Chartered Governance Institute UK & Ireland

Guidance note

Continuing Professional Development

January 2025

Contents

If you have any feedback on the content of these resources, or additional questions that you'd like to discuss, please contact The Chartered Governance Institute information centre: 020 7612 7035 | informationcentre@cgi.org.uk

Introduction

Continuing professional development (CPD) is a way for you to show that you are committed to learning and development throughout your career.

To do your job well, you need to keep your skills, knowledge and experience up to date, record what you learn and then apply this in your job.

As a CGI member, you need to manage your own professional development. CGI regularly monitors the CPD activities of Chartered and Affiliated members. If requested to, you should be able to send us a record of your CPD for the previous 12 months.

This guidance explains why CPD is important and the best ways to approach it. It includes examples of subject areas and activities that you can include in your records and gives advice on how to make your CPD as effective as possible.

Our CPD team is always happy to offer advice, and you can get in touch on +44 (0)20 7580 4741 cpd@cgi.org.uk.

Benefits of CPD

Demonstrate your professional pride and integrity
Life is competitive and governance is no different. It makes sense to allocate time to maintaining and developing your knowledge and skills.

As a CGI member, you are likely to have plenty of opportunities to keep your professional competence up to date – spending time at briefings, reading relevant publications, on the job learning and attending conferences, presentations, and courses.

When you use the CPD concept to record your development, identify skills gaps and plan how to fill them, you will show the commitment you are making to your career and to upholding professional standards.

Career development
By recording the steps you take to achieve new learning, you will demonstrate your commitment, knowledge, and relevant experience, and show you are suitable for future work roles.

Client reassurance
You can also demonstrate your expertise to clients and stakeholders by showing your knowledge of current regulations and effective governance practice. As the diagram below shows, your key stakeholders will increasingly demand proof of your continuing competence, so it is vital that you make your CPD records as effective as possible.

Current practice in CPD

Best CPD practice is always changing. Employers are also taking it increasingly seriously. CGI defines CPD as:

"The systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities, necessary for the execution of professional and technical duties throughout your working life."

The Institute's Code of professional ethics and conduct states that:
"A high standard of service or professional competence should be delivered throughout one's working life. This involves an understanding of relevant technical, professional and business developments. Professional competence also takes account of the wider implications and expectations of our members. This includes:
- maintaining professional knowledge and skills which are required to perform the role which you are employed to carry out; and
- completing CPD as required by the CGIUKI Board (this does not apply to Students or Graduates)."

It is the responsibility of the individual to define their own learning needs and undertake appropriate CPD to maintain and develop the professional knowledge, skills and competence they need.

CGI recommends that members follow a regular CPD cycle and review their learning needs at least once a year. This can be done by identifying your development needs, creating a Development Action Plan (DAP), carrying out and recording your development activities in a Personal Development Record (PDR), and then reflecting on your development to identify new development needs for the next cycle.

How much CPD should you do?
You will need to do enough learning ('as many hours as it takes') to continue developing and maintaining the professional knowledge, skills and experience to do your job well now and better in the future. This can be achieved initially by mapping out your learning and development requirements at the start of each year and completing appropriate CPD throughout the year.

Please note, the Institute does not specify a minimum amount of time to be spent on CPD each year. Instead, it focuses on the outcomes of CPD activity for the maintenance and enhancement of competence appropriate to the individual and their job role. The number of CPD hours that a member completes will vary based on their registration grade, level of experience, role and responsibility, and future career plans. However, as a guide, we would anticipate active members undertaking a minimum of about 35 hours CPD per year.

Evidence of learning
Whilst it is best practice to retain completion and attendance certificates, you are not expected to provide evidence of your learning as part of the Institutes' CPD process. As an active CGI member, it is expected that you will adhere to and practice the principles of the Code of professional ethics and conduct and therefore can be trusted to tell the truth about your learning activities in your CPD records.

