

## Continuing Professional Development Policy

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## ***1. Purpose***

The purpose of this policy is to provide members with information on Environmental Health Australia's (EHA's) continued professional development (CPD) policy and framework. The framework will assist members who choose to participate in CPD to understand their requirements when undertaking and recording CPD activities.

## ***2. Background***

In 2009 enHealth published the Environmental Health Officer Skills and Knowledge Matrix which raised concerns about the need for expanded opportunities to maintain professional currency. Specific issues included the need for local government to be provided with guidelines on appropriate training levels.

EHA developed the CPD Policy in its current format in 2013, based on best practice at the time and aimed at addressing the needs identified by enHealth. An online system of recording CPD was established on the EHA website. The policy was last revised in 2016.

CPD is an ongoing process throughout a member's career and this policy outlines the framework that will guide members in maintaining, improving and broadening their skills and knowledge, to continue to develop the competences required to practice as an Authorised Officer/ Environmental Health Officer (EHO).

## ***3. Continued Professional Development***

CPD may be part of the minimum requirements imposed under respective State or Territory legislation, for continuing employment as an EHO.

Participation in CPD under the terms of this policy is limited to EHA financial members.

Members participating in CPD are required to undertake a minimum of 20 hours of CPD in each CPD cycle. CPD is to be undertaken in accordance with the Continuing Professional Development Framework.

## ***4. Framework***

### ***CPD Cycle***

The CPD cycle runs over the financial year from 1 July to 30 June. CPD is calculated based on the time spent engaging in the activity i.e. a one hour activity equates to one CPD point.

### *Amount of CPD*

A minimum of 20 hours of CPD in each CPD cycle is required by participants and that CPD should demonstrate:

- A balance across the skill development areas; and
- A range of types of CPD activities.

### *Type of CPD -Skill development areas*

Skill development areas include, but are not limited to:

- Prosecutions
- Risk management (including legal framework and responsibilities) • Auditing Investigation skills
- Communication/education/advocacy/conflict resolution
- Technical skills updates e.g. food, water, noise and air pollution, terrestrial environment, building etc
- Emergency/disaster management
- Project Management
- Policy Development Budgeting/Financial Management
- Strategic Planning
- Climate change

### *Range of CPD activities*

All CPD which helps you maintain competence, stay up to date and is relevant to your scope of work practice will meet the requirements.

Learning occurs through a wide variety of CPD activities. Examples include, but are not limited to:

- Higher education/accredited courses.
- Conferences, forums and seminars.
- Undertaking research and presentation of work.
- Online learning and internet research.
- Written reflections on experience in day-to-day environmental health practice.
- Reading books and journals relevant to your environmental health practice.
- Quality assurance activities, such as accreditation, audit or review of records.
- Participation in committees relevant to your work practice.
- Work-based learning contracts and employment- related professional development.
- Professional interactions such as meetings e.g. issue reviews, forums (may be online or face-to-face).
- Participating in a recognized mentoring agreement.

Undertaking your day-to-day routine work duties cannot be counted as CPD. Planning and reflection  
It is the responsibility of the participant to maintain records of their CPD.

Participants are required to:

- Plan and record learning goals and the activities that they will do to meet these goals, and
- Complete the CPD activities and record a reflection on how the activity improved their work practice.

Reflecting on learning will help set learning goals for the coming year as part of the ongoing CPD cycle. A template CPD portfolio can be found Appendix 2.

### *Record keeping*

You should keep records of your CPD portfolio and your CPD activities for at least five years from the date you completed the CPD cycle. These records must be available for audit or if required by EHA as part of an investigation arising from a notification.

You must also keep evidence of CPD activities completed, such as:

- Certificates of attainment or attendance, and
- Your notes from the CPD activity such as conducting a literature review or reading case studies or journal articles. In this example, it is expected that these notes will provide a comprehensive summary of the key points of the review and reflect your learning from this activity.

It is the responsibility of the member to enter CPD activities online into “My CPD” via the “Member Centre” on the relevant EHA State Association website by 30 June each year.

The online Register of Activities can be printed out and kept with the member’s CPD portfolio and evidence for the CPD cycle.

### *Pro rata CPD*

Members who become financially part-way through a CPD cycle should complete a minimum of five hours of CPD for every three months of the remaining cycle.

