



Continuing Professional Development Toolkit



24 December 2015

This Continuing Professional Development (CPD) Toolkit notifies the CPD requirements for licensed immigration advisers according to Competency Standard 7 of the Immigration Advisers Competency Standards 2015 and provides guidance.

These CPD requirements came into force on 26 November 2015.

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Acknowledgement

These CPD requirements have drawn on the CPD model adopted by the New Zealand Law Society. Some parts of this Toolkit have been adapted from material prepared by the New Zealand Law Society with their kind permission.

Purpose of CPD

The objective of these CPD requirements is to support advisers to engage in activities that contribute to their ongoing development as immigration advice professionals.

CPD requirements

These CPD requirements apply to all licensed immigration advisers.

They require you to take responsibility for developing and implementing your own CPD plan. This includes planning, undertaking, documenting and reflecting on a minimum of 20 hours of CPD activities each CPD year.

The requirements:

- Are learner-centred rather than prescriptive.
- Focus on positive outcomes for advisers.
- Are flexible enough to allow all advisers to complete the requirements regardless of their areas of practice, location and experience.
- Enable advisers to take account of their preferred learning styles.
- Are intended to be cost-effective and affordable for both individual advisers and for the Authority to apply.
- Provide a transparent accountability mechanism.

The Immigration Adviser Competency Standards 2015 set out the following continuing professional development requirements for licensed immigration advisers:

7.1 Advisers must maintain an acceptable continued professional development (CPD) plan and record for each 12 month licensing period. What must be included in an acceptable CPD plan and record is notified on the Immigration Advisers Authority's website.

7.2 Advisers must complete at least 20 hours of acceptable professional development activities, including any mandatory activities, during each 12 month licensing period. Acceptable and mandatory professional development activities are those notified on the Immigration Advisers Authority's website.

7.3 Advisers must retain, and produce upon request, their CPD plan and record for each licensing period that commenced after 26 November 2015, up to a maximum of 3 years.

Effective from 26 November 2015

Transitional arrangements

Licensed immigration advisers seeking to renew their licence **between 26 November 2015 and 25 November 2016** must, at a minimum, have completed for their last licensing period:

- At least 20 hours of professional development activities relevant to the Immigration Adviser Competency Standards and/or the Licensed Immigration Advisers Code of Conduct that must include active learning and may include self-directed learning.

These requirements mirror those in the Immigration Advisers Competency Standards 2013.

Licensed immigration advisers seeking to renew their licence from **26 November 2016** must have complied fully with the new CPD requirements set out in this Toolkit for their last licensing period.

This means you will need to develop your first CPD plan and record shortly after your licence is renewed between 26 November 2015 and 25 November 2016.

However, if you wish, you may start following the new CPD requirements immediately. You may submit a CPD plan and record according to the new requirements with any inspection renewal application from 26 November 2015.

The following scenarios show examples of what will be acceptable in the transitional year. They are not exhaustive.

Scenario 1

My licence expires in May 2016. I am informed that I am to submit an inspection renewal. In March 2016, I login to the IAA website and complete the inspection renewal application form. It asks me to **either** complete the CPD plan and record online or upload my own records.

I choose to upload my own records and a description of the CPD I undertook. In my last licensing year I attended two seminars relating to immigration matters (eight hours) and completed 12 hours of self study related to immigration law. It is acceptable for me to count self-directed learning this time, but it won't be next year.

Scenario 2

My licence is due for renewal in August 2016. I can complete a fast-track renewal application online as I am not being inspected this year. Over the last year I have completed 20 hours of relevant CPD, including some self-directed learning. I can truthfully make the declaration in the fast-track renewal form that I meet the competency standards.

Scenario 3

My licence is due for renewal in October 2016. While technically I may count self-directed learning towards my CPD for the last year, I have been making an effort to follow the new requirements.

