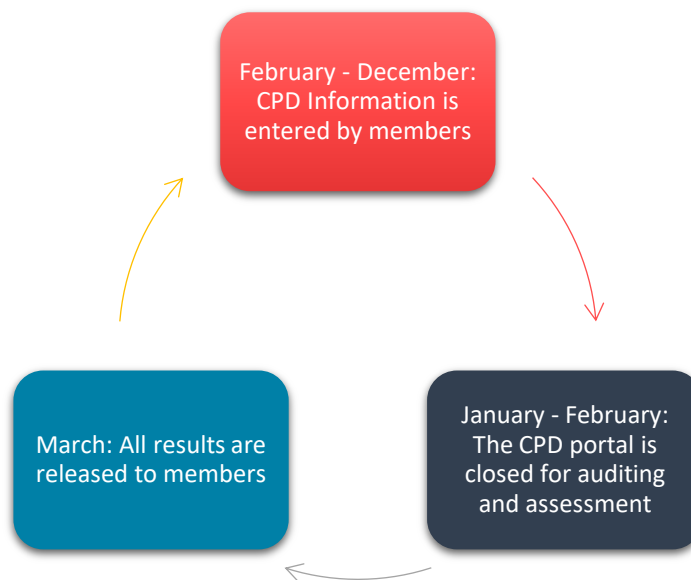
- Podcasts featuring experts discussing current trends and challenges in ergonomics and human factors.
- Webinars and online lectures from leading professionals and academics in the field.
- Audio versions of professional journals or books.

### **Speak**

- Presenting at conferences, workshops, or seminars on topics related to ergonomics and human factors.
- Leading or participating in professional development sessions or roundtable discussions.
- Mentoring colleagues or peers, sharing knowledge and experiences to support their professional growth.
- Professional body volunteering roles such as assessor, reviewer, committee roles, local network roles, etc.

## **The CPD Cycle**

Members are required to submit CPD entries for each calendar year. The CIEHF require five separate entries that detail the activities undertaken that year and three forward planning entries that outline the professional development for the coming year.



**Members can record their CPD entries throughout the year using their CIEHF account.** You are encouraged not to delay recording your CPD activities, as this makes it easier to remember and reflect on learning because it captures experiences and insights while they are still fresh. This allows for a more accurate and meaningful reflection on how each activity impacts professional development and practice. This process also facilitates the identification of patterns in learning and development, enabling targeted adjustments to future CPD plans.

## Advice for recording your CPD

Watch this short video about what to record for your CPD entries.

### ***[Transcript] Recording your CPD***

#### ***Be Systematic***

- *Use the dedicated CPD log, on your CIEHF account and update it regularly.*
- *This can be found on the CIEHF website in the 'My account' dropdown menu.*

#### ***Record activities promptly***

- *Prompt recording helps ensure accuracy and relevance, preventing the omission of important points.*

#### ***Detail the Activity***

- *For each CPD activity, type of activity and a brief description.*
- *Be specific about what the activity entailed and why you chose it.*

#### ***Reflect on Learning***

- *For each entry, reflect on what you learned and how it applies to your professional practice.*
- *Consider how the activity has contributed to your knowledge, skills, and behaviours.*
- *Reflective practice is key to turning experiences into actionable insights.*

#### ***Assess Impact***

- *Evaluate how each CPD activity has impacted your professional performance and career development.*

- *Consider changes in your approach to work, improvements in skills, or contributions to your workplace or the wider profession.*

#### **Plan Ahead**

- *Use your CPD record not only to document past activities but also to plan future development.*
- *Identify areas for improvement or new skills you wish to acquire.*

#### **Summary:**

- *Be Systematic*
- *Record Activities Promptly*
- *Detail the Activity*
- *Reflect on Learning*
- *Assess Impact*
- *Plan Ahead*

### **Reflective Practice for CPD**

The process of reflection is a cornerstone of effective CPD. It transforms routine activities and new experiences into profound learning opportunities, ensuring that you don't just passively accumulate knowledge but actively engage with and integrate it into your practice. It enables you to critically assess your learning experiences, understanding not just what you learned but how it impacts your professional behaviour, decisions, and strategies.

