



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **TAAENV501B Maintain and enhance professional practice**

**Release: 1**

## **TAAENV501B Maintain and enhance professional practice**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit specifies the competency required for individuals to manage their personal professional performance and to take responsibility for their professional development in relation to the provision of training and/or assessment services.

### **Application of the Unit**

This unit addresses the processes required to maintain a high level of professional performance in the vocational education and training field. It includes modelling high standards of performance in accordance with professional standards and procedures, and the processes and outcomes involved in determining professional development needs and participating in associated activities.

This unit is also designed to assist vocational education and training personnel to identify strategies for maintaining currency and to respond to changes in vocational education and training policy and the operating environment.

The competency specified in this unit is typically required by a person involved directly or indirectly in the provision of training/ assessment services in a **training and/or assessment organisation** (refer to the definition provided in the Range Statement).

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### Elements and Performance Criteria

Element	Performance Criteria
1 <b>Model high standards of performance</b>	<p>1.1 Personal performance is consistent with the <b>organisation's goals and objectives</b></p> <p>1.2 Appropriate <b>professional techniques and strategies</b> are modelled</p> <p>1.3 Personal work goals and plans reflect individual responsibilities and accountabilities in accordance with <b>organisational/legal requirements</b></p> <p>1.4 <b>Ethical and inclusive practices</b> are applied in professional practice</p>
2 <b>Determine personal development needs</b>	<p>2.1 Personal knowledge and skills are assessed against units of competency and other relevant benchmarks to determine development needs and priorities</p> <p>2.2 Changes in vocational education and training policy and operating environments are identified and the impact on professional practice and personal development needs is determined</p> <p>2.3 <b>Feedback</b> from colleagues and clients is used to identify personal learning needs/areas of professional development</p> <p>2.4 Future career options are identified</p> <p>2.5 Personal learning needs are documented and updated</p> <p>2.6 Personal development needs are discussed with <b>relevant personnel</b> for inclusion in the <b>professional development plan</b></p>

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| <b>3 Participate in professional development activities</b> | <b>3.1 Development opportunities</b> suitable to personal learning style/s are selected and used to support continuous learning and maintain <b>currency of professional practice</b> |
|   | <b>3.2 Professional networks</b> are participated in to support continuous learning and to maintain professional practice   |
|   | <b>3.3</b> Own performance and professional competency is continuously improved through engagement in professional development activities   |
|   | <b>3.4 Technology</b> is used to maintain regular communication with relevant networks, organisations and individuals   |
| <b>4 Reflect on and evaluate professional practice</b>      | <b>4.1 Developments and trends</b> impacting on professional practice are researched and integrated into work performance   |
|   | <b>4.2</b> Feedback from colleagues/clients is used to identify and introduce improvements in work performance  |
|   | <b>4.3</b> Innovative and responsive approaches for improving professional practice are identified through the use of <b>continuous improvement techniques and processes</b>          |
|   | <b>4.4</b> Records, reports and recommendations for improvement are managed within the organisation's systems and processes   |

## Required Skills and Knowledge

Not applicable.

# Evidence Guide

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

## Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have managed their personal professional development. This includes documenting personal learning needs, having input into the professional development plan, in consultation with relevant personnel, participating in relevant industry networks and maintaining currency of professional practice.

Candidates must show that they have participated in relevant industry/professional development events or activities; identified and prioritised individual networking needs; shown how networks have been used to gain information and other support appropriate to workplace or work role; shown how feedback was used to identify further areas for development; used reflection strategies to identify new ways of improving performance; and used technology to access new information.

## Evidence Requirements

### Required knowledge includes:

- organisational goals/objectives
- organisational processes, procedures and opportunities relating to professional development
- a range of continuous improvement techniques and processes and their application
- social and education trends and changes impacting on the vocational education and training environment, for example:
  - policy changes
  - technological changes
  - cultural changes
  - economical changes
- networks relevant to professional practice
- standards/principles, ethnical/inclusive principles and practices
- types and availability of training
- development activities and opportunities

relevant policies, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:

Training Packages, competency standards, other relevant benchmarks

licensing requirements

industry/workplace requirements

duty of care under common law

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

National Reporting System

relevant OHS knowledge relating to the work role/work context, and OHS when managing own professional practice and performance

**Required skills and attributes include:**

reflection skills to:

systematically evaluate personal work practices to improve performance or understanding

reduce or prevent stress

leadership skills to present a professional image

self-evaluation skills to:

identify gaps in skills or knowledge

obtain competencies to meet current and future organisational objectives

research skills to:

keep up with trends in vocational education and training to obtain current information

identify relevant industry affiliations

keep up with trends/changes/developments in the vocational area of competency

communication skills to:

obtain feedback from colleagues and clients

participate in professional networks

consult with colleagues and clients

interpersonal skills to:

participate in industry events and activities

build professional relationships

networking skills to build an industry network

literacy skills to:

document personal learning needs

read and interpret vocational education and training information such as legal/organisational policy documents

complete and maintain records related to professional development

time management skills to:

organise professional development activities

analyse and identify career options

create a balance between work, study, personal and recreation activities

**Products that could be used as evidence include:**

documented personal learning needs  
examples of developments and trends researched  
examples of continuous improvement techniques and processes used

