

# **CPD Examples Booklet**

## Example 1: Professionalism Planning and Evaluation Document

**Reflect:** *Which area of professionalism could I work on this year?*

Learning about approaches to dealing with misconduct on social media and develop awareness in acting ethically as an organisation in social media postings

*What is my learning outcome?*

Develop views on dealing with misconduct on social media and how to assess that we act ethically

**Plan:** *What CPD activity will best meet my learning outcome?*

Attendance at regulation event

*When will I achieve this?*

February 2014

**Act:** *Ensure you keep documentary evidence that supports your CPD activity, in case your CPD record is selected for sampling.*

At the event I received hand out with slides from speakers, made notes of discussion and received post event email material that I will retain should CILEx call my record for sampling.

**Evaluate:**

*1. How was the CPD activity relevant to your practice?*

CILEx Regulation makes social media postings. I can use my learning in reviewing our proposed postings to make sure we have presented ourselves ethically and with professionalism.

I also oversee the work of the CILEx Regulation enforcement team. Within that team we can receive allegations of misconduct taking place on social media by regulated members. It was therefore helpful to obtain views on approaches we take to such allegations.

*2. How far did the CPD activity meet your learning outcome?*

The presentations by the speakers and discussions identified approaches we can take and therefore improved my knowledge.

*3. If you have already used this learning in practice, how have you done this?*

*4. If you have not yet applied the learning in practice, how do you expect to?*

The learning will be used to review CILEx Regulation's postings and inform

approaches to misconduct cases involving social media.

- 5.** *If the activity did not meet your identified learning outcome, can you plan further CPD to meet this need? If yes, you can add this to your CPD plan.*

**Example 1: CPD RECORD – temporary log for professionalism CPD, send to [cpd@cilexregulation.org.uk](mailto:cpd@cilexregulation.org.uk) if completed before the online logbook is updated (early next year).**

THIS IS THE DOCUMENT YOU COMPLETE AND SEND TO CILEX TO RECORD YOUR PROFESSIONALISM ENTRY ONTO YOUR RECORDS.

REMEMBER YOU WILL HAVE TO COMPLETE YOUR CPD HOURS LOG AS NORMAL

<b>Area for reflection</b>	<b>Learning outcome</b>	<b>Planned activity</b>  <b>Y/N</b>	<b>To be completed by</b>  <b>(date)</b>	<b>Learning outcome achieved?</b>  <b>Y/N</b>	<b>Relevance to your work</b> (state relevance to your area of practice and to your own work)	<b>Activity completed</b>  <b>(date)</b>
Professionalism	Understanding the ethical approach to commenting on social media; the impact of comments made on social media and whether they can	Y	February 2014	Y	Being able to act ethically on social media and I can take a view on the conduct of members postings and whether they breach the Code of Conduct	6 February 2014

	amount to misconduct					
--	----------------------	--	--	--	--	--

## **Example 2: Professionalism Planning and Evaluation Document**

**Reflect:** *Which area of professionalism could I work on this year?*

Equality and Diversity Training

*What is my learning outcome?*

To refresh my knowledge of the law in this area, ensuring that I am fully aware of how the relevant law impacts upon my role.

**Plan:** *What CPD activity will best meet my learning outcome?*

Attendance at Equality and Diversity seminar

*When will I achieve this?*

Attending a training course or seminar that provides an overview of the law in this area, by 31 August

**Act:** *Ensure you keep documentary evidence that supports your CPD activity, in case your CPD record is selected for sampling.*

At the event I received a booklet and slideshow handouts – although much of the training was role play.

### **Evaluate:**

*1. How was the CPD activity relevant to your practice?*

The course provided a helpful overview of the Equality Act 2010 and dealt with protected characteristics, types of discrimination, prejudices and stereotypes.

*2. How far did the CPD activity meet your learning outcome?*

I was able to revisit the law in this area and also reflect upon how this applies to situations that I may face internally within my office in addition to the service that I am providing to clients.

*3. If you have already used this learning in practice, how have you done this?*

I have been mindful of the disability provisions under the Equality Act in arranging to meet with a client with a physical disability.

*4. If you have not yet applied the learning in practice, how do you expect to?*

I was able to revisit the law in this area and also reflect upon how this applies to situations that I may face internally within my office in addition to the service that I am providing to clients.

