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ACS CERTIFICATION GUIDELINES

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Purpose

This document establishes a framework for the scheme for certifying persons as certified technologists and certified professionals. It provides the processes needed to establish, administer, and maintain the certification scheme.

Contents

1. Authority

The Australian Computer Society (ACS) administers certification activity, including all procedures and activities intended to demonstrate the qualifications of ICT practitioners.

2. Scope

These guidelines apply to the scheme intended to provide certification for persons working as ICT practitioners.

3. Certification Scheme

3.1. Normative References

These guidelines are based on the following ISO Standard:

STD - ISO/IEC 17024:2012, Conformity Assessment – General requirements for bodies operating certification of persons

3.2. Certification Scheme Description

3.2.1. Description of an ICT Practitioner

ICT practitioners include (but are not restricted to) the following:

- those who are directly engaged in the usage and delivery of ICT for organisations including management and leadership – the practitioners (both professionals and technologists)
- those developing and delivering educational, learning and development products and services for practitioners - the educators
- those engaged in ICT research and development (new languages and utilities, new hardware and peripherals, fundamentally new applications, new techniques and tools for IT practitioners) including
- those in ICT supplier organisations as well as academic institutions – the researchers
- those who regulate, support (including legal and commercial) and represent practitioners and their organisations - effectively another set of people who collectively own ICT related knowledge assets – the supporters

3.2.2. Definition of Professional

The definition of a professional given by the Australian Council of Professions stresses both the possession "of special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level" as well as the possession of a Code of Ethics (Professions Australia, 2007).

ACS' view of a professional is one who:

- Possesses an underlying core body of specialised, in-depth, knowledge;
- Adheres to a code of ethics (i.e ACS Code of Professional Ethics (2023);
- Possesses the capacity for independent action, operating with a high level of responsibility and autonomy; and
- Engages in continuing professional development, enhancing relevant technical and professional skills.

3.2.3. Professional ICT standards

The ACS established a Professional ICT standard for the certification scheme. The key features of the ACS Professional ICT standard include the following:

- The standard is vendor neutral and independent
- The Skills Framework for the Information Age (SFIA) is the reference document for establishing the minimum standard of competency.
- Maintenance of competency is through continuing professional development.
- The standard is supported by a disciplinary code with a process for public complaint and sanctions.

3.2.4. Roles and Responsibilities – Certified Technologist (CT)

A CT may be someone who has chosen a career as a technologist or is an early career professional without the necessary experience and or/ qualifications with which to meet the professional category of certification.

A CT focuses mainly on practical applications – they may be 'expert' in installing, testing and monitoring particular systems or applications of computing, in the operation and maintenance of a particular system or application and even in supervising people (including trainees) in these activities. In some cases they may even be involved in selecting systems and applications to meet required

specifications. It is unlikely that they will be involved in developing the specifications except in small, less complex systems and applications.

A CT would be familiar with standards and codes of practice and become adept in their interpretation and application in a variety of situations. In some cases a CT will have a greater knowledge on detailed aspects of a system component or application than the Certified Professional (CP). Often this detailed knowledge will be attained through a vendor certification in relation to the system, system component or application.

CTs will have a basic grounding in the fundamentals underlining ICT supplemented by experience in a particular system or application or a certification of knowledge and competencies in a particular system, component or application supplemented with some training in standards, codes of practice and the nature of systems (especially principles and analysis). Training and education are more likely to be competency-based, competencies that will allow them to implement, operate and maintain systems, components and applications under the control of standards and knowledge available in the public domain. Some may also have basic people management skills that allow them to lead or manage teams in these tasks.

3.2.5. Roles and Responsibilities – Certified Professional (CP)

A CP is often required to deliver high-quality solutions to clients (internal or external) in response to varying business requirements. They utilise a wide variety of product, technology, industry, architectural, and business skills. A CP utilises IT to add value to the organisation.

A CP will often use tools to manage, analyse, design, and implement solutions. CPs have an in- depth understanding of the technology, products, offerings, and services within their specialist area.