CPD requirements for members

Chartered and Affiliated members must formally record their CPD
As well as undertaking CPD, Fellows (FCG), Associate members (ACG) and Affiliated members are required to keep a written record of their CPD and, on written request, submit a copy of their CPD records to CGI.

If a Chartered or Affiliated member does not submit their CPD record after two requests, their name <u>will</u> be reported to the CGIUKI Membership Committee and they will receive a formal letter from the CGIUKI Membership Committee reminding them of their obligations to submit CPD records as stipulated in the CGIUKI's <u>Membership terms and conditions</u>.

Whilst the current arrangements place responsibility on the individual, implicitly they also place <u>responsibility on CGI</u> to:
- Establish and make available training, education and CPD activities to support professional development, including access to our Competency Framework
- Define the Code of professional ethics and conduct and ensure members adhere to it
- Audit CPD records
- Provide valuable guidance and feedback to members on how best to plan and record their CPD

Exemptions
There are circumstances when you don't need to do CPD – for example when you are:
- Fully retired and 60 years old or over (retired subscription fee or a life member)
- Fully retired and under 60 years old
- Partially retired and working part time
- On or about to go on parental leave (for at least eight months of the CPD year)
- Not currently in paid employment/looking after children full time/a full time carer
- Unemployed (for at least eight months of the CPD year)
- Just elected to membership (part-way through the subscription/CPD year)

If any of the above apply to you, we would still encourage you to record your development, such as reading relevant publications or web-based research. However, we would consider you for exemption from audit of your CPD records. If you are requested to submit your CPD as part of the annual audit and you think you may be exempt for any reason, please contact cpd@cgi.org.uk and CGI staff will be happy to advise.

Students and Graduates do not need to formally record their CPD
As a Student or Graduate (GradCG) member, it is not mandatory for you to record your CPD (unless you are on an apprenticeship, and it is a requirement of your End Point Assessment).

However, it is good practice to think about how your formal and informal training contributes to your lifelong learning, and making plans and keeping records (known as Initial Professional Development, IPD) shows that you are committed to your professional development. You will be identifying your learning needs and setting objectives to gain the knowledge and skills required to assist you in your role, whilst gaining the competence that will serve as a base to becoming a Chartered member.

The CPD cycle
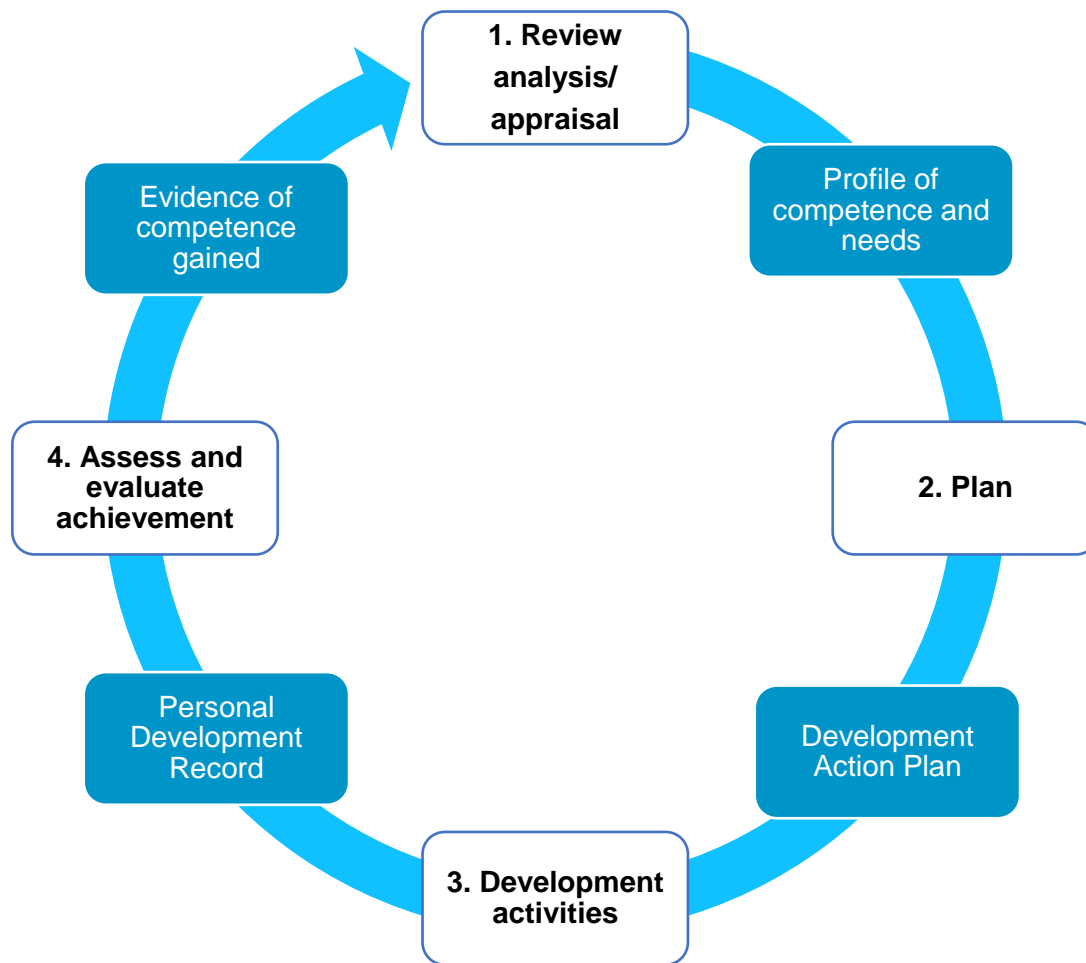
Think of your CPD as a cycle. In the diagram, the white boxes show you how to approach and structure your CPD. The blue boxes show you how you can plan and record your CPD.