*5. If the activity did not meet your identified learning outcome, can you plan further CPD to meet this need? If yes, you can add this to your CPD plan.*

<b>Area for reflection</b>	<b>Learning outcome</b>	<b>Planned activity</b>  <b>Y/N</b>	<b>To be completed by</b>  <b>(date)</b>	<b>Learning outcome achieved?</b>  <b>Y/N</b>	<b>Relevance to your work</b> (state relevance to your area of practice and to your own work)	<b>Activity completed</b>  <b>(date)</b>
Professionalism	Understanding equality and diversity in the workplace and when dealing with clients	Y	August 2013	Y	Being able to understand the impact of equality and diversity issues as they impact on clients and my workplace	22 August 2013

**Remember that in addition to this, you should also complete the hours requirements for your grade of membership for the 2013/14 year.**

**Example 3: REMEMBER YOU DON'T NEED TO USE THIS FORM IT IS SIMPLY DESIGNED TO HELP YOU TO REFLECT**

**Reflection and Planning**

This document has been provided to help you to reflect on your work and to identify areas for you to develop through the course of the CPD year.

The first part of the process is to identify your CPD goals for this year.

To help with this process, you should answer the following questions:

1. What is your primary area of practice? \_\_\_\_\_
2. Do you have a secondary area of practice? \_\_\_\_\_
3. Is there an area of practice that you would like to develop? \_\_\_\_\_

Having identified the areas of practice that you are interested in, for each identified area consider the following elements and think about how they may help you to develop in your practice areas:

**Legal Knowledge**

- Recent legislative developments and their impact on your practice
- Recent developments in case law and their impact on your practice
- Recent industry developments and how they affect your practice
- Changes in or new procedural rules and administrative regulations which govern the area you have identified
- Overview of practice competencies and issues relevant to the area you have identified
- Advanced issues and practice techniques in the area you have identified

**Do you need to develop any of these legal practice skills?**

- Advocacy (oral and/or written)
- ADR
- Client communication
- Drafting documents
- Legal research
- Negotiation
- Practice Management and Accounts
- Time management



- Business development
- IT skills
- Factual investigation
- Interviewing skills

### **What type of CPD?**

You should now think about the type(s) of CPD you would like to participate in (identified through use of the above lists) and how effectively they will meet your training needs. There is no prescribed list of CPD activities at CILEx, but this may provide you with some ideas as to how you could meet your training and development needs which you have identified above.

- Doing CILEx Law School Updates
- Reading and considering relevant Journal articles
- Attending courses, conferences and seminars
- Distance learning courses
- In house training supplied by employer
- Academic or professional study
- Production of a dissertation
- Research of a legal topic
- Preparation and delivery of training courses
- Work shadowing
- Coaching or mentoring
- Participation in the development of law through Committee or Working Group activity
- Writing on law or practice

### **Other skills**

In addition to undertaking CPD to maintain and develop your knowledge and skills in law and legal practice, there are other skills which are important to your practice.

You may want to consider the following methods which may help you to identify CPD for this year.

- Ask clients/colleagues for informal feedback on your practice and performance and identify development areas from their responses

- Consider your strengths and weaknesses (review your appraisal if you have one) and identify ways in which you can improve your overall performance as a lawyer
- Think about your communication skills with clients and other professionals and identify how you could improve in getting your messages across.
- Could improving IT skills help you to provide a more effective and efficient service to clients?
- How well do you manage stress? Could effective workload management, techniques or training etc. improve this?
- Would learning more about your client's business help you to provide a more effective service?
- Review the Competence Framework: are there any areas which you would like to develop?

**Next Steps**

Having identified some areas for development and methods for achieving them, you should now set some goals for this CPD year, including a timescale for completion by completing the plan below.

<b>Area to develop/goal – from the above reflection</b>	<b>Planned activity (type of activity to meet the intended outcome)</b>	<b>Date complete to</b>	<b>Learning outcome (what you intend to learn from the activity)</b>
Professionalism			

#### **Example 4: Planning and Evaluation Document**

**Reflect:** *What area of development?*

Changes to the CPR

*What is my learning outcome?*

To develop my knowledge of the new Rules and Practice Directions and amendments to the CPR.

**Plan:** *What CPD activity will best meet my learning outcome?*

Research

*When will I achieve this?*

Attending a training course or seminar that provides an overview of the law in this area, by 31 March 2013

**Act:** *Ensure you keep documentary evidence that supports your CPD activity, in case your CPD record is selected for sampling.*

I undertook research into the changes (which I have retained in case my record is called for sampling).