Consider prompting questions like:

- What have I learned?
- How does this change my understanding or approach?
- How can I apply this in my work to improve outcomes?

This introspective process is key to identifying both strengths and areas for improvement, guiding future CPD choices and career development paths.

To effectively incorporate reflection into CPD, you should:

- Allocate dedicated time after each CPD activity to ponder their learning and its applicability.
- Discuss experiences and reflections with peers or mentors to gain different perspectives and deepen understanding.
- Regularly review and reflect on their CPD record over time to assess progress towards their professional development goals.

Emphasising reflection in CPD ensures that learning is meaningful, reinforcing the importance of continual growth and adaptation in the ever-changing landscape of ergonomics and human factors.

*See each example to learn more.*

#### **Example 1: Sarah**

Consider Sarah, an ergonomics consultant with five years of experience.

I recently attended a workshop on the latest virtual reality (VR) technologies applied in workplace ergonomics assessments. After the workshop, I dedicated time to reflect on my learning experience:

- **What did I learn?** Sarah noted her newfound understanding of how VR can simulate workplace environments for ergonomics assessments, allowing for more precise identification of potential issues before they arise in the real world.
- **How does this change my understanding or approach?** I recognised that incorporating VR into my assessments, I could significantly enhance the accuracy of my recommendations and provide more value to my clients, moving beyond the traditional methods I have relied on.
- **How can I apply the insights gained to improve my professional practice?** I have proposed a pilot project to my team, aiming to integrate VR technology into our next ergonomics assessment project. In the proposal, I have outlined the potential benefits and a strategy for implementation, considering the resources needed and possible challenges.

This reflection process helped Sarah transform a learning activity into actionable insights, demonstrating the significance of reflection in CPD. By critically analysing what she learned, she could not only see the immediate value of her newly acquired knowledge but also plan concrete steps for applying it in her professional practice. This example highlights how reflection bridges the gap between learning and doing, ensuring that CPD activities contribute meaningfully to professional growth and the advancement of ergonomic practices.

### Example 2: Narla

Consider Narla, an ergonomist working for a large organisation with a team of human factors professionals.

I participated in a 2-day training course focused on the HEART+ methodology for calculating human error probabilities (HEPs), crucial for assessing risk in process safety assessments and demonstrating ALARP to regulators. Although experienced in task analyses and qualitative human error analysis, quantifying human error was relatively new to me.

- **What did I learn?** The training enhanced my understanding of quantifying human error and integrating it with my existing qualitative analysis skills, broadening my capabilities in human factors analysis.
- **How does this change my understanding or approach?** The methodology proved straightforward, with the challenge lying in accurately interpreting tasks to identify Generic Task Types, Error Producing Conditions, and the Assessed Proportion of Effect. This approach complemented my existing skills in qualitative task analysis, making it a logical extension of my toolkit. The training effectively conveyed the methodology and offered ample practice opportunities.
- **How can I apply the insights gained to improve my professional practice?** The realisation that quantifying human error complements qualitative analyses encourages me to incorporate quantitative methods into my practice, seeing it as an advancement rather than a replacement of existing skills. Moving forward, I plan to seek opportunities to apply HEART+ more often in my work, potentially reaching out to the trainers for guidance to ensure accuracy and build confidence in my application of this methodology.

This reflection underscores the importance of continuous learning and adaptation in professional development, highlighting how new methodologies can enhance existing practice and address emerging challenges in ergonomics and human factors.

### Example 3: Alex

Imagine Alex, a seasoned Human Factors Specialist, who has taken on the role of mentor for Jordan, a recent graduate starting their career in ergonomics.

During our sessions, I have shared insights from my extensive experience, offering Jordan guidance on applying theoretical knowledge to real-world projects. I have encouraged Jordan to discuss challenges encountered in the workplace, fostering a two-way learning environment. After each mentoring session, I have reflected on the questions Jordan has asked and the advice I have provided.