We recommend you use the CPD log in MyCG to record your CPD planning and activities, or use the templates in Appendix A and Appendix B of this guidance. Alternatively, you can opt to use an employer's CPD log, a CPD log used for another professional body or maintain your own personal record.

Development Action Plan (DAP)

Your DAP will work best if it combines the first two steps of the CPD cycle – your review and plan. You will decide how often this should take place, but we recommend you do it at least once a year.

Review
First, you should review your recent performance. Identify both your current competencies and the areas where you need further learning and development. A SWOT (strengths, weaknesses, opportunities, threats) analysis is a useful tool for this.

Your analysis should consider your short-term and long-term development goals, as well as 'hard' (technical) and 'soft' (behavioural) performance. You should also think holistically – look at what your employer needs, and what CGI, society and the law expect of you. Find more examples of areas for personal development in Appendix C.

Plan
Having prioritised your CPD needs, you should draw up a plan to meet them. Think about possible activities, resources, and timescales.

CGI's Competency Framework presents topics highly recommended for members to undertake as part of their annual CPD and we recommend including any appropriate topics in your plan.

'Resources' will be wide-ranging, and might include advice from colleagues, secondments or assignments, books and journals, the internet, open/distance learning material, conferences, and courses. The cheapest and often then most effective CPD is on-the-job learning. You should also decide how you will know if your activities have been successful.

Specific timescales will help you to prioritise the planning of your activities, which should enable more efficient professional development.

Find suggested headings for your action plan in the CPD log on MyCG or use the template in Appendix A.

CGI's Competency Framework

In 2022, CGI launched The Competency Framework for Governance Professionals that members are strongly recommended to follow, in addition to their personal learning as part of their ongoing development. Members are advised to include the topics in the framework as part of their CPD.

Any learning activities that you complete that align with CGI's Competency Framework should be recorded within your CPD record.

The competency framework model

The competency framework comprises 12 competencies divided into three areas:

VALUES

What I believe

The values that underpin effective governance.

KNOWLEDGE

What I know

Knowledge of the essential practical and theoretical information required for good governance and how to apply it.

PRACTICE

What I do

The skills and expertise that company secretaries and governance professionals bring to their roles.

