

Institute of Archaeologists of Ireland

**Towards a
Continuing Professional Development (CPD)
Framework
for
Archaeologists in Ireland**

Draft report

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1. Introduction

The Institute of Archaeologists of Ireland engaged Cynthia Deane of Options Consulting to devise a continuing professional development (CPD) framework for the archaeology profession in Ireland. The consultancy project ran from October 2003 to October 2004. The consultant has prepared this draft report to the IAI Board at the conclusion of the project.

The report begins by giving an overview of the project and the main features of the approach adopted by the consultant. The rationale and benefits of implementing a framework of continuing professional development for archaeologists are outlined in the second section. In the third section, models of CPD practice in other professions are examined with a view to gaining insights into possible ways forward in the development of the IAI scheme. The fourth section proposes a CPD framework for the IAI, comprising two main elements. The first element is a *conceptual* framework of principles that should underpin the IAI approach to CPD, based on the outcomes of the research and consultative process that has been undertaken as part of the project. The second element is a *technical/operational* framework, which takes into account the reality of the current and future operating environment and proposes a pragmatic approach to implementing the framework.

Background to the CPD project

The starting point for the project was the 2002 CHL survey of the Archaeology profession which found that

- The current education and training of archaeologists is more academic than vocational
- There is a poor supply of courses to meet professional development needs
- There is a lack of support for continuing professional development (CPD), especially investment by employers
- There is currently no formal structure for accrediting CPD for practising archaeologists.

Project overview

Taking account of the recommendations put forward in the CHL report, the consultant proposed that an integrated learning strategy for the archaeology profession be developed, to include three major elements: initial education and training, induction, and in-service continuing professional development. The aim of the project was to link the learning strategy to the emerging strategy of the Institute, which would position the IAI as a dynamic and proactive force for the development of the profession. The central task of the project was the design and development of the *continuing professional development* element of the strategy.

The project was carried out in three phases as follows:

Phase 1: Initial research and analysis (October 2003-April 2004)

Phase 2: Consultation and discussion (April - June 2004)

Phase 3: Developing a framework for continuing professional development (July - October 2004)

Main features of the project approach

The distinguishing features of the project were as follows:

- The consultant carried out the project in partnership with the Institute and other relevant stakeholders. This collaborative approach to development was intended to foster an enhanced sense of ownership of the outcomes by participants, to win support for the CPD strategy among key stakeholder groups, and to enhance the potential for effective implementation of the strategy.
- The project sought to develop a customised solution to respond the specific learning needs of the archaeology profession, as determined by both primary and documentary research and direct consultation with stakeholders.
- The project is in close alignment with the strategic development of the Institute, as set out in the *Draft Five Year Plan 2003-2008*. It also takes account of the indications about the future development of the profession emerging from the current Foresight study, *Archaeology 2020*.

- As part of the project, national and international models of practice in continuing professional development (for archaeologists and other professions) were examined.
- During the project, the consultant created opportunities for collaboration with professional experts, including in particular the Institute of Field Archaeologists in the UK.

2. Findings of research and consultative phases

The main findings of the research and consultative phases of project can be summarised as follows:

- There is strong support for CPD among archaeologists in Ireland.
- There is a high level of demand for CPD programmes to provide both generic work-related skills and technical archaeology skills.
- The higher education institutions are willing to be involved in the process of designing and delivering continuing professional development programmes based on the learning needs identified in the training needs analysis.
- At international level, work is currently proceeding in the UK on identifying national occupational standards for archaeology and a CPD scheme is in the early stages of implementation.
- Many Irish professional bodies have CPD schemes in place, and some of these offer examples of practice that might be integrated into the emerging IAI framework.

Proposals for action

The project has revealed that there is a need for a twin-track approach to developing a CPD framework for archaeologists in Ireland.

- Firstly, there is a demand for urgent, "quick fix" solutions to address what might be regarded as the historical deficit of professional development opportunities for practising archaeologists.
- Secondly, looking towards the future development of the profession and also of the archaeology "industry", it is important to begin to identify the key competences that practitioners will need to cope with the changing demands of their operating environment.

In developing a CPD programme to address the urgent skills gaps, there is an opportunity at the same time to establish a competence based accreditation framework that will act as an incentive to participation in the programme. It will also make it possible to recognise learning that takes place in a range of different contexts, including formal courses and on-the-job learning.

It is proposed to conduct a pilot project comprising a number of continuing professional development modules during 2005. The proposed pilot project is outlined in the final section of this report.