- **What did I learn?** I have realised that mentoring has reinforced my foundational knowledge and prompted me to stay updated on the latest ergonomics research to provide accurate, current advice (in particular around the developments in AI and its impact on the profession).
- **How does this change my understanding or approach?** Through discussions with Jordan about emerging trends in ergonomics, I have become more open to exploring new innovative approaches and technologies for use in my projects, recognising areas where I have previously been resistant to change.
- **How can I apply the insights gained to improve my professional practice?** I have identified opportunities to incorporate new tools and methodologies discussed during mentoring into his work, such as AI-driven simulation tools for an upcoming project aimed at redesigning a manufacturing workstation. I plan to collaborate with AI specialists to gather and analyse movement data, aiming to create a workstation layout that optimises ergonomics, enhancing the quality and efficiency of his ergonomic assessments.

This example illustrates how mentoring, as part of CPD, is mutually beneficial. By reflecting on his mentoring experience, Alex not only contributes to Jordan's professional development but also identifies opportunities for his own growth. This reflective practice in CPD ensures that mentoring transcends mere knowledge transfer, fostering continuous improvement and innovation in the field of ergonomics and human factors.

#### *Career breaks*

Requirements for Chartered members on career breaks, aiming to balance support for members with maintaining professional standards.

- **For planned breaks** (e.g., maternity, study, travel), members can either complete usual CPD activities by the year-end to maintain Chartered status or pause CPD recording, losing Chartered status for the next calendar year but able to regain it upon return.
- **For unplanned breaks** (e.g., illness, caregiving), members should notify the CIEHF of their situation and can regain Chartered status upon completing CPD post-break. Acceptable CPD activities during breaks include reading, webinars, staying in touch with work, and online courses.

In all scenarios, you have the option to notify the assessors about your career break in one of the CPD activities, and the assessors will consider that the variety of activities and practical application of learning may be restricted.

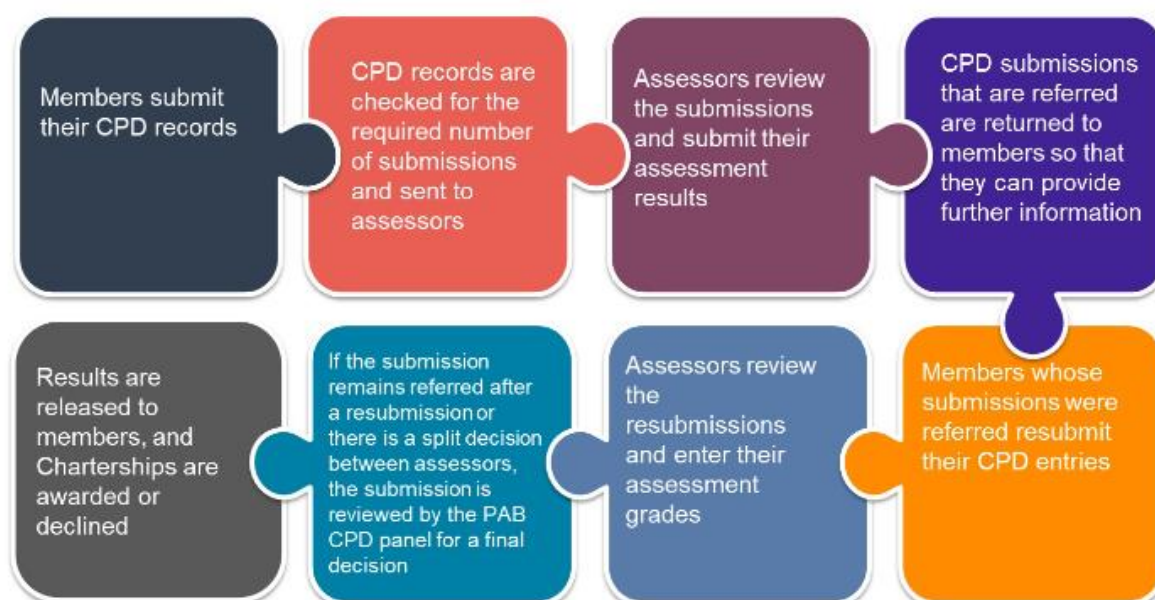


This approach recognises the challenges of completing CPD during breaks while emphasising the importance of staying connected to the profession. Members facing unique circumstances are encouraged to contact the CIEHF for support, with all communications treated confidentially. [Further information can be found here.](#)

## THE AUDIT PROCESS

### Overview of the Audit Process

The process outlined below is the procedure used for evaluating CPD records. Members submit their CPD records for review, where a selection is audited each year. These are checked and reviewed by assessors. The process concludes with the announcement of results and the awarding or declining of Charterships based on these evaluations.



