



South African Council for Social Service Professions

Professional Board for Child and Youth Care Work

**POLICY ON CONTINUING PROFESSIONAL
DEVELOPMENT (CPD) POLICY
for child and youth care workers**

2019

South African Council for Social Service Professions
Policy on continuing professional development (CPD) for child and youth care workers

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ABOUT THE SOUTH AFRICAN COUNCIL FOR SOCIAL SERVICE PROFESSIONS

The South African Council for Social Service Professions (SACSSP) is a statutory body established in terms of section 2 of the Social Service Professions Act 110 of 1978. The SACSSP has two professional boards under its auspices: i.e. the Professional Board for Social Work and the Professional Board for Child and Youth Care Work. The SACSSP, in conjunction with its two professional boards, guides and regulates the professions of social work and child youth care work in aspects pertaining to registration, education and training, professional conduct and ethical behaviour, ensuring continuing professional development and fostering compliance with professional standards. It is protecting the integrity of the social service professions as well as the interest of the public at large. In order to safeguard the public and indirectly the professions, registration in terms of the Act with the SACSSP is a prerequisite for practising social work and child and youth care work. This includes social workers, social auxiliary workers, student social workers, student social auxiliary workers, child and youth care workers, auxiliary child and youth care workers, student child and youth care workers, and student auxiliary child and youth care workers.

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ACRONYMS

CPD	Continuing Professional Development
ETD	Education Training and Development
PBCYC	Professional Board for Child and Youth Care Work
PoE	Portfolio of Evidence
SACSSP	South African Council for Social Service Professionals

DEFINITIONS

In this policy, unless the context indicates otherwise -

‘*Act*’ means the Social Service Professions Act 110 of 1978 and includes the regulations, schedules and rules;

‘*activity*’ means an individual or group activity that create opportunities for social service practitioners to gain knowledge, skills and professional attitudes in order to maintain high professional standards;

‘*assessment*’ means a structured process for gathering evidence and making judgements about an individual’s competence in relation to registered national standards and qualifications;

‘*assessor*’ means a subject matter expert who meets the requirements to act as an assessor as described by the registered qualification and/or the relevant Quality Council for Trades and Occupations (QCTO);

‘*attendance register*’ means the record of attendees at any continuing professional development (CPD) activity, reflecting the names and South African Council for Social Service Professions registration numbers of those present and their signatures on start and completion of the activity;

‘*child and youth care worker*’ means a person who is registered in either the professional category or auxiliary category as contemplated in the *Regulations for Child and Youth Care Workers, Auxiliary Child and Youth Care Workers, and Student Child and Youth Care Workers* (Government Notice R 838 in Government Gazette Number 38135 of 31 October 2014);

‘*continuing professional development (CPD)*’ is a process aimed at maintaining registration through enhanced knowledge, skills and experience related to professional activities, following the completion of formal training in child and youth care work at professional and auxiliary levels;

‘*CPD assessment panel*’ means a panel of child and youth care workers appointed by the Professional Board for Child and Youth Care Work that assesses continuing professional development activities, training providers and portfolios of evidence according to the criteria stated in this *Policy on continuing professional development (CPD) policy for child and youth care workers*;

‘*CPD points*’ means the value attached to a learning activity for continuing professional development;

‘*ETD committee*’ means the *Education, Training and Development Committee* of the Professional Board for Child and Youth Care Work;

‘*ETD division*’ means the division within the administration of the South African Council for Social Service Professions responsible for education, training and development matters pertaining to social service practitioners;

‘*group activity*’ means any organised event, either face to face or via any electronic means, where at least three (3) people are grouped or assembled for the purposes of sharing

information, building knowledge, developing skills and/or influencing attitudes on a subject of professional interest;

'individual activity' means an activity that is completed on an individual basis, inclusive of online activities;

'moderation' means the process that ensures that assessments conducted by assessors meet the specified outcomes of being fair, valid and reliable;

'moderator' means a subject matter expert who is competent in conducting the moderation process

'portfolio of evidence' (PoE) means the collected evidence from different categories of activities, packaged together in alignment with the CPD policy requirements;

'professional board' means the Professional Board for Child and Youth Care Work established in terms of section 14A of the Act;

'quality assurance' means the monitoring and evaluation of the various aspects of continuing professional development (CPD) activities to ensure that standards of quality are being met;

'recreational activities' means any endeavour that is entertaining, relaxing or refreshing, contributing to personal wellness and work life balance, which includes job satisfaction, quality service, customer satisfaction, employee productivity and employee performance;

'training provider' means any person or body providing an approved continuing professional development activity.