3.2.6. Criteria for Eligibility

Table 1: Criteria for CT and CP Eligibility	
Certified Technologist	**Certified Professional**
• They can operate effectively at SFIA level 3 generic capability • They can demonstrate in-depth competence in at least one specialism at SFIA level 3 • They have demonstrated a breadth of knowledge of ICT • They have an understanding of and commitment to the ACS Code of Professional Ethics (2023)[1] • They are committed to undertaking 20 hours each yearof CPD to maintain certification. This can include studies towards CP certification. • have been actively practising in the profession for the required number of years in accordance with 3.2.7 and provide two referees who can attest to their professional activity. In the case of a specialism certification the practice must have been in the specialism.	• They can operate effectively at SFIA level 5 generic capability • They can demonstrate in-depth competence in at least one specialism at SFIA level 5 • They have demonstrated a breadthof knowledge of ICT • They have an understanding of andcommitment to the ACS Code of Professional Ethics (2023)[2] • They are committed to undertaking 30 hours ofCPD each year, to maintain certification. • have been actively practising in the profession required number of years in accordance with 3.2.8 and provide two referees who can attest to their professional activity. In the case of a specialism certification the practice must have been in the specialism.

[1] https://www.acs.org.au/content/dam/acs/ACSimages/ethicsdiscipline/CodeOfProfessionalEthics_Mar_2023.pdf
[2] https://www.acs.org.au/content/dam/acs/ACSimages/ethicsdiscipline/CodeOfProfessionalEthics_Mar_2023.pdf

An CT member is expected to exhibit the following Generic Attributes[3]:

Table 2: Certified Technologist Generic Attributes	
Autonomy	• Works under general direction to complete assigned tasks. • Receives guidance and has work reviewed at agreed milestones. • When required, delegates routine tasks to others within own team.
Influence	• Works with and influences team decisions. • Has a transactional level of contact with people outside their team, including internal colleagues and external contacts.
Complexity	• Performs a range of work, sometimes complex and non-routine, in varied environments.
Knowledge	• Applies knowledge of a range of role-specific practices to complete tasks within defined boundaries and has an appreciation of how this knowledge applies to the wider business context.
Collaboration	• Understands and collaborates on the analysis of user/customer needs and represents this in their work.
Communication	• Communicates with team and stakeholders inside and outside the organisation clearly explaining and presenting information. • Contributes to a range of work-related conversations and listens to others to gain an understanding and asks probing questions relevant to their role.
Improvement mindset	• Communicates with team and stakeholders inside and outside the organisation clearly explaining and presenting information. • Contributes to a range of work-related conversations and listens to others to gain an understanding and asks probing questions relevant to their role.
Creativity	• Applies and contributes to creative thinking techniques to contribute new ideas for their own work and for team activities.
Decision-making	• Uses discretion in identifying and responding to complex issues related to own assignments. • Determines when issues should be escalated to a higher level.
Digital mindset	• Explores and applies relevant digital tools and skills for their role. • Understands and effectively applies appropriate methods, tools, applications and processes.

[3] https://sfia-online.org/en/sfia-9/generic-attributes-all-skills-a-z

Leadership	• Provides basic guidance and support to less experienced team members as needed.
Learning and development	• Absorbs and applies new information effectively with the ability to share learnings with colleagues. • Takes the initiative in identifying and negotiating their own appropriate development opportunities.
Planning	• Organises and keeps track of own work (and others where needed) to meet agreed timescales.
Problem-solving	• Applies a methodical approach to investigate and evaluate options to resolve routine and moderately complex issues.
Adaptability	• Adapts and is responsive to change and shows initiative in adopting new methods or technologies.
Security, privacy and ethics	• Applies appropriate professionalism and working practices and knowledge to work.