### The Review

The reviewers use an assessment rubric as a guide for assessing your Continuing Professional Development (CPD) entries. This is a vital tool in ensuring standardised, fair, and comprehensive assessments of CPD activities and ensuring that members' CPD submissions meet the standards expected for maintaining professional status.

With a clear understanding of the assessment rubric, you can tailor your CPD entries to align with the assessment criteria. In addition, by comparing your work against the rubric, you can self-assess your performance before submission, helping you to identify areas of strength and areas needing improvement before the assessment begins.

**Activity Descriptions:** Ensure your CPD records include detailed descriptions of each activity. Aim for comprehensiveness, showcasing how each activity supports your professional

development in line with the CIEHF competencies. Reflect on the purpose, content, and your role in each activity to demonstrate its relevance and value.

**Diversity of CPD Activities:** The rubric emphasises the importance of variety in your CPD activities. Strive for a diverse range that extends beyond your regular job functions, incorporating learning and development across different competency areas of ergonomics and human factors or types of activity.

**Depth of Reflection:** Deep, meaningful reflection on the skills acquired from each CPD activity is critical. Go beyond surface-level observations to analyse how the activity enhanced your knowledge or practice and its impact on your professional growth. This reflection should connect your learning to tangible improvements in your work or approach.

**Forward Planning:** Demonstrating continuous improvement involves having a clear, detailed forward plan. Outline your professional development path for the upcoming year, identifying specific activities and why they've been chosen. This shows a proactive approach to addressing competency gaps and making informed choices about your development.

**Relevance to Professional Practice:** Clearly articulate how each CPD activity contributes significantly to your professional practice, with specific references to improvements in ergonomics and human factors competencies. This linkage ensures your activities are not just for personal interest but directly enhance your professional capability and proficiency in human factors.

Periodically review your CPD plan and activities against the rubric to ensure they align with the expected standards. Adjust your plan as necessary to meet or exceed the criteria, ensuring your professional development remains on track.

## The Rubric

Criteria	Excellent	Satisfactory	Referred
<b>Current Activity Descriptions</b>	Member has recorded CPD activities with comprehensive details, showcasing professional development consistent with the standards set.	Member has recorded CPD activities, fulfilling the requirement with an adequate/ appropriate level of detail for each one.	Member has recorded CPD activities but provided an insufficient level of detail for two or more of the activities.
<b>Variation</b>	CPD record shows a diverse range of activities beyond normal job functions, with evidence of human factors learning and development across a number of competency areas.	CPD record shows an acceptable range of activities with some variation and evidence of human factors in professional development.	CPD record lacks variation, focuses on a singular activity type, or fails to demonstrate Human Factors professional development in one or more activities.
<b>Self-reflection (Skill acquired)</b>	Descriptions show deep self-reflection, with clear examples of enhanced knowledge or practice and how learning has impacted professional growth.	Descriptions show adequate self-reflection with some examples of what has been learned and potential impacts.	Descriptions lack self-reflection, with minimal or no indication of learning or professional impact.
<b>Continuous Improvement (forward plan)</b>	Member has a detailed forward plan, showing a clear and thoughtful professional development path. It shows a proactive approach to addressing competency gaps with specific and informed development choices.	Member has recorded forward plan of appropriate Human Factors activities with sufficient details for the upcoming year. It outlines why these activities have been selected.	Member has recorded a forward plan of activities, but the plan lacks clear direction, relevance or detail. The forward plan lacks evidence of informed development choices.
<b>Professional Practice (relevance)</b>	It is clear how the five activities listed contribute significantly to the development of professional practice, with clear references to HF competency and proficiency improvements.	It is clear how most of the activities listed contribute to professional practice, with references to Human Factors, competencies and or proficiency.	It is unclear how most or all activities contribute to Human Factors professional development.

