

Welding & Joining

Professional Development

Reach new heights in today's Technological World



SUMMARY OF PROFESSIONAL DEVELOPMENT AND QUALIFICATION PACKAGES FROM THE PROFESSIONAL DIVISION OF THE WELDING INSTITUTE

Professional Membership - nationally recognised mark of attainment for engineers, technicians and others involved in welding, joining and related activities.

Engineering Council UK - most classes of Professional Membership automatically confer Registration with the UK Engineering Council in the appropriate category:

Chartered Engineer -	Fellow, Senior Member, Member
Incorporated Engineer -	Member , Incorporated Member
Engineering Technician -	Incorporated Member, Technician member

CEng registrants are eligible for European registration through FEANI and for the award of the Eur Ing title.

FEANI is the pan-European group of 22 national associations including the Engineering Council UK.

Certification - Award of titles to individuals having proven knowledge and current competence to undertake welding responsibilities. The Certification Scheme for Welding and Inspection Personnel (CSWIP) is accredited by the United Kingdom Accreditation Service and by the European Welding Federation. Some classes of CSWIP lead to award of Technician membership Eng Tech Registration.

European Welding Federation (EWF) and International Institute of Welding (IIW) - internationally recognised qualifications awarded to individuals who have successfully completed an approved course of study in welding and related subjects.

Welding & Joining (WJS) - wide range of technical support, eg journals, website, information and meetings, and personal benefits, for anyone with an interest in welding and joining technology. Professional Members are automatically members of WJS.

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What is Professional Development

PD is essentially a learning process aimed at continuous improvement and growth. It is taking on the responsibility for your own life-long learning which will be of benefit to you and your employer.

- The development of personal qualities
- The broadening of knowledge and skill

Benefits of PD

For individuals:

- Improved job performance and satisfaction
- Enhanced career development opportunities
- Potentially more earning power

For Employers:

- More capable, motivated staff
- Improved business performance
- Better recruitment, retention and deployment of staff

Current Working Practice and PD

Every Professional Member should take a structured approach to Professional Development. The emphasis is on the individual to keep a record of their PD.

PD can be related to your own working environment, whether it is in manufacturing industry, engineering or management, and may take the following forms:

1. Further education studies

National Certificates and Diplomas, N/SVQs, Advanced Modern Apprenticeships, other recognised qualifications.

2. Post qualification studies

Higher Degrees, MA, MBA, MSc, MPhil, PhD, I/EWE, I/EWT, I/EWS.

3. Distance learning

eg The Open University (a recommended course list for routes to TWI membership grades is available).
Cranfield university

4. Short courses

Attendance at short courses and seminars organised by:

- TWI or other professional institutions
- Employers' in-house schemes
- Other short course providers

5. Imparting Knowledge

- Making presentations
- Preparation of papers accepted for conferences and seminars
- Preparation of articles and reviews accepted for publication
- Coaching/teaching/lecturing

6. Conferences, symposia and exhibitions

- Attendance at conferences organised by TWI or by other professional institutions

7. Committee work

- TWI or other professional institutions or technical societies
- Other organisations' committees

8. Meetings (non-social)

- Attendance at Branch meetings organised by The Welding & Joining Society or by other professional institutions
- Other recognised local meetings
- TWI/WJS Technical Group meetings

9. Private study/self directed learning

- Learning foreign languages
- Learning new skills, *eg* computing
- private study such as reading publications and learned journals relevant to an individual's own particular field

10. Relevant voluntary work

- Assisting in schools and local government
- Community activities

Professional Development

The aim of this guide is to inform members of the professional development framework. The framework is based on 3 pillars:

1. **PLANNING YOUR PROFESSIONAL DEVELOPMENT.**
2. **FOCUSING YOUR DEVELOPMENT AND RECORDING YOUR ACHIEVEMENTS.**
3. **SUPPORT FOR PROFESSIONAL DEVELOPMENT.**



FEANI

The guide answers some of the most frequently asked questions and describes the help available. The framework takes account of the Engineering Council UK's Code of Practice which is shown on the inside back cover.



Professional Development

Requirements for Professional Membership and Registration with the Engineering Council UK

Your professional development should be a seamless progression of learning experiences.

