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CPEP: THE ROLE OF SFIA IN MAPPING A CPD & IPD COURSE FOR THE AUSTRALIAN ICT PROFESSION

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About Me



- Asheley Jones BA (Hons) UCLA; MA Uni Melbourne; Cert IV TAA; DBA Candidate Victoria University
- University Lecturer 1996-2010
- Subject Development – 2006 - present
- Program Coordinator 2008-2010
- ACS Academic Lead Professional year Program 2010 -2011
- Academic Director Teaching & Research 2011 – present

Research interests: Professional Development; Work readiness programs; e-Learning

Overview



- An introduction to *ACSEducation*
- Certification Underpinnings for CPeP
- Pedagogical and Methodological Frameworks
- SFIA and CPeP

What is *ACSEducation*?



The professional education arm of ACS

22,000 + ACS Members requiring CPD/IPD

- An accredited RTO governed by an independent academic board
- Provides training and education for ICT professionals and international postgraduates

ACSEducation Online Programs

ACSEducation offerings are intended to provide varied educational pathways for ICT practitioners seeking:

- Professional certification (CP/CT)Year (PYear) SFIA 4, AQF 6 (CT)
- Initial professional development (IPD) or
- Continued professional development (CPD) outcomes.

ACSEducation Online Programs

- Computer Professional Education Program (CPeP) SFIA 5, AQF 7 (CP)
- Professional Year (PYear) SFIA 4, AQF 6 (CT)
- *Computer Technician education Program (CTeP) SFIA 3, AQF 5 (CT)
- *Vocational Graduate Certificate: Sustainability (VGC) SFIA 6, AQF 8 (CP/S)

The ACS Certification Professional Scheme



The ACS has established a Professional ICT standard for certification (CP & CT status):

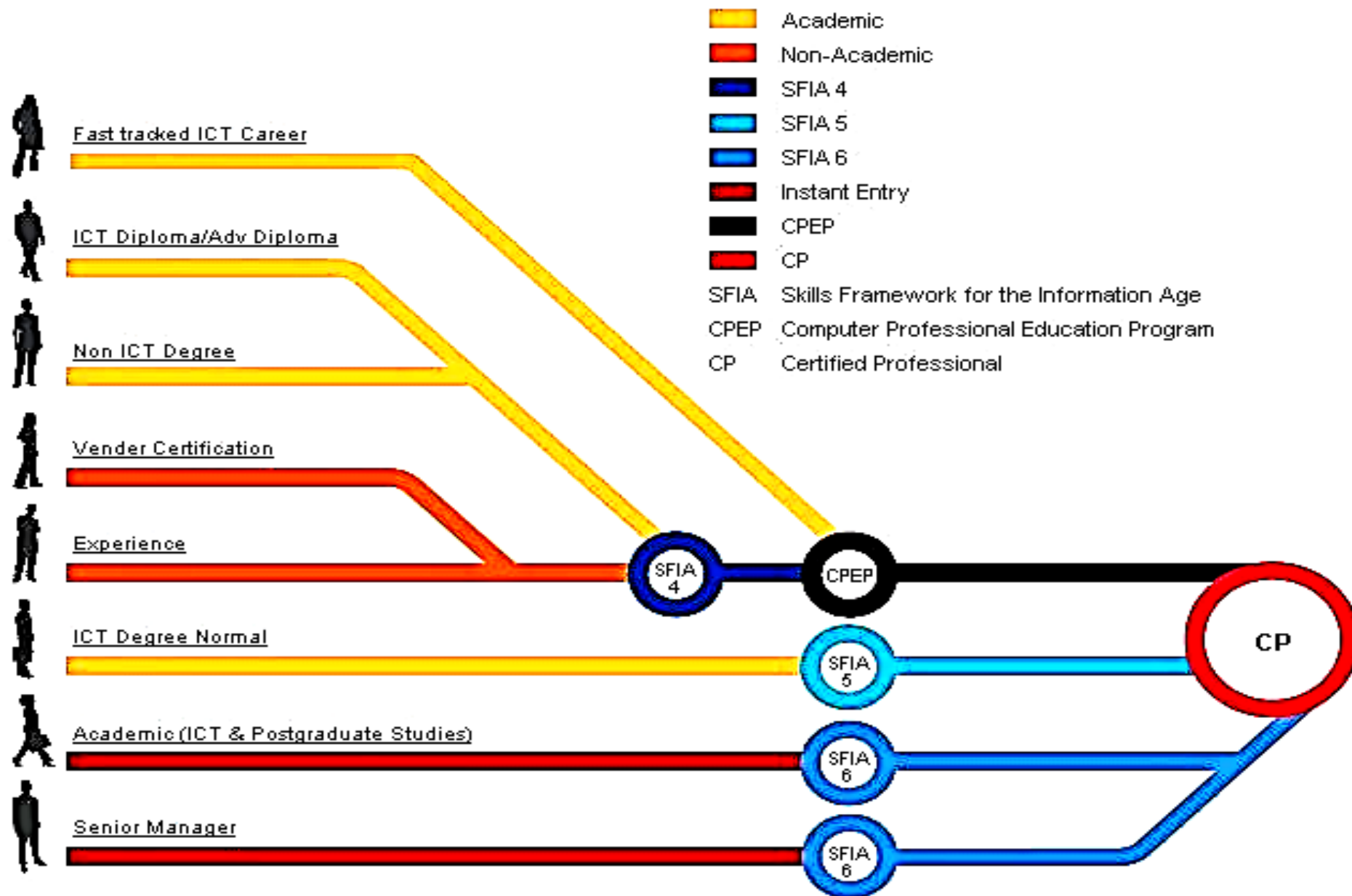
- A vendor neutral and independent standard
- SFIA as the reference document for establishing the minimum standard of competency