### *Exemption*

Should a member have trouble in achieving their CPD requirements due to professional or personal circumstances, they may be eligible for reduced requirements in exceptional circumstances. Exceptional circumstances for exemptions will only be considered where there is compelling evidence that the circumstances have prevented the member from practising and created a significant obstacle to the members ability to complete CPD.

The member would need to provide compelling reasons to EHA supported by evidence to show why they are prevented from meeting their CPD requirements. Applications for exemption need to be made in writing to the relevant State association.

### *Audit*

EHA will conduct annual audits at its discretion. Members are required to comply within requests during the audit process.

## ***5. Further Information***

EHA State Associations

enHealth Environmental Health Officer Skills and Knowledge Matrix (2009)

## 6. Appendix

### *Appendix 1 - CPD activities that meet the requirements*

#### *Activities that may meet the requirements*

The following table\* lists examples of activities that are likely to meet the requirements.

Example activity	It probably is learning and development if ...
Attend a seminar	You record how the seminar content met your planned learning needs and how it built on your knowledge and/or competence.
Meet with colleagues Is likely to meet the interactive setting requirement <sup>1</sup>	You organise a time to catch up with a professional colleague/s to brainstorm ways to manage a complex case. You take notes about the discussion and how what you learnt might improve your knowledge. You each sign and date your own notes
Read journal articles	Even though it's not recorded in your CPD plan you read some recent, peer reviewed journal articles and update your portfolio to record how the information is relevant to your position and how what you have learnt will change how you undertake your job.
Work-based learning	You attend a professional development workshop (content that meets the objectives set out in the CPD registration standard) that your employer has organised and record how what you learnt built on your knowledge and/or competence
Cultural safety training	You attend cultural safety training and record how what you learnt has built on your knowledge and will improve how you undertake your job.
Higher education	You enroll in a course related to your position and record how what you learnt has built on your knowledge and/or competence, or kept you up to date.

<sup>1</sup> Interactive means learning that involves a two-way flow of information and occurs with other practitioners, such as face-to-face or interactive online education.

*Activities that may not meet the requirements*

The following table\* lists examples of activities that are unlikely to meet the standard.

Example activity	It probably isn't learning and development if ...
Degree in an unrelated discipline	Your further degree is not directly applicable to your current position and you cannot demonstrate a strong connection between what you are learning and your current position.
Meet with colleagues	You meet with professional colleague/s informally and have a discussion about your frustration about a complex case. You don't discuss the case presentation or management options thoroughly and you don't take notes.
Using social media	You are logging the time you spend tweeting and on Facebook as CPD activities but do not record how what you learnt built on your knowledge and/or competence or kept you up to date.
Voluntary work	You are volunteering because you see it as a good thing to do but it's not clear what you learnt or how it has contributed to your professional learning and development
Committee work	You simply log that you are a member of a committee and do not describe how this is relevant to your work practice and contributes to your learning and development
Teaching	You are repeating a session you have run before or teaching a class where your own learning and development is not taken forward
Attend a seminar	You attend a seminar about a condition or technique that you are interested in but that is unrelated to your position and is therefore unlikely to improve your knowledge and competence.
Planning and/or reflection	The standard requires you to spend 20 hours doing CPD and your planning and reflection time doesn't count towards this.

\* Tables draw on content developed by the General Chiropractic Council UK

# EHA National Policy



## *Appendix 2 - CPD portfolio*

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### *About this portfolio*

This portfolio can be used to help you record your continuing professional development (CPD). It has two parts, Part A includes completed examples of CPD activities and Part B is a blank template portfolio that you can use to record your learning goals, CPD activities and reflections. You can adjust the template to have as many rows as you need. For example, many identified learning needs may be met by a postgraduate qualification; while alternatively a single learning need may be met by multiple CPD activities. You may also choose to use an alternate format that records all the required information.

Your CPD portfolio should include information about:

1. Your CPD plan - the learning goals that you have identified and how you plan to meet them
2. CPD activities – each activity that you complete
3. Your reflection on each completed CPD activity and how it affected your practice/role
4. Evidence that you have completed each activity

### *A - CPD Portfolio with examples*

The following CPD portfolio includes examples of ways in which you can record your learning goals, planned and completed CPD activities and reflections. They are provided as examples only and you may choose to provide information in your portfolio in other ways.