Earlier this year, I logged in to iaa.govt.nz and wrote up a CPD plan for the year with two learning needs and three proposed activities. I formed a study group with three other licensed advisers in my city and we have met every two months for 1.5 hours. I attended three relevant seminars and had 1 to 1 coaching from an experienced adviser on how to manage competing deadlines better.

Each time I completed an activity I logged on to iaa.govt.nz and made a note of the activity completed, my reflections and uploaded my records. I could easily see when I had completed 20 hours. I also made changes to my plan from time to time.

When I came to submit my inspection renewal application they asked me if I wanted to use my IAA Online records, I said yes and I didn't need to do anything further.

Australian Registered Migration Agents

Australian Registered Migration Agents (RMAs) who have become Licensed Immigration Advisers under the Trans-Tasman Mutual Recognition Arrangement (TTMRA) must complete New Zealand's CPD requirements as set out in this Toolkit.

As with all New Zealand licensed immigration advisers, you will be required to develop and maintain a CPD plan and record from the time you renew your licence between 26 November 2015 and 26 November 2016. This may be inspected at any renewal after 26 November 2016.

You may count your Australian CPD towards your New Zealand CPD whenever it meets New Zealand's requirements.

Transitional arrangements

You may rely on your Australian CPD for the previous year to renew your New Zealand licence between 26 November 2015 and 26 November 2016.

The CPD plan and record

7.1 Advisers must maintain an acceptable continued professional development (CPD) plan and record for each 12 month licensing period. What must be included in an acceptable CPD plan and record is notified on the Immigration Advisers Authority’s website.

Requirements

What must be included in an acceptable CPD plan and record is notified in the table below.

	An acceptable CPD plan and record is specific to you and must include:
CPD PLAN	<ul style="list-style-type: none"> • A description of your learning needs. • A description of your proposed actions to address these learning needs.
CPD RECORD	<ul style="list-style-type: none"> • A description and details of each activity you undertake to meet your learning needs including: <ul style="list-style-type: none"> ○ Date completed ○ Description of activity ○ Number of CPD hours you completed. • Your reflections on each activity you undertake. • Documentation showing your attendance at each activity you undertake.

Guidance

Planning CPD is an ongoing process which begins when you first start practice. You may review your learning needs and amend them at any time.

If you are a new licensed immigration adviser you should prepare your CPD plan and record as soon as possible. If you are an existing licensed immigration adviser you should create your first CPD plan and record as soon as possible following your licence renewal in the period 26 November 2015 – 26 November 2016.

We recommend that you develop your CPD plan for a year, at least in general terms, but you may review it whenever you wish amending your learning needs, and/or making them more specific if necessary.

The intention is that, at the beginning of your licensing year, you reflect afresh on your learning needs and proposed actions for the year ahead, and document these in your CPD plan.

As you complete activities, you will then document and reflect on these in your CPD record.

You are not required to submit your CPD plan for the year **ahead** to the Authority at your licence renewal. Rather, the Authority may inspect your CPD plan and record for the **past** year at your licence renewal.

The questions below are designed to help you maintain your CPD plan and record:	
CPD PLAN	<ul style="list-style-type: none"> • A description of your learning needs. To help identify your current learning needs consider: <ul style="list-style-type: none"> ○ What are the priority areas for my practice? ○ What do I do well regarding my knowledge, skills, professionalism/ethics, practice management? ○ What needs improvement regarding my knowledge, skills, professionalism/ethics, practice management? ○ What are my priorities? • A description of your proposed actions to address these learning needs. <ul style="list-style-type: none"> ○ Once you have identified a learning need, identify the general means of fulfilling it you would like to use, for instance, attending a seminar, organising or participating in a study group, or receiving coaching.
CPD RECORD	<ul style="list-style-type: none"> • A description and details of each activity you undertake to meet your learning needs including: <ul style="list-style-type: none"> ○ Date completed ○ Number of CPD hours you completed ○ Description of activity. This is your opportunity to record how the activity: <ul style="list-style-type: none"> – Is related to the Immigration Advisers Competency Standards or the Licensed Immigration Advisers Code of Conduct. – Is relevant to your learning needs as contained in your CPD plan and record. – Provided you with an opportunity for interaction and feedback. • Your reflections on each of these activities. To reflect on your activities you may wish to ask the following questions: <ul style="list-style-type: none"> ○ What did I learn? What I will do differently as a result? ○ Did I fulfil or contribute to my current learning needs? If so, how? ○ Do I have any further learning needs as a result of this activity? • Documentation showing your attendance at these activities is described further below.