## Respond to feedback and making the necessary adjustments

If your CPD entry has been 'referred' by an assessor, then you will need to update your CPD record for re-assessment. You will be provided with feedback about why your CPD record has been 'referred'. Responding to the feedback and making the necessary adjustments is essential to professional growth, particularly in the context of CPD. Here's a guide on effectively engaging with feedback and implementing changes. In this situation, you should:

Select each tab to learn more.

### Reflect and Assess:

- Take some time to reflect on the feedback received. Reflecting helps to internalise the feedback and see its applicability to your submissions and professional development.
- Based on your reflection, devise an action plan to address the feedback. Identify what changes need to be made, then update your CPD record accordingly.

## Respond

- Ensure that any updates to your entries are clear to the reviewers so that they can see your response to the feedback. This helps them to see how you've responded to their suggestions. This not only shows your appreciation for their input but also demonstrates your commitment to your professional growth.
- Check that your entries are aligned with the CIEHF CPD criteria.

## Seek Support if Needed

- Don't hesitate to seek support or refer to resources that can support you. This could involve asking for further guidance from mentors, accessing relevant guidance, or contacting [CIEHF@ergonomics.org.uk](mailto:CIEHF@ergonomics.org.uk).

## Maintain a Growth Mindset

- Embrace feedback as a valuable tool for development. Maintaining a growth mindset helps you view feedback as an opportunity to evolve continuously, rather than a setback.

When updating your record, we recommend using the prefix '**UPDATE**' before detailing the amendments.

---

## OVER TO YOU: ACTIVITY

A. Review the example CPD entries in the box below and review it against the assessment rubric, [which can be downloaded here](#).

Select the example below to read the entry.

### A. Example CPD submission

#### This year:

1. I led an online teaching session focusing on academic writing/referencing for students on the MSc programme at the University of Mabery.
2. I led a teaching session for students studying the Research Project in EHF module as part of the MSc programme at the University of Mabery. The session focused on the core aspects of designing a research study in EHF. Defining your Title, Aims, Methods, Sampling strategy, Analysis etc.
3. I attended a seminar by Jim Smith from NHS England: "PSIRF: Taking a systems approach to taking a systems approach".
4. I attended the CIEHF webinar focusing on fatigue in healthcare.
5. I attended the CIEHF Conference in April

#### Forward planning:

1. Attend a webinar session
2. Read more about Workload analysis for a project I will be working on
3. Attend the CIEHF conference

Use the assessment rubric and enter the grade (Excellent, Satisfactory or Referred) you would award for each of the criteria. Then check your answers against the recommended grades.

**Grade: Current Activities** [[        ]].

**Grade: Variation** [[        ]].

**Grade: Self-reflection** [[        ]].

**Grade: Professional Practise** [[        ]].

**Grade: Forward Plan** [[        ]].

Check Answer

**Answer: Current Activities: Satisfactory** - All five activities meet the requirement of recording CPD activities. However, the entries lack details that showcase professional development.

**Answer: Variation: Satisfactory**- The CPD records show a range of activities, from teaching sessions to attending seminars and a conference. This indicates an acceptable level of variation in activities, although they predominantly focus on academic and seminar-based learning.

**Answer: Self-reflection: Referred** - The descriptions in the submissions provide some insight into what was learned from each activity. However, there is a lack of deep self-reflection that clearly demonstrates how these activities have significantly impacted professional growth.

**Answer: Professional Practice: Referred** -The activities generally contribute to professional practice, with some references to Human Factors (HF) competencies. However, the links are not exhaustive or clearly articulated in terms of specific competencies and proficiency improvements.

**Answer: Forward Plan: Referred** -The activities suggested are good developmental activities, but the plan lacks specific and informed development choices. It should be more detailed, showing how these activities will address competency gaps.

**Overall Feedback - Referred:** The CPD entries demonstrate a commitment to continuous learning, particularly in academic and seminar-based contexts. The range of activities indicates engagement in professional development, but there is room for development in terms of depth. The submissions would benefit from a more detailed reflection that clearly links these activities to enhanced professional practise and HF competencies, which would significantly strengthen the CPD portfolio.

---

B. Review the example CPD entries in the box below and review it against the assessment rubric, which can be downloaded [here](#).

Select the example below to read the entry.

