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BMSK4011 – Continuous Professional Development

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Role: Construction Manager

Colleague: Justin Jarrett – Site Supervisor

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Executive Summary

This report provides a comprehensive evaluation of Continuous Professional Development (CPD) for Ross Davies, Construction Manager, and Justin Jarrett, Site Supervisor, within the context of a modern construction environment. The analysis draws on established learning theories, leadership models and sector expectations to create an academically rigorous CPD framework aligned with individual needs and organisational goals.

Learning styles are identified using the VARK model, revealing that both individuals benefit primarily from kinaesthetic, experience-based learning. Development needs are established through SWOT and gap analyses, highlighting Ross's need for improved delegation and coaching capability and Justin's need for enhanced communication, confidence and report-writing skills.

The report examines barriers to learning, including workload pressures, environmental site challenges and psychological factors such as confidence. Strategies are proposed to counter these barriers through blended learning, structured mentoring, reflective practice and organisational support.

Development options include formal training (ILM Level 4, CITB seminars, communication workshops) and informal approaches (mentoring, toolbox talks, reflective journals). Action plans for both individuals are structured using SMART objectives, supported by monitoring methods such as performance reviews, reflective journals and feedback loops.

The report concludes with a structured reflection based on Gibbs' (1988) model, analysing Ross's involvement in a recruitment process. The reflection identifies strengths and weaknesses in selection methods and outlines improvements grounded in competency-based interviewing principles.

Overall, the report demonstrates that targeted CPD, combined with supportive mechanisms and reflective practice, enhances leadership capability, communication, performance and organisational resilience.

Introduction

Continuous Professional Development (CPD) is a vital component of professional growth in construction, an industry characterised by rapid technological advancement, increasing regulatory complexity and heightened expectations around safety and sustainability. For individuals such as Ross Davies, a Construction Manager, CPD supports professional competence, leadership effectiveness and career progression. For emerging supervisors like Justin Jarrett, CPD strengthens confidence, communication and technical fluency.

Within the United Kingdom, professional bodies such as the Chartered Institute of Building emphasise that construction managers have an ethical obligation to maintain and update their skills through CPD (CIOB, 2022). The Construction Leadership Council (2023) further highlights the need for knowledgeable, adaptable leaders capable of managing modern construction challenges.

This report provides a structured CPD pathway for Ross and Justin. It identifies learning styles, development needs, barriers to learning and development options and produces SMART action plans supported by effective monitoring mechanisms. Finally, the use of reflective practice—demonstrated through Gibbs' (1988) Reflective Cycle—shows how professional experiences shape and enhance leadership capability.

1.0 Identify Learning Styles for Self and Another

Learning preferences shape how individuals absorb and apply new information. Understanding these preferences makes CPD more effective. The VARK model (Fleming & Mills, 1992) identifies four styles: Visual, Aural, Read/Write and Kinaesthetic.

Both Ross and Justin completed self-assessments and demonstrated a strong preference for **kinaesthetic learning**, meaning they learn best by doing, experiencing and engaging in practical tasks.

For Ross, kinaesthetic learning is evident in live project coordination, hands-on inspections, leading site briefings and practical problem-solving. For Justin, it appears through operating plant and equipment, shadowing senior supervisors, participating in toolbox talks and learning through practical demonstrations.

Although learning-style theories such as VARK are popular, Coffield et al. (2004) highlight that they can oversimplify complex learning processes. Therefore, in this report VARK is used cautiously and supplemented with Kolb's (1984) Experiential Learning Cycle. Kolb emphasises a cycle of concrete experience, reflective observation, abstract conceptualisation and active experimentation. This aligns particularly well with the construction context, as both Ross and Justin gain concrete experience on site, reflect during debriefs, conceptualise learning through courses and then actively test new approaches in practice.

Despite its usefulness in prompting reflection, VARK has been widely criticised for oversimplifying complex cognitive processes and for lacking empirical evidence that matching teaching to learning styles improves outcomes. In contrast, experiential models such as Kolb's provide a more robust framework for professional development in construction because they emphasise the interaction between experience, reflection and experimentation. This approach is particularly valuable in safety-critical environments, where the ability to analyse previous incidents, adapt behaviours and apply learning to unpredictable site conditions is fundamental. Thus, integrating experiential learning complements kinaesthetic preferences while strengthening higher-level cognitive skills such as analysis and evaluation.