Values (What I believe)

Knowledge (What I know)

Practice (What I do)

Proficiency levels

The competency framework identifies four proficiency levels.

Entry

Those at the entry level are new to the governance environment, either leaving full-time education or new to an office-based role. They seek guidance on generalised skills and those specific to their new role. While at entry level, they will work under close supervision, gradually increasing their autonomy on specific tasks as they prove their capability. They are likely to be engaged in administrative and operational tasks that support the work of the team.

Early-stage professional qualifications may be undertaken in advance of their practical application, i.e. they may be learning about things that they have yet to apply.

Emerging

Those at the emerging level are continuing to learn to support performance in their role. They seek guidance and support on a case-by-case basis from peers and line managers. As they develop their knowledge through study and practice, they increasingly work autonomously and gain confidence in their abilities. As their knowledge increases, they may take the lead on specific initiatives and, in larger teams, may have some responsibility for the activities of others.

Practical learning is supported by professional qualifications.

Established

Those at the professional level show mastery in their work and a breadth of understanding of the skills, practices and behaviours required of their role. They are trusted advisers to colleagues, a source of guidance for boards and others, particularly on regulatory and legislative matters and, in larger organisations, may be team leaders. They exercise good judgement across planned and unplanned situations and can react accordingly. They constantly maintain a watching brief on external influences that may affect their organisation.

Practical expertise is extended through professional training to understand the role of the board and the organisation.

Expert

Those at the expert level play a valued part in strategic leadership and may have an external role alongside their internal leadership position. They influence the governance agenda, are frequently consulted and often lead on specific initiatives, some of which may not be governance centred. They actively support the development of other governance professionals, both within their organisation and externally. They are seen from outside their organisation as leaders in governance generally and within their sector.

With extensive practical experience and existing professional training, CPD is focused on refreshing, updating and extending existing knowledge

Proficiency level progression

It is important to recognise that some individuals could be working at an emerging level in one area of competency and at an established level in another. This may reflect their role, experience and the requirements of their career to date rather than their capability.

Progression from one level to another can be self-monitored or form part of a managed development programme formally overseen by the organisation.

Individuals may progress in different elements of the competency framework at different stages and times in their career through personal capabilities,

exposure within the organisational environment or through expertise acquired in prior or external environments, roles and education. However, elements of fundamental knowledge, experience and application must be evidenced before an individual can be seen to fully transition to the next proficiency level.

Personal Development Record (PDR)

Your PDR will work best if it combines the last two steps of the CPD cycle – the record of your CPD activities, and their evaluation.

Development activities
This is about putting your plan into practice. Your learning activities should not just consist of formal training like attending courses and lectures. On the job learning, reading articles and journals, and listening to podcasts can all count towards CPD. There are many activities you can do – ideas for subjects and activities are included in Appendix D, but broadly fall under five categories:

- Formal/educational – training, qualifications, etc
- Work-based – anything learned outside normal roles and responsibilities and then applied in the workplace
- Professional activity – being involved with the CGI and its activities or those of any other professional body
- Informal learning – networking and volunteering
- Self-directed learning – reading and online learning

You will come across different types of CPD; the activities that you plan and carry out, as well as the unplanned CPD opportunities that you might find along the way. Your DAP and PDR should not be an exact match; unplanned learning activities are just as valuable as those that you carry out to satisfy your DAP.

As part of your reflection, to identify the amount of effective learning time for your activities, you should consider how much 'learning time' you think the activity provided for you, rather than the duration of time the activity took to complete. You may find that if you have little to reflect on when it comes to evaluating your CPD activities, this could suggest that the 'effective learning time' was less than you may have perceived. See the section on 'Evaluation' to find guidance on reflecting.

Although we do not set a minimum number of CPD hours, we do recommend recording the duration of your CPD activity in hours. Generally, we advise that a day's activity should be no more than 6 hours and that you should not record more than 30 hours for one CPD activity.

