

Learning Plans

Guidelines



1. 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 that members can earn CPD points in four areas:

- Professional Practice – up to 10 CPD points per year
- Continuing Education
 - General Professional Category – up to 10 points per year
 - Applied Biology Category
 - a) Formal Courses – no limit
 - b) Informal Courses – up to 15 points per year unless a learning plan is in place
- Service to the Community and the Profession – no limit
- Service to the College of Applied Biology – 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. Content of a Learning Plan

A Learning Plan must document the following:

- Learning Goal(s)– brief statements about the ability or competencies the member wishes to achieve.
- Learning Resources and Methods – a brief description of the learning activities that will be undertaken and reference materials to be used. As the activities are completed, the date of completion should be recorded along with the total number of hours for the activity.
- Achievement Measures/Outcomes – a list of the considerations that will be applied at the conclusion of the plan to gauge its success.

An example of an acceptable format for a Learning Plan is found in Appendix A.

3. Developing a Learning Plan

The first step in developing a Learning Plan is to determine the learning goal(s) to be achieved. A review of your present situation projected against the desired learning goal will help to identify the areas of required education and skill set development. A trusted, qualified colleague should be consulted to help with this review.

Once the areas in which skill-set development must occur have been determined, methods of meeting the training needs can be identified. The activities identified can include both formal and informal learning opportunities. So as to assist the Audit and Practice Review Committee in understanding and evaluating your learning approach, ensure that a rationale section is provided to document how the approach was determined and why it has application to meeting the learning goal identified.

The final stage of developing the learning plan is to set out the objective criteria that will be used to gauge the success/completion of the plan.

4. Documenting Learning Plan Activities

Learning Plan activities must be documented as part of the Continuing Professional Development process and will be subject to review by the College in accordance with Rule 16. The signed plan, complete with supporting details, must be signed by the member and attached to the CPD tracking form.

Appendix 1: Learning Plan Template

Member name: _____

Member number: _____

Date plan submitted: _____

Proposed end date: _____

Learning goals

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Learning resources and methods, including rationale

Measures of achievement and outcomes

Member's signature: _____

APRC Chair signature: _____

Date: _____



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