

**ARCLIB Conference July 2008. Cardiff**

Postgrad learning and development: a librarian's  
contribution to CPD

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## My objectives for this session

Context :	What do I mean by CPD? The RIBA's and ARB's requirements How I got involved
Practice needs:	Access to CPD sources Understanding of the benefits Measurement of outcomes CPD's role in the practice's philosophy Cost
Librarian's contribution:	Post-graduation support from HEI Content guardianship Shaping practices' strategic direction Promoting the advancement of architecture

## CPD context

What do I mean by CPD?: *The systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for execution of professional and technical duties throughout the individual's working life.*  
(CIC 1986 confirmed 2006)

*CPD (Continuing Professional Development) is the requirement that the members of a profession or organisation undertake training to maintain their competence, knowledge, skills and integrity on a regular, structured basis after they qualify.*  
(RIBA)

To what extent are your students equipped for this obligation when they leave higher education?

## CPD context

Don't be left out: make sure your department knows how you can contribute to career-long CPD...

**LIBRARIAN ALERT!**

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**CPD context ...** “The fact that an Architect has not maintained their professional competence may count against them in the event of that competence having to be investigated”. ARB Standard 6

The RIBA’s requirements:



- ✓ *Mandatory*
- ✓ *Defined inputs – minimum hours, points accumulation*
- ✓ *Minimum structured and unstructured learning*
- ✓ *Planned and recorded (online via RIBA preferred)*
- ✓ *Outcomes shaped by prescribed requirements... Minimum time spent on health and safety, RIBA Core Curriculum, other CPD*
- ✓ *RIBA Core Curriculum – 6 general areas and 3 levels of knowledge*

ARB:

- ✓ *Mandatory*
- ✓ *Standard 2: Architects should only undertake professional work for which they are able to provide adequate professional, financial and technical competence and resources.*

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## CPD context

How I got involved?:

*The senior partner of the practice I worked for (FaulknerBrowns) in the 1980's chaired the newly-formed RIBA CPD group. Additionally, the partners believed that in good and bad times, improving skills and competences improved the practice, reduced its risks and helped support the profession. Crucially, they practiced this themselves and set an example*

*I operated their CPD programme, worked closely with the RIBA Northern region and Newcastle University School of Architecture Planning and Landscape, and supported/mentored all professional staff in identifying and completing CPD*

The mix of professional institute, HEI and practice knowledge sharing ensured an encouraging take up of CPD in other regional practices.

## Practice needs

Access to CPD sources:

*RIBA:*

*CPD requirements and resource pointers at [www.architecture.com/educationandcareers](http://www.architecture.com/educationandcareers)*

*The BAL including Jane and her colleagues' extensive knowledge*

*RIBA CPD Department – Joni Tyler*

*RIBA CPD Providers' Network – assessed programmes provided by subject experts from HEI, other professions, other providers, product manufacturers.*

*RIBA Skill – advanced specialist learning from academic providers*



## Practice needs

Access to CPD sources:

*RIBA:*

*Other sources include*

*SIGs*

*Regions*

*RIBAnet and Knowledge Communities*

*Other professions:*

*RICS, Institution of Structural Engineers,  
CIBSE, Landscape Institute*

## Practice needs

Access to CPD sources:

*Technical sources:*

*Research bodies eg BSRIA webinars*

*HEIs, eg University of Southampton podcasts*

 **NBS Learning Channels**

*Publishers eg NBS Learning Channels, BDO Online , NBS Knowledge Resources*

*Web2:, Blogs, wikis, RSS, LinkedIn etc*

Letter from London



*Blogs eg Paul Finch's Letter from London  
Wikis, eg RIBApedia (nb Librarians' section)*

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## Practice needs

Access to CPD sources:

*HEIs:*

*Public lectures and podcasts, eg Bath University 'Innovative Construction Materials' with BRE.*

*Open source, eg MIT Sloan Business School*

*Schools of Architecture:*

*Distance learning eg Welsh School of Architecture MSc*

*Research and pro bono*

*Publications*

*Alumni often allows access to resources*

## Practice needs

Understanding of the benefits:

(RIBA Journal, July 2009)

HOW IT WORKS FOR HAWKINS\BROWN

*'We have office resources allocated to monitor changes in Building Regulations, British Standards and planning law, mainly through our librarian, whose job it is to keep up-to-date with them and convey it through the office intranet. Information is also gleaned through specialist working groups, Lifetime Homes standards and the press. We have quarterly workshops and CPD sessions where we will invite approved inspectors to come and talk. We recently hosted one with an NHBC building control inspector to update us on emerging policy. This all goes down as an office expense, and is not something absorbed by the client.'*

## Practice needs

Understanding of the benefits:

The RIBA does not just emphasise technical skills, but also management and practice.

The underlying skills arising from RIBA CPD include:

evaluation

reflection

evidence-based

synthesis of growing knowledge and experience

all in the context of:

development of professional standards

peer review and disciplinary.

## Practice needs

Personal benefits (from CIPD):

Professionals must see benefits in committing time and money to CPD

- √ Build confidence and credibility, you can see your progression by tracking your learning.
- √ Earn more by showcasing your achievements.
- √ A handy tool for appraisals.
- √ Achieve your career goals by focusing on your training and development.
- √ Embrace change by constantly updating your skills and knowledge.
- √ Be more productive and efficient by reflecting on your learning and highlighting gaps in your knowledge and experience.

## Practice needs

Practice benefits (from CIPD (2009),  
Winterbottom and Carter (2006)):

Practices must see benefits  
in committing time and money to CPD

- √ SMART objectives closely linked to business need.
- √ Links learning to actions and theory to practice.
- √ Improved productivity and quality.
- √ Legal requirement.
- √ Promotes staff development, new ideas.
- √ Creates positive image of the practice.
- √ Reduces risk and therefore cost (eg PI).
- √ Reflection and evaluation will help staff to consciously apply learning to their roles and the practice's sustainability.

## Practice needs

### Measurement of outcomes

Practices must see benefits in committing time and money to CPD

HEI's have a number of models available to identify outcomes:

- √ Kirkpatrick's evaluation model (Kirkpatrick and Kirkpatrick (2005))
- √ Philips's roi/financial returns model (Philips (2007))
- √ PARN approaches to CPD measurement (PARN (2007)).
- √ Bee and Bee's learning evaluation model (Bee and Bee (2007))
- √ PARN Professional Development Value model (IFAC 2008))

## Practice needs

Role in practice philosophy

*Practices must see benefits  
in committing time and money to CPD*

“A top 20 score of 80% shows staff think that working for Arup is good for their personal growth. Staff say that chairman Terry Hill runs the company on sound moral principles (79%). People also recognise that there are opportunities for them to develop (70%). Work is project based, with responsibilities allocated according to people’s strengths”.

*ARUP (citation). Sunday Times Best 100 Companies 2009.*

“Staff feel the training is of great benefit to them personally (74%) and, with various flexible ways of working, employees believe they aren’t spending too much time at work (67%) and are happy with the balance between their job and home life (75%)”.

*HLM Architects (citation). Sunday Times Best 100 Companies 2009.*

## Practice needs

The HEI Librarian's contribution  
to practice CPD: Strategic

- √ Alumni
- √ Post-graduation support – working with practices
- √ Extension activities for Information Literacy programmes
- √ Collaboration with RIBA Regions
- √ Supporting the HEI's employer engagement strategy
- √ Research engagement eg with the results of HEFCE study (July 2009) **Enabling higher education to compete in the online CPD market**

## Practice needs

The HEI Librarian's contribution  
to practice CPD:  
your skills brought to bear

- √ Learning support – traditional , online
- √ Web2 opportunities
- √ Developing information literacy skills and research methods to support lifelong CPD
- √ Collaboration with RIBA Regions and RIBA CPD
- √ Supporting the HEI's employer engagement strategy
- √ Mentoring
- √ Collaborating with other providers
- √ For the HEI, spotting commercial opportunities

RIBA  **Enterprises**

**Thank you**