



**CONTINUING PROFESSIONAL DEVELOPMENT  
POLICY, GUIDANCE NOTES & HISTORY**

**Version March 2021**

## INTRODUCTION

This document will take you through the RSS continuing professional development (CPD) policy, guidance notes and history of its introduction.

Currently CPD is required in four main circumstances:

- Applications for Data Analyst
- Applications for Graduate Statistician (GradStat) made via the competency-based route only
- Applications for Chartered Statistician (CStat) made via both the standard and competency-based routes
- Revalidation of the CStat award – usually required every five years for CStat holders, although this may be earlier in some circumstances.

As of April 2020 all members of the RSS have access to the RSS CPD recording tool located within the MyRSS section of the website. Whilst this or the CPD Activity Summary Word document are the suggested methods of recording and submitting CPD to the RSS, it is not a requirement.

## CPD POLICY

It is important, for the development of the profession and the maintenance of modern standards, that all practising statisticians should view CPD as a vital part of their personal review process. CPD enhances the credibility of the profession. The Royal Statistical Society encourages all its members, and requires its professionally qualified members, to follow a process of continuous professional review through CPD. The Society provides guidelines on minimum targets at which to aim.

In January 2012 the Society announced to the membership, through an article in *RSSNews*, that holders of Chartered Statistician (CStat) status (including Members and Fellows of the Institute of Statisticians (MIS and FIS) – this applies throughout this document), the introduction of revalidation for the Chartered Statistician award on a five-yearly basis, replacing the previous voluntarily requested Maintained Professional Certificate (MPC). The article indicated that all current CStat holders will have until January 2017 to revalidate. For those who wish to take advantage of holding a revalidated CStat award at an earlier date, an opportunity for this to happen will be provided. The revalidation process for Chartered Statisticians will require them to provide confirmation and/or evidence of being professionally active and complying with the Society's Code of Conduct and CPD Policy.

As well as revalidation, CPD is also one of the requirements for those members applying for the following categories of professional membership of the RSS:

- **Data Analyst** – a minimum of 30 hours is required within 1 year.
- **Graduate Statistician (GradStat)** made via the competency-based route only – a minimum of 60 hours is required per year for a minimum of 2 years
- **Chartered Statistician (CStat)** made via both the standard and competency-based routes – a minimum of 60 hours is required per year for a minimum of 2 years

The Society defines CPD as follows.

**CPD is the systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioner's working life.**

The Society believes that:

1. CPD should be a key part of a professional statistician's work ethic;
2. CPD means the development of the "whole person" – statistical and non-statistical, technical and personal;
3. CPD evaluation is essentially a self-assessment process.

CPD is defined in five categories. **Definitions and illustrations of these categories are given in Appendix 1.** The categories are as follows.

1. Work based learning
2. Professional activity
3. Formal / educational
4. Self-directed learning
5. Other

The Society's Policy requires an annual CPD profile of **at least 60 "learning hours" (30 if applying for Data Analyst)** of CPD covering **at least three**<sup>1</sup> of the above categories, where

$$\text{Learning Hours} = (\text{Actual Hours}) \times (\text{"CPD Value", in range 0-4}).$$

"CPD Value" is a *personal* assessment of the value of the activity to the individual. Different individuals are likely to gain different benefits from the *same* activity, let alone from different ones. As the assessment is *personal*, the Society will not require details of how it is determined<sup>2</sup>.

Practising statisticians engage in a very wide range of activities. Some are obviously statistical; others may be less obviously so. *All* CPD regarded as falling under the Policy should be germane to the person's development as a statistician and it should *all* enable the person to be more effective as a professional statistician to employers or clients; even non-statistical CPD must focus on ability to function as a professional statistician or as a manager of statisticians.

The Society expects that most practising statisticians will **readily** find that their CPD activities comfortably exceed the minimum requirements. This includes people who are managing statistical units, and also people such as senior general managers who have previously been active professional statisticians. The Society believes that statisticians are particularly well equipped to fulfil managerial roles, and to use effectively their skills in distilling numerical information for use in any decision making process. As such, managerial CPD can be seen as developing statistical skills.

It is however appreciated that there may be particular years where attainment of the minima is, for various good reasons, not achievable. This may well occur in the case of career breaks, and may also exceptionally occur in other circumstances. Provided that a reasonable level of CPD is undertaken each year, that the overall average continues to exceed the minimum, and that an explanation is given for fluctuations, the Society will take a reasonable approach towards accommodating such CPD profiles.