## B. Example CPD Submission

### This year:

1. I acted as a CIEHF course application assessor. This involved reviewing short-course applications. What I learned: I gained practical experience in assessing information against CIEHF standards. How it helped me: I continued to utilise my HF experience and practical knowledge and applied this to how others may develop their skills through short courses, expanding my understanding of course design and learner development.
2. I attended a CIEHF webinar, Human Factors in Highly Automated Systems. What I learned: This increased my knowledge regarding EHF related issues/factors in highly automated systems which can be applied to my areas of practice.
3. I reviewed a CIEHF webinar Human Factors in Accident Investigation. What I learned: This helped to refresh my knowledge regarding human factors and incident investigations. It also provided me with new insights into this area, such as the evaluation of cultural elements, which I can apply in the broader aspects of work.
4. I acted as CIEHF CPD assessor. What I learned: I gained practical experience in assessing CPD records against application standards. This assisted in expanding my CPD activities and using my experience and practical knowledge to further the aims of CIEHF.
5. I read and reviewed issues of the 'The Ergonomist' throughout the year. What I learned: Maintaining up-to-date knowledge of relevant EHF-related information has assisted with maintaining and further developing my knowledge in fields that are applicable to my EHF professional activities

### Forward Plan:

1. I aim to increase my engagement with my regional CIEHF sector group to further enhance networking with colleagues and share knowledge.
2. I plan to continue to review articles and journal articles in relation to professional work undertaken throughout next year to ensure an evidence-based approach is considered at all times.
3. I aim to learn more about risk perception. To do this, I will conduct some self-guided research and join the competence management steering committee, which will enable me to put my learning into practice.

Use this assessment rubric and enter the grade (Excellent, Satisfactory or Referred) you would award for each of the criteria. Then check your answers against the recommended grades.

**Grade: Current Activities** [[        ]].

**Grade: Variation** [[        ]].

**Grade: Self-reflection** [[        ]].

**Grade: Professional Practise** [[ ]].

**Grade: Forward Plan** [[ ]].

Check Answer

**Answer: Current Activities: Satisfactory** - All five activities fulfil the requirement of recording CPD activities, but they lack comprehensive details that fully demonstrate professional development at the highest standards.

**Answer: Variation: Satisfactory**- The CPD record shows a good range of activities, including acting as an assessor, attending webinars, and reviewing professional literature. However, the activities are somewhat focused on learning and assessment, lacking a broader range of professional development experiences.

**Answer: Self-reflection: Satisfactory** - Each activity includes some level of self-reflection, indicating what was learned and its potential impact. However, the reflections could be deepened to show a more significant impact on professional growth.

**Answer: Professional Practise: Satisfactory** -The activities contribute to professional practice and demonstrate engagement with HF competencies. However, more explicit references to how these activities have led to improvements in HF knowledge, proficiency, or expertise would strengthen this aspect.

**Answer:Forward Plan: Satisfactory** - While these are good developmental activities, the plan lacks specific and informed development choices. It could be more detailed, showing how these activities will address specific future learning needs and competency gaps.

**Overall Feedback -Satisfactory:** The CPD entries shows a solid commitment to professional development, particularly in areas related to learning, assessment, and keeping abreast of industry knowledge. To enhance the entries, consider deepening your reflections to illustrate more clearly how each activity has impacted your professional growth. For future development, focus on creating a more detailed plan that addresses specific competency gaps and aligns with your professional growth goals. Your current activities indicate good engagement with HF competencies, but providing more evidence of how these have enhanced your professional practice would further strengthen your CPD portfolio.

## NEXT STEPS

This completes the CIEHF CPD Guidance for Chartership CPD. Please refer to the content and supporting documents to help you with your entries. If you have any questions about assessing CPD, please contact us at [ciehf@ergonomics.org.uk](mailto:ciehf@ergonomics.org.uk).

### Supporting documents

- [CIEHF Competency Checklist](#)
- [Assessment Rubric](#)
- [CPD requirements for members on career breaks](#)

## **Into the future...**

We would greatly appreciate your feedback about this guidance. [Please take a few moments to complete the feedback form.](#)

When you're ready, confirm that you've completed the course by clicking the right arrow in the top right of your screen.