How do I keep my CPD plan and record?

IAA Online

From 26 November 2015 you may keep your CPD plan and record in your secure portal at IAA Online, including uploading verification of your attendance. You can enter and update your plan and record at any time during the licensing year up until you submit your next licence renewal application.

Your IAA Online CPD plan and record will not be viewed by the Authority except when you upload it to an inspection renewal application.

Keeping your records at IAA Online will make it very easy for you to provide the Authority with your records for inspection when this is required. Your records will be safe and secure, accessible to you anytime and easy to update. Having your records online in one place will also help you track your progress.

Please make sure you review and complete your CPD record for the past year before submitting your renewal application. Your IAA Online CPD plan and record for your current licensing year will be **locked for editing when you submit your next renewal application**, even if you are submitting a fast-track renewal application.

A fresh CPD plan and record will be available for you to complete for the year ahead when your licence is renewed.

Keeping it myself

Alternatively you may retain your record in hard-copy or electronic format or a combination of both. However, from 26 November 2016, whenever you are required to submit an inspection renewal application you will be required to enter your CPD plan and record online.

If you wish to keep your records yourself, a template CPD plan and record is available [here](#).

How long must I keep my CPD plan and record for?

You must maintain an acceptable CPD plan and record for each 12 month licensing period beginning from your licence renewal date between 26 November 2015 and 25 November 2016.

You must keep each annual CPD plan and record for three years.

If you choose to keep your record in your secure portal at IAA Online, these records will remain there for you to view.

Minimum number of CPD hours

7.2 Advisers must complete at least 20 hours of acceptable professional development activities, including any mandatory activities, during each 12 month licensing period.

You are required to complete 20 hours of acceptable CPD activities for each year that you are licensed.

If you have not completed 20 hours of acceptable CPD you will not meet the required competency standards and may be refused a licence.

The guidelines in this Toolkit are designed to assist you so that you should be very clear on what acceptable CPD activities are. If you are unsure if an activity is acceptable, please contact the Authority for assistance. The Authority will take an educative approach to the new CPD requirements with advisers to assist you to understand what is required.

If you are taking a break from licensing, for example for illness or parental leave, you may surrender your licence and reapply within 12 months without completing any refresher training. You will not be required to complete CPD activities for any period you are unlicensed. (If you take a break from licensing for more than 12 months, you will be required to complete refresher training before reapplying for a licence.)

If you are taking a break but do not wish to surrender your licence, please contact the Authority to discuss your options.

Where exceptional circumstances arise and you are not able to complete your required CPD hours, please let us know and we will take this into account.

Acceptable activities

7.2 Acceptable and mandatory professional development activities are those notified on the Immigration Advisers Authority's website.

Requirements

Acceptable professional development activities are notified in the table below. There are currently no mandatory professional development activities.

Acceptable professional development activities are:

1. Giving or receiving training
2. Giving or receiving mentoring or supervision
3. Contributing to relevant industry bodies or consultation processes
4. Facilitating or participating in study groups.

To be acceptable, all activities must:

- Be related to the Immigration Advisers Competency Standards or the Licensed Immigration Advisers Code of Conduct.
- Be relevant to an adviser's learning needs as contained in his or her CPD plan and record.
- Provide advisers with an opportunity for interaction and feedback.
- Be verifiable by documentation.

For time spent participating in or facilitating a study group to be acceptable for CPD purposes the study group must:

- Be facilitated or chaired.
- Have minutes kept.