3. Continuing professional development for archaeologists: rationale and benefits

The need for continuing lifelong learning for all professionals is well rehearsed in recent human resources development policy and literature both in Ireland and at European level. The initiative taken by IAI in promoting CPD for members has been generally welcomed within all sectors of the archaeology profession in Ireland. It is considered that the role of the IAI is to be supportive of both employers and employees, encouraging participation in CPD by developing credible and relevant programmes in partnership with a range of providers, including higher education institutions and private or commercial providers. It has also been suggested that the Institute itself might provide some CPD programmes.

The establishment by the IAI of a flexible, user-centred CPD framework will produce important benefits for the individual archaeologist, for employers and for the archaeology profession as a whole.

For individual archaeologists, the CPD framework will

- help to identify and meet their own learning needs
- make links between initial and continuing training
- provide clear and transparent career development structures
- improve competence, adaptivity and flexibility
- make learning and competence visible and more readily recognised by others, especially employers
- enhance employability.

For employers, the CPD framework will

- help to attract recruits and retain staff, and to become an *employer of choice* in the sector
- maintain and enhance standards of competence in their workforce
- help to identify learning needs of employees
- link with performance management and reward schemes
- provide recognition for on-the-job training
- enhance competitiveness and productivity.

For the archaeology profession, the CPD framework will

- improve the standards of professional practice
- enhance the profile of the profession
- move the profession towards self-regulation, with the IAI playing an increasingly important role as a professional Institute
- promote more collaboration between sectors of the profession, and between the archaeology profession and other professions
- cater for a wide diversity of work profiles in archaeology and support a link between academic training and vocational training
- link with good models of practice in continuing professional development
- help to ensure that archaeology is as well regarded as other comparable professions, and that archaeologists are respected by their professional peers.

4. Models of CPD practice in other professions

Part of the project brief was to examine examples of CPD practice in other professions and other jurisdictions, with a view to considering models that might have relevance for the development of the IAI approach. This was also intended to ensure that the IAI would build on the experience of other professional bodies, and incorporate effective and efficient practice into the design of its CPD scheme from the outset.

In carrying out this part of the project, the consultant sought to answer two basic questions: firstly, how do other professions in Ireland implement CPD schemes for their members, and secondly, what does the archaeology profession in other countries do about CPD? Following initial research and consultation, four Irish professional bodies were selected as providing a representative range of current practice:

- **Institution of Engineers of Ireland (IEI)**
- **Society of Irish Foresters (SIF)**
- **Law Society**
- **Institute of Management Consultants in Ireland (IMCI).**

To gain an insight into current international practice, the CPD scheme of the **Institute of Field Archaeologists (IFA)** in the UK was also examined.

Each of these examples was chosen to illustrate an aspect of developing a CPD scheme that needs to be considered by the IAI, for example

- Whether the scheme is based on mandatory or voluntary participation
- Who plays the main role in directing CPD
- What regulations or requirements govern the scheme
- What counts as CPD
- Who are the main providers
- What administrative arrangements are in place to implement the scheme.

The models of CPD practice in the five selected professional bodies are outlined in summary form in figure 1 below.

Figure 1: Models of CPD practice in other professional bodies

Professional body	Institution of Engineers of Ireland (IEI)	Society of Irish Foresters (SIF)	Law Society	Institute of Management Consultants in Ireland (IMCI)	Institute of Field Archaeologists (IFA) UK
Why choose this example?	A unique approach, using companies as the main driving force. Has produced high level of compliance among members.	A recently established scheme, with parts of programme offered by range of providers, similar to range proposed for IAI.	An example of mandatory CPD, with compliance a condition of renewing professional licence to practise.	A recently established scheme for a small membership organisation, in a relatively "new" profession.	The scheme that has been established by the sister professional body in the UK.
Number of members	22,000	700	6500	200	2000
Year current CPD scheme initiated	2000	2003	2003	2002	2000
Mandatory/ voluntary participation	Voluntary, promoted through code of ethics	Voluntary	Mandatory (required by statutory instrument)	Mandatory for continuing membership	Voluntary, but regarded as a "professional obligation", linked to IFA code of conduct
Who plays main role in directing CPD	Employer	Individual member	Professional body/individual member	Individual member	Individual member
Regulations/ requirements	Five days a year, 25 days in five years	30 points a year, 90 points in three years	20 hours in a two-year cycle (15 hours group study, five hours private)	35 hours a year, averaged over three years	50 hours in two years