1. INTRODUCTION

- 1.1 In alignment with international practice, the Professional Board of Child and Youth Care Work (PBCYC), under the auspices of the South African Council of Social Service Professions (SACSSP) established a system of continuing professional development (CPD) to enhance and ensure the quality of services rendered by child and youth care workers. Through CPD, the changing and evolving knowledge, attitudes and skill base of child and youth care work practice is enhanced.
- 1.2 In principle, the Professional Board for Child and Youth Care Work and the South African Council for Social Service Professions are committed to a continuing professional development (CPD) system that is transparent, flexible, cost-effective, user-friendly and accessible to all practitioners. Continuing professional development enables and encourages child and youth care workers to share and train other child and youth care workers on new knowledge and expertise. This policy should be read in conjunction with the relevant provisions of the Social Service Professions Act 110 of 1978 and Regulations thereto.

2. AIM OF THE POLICY

The aim of the policy is to ensure continuing professional development of a high quality in child and youth care work.

3. SCOPE OF THE POLICY

The scope of the policy addresses the following:

- (a) continuing professional development (CPD) legislative framework;
- (b) roles and responsibilities in respect of CPD;
- (c) criteria for CPD activities;
- (d) continuing professional development (CPD) application requirements;
- (e) continuing professional development (CPD) application process; and
- (f) portfolios of evidence (PoE).

4. POLICY OBJECTIVES

This policy strives to:

- 4.1 Ensure that child and youth care workers in the professional and auxiliary categories retain and continuously develop their skills, scientific and professional attitude as well as knowledge by enabling them to:
- (a) develop scientific knowledge, skills and competencies;
 - (b) provide quality services that are relevant and appropriate, especially in the South African context;
 - (c) improve services rendered to individuals, families, groups, communities and organisations;
 - (d) facilitate reflective practice;
 - (e) keep abreast of current trends, research and developments in the profession;

- (f) assert their professional view in multi-sectorial and multi-disciplinary contexts;
- (g) function effectively as a member of the multi-disciplinary team;
- (h) be motivated to continue with practising the profession;
- (i) be supported by and network with other professionals;
- (j) reduce occupational stress and other related ailments; and
- (k) always conducting themselves ethically.

4.2 Ensure that the quality of CPD activities is of a high and appropriate standard.

5. **APPLICABILITY**

The policy is applicable to child and youth care workers in the professional and auxiliary categories as contemplated in the *Regulations for Child and Youth Care Workers, Auxiliary Child and Youth Care Workers, and Student Child and Youth Care Workers* (Government Notice R 838 in Government Gazette Number 38135 of 31 October 2014), CPD training providers and the Professional Board for Child and Youth Care Work.

6. **POLICY STATEMENT**

The Professional Board for Child and Youth Care Work maintains professional standards that promote excellence in practice through a compulsory system continuing professional development (CPD) with which all child and youth care workers registered with the South African Council for Social Service Professions should comply.

7. **POLICY PRINCIPLES**

The following principles apply in the implementation of this policy:

- (a) *Accountability*: The policy complies with the requirements of all applicable legislation and policies.
- (b) *Administrative justice*: Quality assurance processes are executed in an administratively just manner, which requires openness, timeous notice, reporting and opportunity to respond or appeal.
- (c) *Appropriateness*: The policy is responsive to social, economic, cultural and political conditions within the framework of the child and youth care work profession.
- (d) *Collaboration*: There is recognition that quality assurance takes place in collaboration with other role players.
- (e) *Democracy and participation*: The value of democracy and participation recognises both rights and responsibilities of training providers and child and youth care workers.
- (f) *Developmental approach*: Continuing professional development (CPD) processes embrace the developmental approach for training providers and child and youth care workers.

