



**CONTINUING PROFESSIONAL DEVELOPMENT COUNCIL
OF ENVIRONMENTAL PLANNING**

**Resolution No. 01
Series of 2020**

**GUIDELINES ON THE EVALUATION AND GRANTING OF CPD CREDIT UNITS TO
ACTIVITIES UNDER INFORMAL LEARNING AND PROFESSIONAL WORK
EXPERIENCE INCLUDING ACTIVITIES UNDERTAKEN DURING THE STATE OF
PUBLIC HEALTH EMERGENCY DUE TO COVID-19 CRISIS THAT MAY EARN CPD
CREDIT UNITS**

WHEREAS, the Commission issued Resolution No.1208 (s. 2019) or the “Guidelines on the Accreditation of Informal and Professional Work Experience”. Section 5 thereof states that the Continuing Professional Development (CPD) Councils shall determine the appropriate number of CPD credit units;

WHEREAS, the Commission issued Resolution No. 1240 (s. 2020) reiterating ways of learning that can earn CPD credit units particularly during the State of Public Health Emergency due to COVID-19 crisis;

WHEREAS, there is a need to issue guidelines on the evaluation and granting of CPD credit units to activities under Informal Learning and Professional Work Experience including activities undertaken during the State of Public Health Emergency due to COVID-19 crisis that may earn CPD credit units, in order to guide the professionals.

NOW THEREFORE, the CPD Council of Environmental Planning **RESOLVES** to issue these guidelines on the evaluation and granting of CPD credit units to activities under Informal Learning and Professional Work Experience including activities undertaken during the State of Public Health Emergency due to COVID-19 crisis that may earn CPD credit units, as follows:

Section 1. Informal Learning – Refers to learning that occurs in daily life and which can contribute to a qualification. The parameters for the evaluation and granting of informal learning are as follows:

For Local and Overseas Filipino Environmental Planners:

ACTIVITY	DURATION	LEARNING OUTCOMES	APPLICABILITY	CPD CREDIT UNITS EARNED AND DOCUMENTARY REQUIREMENT/S
		<i>By the end of the activity, the professional should be able to:</i>	<i>The professional can apply the information or experience gathered to:</i>	<i>Maximum of 30 % of the required CPD Credit Units for the renewal cycle</i>
INFORMAL LEARNING ACTIVITIES NOT RELATED TO THE PROFESSION				
1. Read / review of publication	Variable	Be able to gain new knowledge and / or skills.	Submit thought paper or written documentation	Maximum of 30% of the required CPD CU for the

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<p>s, which include but are not limited to:</p> <ul style="list-style-type: none"> a) reference book, b) video / online training course (e.g. YouTube, LinkedIn Learning), c) audio book, journal articles / scientific journals, d) White Paper e) Document ary Video f) Webinar g) News Article / News Video h) Blog Post / Information al Video i) Other Informal Learning Resources <p><i>Note: Weight will be subject to details and currency of the materials</i></p>		<p>They may include but are not limited to ANY of the following:</p> <p>Urban gardening or agriculture Home economics Home repair and maintenance Automotive and vehicle repair and maintenance Literary writing Physical fitness Spiritual activities</p>	<p>discussing the application of knowledge and skills learned through these informal learning activities.</p>	<p>renewal cycle per activity.</p> <p>Documents:</p> <p>Documentation through certificates of attendance or participation, photos (selfie photos, photos of products), samples of mentoring modules created, certificates, and others.</p>
<p>2. Other activities that are not related to the professional as may be approved by the CPD Council</p>		<p>Other activities that constitute informal learning</p>	<p>Application of knowledge and skills learned through these other informal learning activities</p>	<p>As may be approved by the CPD Council</p>

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INFORMAL LEARNING ACTIVITIES RELATED TO THE PROFESSION				
<p>1. Read / review of publications, which include but are not limited to:</p> <ul style="list-style-type: none"> a) reference book, b) video / online training course (e.g. YouTube, LinkedIn Learning), c) audio book, journal articles / scientific journals, d) Report (NEDA's "We Recover As One") e) White Paper f) Documentary Video g) Webinar h) News Article / News Video i) Blog Post / Informational Video j) Other Inform 	<p>Variable</p>	<p>Based on sectoral topics or interests, the following can be the focus of discussions:</p> <ul style="list-style-type: none"> a) physical – transportation – introduction of bicycle; pedestrianization; design of infrastructure; humanitarian logistics; b) social – social protection (amelioration); food distribution; redesign socialized housing and public assembly buildings to conform with the new normal (COVID-ready facilities); health and sanitation; c) economic - recovery and rehabilitation ; food sufficiency; real estate development; d) environmental – climate change; biodiversity, disaster risk 	<p>The submitted thought paper or proof should contain ANY of the following minimum requirements:</p> <ul style="list-style-type: none"> a) justify how the activity is directly related to Environmental / Urban / Regional Planning and extract the relevant learnings; or b) outline and discuss how the learnings can be applied in the Environmental Planning profession. c) Application of knowledge and skills learned through these other informal learning activities 	<p>To be supported by selfies, photos of products, photos of mentoring, samples of mentoring modules created, certificates if applicable</p>

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<p>al Learn ng Resour ces <i>Note: Weight will be subject to details and currency of the materials</i></p>		<p>reduction managemen t; air pollution control; e) institutional – policy formulation; review of proposed amendment s and existing legislative agenda; mainstreami ng of pandemic preparation, mitigation, response, and recovery to local plans</p>		
<p>2. Volunteerism and participation in activities which include but are not limited to IEC, conservation, preservation, promotion of sustainability activities like mangrove / tree planting, urban farming, backyard gardening, clean-up drives, and others</p>	<p>Variable</p>			<p>To be supported by selfies, photos of products, photos of mentoring, samples of mentoring modules created, certificates if applicable</p>
<p>3. Other related activities</p>	<p>Variable</p>	<p>Other activities that constitute informal learning</p>	<p>Application of knowledge and skills learned through these other informal learning activities</p>	<p>To be supported by selfies, photos of products, photos of mentoring, samples of mentoring modules created,</p>

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				certificates applicable	if
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Section 2. Professional Work Experience. – Refers to any participation that the professional gains while working in a specific field and workplace.