A CP member is expected to exhibit the following Generic Attributes[4]:

Table 3: Certified Professional Generic Attributes	
Autonomy	• Works under broad direction. • Work is self-initiated, consistent with agreed operational and budgetary requirements for meeting allocated technical and/or group objectives. • Defines tasks and delegates work to teams and individuals within area of responsibility.
Influence	• Influences critical decisions in their domain. • Has operational level contact impacting execution and implementation with internal colleagues and external contacts. • Has significant influence over the allocation and management of resources required to deliver projects.
Complexity	• Performs an extensive range of complex technical and/or professional work activities, requiring the application of fundamental principles in a range of unpredictable contexts.
Knowledge	• Applies knowledge to interpret complex situations and offer authoritative advice. Applies in-depth expertise in specific fields, with a broader understanding across industry/business.
Collaboration	• Facilitates collaboration between stakeholders who have diverse objectives. • Ensures collaborative ways of working throughout all stages of work to meet user/customer needs. • Builds effective relationships across the organisation and with customers, suppliers and partners.
Communication	• Communicates clearly with impact, articulating complex information and ideas to broad audiences with different viewpoints. • Leads and encourages conversations to share ideas and build consensus on actions to be taken.
Improvement mindset	• Communicates clearly with impact, articulating complex information and ideas to broad audiences with different viewpoints. • Leads and encourages conversations to share ideas and build consensus on actions to be taken.
Creativity	• Creatively applies innovative thinking and design practices in identifying solutions that will deliver value for the benefit of the customer/stakeholder.

[4] https://sfia-online.org/en/sfia-9/generic-attributes-all-skills-a-z

Decision-making	• Uses judgement to make informed decisions on actions to achieve organisational outcomes such as meeting targets, deadlines, and budget. • Raises issues when objectives are at risk.
Digital mindset	• Recognises and evaluates the organisational impact of new technologies and digital services. • Implements new and effective practices. • Advises on available standards, methods, tools, applications and processes relevant to group specialism(s) and can make appropriate choices from alternatives.
Leadership	• Provides leadership at an operational level. • Implements and executes policies aligned to strategic plans. • Assesses and evaluates risk. • Takes all requirements into account when considering proposals.
Learning and development	• Uses their skills and knowledge to help establish the standards that others in the organisation will apply. • Takes the initiative to develop a wider breadth of knowledge across industry and/or business and identify and manage development opportunities in area of responsibility.
Planning	• Analyses, designs, plans, establishes milestones, and executes and evaluates work to time, cost and quality targets.
Problem-solving	• Investigates complex issues to identify the root causes and impacts, assesses a range of solutions, and makes informed decisions on the best course of action, often in collaboration with other experts.
Adaptability	• Leads adaptations to changing business environments. • Guides teams through transitions, maintaining focus on organisational objectives.
Security, privacy and ethics	• Contributes proactively to the implementation of professional working practices and helps promote a supportive organisational culture.

3.2.7. Normal pathways to CT

The table below indicates recognised pathways to becoming a CT and specific assessment criteria for each pathway.

	Experience (years) - total	SFIA experience SFIA level 3 (years)	Required to demonstrate in-depth competence in at least one specialism at SFIA level 3	Required to demonstrate knowledge of ICT	Interpersonal skills
ICT degree – normal & accredited	1	1	Y	N	Y
ICT degree – normal & not accredited	2	2	Y	Y	Y
Non-ICT degree	4	3	Y	Y	Y
ICT diploma, advanced diploma AQF 5/6	3	2	Y	Y	Y
Vendor certification	4+ (depending on particular vendor certification)	3	Y	Y	Y
ICT AQF level 4 program	5	3	Y	Y	Y
Experience only	7	3	Y	Y	Y
Mutual recognition	N	N	N	N	English requirement for candidates from non-English speaking countries

Pathway Acceleration

- Work integrated learning (WIL) - Where the work-based learning extends the study period beyond the normal three-year program, the WIL component may be counted towards the experience requirements for ACS professional certification.

- Honours - The honours year may be counted towards the experience requirements for ACS professional certification, provided an Honours degree in ICT is awarded in an area relevant to the SFIA level 3 specialism(s) of the applicant.

3.2.8. Normal Pathways to CP

The table below indicates recognised pathways to becoming a CP and specific assessment criteria for each pathway.