- (g) *Efficiency and effectiveness*: Training provision should be achieved with efficiency and cost-effectiveness.
- (h) *Equality*: Training providers and child and youth care workers are treated equally and without prejudice.
- (i) *Fairness*: Continuing professional development (CPD) processes are implemented in line with this policy.
- (j) *Partnership*: This policy values partnership in the professional development of social service professionals.
- (k) *Transparency*: Access to information, and openness regarding administrative and management procedures.

8. AUDITABLE OUTCOMES

The CPD process within the South African Council for Social Service Professions shall be measured against the following indicators:

- (a) well managed applications and appeals;
- (b) assessed applications;
- (c) timeous feedback to applicants;
- (d) management of received and assessed *Portfolios of Evidence*;
- (e) an accurate training provider database; and
- (f) satisfied customers.

9. LIST OF APPLICABLE LEGISLATION AND POLICIES

The CPD policy framework is developed from the following legislation:

- (a) Social Service Professions Act 110 of 1978;
- (b) Regulations for Child and Youth Care Workers, Auxiliary Child and Youth Care Workers, and Student Child and Youth Care Workers (Government Notice R 838 in Government Gazette Number 38135 of 31 October 2014)
- (c) National Qualifications Framework Act 67 of 2008;
- (d) Promotion of Access to Information Act 2 of 2000;
- (e) Promotion of Administrative Justice Act 3 of 2000;
- (f) Skills Development Act 97 of 1998;
- (g) Skills Levies Act 9 of 1999; and
- (h) Policy for Social Service Practitioners (2017)

10. CONTINUING PROFESSIONAL DEVELOPMENT REQUIREMENTS

10.1 All registered child and youth care workers at professional level are required to obtain a *minimum* of fifteen (15) CPD points annually, or thirty (30) CPD points over a period of a two (2) year cycle.

10.2 All registered child and youth care workers at auxiliary level are required to obtain a *minimum* of ten (10) CPD points annually or twenty (20) CPD points over a two (2) year cycle.

- 10.3 At least one CPD activity in a two-year cycle must address the professional *Code of conduct and ethics for child and youth care workers*.
- 10.4 A maximum of ten (10) accumulated CPD points may be carried over to the next year for a maximum period of one year.
- 10.5 CPD points should be accumulated from a *combination* of activities and cannot be obtained from one single CPD category. This is to encourage professionals to participate in a variety of activities, to ensure different levels of learning, participation and exposure.
- 10.6 Each CPD activity is approved after assessment and CPD points are allocated against the set criteria. CPD points are awarded to trainees on completion of the CPD activity.

11. CATEGORIES OF CPD ACTIVITIES AND POINT ALLOCATIONS

11.1 Overview of categories

11.1.1 Categories of CPD activities:

- (a) *CPD group activities* are approved after being assessed by the CPD assessment panel and points awarded according to the set criteria of this policy.
- (b) *CPD points for individual activities* are awarded according to the set criteria of this policy after the PoE was requested, submitted and assessed by the CPD assessment panel.

11.1.2 Child and youth care workers in the professional and auxiliary categories of registration are required to keep a *Portfolio of Evidence (PoE)* for all approved group and individual activities attended.

11.2 Group activities

11.2.1 A group activity is any organised event, either face to face or via any electronic means, where at least three (3) practitioners are grouped or assembled for the purposes of sharing information, building knowledge, developing skills and/or influencing attitudes on a subject of professional interest.

11.2.2 Group activities include conferences, workshops, seminars, short learning programmes, small group discussions and information sessions. These activities require approval from the CPD assessment panel prior to the commencement of the CPD activity.

11.2.3 Types of group activities:

- (a) A *conference/congress/symposium/seminar* is a gathering of people who meet in a local, regional, provincial, national or international context to discuss an issue of concern reflected in a specific theme and sub themes.
- (b) A *workshop* refers to a gathering at which a group of people engage in intensive study, work, participation, discussions and/or activities on a particular subject with the purpose of analysing existing knowledge, expanding the knowledge base through new ideas, sharpening of skills and building of competencies. The intention is to address policy, practice and

educational challenges. Non-credit bearing short courses of no more than 5 days on a particular topic are also considered as a workshop.