Professional body	Institution of Engineers of Ireland (IEI)	Society of Irish Foresters (SIF)	Law Society	Institute of Management Consultants in Ireland (IMCI)	Institute of Field Archaeologists (IFA) UK
What counts as CPD?	<ul style="list-style-type: none"> ▪ Training courses ▪ Academic studies ▪ Writing papers or reports ▪ Conferences/ study visits 	<ul style="list-style-type: none"> ▪ Lectures, workshops ▪ Study tours ▪ Long and short courses 	<ul style="list-style-type: none"> ▪ Group study (courses, lectures, teaching) ▪ Private reading, writing, distance learning ▪ Committees/ working groups 	<ul style="list-style-type: none"> ▪ Conferences, seminars, workshops ▪ Writing/publishing articles, papers ▪ structured private reading ▪ Committee work ▪ Formal study or training, including distance learning 	<ul style="list-style-type: none"> ▪ Home-based learning ▪ Work based learning ▪ In-house training courses ▪ External training courses ▪ Preparatory research ▪ Conferences ▪ Formal research ▪ Qualifications
Main providers	Professional body education/ training organisations (public/ private) recognised providers	Professional body education/ training organisations (public/ private)	Professional body and other providers	Professional body and other providers. Link being developed with Smurfit School of Business in UCD to provide CPD for members.	Professional body and other providers
Administrative arrangements	Employers are accredited by the professional body if they meet defined standards of CPD practice	Members return record of points gained to professional body which maintains records	Individual completes record card and submits to professional body with practising certificate application. Random checking by prof body	CPD log maintained by member and checked randomly by professional body	Personal development plan, log and portfolio completed and retained by member. Not inspected or verified by professional body
Comment	As a large number of members are employed in large companies, this is an effective model. It is supported by the Dept of Enterprise Trade and Employment	The professional body assigns points value to events, related to duration.	For solicitors, it is a statutory requirement to participate in CPD.	The size and scale of this profession is of a similar profile to that of archaeology. It is proposed to organise some CPD events jointly with other professional bodies in the sector.	The scheme is likely to be revised in the near future.

Examining the models of practice

It is useful to examine a little more closely the models of practice outlined above, taking into account some of the main aspects of development, and to consider what relevance, if any, they have for the archaeology profession.

a) Size of professional body

The number of members ranges from 200 in the smallest to 22,000 in the largest, but even the relatively small bodies have CPD schemes in place.

This shows that a small organisation such as IAI can implement an effective CPD scheme, especially if it works in partnership with key stakeholders, including course providers and employers.

b) Length of time current CPD scheme is in place

All of the schemes described here are recently developed: none is more than four years in existence in its current form.

This indicates that CPD is a relatively new area of concern in many professions, and makes it possible for the IAI to build on the experience of other bodies to add value to its emerging scheme.

c) Voluntary or mandatory participation

It can be seen from the examples outlined that most professions currently adopt a relatively "soft" approach to promoting participation in continuing professional development. Generally, participation in CPD is linked to the code of practice for the professional body. Members are required to maintain records of the events they attend and the activities they undertake. In some cases, records must be returned to the professional body, while in others there is a system of random checking of records by the professional body. In only one of the bodies examined, the Law Society, is participation in CPD a statutory requirement for renewal of the licence to practice.

The view was expressed during the consultation process that for the IAI, an approach based on voluntary participation is preferable in the initial stages of development. The Institute will actively promote continuing professional development for all of its members, and will reflect this policy approach in its Code of Practice.

d) Main role in directing CPD

In one of the examples outlined, the Institution of Engineers of Ireland, the main role in directing CPD lies with the employer. This works well because many engineers are employed in large companies, and also because it is a very large professional group. In all of the other examples however, CPD is seen as an individual professional's responsibility, with participation promoted by the professional body and supported by employers.

Since CPD produces important benefits for the individual archaeologist, for employers and for the profession, it is best regarded as a shared responsibility, with the IAI playing a key role in developing a framework and promoting participation among members, employers and course providers.

e) Regulations or requirements that govern the CPD scheme

Each of the five models of CPD examined above includes different requirements, which are usually expressed in terms of the amount of input, for example number of hours or days required per year. The range is from ten hours to forty hours a year. In one case, the Society of Irish Foresters, the input is converted into points, with one point corresponding approximately to one hour's instruction. In none of the examples is there a focus on learning outcomes or competences achieved.

