Examiners' Report: Professionalism & Governance (P&G) – October 2025

Key Messages for Learners
This module tests your ability to apply governance, professionalism and communication knowledge to realistic scenarios. A strong pass typically includes: sufficient depth, clear structure, applied analysis, correct use of formats, and good time management. The online portal enables you to see the word count of your answers. As an indication, you should be seeking to achieve approx. 1,300 – 1,500 words for Question 1 and circa 100 – 200 words per short-answer question. You should avoid descriptive responses and instead explain how governance tools, internal controls, communication methods, ethical principles etc. apply to the scenarios you are faced with. Format and communication marks are easy wins and shouldn't be ignored. You should also seek to ensure clarity, structure, correct format, and readability – and finally, always answer the specific question asked!

1. Introduction
The P&G module is an applied, scenario-based assessment. You're expected to demonstrate the ability to integrate knowledge from the Governance, Professionalism, and Communications Manuals, along with broader industry awareness. Memorising manual content alone isn't sufficient. In this October 2025 sitting, there was a low level of passes overall. Despite this, some learners achieved high marks, demonstrating this is an exam where candidates who apply themselves with sufficient depth and clarity can perform strongly. This report summarises overall performance, provides question-by-question analysis, and offers guidance for future candidates.

2. General Observations
- Time management remains an issue. Learners must allocate effort in proportion to the marks given to each question, and each section of the question – these are clearly shown on the exam paper
- Word count expectations continue to correlate strongly with pass rates
- Applied answers score significantly higher than descriptive answers
- You should use the headings provided in questions to structure responses
- Format marks are routinely lost due to incorrect formats or unclear articulation of thoughts
- Vague statements (e.g., 'communication is important') don't gain marks unless explained and applied

3. Question-by-Question Commentary
3.1 Question 1 – Case Study (60 marks)
Question 1 required learners to draft a briefing note assessing governance effectiveness and the relationship between governance structures and communication outcomes. The question required detailed applied analysis and drew on the Governance Manual syllabus (page 8), Part 1 Chapter 2 'Good Governance' and Part 2 Chapter 1 'Service Delivery' (approximately pages 49–55 and 63–67, 75–76), together with the Communications Manual Chapter 1 'Hints and tips for effective communication', including its technical content on clarity, readability and audience alignment (pages 11–14), and Chapter 2 'Formats you may be asked to use'

(approximately pages 24–25 and 40–41). Many learners didn't provide the depth required. Stronger scripts used clear structure, explicit application, and appropriate briefing note format.

a) Governance tools (SLAs, performance reviews, risk registers)

Learners were expected to explain how SLAs provide measurable standards, how performance reviews assess delivery against expectations, and how risk registers support oversight through risk ownership and mitigation planning. Many answers remained overly descriptive rather than applied to scheme context.

b) Internal controls and member feedback

Internal controls should have been linked to operational accuracy, decision-making safeguards, financial controls, and data quality. Member feedback should have been positioned as a governance input influencing service quality and communication improvements.

c) Communication formats and stakeholder alignment

Answers needed to explain communication formats must suit the audience, support effective decision-making, and reduce risk of misunderstanding. Many answers listed communication types without explaining governance impact.

d) Short-term and long-term improvements

Higher-scoring learners suggested practical governance enhancements (e.g., refreshed SLAs, updated risk registers, governance calendars) and long-term strategies (e.g., communication frameworks, digital improvements, annual governance reviews). Some learners repeated earlier points rather than providing improvements.

3.2 Question 2 – Ethical Standards and Professionalism (12 marks)

This question assessed understanding of the PMI Code of Conduct and principles relating to confidentiality, professional behaviour, and managing inappropriate disclosure. Relevant content was from the Professionalism Manual introduction and syllabus (pages 4–7) and Part 2 'PMI Code of Professional Conduct' (from page 34)). Learners generally gained partial marks but often failed to apply principles directly to the scenario.

a) Principles from the PMI Code of Conduct

Expected references included: acting with professionalism and integrity, maintaining confidentiality, providing a high standard of service, and acting in clients' best interests.

b) Promoting professionalism and confidentiality

Learners were expected to describe organisational processes such as policies, training, leadership example, and escalation routes supporting a culture of confidentiality.

c) Steps to manage conflicts of interest or inappropriate disclosure

Answers should have included COI policies, registers, information barriers, access controls, and disciplinary processes.

3.3 Question 3 – ESG in Administrator Procurement (13 marks)

This question required learners to identify risks and opportunities of including ESG factors in an administrator procurement process, **and** to explain how trustees could implement ESG considerations effectively. Relevant material included Governance Manual chapters 1.1, 1.6, 2.1–2.4 (pages 19–46 and 49–55), Communications Manual 3.6 (pages 60–61), and Professionalism

Manual case study content. Many learners confused ESG in investments with ESG in procurement.

a) Risks and opportunities

Risks included supplier greenwashing, poor alignment with scheme values, and supply chain transparency issues. Opportunities included stronger governance, improved operational standards, and reputation benefits.

b) Ensuring effective implementation

Learners were expected to reference due diligence, scoring criteria, measurable KPIs, contract terms, monitoring processes, and alignment with professional standards such as evidence-based decision-making.

3.4 Question 4 – Member Engagement Under the General Code (15 marks)

This question assessed understanding of member engagement requirements under the General Code and the ability to propose improvements and measurement approaches. Relevant material was found in Governance Manual pages 29, 35, 49–55, 59 and Communications Manual pages 40–44, 48–49, 59–61. Learners generally performed well, although some answers didn't sufficiently reference the General Code.

Explaining the importance of engagement

Engagement supports decision-making, risk management, regulatory compliance, and good member outcomes.

Recommending improvements

Examples included simplifying communications, increasing digital access, improving readability, and enhancing governance oversight of communications.

Measuring outcomes

Learners could reference engagement metrics, survey data, complaints analysis, behavioural indicators, and usage statistics.

4. Conclusion

Learners who performed well demonstrated clear structure, correct use of formats, and applied analysis linked directly to the scenarios. The P&G examination rewards depth, relevance, and clarity. Candidates preparing for future sittings are encouraged to focus on applied understanding, structured communication, and integration of governance, professionalism, and communication principles.