**Evaluate:**

*1. How was the CPD activity relevant to your practice?*

As a litigation executive, the changes to the CPR are critical to my work in terms of CFAs ATEs and Cost Budgeting in Civil Cases.

*2. How far did the CPD activity meet your learning outcome?*

I have been able to consider the implications of the changes and understand how these will affect my practice. However, late amendments made the research quite difficult.

*3. If you have already used this learning in practice, how have you done this?*

The changes take effect from 1 April 2013.

*4. If you have not yet applied the learning in practice, how do you expect to?*

As stated, these changes are critical to my practice and therefore it is essential that these changes are fully understood and incorporated into my work.

*5. If the activity did not meet your identified learning outcome, can you plan further CPD to meet this need? If yes, you can add this to your CPD plan.*

The learning outcome was met by the activity although the late changes meant I had to undertake further work to fully meet the outcome.

### **Example 5: Planning and Evaluation Document**

**Reflect:** *What area of development?*

Recent Legislative changes in relation to Chancel Repair

*What is my learning outcome?*

To update my knowledge ahead of changes to the law post October 2013.

**Plan:** *What CPD activity will best meet my learning outcome?*

Reading Journal articles

*When will I achieve this?*

Reading relevant articles on the issue, no later than 31 March 2013 (owing to the pilot deadline)

**Act:** *Ensure you keep documentary evidence that supports your CPD activity, in case your CPD record is selected for sampling.*

I noted the references to the relevant Journal articles to evidence that I have completed the activity.

**Evaluate:**

*1. How was the CPD activity relevant to your practice?*

I am a conveyancer and as such I need to know what the relevant searches are for buying property.

*2. How far did the CPD activity meet your learning outcome?*

The course fully met my outcome.

*3. If you have already used this learning in practice, how have you done this?*

*4. If you have not yet applied the learning in practice, how do you expect to?*

I will apply this new knowledge in my day to day practice once the changes have come into effect in October 2013.

*5. If the activity did not meet your identified learning outcome, can you plan further CPD to meet this need? If yes, you can add this to your CPD plan.*

### **Example 6: Planning and Evaluation Document**

**Reflect:** *What area of development?*

The use of mediation.

*What is my learning outcome?*

To enable me to identify when mediation is the most appropriate option in a dispute.

**Plan:** *What CPD activity will best meet my learning outcome?*

Breakfast seminar run by firm of solicitors

*When will I achieve this?*

Attending a seminar that provides information on how to identify when mediation will work, by 26 March 2013

**Act:** *Ensure you keep documentary evidence that supports your CPD activity, in case your CPD record is selected for sampling.*

We were provided with hand outs to support the information given on the day, which I have retained in case my log is called for sampling.

**Evaluate:**

*1. How was the CPD activity relevant to your practice?*

I work in house and this was a useful course to help me to identify the types of situation that may arise in which I will find mediation most effective and make the best use of compromise.

*2. How far did the CPD activity meet your learning outcome?*

I was able to revisit the law in this area and also reflect upon how this applies to situations that I may face internally within my office in addition to the service that I am providing to clients.

*3. If you have already used this learning in practice, how have you done this?*

The company I work for has a current dispute and it was helpful to consider how this methodology may help us to reach solutions through the use of mediation. Although I did not learn any new law the application of the mediation skills learnt will be beneficial.

*4. If you have not yet applied the learning in practice, how do you expect to?*

*5. If the activity did not meet your identified learning outcome, can you plan further CPD to meet this need? If yes, you can add this to your CPD plan.*

*6.*

**Example 7: Planning and Evaluation Document**

**Reflect:** *Which area of professionalism could I work on this year?*

Developing advocacy skills

*What is my learning outcome?*

To develop my advocacy skills through shadowing a more experienced colleague in the Magistrates Court.

**Plan:** *What CPD activity will best meet my learning outcome?*

Work shadowing

*When will I achieve this?*

Shadowing a senior colleague as they attend court – by February 2013

**Act:** *Ensure you keep documentary evidence that supports your CPD activity, in case your CPD record is selected for sampling.*

I can get my colleague to confirm that I shadowed him.

**Evaluate:**

*1. How was the CPD activity relevant to your practice?*

I shadowed my colleague who was prosecuting in a breach of bail conditions and curfew requirements.

