

## CPD Forum Minutes

BCS; The Chartered Institute for IT

5 Southampton St, Covent Garden, London WC2E 7HA

12<sup>th</sup> June 2019

### **BCS; The Chartered Institute for IT**

#### ***Adam Thilthorpe, Director for Professionalism***

Adam welcomed the Forum to the BCS. He highlighted the role of the BCS in helping society benefit from technology, and how they are seeking to extend their role beyond the delivery of member services. He described the recent ethical challenges faced by the industry resulting from misuse of data, and more broadly the risk of unintended consequences coming from technology developments. He highlighted the importance of ethical discussion and critical thinking in moving forward the profession.

#### ***Esther Abrey, Product Manager, Education Products and Standards***

Esther provided some background to CPD at the BCS. The BCS operates an obligatory scheme, whereby members are obliged to do CPD but are not tracked. BCS provides an online tool to support members in capturing their CPD and is closely involved in the development of the [SFIA competency framework](#).

Esther provided an overview of the work of the BCS in other areas. This included:

- Apprenticeship standards – the BCS has been involved in the development of 13 apprenticeship standards and end-point assessments. They recently administered 420 EPAs in one month. They are aligning their apprenticeships with professional standards. This is to enable the development of meaningful career and employment pathways and a route to Chartered Membership.
- Professional certifications - the BCS has administered 700,000 exams across 93 professional certifications over the last 10 years
- These activities are underpinned by the BCS' Royal Charter and mission to make IT good for society.

Esther then ran a discussion session to obtain feedback from members on the optimal characteristics of a CPD scheme and what, given a blank sheet of paper, they would put in place and avoid. Feedback included:

Would:

- Enable opportunities to align CPD with career journeys; Enable good networking situations; Keep CPD structure and frameworks simple and straightforward; Enable CPD to be recorded in a straightforward manner (and in environments that are helpful); Have good quality audit processes in place; Have a flexible system with frequent reminders; Work on changing peoples mindsets to view it positively

Would not:

- Have rigid membership categories; Make too onerous; Have mandatory reporting

## **Delivering RIBA's strategies through a digital CPD project**

### ***Joni Tyler, Head of CPD***

Joni updated on RIBA's digital CPD project. She provided background to the project and gave an overview of the CPD services provided to members. Recent areas of development include an increased focus on Ethics and accreditation, and a revised code of conduct with enhanced focus on safety.

She detailed the requirements they had for their digital platform, the procurement journey, and the key factors fundamental for success. This included collaboration, rigorous project management, and watertight specifications. Joni discussed the process for selecting a vendor and provided an overview of the platform functionality.

She summarised the key lessons learned: The importance of teamwork, rigorous planning, being seen as an organisational project and not just a CPD project, asking for evidence, not accepting non-answers, and the importance of testing.

## **What Today's Accounting Professionals want from their CPD**

### ***Alan Nelson, CEO, accountingcpd.net (Nelson Croom Ltd)***

Alan gave an overview of recent research undertaken on CPD for accountants. He plans to release several white papers relating to this research over the coming months. Alan updated on the regulatory environment for accounting in the UK and the role of IFAC who govern the membership organisations. He highlighted the benefit of this research in analysing what people do and how they act (rather than on what they say they do). The research included over 1,000 respondents and identified preferences for technical vs. professional skill training, face-to-face vs. online, time of day preferences, and duration of sessions. His research then analysed and presented the results for different types of learner (e.g. Evening Learners; Onliners; Workplace CPDers etc).

Members of the Forum were then asked to feedback on what surprised them about the research, what resonated, and to reflect on whether their respective sectors might be different.

Areas of surprise included the many respondents wanting learning that was less than an hour in duration, the very small proportion wanting only face-to-face learning, how those late in their career are engaging with CPD, and the relatively large proportion doing their CPD at home and over the weekends. It resonated that newly qualified are hungry for knowledge, employers are not paying, and that practitioners are interested in shorter chunks of learning after 3 to 5 years in practice.

## **CPD Forum Survey Results**

### ***Robert Pitts, PARN***

Robert updated on the results from the recent CPD Forum survey. This explored how members heard about the forum, the CPD initiatives being undertaken and the challenges facing CPD.