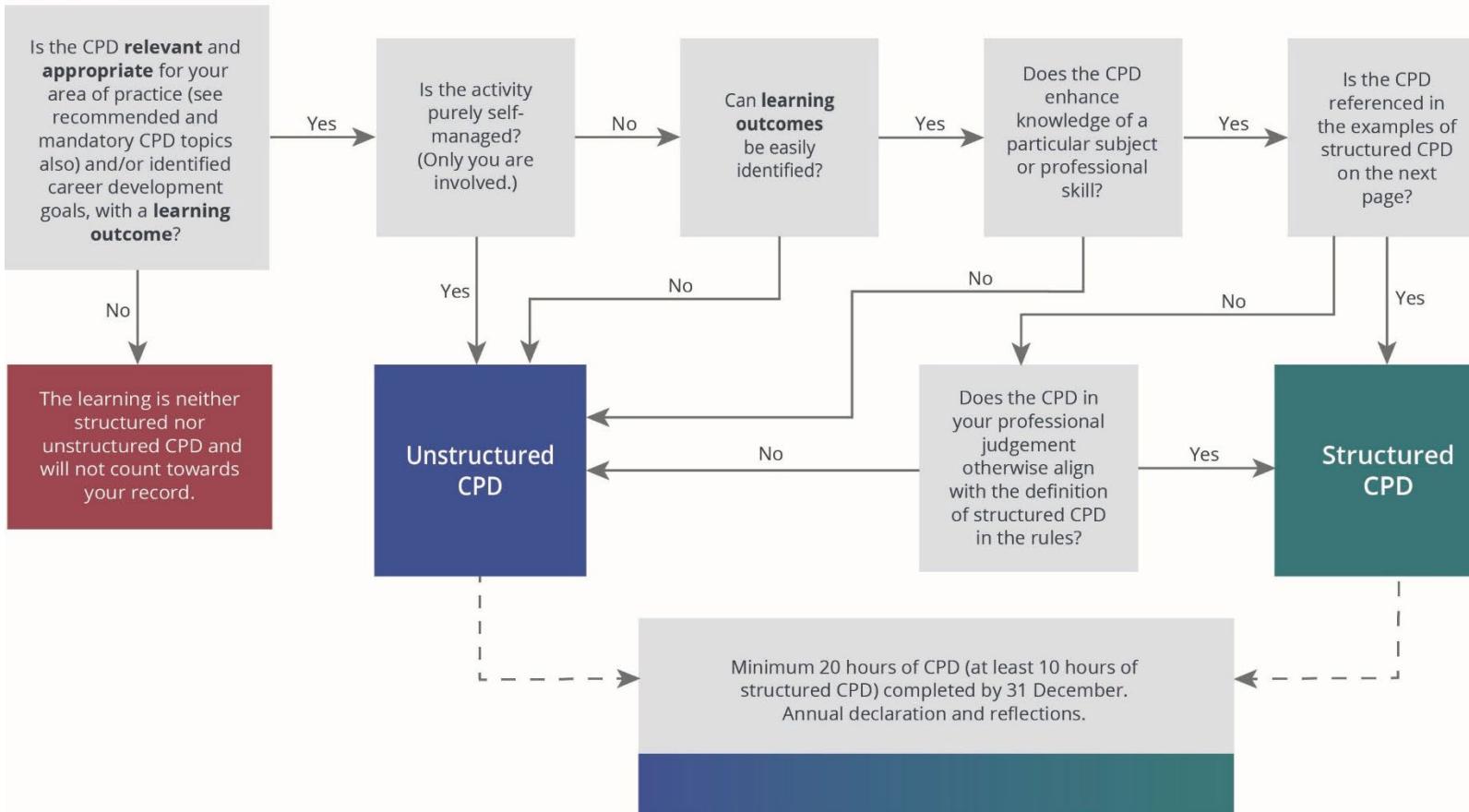


# CPD decision tree: structured or unstructured

## Start here



# Examples of structured and unstructured CPD activities

- All CPD activity, including the examples below, must also be relevant, appropriate and require a recordable learning outcome.
- All of the structured examples below must also have easily identifiable learning outcomes and enhance a member's knowledge.
- CPD activities are not limited to those set out below.

Some examples of activities that cannot be considered to be CPD include:

- social activities
- networking or meetings that have little or no relevance to your professional role
- running a personal website, blog or newsletter, and
- participating in marketing events or events focusing only on business development.

CPD activity	Structured	Unstructured
Taking an active participatory role in webinars, seminars and conferences external to your firm. These might be arranged by, for example, a professional body, trade body or educational organisation, with a scheduled programme of content. They may also involve industry and other relevant experts.	✓	
Attending and being actively involved with 'in-house' CPD days and training events organised by your firm. This will typically involve a specialist trainer or someone else with competence and experience in training.  Note: bringing colleagues together can be a networking and business management opportunity. This is not part of CPD. The focus in this example is knowledge enhancement and learning outcomes.	✓	
Developing personal and practical skills through activities such as 'keep-up-to-date' reading, listening to relevant podcasts and on-the-job training.		✓

Self-managed personal development within your firm or organisation, for example professional deliberations with internal experts on specific technical topics.		✓
Delivering teaching and training for others in a professional or educational setting, for example by developing and delivering a university lecture or a technical session at a professional conference.	✓	
Delivering training for others, such as facilitating a discussion session at an informal seminar.		✓
Study and/or research within a structured programme, which will lead to an externally accredited award, for example a relevant degree or diploma. This will have a clear link to your professional role, for example undertaking postgraduate qualification in construction law if that relates to your professional field.	✓	
Self-managed private study such as: <ul style="list-style-type: none"> <li>• reading online or paper-based trade publications, manuals, professional briefs and journals, and</li> <li>• listening to podcasts.</li> </ul>		✓
Technical authorship (writing journal articles, technical academic papers, manuals, etc). This will typically not just be self-managed but will involve some form of peer or external review process.	✓	
Mentoring (such as providing instruction, guidance and support to trainees or students).		✓
Active participation in expert and advisory groups that focus on technical matters, for example supporting the development of a professional standard or practice guidance.	✓	
Taking an active role in an RICS board meeting where there is a clear learning objective, such as where a third-party expert attends and delivers a session that enhances attendees' knowledge of a technical subject.	✓	

<p>Undertaking training that covers RICS mandatory topics (AI, data and technology, and ethics and sustainability), such as completing the free online training module available at <a href="https://rics.org/ethics">rics.org/ethics</a>.</p> <p>Note: this requires a new learning outcome, so it cannot be training on mandatory topics that you are already an expert in.</p>	<input checked="" type="checkbox"/>	
<p>Delivering a presentation on a technical subject where research and preparation have been required to enhance your own understanding/knowledge. This will also involve some third-party review or input (such as reviewing suggested themes with the presentation organiser), and will also typically have a degree of interactivity (such as taking questions at the end of the presentation).</p>	<input checked="" type="checkbox"/>	
<p>Delivering a presentation on a technical subject that you are already an expert in, and little or no research or preparation has been required, and no learning outcomes have been identified.</p>		<input checked="" type="checkbox"/>