---

<sup>1</sup> In **exceptional** circumstances, the Society will be content with coverage of only two categories. It is stressed that this will be **exceptional** and must be fully justified.

<sup>2</sup> As an illustration, a 2-day (say 15-hour) training course might actually score 15 "learning hours" for an individual for whom this is a new and relevant topic, whilst a 5 day conference where only 2 days of it could honestly be regarded as "new and developmental" would also score 15.

## **Recording CPD**

Maintenance of CPD records is an important feature of the CPD Policy - not viewed as an unnecessary imposed bureaucratic requirement, but as a normal part of good practice in professional life. Many employers already expect this, often as part of annual appraisal and goal-setting processes. Whether this is the case or not for a practicing statistician, the Society believes it is useful to maintain a "CPD diary" to keep track of CPD activities being undertaken.

To assist members to plan their CPD programme and record activities the Society introduced in April 2020 an online CPD recording tool available for all members that can be accessed via the MyRSS section of the website. There is no obligation to use this particular recording tool for maintaining detailed records – it is offered as a service to those who wish to use it. For those already maintaining records elsewhere, perhaps on a system provided by their employer, they may continue to do so – it is not the intention to ask for unnecessary duplication of effort.

However, the RSS online CPD system is user-friendly, integrated system that not only allows activities to be recorded but also provides reports that summarise the number of learning hours, the categorisation of activities and the benefits gained. It also provides the facility to store supporting documents (referred to as 'resources' in the online system) that form part of the CPD portfolio of information. The Society strongly commends the RSS online CPD system for consideration.

For those who might prefer a 'light-touch' method of recording their CPD activities, the MSWord table 'CPD Activity Summary' might be considered useful. Please see Appendix 2 of this document to see the format of this table. If this option is chosen, then other supporting materials would need to be held separately. An MSWord version of the table 'CPD Activity Summary' can be downloaded from the [website here](#).

Both the online CPD system and the MSWord table demonstrate the importance placed by the Society on reflective practice; that is assessing the benefit of the CPD activities to the development of skills and knowledge and the enhancement of delivery to employers or clients. This helps to ensure that CPD activities are directed at improving performance in the current role and/or supporting career progression.

Whilst not being prescriptive about the system to be used to record CPD activities, if the RSS online CPD system is not being used, it may be necessary to supplement the report produced by the system that is used in order to demonstrate compliance with the Society's CPD Policy.

For example, if the categorisation of activities and the number of learning hours are not already included in the activity report from the CPD system routinely used, it may be necessary to additionally produce the following summary table:

<b>CPD Summary</b>	Name:	Period:
<b>Category of activity</b>		<b>Number of learning hours</b>
Work-based learning		
Professional activity		
Formal/educational		
Self-directed learning		
Other		
<b>TOTAL</b>		



## GUIDANCE NOTES: RECORDING CPD

The following guidance notes have been developed from a review of the CPD submissions made as part of the Chartered Scientist revalidation process carried out during 2011. These CPD submissions include those made by CSci holders who were audited and also by those not selected for audit. There were many examples of good practice, but there were also examples which suggested that further clarifying guidance would be helpful on a number of aspects of the CPD Policy of the Society. It is hoped that the below points will aid understanding of the CPD Policy of the Society.

### **Key information to be captured in a CPD summary**

Although the Society is not prescriptive about the approach or system to be used to record CPD activities and provide periodic summaries, there is certain information that is required to be included in the summary. For a 12-month summary it should be clear that at least 60 learning hours of CPD have been undertaken and that the activities cover at least 3 of the 5 categories. Thus if the summary from the system being used does not include this information it will be necessary to provide an additional mapping of activities to categories and provide a table such as the one below:

<b>Category of activity</b>	<b>Total number of learning hours for activities in category</b>
Work based learning	
Professional activity	
Formal/educational	
Self-directed learning	
Other	
<b>TOTAL</b>	

### **Categorisation of activities**

In the Society's CPD Policy a very broad view is taken of what constitutes a CPD activity. In order to emphasise this breadth, activities are split into 5 categories; work based learning, professional activities, formal/educational, self-directed learning and other. Definitions of these categories, and examples of activities that fall in them, is provided as an appendix to the CPD Policy (which can be downloaded at [www.rss.org.uk/cpd](http://www.rss.org.uk/cpd) ). There are situations when a case can be made for a particular activity falling into more than one category. In these situations, simply select the category that has the best rationale (given the definitions in the Policy document).

