

Summary of Continuing Professional Development Commentary

Provided by

Architects Board of Western Australia

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Continuing Professional Development

As part of the renewal of registration process, practising architects will be asked if they have maintained a satisfactory level of knowledge, skill and competence in the practice of architecture i.e. undertaken a minimum of 20 CPD points, 10 of which are required to be formal.

Continuing professional development (CPD) has now been in place for three years and has generally been accepted by the profession.

Now that the initial settling in period for CPD has passed, the Board will be less lenient on architects it feels are not making appropriate effort in this area. In extreme circumstances this may result in an application to the State Administrative Tribunal for disciplinary action and possible removal of their name from the register.

More information about the Architects Board of Western Australia's CPD framework and a CPD Record form can be found at the Board's website www.architectsboard.org.au.

Formal and Informal CPD

The Board is frequently asked to explain the difference between formal and informal CPD. Formal CPD is a learning activity with stated learning outcomes that is formally assessed or has significant interaction between presenter and learner. In contrast, informal CPD is a learning activity that may have stated learning outcomes that involves no formal assessment process or significant interaction between presenter and learner.

Formal CPD

CPD activities in the formal category must have stated learning outcomes that are formally assessed or have significant interaction between the presenter and learner. They should be conducted by presenters with appropriate academic, technical or practical experience, and they may be internet based.

Accredited courses relating to any aspect of the practice of architecture conducted by TAFE, universities or registered training organisations are formal activities.

Short courses that are offered by professional associations, architect networks, employers etc. that have stated learning outcomes and are formally assessed are included in the formal category.

Assessment may be in a variety of forms, for example, a test, self-check questions and answers, or a paper submitted at the end of the activity.

Other activities that do not include formal assessment, but involve significant interaction between the presenter and learner may also be included in the formal category. Significant interaction in any relevant activity is where there is direct communication between the presenter and learner, requiring the learner to actively participate in exercises, case studies, workshops, role plays, discussion etc. Feedback related to the activity should be provided by the presenter to the learner.

Activities under this category may also include an opportunity for participants to prepare for the activity to maximise the benefits to them. For example, participants may be asked to read specified articles prior to attending the activity, or prepare a case study for analysis and discussion.

Examples of activities with significant interaction include:

- small groups undertaking case studies and/or written exercises with feedback from the presenter;
- a web-based tool or CD rom that requires learner interaction and input, for example, the completion of a set activity;

- participation in formalised group discussions involving a case study relevant to architecture or industry practices
- “in house” training where the learner is required to complete specified tasks or activities.

Architects involved in the preparation and presentation of CPD activities and authoring published articles, books and papers are also able to claim formal CPD points.

Informal CPD

Informal CPD activities may have stated learning outcomes, and they do not involve any formal assessment or significant interaction between the presenter and learner. Only two points can be claimed for an informal activity at any one time.

Examples of informal CPD include:

- self directed study of practice notes and professional magazines;
- talks and presentations;
- visits to buildings and exhibitions;
- conferences;
- involvement in mentoring programs;
- participation in professional committees and advisory groups; and
- raising awareness of architecture in primary and secondary schools.

Activities that simply promote brand names and services are not CPD activities.