

N Z Institute of Primary Industry Management Inc

Policy and Procedures

for Continuing Professional Development (CPD)

Introduction

Professional associations have a responsibility to assure the public-at-large of the quality and competence of members. In these times of rapid technological, social and political change, it is widely accepted that initial qualifications and general experience are no longer capable of providing professionals with all the knowledge and skills they need for the duration of their careers. Most major professional bodies in New Zealand and overseas have instituted or are working towards the introduction of formal CPD systems.

The members of the Institute should readily be recognisable as

Knowledgeable Rural Professionals.

The Mission of the Institute is:

Providing opportunities for recognition and *growth* of members.

In the context of this document, growth is defined as the continual (* Kaizen) advancement, broadening and development of the skills, knowledge and competency of the individual.

Change and advances continue apace in the world and particularly in the Primary Industry sector. New Zealand has in many ways enjoyed world leadership in Primary Industry production. This leadership, built on the comparative advantages of New Zealand, is being eroded by advances in technology and knowledge. To cope with increased competition, New Zealand Primary Industry producers will have to continually become more efficient and innovative.

This puts the onus on the Institute's members, who service the Primary Industry sector, to provide the professional leadership and world-class innovative advice and knowledge to the sector. Advances in the skills, knowledge and competency of the members are therefore paramount.

All members owe it to themselves, and their fellow professionals, to ensure that they maintain their growth so that the reputation of their qualifications and competency are safeguarded. In so doing, they will be able to provide continuing quality service to their clients, employers and the community as a whole.

It is recognised that the best and most efficient way for members to maintain their growth is a **planned** programme of CPD. This implies that members will accept responsibility for determining their **needs** and use a combination of education and training methodologies to increase their personal and business skills, knowledge and competency.

By definition professionals adhere to accepted standards of excellence. Planning for their own CPD is something that all professionals should automatically do to continue to be a professional.

It is not suggested that CPD on its own will provide assurance to society at large that all members will provide service with quality. Doing so involves more than having a CPD programme. It involves applying that knowledge with personal and professional judgement.

Never the less, it is a reality in today's world that members who do not have a current CPD programme that maintains their skills and knowledge cannot provide competency based professional services.

* Kaizen is a term used in the 'quality' business world meaning "continuous improvement".

Definition

CPD is a systematic and structured education and training programme undertaken by a member to continually improve their skills, knowledge and competency to maintain their personal and professional status.

Implicit in this are the following:

CPD is systematic in that it is planned with respect to a member's current position and future needs and direction.

CPD includes both the maintenance of current skills, knowledge and competencies and the development of new skills, knowledge and competencies.

CPD includes technical, scientific, personal, business and management skills, knowledge and competencies.

CPD has a focus on 'learning' and 'attaining competency' rather than 'teaching'.

CPD requires a process of:

- a) identifying the member's current skills, knowledge and competencies,
- b) determining the full requirements of the skills, knowledge and competencies required to provide a quality service in the member's present position,
- c) determining the skills, knowledge and competencies to take a member forward into the immediate future,
- d) identifying the difference (gap) between a) and b) above, and between a) and c) above which become the **needs** of the member.
- e) planning how to, and doing something about addressing, the identified **needs**.

Policy

The Policy of the Institute is:

That all Institute Registered members shall undertake a minimum of 60 hours, averaging 20 hrs annually of structured learning over a three year period, and are expected to complete at least 20 hours of unstructured learning in each financial year;

That all other Institute members should undertake a minimum of 60 hours, averaging 20 hrs annually of structured learning over a three year period, and are expected to complete at least 20 hours of unstructured learning in each financial year;

That the structured learning is selected on the basis of its relevance and application to the skills, knowledge and competencies of the member's professional role and responsibilities.

Structured learning is defined as learning which is planned, has identified outcomes and which can be independently authenticated.

Unstructured learning is defined as learning to keep a member abreast of a wide range of developments affecting their profession, clients and employers.

When accounting for the hours to be allocated to a learning experience the member should not include the time set aside for meal breaks, unstructured networking or recreation.

A member may claim the same structured and unstructured learning hours they have claimed with another professional organisation.

Structured Learning

Structured Learning will be classified into three distinctive types:

Formal - Course with written acknowledgement of attendance / completion (University, Tech Institute, commercial provider, NZQA standards, etc. will include courses recognised under NZIPIM Accreditation Scheme).

Informal - Attendance at NZIPIM Branch event or other Field day / Seminar / Conference / non formal training / Industry update etc

Other - Committee/ Council member / Presentation preparation / Technical Material / Authorship etc. (worth half of the time spent for CPD purposes)

Structured learning can be selected from any or all of the following:

Branch events involving a learning activity (excluding AGM);

National seminars;

National conferences (excluding AGM);

In House training programmes run by employing organisations to assist staff to meet business objectives;

One-to-one coaching sessions on work-related tasks with a certified coach;

Institute Ethics and Communications modules for registration;

Formal seminars and conferences organised and run by other professional bodies and by Universities (both in New Zealand and overseas);

Short courses offered by tertiary institutions, Private Training Establishments (PTE's), and other providers eg. N Z Institute of Management;

Computer based learning programmes with formal recognition of completion;

Tertiary papers offered through tertiary institutions, including extramural study providing an assessment is undertaken by the institution;

Courses recognised by NZIPIM Accreditation Scheme;

Authorship of technical articles for publication in a professional publication, providing this involves new learning or assimilation of ideas by the author (a maximum of 50% towards total hours required);

Original presentations, of professionally related material, to conferences, seminars, activities etc. (with the preparation and presentation only being claimed once);

Serving on a branch committee or Council of the Institute (a maximum of 25% towards total hours required);

Preparation of any material that benefits the Institute, eg. guidance notes, policy, technical handbooks, submissions (a maximum of 25% towards total hours required);

Teaching a new course in a subject that benefits the members of the Institute (with the preparation and presentation only being claimed once).

Unstructured Learning

Unstructured learning can be selected from any or all of the following:

Reading professional and/or technical and/or scientific articles and papers;

Listening to and/or watching educational videos and tapes;

Specific reading material that relates to practical work;

Distance or extramural learning with no assessment;

Computer based learning programmes with no formal outcome;

Alternative forms of learning where there is no interaction with other individuals and no assessment is provided.

CPD Records

A member's failure to maintain or improve professional competence is a breach of the rules of the institute. It is unfair to the majority of members, who comply with their CPD requirements, to allow such members to claim the same professional status.

The monitoring of member's participation in appropriate CPD activities will be achieved through:

- a) member's maintaining and submitting a record of Structured CPD annually via the members only area of the institute website or on the form available from the executive officer, and
- b) an audit of a sample of member's records, at Council's discretion.

Each year, at the time members receive their subscriptions notification, they will receive a reminder that their CPD records for the previous 12 months should be submitted by the 31st of March of that year.

The submission of a CPD record will be considered a declaration that the member has undertaken the activities claimed and can produce documentary evidence in support of this if required.

The membership database will record submission of a member's CPD record.

Members who do not submit a CPD record will receive two reminders at monthly intervals.

Members who have not submitted a CPD record that meets the requirements of the CPD Policy by the 1st of July in any year; at Council's discretion will have their membership suspended until receipt of a satisfactory CPD record.