The parameters for the evaluation and granting of credit units are as follows:

2.1. Diagnostic Assessment – To establish a particular development need or competency of the professional from basic to advance or advance to expert.

2.1.1. Needed documentation – Work history Curriculum Vitae or Certification of performance from direct supervisor or client or beneficiary/self-declaration for the self-employed.

2.2. Formative Assessment – To know the progress of an individual’s learning – Evidence that learning has occurred but still needs improvement.

2.2.1. Needed documentation – Photo documentation with brief write-up (captions) and Certification from supervisor or client if self-employed.

2.3. Summative Assessment – To know if the professional has acquired the needed competency and can work independently, teach others and write manuals with confidence.

2.3.1 Needed documentation – Report of at least 200 words as proof of learning/acquisition of the enabling and needed competencies and if possible accompanied by photos.

2.3.2 Certification of performance from direct supervisor or client or beneficiary or self-declaration for the self-employed. Annual performance appraisal report from the employer or Certification of performance from direct supervisor or client or beneficiary/self-declaration for the self-employed.

The following description of a professional’s progress as he/she proceeds to gain experience in his/her profession will be part of the documentation to be submitted to the CPD Council. The professional should check the appropriate box to mark his/her progress. The competency cited is only an example.

RECOGNITION OF PRACTICE OUTCOMES		ASSESSMENT OF PERFORMANCE		
		<i>Refers to the professional’s progress in acquiring the desired competency</i>		
Needed Competency <i>(Only one competence per Application)</i>	Enabling Competencies/ Activities	Diagnostic <i>Has not done this or has done this but needs improvement</i>	Formative <i>Has done this well but still needs improvement and confidence</i>	Summative <i>Has done this with confidence, can teach others and can prepare manuals that other Environmental</i>

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				<i>Planners can use</i>
		The column may be filled up either by the Environmental Planner or his/her employer by providing a check (√) mark		
Develops, designs, implements and assesses any of the following: the (1) national, regional or local development; (2) physical framework plan / comprehensive land-use plans; (3) and / or multi-sectoral plans and programs for sustainable and inclusive development.	<u>Demonstrates familiarity</u> on the (1) national, regional or local development; (2) physical framework plan / comprehensive land use plans; (3) and / or multi-sectoral plans and programs for sustainable and inclusive development.			
	<u>Creates programs</u> for the enhancement or development of the (1) national, regional or local development; (2) physical framework plan / comprehensive land-use plans; (3) and / or multi-sectoral plans and programs for sustainable and inclusive development.			
	<u>Provides engaging and effective teaching modules</u> for the enhancement or development of the (1) national, regional or local development; (2) physical framework plan / comprehensive land use plans; (3) and / or multi-sectoral plans and programs for sustainable and inclusive development.			
	<u>Monitors and evaluates</u> the enhancement or development of the (1) national, regional or local development; (2) physical			

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	framework plan / comprehensive land-use plans; (3) and / or multi-sectoral plans and programs for sustainable and inclusive development.			
	Promotes _____ the enhancement or development of the (1) national, regional or local development; (2) physical framework plan / comprehensive land-use plans; (3) and / or multi-sectoral plans and programs for sustainable and inclusive development.			
VALIDATION: Documents to be presented	Work history or Curriculum Vitae (CV) or Self-Declaration or Certification from employer / client for self-employed	Photo documentation with captions for the photographs or Certification of Performance from employer or client for self-employed	Write-up of 200 to 400 words about the learnings and acquisition of the competence with photographs and Certification of Performance from employer / client for the self-employed.	
CPD CREDIT UNITS EARNED	2	4	Maximum of 30% of the Required Credit units per renewal cycle	

* **Awarding of CPD Credit units.** The respective CPD Councils shall:

1) Determine if the Informal Learning and Professional Work Experience applied for merits approval and 2) grant the appropriate number of CPD credit units. For purposes of earning CPD credit units, only Professional Work Experience for the last three (3) years from the date of application shall be accepted.

Section 3. Certificate of Credit units earned — Certificate of Credit units earned shall be issued upon approval of the CPD Council.

Section 4. Repealing Clause – Any resolution, memorandum order or circular and any issuances inconsistent with these guidelines are hereby repealed or modified accordingly.

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Section 5. Effectivity — This Resolution shall take effect immediately copy furnished the
U.P Law Center.

Done, this **9th** day of **November, 2020** in Pasay City, Philippines.

CONTINUING DEVELOPMENT COUNCIL FOR ENVIRONMENTAL PLANNING


CORAZON B. CRUZ
Chairperson


DINA C. MAGNAYE
Member



ADOLFO V. ENCILA, JR.
Member

Approved by:

PROFESSIONAL REGULATORY BOARD OF ENVIRONMENTAL PLANNING


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