It starts in higher education, is critical during early employment and should be actively pursued throughout your career. In order to gain Professional Membership and Registration, you will need to show, at the Professional Review, that you have met a number of specific requirements. You achieve this by successfully completing a period of 'Initial Professional Development' (IPD) that includes periods of structured and monitored training and experience.

In which ever way you meet the requirements you must also demonstrate an ongoing commitment to learning throughout your career *ie* Continuing Professional Development (CPD).

Details of the requirements can be obtained from the Professional Membership Department of TWI.



The Professional Development framework

The 3 pillars of the framework will help you to maximise your potential for lifetime employability and achieve your goals, but the responsibility for your professional development and career lies firmly on your shoulders. Remember that success is linked to structured planning, having clearly focused aims, setting realistic targets and keeping meaningful records of your achievements.

Further details of each component are given on the following pages.



Why should I undertake Professional Development?

If you are to maximise your potential for lifetime employability, it is essential that you maintain high levels of professional competence by continually upgrading your skills and knowledge.

The job market is changing all the time. You may no longer be able to rely on your employer to identify and satisfy your development needs. You may well move jobs four or five times during your working life. Therefore you need to take ownership of your career and its continuing development.

These changes have increased the demands on people, in all walks of life, to keep documented evidence of their continued competence; and nowhere is this more important than in engineering, where technology is advancing so swiftly. In your own best interests, you should be developing a personal portfolio of your professional activities and their relevance to your job competence and your career ambitions.

By taking a structured approach to professional development, you will be:

- Demonstrating your continuing commitment to your profession;
- Developing the good practice of regularly reviewing your needs and selecting relevant learning activities to help fulfil them.

Professional development is monitored by the Institute

- at Professional Review Interviews for membership/registration with the EC(UK)
- Annual Survey of Professional Members PD

How much should I do?

If you are to maintain and improve your standards of professional competence to remain employable, you will clearly need to put in plenty of effort. However, when you consider all the activities, particularly at work and in the form of private study, that already add to your knowledge, skills and experience, you will realise that such an effort is feasible.

What sort of things are relevant?

This will depend on your job and your personal ambitions but, in simple terms, the answer is 'anything that adds to your personal store of relevant skills, knowledge and experience'.

Members work in a very varied range of jobs and at all levels of responsibility. This will be reflected in their continuing learning needs, which will be equally varied.

This is why the range of subjects that can be included is unlimited. However, it is recommended that, in order to develop your expertise on a broad front, you consider learning in the following areas:

- Developing your technical knowledge and skills in your current field.
- Broadening your technical knowledge and skills into other fields, thereby enabling you to move to another job if the need or opportunity arises.
- Acquiring non-technical knowledge and skills ('soft skills'), eg. management techniques, communication and presentation skills, law (health and safety, environmental, employment), finance, languages. All these prepare you for wider or greater responsibilities.

How do I undertake Professional Development?

Professional development may be achieved in any of the following ways, depending on your circumstances, learning style and the opportunities open to you.

- At home - private study, such as distance learning; special projects or structured study, which may involve reading, watching TV and video tapes, and listening to radio programmes and audio tapes; and writing papers for presentation or publication.
- At work - where simply by day-to-day activities, you acquire relevant knowledge and skills by on-the-job learning and company provision.
- At events - such as presentations, lectures, seminars, conferences and also formal courses of study, whether or not they lead to an examination.

How do I plan my professional development ?

Planning

For professional development to be effective, it must be part of a structured plan. Development plans must be subject to continual review in the light of changing circumstances. Most importantly, they should be written down.

Planning is crucial: without it, you could arrive at the wrong destination. Planning helps you to be in control of your journey.

Identify your goals

You will need to begin with your current situation, list where you would like to be or what you need to achieve in 1 year, 5 years and up to 10 years and consider the opportunities open to you to enable you to achieve these goals. You may wish to concentrate on just next year, or you may prefer to look at the overall picture. This will depend on your individual aspirations. Using the above timescales, you can start to put together a plan which will help you to arrive at your destination.

You may find the enclosed form PD01 helpful for this exercise.

Determine the skills you need

Once you have decided on your goals, think about the skills you will need to achieve them.

For example, a welding engineer aspiring to be a welding manager would need to further develop 'soft skills' such as people management, language skills (if working for a multi-national organisation), and team-working skills.