	Experience (years)	SFIA experience (years)	Required to demonstrate in-depth competence in at least one specialism at SFIA level 5	Required to demonstrate knowledge of ICT	Interpersonal skills
ICT degree – normal & accredited	3	2 years level 5 (plus 1 year SFIA 4)	Y	N	Y
ICT degree – normal & not accredited	4	2 years level 5 (plus 2 years SFIA 4)	Y	Y	Y
Non-ICT degree	6	2 years level 5 (plus 2 years SFIA 4)	Y	Y	Y
ICT diploma, advanced diploma	5	2 years level 5 (plus 2 years SFIA 4)	Y	Y	Y
Vendor certification	7+ (depending on particular vendor certification)	2 years level 5 (plus 2 years SFIA 4)	Y	Y	Y
Experience Only	10	2 years level 5 (plus 2 years SFIA 4)	Y	Y	Y
Senior manager	4	4 years level 6	Demonstrate in-depth competence in at least one specialism at SFIA level 6	N	Y

Academic	Employed in ICT school or research facility and holds either a Masters by research or a PhD	2 years level 6	Demonstrate in-depth competence in at least one specialism at SFIA level 6	N	Y
Mutual recognition	N	N	N	N	English requirement for candidates from non-English speaking countries

Pathway Acceleration

For all pathways with the exception of Senior Manager and Academic:

- Work integrated learning (WIL) - Where the work-based learning extends the study period beyond the normal three-year program, the WIL component may be counted towards the experience requirements for ACS professional certification.

- Honours - The honours year may be counted towards the experience requirements for ACS professional certification, provided an Honours degree in ICT is awarded in an area relevant to the SFIA level 5 specialism(s) of the applicant.

3.2.9. Membership post nominal

In accordance with National Regulations (NR 2.5.5 and 2.5.6), candidates who meet the requirements of these guidelines and are successful in their certification application are entitled to add the designation of 'Certified Technologist' or 'Certified Professional', or the respective abbreviation of 'CT' or 'CP', after their membership post-nominal.

3.2.10. CP Directory

The ACS may maintain an online directory of all current CP members on its website[5] , CP Directory or as required to meet Professional Standards Scheme statutory compliance.

Any information related to a certification award may only be made public in the CP Directory once the ACS has notified the candidate in writing that they have been successfully awarded CP certification.

[5] www.acs.org.au

3.3. Certification Domain Specialisms

The ACS Certified Technologist (CT) and ACS Certified Professional (CP) certifications assess candidates across the following key areas:
This

- **Professional Practice** – A commitment to ethical and professional conduct, including adherence to the ACS Code of Professional Ethics (2023). Certificants are subject to the ACS disciplinary code and processes.

- **Is Levels of Responsibility** – Evidence of performance at the appropriate (SFIA) responsibility level over a minimum of two years (For CP, 1 Year for CT)

- **Body of Knowledge** – Demonstrated mastery of a substantial breadth of knowledge.

For specialist certifications, the certification process includes:

- **Specialist Skills** – Demonstration of competence in four specialist SFIA skills at the appropriate level for technologist or professional.

3.3.1. Cyber Security

Candidates currently working in predominantly cyber security roles are eligible to apply for certification and receive a Cyber Security domain specialism.

For Certified Technologist: In addition to meeting the existing Certified Technologist requirements, candidates must demonstrate four cyber security-aligned skills from the following SFIA Framework at SFIA Level 3 or 4

- Information security (SCTY), Information assurance (INAS), Information and data compliance (PEDP), Vulnerability research (VURE), Threat intelligence (THIN), Identity and access management (IAMT), Security operations (SCAD), Vulnerability assessment (VUAS), Digital forensics (DGFS), Cybercrime investigation (CRIM), Offensive cyber operations (OCOP), Penetration testing (PENT)

For Certified Professional: In addition to meeting the existing Certified Professional requirements, candidates must demonstrate four cyber security-aligned skills from the following SFIA Framework at SFIA Level 5, 6 or 7.