- (c) A *small group discussion* is a gathering of a minimum of three (3) and a maximum of 25 people focusing on a relevant topic, which may include policies, legislation, book reviews, journal articles (the titles of which will be noted on the certificate of attendance), case studies and sharing of best practice models. Group discussions may occur face-to-face or via an internet/online discussion group.
- (d) *Group supervision* will only be considered for CPD points if it is planned, focused and structured with educational objectives on specific topics (which will be noted on the certificate of attendance) and/or aimed at increased knowledge with clear evidence of participation. Group supervision can include in-service training if it has an educational and developmental focus in a particular field of practice submitted in a programme format.
- (e) An *information session* is a gathering of three (3) or more people where information on a particular topic is presented. The communication tends to be one-way but may allow for questions. This will have a duration of minimum of 1 hour up to a maximum of three (3) hours.

11.2.4 *Criteria for assessment of group activities*

When an activity is approved, CPD points are awarded according to the range of points reflected in Tables 1 to 8 for each of the following criteria:

- (a) depth of learning;
- (b) duration of learning activity
- (c) presenter credibility;
- (d) learner assessment method;
- (e) participation method;
- (f) appropriateness of content to professional development;
- (g) ethics; and
- (h) skills development.

TABLE 1: Depth of learning

Levels	Rating
Basic information sharing	1
More information and minimal sharing	2
Substantial learning through sharing	3
Deep learning with reflection	4
Deep learning with reflection and application	5

TABLE 2: Duration of learning activity

Levels	Rating
1- 2 hours	1
½ day (min 4 hours)	2
One (1) day (min of 6 hours)	3

TABLE 3: Presenter credibility (based on CV)

Levels	Rating
At same level as audience	1
Clear level of expertise	2
Demonstrated expertise	3
Multiple presenters with demonstrated expertise	4

TABLE 4: Learner assessment method

Levels	Rating
No assessment of learning indicated	1
Perceptual level of feedback	2
Assessment by means of evaluation form	3
Assessment by means of reflection and evaluation form	4

TABLE 5: Participation method

Levels	Rating
Passive listening	1
Listening with limited discussion	2
Participation through discussion	3
Participation with application exercises	4
Participation high with demonstrations	5

TABLE 6: Appropriateness of content to professional development in child and youth care work

Levels	Rating
Multi-disciplinary knowledge and skills relevant to child and youth care work but not promoting direct practice	1
Generic child and youth care work practice	2
Promoting direct practice but not field specific	3
Promoting direct practice and field specific	4

TABLE 7: Ethics (ethical considerations related to the topic-specific in programme)

Levels	Rating
None or unclear	0
Limited inputs	1
Fully integrated	3

TABLE 8: Skills development (practical application)

Levels	Rating
None or unclear	0
Limited application	1
Skills are practiced	2

11.2.5 *Point calculations*

11.2.5.1 *Daily ratings:* The total rating per day will be calculated from the allocated ratings as per the tables above. This could be a maximum of 30. The score is divided by

3.75¹, because the maximum number of points per learning activity per day will be 8.

11.2.5.2 The number of points per activity per day will be multiplied by the number of days or part thereof to arrive at the final score for the activity.

11.2.5.3 Three members of the assessment panel will assess the application independently and their scores will be averaged.

11.2.6 *Point allocation for presenters*

11.2.6.1 The same number of points will be allocated to the presenter as for the attendees, provided the attendees stay for the full event. If not, the point allocation will be proportionate to their attendance at the activity.

11.2.6.2 Presenters may request CPD points for learning materials/manuals that they have developed as an individual activity.

11.3 Individual activities

Individual activities refer to those activities completed on an individual basis, inclusive of online activities. The individual must motivate the relevance of the activity for continuing professional development in a written format. The CPD assessment panel reserves the right not to allocate points.

