[PleaseReview document review. Review title: 2021 ICD Draft Specification: Plant Health officer training, Curriculum  (2017-054) . Document title: 2021\_ICD\_DraftSpecification\_PlantHealthOfficerTraining (2017-054)\_EN.docx]

***[1]***Draft Specification for Plant health officer training curricula (2017-054)

***[2]*Status box**

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| ***[3]***This status box is not an official part of the Guide and will be modified by the IPPC Secretariat |
| ***[4]*Topic number**  | ***[5]***2017-054 |
| ***[6]*Title** | ***[7]***Plant health officer training curricula (2017-054) |
| ***[8]*Type of implementation resource** | ***[9]***Curricula |
| ***[10]*Date of this document** | ***[11]***2021-05-04 |
| ***[12]*Current document stage** | ***[13]***Draft Specification |
| ***[14]*Major stages completed** | * ***[15]*2018-05:** IC added this topic to List of Implementation and Capacity Development Topics; priority 2
* ***[16]*2020-11:** Implementation and Capacity Development Committee (IC) lead identified (Mr Lalith KUMARASINGHE (NZ))
* ***[17]*2021-01:** IC changed the priority from 2 to 1
* ***[18]*2021-04:** draft Specification prepared by the Implementation and Facilitation Unit (IFU) with input from IC lead, assistant leads and COLEACP
* ***[19]*2021-05:** IC invited to comment on draft Specification in OCS, comments compiled and IC lead revised and replied to IC comments
* ***[20]*2021-06:** draft Specification submitted to IC via e-Decision
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| ***[21]*Implementation and Capacity Development Committee (IC) lead** | ***[22]***2020-11 IC Mr Lalith KUMARASINGHE (NZ) |
| ***[23]*IPPC Secretariat lead** | ***[24]***2021-02 IFU Mr Brent LARSON |
| ***[25]*Working Group experts**  | ***[26]*** |
| ***[27]*Notes** | ***[28]*** |

***[29]***

***[30]***1. Title

***[31]***Plant Health Officer training curricula (2017-054)

***[32]***2. Type of implementation resource

***[33]***Curricula

***[34]***3. Convention articles, ISPMs and CPM recommendations to be addressed by the proposed implementation resource

***[35]***International Plant Protection Convention[[1]](#footnote-1), all Articles

***[37]***ISPMs: all

***[38]***CPM Recommendations: All

***[39]***4. Scope

***[40]***The purpose of the training curricula are to assist National Plant Protection Organizations (NPPOs), and the IPPC Secretariat to develop appropriate training programmes to enhance the knowledge and skills of plant health officers. These curricula could be used as the basis for training plant health officers working in NPPOs, in the IPPC Secretariat, or as Phytosanitary Capacity Evaluation (PCE) facilitators, as well as members of the Commission on Phytosanitary Measures (CPM) subsidiary bodies and related groups.

***[41]***5. Background / Purpose

***[42]***Over the years, several educational institutions have requested input from the IPPC Secretariat to participate and deliver components of phytosanitary training courses. Phytosanitary experts from around the world have participated in these training courses including those offered at degree-granting institutions (both bachelor and masters level) and shorter, 1 to 2-week courses offered by colleagues or training institutes. Several years ago, the IPPC Secretariat also developed and delivered a course to train PCE Facilitators. These courses have targeted all levels of plant health officers working in a wide range of phytosanitary areas and positions.

***[43]***In a recent “design thinking study” conducted by the Secretariat, both of the NPPOs interviewed, identified the need to have an “on-boarding” course for their plant health officers, especially new employees.

***[44]***Also, with the high turn over of staff in the IPPC Secretariat and the large number of “in-kind” contributions of NPPO staff that are loaned to the Secretariat as plant health officers, there is a basic need to bring new staff up to speed on the activities of the IPPC Secretariat, the CPM and related subsidiary bodies and groups. These types of training curricula might also be helpful for new members of the CPM’s subsidiary bodies.

***[45]***The curricula for plant health officers, developed by phytosanitary experts under the guidance of pedagogical experts would be useful to help ensure plant health officers have the essential knowledge and skills to carry our their work.

