

| ACC submission | Report Recommendations |
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| <p>Quality and focus of CPD sessions Sources of CPD may be individual experts, such as lawyers in private practice, or legal learning organisations. It is important to ensure that CPD meets quality standards.</p> <p>The quality or relevance of CPD sessions to practitioners could vary depending on their skill level and experience.</p> <p>CPD presenters need to engage their audience in a facilitative manner so that there is learning provided not just from the presenter, but also from colleagues/attendees to create a broad mutual learning experience.</p> | <p>VLSB+C to actively promote and encourage adoption of reflective learning approaches by working with CPD stakeholders to develop guidance and template materials and prepare learning and development plans. (Rec. 1)</p> <p>VLSB+C to work with CPD providers to support CPD activities that better meet the needs of lawyers not in private practice. (Rec. 10)</p> <p>VLSB+C to work with CPD stakeholders to develop guidance materials for lawyers presenting CPD sessions to structure and deliver presentations using adult learning principles and to support the establishment of discussion groups and communities of practice for lawyers with common interests. (Rec. 2)</p> |
| <p>Expansion of CPD opportunities Sources of CPD should also embrace a wider range of learning opportunities.</p> | <p>VLSB+C to seek changes to the Uniform CPD Rules to recognise private study of any material that adds to a lawyer’s knowledge or skills. Remove the 5 point limit for audio / video materials that are interactive and permit private study (non-interactive) to be counted for up to 5 hours and recorded in a learning diary. (Rec 3)</p> <p>VLSB+C to implement a Working Group to develop a competency framework on an incremental basis that is not overly prescriptive and draw on work already undertaken by CPD stakeholders. (Recs. 4, 5 and 6)</p> |
| <p>Mentoring programs A majority of members who responded to the ACC survey supported the idea of both a mentor and mentee receiving CPD points in recognition of the mentoring provided.</p> | <p>VLSB+C to encourage the development of mentoring programs by its stakeholders for lawyers and count towards their CPD goals.</p> <p>Mentoring to count if the mentor has done training and a learning journal is to be kept by both mentor and mentee. A cap should be placed on the number of mentoring hours to count towards CPD goals. (Rec. 7)</p> |

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| <p>Cost of CPD</p> | <p>VLSB+C to encourage employers to set aside a minimum amount each year to cover or contribute to their employee lawyers CPD expenses. (Rec 20)</p> |
| <p>Ethics It is in the area of ethics that ACC members stated they had encountered difficulty finding activities that were relevant to their learning and development needs. It is not the case that a general ethics session should be 'one size fits all'. The ethical issues faced by corporate lawyers are not the same as the ethical issues experienced by government lawyers.</p> | <p>VLSB+C to set up an Ethics CPD Reference Group which should include CPD stakeholders and representatives from Universities and other bodies. Their agenda should include supporting the development of learning templates and guidance for delivering ethics training, more in-depth Ethics CPD training modules, the identification of common or emerging ethical challenges. (Rec. 13)</p> |
| <p>Practice Management Many members commented that the prescribed area of practice management and business skills needs to change to be more relevant to in-house counsel. In house counsel in the public sector have also queried the relevance of the practice management requirements.</p> | <p>VLSB+C to publish guidance on topics covered by each subject area, in particular Practice Management and Business Skills and give guidance on the topics that would be undertaken by lawyers working in corporate, government or community sectors. (Rec 11)</p> |
| <p>Substantive law v. other categories of CPD The role of lawyers is changing. In-house lawyers provide more than legal advice and have a role as agents of influence and change. They also have a greater role in understanding their employer's business and business units and the role of the Board, all of which require new skills and learning opportunities.</p> | <p>VLSB+C to seek changes to the Uniform CPD Rules to require a minimum of 5 point annually to be obtained in the non-substantive law subject areas. (Rec 12)</p> <p>VLSB+C to actively promote and support training in areas of diversity and inclusion, family violence, health and wellbeing. (Rec 18)</p> <p>VLSB+C to actively promote and support programs for lawyers to gain an understanding of commonly used technologies, the legal frameworks and risk and broaden lawyers abilities to recognise use and develop technologies to improve and create new services.</p> <p>VLSB+C to monitor the quality of the CPD program in non-substantive law programs and consider a voluntary accreditation system. (Rec 21)</p> |