

# Registration and continuing professional development

be followed if complaints are received against Registered Members. The Articles require that panels of prospective Investigators and Disciplinary Committee Members be approved by Council, from which Members can be drawn as required. Disciplinary Committee Members need to be experienced senior practitioners, preferably currently employed in the profession. Prospective Committee Chairpersons with a legal background have also been identified. Investigators need to be experienced practitioners, and also have good diplomacy, people skills and writing skills. Prospective members of the above panels have been approached to seek their agreement to be available and participate in the process.

A sound disciplinary process is a cornerstone to the integrity of the Registration process. The Registration Board has already had cause to commence an investigation, following receipt of a complaint against a member consultant.

I would like to record my sincere thanks to the Members of the Consultant Recognition Committee/Registration Board, who have devoted a considerable amount of time to implementing the Registration Scheme, on top of administering the run out of the former Consultant Recognition process.

**John Galbraith**

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## Maori version of Institute's name

Council, at its September 24 meeting in Auckland, in response to a proposal by Tim Thorpe at the July meeting, received the Maori version of the New Zealand Institute of Forestry, "Te Putahi Ngaherehere o Aotearoa". "Putahi", a recently established Maori word for "Institute" and published in "Te Matatiki - Contemporary Maori Words", derives from the concept of coming together as one. "Ngaherehere" means "forestry", as applied for example in Ministry of Forestry.

Te Taura Whiri i te Reo Maori, the Maori Language Commission, has endorsed "Te Putahi Ngaherehere o Aotearoa" as the appropriate Maori rendition of "New Zealand Institute of Forestry".

The Council has endorsed the process of adopting a Maori version of the Institute's name in appreciation of the maturing of New Zealand's cultural identity and in recognition of the increasing role of Maori in forestry and the forestry profession.

*One component of the Institute's new Registration Scheme is that Members make a commitment to ongoing learning. This article expands on what NZIF requires of applicants.*

On October 1 the New Zealand Institute of Forestry Registration scheme came into effect. Its purpose is to enable the professional knowledge and skills, high standards of professional conduct and commitment to ongoing learning demonstrated by suitable practitioners, to be recognised within the industry.

The focus of the scheme is professionalism in forestry practice. One component, identified by Council as a cornerstone of professionalism, is a demonstrated commitment to ongoing learning or what the Institute has termed Continuing Professional Development (CPD). Members are expected to undertake a minimum of 20 hours CPD per year. Applicants for registration are required to provide an outline of the CPD they have undertaken over the previous three years.

NZIF has defined Continuing Professional Development (CPD) as "the systematic and structured learning that professionals undertake throughout their careers to ensure that they continually maintain and enhance their knowledge and skills and improve the quality of service they offer". This is a very broad definition, allowing members to focus on learning that is relevant to their particular work situation and career stage.

All members of the Institute are encouraged to keep a record of their learning activities, and to this end a CPD Record Card has been printed. On this card members can record the name and organiser of the event, the learning time involved and other basic details. The card also includes another critically important component. This is a column in which members record what they gained from the event in terms of knowledge and skill and how they might apply this in their work. Kathrine Fraser, who has been working with the Institute in the develop-

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Council is considering the process by which it will adopt the Maori version of New Zealand Institute of Forestry and welcomes comments from members on this matter.

**Peter Allan**

ment of the Registration scheme, believes this to be a significant innovation. "Research on adult learning has shown that the bridge from learning to application on the job is a critical ingredient in gaining benefits from CPD. CPD is not about learning for learning's sake, just to clock up hours. It is about improving individual and organisational performance," she says. "We have all attended training programmes where we cover lots of material, but then return to the hassles of the job with no chance to consciously transfer new learning. Learning without subsequent change is a waste of resources, both financial and human. Spending some time reflecting on new learning and its application enables professionals to identify changes they can make in their own work to better meet the demands of their clients and work situation."

### Greatest Benefit

To gain the greatest benefit from CPD, it is important that learning is relevant to professional practice and the individual's personal and organisational goals. Answering the following questions can assist with identifying key development priorities:

- What would make this year successful for you professionally (both personally and organisationally)?
- What job do you envisage yourself doing in five years' time (consider both technical and management aspects)?
- What new clients/markets are emerging for your services?
- How will technology, legislation and other external factors influence the job you currently do?

Answers to these questions assist in identifying the gap between current practice and desired future practice. Having identified the knowledge, skills or attitudes needing development, the next step is to seek out opportunities for this learning. This could take the form of formal courses (e.g. an extramural tertiary paper), seminars (e.g. the use of a computer application) or conferences. There are also other forms of structured learning that NZIF recognises. For example, independent research which members might be required to undertake as part of their work. This involves objectives being identified, various sources explored and conclusions