*2. How far did the CPD activity meet your learning outcome?*

I was able to see a trial in action and was particularly interested in the way in which examination in chief and cross examinations are carried out.

*3. If you have already used this learning in practice, how have you done this?*

I have not yet used this in practice.

*4. If you have not yet applied the learning in practice, how do you expect to?*

I will be able to put what I have learned into practice as I develop my career and move into undertaking criminal advocacy.

*5. If the activity did not meet your identified learning outcome, can you plan further CPD to meet this need? If yes, you can add this to your CPD plan.*

### **Example 8: Evaluating unplanned activities**

In addition to your planned activities, you may also undertake activities in the course of your work which are not planned but nonetheless will have a positive impact on your work. These activities may arise from something that has gone wrong (e.g. a critical incident which arose in a matter you were handling), as a result of peer

review, conversations with colleagues or from feedback received from clients/service users.

When including unplanned learning as part of your annual CPD obligations you should record the following information:

1. What happened?

I work in Commercial Property and I was asked to deal with a subject access request under the Data Protection Act 1998. This involved the identification and redaction of personal information.

2. What did I do and what did I learn?

I accessed and downloaded guidance from the ICO's Office, relating to what is classified as personal data and the rules and obligations and learnt that I must avoid disclosing information which would be a breach of privacy. I have developed a better understanding of information and this has enabled me to deputise for my manager.

3. Can I share this? How?

I had not undertaken this task before and carried out the redaction exercise in conjunction with a colleague with whom I shared the information I had learnt.

4. If you have already used this learning in practice, how have you done this?

See above.

5. If you have not yet applied the learning in practice, how do you envisage the learning will be helpful to your practice?

### Example 9: Evaluating unplanned activities

In addition to your planned activities, you may also undertake activities in the course of your work which are not planned but nonetheless will have a positive impact on your work. These activities may arise from something that has gone wrong (e.g. a critical incident which arose in a matter you were handling), as a result of peer

review, conversations with colleagues or from feedback received from clients/service users.

When including unplanned learning as part of your annual CPD obligations you should record the following information:

1. What happened?

I work in Defendant PI and a partner requested that I research the working time regulations, focusing on shift workers and allowances for breaks.

2. What did I do and what did I learn?

I looked at the WTR 1998, ACAS website and HSE website. This area of law is new to me. It was interesting to know that shift workers allowances differ from those who work normal hours. For example shift workers cannot take a break between the end of one shift and the beginning of another.

3. Can I share this? How?

I shared this information with the partner requesting it. He used it as part of a case he was considering.

4. If you have already used this learning in practice, how have you done this?

N/A

5. If you have not yet applied the learning in practice, how do you envisage the learning will be helpful to your practice?

This information may benefit me in future practice. All information is of benefit and I noted that some cases use areas of law outside of the core area worked in.

### **Example 10: Evaluating unplanned activities**

In addition to your planned activities, you may also undertake activities in the course of your work which are not planned but nonetheless will have a positive impact on your work. These activities may arise from something that has gone wrong (e.g. a critical incident which arose in a matter you were handling), as a result of peer review, conversations with colleagues or from feedback received from clients/service users.

When including unplanned learning as part of your annual CPD obligations you should record the following information:



1. What happened?

I work in the legal department of an insurance company, reviewing claims on professional indemnity policies. I received a professional negligence claim which made reference to a Hawkesworth order. I had not come across this order before.

2. What did I do and what did I learn?

I research Hawkesworth orders and discovered that this stated that the individual has a claim where they can prove that they lost a real or substantial chance of securing settlement on more favourable terms than agreed.

3. Can I share this? How?

I discussed this with the rest of the team to make sure they were all aware of the Hawkesworth order.

4. If you have already used this learning in practice, how have you done this?

I used the information to advise clients of the impact of the Hawkesworth order not- withstanding any limitation arguments that existed.

5. If you have not yet applied the learning in practice, how do you envisage the learning will be helpful to your practice?

N/A

### Example 11: Evaluating unplanned activities

In addition to your planned activities, you may also undertake activities in the course of your work which are not planned but nonetheless will have a positive impact on your work. These activities may arise from something that has gone wrong (e.g. a critical incident which arose in a matter you were handling), as a result of peer review, conversations with colleagues or from feedback received from clients/service users.