Plan to achieve

To help you achieve your goals, you should draw up your own professional development action plan, *see form PD02 enclosed*

If unforeseen difficulties arise, you may have to deviate from your intended route. Don't be deterred by this. Instead, look for unexpected opportunities and take them.

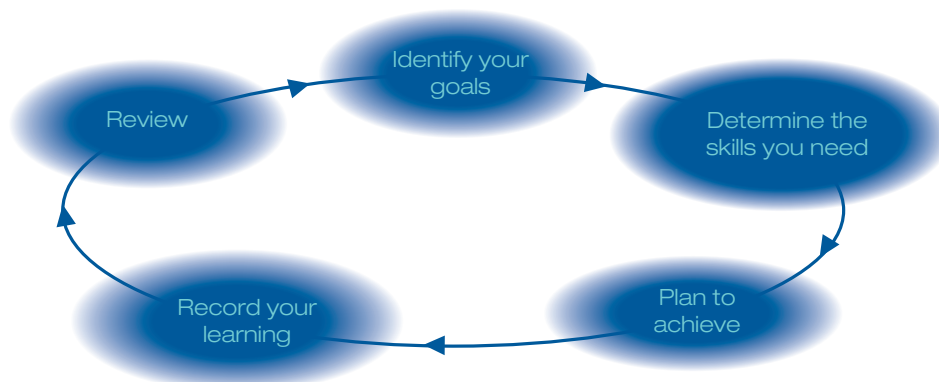
At this stage it would be useful to consider identification of you goals; the skills you will need to achieve them; setting time for achieving them; and setting aside the resources needed.

Review

This is essential! Will you achieve your goals? If not, action must be taken to get back on track. Or perhaps your interests or goals have changed. If so, a review of your development action plan is needed so you can accomplish your new goals.

For example, after a while, our aspiring welding engineer may decide that he or she is more interested in quality assurance rather than management. He or she should review the development action plan. Clearly all is not lost as some management requirements such as people management skills are transferable, but the welding engineer should now further develop skills in quality assurance.

Clearly the development cycle is a continuing process!



The development cycle shown above will help you to understand the planning process.

Focusing your learning

Focusing and recording

Professional development should be evaluated by asking yourself *'what did I learn from that and how can I use my new found knowledge?'* Your records should reflect this. You should also consider what follow-up

activities would be appropriate to build on what you have achieved. How you can do this is explained below.

Quality not Quantity

What is a 'competence'?

Focusing your learning is extremely helpful. One way of doing this is to identify a number of key competences you wish to develop. Competences in this context are what you can do to meet your job role. Competences are a combination of your knowledge, skills and attitude. To identify the competences you wish to develop, use active verbs such as:

competence

To motivate

To design

To use

To negotiate

For example, our aspiring welding engineer might need to learn to motivate a team. Motivating staff would be seen as a key management technique. The welding engineer should therefore undertake activities that will increase his or her level of competence in this area. With focused learning and practice, he or she will see substantial improvement in performance.

Where do I record my learning?

Recording your learning activities enables you to think about what you have achieved, what you hope to achieve and how you can achieve it. Records will also enable you to produce evidence of your progress when required.

You may choose to keep your records on paper or computer. Various helpful tools are available, ranging from simple record cards, to an innovative, interactive and fully searching website.

Examples of forms for recording development activity are enclosed in the back of this brochure. A website has the advantage of enabling you to share learning experiences with others and see what they are doing to develop their competences.

Using a mentor

Aim: To enhance Professional Development through provision of support and guidance from an experienced and trusted professional colleague.

Key points: -

- Ownership and responsibility for learning remains with the individual
- Clear short and long term goals should be agreed

Support

Identifying your competences, planning your career and assessing the learning you have undertaken may be daunting at first - so you may find it useful to get support. One way to get help is to team up with a mentor. This is someone who will act as a trusted advisor and with whom you will feel comfortable discussing sensitive and confidential issues.

You may find a mentor through your employer but there are other options - you may find it more useful to talk to a colleague in the same profession who is employed in a different company.

The networking opportunities which arise through involvement with your local branch and technical groups can be useful in making contacts. You may even find that your most suitable mentor is outside the profession. Remember that a mentor is not there to tell you what you should do, but will encourage you to question your initial thoughts and assumptions and ensure that you look at all the options open to you.