Example 1 – good example of recording reading journal articles

Example 2 – good example of recording a social media activity

Example 3 – acceptable example of recording a social media activity

Example 4 – example that does not meet the Board's standard for recording a social media activity

Example 5 – example of a seminar not meeting a learning goal

Example 6 – example of recording CPD in an interactive setting



Bolded/italicised information helps to explain why the example is good, acceptable or not acceptable.

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
Identify and plan your own learning goals [you may add or change your goals throughout the year]	Identify activities that may help to meet your learning goals [you may change these as alternative activities become available]	List: a. the activity completed b. the provider/source c. date completed d. the evidence of completion that you have retained		Category e.g. interactive Regulatory <sup>1</sup> Management <sup>2</sup>	Record: a. the learning goal that the activity was intended to meet b. your reflection on the activity and what you learned c. whether your learning goal was met (note: your goal may not have been met or only partly met) d. how what you learnt has/hasn't changed your practice
Example 1 - Good example of reading a journal article relevant to practise					
Example 1 - Good  1. Update my knowledge and understanding of the assessment and management of	Example 1  Find recent, evidence-based information from a reliable source about the	Example 1  Online articles about the incident and impacts X, the assessment of risk and current best practice options to address the issue	dd/mm/yyyy	1.5 hr/s  Management	Example 1  ● I undertook this activity to ensure that I have improved my understanding of incident X. The four articles that I reviewed and summarised were all

<sup>1</sup> Relevant to Regulatory function

<sup>2</sup> Relevant to Managing Environmental Health

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
public health incident X	issue, assessment and resolution of X online	List articles referenced* articles <ol style="list-style-type: none"> <li>a. Journal article A: reference</li> <li>b. Journal article B reference</li> <li>c. Journal article C reference</li> <li>d. Cochrane Library review</li> </ol> Summaries attached  * you must keep or be able to produce copies of these articles and your summaries			published in peer reviewed journals in the previous 3 years. The Cochrane review was published 10 years ago. The more recent journal articles don't contradict the information in the Cochrane review. I have refreshed my understanding of the how to assess and address the incident X. <ul style="list-style-type: none"> <li>● My learning goal was met as it appears my approach to assessment and management is up to date.</li> </ul>
Example 2 - Good example of social media activity					
Example 2 - Good  How to inspect an on-site wastewater installation Y ( <i>Explains that the learning goal centres around examination techniques</i> )	Example 2  Improve my knowledge and skills about on-site wastewater installations Y	Example 2  Found a half hour video from University ABC on YouTube on how to undertake inspection presentation Y  URL: <a href="https://www.youtube.com/?gl=AU">https://www.youtube.com/?gl=AU</a>  Summary attached	dd/mm/ yyyy	0.5 hr/s  Regulatory	Example 2  The video reminded me about the best way to examine an on-site wastewater system Y. The diagrams showed how to do the inspection correctly.  The diagrams helped me to review my inspection process to ensure that I am applying them

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
		<i>(Includes information about the video source and the practitioner's summary is attached as evidence)</i>			correctly. <i>(describes how learning need was met AND how practice will change as a result)</i>  I have added the link to my works operating procedures to ensure consistency in application from now on.
Example 3 - Acceptable example of social media activity					
Example 3 - Acceptable  How to conduct interview for infectious disease follow-up Y	Example 3  Improve my knowledge and skills about interview techniques Y	Example 3  Found a half hour video from University ABC on YouTube on how to undertake interviews regarding infectious disease investigation Y  URL: <a href="https://www.youtube.com/?gl=AU">https://www.youtube.com/?gl=AU</a>  Summary attached	dd/mm/yyyy	0.5 hr/s  Regulatory	Example 3  The video reminded me about the best way to interview for infectious disease investigation Y. The diagrams showed how to do the process logically.  I'll use the new process from now on. <i>(describes how learning need was met)</i>
Example 4 – example that does not meet the CPD's requirement -Social media					