Further CP Requirements



- Supported by a disciplinary code with a process for public complaint and sanctions
- Dependent upon the maintenance of competency through continuing professional development (CPeP/SFIA mapped pathway)

Pathway to CP



ACSE Education Pedagogical Framework



- Outcomes Based Education Model
- Constructivist Approach
- Student Centred Learning
- Mentored, Collaborative Teaching

***ACSEducation* Methodological Framework**



- Learning resources are developed for use in online, open source e-learning environments: Moodle & Mahara
- ALL CPD/IPD Programs are mapped to SFIA
- An ICT online mentor/tutor is provided to each student who has a minimum of 5 years ICT experience

Why Mentoring?



- Professional Practice Report (PPR) mandatory across all subjects (umbrella)
- Value adds to constructivist learning approach
- 10,000 potential mentors to draw upon
- Peer mentoring aids both mentor and protégé

Introducing CPeP



- An ICT Professional Business Workplace Based postgraduate level course which articulates into several masters courses:
 - Australian Catholic University (ACU)
 - Charles Sturt University
 - Chifley Business School
 - Curtin University of Technology
 - Central Queensland University (CQU)
 - Griffith University
 - Swinburne University of Technology
 - University of Adelaide
 - Victoria University

CPeP Core Units



3 core units:

- Business, Legal & Ethical Issues (BLE)
- Business, Strategy & IT (BIT)
- New Technology Alignment (NTA)

+ one elective

+ PPR

BLE Pre-requisites



- Unit pre-requisite: Demonstrable SFIA Generic skills (level 4-5) proven through self-assessment evaluation submitted for mentor assessment
- 18 months work experience in ICT field

BLE Specific Skill Development



- Category: Strategy & Architecture
- Skill name: Business Strategy & Planning
- Skill code: Business Risk Management (BURM 5-6)
- Skill code: Research (RSCH 4-5)

BLE Assessment Requirements



Final Assessment Outcomes

- Demonstrable SFIA 5 generic levels of competency across all four categories
- Employer Validated Agreement (EVA) – specific work related project, agreed in advance with employer demonstrating BURM project at level 5

CPeP Elective Unit Options



- Project Management;
- IT Service Management;
- Enterprise Architecture;
- Green Technology Strategies;
- Organisational Change Management;
- Business Process Improvement;
- Information Security;
- Consultancy;
- Business Analysis

PPR Subject



The umbrella unit of CPeP is designed to:

- Assess SFIA generic skills prior to CPeP enrolment
- Assist in the development of professional skills; plan medium term career goals (3-5 years) and map long term achievement objectives within an identified SFIA specialist area.

PPR Subject Design



- 52 weeks of individual, mentored help (flexible)
- Mentors are chosen from senior IT practitioners with CP status, rather than from a pool of teachers or lecturers
- Mentors provide help in guiding protégés within the E-portfolio/ Moodle environments in identifying, structuring and developing their personal professional career profiles

CP Eligibility



CPeP Graduates must demonstrate:

- Effective operation at SFIA level 5 generic capabilities;
- in-depth competence in at least ONE specialism skill code at SFIA level 5;
- A comprehensive medium term (3-5 year) career plan
- A breadth of knowledge through CBOK
- An understanding and commitment to the ACS codes and standards
- 30 hours continual professional development per year

In Conclusion...



SFIA offers ICT trainers and educators a mechanism with which to:

- Structure professional certification (CP/CT)
- Initiate professional development (IPD)
- Continue professional development (CPD)

SFIA affords the opportunity to:



- Underpin constructivist and methodological models with a capabilities ICT framework to structure the development of ICT courses written for professionals
- Develop meaningful learning outcomes for ICT education courses
- Navigate and map the varying skills and capabilities required across ICT spectrums within student work based assessments