### **At least 3 out of 5 categories**

The Policy indicates that activities should cover at least 3 of the 5 categories in any 12-month period. This is to ensure that a breadth of development activities are undertaken in order to support the overall professional development of a practicing statistician. For example, a statistician working in academia whose work includes research, teaching, consultancy and administrative duties should pay attention to all these aspects of his/her role when considering development planning and the programme of CPD activities to support it. Such a breadth of consideration would normally lead to at least 3 of the categories being covered over a 12-month period.

### **Exceptionally 2 categories**

The Policy also includes the caveat that exceptionally 2 categories will suffice. This is intended to cover the situation where the scope of professional work is somewhat limited or when circumstances preclude certain types of activity being undertaken (e.g. due to lack of mobility or financial constraints). This would include the case when someone is professionally active on only a part-time basis (e.g. when returning from a career break or when semi-retired). However, as the Policy states, the circumstances are exceptional when these situations lead to limitations in the scope of CPD activities being undertaken and need to be justified.

### **Work based learning**

Work based learning is the category that is often misunderstood; particularly the distinction between 'work based learning' and 'just doing the job'. Typically in every job role there is an element of work based learning; a natural part of most jobs is coming across new situations where an element of learning needs to take place in order to complete the task. (For the full scope of activities falling in this category, see the appendix to the CPD Policy.) However, every part of 'doing the job' does not necessarily have a learning component and those that do are most often not 100% learning activities. Hence the concept of 'learning hours' in the Policy is useful in appropriately recording the extent to which the activity is a learning activity and so can be appropriately weighted.

## **Learning hours**

The concept of learning hours in the CPD Policy is intended to recognise that the learning value of any particular activity (in whatever category) depends on the nature of the activity and its value to the individual. For example, experiential learning (i.e. learning by doing the job) typically occurs in activities that are not 100% learning in nature. As another example, typically only part of the time attending a conference is a genuine learning experience. To cater for this the Policy uses the concept of learning hours and uses the following definition:

Learning Hours = (Actual Hours) × ("CPD Value", in range 0–1).

"CPD Value" is a *personal* assessment of the learning value of the activity to the individual. Determining the CPD value is not a precise science; all that is required is a reasonable and honest assessment of the learning value of the activity to the individual.

## **Minimum requirement of 60 learning hours in a 12-month period\***

The Society's CPD Policy requires a minimum of 60 learning hours per 12-month period. There has been a move away from so called 'input measures' in CPD schemes, such as counting the number of hours CPD undertaken. However, the use of learning hours in the RSS scheme, rather than actual hours, moves away from just counting time committed to activities; placing emphasis on the learning value of the time committed (i.e. an 'output measure').

Generally speaking, most practicing statisticians who are actively managing their professional development and career progression far exceed the minimum requirement of 60 learning hours. The same is also true of those moving into more focused roles in semi-retirement, where time needs to be spent keeping abreast of recent developments and the current 'business' environment so that experience and expertise can be applied in the most relevant and effective way.

\*the minimum is 30 hours within 1 year if applying for Data Analyst

## **Reflective practice**

The assessment of learning hours requires some reflection on the value of an activity as a learning experience. When carrying out this reflection it is advisable to consider both how the activity has helped develop skills and knowledge to improve professional practice; and also how the activity has improved the delivery of services to your employer or client.

If such reflection of outcome or benefit is documented at the activity level it provides useful information that can be combined to make a periodic assessment of the overall value of a programme of CPD activities in advancing performance in the current job role and/or achieving longer term career progression. Such information is valuable input to an employer's appraisal process, leading to goal setting for the next period which will help define the activities that would be valuable to undertake over the next period. This ensures that CPD activities are an integral part of performance improvement and career progression.

## **CPD to support professional activity**

Professional activity may be technical or managerial, part-time or full-time, paid or unpaid. The term 'being professionally active' is loosely defined to include carrying out roles that require the application of skills and knowledge developed during an education and career as a professional statistician. What is important is that the CPD currently being undertaken as a professional statistician is relevant to maintaining and/or enhancing performance in the current role or to preparing for roles that may be aspired to.

