

NAPPO Biosecurity Curriculum Project

Bruce McTavish

Kwantlen Polytechnic University

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Background

- At the present time there is no international analysis that determines the competencies' or skills that phytosanitary officials must have.
- This means that each country could have staff with quite different educational/skill/competency backgrounds.

Background

- The potential for different competency levels raises the degree of uncertainty by NPPO's in importing countries.

Objectives

- Using the occupational analysis methodology develop a document for bio-security (phytosanitary personnel).
- Use this as the base for a NAPPO and hopefully IPPC standard,

Outcomes

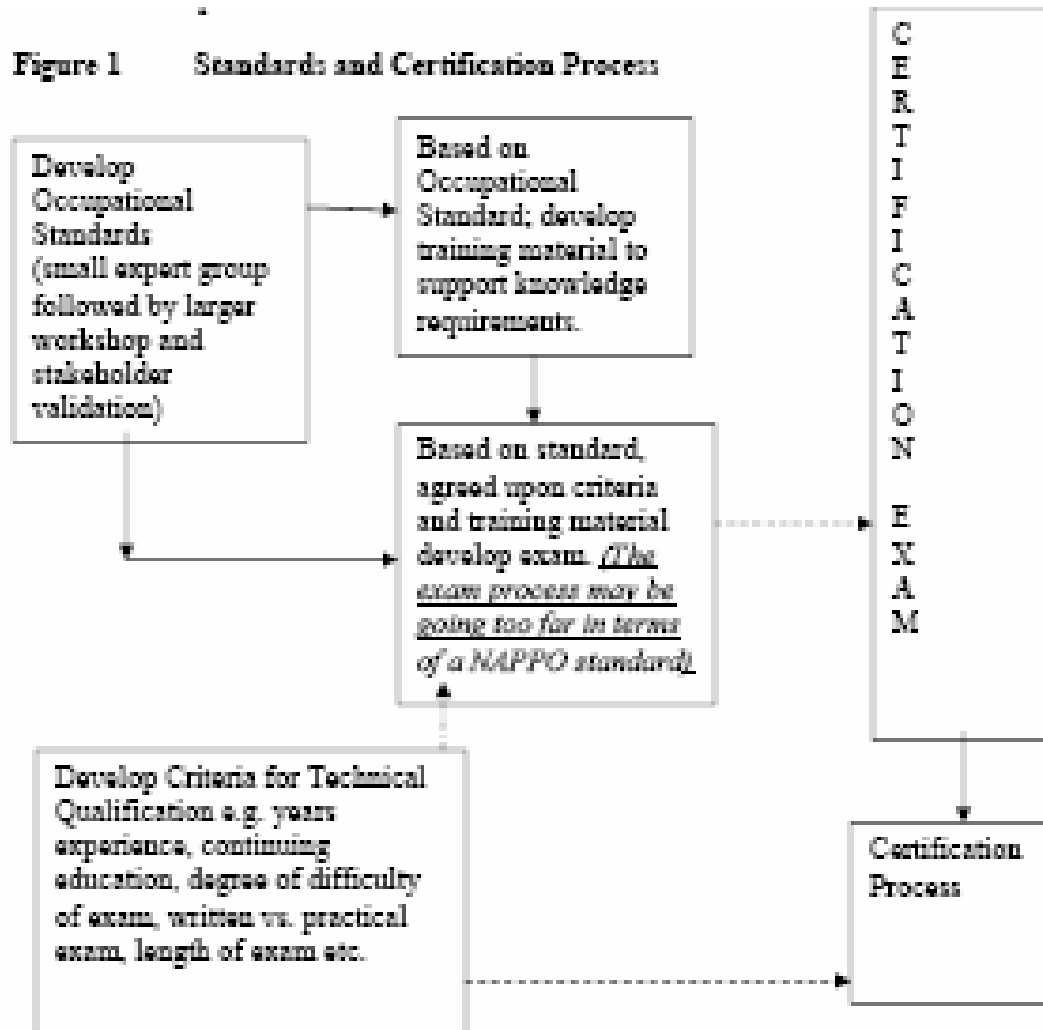
- This will provide a document that NPPO's can use to assist in the assessment of new hires,
- Provide a document that academic institutions and NPPO's can use for the development and delivery of curriculum in plant biosecurity,

Outcomes

- Establish a high level of professionalism,
- Provide NPPO's with a standard that they can use to assist in developing training for their employees,
- If accepted as an IPPC standard, increase the level of competency in all countries,
- Reduce risk of movement of pests and diseases due to the higher standards of competency in all countries.

Analysis Process

Figure 1 Standards and Certification Process



Process

- Review existing job/task descriptions from the three NPPO's
- Determine where there is significant overlap to be considered similar positions
- Work with steering committee to determine which of the positions to carry out the analysis on.

The Occupational Analysis Process

- Based on what is really done at work
 - E.g. What does a plant inspector do?
 - What does an inspector do if inspecting a ship?
 - Then determines the skills and knowledge that are need to do the task
 - This is often referred to as competency based learning.

How it Works

- Block:
 - The largest division within the analysis, it reflects a major function or responsibility of the occupation.
- Task:
 - A specific, observable unit of work complete in itself (having a defined start and end point). It can be performed in a limited amount of time and when completed it results in a product, service or decision. This can also be looked at as a finished task that an employee is paid to do.

How it works

- Context Statement:
 - This is a statement that defines the parameters of the task.
- Sub-Task
 - The smallest division into which it is practical to subdivide any work activity and combined with other sub-tasks fully describes all the duties that constitute a task.
- Supporting knowledge and abilities
 - The elements of skill and knowledge an individual must acquire to adequately perform the sub-tasks and thus the task.

Example of what the output might look like

- Block
 - Inspect Plants for Quarantine Pests (Diseases)
- Task
 - Inspect Plants for Quarantine Insect Pests
- Sub-Task
 - Inspect Coniferous Plants for Quarantine Insect Pests

Example

- Supporting Knowledge and Abilities
 - Ability to assess a wide range of coniferous plants for quarantine insect pests
- Supporting Knowledge
 - Knowledge of
 - Quarantine pests in working area
 - Insect anatomy
 - Insect life cycles
 - Taxonomy

Next Steps

- Obtain job descriptions for NPPO's
- Determine overlaps and pick jobs to carry out the analysis on
 - mostly via email and conference calls
- Carry out workshop within the next year
- Review by stakeholders
- Present to the next annual meeting