Mentors

- Independent, experienced and qualified person
- Confidential and open relationship
- Advises, encourages and imparts knowledge
- Assists with working towards meeting competence and commitment requirements
- Assists with preparing application for membership/registration and for Professional Review interview
- Should act as a sounding board
- Should support and not cut across line manager's role
- Should listen, challenge and encourage
- Use the opportunity to gain own personal and professional development

Members' Support Services

Professional and WJS members are entitled to free support for their professional development activities. This support includes:

- **Planning and recording forms - *contained in the back of this brochure***
- **Advice on career progression**
- **Advice on training and qualifications**
- **Advice on authentication of professional development records**
- **Technical group and branch meetings**
- **Full programme of conferences, seminars and training courses**
- **Technical advice and information**

The Engineering Council UK's Three Point Code of Practice for Professional Development.

1 Demonstration of commitment

Demonstrate commitment to maintaining professional competence through self-managed Professional Development:

- * Note the professional and any legal or commercial requirements for evidence of Professional Development.
- * Understand the uses of evidence in appraisal, employment and recruitment.
- * Be aware of useful sources and forms of evidence.
- * Have available and, if required, provide suitable evidence.

2 Self management

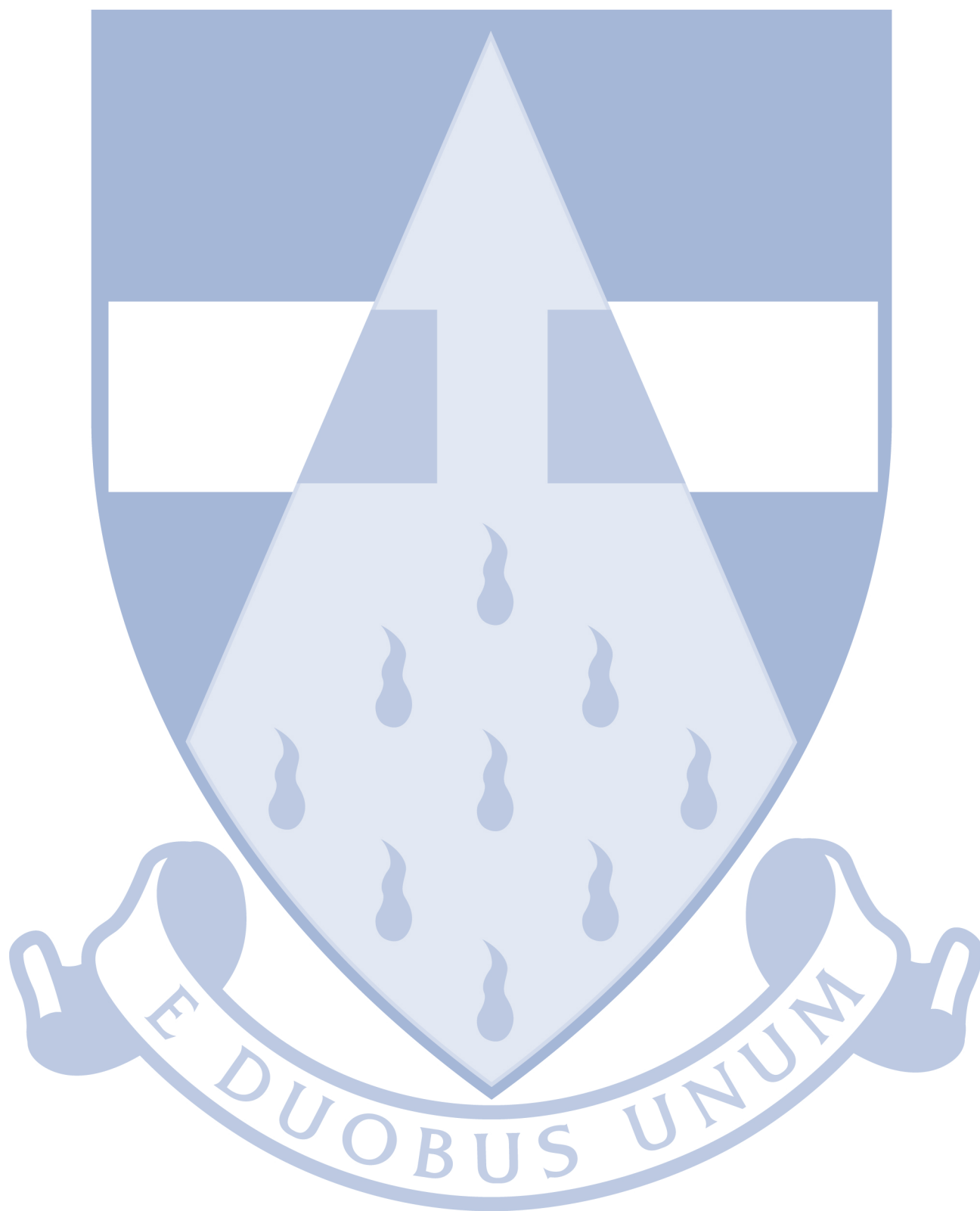
Take responsibility for and manage Professional Development:

- * Identify and prioritise development needs and opportunities.
- * Use appropriate guidelines and competence benchmarks (*eg* from profession; employer).
- * Plan and carry out development action using a range of appropriate learning opportunities.
- * Record development achievements.
- * Evaluate achievements and review them against needs.

3 Learning support

Support the learning and development of others:

- * Be prepared to act as a mentor.
- * Encourage employers to support professional development.
- * Share professional expertise and knowledge.
- * Provide support for the learning of others.
- * Contribute to the activities of a professional body





The Welding Institute
Granta Park
Great Abington
Cambridge, CB1 6AL
United Kingdom

Telephone +44 (0)1223 891162
Fax +44 (0)1223 894219
Web: www.twi.co.uk/professional

Profile of competence and needs

Name	Dates		Page	
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Current competencies	Current job competence requirements	Anticipated future competences	List of development goals	Priority

Annual professional development plan

Name		Dates (from)	to
------	--	--------------	----

Priority	1	2	3	4
Your key development objectives				
How will you address these needs?				
By when?				
What did you achieve? (What can you do now or what do you know?)				
What follow-up is needed?				

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2. Post qualification studies

Higher Degrees, MA, MBA, MSc, MPhil, PhD.

3. Distance learning

The Open University (a recommended course list for routes to TWI membership grades is available).
Association of Business Schools
The Open College

4. Short courses

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- TWI or other professional institutions
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5. Imparting knowledge

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What is CPD?

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Benefits of CPD

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Career Manager

A Guide to Professional Development 'Reach new heights in today's Technological World' is available free of charge to Members.

Current Working Practice and CPD

Every Professional Member should take a structured approach to Professional Development. The emphasis is on the individual to keep a record of their CPD.

For those on The Welding Register, or Certified under the European Welding Federation Scheme CPD is a compulsory feature of maintaining registration and the 35 hour per year criterion must be satisfied in order to maintain registration.

The Welding Institute,
Professional Division,
Granta Park,
Great Abington,
Cambridge CB1 6AL,
UK

Tel: 01223 891162

Fax: 01223 894219

E-mail: twi_professional@twi.co.uk



The Welding Institute

Continuing Professional Development (CPD)

Personal Record Card

Name

Membership Number

Dates:

From: To:

Date(s)	Details of activity Include all development activities undertaken, not only formal courses. Remember you should have both technical and non-technical activities.	Learning outcomes Give your own assessment of what you learned.	Follow-up Make a note of the use that you will make of the new knowledge and of any further work in the area which could be of benefit.	Hours Record your estimate of the number of hours spent in useful development	Cumulative hours	Authentication signature

Record card(s) giving evidence of a minimum of 35 hours of CPD per year over a two-year period may be forwarded to TWI for issue of a personal CPD certificate. WHEN THIS RECORD CARD IS FULL, A NEW ONE MAY BE OBTAINED FREE OF CHARGE ON REQUEST FROM THE ADDRESS GIVEN OVERLEAF.

*Members should have their activities authenticated either by the event organiser or by their employer. Self-authentication will generally be accepted but members should recognise that such authentication may seem less credible to others who may wish to see evidence of CPD.
Self-authentication is not acceptable to Registrants or Certificate holders seeking to comply with the CPD requirements for continuing Registration or Certification.

Sub-total			
Total			