11.3.1 *Types of individual activities:*

- (a) *Self-study of scientific articles and books* requires reflection on the contents either through a questionnaire in the journal (if available) or the South African Council for Social Service Professions' guideline (FORM E.2.4).
- (b) *Formal learning programme* includes a whole qualification on any relevant topic related to the working environment with proof of registration, progress and successful completion of a full qualification. For studies towards a Master's degree qualification, points will be allocated for a maximum of three (3) years and five (5) years towards a doctoral programme. For a postgraduate diploma, CPD points will be allocated for a maximum of two (2) years. Additional points will be allocated on the successful completion of a qualification.
- (c) *External examination* refers to practitioners assessing postgraduate studies.
- (d) *Learning material/manual* for the development of learning material/manuals for training purposes and review of existing learning material/manuals, providing written information on the process followed, research done and the final product.
- (e) *Short learning programmes* include all short programmes, whether credits are awarded or not, and are inclusive of skills, credit-bearing short courses and non-credit-bearing short courses.
- (f) *Paper presentations* include a written paper presented in a plenary or breakaway session, being a guest lecturer at a higher education institution, doing an introductory presentation in a panel session, doing a poster

¹ Formula: *Total Possible Score (30)*

Maximum points per day(8) = 3.75

presentation, a web-based presentation or video production. Paper presentations also include the preparation, presentation and facilitation of a discussion.

- (g) *Preparation, presentation and facilitation* of individual and group activities
- (h) *Research* refers to an investigation by one or more persons into a field or area of practice to obtain facts that will inform practice and improve service delivery, which culminates in best practice models and/or publications.
- (i) *Authorship* entails publications in books, scientific or practice journals, authored as a sole author, a co-author, editor or contributor. It also includes training manuals and protocols.
- (j) *Peer reviews* involve commenting on the professional activities and work of colleagues upon formal request, including monographs, manuscripts and book reviews.
- (k) *Position paper/legislative and policy analysis* entails responding in writing to policies and legislative issues reflecting a critical analysis in order to influence or shape policies and legislation.
- (l) *Membership* includes evidence of being a registered and active member of any international, national, regional or local organisation which protects and promotes the professional interests of the profession and professionals. A maximum of two (2) points per practitioner will be allocated for membership.
- (m) *Personal wellness* refers to a structured programme that is contributing to the individual's ability to cope more effectively with the demands of the profession.

11.3.2 The points are allocated as per the following Tables:

TABLE 9: Self-directed individual activities

Activity types	Sub-Category 1		Sub-Category 2		Sub-Category 3	
Personal wellness	1	Informal, casual recreational or artistic activities with active participation	2	Formal and non-competitive sport or artistic activities with active participation	3	Formal and competitive sport or artistic activities or personal counselling/therapy with active participation
Self-study	2	Reading practice-based articles or newsletters	3	Reading scientific articles	4	Reading scientific books or volumes
Learning programme participation	3	Formal short learning programme up to six months	5	Formal certificate or diploma up to one year	7	Formal post graduate study

TABLE 10 : Field-directed individual activities

Activity types	Sub-Category 1		Sub-Category 2		Sub-Category 3	
Membership	2	Membership of a professional society/association	3	Membership of local professional body	5	Membership of international professional body

External examination	3	Undergraduate per 50 papers	4	Master's dissertation	6	Doctoral thesis
Peer review	5	Project proposals	6	Manuscripts: articles and monographs	7	Book manuscript review
Paper presentation	7	Any presentation to a small to medium group (10- 25 members)	8	A 35– 45-minute paper presentation at conference break away session	9	Plenary paper presentation at a workshop or a conference
	7	Any paper or poster presentation at a seminar, panel or colloquium				
Authorship of article or textbook	9	Self-authored article published in an acknowledged non-scientific journal or magazine	11	Self or co-authored article published in a scientific (accredited or acknowledged) journal or peer reviewed manual	13	Self or co-authored scientific published book
Formal research project or policy analysis (with evidence of completion)	11	Development of policy (organisational /district/region)	15	Development of provincial policy document	20	National Policy document or formal research project
	11	Policy analysis				

11.3.3 Child and youth care workers are required to keep a *Portfolio of Evidence* (PoE) for all approved group and individual activities attended.

12. ACTIVITIES APPROVED BY OTHER PROFESSIONAL COUNCILS AND OTHER ACTIVITIES

12.1 Activities approved for CPD purposes by other professional statutory bodies and all other non-CPD accredited activities may also be included in the *Portfolios of Evidence* as individual activities.

12.2 Proof of attendance, programme/agenda and framework of the content, the CPD approval number as well as the number of CPD points that were allocated to the CPD activity by the other professional council, as applicable, must be included in the *Portfolio of Evidence* together with a written motivation by the practitioner of how attendance contributed to his/her continuing professional development.