## **Description of CPD activities**

It is important that the description of activities presented in a CPD summary is sufficiently detailed to enable a reviewer to fully understand the nature of the activity and be able to appreciate its relevance to the current job role or to future career aspirations. To this end, it is important to avoid or explain acronyms. Also ensure that activities are sufficiently granular to enable a specific description to be given. For example, 'carrying out research' is too nebulous a description and such an activity needs to be broken down into its components, each of which may have a different outcome or benefit. For example, the above example may be broken down into the following activities; 'carrying out a literature review of xyz', 'networking with collaborators on xyz', 'developing methodology to analyse data arising from situation xyz' and/or 'preparing a publication entitled xyz for journal abc'.

## APPENDIX 1 ILLUSTRATIONS OF THE CPD CATEGORIES

### The Royal Statistical Society CPD policy

The CPD policy of the Society takes a broad view of what constitutes CPD consistent with the following definition.

*CPD is the systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioner's working life.*

For statisticians, CPD is targeted at the development of competency in the following areas, together with the use of tools (e.g. computer software) to implement the acquired knowledge and skill.

Problem formulation and design

Collection and organisation of data

Modelling and analysis

Presenting, reporting, interpreting

Professional skills

The CPD policy describes CPD evaluation as a self-assessment process from the point of view that the number of "learning hours" of professional development is determined by the individual from the actual number of hours committed to the learning activity and the CPD value of the activity for the individual. The RSS CPD policy sets a requirement for at least 60 learning hours of CPD activity per annum. The policy also encourages reflective practice (i.e. individuals to assess the outcome and benefit of CPD activities to their professional practice).

CPD activities are allocated to one of the following five categories, with a requirement to undertake activities in at least three categories (exceptionally two categories) during each 12month period.

1. Work based learning
2. Professional activity
3. Formal / educational
4. Self-directed learning
5. Other

Detailed elaboration of how these categories are defined is provided below:

**Work based learning**

*Work based learning is professional development that takes place by fulfilling the current job role. Such development naturally takes place as experience is gained in the role, greater independence and responsibility is given, and the complexity and scope of work undertaken increases.*

*Work based learning also includes in-house learning activities and development opportunities that are provided by the employer as part of staff orientation and development in support of organisational performance and objectives.*

Worked based learning – examples:

- Experiential learning: learning by doing the job – gaining, and learning from, experience – expanding role
- In-service training – includes orientation programs, standard operating procedures and employee development
- Receiving coaching from others
- Work shadowing
- Peer review of own work, including presentations to colleagues
- Review of case studies and literature
- Participating in journal club
- Discussions with colleagues – idea generation, problem solving, etc
- Presentations to external clients, regulators, policy makers
- Supervising colleagues or students
- Job rotation, secondments, sabbaticals
- Involvement in the wider work of employer – beyond scope of role
- Post-mortem and lessons-learnt activities following significant projects, events

- Requesting and analysing feedback on performance from colleagues, clients
- Participating in the employer's performance appraisal and goal setting process  
**Professional activity**

*Professional activities that support professional development include participating in the management and organisation of a professional body; and also participating in activities that develop the professional skills and knowledge of other professionals, and participating in activities that apply statistical expertise in the wider community.*

Professional activity – examples:

- Involvement in the management of a professional body – officer, organiser, committee member, working group member
- Organiser of a conference, scientific meeting or course
- Being an examiner
- Being a referee for a journal
- Supervisor of research
- Membership of a technical expert group – e.g. special interest group, section or study group
- Being an expert witness
- Lecturing or teaching (new material)
- Giving presentations or being a discussant at conferences or scientific meetings
- Networking with professionals in other organisations
- Coaching or mentoring

### **Formal / educational**

*Formal/educational professional development includes the participation in activities that lead to gaining academic/professional qualifications and the attendance at structured learning activities organised by professional bodies, learned societies or training providers; and also the preparation of papers, articles or presentations for a professional audience.*

Formal / educational – examples:

- Undertaking a programme of learning or research for an academic qualification
- Attending training courses
- Attending conferences or scientific meetings
- Undertaking distance learning or e-learning activities
- Reading to understand the legal and/or regulatory framework for professional work
- Maintaining or developing specialist skills
- Writing articles or papers
- Preparing presentations for conferences or scientific meetings
- Preparing material for training courses