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
<p>Example 4 - Doesn't meet standard</p> <p>Presentation Y (<i>Doesn't explain the learning goal associated with presentation Y</i>)</p>	<p>Example 4</p> <p>Improve my interview technique Y</p>	<p>Example 4</p> <p>Found a half hour video on YouTube of a how to improve a job interview Y <u>(No information provided about the video, no link to the video and no summary of video)</u></p>	<p>dd/mm/yyyy</p>	<p>0.5 hr/s</p> <p>Interactive</p>	<p>Example 4</p> <p>I learnt a lot from the video about the best way to improve my job interview technique. (<i>Doesn't describe HOW learning need was met AND doesn't describe how practice was relevant</i>)</p>
<p>Example 5 – CPD activity did not meet learning goal – Seminar</p>					
<p>Example 5</p> <p>Procedure for water sampling Z</p>	<p>Example 5</p> <p>Update my knowledge and skills on water sampling techniques Z to ensure that I understand the latest approach described in a recent journal article</p>	<p>Example 5</p> <p>Attended a half hour seminar on water sampling Z</p> <p>Attached attendance certificate and seminar notes</p>	<p>dd/mm/yyyy</p>	<p>0.5 hr/s</p> <p>Regulatory</p>	<p>Example 5</p> <p>The seminar about existing water sampling techniques Z only mentioned the new approach briefly and instead focussed on the approaches that have been used since I graduated.</p> <p>I learnt that I am applying current approaches correctly but will need to find another seminar to meet this learning need.</p>

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
					<i>(Describes WHY learning need wasn't met AND how the practitioner will try to meet the learning need in the future)</i>
<b>Example 6 - Interactive learning activity – Case management</b>					
<p>Example 6</p> <p>Discuss better ways to manage hygiene levels in a food premises Z who is not responding well to my current procedure.</p>	<p>Example 6</p> <p>Case management discussion with a colleague</p>	<p>Example 6</p> <p>Skyped* with a colleague. Described current activity, resources and response.</p> <p>Discussed possible alternative in approaching and educating staff in food business.</p> <p>Discussed two approaches:</p> <ol style="list-style-type: none"> <li>1. brief description of alternative approach 1</li> <li>2. brief description of alternative approach 2</li> </ol> <p>Summary of discussion attached</p> <p>*Or teleconference</p>	<p>dd/mm/ yyyy</p>	<p>0.5 hr/s</p> <p>Regulatory</p>	<p>Example 6</p> <p>Colleague and I agreed that the assessment I had made was reasonable given the status of hygiene at the food business. (add detail)</p> <p>Discussed alternative approaches</p> <p>We agreed that a trial of the following alternative approach could be useful (add details)</p> <p><i>(Describes how learning need was met AND provides details about how practice will change as a result)</i></p>

*B - Template CPD portfolio*

Your CPD portfolio should include information about:

1. Your CPD plan - the learning goals that you have identified and how you plan to meet them
2. CPD activities – each activity that you complete
3. Your reflection on each completed CPD activity and how it affected your practice
4. Evidence that you have completed each activity

Information about EHA’s CPD requirements can be found on the Board’s website. [www.eha.org.au](http://www.eha.org.au)



**My contact details:**

First name:	Last name:
Contact phone:	Qualification:
Email:	Position:
Address (line 1): Address (line 2): City/Suburb/Town: State/Territory: Postcode:	Summary of key duties/role:

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
Identify and plan your own learning goals [you may add or change your goals throughout the year]	Identify activities that may help to meet your learning goals [you may change these as alternative activities become available]	List: e. the activity completed f. the provider/source g. date completed h. the evidence of completion that you have retained		Category e.g. Interactive Regulatory <sup>3</sup> Management <sup>4</sup>	Record: e. the learning goal that the activity was intended to meet f. your reflection on the activity and what you learned g. whether your learning goal was met (note: your goal may not have been met or only partly met) h. how what you learnt has/hasn't changed your practice
Example 1	Example 1	Example 1			Example 1
Example 2	Example 2	Example 2			Example 2
Example 3	Example 3	Example 3			Example 3

<sup>3</sup> Relevant to Regulatory enforcement

<sup>4</sup> Relevant to Managing Environmental Health

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
Example 4	Example 4	Example 4			Example 4
Example 5	Example 5	Example 5			Example 5
Example 6	Example 6	Example 6			Example 6
Example 7	Example 7	Example 7			Example 7
Example 8	Example 8	Example 8			Example 8

[include additional information on a separate sheet if required]



Checklist

1. *Have you completed the number of CPD hours required for the appropriate period?*
2. *Have you recorded your learning goals?*
3. *Have you attached evidence that you have completed each of your CPD activities?*
4. *Have you recorded your reflection on how each CPD activity has changed your practice?*