Any activity that does not meet these requirements may not be counted towards your CPD hours each year.

In addition, you must make up your 20 hours with more than one single activity.

Guidance

Generic requirements

To be acceptable, all activities must be related to the Immigration Advisers Competency Standards or the Licensed Immigration Advisers Code of Conduct. The Immigration Advisers Competency Standards and the Licensed Immigration Advisers Code of Conduct cover most aspects of an immigration adviser's business. They relate not only to immigration law and instructions, but also to professional business practice, communication and ethics. This requirement helps you identify what kinds of topics are acceptable. The Authority takes a broad view of what may be related to the competency standards and the code. For example, undertaking non-immigration specific training or mentoring relating to employment law, criminal law, advocacy, ethics, communication or business practices that is relevant to your learning needs and the work you undertake for your clients as a licensed immigration adviser would be acceptable.

To be acceptable, all activities must be relevant to an adviser's learning needs as contained in his or her CPD plan and record. It is important that CPD activities are relevant to your learning needs and you need to be able to make the connection. Remember you can update your learning needs throughout the year.

To be acceptable, all activities must provide advisers with an opportunity for interaction and feedback. For example, you need to be able to engage with questions, comments or feedback. This requirement reflects that you may now only count active learning activities. If the activity doesn't allow for this, it can't be counted towards your CPD hours. You may count watching a recording of a seminar or other training session where that session includes interaction such as questions and answers. However, we do recommend that to get the most value from this activity you get together with at least one other adviser so that you can discuss the content.

To be acceptable, all activities must be verifiable by documentation. You need to keep records of your attendance or participation. The kinds of records that are acceptable are discussed in each of the sections below. They may include agendas and minutes of relevant meetings or groups, attendance records, confirmation of registration, certificates of completion, published articles or confirmation by another person.

In addition, you must make up your 20 hours with more than one single activity. For example:

- If you are a provisional licence holder or supervisor you may not count only supervision towards your 20 CPD hours.
- It would be acceptable to make up your CPD hours from a combination of attending different seminars (even if they are offered by the same provider), but not one single seminar.
- It would be acceptable to make up your CPD hours from a combination of both giving and receiving training.
- It would be acceptable to make up your CPD hours by completing a formal course of study that involved different types of learning activities such as lectures and small group work.

1. Giving or receiving training

This category includes:

- Attending and participating in seminars, webinars, workshops, conferences, training programmes and study towards relevant degrees, diplomas or certificates.
- Preparing material to deliver / teach seminars, webinars, workshops, conferences, training programmes and relevant degrees, diplomas or certificates.
- Delivering / teaching seminars, webinars, workshops, conferences, training programmes and relevant degrees, diplomas or certificates.
- Writing materials for publication.

Training may be delivered in person, online, via video or audio conferencing, webinars or other real-time communications technology as long as there is an opportunity for interaction and feedback, e.g. the ability to ask questions. They could be sourced and/or delivered either in New Zealand or overseas.

Giving training

Teachers learn from the research they do, from the insights they gain from reflecting on the topics they teach, and from engaging with their students, participants or target audience and seeking to satisfy their learning requirements.

You should usually only count activities when you undertake them for the first time. You should not count repeats of substantially the same activities you undertake in either the same or a subsequent yearly period unless you carry out a thorough review of the content and a “renewal” of the approach to the subject leading to further self-learning.

You will need to use your professional judgement when deciding what teaching activities you may include.

Receiving training

Count only the actual time you attend activities towards your CPD requirements. This does not mean time spent in breaks or reading materials and handbooks or other forms of preparation and follow-up activities.

You may count watching a recording of a seminar or other training session where that session includes interaction such as questions and answers. However, we do recommend that to get the most value from this activity you get together with at least one other adviser so that you can discuss the content.

Writing materials for publication

As with teachers, writers learn from the research they do and from the insights and ideas they develop as they reflect on their subject matter. If a writing activity does not require this sort of engagement it would not qualify. You will need to use your professional judgement about this. For writing to be acceptable it must offer an opportunity for interaction and evaluation, for instance

through comments from editors, colleagues, reviewers and your targeted readers, either orally or in writing.