When including unplanned learning as part of your annual CPD obligations you should record the following information:

1. What happened?

I work in private client and was consulted by a blind executor to apply for probate for a Family member.

2. What did I do and what did I learn?

I learnt that the use of technology can allow someone without sight to have copies of the documents required.

3. Can I share this? How?

I have told others within my department about the documents that exist for blind executors and have prepared precedents for future use.

4. If you have already used this learning in practice, how have you done this?

I prepared the documents necessary to enable the blind executor to apply for probate.

5. If you have not yet applied the learning in practice, how do you envisage the learning will be helpful to your practice?

N/A

### Example 12: CPD RECORD

<b>Area for reflection</b>	<b>Learning outcome</b>	<b>Planned activity</b>  <b>Y/N</b>	<b>To be completed by</b>  <b>(date)</b>	<b>Learning outcome achieved?</b>  <b>Y/N</b>	<b>Relevance to your work</b> (state relevance to your area of practice and to your own work)	<b>Activity completed</b>  <b>(date)</b>
Professionalism	Understanding equality and diversity in the workplace and when dealing with clients	Y	August 2013	Y	Being able to understand the impact of equality and diversity issues as they impact on clients and my workplace	22 August 2013
CPR changes	To develop my knowledge of the new Rules and Practice Directions and amendments to the CPR.	Y	March 2013	Y	As a litigation executive I am required to have a full working knowledge of the CPR, therefore I must be fully aware of the implications of the changes and understand how they will affect me.	31 March 2013

Changes to the law on Chancel repairs	To update my knowledge ahead of the changes to the law post October 2013	Y	March 2013	Y	I work as a conveyancer and therefore I must understand the implications of the changes to the law in this area.	March 2013
Learning when mediation is appropriate	To enable me to identify when mediation is the most appropriate option in a dispute	Y	March 2013	Y	I work in house and the company I work for has a current dispute. It was helpful to consider how this methodology may help us to reach solutions through mediation.	26 March 2013
Developing advocacy skills	To develop my advocacy skills through shadowing a more experienced colleague in the Magistrates' Court	Y	February 2013	Y	I shadowed a more senior colleague and learnt some techniques for undertaking examination in chief and cross examination	Feb 2013
Data Protection	Understanding the requirements of the subject access request	N	Jan 2013	Y	I was required to identify and redact personal information following a subject access request – I did this having researched the necessary law	Jan 2013

Working Time Regulations	Understanding the WTR 1998 to provide information to a partner working on a case in which this was an issue	N	March 2013	Y	I undertook the research and passed the information to the partner. I learnt that sometimes you are required to research outside of familiar law in order to fully action cases.	March 2013
Professional Indemnity Insurance	Understand what is a Hawkesworth order	N	March 2013	Y	I undertook research on the order in question and applied my findings to the case.	March 2013
Probate	Develop knowledge and understanding of the special arrangements which exist to enable blind executors to apply for probate	N	Feb 2013	Y	I researched the issue of blind executors and identified the special requirements that exist in order to enable my client to make the necessary application	Feb 2013

<b>Example 13: Area for reflection</b>	<b>Learning outcome</b>	<b>Planned activity  Y/N</b>	<b>To be completed by  (date)</b>	<b>Learning outcome achieved?  Y/N</b>	<b>Relevance to your work</b> (state relevance to your area of practice and to your own work)	<b>Activity completed  (date)</b>
Professionalism	Understanding the ethical approach to commenting on social media; the impact of comments made on social media and whether they can amount to misconduct	Y	February 2014	Y	Being able to act ethically on social media and I can take a view on the conduct of members postings and whether they breach the Code of Conduct	6 February 2014
Misconduct	Able to develop guidance to assist members in their use of social media	Y	Feb 2014	Y	To assist members in their use of social media through the development of guidance	6 February 2014
Fitness to Practise	Understanding the issues surrounding possible defamation actions on publication of disciplinary cases	N	Feb 2014	Y	This aspect of the course discussed this important area and I will be able to develop guidance to ensure we do not breach rules in relation to this.	6 February 2014

Fitness Practise	to	Ability to deal with health issues as they arise in disciplinary cases	N	Feb 2014	Y	Disciplinary cases can be stressful for the members involved and this can lead to health issues. The course provided guidance as to how this could be treated.	6 February 2014
------------------	----	--	---	----------	---	--	-----------------