***[46]***6. Content for the proposed implementation resource

1. ***[47]*Identification of essential positions of Plant Health officers (target audience):**
	1. ***[48]*Working with the NPPOs** – IPPC guide on Establishing a National Plant Protection Organisation should be used as a key/main document for identification of NPPO’s technical plant health officer roles/positions. Additional roles/positions could be identified through discussions, consultations, and interviews with NPPOs if required.
	2. ***[49]*Working with the IPPC Secretariat, CPM subsidiary bodies and related groups -** Plant Health officer roles/positions could be identified through discussion, consultations and interviews with IPPC Secretariat, CPM subsidiary bodies and groups.
	3. ***[50]*Phytosanitary Capacity Evaluation (PCE) facilitators**.
2. ***[51]*Develop job descriptions (for essential positions of Plant Health officers identified under bullet point 1.**
3. ***[52]***Define the process that could be used for development of job description e.g. define activities carried out by the plant health officers occupying different positions, analyse work situations etc. through analysis, discussions, consultations, literature search for already developed job descriptions, interviews etc. This process also need to consider the linking of functions identified for the positions of Plant Health officers in IPPC guide on Establishing a National Plant Protection Organisation and the additional roles/positions identified through discussions, consultations, and interviews with NPPOs into detail job descriptions.
4. ***[53]***Develop job descriptions. The job description could include but not limited to
	* ***[54]***Purpose of the role
	* ***[55]***Principal Responsibilities/Key Results Areas
	* ***[56]***Education, Skills and Experience
		+ ***[57]*Qualifications** – identify essential qualifications (e.g., bachelor’s degree in agriculture or related field) and desired qualifications (e.g., post graduate degree).
		+ ***[58]*Experience and knowledge** (e.g., at least two years experience in a relevant specialist area such as entomology, taxonomy, pathology, agronomy)
		+ ***[59]*Skills** – identify essential and desired skills (e.g., good written and verbal communication skills, presentation skills)
* ***[60]*Common capabilities** – identify essential and desired soft skills (e.g., result focussed, self-directed learner, judgement and decision-making capability, communication with impact)
1. ***[61]*Determine/develop the process of linking job descriptions developed under bullet point 2 with a particular training curriculum. The process could include but not limited to:**
2. ***[62]***Assessing the context and identifying the target audience – could consider grouping similar positions/skill requirements
3. ***[63]***Defining the purpose of the training and learning objectives
4. ***[64]***Collating/identifying, adjusting and reviewing existing training curricula
5. ***[65]*Develop training curricula for the essential positions of Plant Health officers identified under bullet point 1 using the process developed under bullet point 3. In this process consider,**
6. ***[66]***Developing training plans including monitoring and evaluation process and prioritising the elements of the training curricula
7. ***[67]***Developing staff up-skilling framework (i.e. develop training curricula for new and experienced staff) of a particular position. For example, develop a training curriculum for those who are aspiring to become a Plant Health Officer; foundational training curricula for those who are new to their position and more advanced training curricula for experienced staff who perform complex tasks.
8. ***[68]***How best to use “Off-The-Job Training” including lectures, e-learning, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction, and laboratory training and “On-The-Job Training” which can be delivered to employees while they perform their regular jobs, including considerations for mentoring/coaching, internships, job rotation, apprenticeships etc.

***[69]*7. References and supporting materials**

* ***[70]***IPPC Introductory Course: Course Syllabus (<https://www.ippc.int/static/media/uploads/syllabus_-_ippc.pdf> )
* ***[71]***PCE training manual
* ***[72]***2021 IPPC Secretariat design thinking study

***[73]*8. Financial and in-kind contributions**

***[74]***This e-Learning course will be supported through a contribution to the IPPC Multi-donor Trust Fund by the Republic of Korea.

***[75]***9. Selection criteria for working group experts

***[76]***A working group will be formed to help develop these curricula and should be composed of various phytosanitary and pedagogical experts with both technical and practical expertise. The working group should have a wide geographical representation from both developing and developed countries to ensure that the material developed is globally applicable and reflects best practices from all over the world. The following criteria will be used to select experts who should meet at least some of the following criteria and the combined working group should have a robust mix of the following:

1. ***[77]***Practical expertise and knowledge related to various components of a phytosanitary system.
2. ***[78]***Pedagogical expertise in developing curricula and in course design and assessment.
3. ***[79]***Practical expertise developing, implementing or supervising national, regional or global plant health officer training programmes.
4. ***[80]***Practical expertise managing phytosanitary training programmes.
5. ***[81]***Good understanding of the IPPC, International Standards for Phytosanitary Measures, CPM Recommendations.
6. ***[82]***Practical expertise in the use of IPPC Guides and training materials, including e-learning materials.
7. ***[83]***Experience in conducting PCEs and participating in the PCE Facilitator training.

***[84]***Experience in the development, preparation and delivery of distance learning content and programs (distance tutoring, self-study courses, on-line collective training).

1. ***[85]***Experience in blended learning (e.g., combining e-learning and traditional face-to-face teaching).
2. ***[86]***A deep understanding of National Phytosanitary Systems
1. ***[36]***https://www.ippc.int/en/publications/131 [↑](#footnote-ref-1)