Reflections

Take a few minutes at the end of each activity you have delivered or participated in to reflect on:

- What did I learn? What I will do differently as a result?
- Did I fulfil or contribute to my current learning needs? If so, how?
- Do I have any further learning needs as a result of this activity?

You need to record this reflection in your CPD plan and record.

Records and verification

You must describe the activity and record it in your CPD record.

You must retain records showing that you attended or provided the training. Records may include:

- Registration or attendance records.
- Certificates of completion.
- Assessment results.

You may verify teaching-related activities in a number of ways, for instance by:

- Timetables/brochures showing participants, chairs and speakers.
- Letter from organiser/administrator.

You might verify your writing activities through:

- Published tables of contents and date of publication.
- Copies of published articles and date of publication.
- Letter from publishers, editors, course organisers.

2. Giving or receiving mentoring or supervision

This category includes:

- Giving or receiving structured and planned one-to-one coaching, mentoring or supervision.

Mentors and supervisors learn from the research they do, from the insights they gain from reflecting on the topics they assist with, and from engaging with their students, participants or target audience and seeking to satisfy their learning requirements.

Mentoring or supervision may be included whether or not it is part of a supervisor/provisional licence holder relationship as long as it meets the requirements.

If you are a provisional licence holder, you may count time discussing cases, and receiving feedback and training from your supervisor. You may not count time actually doing new tasks or work.

As a supervisor of a provisional licence holder, you may count time discussing cases, and providing feedback and training to your provisional licence holder.

You should usually only count activities when you undertake them for the first time. You should not count repeats of substantially the same activities you undertake in either the same or a subsequent yearly period unless you carry out a thorough review of the content and a “renewal” of the approach to the subject leading to further self-learning.

You will need to use your professional judgement when deciding what supervision activities you may include.

Reflections

Take a few minutes at the end of each session you have delivered or participated in to reflect on:

- What did I learn? What I will do differently as a result?
- Did I fulfil or contribute to my current learning needs? If so, how?
- Do I have any further learning needs as a result of this activity?

You need to record this reflection in your CPD plan and record.

Records and verification

You must retain records that show that you provided or received the coaching, mentoring or supervision.

In an ongoing relationship, this may include an agreement between the two individuals such as a supervision agreement, along with a log documenting the times you met and the topics covered.

A one-off coaching or mentoring session must also be documented. Acceptable documentation would include minutes or a note summarising who was involved, what took place at the session and when.

3. Contributing to relevant industry bodies or consultation processes

This category includes:

- Contributing to relevant industry bodies or consultation processes

As with the other categories, to be acceptable, these activities must:

- Be related to the Immigration Advisers Competency Standards or the Licensed Immigration Advisers Code of Conduct.
- Be relevant to an adviser's learning needs as contained in his or her CPD plan and record.
- Provide advisers with an opportunity for interaction and feedback.
- Be verifiable by documentation.

Contributing to a board, committee or consultation process can help you better understand the often complex questions that the industry faces. It may require you to turn your mind to areas or think through complex problems that you would otherwise not consider. It may help you form relationships with other professionals who you learn from while interacting with them and hearing their feedback.

For example, you may count the time spent contributing to the Immigration Advisers Authority's Reference Group, a professional association's board or a committee set up to monitor a relevant qualification, as long as it contributes to your current learning needs.

As with teaching, you should not usually count repeats of substantially the same activities you undertake in either the same or a subsequent yearly period. If your time spent on a board or committee involves repetitive activities that do not contribute to your development as a professional it shouldn't be counted.

Reflections

To count these activities towards your CPD hours you will need to take a few minutes at the end of each meeting to reflect on:

- What did I learn? What I will do differently as a result?
- Did I fulfil or contribute to my current learning needs? If so, how?
- Do I have any further learning needs as a result of this activity?