- Information security (SCTY), Information assurance (INAS), Information and data compliance (PEDP), Vulnerability research (VURE), Threat intelligence (THIN), Identity and access management (IAMT), Security operations (SCAD), Vulnerability assessment (VUAS), Digital forensics (DGFS), Cybercrime investigation (CRIM), Offensive cyber operations (OCOP), Penetration testing (PENT)

3.3.2. Safety Critical Systems (SCS)

Candidates currently working in predominantly Safety Critical System roles are eligible to apply for certification and receive a Safety Critical System specialism.

For Certified Professional: In addition to meeting the existing Certified Professional requirements, candidates must have Practitioner level proficiency in four ACS Safety Critical Units (one from each group)

- Safety Analysis, Safety Management, Safe Systems Realisation and Supplementary Experience

3.4. Continuing Professional Development (CPD)

CPD is fundamental to professionalism and external recognition of professional certification schemes. The ACS has a commitment to providing members with CPD opportunities and responding to the CPD needs of members and the profession.

Certified members are expected to commit to and maintain CPD. Certified members may be required to provide evidence demonstrating fulfilment of CPD obligations during a CPD audit and may be required to undertake a CPD rectification plan.

A Certified member is required to complete a minimum number of CPD hours in any 12-month period prior to the annual renewal date of their certification. This requirement is:

- For a CT member, twenty (20) CPD hours
- For a CP member, thirty (30) CPD hours

Certified members are encouraged to take a structured approach to CPD:

a) Periodically review your career goals, skills gaps and priority development areas
b) Research and plan your CPD options and actions
c) Complete CPD activities
d) Record CPD completions and outcomes

Valid forms of CPD are categorised below. Certified members are encouraged to utilise a range of CPD formats and avoid over-reliance on one form. In particular, Certified members are encouraged to contribute to voluntary service in the area of their expertise.

CPD needs to be directly related to the certificant's ICT discipline.

Formal activities	Informal activities	Peer and professional interactions	Contributing to our profession
Structured courses	Workshops	Mentoring/being a mentee	Presenting research
Seminars	Readings	Demonstrating a technical application	Writing industry related articles/papers
Technical training	Audio content	Discussion groups	Technical training
Conferences	Video content	Structured meetings	Design and/or presenting a course

3.5. Retired ACS Certificants (CT, CP and Specialisms)

A member who was an ACS Certification holder but has fully retired from practice and no longer maintains CPD must relinquish Certification but may make public reference to their Certification status or post-nominal in a historical or retrospective context, eg CP(Ret), CP(Retired) or Former ACS CP.

3.6. Career Breaks

A career break is defined as a period of leave from the workforce lasting at least six months and up to three years. Career breaks are acknowledged as a normal episode in an individual's professional journey. ACS may recognise a career break if taken for a valid reason, including but not limited to:

Serious illness, Parenting leave, Extended travel, Caring for family members, Involuntary unemployment, Elite sporting or cultural pursuits

3.6.1. CPD requirements during Career Breaks

ACS may approve a lesser requirement for CPD hours for a Certified member during a recognised career break. ACS may require a member to undertake an agreed Return to Practice Plan after the break.

On re-entering the workforce after career breaks, Certified Members are expected to update their skills and competencies.

3.6.2. Evidence of Career Breaks

When applying for a career break, a certified member may be required to provide supporting documentation or a clear explanation of the career break, as applicable.

3.7. Monitoring and audit of CPD compliance

The ACS may audit CPD activities of certified members on a random sampling basis to ensure ACS meet the requirements under Professional Standards Legislation.

3.8. Sanctions for CPD non-compliance

Certificants who do not comply with the CPD requirements may be subject to sanctions at the discretion of ACS, which may include revocation of their certification.

Any attempts to misrepresent a CPD activity may be regarded as a breach of the ACS codes and standards and be subject to disciplinary action.

The Disciplinary Committee may revoke the certification of any member following a proper enquiry under the ACS Rules and the ACS National Regulations

3.9. Appeals

Certificants who have had their certification revoked due to non-compliance with CPD requirements may appeal such revocation by submitting a written application to ACS. This request must be received no later than 60 days after notice of revocation and should include a detailed explanation for the appeal.