By combining kinaesthetic learning with structured reflection and theory, CPD activities for Ross and Justin can be designed to be both engaging and effective. This blended approach also reflects adult learning principles (Knowles, 1984), which stress that learners are most motivated when development is relevant, problem-focused and immediately applicable to their roles.

1.1 Development Needs for Self and Another

Development needs were identified using SWOT and gap analyses to provide a structured evaluation of strengths, weaknesses, opportunities and threats for each individual. These tools also highlight the potential impact of development gaps on safety, quality, communication and team performance.

SWOT Analysis – Ross Davies

Category	Details
Strengths	Extensive experience leading multi-trade teams; strong technical and safety knowledge; trusted by colleagues and clients; proactive problem-solver.
Weaknesses	Tends towards a directive leadership style; limited delegation of high-risk tasks; limited formal leadership training.
Opportunities	ILM Level 4 qualification; mentoring from senior managers; networking through CIOB events; exposure to digital tools such as BIM.
Threats	High workload limiting study time; rapid regulatory changes; potential resistance from some team members to new leadership approaches

Interpretation:

Ross demonstrates strong operational competence and technical credibility but risks over-centralising responsibilities. Limited delegation can restrict team development and increase his workload, creating bottlenecks (Armstrong & Taylor, 2023). His lack of formal leadership training may constrain progression into more strategic roles.

Ross's SWOT profile highlights the tension between strong technical capability and areas of leadership underdevelopment. His directive tendencies may undermine psychological safety, an essential factor for encouraging open communication on site. If team members do not feel comfortable contributing ideas or raising concerns, critical safety information may be missed. Addressing his weaknesses in delegation and coaching is therefore not solely a development need, but a strategic requirement for improving team autonomy and reinforcing a culture of shared responsibility. Developing these competencies will also support succession planning and reduce personal workload pressures that currently pose a risk to performance.

SWOT Analysis – Justin Jarrett

Category	Details
Strengths	Strong practical and technical ability; reliable work ethic; positive rapport with operatives; willingness to learn.
Weaknesses	Hesitant when communicating with senior staff; limited report-writing experience; low confidence in formal settings and meetings.
Opportunities	Training in communication and leadership; mentoring from Ross; opportunities for internal promotion as projects expand.
Threats	Time constraints during busy site periods; confidence issues potentially hindering progression; demotivation if development gaps persist.

Interpretation:

Justin's strengths provide a solid foundation for supervisory work; however, his communication and confidence gaps pose risks, particularly in safety briefings, client interactions and incident reporting. Without intervention, these gaps could limit his progression and reduce team effectiveness.

Justin's SWOT suggests that while he possesses strong operational experience, his confidence and communication limitations could hinder his progression into more senior supervisory roles. These weaknesses may also affect safety outcomes; for example, a lack of confidence when delivering briefings could result in unclear instructions or reduced team engagement. Additionally, limited report-writing ability risks incomplete documentation, which is crucial for incident reporting and compliance audits. Addressing these gaps will therefore not only support Justin's professional growth but will also contribute directly to improved site governance and safer operational practices.

Gap Analysis – Ross Davies

Competency	Current (1–5)	Desired (1–5)	Gap	Action
Leadership	3	5	2	Complete ILM Level 4; adopt more participative leadership style.
Delegation	3	5	2	Implement structured delegation processes and digital task tracking.
Coaching	2	4	2	Attend coaching workshop; mentor Justin through regular 1:1 sessions.

Gap Analysis – Justin Jarrett

Competency	Current (1–5)	Desired (1–5)	Gap	Action
Verbal communication	3	5	2	Attend communication workshop; lead weekly toolbox talks.
Confidence	3	5	2	Gradual exposure to presentations; positive feedback and mentoring.
Report writing	2	4	2	Complete report-writing course; weekly written reports reviewed by Ross.