You need to record this reflection in your CPD plan and record.

Records and verification

You must retain records that show that you participated in the industry meeting or consultation.

This easiest way to do this is likely to be the agenda and minutes for the meeting.

4. Facilitating and participating in study groups

This category includes:

- Facilitating or participating in a study group.

For time spent participating in or facilitating a study group to be acceptable for CPD purposes the study group must:

- Be facilitated or chaired.
- Have minutes kept.

What is a study group?

A study group is organised for the purpose of discussing information and concepts related to your practice area with a small group of other licensed immigration advisers or immigration lawyers.

A facilitator or chair, internal or external to the group, will need to lead the discussion.

Participating in study groups gives you the opportunity to have interactive peer-to-peer discussion, to share your experiences and to learn from others. It can be a challenge to keep up to date on changes to immigration law and instructions as well as the diversity and changing needs of clients. Study groups are a way of keeping up in a flexible and cost-efficient manner.

Why recognise study groups?

It is generally recognised that people can accomplish and learn more by sharing their skills and resources than by working alone. Interacting and exchanging ideas with others can enhance your knowledge of immigration issues. A study group can help you and your colleagues:

- Sharpen your communication skills.
- Benefit from a wide range of experience and knowledge.
- Analyse issues from several different angles.
- Obtain feedback on your ideas and thoughts.
- Gain insight into how other people work and think.

How many and who may participate in a study group?

Study groups are likely to work best when there are four or five members per facilitator, however there should be at least two. Ideally participants will be from the same geographical area, but advisers practising in isolated communities or in a highly specialised area of immigration may find it worthwhile to meet online or via a video or teleconferencing facility. Cooperation among group members and a willingness to be an active group participant are required in order for the study group to be successful.

In many cases you will be able to use your informal contacts or the register of immigration advisers to set up a study group. If not, professional associations such as NZAMI or NZAIP may be able to assist you in contacting colleagues in your practice area.

The group may also be made up of practitioners from within the same practice.

Facilitating the study group

You will need to choose a facilitator for each of your topics. The facilitator, internal or external to your group, takes the role of the session leader to keep the discussion on track and productive.

Facilitators are responsible for

- Introducing the topic.
- Creating an open forum for discussion.
- Leading and encouraging discussion.
- Asking open-ended questions to stimulate thought.
- Making sure everyone has an opportunity to participate.
- Reinforcing and clarifying the content.
- Review and summary.

What may be discussed at a study group?

We suggest limiting your topics to two per hour, however this is not a requirement. This allows time for introduction of the topic, a 25-minute discussion and a wrap-up of each issue. You may find discussion topics for your study group by:

- Reflecting on your learning needs.
- Reflecting on trends you are observing with your clients or in Immigration New Zealand decision-making.
- Regularly reviewing new Immigration and Protection Tribunal decisions.
- Regularly reviewing new Immigration Advisers Complaints and Disciplinary decisions.

What makes a study group successful?

- Each member of the study group contributes to the discussion.
- Only one member of the group speaks at a time and the others actively listen.
- Members are prompt and come prepared.
- The study group stays on topic.
- Members are free to ask questions and provide constructive feedback.

Where and when should study group sessions take place?

It is a good idea to select a meeting place that is free from distractions. The group could meet in a group member's office. Study groups work best in a relaxed environment where participants meet face-to-face to talk about issues.

How long should a study group session be?

It is recommended that your study group session be one or two hours in length, depending on the number of topics to be discussed, however this is over to the group to decide. It is important to stick to the ending time.

Reflections

Take a few minutes at the end of the study group to review what has been discussed, to identify the learning outcomes and to encourage each other to identify what they will do differently as a result of participating in the discussion. Each participant needs to record their reflections in their CPD plans.

Records and verification

Your attendance at CPD activities must be documented.

Each study group should be documented with:

- an agenda and
- minutes, including the names of attendees.

Advisers should retain these documents with their CPD record.