Certificants who have had their certification revoked under a disciplinary proceeding by the Disciplinary Panel may only appeal in accordance with the appeal provisions found in the ACS Rules and the ACS National Regulations.

If a candidate or certificant wishes to appeal a decision made by the ACS, they may submit a written appeal request to the ACS Certification Case Manager. This request must be received within sixty days of receiving the outcome notification and should include a comprehensive explanation of the grounds for appeal. Upon receiving the appeal, the ACS may conduct an independent reassessment, the results of which will be final.

If a candidate or certificant is found to have colluded, falsified, or forged any documents, the case will be closed without issuing a result and referred to the Chair of the Disciplinary Committee.

3.10. Confidentiality and disclosure

3.10.1. Confidentiality

All information relating to a candidate will be held confidential to the ACS during the certification process; that is, prior to the award of certification. This includes information related to the application form (online or paper based).

The ACS regards all information contained in a candidate's certification application as confidential information and shall not disclose in any publicly available document or to any third party by the ACS.

For clarity, the above applies irrespective of the outcome of the certification application.

3.10.2. Disclosure of information

The ACS may disclose information relating to a member's certification application or award status in accordance with the ACS Privacy Policy, a copy of which can be found on the ACS website (www.acs.org.au).

The ACS must meet requirements under Professional Standards legislation to provide a public register of members covered by the ACS Professional Standards Scheme.

4. Definitions and Abbreviations

For the purposes of this document, the terms and definitions given in ISO/IEC 17024:2003 and the following apply:

- ***body of knowledge***

  A collection of knowledge items generally agreed to be essential to understanding a particular subject area. A body of knowledge is particularly useful when it is collected, explained, and/or organized by a guidance document. Such a document can be used as a basis for examination or comparison.

- ***cognitive level***

  Qualitative assessment of an individual's familiarity with a given topic.

- ***CP***

  An ACS member who has been awarded the certification of Certified Professional.

- ***CPD***

  Continuing Professional Development undertaken by ACS members.

- ***CT***

  An ACS member who has been awarded the certification of Certified Technologist.

- ***qualification body***

  Entity issuing certificates of qualification under Sections 1 to 6 of this document.

- ***stakeholder***

  Individual or organization actively involved in a software project or whose interests may be positively or negatively affected as a result of project execution or completion.

Refer to the Glossary and Definitions located on the ACS website (www.acs.org.au) for any further definitions and abbreviations.

5. References

B. Bloom, ed. Taxonomy of Educational Objectives: Classification of Educational Goals, Mackay, 1956.

ISO/IEC 17024:2003, Conformity Assessment – General requirements for bodies operating certification of persons.

SFIA (2024) Skills Framework for the Information Age Foundation, 9.0, SFIA Foundation, United Kingdom. URL: https://sfia-online.org

6. Appendices

Appendix A -Skills Framework for the Information Age (SFIA)

In developing the ACS Certification Scheme, SFIA is used as an underlying structure to help with the organization of the competence descriptions and as a resource to help in their validation. It is recommended to base competence descriptions neither on jobs (or job titles) nor on technology (software environments), as stability of profiles is of great importance.

The specifics of technology may form part of the profile description but should not influence the structure of the ACS Framework. These descriptions provide information as to what is required to be competent in a role. Levels should be attributed to the stated performance expectations.

Table 1: The SFIA (Skills Framework for the Information Age) Framework

The **Skills Framework for the Information Age (SFIA)** provides a common reference model forthe identification of the skills needed to develop effective Information Systems (IS) making use of Information Communications Technologies (ICT). It is a simple and logical two- dimensional framework consisting of areas of work on one axis and levels of responsibility on the other.

It uses a common language and a sensible, logical structure that can be adapted to the training and development needs of a very wide range of businesses – or simply used 'off the shelf'. SFIA enables employers of IT professionals to carry out a range of HR activities against acommon framework of reference - including skill audit, planning future skill requirements, development Programs, standardisation of job titles and functions, and resource allocation.