While a competence-based framework of CPD may be part of the longer term learning strategy for the profession, this would be difficult to implement from the current starting point. From a pragmatic point of view, and to facilitate easy and quick implementation of the CPD scheme, it is preferable in the short term to provide guidelines related to the amount of input that is recommended.

f) What counts as CPD

From the examples above in it is clear that a wide range of activity can be integrated as part of continuing professional development. The list goes far beyond formal courses of study, including for example:

Group learning activities	Private learning activities	Other activities
<ul style="list-style-type: none"> ▪ Formal study or training, including distance learning ▪ Academic studies ▪ Conferences, seminars, lectures, workshops ▪ Long and short courses 	<ul style="list-style-type: none"> ▪ Writing/publishing articles, papers or reports ▪ Structured private reading, writing, distance learning, e-learning 	<ul style="list-style-type: none"> ▪ Teaching ▪ Committees/working groups ▪ Study tours/study visits ▪ Field or site visits for the purpose of learning

For the Institute of Archaeologists, it is important that the CPD scheme gives credit for a wide diversity of learning modes. This will encourage practising archaeologists to enhance and update their skills and will contribute to improving archaeological standards across the profession.

g) Main providers

In all of the CPD schemes outlined above, the professional body provides some (usually a minority) of the programmes and activities directly, and it collaborates with other course providers to provide the remainder. In general, professional bodies play a role in determining what courses/programmes are eligible for CPD credit, either through accrediting/recognising providers or allocating a "points" rating to specific activities.

The success of the Institute of Archaeologists' CPD scheme depends to a large extent on the development of close working partnerships between the Institute and a range of course providers. The institute should also explore the possibility of collaborating with other relevant professional bodies, perhaps by putting in place reciprocal arrangements to recognise elements of each other's CPD programmes.

h) Administrative arrangements for implementing CPD scheme

In the examples given above, the administrative arrangements that have been put in place by professional bodies for implementing their CPD schemes range from the extremely "light" system adopted by the Institute of Field Archaeologists to the more control-based systems implemented by the Society of Irish Foresters and the Law Society. As all of the systems are relatively new however, it is not possible to compare their effectiveness. It is interesting to note that the Institution of Engineers of Ireland says that it has greatly increased its former compliance level of around 40 percent by the adoption of a scheme of accrediting employers' CPD programmes.

For the Institute of Archaeologists, it is preferable to have a scheme that is based on encouraging and supporting compliance, with user-friendly systems for recording and self-reporting CPD activity by individual members. The institute's web site might be developed as a suitable vehicle for this aspect of the programme.

5. A proposed CPD framework for IAI

It is suggested that an effective framework of continuing professional development comprises two main elements: a conceptual framework of underlying principles, and a technical/operational framework of implementation. This section of the report proposes a framework of CPD for archaeologists in Ireland, taking account of both of these elements. The proposed framework is based on the research and consultation that has been carried out in the project, and it is also informed by the consultant's experience of developing and implementing national and sectoral frameworks of qualifications both in Ireland and at European level.

To encourage the participation of members in the initial developmental stages, it is recommended that CPD should be voluntary. However, in the longer term it is envisaged that it will be a requirement of continuing membership of the Institute to undertake a certain amount of continuing professional development each year. This is in keeping with the practice in other professions, as is illustrated in the previous section.

Approaches to accreditation of CPD for Institute members

It is suggested that the system of accreditation adopted by the Institute should be transparent, fair, flexible, easily understood and implemented, and consistent with current national and international practice in the area. It should not be excessively bureaucratic, and should not impose heavy compliance requirements on members. Rather, it should act as an incentive to participation in the continuing professional development programme and should meet the entitlements of participants to have their learning recognised, however, wherever and whenever it is achieved.

Key principles of the IAI approach to CPD

Arising from consultation with members and other stakeholders, it is suggested that a number of principles should underpin the IAI approach to promoting continuing professional development for its members. The following draft principles are put forward for consideration by the IAI Board.

- The Institute's approach to continuing professional development is open, inclusive, flexible, and accessible. It seeks not only to address the immediate and short-term learning needs of members, but also to take a strategic

approach that will ensure high and sustainable competence standards for the archaeology profession in the longer term.

- Participation in continuing professional development is voluntary and the Institute encourages members to participate, by providing a systematic CPD framework that supports lifelong learning.
- The IAI accredits all continuing professional development activities undertaken by members. This reflects the entitlement of participants to receive credit for their learning.
- The IAI promotes the widespread and effective practice of CPD within the archaeology profession, by working in partnership with employers, academic institutions, Government agencies and other relevant bodies.

Operating the IAI framework of CPD: draft for discussion by IAI Board

- *Who plays the main role in directing/monitoring CPD?*

CPD is the responsibility of the individual professional. The IAI will support and promote participation, and will provide a system for the recording and reporting of CPD activity by members.

- *What regulations or requirements govern the scheme?*

A system of "credit units" (or "points") will be adopted, which will link CPD credits to the credits awarded by course providers, for example the universities. The exact equivalence is to be determined in further consultation with the providers, but as an indicative example, a 5-credit university/institute of technology module (involving 25 hours contact time and additional self-directed learning) might carry 25 credit units/points. This will also be the recommended number of units to be accumulated in a year. Smaller "pieces" of learning will carry proportional unit values. These values will be determined by the IAI based on submissions from course providers. There will be a system of credit transfer and mutual recognition whereby credits gained in the CPD programme can be accumulated towards a postgraduate qualification, and *vice versa*.