Evaluation
Best practice dictates that once you have completed any CPD activity, it is important to record it. You should reflect by identifying what you have learned (the key learning points) and how it has helped you (the key benefits/value added). Moving forward, will the activity make you think or act differently?

When you have completed this record, do you still feel your plan is good enough? Does it need updating?

Will you plan to delve deeper into this topic, perhaps adding it to next year's DAP? We recommend you record and evaluate your CPD using the CPD log on MyCG or use the template in Appendix B.

Support for your CPD

Whilst the [Code of professional ethics and conduct](#) and [Membership terms and conditions](#) set the structure, CPD is a personal responsibility. The templates and platforms on which CPD is recorded is your choice, but CGI strongly recommends that you adopt the CPD log on [MyCG](#) or use the templates in Appendices A and B. This will enable you to better focus the planning, recording and reflection on CPD required to fulfil your role in accordance with the CPD cycle.

If your CPD record is not submitted via the CPD log on [MyCG](#) or using the suggested templates, the format should comply with the following 'CPD Code' as a minimum standard:
- Take ownership of your learning and development needs and develop a plan to indicate how you might meet these, in discussion with your employer, as appropriate
- Undertake a variety of development activities, both in accordance with this plan and in response to other opportunities which may arise
- Record your CPD activities
- Reflect upon what you have learned or achieved through your CPD activities and record these reflections
- Evaluate your CPD activities against any objectives which you have set and record this evaluation
- Review your learning and development plan regularly following reflection and assessment of future needs
- Support the learning and development of others through activities such as mentoring and sharing professional expertise and knowledge

If you record your CPD for another professional body or your employer, this is an acceptable way to record your CPD. If your employer gives you regular performance appraisals, these can provide good CPD documentation and may take place within a framework of training support.

Any development activities you do that are above and beyond your employer's business priorities should be recorded on the personal development record – see Appendices C and D.

CGI offers a range of training and career development options including qualifications, courses, lectures, books and other publications. For further information, please visit the [CGI website](#).

Summary
Once you've completed the full CPD cycle, you will have new learning and development needs, and the process simply starts again.

You can see that your DAP links to your PDR. We recommend providing a reference code for each objective for improvement in the plan. Then, in your PDR:
- When you complete a learning activity that contributes to achieving an objective in your DAP, list the relevant reference code next to it
- Not all CPD needs to refer to your DAP objectives, it's good practice to record any learning, even if it doesn't relate to the objectives you set yourself in your plan
- Evaluate all of these learning activities

Your employer may provide many resources and help you plan and evaluate but ultimately, your CPD should focus on your own development goals, not just your employer's priorities. You should set your own goals, motivate yourself and manage your CPD. You can also include any education and training you plan and undertake.

Annual CPD Audit

The Annual CPD Audit begins in August. Each year, a random sample of active Chartered and Affiliated members are contacted via email and requested to submit their CPD records for the previous 12 months.

Chartered and Affiliated members who do not submit their CPD records to CGI after two requests (or provide a valid reason for exemption) will be reported to and receive a formal letter from the CGIUKI Membership Committee.

If you are requested to submit your CPD as part of the Annual CPD Audit, you will receive an email from cpd@cgi.org.uk asking you to submit:

If you use the CPD log on MyCG or the templates in Appendix A and Appendix B:
- Your latest Personal Development Record (PDR). Please note that to be viewed as current, the PDR should have been recorded within the previous 12 months
- Your Development Action Plan (DAP) that outlines the objectives that you created before completing the learning activities in your PDR
- Please ensure you include your current job role and responsibilities along with an indication of the sector you are working in so that we understand the context of your CPD planning and actions

If you are submitting the details in other formats, the information must:
- Comply with the CPD Code on page 11 of this guidance as a minimum standard
- Include your current job role and responsibilities, so that we understand the context of your CPD planning and actions

In return, a peer review by the CGIUKI Membership Committee will provide a high-level feedback of your CPD records, which will be sent in October.