It is easily accessible to:

- ICT practitioners and users
- employers
- education and training providers; and
- government

The framework provides a clear model for describing what ICT practitioners and users do. It is constructed as a two-dimensional matrix. For a full-scale version of the SFIA Framework Chart,please visit: https://sfia-online.org

Skills: One axis divides the whole of ICT into 'skills'. Skills are grouped for convenience into subcategories or 'business roles'. Subcategories are grouped into six categories or work areas - strategy & planning, management & administration, development and implementation, service delivery, sales & marketing, and use.

Descriptors: The matrix shows the complete set of skills used by ICT practitioners and users.

Levels: The other axis defines the level of responsibility and accountability exercised by ICT practitioners and users. Each of seven levels - from new entrant to strategist level - is definedin terms of autonomy, influence, complexity and business skills.

For each skill at each level, 'descriptors' provide examples of typical tasks undertaken. A typical task for systems design at level 5 is 'reviews others' system design to ensure selection of appropriate technology, efficient use of resources, and integration of multiple systems andtechnology.'

The matrix is not fully populated, as most roles do not require people at every level ofresponsibility.

Skills: At the heart of the Framework are a set of skills which together aim to describe all theabilities that are needed to deliver and exploit effective information systems.

https://sfia-online.org

Candidates assessing themselves against SFIA are likely to find that they meet the SFIA criteria in several different categories.

7. Version History

Name	Revision History	Date of Issue	Version
Mr R V Hart	Initial Document	May 2008	V1.0
Mr R V Hart	Revised for open membership proposal and inclusion of CT pathways	July 2009	V2.0
Mr R V Hart	Revised for specialism and changes to CPD requirements	September 2011	V2.1
Ms R Graham	Alterations in ACS Branding	18 May 2012	V2.2
Ms R Graham	Clarification on CPD hours	2 November 2012	V2.3
Ms E Horgan	Clarification on CPD hours	5 August 2013	V2.4
Mr G Low	Streamlined pathways	25 November 2013	V3.0
Ms E Horgan	Amended CPD hours wording only under maintain CP	16 December 2013	V4.0
Berny Martinez	Amendment of voluntary service on page 12 as per the outcome of item 8from the Oct 15 2015 PSB meeting.	17 December 2015	V4.1
Berny Martinez	Change of wording from “Advanced Masters” to “Advanced Professional” as per outcome of PSB meeting on 5 May 2016.	12 May 2016	V4.2
Henry Louey	Updated to SFIA 8 and removed references to the CPeP program	2 May 2022	V.4.3
Henry Louey	Minor administrative updates	31 August 2023	V 4.4
Henry Louey	Amended requirements for ACS Certification and minimum CPD hours to remain certified	29 February 2024	V 4.5
Anna Shin / Henry Louey	Removing the requirement for members to “report” CPD compliance, clarification of audit and other minor administrative updates (eg. deleting redundant references)	23 May 2024	V 4.6
Henry Louey	Updated to SFIA 9, valid CPD categories added, ACS Certification Domain specialisms added, Career break added, retired ACS Certification classification added	18 December 2024	V 4.7

8. Approvals

Date Approved	Version	Approved by	Date in Force
2008	1.0	Management Committee	May 2008
2011	2.1	Professional Standards Board; Management Committee	2011
05 December 2013	3.0	Professional Standards Board; Management Committee	December2013
17 June 2022	4.3	Professional Standards Board	June 2022
31 August 2023	4.4	Professional Standards Board	August 2023
29 February 2024	4.5	Professional Standards Board	29 February 2024
23 May 2024	4.6	Endorsed by Professional Standards Board	N/A
26 June 2024	4.6	Management Committee	26 June 2024
3 February 2025	4.7	Endorsed by Professional Standards Board	N/A
26 March 2025	4.7	Management Committee	1 April 2025

9. Distribution

Public distribution

10. Document Control

Custodian title & e-mail address:	Rupert Grayston, Director – Capability rupert.grayston@acs.org.au
Responsible Business Unit:	Capability
Content Security:	PUBLIC Distribution unlimited