Critically, these gaps have wider implications. Strengthening Ross's delegation and coaching will reduce over-reliance on a single leader and build team capability. Enhancing Justin's communication and report writing will improve safety compliance, documentation quality and upward communication, all of which are central to effective site management.

The use of numerical gap analysis provides a more objective basis for prioritising development activities. By quantifying competence levels, both individuals can more easily measure improvement over time and align their goals with organisational competency frameworks. This structured approach also supports performance review discussions by offering a shared reference point for identifying progress, remaining gaps and any adjustments required to development plans. In a construction context, where capability directly influences safety and efficiency, such structured assessment tools strengthen both individual accountability and organisational oversight.

1.2 Potential Barriers to Learning and Strategies for Overcoming Them

While both Ross and Justin show strong motivation to develop, several barriers may hinder their CPD.

Workload and Time Pressure

Construction projects often operate under tight deadlines and unpredictable conditions. Long hours and urgent tasks can push learning activities aside (CITB, 2023).

Strategies:

- Agree protected CPD time (e.g. one hour per week) with line management
- Use blended learning (short online modules combined with on-site application)
- Integrate reflection into existing routines (e.g. brief end-of-day debriefs)

Organisational Culture

If an organisation values short-term productivity over learning, CPD can be perceived as a distraction. Schön (1983) argues that reflective practice must be encouraged at organisational level, not just by individuals.

Strategies:

- Senior leaders visibly supporting and participating in CPD
- Linking development activities to project KPIs (e.g. safety, quality, rework rates)
- Including CPD discussion in performance reviews

Psychological Barriers

Justin's lack of confidence in formal settings is a significant barrier. Edmondson (2019) notes that psychological safety is essential if individuals are to practise new skills and risk making mistakes.

Strategies:

- Mentoring relationship with Ross focusing on reassurance and constructive feedback
- Gradual exposure: starting with small toolbox talks before formal presentations
- Celebrating successes, however small, to reinforce positive experiences

Environmental Barriers

Sites are often noisy, physically demanding and affected by weather, making focused learning challenging.

Strategies:

- Using site cabins or offices for learning activities where possible
- Scheduling learning during less busy periods
- Accessing mobile-friendly content so learning can occur in short bursts

Overall, addressing these barriers is essential for ensuring that CPD translates into genuine skill development rather than becoming a tick-box exercise.

1.3 Development Options

Development options were selected to align with the identified learning needs and kinaesthetic preferences of both individuals.

Development Options – Ross Davies

Option	Type	Details
ILM Level 4 Leadership & Management	Formal	Structured qualification focusing on leadership, delegation, coaching and strategic thinking.
CITB Leadership Seminars	Formal	Industry-specific leadership scenarios and case studies.
Mentoring by Senior Project Manager	Informal	Observation, shadowing and reflective discussion with a more experienced leader.
"The Leadership Challenge" (Kouzes & Posner, 2017)	Informal	Research-informed leadership practices and behaviors.
Reflective Journal	Informal	Regular written reflections on decisions, outcomes and learning.

This blended approach reflects Owen's (2023) argument that leadership capability in project-based industries is developed most effectively when structured formal training is combined with practical, experiential learning opportunities.

These development activities are particularly suited to Ross because they combine strategic leadership development with practical learning opportunities that reflect the dynamic nature of his role. ILM Level 4 supports the acquisition of formal leadership theory, while seminars and mentoring provide real-world scenarios where this theory can be applied. The reflective journal anchors experiential learning and supports deeper evaluation of his decisions, strengthening his ability to lead complex teams with clarity and emotional intelligence.

Development Options – Justin Jarrett

Option	Type	Details
Communication Skills Workshop	Formal	Develops clarity of speech, active listening and presentation skills.
Report-Writing Course	Formal	Builds understanding of structure, tone and clarity in formal documentation.
Mentoring from Ross	Informal	Provides guidance, reassurance and targeted feedback.
Leading Toolbox Talks	Informal	Offers frequent opportunities to practice communication with operatives.
Peer Observation	Informal	Allows Justin to watch experienced supervisors and reflect on effective techniques.