### **Self-directed learning**

*Self-directed learning takes place when the individual takes the initiative in diagnosing learning needs, formulating learning goals, designing learning experiences, identifying and using human and material resources and evaluating learning outcomes.*

Self-directed learning – examples:

- Reading books, journals and articles
- Reviewing and summarising books and articles
- Upgrading knowledge through internet searches and the use of electronic information sources
- Reflective practice – assessing benefit of CPD activities to self, client or employer – identifying next steps

## Other

*Activities which do not require statistical expertise, but which help develop transferable skills and gain experiences that are valuable in the current professional role or in future career directions. These would include involvement in strategic activities for the employer; and activities carried on outside of professional life.*

Other – examples:

- Strategic thinking (e.g. projects for employers such as organisational restructuring, strategic planning and resourcing, external/community relations, facility development)
- Leadership skills (e.g. managing a children's sports team, leader of a scouting/guides activity, Chair-person for a club or society)
- Organisation and planning skills (secretary for a club or society, school governor, Parent Teacher Association organiser, church parish councillor)
- Finance skills (e.g. treasurer for a club or society)
- Coaching and counselling skills (e.g. sports coach, Samaritans volunteer, mentoring, tutoring)

## APPENDIX 2

### CPD Activity Summary

CPD Activities over: <ul style="list-style-type: none"> <li>• A 12 month period if used for revalidation totalling at least 60 hours of learning</li> <li>• Or a 24 month period if used as part of your CStat/GradStat Application totalling at least 60 hours of learning per year</li> <li>• Or a 12 month period if used as part of your Data Analyst Application totalling at least 60 hours of learning per year</li> </ul>		Career Status - <i>include a brief description of your job role and how it has progressed of the 12 month period.</i>			
Category	Description of activity	Start Date	End Date	Learning Hours	Outcome/Benefit to practice (i.e. skills/ knowledge gained) or to deliver to employer/client
Worked based learning					
Professional activity					
Formal/ educational					
Formal/ educational					
Self-directed learning					
Other					
TOTAL				XXXXX	

### APPENDIX 3

#### History of the CPD Policy, including its introduction and amendments:

A Continuing Professional Development (CPD) Working Party was set up by Professor Robert Curnow during his Presidency of the Society. Its Final Report was considered by the Professional Affairs Committee of the Society (PAC) at its meeting on 10 September 2003. PAC recommended it to Council for implementation from 1 January 2004. Council accepted the Report and the recommendation at its meeting on 15 October 2003. Thus the Society's formal CPD Policy came into being with effect from 1 January 2004.

The Final Report, as accepted in 2003, is included as **Appendix 5** to this document. Although that Report has been partly overtaken by events since then, it is a seminal paper in the Society's CPD history and much of what it says remains in place in the evolved Policy.

A revision of the CPD Policy took place following the Society's admission as from 1 February 2009 as a Licensed Body of the Science Council for the award of Chartered Scientist (CSci) status. CSci is an award that recognises professionalism widely over the science disciplines. The Science Council has its own CPD policy and evidence of compliance will be necessary for annual revalidation of CSci status. The Society has engaged vigorously and to mutual benefit with the Science Council in promoting the importance and value of CPD.

The PAC found that the Society's CPD Policy and the Science Council's were in accord except in the categorisation of CPD activities. The Science Council's categories are similar but not quite identical to those of the Society as in the 2004 Policy. The PAC took the view that, because the categories are very similar and it would not be sensible to have one set for the Society's internal purposes and another for Science Council purposes, the Society should adopt the Science Council's categorisation. PAC also took the view that a formal split into statistical and non-statistical CPD, as in the 2004 Policy, was not needed, as *all* CPD should enable the practitioner to be more effective as a professional statistician to employers or clients; even non-statistical CPD must focus on ability to function as a professional statistician or as a manager of statisticians. PAC wished to retain the Society's requirement for 60 ("notional" or "learning") hours of CPD per year overall, with at least three of the new categories engaged in, even though the Science Council had no quantitative time requirement. At its meeting on 23 September 2009, PAC recommended accordingly to Council, which accepted the recommendation at its meeting on 14 October 2009.

The previous version to this current edition took effect from October 2009 CPD. whilst the text was updated in January 2012 to reflect subsequent developments (e.g. the implementation of the RSS online CPD system and the introduction of revalidation for Chartered Scientists and Chartered Statisticians). However, the principal requirements of the Policy had remained unchanged since the 2009 revision until 2020.