**Processes that could be used as evidence include:**

how organisational ethics and/or practices were accessed and applied within organisational requirements  
how and why personal development needs were identified  
how feedback was obtained from clients and colleagues and used to improve work performance  
how and why professional practice was reflected on and evaluated

**Resource implications for assessment include:**

relevant organisational/legal documentation  
access to relevant benchmarks  
access to networks, technology, communication

**The collection of quality evidence requires that:**

assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills  
a range of appropriate assessment methods and evidence gathering techniques is used to determine competency  
evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided  
the evidence collected must relate to a number of performances assessed at different points in time and in a Learning and Assessment Pathway these must be separated by further learning and practice  
assessment meets the rules of evidence  
a judgement of competency should only be made when the assessor is confident that the



**Specific evidence requirements must include:**

required outcomes of the unit have been achieved and that consistent performance has been demonstrated

evidence of contribution to professional development plan

evidence of networking and using technology to gain information and other support

evidence of participating in professional development activities and maintaining currency

evidence of incorporating self reflection, feedback obtained from clients/colleagues into professional practice

**Integrated assessment means that:**

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

**TAAASS501B Lead and coordinate assessment systems and services**

**TAACMQ505B Lead a team to foster innovation**

**TAADEL503B Provide advanced facilitation to support learning.**

**Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Training and/or assessment organisation** refers to:

a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools

an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services

an organisation that provides non-recognised training and assessment services

**Organisation's goals and objectives** may relate to:

business plan

strategic plan

operational plan/s

organisation's code of conduct

flexibility and client responsiveness

client satisfaction

financial performance

people management

marketing and client service

quality and quality assurance

**Professional techniques and strategies** may include:

techniques for initiating action and directing decision making

strategies for presenting a confident and assured manner in challenging situations

maintaining ethical practice in the face of opposition

modelling behavioural and personal presentation standards

motivation strategies

time management

**Organisational/legal requirements** may include:

strategies for acknowledging and respecting the attitudes and beliefs of others

techniques for promoting active participation

customer complaints, grievances and appeals

risk identification and management, including OHS

quality and continuous improvement processes and standards, including validation systems

financial management, including refund policies and systems to protect fees paid in advance (if appropriate)

recognition of qualifications issued by other training and/or assessment organisations

access and equity

client selection, enrolment and induction/orientation

staff recruitment, induction and ongoing development and monitoring

availability of policies and procedures to all personnel and learners/clients

collaborative/partnership arrangements

confidentiality and privacy requirements

ethical standards

defined resource parameters

administrative and records management system, for example:

reporting/recording requirements and arrangements

maintenance, retention, archiving, retrieval, storage and security of assessment information

document version control

**Ethical and inclusive practices** may include:

- demonstrating probity in all areas of responsibility
- modelling organisational/professional codes of conduct
- reinforcing ethical conduct in interactions with and between other people
- showing respect for individual diversity, culture and religion
- recognising and utilising difference to develop both the individual and the organisation
- demonstrating sensitivity to the circumstances and background of others
- fostering a culture of inclusiveness
- new/revised policy directions in vocational education and training

**Feedback** may include:

- formal/informal performance appraisals
- obtaining comments from supervisors and colleagues
- obtaining comments from clients
- personal reflective behaviour strategies
- routine organisational methods for monitoring service delivery

<b>Relevant personnel</b> may include:	personnel responsible for initiating and approving the professional development plan for employees in the organisation
<b>Professional development plan</b> refers to:	<p>the organisation's professional development plan for each individual staff member, outlining:</p> <ul style="list-style-type: none"><li>work and personal career objectives</li><li>identified areas requiring development</li><li>learning opportunities/activities</li><li>relevant work activities/projects</li><li>links to organisational training needs profile</li></ul>
<b>Development opportunities</b> may include:	<ul style="list-style-type: none"><li>undertaking further higher education/VET qualification</li><li>undertaking professional development in specific areas of practice</li><li>internal training/development programs</li><li>relevant conferences, seminars and workshops</li><li>reading relevant journals and literature</li><li>networking with internal/external colleagues</li><li>coaching and/or mentoring</li></ul>
<b>Currency of professional practice</b> may include:	<ul style="list-style-type: none"><li>vocational competency and/or technical expertise in subject matter</li><li>professional practice as a trainer/facilitator, assessor</li></ul>
<b>Professional networks</b> may include:	<p>informal networks with:</p> <ul style="list-style-type: none"><li>other trainers/facilitators, assessors</li><li>people working in industry/vocational area</li><li>contacts in vocational education and training</li></ul> <p>formal networks such as:</p> <ul style="list-style-type: none"><li>local/interstate assessor/trainer networks</li><li>interest and support groups</li><li>regional, specialist and peak associations</li><li>professional/occupation associations</li></ul>

	communities of practice
<b>Technology</b> may include:	computer-based communication, e.g. email, Internet, Extranet and Intranet facsimile machines telephone video conferencing
<b>Developments and trends</b> may include:	new/revised Training Packages in vocational area of expertise legislative/regulatory changes in vocational area of competency new developments/directions/trends in vocational education and training policy changes in vocational education and training
<b>Continuous improvement techniques and processes</b> may include:	limited and systemic evaluation records review and maintenance self-assessment strategic business/operational planning ongoing education and training team meetings and networking

## Unit Sector(s)

Not applicable.

## Competency Field

### Learning Environment