12.3 The *Portfolios of Evidence* assessment panel will consider such activities in terms of their appropriateness for the practitioner registered with the South African Council for Social Service Professions and allocate CPD points if deemed appropriate.

13. ROLE-PLAYERS' RESPONSIBILITIES

13.1 South African Council for Social Service Professions

The SACSSP accepts responsibility for:

- (a) providing the necessary resources for the implementation of the CPD policy;
- (b) establishing basic infrastructure to ensure an efficient CPD including an appropriate and functional IT system; and
- (c) all administrative processes related to the CPD system and assessment process and activities with an adequate staff structure.

13.2 Professional Board for Child and Youth Care Work

The Professional Board for Child and Youth Care Work accepts responsibility for:

- (a) participating in and attending all CPD assessment panel meetings;
- (b) engaging the sector on all matters relating to the CPD process;
- (c) implementing and reviewing the CPD policy through the Professional Board's ETD committee;
- (d) determining the criteria for the approval of CPD points;
- (e) appointing and supporting the CPD Assessment Panel;
- (f) promotion of continuing professional development;
- (g) assessment of CPD activities;
- (h) reviewing and moderating of individual PoE's
- (i) monitoring and evaluating of the CPD system;
- (j) quality assurance of CPD activities;
- (k) establishing and maintaining an internal database of approved CPD activities and training providers;
- (l) promoting approved CPD activities and training providers on the SACSSP's website;
- (m) appointing the *Portfolio of Evidence* review and moderation panels; and
- (n) reviewing and publishing the CPD application fees annually on the SACSSP's website.

13.3 Assessment panel for CPD activities

13.3.1 Group activities

- (a) A *CPD Assessment Panel* shall be constituted of a maximum of five (5) and a minimum of three (3) representatives of the profession, at least one of whom shall be a member of the Professional Board for Child and Youth Care Work; The composition of the panel shall reflect diversity.
- (b) The *CPD Assessment Panel* will meet regularly to assess applications.
- (c) A pool of panel members will be recruited by a transparent and open invitation process, selected by the Education, Training and Development committee and approved by the Professional Board for Child and Youth Care Work. Panel members must be trained in the application of the CPD policy.
- (d) Members of the *CPD Assessment Panel* will assess each application and allocate points as per the criteria of the CPD assessment tool. The final score is based on the average of each member's score.

13.3.2 *Individual activities*

- (a) A pool of subject matter experts will be recruited by a transparent and open invitation process, selected by the Education, Training and Development Committee and approved by the Professional Board for Child and Youth Care Work. Subject matter experts must be trained in the application of the CPD policy.
- (b) Individual *Portfolios of Evidence* (PoE's) will be assessed and moderated by the approved subject matter experts as per the criteria of the CPD assessment tool.
- (c) Points will be allocated to activities as per the criteria of the CPD assessment tool.

13.4 Training Providers

The providers of CPD activities are responsible for:

- (a) timeous application using the prescribed forms and process whether submitted manually or online, if available;
- (b) the quality and appropriate level of the CPD activity;
- (c) completion of the CPD activity;
- (d) providing certificates to all participants, reflecting the approval number, the number of CPD points, date of the activity, name and SACSSP registration number of the participants;
- (e) ensuring that attendance is monitored, and registers are kept for three (3) years following the CPD activity. The original register may be requested for validation or a compliance check; and
- (f) evaluating the CPD activity.

14. CONTINUING PROFESSIONAL DEVELOPMENT PROCESS

14.1 Application

14.1.1 Prospective providers must submit applications in the prescribed format (FORM E.2.1) at least three (3) months before the planned group activity.

14.1.2 CPD accreditation will not be granted if the application was received after the event has taken place.

14.1.3 Requirements for completion of the application:

- (a) complete one application form per type of CPD activity e.g. information session or workshop;
- (b) the name of the applicant and his or her signature must appear on the application;
- (c) the CPD application checklist needs to be completed to assist the applicant in ensuring that all the relevant documents are submitted;
- (d) no incomplete CPD applications will not be administratively processed;
- (e) the programme/ agenda should clearly indicate specific skills development and participatory activities;

- (f) the duration of the activity should be clearly stipulated in the programme/ agenda;
- (g) an attendance register and evaluation form must be included;
- (h) the programme for each activity should include time that is devoted specifically to ethical aspects/ considerations in terms of the topic;
- (i) applicants are required to pay a prescribed fee for the processing of each application per CPD activity; and
- (j) proof of payment of the prescribed fee(s) must be included in the application.

