



Continuing Professional Development Policy

While entry level skills and qualifications are important, in an environment of rapid change it is essential that career development practitioners embrace life long learning and regularly update their knowledge and skills across their professional lives in order that they maintain currency and relevance in the field and also provide the best service to clients and stakeholders. . Qualified Career Development Practitioners should actively seek to continually improve their practice through Continuing Professional Development (CPD).

Purpose of the CPD Policy is to encourage SACDA members to:

- reflect upon themselves as individuals in the context of their practice;
- establish professional learning goals which increase knowledge, skills and competencies;
- participate in learning activities appropriate to meet the legal and ethical obligations of the profession;
- pursue opportunities for individual and collegial professional renewal.

An outcome of CPD is the raising of level of quality service delivery and achievement of excellence in career development practice for the benefit of students and the school community.

Framework for Continuing Professional Development

SACDA has decided to use the competency guidelines outlined in The National Professional Standards for Australian Career Development Practitioners as a start to provide a framework for continuing professional development by identifying the skills, knowledge and attitudes required by all career development practitioners. The core competencies are grouped into seven broad categories. These include:

- 1. Career Development Theory**
- 2. Labour Market**
- 3. Advanced Communication Skills**
- 4. Ethical Practice**
- 5. Diversity**
- 6. Information and Resource Management**
- 7. Professional Practice**

In addition these same standards, also identifies the specialisations of counselling, program delivery, working with people with disabilities, assessment, employer liaison and project management as part of CPD. These core competencies and specialisations guide SACDA in the provision of its CPD and also career development practitioners in setting their learning goals. All CPD activities required for the purpose of renewal of SACDA membership have a clear reference to the competency guidelines.

Types of Professional Development

It is acknowledged that learning may take place in many different ways and in many different settings. The range of acceptable CPD activities is diverse and **should consist of a mix of activities**. The SACDA acknowledges access to face-to-face CPD may be limited for career development practitioners working in remote, rural and informal settlements and locations. For this reason, the SACDA will ensure, where possible, relevant materials and learning opportunities are available through the SACDA network in order to assist rural practitioners to fulfill their CPD requirements. SACDA members may choose CPD activities that are relevant for their ongoing knowledge and skill development.

These include:

1. Participation in conferences

Attending conferences at local, provincial, national and international levels can be claimed as CPD activity provided the content is relevant and relates to the member's professional development needs as a career development practitioner. Attendance at higher learning institution career seminars and regional career briefings can form part of a CPD program provided that not all CPD hours are claimed for this

sole activity. CPD hours are based on hours spent attending formal presentations and exclude networking at social events, travelling and lunches.

2. Participation in professional /skill development workshops and activities

May include attendance at SACDA professional skill development workshops, workshops conducted by the Department of Education , Industry or Employer associations i.e. structured professional development that is not part of a formal qualification, does not involve structured assessment and provides transferable knowledge and skills. Also includes development, delivery and /or participation in webinars or Wikipedia activities. CPD hours are based on the number of hours of actual involvement.

3. Reading professional publications

These may include books, journals, and career education e-newsletters, specific to career development. Contribution in a calendar year of articles for publication in the SACDA Journal or related career development journals can form part of a CPD program. CPD hours are based on the number of hours of actual involvement.

4. Engaging in professional mentoring

Participation in a formal mentoring relationship, with an experienced career development professional or between experienced career development professionals. CPD hours are based on the number of hours of actual involvement.

5. Academic study in the field of career development

This relates to formal education, i.e. learning undertaken in pursuit of career development specific qualifications required to be recognised as a professional or associate career development practitioner. SACDA members undertaking formal education must satisfy assessment requirements to claim CPD hours. It may include formal classroom, and/or distance education. CPD hours can include the actual classes attended. For distance learning, this can be estimated by calculating the equivalent number of hours of formal face to face learning that would have been involved.

6. Writing or presenting professional papers

This includes the preparation and presentation at conferences, seminars, forums, webinars and workshops. It must be an activity that contributes to the competencies required of career development practitioners. Writing includes, career development related articles for SACDA Journal or other relevant publications, newspapers, reviewing articles or books for publication. CPD hours are based on the number of hours of actual involvement.

7. Active membership of SACDA, career development advisory bodies and other relevant committees

Active membership to the profession is an appropriate form of CPD particularly where it extends the continuing professional development of the member involved. This may include sitting on the SACDA board, its working or stakeholder committees, or other relevant committees or task teams, acting as in a leadership role on a local, regional, national or international level.

8. Engaging in professional supervision

Organised professional supervision with a qualified career development practitioner or other professional. CPD hours are based on the number of hours of actual involvement. Members providing professional supervision to career development practitioners will also accrue CPD hours, i.e. based on the number of hours of actual involvement.

9. Research activities

Undertaking or participating in research related to career development using procedures that are consistent with the accepted ethical and social research practices.

10. Study tours, industry tours/visits and exchange or other relevant programs

A recognised program, exchange programs, industry or study tours that relate to the SACDA member's professional development needs as a career development practitioner.

Minimum CPD Requirements

SACDA agrees with the requirement of The Professional Standards for Australian Career Development Practitioners that career development practitioners undertake a minimum amount of professional learning relevant to their needs. In accordance with the CICA CPD Policy, the SACDA has determined that career development practitioners accumulate a **minimum of 15 hours of CPD per year**. This minimum applies to both **professional** and **associate** members.

Responsibilities of SACDA members:

- Engage in CPD as outlined in the CPD Policy;
- Engage in a variety of CPD, i.e. not all 15 hours can be accrued in one activity;
- Record and retain evidence of their CPD (*on line CPD record to be available to SACDA members*);
- Confirm that they have complied with the CPD requirements as part of their membership renewal;
- Provide evidence of their CPD if required by the SACDA;

- Determine the professional learning and development activities that are appropriate to their learning goals.

Responsibilities of the CEAV in the delivery of the CPD Policy:

- Provide a robust and engaging professional learning calendar of events which allows all SACDA members an opportunity to complete their CPD program each year;
- Ensure that all SACDA members wishing to use the Professional Standards for Career Practitioners as the benchmark for their practice, access to high quality professional learning opportunities that meet the CPD requirements.
- Align where possible all SACDA professional learning activities