In 2020 the RSS ceased to be member of the Science Council and is therefore no longer licensed to issue the title of Chartered Scientist (CSci). As CSci holders were previously required to revalidate each year, along with their CStat title, these holders were advised that they would have to transfer this title to another license body or lose risk losing this title. Those members who retained their CStat only title were informed as to when they would next be expected to revalidate their CStat only title, joining the standard five yearly cycle with other CStat holders. This document was then edited to contain the history, policy and guidance notes relating to CPD and remains current as of March 2021 and beyond.

## APPENDIX 4

This appendix contains the Final Report of the CPD Working Party leading to the introduction of the Society's CPD Policy on 1 January 2004.

The following major developments foreshadowed in the Final Report have come to fruition since the adoption of the CPD Policy in 2004.

- The Society has published examples of one-year CPD profiles to illustrate the types of CPD activity that are undertaken by statisticians at various stages of different careers (Section 3 of the Final Report). These profiles have since been withdrawn following the CPD Policy revision in 2009
  - The
    - Maintained Professional Certificate (Section 5) has been introduced
  - A
    - mentoring scheme (Section 7) has been introduced to assist Graduate Statisticians in their progress towards Chartered Statistician status
- The Society has set up its Professional Development Centre to offer training courses complementing those available elsewhere (Section 8)

Information about all these developments is available on the Society's website. The principal CPD section of the site is at <http://www.rss.org.uk/cpd>.

There have also been other developments affecting the Policy in only a minor or editorial way.

**Note: The CPD Policy of the Society was revised in 2009, and it is that version of the Policy that should now be followed.**

### FINAL REPORT OF CPD WORKING PARTY IN 2003 CPD POLICY AS IMPLEMENTED FROM 1 JANUARY 2004

#### 1. Introduction and Overview

It is important, for the development of the profession and the maintenance of modern standards, that all practising statisticians should view CPD as a vital part of their personal review process. CPD enhances the credibility of the profession. The absence of a CPD policy may be seen as deleterious, and would have implications under the new Charter in respect of professional training for members wishing to apply for CStat status

The aim of the RSS is to encourage members to follow a process of continuous professional review through CPD. The RSS will provide guidelines on minimum targets at which to aim and will aim to make available a range of resources through which advice can be provided on appropriate CPD and potential sources. Where there are gaps in provision of statistical CPD, the RSS might be able to commission relevant material.

The award of Chartered Statistician (CStat) status by the RSS is an award for life, recognising the academic qualification(s) and the professional experience of applicants at a particular point in their careers. Under the Society's new Charter, some changes are necessary to the criteria under which CStat is awarded, and these will require the submission of a CPD portfolio showing that the candidate has undertaken an element of professional training as well as gaining experience. This in itself necessitates a CPD approach.

In addition, existing holders of CStat (and MIS and FIS this applies throughout this document) will be offered a means to apply periodically, if they wish, for a Maintained Professional Certificate (MPC) – rather like a periodic re-accreditation to attach to the award of CStat, as a recognition of having engaged in appropriate CPD.

## 2. What is CPD?

There are three primary assertions to make:

1. CPD should be a key part of a professional statistician's work ethic.
2. CPD means the development of the "whole person" statistical and non-statistical, technical and personal.
3. CPD evaluation is essentially a self-assessment process.

CPD is defined in four broad categories, for which the Society will provide detailed specifications:

1. Learning.
2. Doing.
3. Managing.
4. Other.

The Society's view is that practising statisticians should aim at an annual CPD portfolio of **at least 60 "notional hours"** of CPD, where

Notional Hours = (Actual Hours) \* ("CPD Value", in range 0 1).

"CPD Value" is a *personal* assessment of the value of the activity to the individual. Different individuals are likely to gain different benefits from the *same* activity, let alone from different ones. As the assessment is *personal*, the Society will not require details of how it is determined.

As an illustration, a 2-day (say 15-hour) training course might actually score 15 "notional hours" for an individual for whom this is a new and relevant topic, whilst a 5 day conference where only 2 days of it could honestly be regarded as "new and developmental" would also score 15.

