

Inter Professional CPD Forum

Notes of the meeting held on 27th March 2019 at the Association of Accounting Technicians

1 Welcome

Nick Bartlett, Director, CPD Competencies at the CFA Institute, welcomed the 34 members; especially those attending for the first time. He noted that this was the first meeting of the Forum as part of PARN and looked forward to continuing the aims of sharing members experience in all aspects of CPD in the professions. Nick thanked AAT and their staff for hosting this meeting.

1 AAT; Association of Accounting Technicians

Paul James, Benefits/Services Delivery Manager, described the history and activities of the AAT. Founded in 1980 it is the world's largest professional body for Accounting Technicians with over 140,000 members in over 90 countries, including 80,000 students. It is the awarding body for AAT qualifications providing practical skills-based Accounting and Finance qualifications below chartered level. Members and stakeholders are in multiple industries.

The CPD Policy, aimed at keeping standards up, applies only to professional members and affiliates. It is output-based (since 2005). Individuals can use a wide range of activities relevant to their needs; but still ask how much CPD they should do. The policy requires members to go through the cycle of Access, Plan, Action and Evaluate on an annual basis. CPD records are required. There is an online AAT record system; but other systems are accepted.

Sarah Burbidge, Customer Support Manager (Q.A.), outlined the different routes for CPD compliance. These includes the personal route where members are responsible for managing their own CPD; and the accredited employer route where members employed by an AAT accredited employer are deemed to be compliant due to their employer's accreditation. Compliance is measured by a review of randomly selected records undertaken by AAT staff. CPD monitoring is undertaken every month. The aim is to monitor 20% of licensed members and 1% of all other members annually. In the last 6 months compliance has been 95% of licensed members and 82% for other members.

The current policy, in place since 2014, is now under review. This is an opportunity to address the current issues of engagement of members, recording CPD, resources, and sanctions. A simplified policy will be launched with clearer guidance. A learning portal is proposed to benefit members' experience.

In discussion a key need is for members to engage more with the CPD process on an ongoing basis, building on reflective practice. CPD activities must adapt more to changing jobs and their different needs. It was also noted that, often, older members do not see the relevance of recording CPD.

3 Principles for lifelong learning in health and social care

Dr Stephanie Tempest, representing the Royal College of Occupational Therapists, described a collaborative project producing a set of joint principles to support CPD and lifelong learning. As background she outlined how a previous position statement in 2007 required updating to meet changing needs. Statements that 'CPD is defined as half day/month; life changes a lot so I can't do

CPD; and my employer won't let me do CPD' showed outdated views of CPD. Collaboration involved 21 organizations in health and social care, including professional bodies and unions. This worked smoothly as a result of very good administration. The resultant document entitled 'Principles for continuing professional development and lifelong learning in health and social care', was published in 2019 and awarded the Crystal Mark from the Plain English Campaign.

A key part of the document is definitions of CPD, Lifelong learning, Service user. Wider system, and Health and social care workforce. That for CPD states

- Continuing professional development (CPD)
The way in which you continue to learn and develop throughout your career. CPD is essential. It adds to your skills, knowledge, professional identity and ways of thinking so that you stay up to date and practice safely and effectively, now and in the future.

Central to the document is the Five Key Principles:

CPD and lifelong learning should:

- be each persons responsibility and be made possible and supported by your employer
- benefit service users
- improve the quality of service delivery
- be balanced and relevant to each persons area of practice or employment
- be recorded and show the effect on each person's are of practice

Each principle has responsibilities for the individual person, the employer and the wider system. There is recognition that learning should result from a range of formal and informal experiences; and are often employer based.

Looking to the future Stephanie stressed the need to study the impact of CPD/leaning, especially on the changes to service delivery service. This should benefit individual persons, the employer and the wider community.

Stephanie welcomed members' thoughts and questions.:

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<https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics>

4 Development of the CGMA Competency Framework

Shane Balzam is the Senior Director of Curriculum Development at the Association of International Certified Professional Accountants (covering over 667,000 members and students in 179 countries) which represents the American Institute of CPAs (AICPA) and the Chartered Institute of Management Accountants (CIMA). In 2014 they launched the CGMA (Chartered Global Management Accountants) competency Framework which is a very detailed document outlining the specific skills and competences expected of finance and accounting staff at various proficiency levels.

As part of a project to update the competency framework and the content of the CIMA professional qualification Shane described the research conducted during 2017 and 2018. This required understanding the challenges, Identifying priorities, and articulating competences. The research included face-to-face meetings, focus groups and an online questionnaire. This identified the main things finance does and should do; in particular with a deep understanding of the business context to provide insight, to influence people and provide leadership. The key to achieve these roles is competence.

The Competency Framework includes technical, business, leadership and people skills; underpinned by ethics, integrity and professionalism. Each of these skills has four proficiency levels; Foundational, Advanced, Intermediate, and Foundational. These link with the CIMA professional exams and qualifications.

Shane highlighted a number of insights from rigorous research looking at the future of the Finance function.; with implications for the CGMA Competency Framework and CIMA professional qualification. One in 3 CEOs thinks their CFO is not ready for the challenges ahead. Key pressures are the ability to delegate, role stretch, tension between old and new, and concern over the finance function. Forces disrupting the CFO role are digital, data, risk and uncertainty, and stakeholder scrutiny and regulation. Future predictions are that 95% of accounting jobs will be lost because of artificial intelligence and automation. Challenges facing the business world include disruption, and fast unpredictable changes. These are driven by globalization geopolitics, demographic change, customer empowerment, and technology automation.

As a result of these pressures the shape of the finance function is changing, embedding itself more across the business. This requires changing competencies and mindsets, enabling people to adapt through continuous learning. This should not lead to displacement of people if they are given new and relevant skills and competences and can do different things that add value to their organization. The revised CGMA Competency Framework has now been published; also a new 2019 CIMA professional Qualification. A CGMA Digital Mindset Pack is available; providing over 6 hours of CPD content for CIMA members in one place.

For more information and reports: <https://www.cimaglobal.com/future>

5 PARN

Robert Pitts, Head of Services, highlighted a number of activities and forthcoming events at PARN: notably the spring conference in May on the Changing International Landscape, training courses, reports and research publications. He noted there was a new website, also facilities for online booking at meetings. It is intended that papers for the CPD Forum should be on the website; but this needs further discussions to agree access arrangements.

Chris reported that communications from him to members were now being sent from PARN; this system seemed to be working well. PARN had also sent out membership invoices for 2019 in January.

6 News/Information

Chris noted the importance of continuous learning throughout life; covering the various stages of employment, career development and personal life. He was now involved in a number of education and learning activities for older people.

7 Dates and venues for future meetings

Amy Pearce had offered for the British Computer Society to host the next meeting of the CPD Forum on 12th June. Chris requested items for this. Following the meeting two further meetings were arranged; November 20th 2019, hosted by the Institute of Physics, and March 11th 2020 hosted by the Royal College of Veterinary Surgeons