Appendix A – Template of CPD development action plan

Please copy and paste this template into a new word document when submitting your CPD record

Name:							
Job role, responsibilities, and sector:							
Review of learning needs				**Development plan**			
Date	**Ref**	**In what area do I need to improve my performance?**	**What do I need to learn in order to achieve this?**	**What will I do to achieve this?**	**What are the likely resources and support I will need?**	**How will I evaluate a successful outcome?**	**What are my deadlines for meeting this target?**

Appendix B – Template of CPD personal development record

Please copy and paste this template into a new word document when submitting your CPD record

Name:					
Job role, responsibilities, and sector:					
Development activity				**Evaluation**	
Details of CPD activity	**Dates**	**Effective learning time**	**Dev. Plan ref*.**	**Key Learning Points**	**Key benefits/Value added** *How has this learning activity helped you?* *How will the learning be used in the future?* *How will this influence my DAP next year?*

*Mark any undertaken CPD activity that is an addition to achieving your objectives as 'unplanned'.

Appendix C – Example subject areas for development

This list of subjects and topics will help you identify your development needs. However, this list isn't exhaustive, and you might be able to include other subjects and topics, provided they help your development.

Self-Development
- Interpersonal skills
- Leadership and team management
- Decision making
- Stress management
- Time management and delegation skills
- Career development and planning
- Foreign languages
- Professional ethics and rules of conduct

Communication
- Report and letter writing skills
- Interview skills
- Negotiating skills
- Managing meetings
- Information management, General Data Protection Regulations 2018
- Presentation skills
- In house, to clients, at public meetings

Strategic Management
- Establishing practice strategy and developing business plans
- Improving employer's performance – business improvement
- Health and safety legislation, policy and procedures
- Quality assurance and quality management
- Environmental management
- Employee relations and human resource management
- Diversity management – Equality Act 2010
- Training and development of others

Working with others
- Team leadership
- Motivation skills
- Negotiation skills
- Delegation skills
- Managing poor performance
- Performance appraisals

Business practice
- Client care and management
- Marketing skills and techniques
- Public relations; dealing with media and VIPs

Information technology
- Information Technology:
- In house systems; external computer services; personal computing skills; specialist software

Contract management
- Financial planning and management - reporting systems, establishing a budget, cost control systems, cash flow, profit and loss account, balance sheets, VAT and taxation, project finance, EU and government grants
- Procurement procedures
- Contract management
- Terms of appointment and contract administration
- Risk management
- Disputes resolution

Appendix D – Example development activities

This list of subjects and topics will help you identify your development needs. However, this list isn't exhaustive, and you might be able to include other subjects and topics, provided they help your development.

Formal CPD
Formal CPD involves participating in organised activities, e.g. courses, seminars, workshops, conferences and panel/group meetings, with appropriate content for governance professionals. Courses can be undertaken face to face, online or via other electronic delivery.

Some examples of formal CPD activities include:
- Completing or participating in a structured activity either as a delegate, speaker, panel member or other participant. This includes but is not limited to conferences, seminars, training courses (classroom, online), workshops, webinars, panels and group meetings
- Participation in staff development training courses/activities provided by employers
- Sharing professional knowledge in a formal setting
- Writing relevant books, articles and papers
- Lecturing, teaching and addressing meetings on relevant subject matter
- Being an examiner or being involved in professional or higher education that is relevant

Informal CPD
Informal CPD involves activities undertaken by the individual, like experiential/workplace learning, reading and research.

Some examples of informal CPD activities include:
- Reading, researching information via the internet, reviewing books or articles for professional purposes
- Experiential/workplace learning, reading and research
- Reading G+C magazine
- Reading a book or publication from the CGI
- Reading other professional body magazines
- Reading other relevant publications, e.g. business journals
- Professional research undertaken in the course of work
- Preparation of research for workplace projects
- Workplace learning/support
- Coaching, mentoring, peer review, work shadowing/secondments, meetings or project work
- Participation as a Community Champion or Subject Expert with the Institute