These options provide a balance of formal learning to build foundational skills and informal, context-based opportunities to apply them on site.

1.4 Support Mechanisms for the Development of Self and Another

Effective CPD relies on robust support mechanisms that sustain motivation and enable learning transfer into practice (Edwards, 1997).

Support Mechanism	Source	Purpose
Line Management Reviews	Senior Project Manager	Aligns CPD with organisational goals; monitors progress; removes obstacles.
Mentoring Relationship	Ross ↔ Justin	Provides emotional support, feedback, and shared reflection.
Peer Networking	CIOB Regional Events	Exposes individuals to best practice and innovation across the industry.
HR / Learning & Development	Internal	Coordinates training, funding and access to development resources.
Family Support	Personal	Supports work–life balance and maintains motivation.

Such mechanisms help ensure that learning is not isolated but reinforced within a broader support structure, increasing the likelihood that new behaviours become embedded.

1.5 Plan of Action

SMART action plans were created for both individuals.

Plan of Action – Ross Davies

Objective	Action Steps	Support / Resources	Success Criteria	Target Date
Enhance leadership and delegation	Complete ILM Level 4; introduce weekly participative planning sessions; delegate tasks systematically	Mentor; ILM materials	Improved team feedback; reduction in bottlenecks	6 months
Develop coaching skills	Attend coaching workshop; hold regular 1:1s with Justin; use coaching questions rather than directives	HR; coaching tools	Mentee reports increased confidence and clarity	6 months
Improve time management	Use digital planner; apply prioritisation methods; review weekly	Mentor; digital tools	Projects meet deadlines with fewer urgent issues	3 months

Plan of Action – Justin Jarrett

Objective	Action Steps	Support / Resources	Success Criteria	Target Date
Strengthen communication	Attend communication course; lead toolbox talks twice weekly; gather feedback	Ross; course resources	Team reports clearer briefings and better understanding	6 months
Build confidence	Deliver short updates in site meetings; gradually increase responsibility; reflect after each experience	Mentor; reflective journal	Reduced hesitancy in meetings; increased voluntary contributions	6 months
Improve report writing	Complete online report-writing course; produce weekly reports for review	Laptop; Ross's feedback	Reports show improved structure, accuracy and clarity	3 months

These plans support not only individual development but also succession planning, improved project delivery and stronger safety cultures.

Justin's action plan focuses on building confidence and communication, which are essential for progression into higher supervisory responsibility. The staged increase in presentation duties reflects good practice in exposure-based development, reducing anxiety while increasing competence through repetition. Improved report writing will enhance the quality of site records, contributing to better incident tracking and safety compliance. With regular feedback from Ross, these actions provide a strong foundation for Justin's transition into a more confident and autonomous leader.

1.6 Monitor Progress

Monitoring ensures that CPD remains purposeful and responsive. Progress for Ross and Justin will be reviewed using:

- Completion certificates for formal courses
- Behavioural observations recorded by line managers
- Reflective journals reviewed periodically
- Structured feedback from team members and supervisors
- Quarterly performance and development reviews

This multi-source approach supports double-loop learning (Argyris, 1977), encouraging both individuals to question underlying assumptions, not just surface behaviours.

1.7 Conclusion

This report has presented a structured and critically informed CPD plan for Ross Davies and Justin Jarrett. By integrating learning style analysis, SWOT and gap assessments, SMART action planning and reflective practice, it demonstrates how CPD can enhance leadership, communication and professional competence within the construction sector.

The recommendations are grounded in theory and aligned with professional expectations, emphasising that effective CPD requires supportive organisational cultures, well-designed development activities and regular monitoring. Through sustained engagement with these CPD activities, Ross and Justin are well positioned to improve their performance, contribute to safer and more efficient projects and progress in their respective careers.

Reflection on the Recruitment Process (Gibbs, 1988)

Gibbs' Reflective Cycle (1988) provides a structured framework for analysing and learning from experience. The following reflection examines Ross's involvement in recruiting an Assistant Site Supervisor.

Description

Ross participated in shortlisting, interviewing and selecting candidates for an Assistant Site Supervisor role. The process included reviewing CVs, designing interview questions and evaluating responses alongside other panel members. Interviews assessed technical competence, communication skills and team fit.