Practising statisticians engage in a very wide range of activities as was confirmed by the RSS CPD Census. Therefore in recording CPD, **all** the CPD should be germane to the person's development as a statistician, and it should include study of relevant **technical statistical material amounting to at least one-quarter** of the minimum total notional hours. Also, **of the annual minimum of 60 notional hours, at least 30 should be a combination of Learning, Doing and Managing.**

The Society expects that most practising statisticians will *readily* find that their CPD activities comfortably exceed these minimum requirements. This includes people who are managing statistical units, and also people such as senior general managers who have previously been active professional statisticians. (The Society believes that statisticians are particularly well equipped to fulfil managerial roles, and to use effectively their skills in distilling numerical information for use in any decision making process. As such, managerial CPD can also be seen as developing statistical skills.)

It is however appreciated that there may, exceptionally, be particular years where attainment of the minima is, for various good reasons, not achievable, so that the amount of CPD undertaken falls below the requirements. Provided that a reasonable level of CPD is undertaken each year, that the overall averages continue to exceed the minima, and that an explanation is given for fluctuations, the Society does not anticipate problems in accommodating such a CPD profile.

### 3. Portfolio for Recording CPD

The Society does not seek to be prescriptive concerning the form in which CPD records should be kept. For instance, some professional statisticians will find it convenient, or might be required, to follow the standard procedures of their employers. However, CPD records should be expressed in a convenient summary form, and the use of tables similar to the examples shown in Tables 1 and 2 following is commended. It is likely to be convenient to keep some form of "CPD Diary", updated perhaps on a monthly basis.

In addition, a statement on the content and effectiveness of an individual's CPD should be provided by an appropriate person who can provide professional attestation and authentication. This might often be the individual's line manager or a senior colleague. In other circumstances, it will be appropriate for the statement to be provided by a peer of equivalent or greater standing in the profession. If a CPD Diary is kept, it might well be appropriate for it to be "signed off" in this way annually, and certainly whenever the individual changes employer. Attestation of this kind will normally be necessary should the individual wish to apply for a Maintained Professional Certificate (see section 5 below).

The Society recognises that problems in obtaining such an attestation might arise for statisticians who work in isolated situations (e.g. individual consultants). There will also be cases where the work is of extreme confidentiality or where the issue of security clearance arises. In such instances, an explanation of the circumstances should be given in lieu of the attestation statement.

Many professional statisticians have annual "personal development plans", and these are likely to form the basis for subsequent CPD records and for assessment of the value of CPD activities. The Society considers that the use of such plans is often good practice, at the same time recognising that they will not always be appropriate in individual circumstances.

It is recognised that, in any of the broad categories, CPD will fall under two rather different headings:

1. Specific.

An example might be a 2-day course for which dates, course details and the syllabus could be provided and which can all be described as CPD.

2. Non-specific.

As an example, consider putting into practice the material learnt in such a 2-day course. This will clearly result in further personal development, but can only be assessed much more subjectively (and honestly!). Thus, for example, 10 days of actual work of which 10% of which was judged as developmental would be recorded as 1 (notional) day of CPD.

It is also recognised that there will always be variability from year to year but, with the exception of periods of illness, maternity or paternity leave or career breaks, it is anticipated that each individual will undertake a significant amount of CPD every year.

#### **4. Initial award of CStat (including transition from GradStat to CStat)**

The criteria for award of CStat under the new Charter will include, as is the case now, a satisfactory academic qualification (or, equivalently, the previous award of GradStat status) together with approved and developing professional experience and supportive referees. As mentioned above, there will also be a requirement for some form of approved professional training. This might include experiential (i.e. on-the-job) training. It is unlikely that the necessary overall professional development will be completed in less than about five years of a statistical career.

Therefore, in addition to current requirements, an applicant will in future need to submit a CPD portfolio covering at least the 5 years prior to the application, but possibly more at the discretion of the applicant, where on average:

- annual CPD is at least 60 "notional hours"

- annual Learning, Doing and Managing is at least 30 "notional hours"
- the annual total of 60 notional hours includes at least one-quarter on study of relevant technical statistical material.

The full application will be scrutinised, as at present, by the Professional Affairs Committee prior to making any recommendation for the award of CStat.

## **5. Maintained Professional Certificate (MPC)**

The Society is certain that professionally qualified members who are convinced of the value and importance of CPD will wish their CPD activities to be recognised. In consequence, as part of the service the RSS provides for its membership, it will be open to all holders of CStat to apply for the award of a Maintained Professional Certificate (MPC) on a 5-yearly basis (or following the achievement of a portfolio corresponding to a full-time equivalent of 5 years CPD), and such holders will be encouraged to do so.