Figure 2 below outlines the possible credit values that might be attached to various forms of learning. These examples are presented for discussion purposes.

Figure 2
Examples of credit values for CPD activities

	IAI CPD credit units	Other credits
Total number of CPD credits required per year	25	
CPD Activity		
University module	25	5 credits (NUI)
IOT module	25	6 credits (ACCS)
1-day workshop/seminar	10	
Half-day workshop/seminar	5	
Publication of paper in refereed journal	20	
Weekend course	15	
Private reading, study	10 (max)	
IAI Board to add other examples		

- *What counts as CPD?*

Any structured learning activity that an archaeologist undertakes, which results in the achievement of observable learning outcomes should be included. It will be the responsibility of the IAI member to maintain a record of CPD activities. The Institute will issue guidelines to members, including a list of "approved" CPD activities that are eligible for the award of credits.

- *Who are the main providers?*

The providers will include

- IAI
- Higher education institutions
- Specialist industry/ business training bodies
- Other professional bodies
- Relevant state agencies, public authorities and NGOs.

- *What administrative arrangements are in place to implement the scheme?*

The IAI will invite providers to submit proposals to provide CPD programmes and will assign credit values for the information of members. The IAI website will be used to support members in recording their CPD activity. In the future it might also be developed as a more interactive learning environment.

6. Next steps: proposal for a pilot CPD scheme in 2005

The consultant met with representatives of a number of higher education institutions on a one-to-one basis, with a view to establishing the feasibility of putting in place a programme of CPD activities in the short-term. Based on these discussions, the consultant recommends that the IAI initiate a pilot scheme of continuing professional development in 2005. The following approach is suggested.

- The IAI board approves the broad thrust of the CPD framework, as outlined in this draft report, at its meeting on 6 Dec 2004.
- The draft report is amended as required and circulated to members and to potential course providers before the end of 2004.
- At the same time, the IAI invites course providers to submit proposals to offer CPD activities on a pilot basis during 2005.
- The consultant and the IAI examine submissions from course providers and engage in further consultation with providers as necessary during January-February 2005.
- A calendar of CPD activities for the 2005 pilot scheme is announced to members in spring 2005.
- The pilot scheme is implemented during 2005, and the Institute monitors and evaluates it as a basis for further development of the CPD programme from 2006 onwards.

Guidelines for submissions from course providers

The following guidelines will be issued by the IAI when inviting submissions from course providers, both for the pilot scheme and for the future development of the CPD programme:

- Programme design and delivery should be clearly linked to the development of the competences that are needed for professional practice, including in particular those that have been identified by the training needs analysis carried out in the earlier phases of this project. Submissions should briefly describe the learning outcomes that will be achieved by those who participate in the learning programme or activity (see draft template for submissions in appendix).
- In the initial stages, there is a need for programmes to address urgent skills gaps, such as those identified through this project. In the longer-term however, the IAI will adopt a more systematic and strategic approach by working in partnership with members, employers and course providers to define the range of professional competences and to design and provide appropriate programmes that will enable archaeologists to develop these competences.
- Existing programmes, such as whole-time postgraduate courses leading to certificates, diplomas or masters degrees, will continue to play a role in the future. However, for a large number of practising archaeologists, full-time attendance at a course is not an option, and a part-time modular route is preferable. In a modular credit-based system, credits are awarded for project work, dissertations or research reports, or for competences gained through work experience, distance learning or self-directed learning.
- A distance learning approach is particularly attractive for those who do not live near the major course centres. Effective distance learning programmes often combine elements of self-directed learning using printed or electronic materials, together with tutorials and workshops, field work sessions, web-supported learning and virtual classrooms.

Appendix
Draft template for submissions by course providers.

Module Title	Course provider
Accreditation	
IAI CPD credit units/points	Other credits
Learning outcomes	
On completion of this course, learners will be able to:	
▪	
▪	
▪	
▪	
Course format and duration	
Full-time course	
Part-time course	
Single session	
Multiple sessions	
Taught course	
Self-directed learning	
Distance learning	
E-Learning	
Other	
Learning process/course schedule	
Number/timing of lectures	
Number/timing of tutorials	
Number/timing of seminars	
Number/timing of workshops	
Amount of self-directed learning	
Number/timing of projects and/or assignments	
Criteria for award of credits	
Cost of course	