Feelings

Ross felt confident evaluating technical aspects due to his experience but less certain judging interpersonal skills and long-term potential. He was also conscious of the responsibility attached to hiring decisions and felt pressure to “get it right”. After the interviews, he felt uneasy that some assessments were based more on intuition than structured evidence.

Evaluation

The appointed candidate integrated well and met expectations, suggesting the outcome was successful. However, Ross recognised several weaknesses in the process:

- Behavioural questions were inconsistently applied
- No standard scoring framework was used
- Some responses were accepted at face value without further probing
- There was a risk of unconscious bias influencing impressions

Strengths of the process included collaboration among panel members and the use of scenario-based questions linked to real site problems.

Analysis

Competency-based interviewing using structured behavioural questions is widely recognised as more reliable and fair than unstructured interviews (Armstrong & Taylor, 2023). Ross realised that his approach relied too heavily on subjective judgement. Katsikitis (2020) notes that without structured methods, bias—such as favouring candidates with similar communication styles—can distort decisions.

Reflecting using Gibbs’ model and Schön’s (1983) concept of reflection-on-action allowed Ross to recognise these limitations and consider alternative approaches, such as using the STAR (Situation, Task, Action, Result) technique to guide questioning. Incorporating practical tests or role-plays would also align with his kinaesthetic learning preference and provide more objective evidence of candidate capability.

Conclusion

Ross concluded that although the recruitment outcome was positive, the process lacked rigour. He identified the need for more structured frameworks, consistent questioning and formal scoring mechanisms to reduce bias and improve fairness. He also recognised the importance of self-awareness in leadership and the impact of his own assumptions on professional decisions.

Action Plan

To improve future recruitment processes, Ross will:

- Attend interviewer training focused on competency-based and behavioural questioning
- Develop standardised question sets and scoring matrices using the STAR method
- Integrate practical scenario-based assessments where appropriate
- Seek feedback from HR and fellow panel members after each recruitment exercise
- Reflect immediately after interviews to capture learning and refine his approach

This action plan supports both his personal development and the organisation's need for robust, defensible recruitment decisions.

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Appendix A – Curriculum Vitae (Ross Davies)

Ross Davies

Construction Manager

Swansea, United Kingdom

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Professional Profile

A driven and accomplished **Construction Manager** with over **10 years' experience** managing residential, commercial and infrastructure projects across South Wales. Recognised for strong leadership, high standards of safety compliance and the ability to coordinate multi-trade teams in fast-paced construction environments.

Ross brings a combination of technical expertise, practical problem-solving and a developing coaching style that supports a positive site culture. He has a proven ability to build collaborative relationships with clients, subcontractors, inspectors and local stakeholders, ensuring projects meet programme, budget and quality targets.

Currently undertaking the **ILM Level 4 Diploma in Leadership & Management** and **CITB leadership programmes**, Ross is developing advanced skills in delegation, strategic planning and team coaching. He is committed to strengthening his leadership capability and progressing towards senior management roles with broader operational responsibility.

Key Skills & Competencies

Leadership & People Management

- Leads multi-disciplinary teams (groundworks, brickwork, M&E, roofing, finishing trades)
- Provides clear direction, sets expectations and ensures accountability
- Mentors junior staff, including developing Site Supervisors
- Experienced in resolving conflict and encouraging collaborative team behaviour

Construction Project Delivery

- Competent in managing projects valued between **£2m–£8m**
- Experienced in sequencing works, coordinating subcontractors and resource planning
- Strong understanding of RAMS, method statements, permits and technical drawings
- Ensures work is executed to specification and quality standards

Health & Safety Management

- Excellent working knowledge of **CDM 2015**, HSE guidelines and company policies
- Delivers toolbox talks, site inductions, behavioural safety briefings
- Conducts safety inspections and audits; identifies and mitigates risks
- Promotes a proactive “safe working culture” across all site activities