The procedure for applying for an MPC is being finalised by the Professional Affairs Committee and will be published, for example on the web site.

## **6. Marketing CStat and CPD**

The Society's priority will be to market the CPD policy to its members, ensuring that its entire membership – CStat and non-CStat members – is familiar with and persuaded by the benefits of Continuing Professional Development. The Society will seek to persuade all members of the benefits that could accrue to them from becoming holders of Chartered status once their professional status is better known and respected. The working assumption is that, for the most part, members are already committed to the process of improving their abilities to perform as statisticians – and that the RSS CPD policy will require them only to adapt their existing systems for monitoring developmental progress. With time, it is anticipated that regularly engaging in and reporting CPD will be viewed as part of the normal process of updating CVs.

The Society will encourage all its members to keep their skills portfolios 'live'. Remaining abreast of new developments in the field and developing other complementary abilities, such as management skills, should enable them to perform more effectively.

While recognising that it is entirely optional for a member to follow a formal programme of professional development, and that even where a professionally qualified member does choose to develop a CPD portfolio there is no compulsion to apply for an MPC, the Society will vigorously promote the MPC as an "offer" to all holders of CStat. In particular, the Society believes the MPC will appeal to statisticians who are actively mobile and plan to change jobs with some regularity. This category might include, as examples, young statisticians seeking varied work experiences in the early stages of their careers, consultants, and others (e.g. academics) who undertake consultancy.

The Society will endeavour to raise the profile of CStat status by vigorously marketing the award within the range of environments in which statisticians work, such as government services, research institutes, pharmaceutical and other medical industries and academia. Our vision is that in 5 years time many more jobs, consultancies and projects requiring the skills of a statistician will, when advertised, give preference to applicants with CStat status. The Society has to recognise that the profession is not formally regulated and that CStat status is not, therefore, a licence to practise. However, the Society hopes that providing members with the opportunity to refresh their status every 5 years will lead to the recognition of the MPC award as a professional "seal of approval".

## **7. Mentoring**

The Society has the objective of providing guidance and support for members following a CPD policy. The Professional Affairs Committee is investigating this with the aim of bringing forward a costed proposal for possible introduction, in a limited way, during the following session, and fully during the session after that. The mentoring service would be personal to the individual and take account of the position reached at that particular point in the career. Particular attention would be paid to the needs of statisticians working in "lone" situations or where mentoring facilities are not readily available within the organisation.

Among the facilities that might, in course of time, be offered are:

- a secure internet site for use by those with a registered CPD account, enabling individuals to record their progress and to link to other related services
  - a live news-site with examples of good CPD practice and a chat room facility
- an on-line CPD "helpline" service for members in need of an assessment of their CPD to date and advice on further progression.

## **8. Training Programme**

As well as providing a mentoring service, the Society has also the objective in the course of time of providing practical help for its members by identifying, commissioning and, in some cases, providing appropriate development opportunities and training by:

- providing information (both on the internet and in the new Society magazine) on CPD events offered by other providers that will be of interest to its membership
  - commissioning development activities and training from other providers
- developing a suite of workshops, seminars and events targeting the Society's active CPD audience.

As a first step towards this, a section of the Society's existing web site carries a list of links to organisations that provide training programmes which may be of interest to statisticians.

## **9. SPECIAL CASES**

### **9.1 Career Breaker**

(to include maternity/paternity leave and long-term sickness)

Statisticians may, for a variety of reasons, choose or need to take a career break which will, in all probability, mean a break from CPD. Here, the 5-year rule will be applied and the CPD clock will stop at the point that the career breaker leaves the job market and will resume on return to work.

Depending on the length of the career break, there may be scope to make good the absence and still maintain the required CPD hours for the year.

### **9.2 Part-time Employee**

In general, the equivalent of 5 years full-time CPD will be required to secure a Maintained Professional Certificate but clearly cases may need consideration on an individual basis.

## **TABLE 1 – SUMMARY**

Area	Notional Hours	Source of CPD
Learning		L1 L2 L3
Doing		D1 D2
Managing		M1
Other		O1 O2

**TABLE 2 – DESCRIPTION OF OUTCOMES AND BENEFITS**

CPD Activity	Development of Outcomes and Benefits
L1 L2 L3 D1 D2 M1 O1 O2	
Overall for 2002–03	