14.2 Assessment and approval

The assessment and approval of all applications shall include the following:

- (a) acknowledgement of receipt of the application will be through *sms* or *email*;
- (b) each application will be verified by the Education, Training and Development Division;
- (c) the application will be assessed against the prescribed criteria and allocated CPD points based on consensus;
- (d) the outcome of the assessment will be captured on the database of approved activities;
- (e) the verified result will be communicated to the applicant in writing or electronically within two (2) weeks of the approval;
- (f) a CPD activity may be accredited for a period of one (1) or two (2) years depending on applicant's request.

14.3 The CPD appeal process

- 14.3.1 Appeals should be submitted in writing to the Education, Training and Development Division (FORM E.2.5).
- 14.3.2 The CPD appeal form must be completed (FORM E.2.5).
- 14.3.3 Acknowledgement of the appeal will be through *sms* or *email*.
- 14.3.4 Appeals must reach the Education, Training and Development Division within twenty-one (21) working days of the applicant receiving their CPD activity assessment results.
- 14.3.5 Appeals should be reviewed within 40 working days after the appeal has been received.
- 14.3.6 The appeal will be reviewed by an independent *CPD Assessment Panel* that has not adjudicated the initial application.
- 14.3.7 Written feedback must be provided to the appellant within 5 working days after the sitting of the *CPD Appeal Panel*.
- 14.3.8 The decision of the *CPD Appeal Panel* is final.
- 14.3.9 The Professional Board for Child and Youth Care Work and Council will be notified during their official meetings regarding the outcomes.

14.4 Portfolio of Evidence (PoE) assessment and moderation process

- 14.4.1 A random sample will be drawn from the databases (Registers) of child and youth care workers registered in the professional and auxiliary categories of registration.
- 14.4.2 The selected practitioners will be requested in writing to submit their Portfolios of Evidence (PoE's) (FORM E.2.3) within two months.
- 14.4.3 The Portfolios of Evidence (PoE's) will be reviewed by an appointed *CPD Assessment Panel* members within three (3) months.
- 14.4.4 Portfolios of Evidence (PoE's) will be moderated by CPD panel members not involved in the assessment process.
- 14.4.5 The Portfolios of Evidence (PoE's) will be returned to practitioners with a written report detailing the outcome of the process, within two months.
- 14.4.6 Non-compliant Portfolios of Evidence (PoE's) will be dealt with as stated in section 5 of this Policy.

15. CONTINUING PROFESSIONAL DEVELOPMENT STANDARDS

According to the "*Policy Guidelines for Child and Youth Care Workers regarding Professional Ethical Behaviour*" child and youth care workers have responsibility for self-development.

16. MONITORING AND QUALITY CONTROL

Monitoring and quality control will be conducted in compliance with the prescripts of the Social Service Professions Act 110 of 1978.

17. RISK MANAGEMENT

Risk management will be conducted as per the SACSSP's Risk policies.

18. COMPLIANCE

- 18.1 All child and youth care workers registered in the professional and auxiliary categories of registration must comply with the Policy, subject to the provisions Social Service Professions Act 110 of 1978 and Regulations thereto.
- 18.2 Non-compliance will be dealt with in accordance to sections 21 and 22 of the Social Service Professions Act 110 of 1978.

19. COMMENCEMENT

The provisions of this Policy shall commence upon approval through a resolution of the South African Council for Social Service Professions.

BIBLIOGRAPHY

Social Service Professions Act 110 of 1978 (Published in Government Gazette, (6102) Pretoria: Government Printer).

FORMS

The following forms accompany this policy and is available from Council or www.sacssp.co.za

FORM E.2.1: CPD: Application: Training provider/ programme

FORM E.2.3: CPD: Portfolio of evidence

FORM E.2.4: CPD: Self-study report

FORM E.2.5: CPD: Appeal by provider