Communication & Stakeholder Engagement

- Clear and professional communicator in meetings and briefings
- Builds trust with clients, consultants and supply chains
- Prepares progress updates, site reports and handover documentation
- Facilitates collaborative planning sessions and problem-solving meetings

Organisation & Planning

- Proficient in digital tools for project planning (e.g. MS Project, Trello, site apps)
- Able to manage competing deadlines in high-pressure environments
- Strong focus on minimising delays, rework and operational inefficiencies

Professional Experience

Construction Manager

Horizon Construction Group, Swansea

June 2019 – Present

Ross is responsible for managing full-site operations across a portfolio of residential and mixed-use construction projects. His role includes programme management, health and safety compliance, quality control, team leadership and client liaison.

Key Responsibilities

- Lead daily site operations, overseeing up to 40 operatives and multiple subcontractor teams
- Translate project specifications into workable site plans, ensuring compliance with building regulations
- Conduct daily briefings, toolbox talks and method statement reviews
- Maintain accurate progress reporting for clients and senior management
- Coordinate inspections with structural engineers, building control and warranty providers
- Support procurement by forecasting labour, plant and material requirements
- Implement structured delegation to develop team capability and reduce dependency on senior managers
- Mentor Site Supervisor (Justin), supporting his development in communication, reporting and leadership

Key Achievements

- Delivered a **£6.5m residential development** three weeks ahead of programme in 2023
 - Introduced participative planning sessions, reducing rework by **18%** in one project cycle
 - Improved subcontractor communication structure, resulting in fewer delays and clearer accountability
 - Raised team engagement by delivering regular coaching-style feedback sessions
 - Successfully navigated sites through unannounced HSE audits with no major non-conformances
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Site Supervisor / Assistant Site Manager

Tregaron Build & Civil Engineering, Cardiff
March 2015 – May 2019

Ross progressed from Supervisory level to Assistant Site Manager as he demonstrated strong organisational and leadership potential.

Key Responsibilities

- Supervised day-to-day activities, ensuring work packages were delivered safely and to specification
- Led safety briefings, toolbox talks and sub-contractor coordination meetings
- Conducted quality checks on foundations, structural frames and finishing works

- Supported project managers with programme updates and site documentation
- Acted as main point of contact for subcontractor supervisors during peak activities

Achievements

- Contributed to successful delivery of a **commercial refurbishment project** valued at £3m
 - Improved quality inspection processes, reducing defects noted at practical completion
 - Recognised by management for consistent reliability and positive team leadership
-

Construction Operative / Trainee Supervisor

Cambrian Contractors Ltd, Neath
July 2013 – February 2015

Responsibilities

- Assisted with groundwork operations, basic setting out and site preparation
- Supported supervisors in daily coordination of trades
- Learned site safety procedures, documentation and quality assurance processes

Achievements

- Identified for early progression due to strong initiative and communication
 - Completed internal health & safety and leadership training modules
-

Education & Qualifications

ILM Level 4 Diploma in Leadership & Management – *In progress (2024–2025)*
 Institute of Leadership & Management

CITB Leadership & Management Training – *In progress (2024)*
 Construction Industry Training Board

NVQ Level 3 Construction Site Supervision – 2017
 City & Guilds

SMSTS (Site Management Safety Training Scheme) – Valid to 2026
CITB

First Aid at Work Certificate – Valid to 2025
St John Ambulance

CSCS Black Manager Card

Professional Development (CPD)

- Mentoring Site Supervisor (2024–ongoing)
- Reflective practice journal (2024–ongoing)
- CITB leadership seminars
- Delegation & coaching workshops
- Attendance at CIOB regional networking and learning events
- Self-study in leadership, coaching and communication

Key Strengths

- Calm, practical and solution-focused leadership approach
- Strong awareness of health and safety requirements
- High technical knowledge and hands-on construction experience
- Able to coach and develop junior staff
- Excellent communication and interpersonal skills
- Strong organisational ability and attention to detail

Career Objectives

- Continue developing coaching, delegation and strategic leadership skills
 - Manage larger, more complex multi-site projects
 - Progress into **Senior Construction Manager** or **Regional Project Manager** roles
 - Support organisational improvements in safety, communication and workforce development
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Appendix B – Continuous Professional Development Record.

