

LEARNING PLAN GUIDELINES

1.0 Introduction

Under Rule 16, all Practicing Members of the College of Applied Biology are required to comply with the requirements of the College Continuing Professional Development Program (the Program). The Program sets out those members can earn hour credit in four areas:

- Professional Practice – up to 10 hours per year
- Continuing Education
 - General Professional Category – up to 10 hours per year
 - Professional Biology Category
 - Formal Courses – no limit
 - Informal Courses – up to 15 hours per year unless a learning plan has been completed
- Service to the Community and the Profession – no limit
- Service to the College of Applied Biology and/or to the APBBC – no limit

This guideline will assist members who wish to develop a learning plan that will further their knowledge and/or career in the field of applied biology

2.0 Content of a Learning Plan

A Learning Plan can have five basic components

- Learning Goal – a brief statement about the ability or competency that the member wishes to achieve. Alternatively, a learning goal may be expressed as a question that is to be investigated
- Self-Assessment – an overview of the present situation projected against your goal. (See guidelines at the end of this document)
- Learning Resources/Methods – a brief description of the learning activities that will be undertaken. As the activities are completed, the date of completion should be recorded along with the total number of hours accrued for the activity.
- Application – a brief statement of how the learning will be applied in the member's professional activities or career development
- Achievement Measures/Outcomes – a list of the considerations that will be applied at the conclusion of the plan to gauge its success

A Learning Plan sample form is presented at the back of these guidelines.

3.0 Developing a Learning Plan

The first step in developing a Learning Plan is to undertake a self-assessment and a career review/plan, realising that this may be revisited periodically. Time spent in self-

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assessment and career planning may be credited toward the General Professional category of the Continuing Education component, provided a Learning Plan is completed. A review of your present situation projected against your career goals will help to identify the areas of required education and skill set development. A trusted colleague should be consulted to help with your career review/plan.

Once you have identified the areas in which skill-set development must occur, you can seek out opportunities to meet the training need. These opportunities can encompass general professional training or training specifically targeting professional biology, and can include both formal and informal activities. The ability and integrity of a practicing member to make an appropriate training selections is assumed. Likewise, it is recognized that learning activities that have clear value to practicing members may not adhere strictly to the Program guidelines. To assist the Audit Committee to understand your course selection, please ensure that a rationale for selection is documented where an activity does not appear to fall within the Program guideline.

4. Documenting Learning Plan Activities

Learning Plan activities, as with all Continuing Professional Development activities, must be documented as this information is subject to review by the College in accordance with Rule 16. Members may find the **Continuing Professional Development Program Activity Record** developed by the APBBC useful for this purpose.

All continuing professional development hours claimed should, where possible, be supported by documentation, such as a diploma, certificate or official transcript. Where a Learning Plan is submitted as documentation, the plan should be signed by both the participating member and a qualified Learning Partner.

5. Guidelines For Learning Partners

Learning Partners must meet the following criteria:

- Be registered as a practicing member with a provincial Professional Association, or be a faculty member with a government accredited post secondary institution
- Have assisted the member in planning the Learning Plan
- Be able to attest that the member has completed the learning activity as described in the Learning Plan

Learning Partners are to sign the Learning Plan only if they are fully satisfied that a quality learning experience has been experienced by the participant.

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Title of Learning Activity:

Name: _____ **Registration Number:** _____

Date: _____

Learning Goal: _____

Learning Resources/Methods: _____

Application: _____

Achievement Measure/Outcome: _____

Date of completion: _____

Actual total hours: _____

Verification; *The following signatures verify that a quality learning experience conforming to the “Learning Plan Guidelines” has been completed.*

Participating Member (please print) : _____

Signature: _____

Learning Partner (please print): _____

Signature: _____

Contact Phone/email: _____

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Guidelines for a Self-Assessment

1. List your areas of practice and the percent time practicing in each area.
2. What activities have you been involved in during the past year which contribute to your knowledge in each of these areas
 - a. Discussions with peers –types of discussions (i.e. informal, on site, board room etc.)
 - b. formal courses taken within the areas of practice
 - c. reading journals or other written material
3. Asking yourself the following questions may help clarify the direction you may need to go in the development of a Learning Plan
 - a. Am I keeping up with legislation and policies (i.e. legal and non legal requirements)?
 - b. Am I up to date in the literature relating to my area of practice?
 - c. Do I have the necessary tools to do my job (i.e. statistical expertise)?