Chapter 11. Continuing Professional Development (CPD)

11.1 Introduction
These policy and procedures build on the CPD concepts, design features and program discussed in Library No 1, Part A.

11.2 Context
As Advocates apply complex and changing legislation and policy, and 10620NAT Course in Military Advocacy ensures only that advocates demonstrate a minimum level of competency, professional training and development must continue beyond completion of a Unit of Competency.

Professional military advocacy therefore engages:

- a program of ongoing growth of skills and knowledge; and
- a personal commitment to:
  - self-directed learning and development,
  - acceptance of a moral obligation to maintain and improve competency, and
  - a desire to keep abreast of change.

11.3 CPD Objectives

CPD has the following objectives; to facilitate Advocates’:

- continual improvement of their service delivery, by:
  - ensuring their knowledge is current,
  - broadening and deepening their practice skills;

- development of:
  - self-awareness and confidence,
  - a habit of self-directed reflection on experience; and

- participation in a profession-wide, military advocacy ethos.

11.4 CPD System

ATDP has adopted a systems approach to CPD. The elements of, and participants in the CPD system follow:

- Participants: Candidates, Advocates and Mentors, supported by CoP Coordinators and VSC/ESO/YVO leaders, under the leadership of the National CPD Coordinator.
- Institutions: RTO and CoP, supported by the RC and MRCC, VRB and AAT.
- Groups: CPD, Training, QA, and Engagement Task Groups, under the leadership of the CFM.
- Facilities: CPD Module on the OMS, the hyperlink to DVATrain, ICT applications, and pertinent Libraries in the P&PM.
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- **Measures:** Table of CPD Points, CPD Questionnaires and feedback through the QA system.
- **Network:** Effective operation of the CPD system depends heavily on the unconstrained flow of information, without which professional motivation, system-wide commitment and trust will not evolve.

11.5 **CPD Commitment**
To achieve the CPD objectives, candidates, advocates and mentors will engage in listed activities that will accrue annually a minimum of 15 CPD points and a minimum of 45 CPD points in each rolling three-year period.

11.6 **CPD Point-Earning Activities**
An indicative list of CPD-points-earning activities follows. A comprehensive statement of criteria will introduce the CPD activity when selected within the CPD module on the OMS.
- Published Essay/Paper.
- Prepare CPD Case Study.
- Attendance/On-Demand Seminar.
- Webinar.
- On-line Tutorial.
- On-line PowerPoint tutorial.
- On-line Quiz.
- On-line Case Study.
- ‘Specialist’ Course.
- CoP Forum.
- National On-line Chat-Room.
- Repeating On-line Units of Learning.
- Formal Assessment.

11.7 **Participation Rules**
To ensure that participants accrue the maximum learning and professional development benefits from CPD, the following rules apply.
- If the exact same activity is repeated in a year, it will not accrue CPD points.
- To the maximum extent possible, the widest range of listed CPD activities should be undertaken across each three-year rolling period.

11.8 **Self-Directed Learning (SDL)**
The preceding formal point-earning activities are intended to ensure that advocates undertake a minimum level of continuing professional development. Adult-learning principles and continuously improving performance suggest, however, a significantly higher level of commitment is essential.
Consistent delivery of quality of services to DVA clients over time therefore relies on each advocate’s CPD including self-directed learning. To maximise its effectiveness, SDL is programmed. As is outlined in Chapter 12, Advocates will develop a program of SDL with their Mentor.

Typically, SDL will involve readings within the advocates discipline and at his/her level of accreditation. Suggested readings include:

- Wellbeing: See Annex A.
- Compensation: See Annex B.

### Participants’ Responsibilities

To achieve the CPD objectives, candidates, advocates and mentors will, related to their discipline and level of accreditation:

- identify individual knowledge and/or service delivery shortfalls
- prioritise activities best suited to remedy those shortfalls
- develop a program of CPD activities including:
  - a milestone for completion of formal point-earning CPD activities
  - a weekly program of systematic readings
- exercise self-discipline to undertake CPD commitments
- add to the weekly readings, case-related research
- enter key lessons learned into a Reflective Journal (see Chapter 13 of this Library)
- regularly discuss progress, challenges and questions with Workplace Mentor
- jointly refer unanswered questions or unresolved challenges to SME

### Monitoring and Evaluation

As continuing VITA indemnification requires evidence that the advocate is meeting his/her CPD obligations it is important that point-earning activities are being accrued systematically and recorded. To provide further evidence in an increasingly litigious veterans’ entitlements environment, wise professional practice indicates the following information be included in the personal Reflective Journal:

- the date of entry,
- the type and outline of the activity, and
- the lessons learned including reference to documentary authority.
Annex A

List of Suggested Wellbeing Reading Topics

Systematically research legislation and/or related policy, and publicly accessible websites on:

- police checks
- working with children
- working with vulnerable people
- workplace health and safety
- manage personal stressors in the workplace
- interviewing techniques
- national consistency
- finding documents
- privacy principles
- responsibilities:
  - duty of care
  - referral pathways
  - personal boundaries
  - self-monitoring
  - mandatory reporting
- bereavement
- aged care
- elder abuse
- recognition of, and effective response to crises
- the MECRB process
- retrospective:
  - changing mode of separation
  - accessing CSC entitlements
  - accessing DVA entitlements
- basic compensation legislation
- case management practices
- legal and ethical boundaries (Volunteering Australia)
- accidental counselling
- understanding social isolation
- dealing with mental health
- talking to drug and/or alcohol-affected people
- domestic (including sexual) violence
- suicide awareness (eg., SafeTalk counselling, ASIST)
- support with basic skills of living:
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- getting a Medicare Card
- opening a bank account
- registering a car
- seeking employment
- facilitating social engagement
- vicarious trauma
- delivering services to the Defence Family not capable of helping itself
- rehabilitation
- recreation
- support for children in the crisis-ridden family
- fostering self-reliance
- working with DVA service providers
Annex B

List of Suggested Compensation Readings

Levels 1 and 2:

- **CLIK:**
  - Compensation and Support Library
  - Compensation and Support Reference Library
  - Military Compensation
  - Rehabilitation Policy Library
  - Rehabilitation Procedures Guide
  - Health Policy Library

- **SOP:**
  - research by condition and compare by standard of proof

- **GARP:**
  - research by linking with SOP condition
  - research by Chapter

Levels 3 and 4:

- Systematically research Creyke and Sutherland, ‘Veterans Entitlements and Military Compensation Law’
- Systematically research *VEA 1986, DRCA 1988 and MRCA 2004*
- Compare VEA, DCRA and MRCA legislative provisions and policy in CLIK
- **VRB:**
  - systematically research each website link
  - Subscribe to VRB on: contact@vrb.gov.au

- **AAT (Level 4):**
  - systematically research each website link
  - study *Administrative Appeals Tribunal Act 1975.*

- **Case Law:** on [www.austlii.edu.au](http://www.austlii.edu.au) research:
  - AAT veterans’ jurisdiction decisions
  - Federal Court of Australia veterans’ jurisdiction decisions
  - Federal Court of Australia - Full Court veterans’ jurisdiction decisions