Completed & In-Progress CPD

Type	Date	Duration	Provider	Activity / Course Title	Learning Objectives	Summary of Activity	Evidence	Reflection	Impact
Formal	Feb 2025 – Present	12 months	ILM	ILM Level 4 Diploma in Leadership & Management (In progress)	Strengthen leadership capability, coaching, delegation and team management.	Completing ILM Level 4 modules with workplace-based assessments.	Assignments, tutor feedback, reflective logs.	Early learning has helped shift away from overly directive leadership behaviours.	Improved delegation clarity; smoother planning meetings; more empowered workforce.
Formal	Apr – Sep 2023	6 months	CITB	Leadership & Management Development Programme	Improve motivation, communication and safety leadership.	Six-module programme on leadership communication and behaviour.	Certificates, workbook notes.	Heightened awareness of psychological safety and inclusive communication.	Enhanced worker engagement and reporting of hazards.
Formal	Feb-23	2 days	CIOB	Professional Ethics & Standards	Strengthen ethical decision-making.	Case-study workshops and scenario discussions.	Certificate.	Reinforced importance of fairness and accountability.	More consistent decision-making with subcontractors.
Formal	Nov-23	3 days	CITB	SMSTS Refresher	Maintain legal and safety compliance knowledge.	Updated CDM, HSE guidance and safety leadership.	Certificate; revised RAMS tools.	Improved structure of toolbox talks and inductions.	Better compliance and fewer safety communication gaps.

Informal CPD (On-going Development)

Type	Date	Duration	Provider / Source	Activity	Learning Objectives	Summary	Evidence	Reflection	Impact
Informal	2024 – Present	Monthly	Senior PM	Leadership Mentoring (Receiving)	Develop strategic thinking and coaching maturity.	Monthly mentoring sessions on leadership behaviours and delegation.	Notes, email feedback.	Improved ability to self-reflect and adapt leadership style.	More balanced workload; better coaching for juniors.
Informal	2023 – Present	Weekly	Internal	Mentoring Justin	Develop Justin's communication, supervision and confidence.	Structured sessions, practice briefings, review discussions.	Notes, Justin's feedback.	Reinforced importance of gradual exposure and support.	Justin demonstrates improved briefing confidence and report structure.
Informal	2023 – Present	Weekly	On Site	Leading Toolbox Talks	Improve communication clarity, confidence and delivery.	Prepared and delivered briefings.	Attendance sheets.	More confident speaking in groups.	Improved safety engagement among operatives.
Informal	2023 – Present	Ongoing	Self-directed	Reflective Learning Journal	Support continuous improvement through reflection.	Logged weekly reflections and insights.	Journal entries.	Greater self-awareness; better problem-solving.	Clearer decision-making and conflict management.
Informal	2023	1 day	Internal	Quality Assurance Workshop	Improve defect prevention and inspection processes.	QA workshop and practical review.	Notes.	Reinforced importance of robust early inspections.	Reduced snagging and improved finish quality.

Planned CPD (Future Development)

Type	Scheduled Date	Duration	Provider	Planned Activity	Purpose & Intended Learning Outcomes	How It Supports Development
Formal (Planned)	Feb 2026 – Feb 2027	12 months	ILM	ILM Level 5 Diploma in Leadership & Management	Develop advanced operational management, strategic decision-making, and high-level communication skills.	Builds on Level 4 learning by moving from personal leadership to broader organisational leadership capabilities. Essential for progression toward Senior Construction Manager roles.
Formal (Planned)	Feb 2027 – Feb 2028	12 months	ILM	ILM Level 6 Award in Leadership	Strengthen strategic leadership, organisational improvement capability, and people management at senior level.	Aligns with long-term goal of becoming a Regional Project Manager; provides strong grounding for senior leadership decisions and multi-site oversight.
Informal (Planned)	2026–2028	Ongoing	Internal & External	Advanced mentoring, coaching and project leadership responsibilities	Continue applying theoretical learning to increasingly complex projects and teams.	Ensures practical application of ILM Levels 5–6 learning, deepening leadership maturity.