



Australian Government

Department of Education, Employment and Workplace Relations

BSBLED503A Maintain and enhance professional practice

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required by individuals to manage their own professional development and ongoing performance.</p> <p>This unit addresses the process required to maintain a high level of professional performance in a particular field. It includes modelling high standards of performance according to professional standards and procedures, and the processes and outcomes involved in determining professional development needs and participating in associated activities.</p> <p>A range of legislation, rules, regulations and codes of practice may apply to this unit at the time of endorsement, depending on job roles and jurisdictions.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are required to maintain and manage their professional development at a high standard. Its application in the workplace will be determined by the job role of the individual and the legislation, rules, regulations and codes of practice relevant to different jurisdictions.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Model high standards of performance	1.1. Ensure personal performance is consistent with the <i>organisation's goals and objectives</i> 1.2. Ensure work goals and plans reflect individual responsibilities in accordance with <i>organisational and legal requirements</i>
2. Determine personal development needs	2.1. Assess personal skills and knowledge against relevant benchmarks to determine development needs and priorities 2.2. Identify changes in professional practices and codes of conduct 2.3. Use <i>feedback</i> from colleagues and clients to identify personal learning needs and areas of professional development 2.4. Identify future career options 2.5. Update and document personal learning needs 2.6. Discuss personal development needs with <i>relevant personnel</i> for inclusion in <i>professional development plan</i>
3. Participate in professional development activities	3.1. Select <i>development opportunities</i> suitable to personal learning styles to support continuous learning and maintain currency of professional practice 3.2. Participate in <i>professional networks</i> to support continuous learning and to maintain professional practice 3.3. Use technology to maintain regular communication with relevant networks, organisations and individuals
4. Reflect on and evaluate professional practice	4.1. Research <i>developments and trends</i> impacting on professional practice and integrate them into work performance 4.2. Use feedback from colleagues, supervisors, staff and clients to identify and introduce improvements in work performance 4.3. Identify innovative and responsive approaches for improving professional practice through the use of <i>continuous improvement techniques and processes</i> 4.4. Track progress through a personal portfolio or other mechanism 4.5. Manage records, reports and recommendations for

ELEMENT	PERFORMANCE CRITERIA
	improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- self-management skills to:
 - systematically evaluate personal work practices to improve performance or understanding
 - identify gaps in skills or knowledge
 - obtain competencies or capabilities to meet current and future organisational objectives
- research skills to:
 - keep up with trends in professional development in current and future roles
 - identify relevant industry affiliations
- communication skills to:
 - obtain feedback from colleagues and clients
 - participate in professional networks
- interpersonal skills to:
 - participate in industry events and activities
 - build professional relationships
 - build an industry network
 - participate in communities of practice
- literacy skills to:
 - document personal learning needs
 - read and interpret information, such as legal and organisational policy documents
 - complete and maintain records relating to professional development
- time-management skills to:
 - organise professional development activities
 - analyse and identify career options

Required knowledge

- organisational goals and objectives
- organisational processes, procedures and opportunities relating to professional development
- range of continuous improvement techniques and processes, and their application
- social and education trends and changes impacting on legal practices and legal profession
- networks relevant to professional practice
- ethical and inclusive standards, principles and practices

REQUIRED SKILLS AND KNOWLEDGE

- types and availability of training development activities and opportunities
- relevant policies, legislation, codes of practice and national standards, including commonwealth, state or territory legislation, for example:
 - industry and 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 and enterprise agreements
- relevant OHS knowledge relating to work role and work context, and OHS when managing own professional practice and performance

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • document personal learning needs • research networks, developments and trends • apply continuous improvement techniques and processes • reflect on own professional practice • obtain feedback from clients and colleagues • identify and address professional development needs.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • relevant organisational and legal documentation • networks, technology and modes of communication • contemporary information on professional development and career planning relevant to occupation.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • professional development portfolio and/or self-reflection journal maintained over a period of time • case studies • evidence of networking and using technology to gain information and other support • evidence of feedback from colleagues and clients on professional practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

Organisation's goals and objectives may relate to:

- business plan
- client satisfaction
- financial performance
- flexibility and client responsiveness
- marketing and client service
- operational plan
- organisation's code of conduct
- people management
- quality and quality assurance
- strategic plan.

Organisational and legal requirements may include:

- administrative and records management system, for example:
 - document version control
 - maintenance, retention, archiving, retrieval, storage and security of assessment information
 - reporting and recording requirements and arrangements
- access and equity
- availability of policies and procedures
- client selection, enrolment and induction/orientation
- collaborative and partnership arrangements
- confidentiality and privacy requirements
- customer complaints, grievances and appeals
- defined resource parameters
- ethical standards
- 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
- risk identification and management, including OHS quality and continuous improvement processes and standards, such as validation systems
- staff recruitment, induction and ongoing development

RANGE STATEMENT	
	and monitoring.
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • comments from clients • comments from supervisors and colleagues • formal and informal performance appraisals • personal reflective behaviour strategies • routine organisational methods for monitoring service delivery.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • career development professional • coach • human resource personnel • mentor • supervisor.
<i>Professional development plan</i> refers to:	<ul style="list-style-type: none"> • organisation's professional development plan for each individual staff member, outlining: <ul style="list-style-type: none"> • work and personal career objectives • identified areas requiring development • learning opportunities and activities • relevant work activities and projects • links to organisational training needs profile.
<i>Development opportunities</i> may include:	<ul style="list-style-type: none"> • attending relevant conferences, seminars and workshops • coaching and mentoring • internal training and development programs • networking with internal and external colleagues • reading relevant journals and literature • undertaking higher education or further VET qualifications • undertaking professional development in specific areas of practice.
<i>Professional networks</i> may include:	<ul style="list-style-type: none"> • informal networks, such as: <ul style="list-style-type: none"> • contacts in vocational education and training • other employees in the same or different organisation • people working in industry or vocational area • formal networks, such as: <ul style="list-style-type: none"> • communities of practice • interest and support groups, e.g. alumni groups • professional and occupation associations • regional, specialist and peak associations.
<i>Developments and</i>	<ul style="list-style-type: none"> • legislative and regulatory changes affecting legal

RANGE STATEMENT	
<i>trends</i> may include:	practices <ul style="list-style-type: none"> • new developments, directions and trends affecting job role • new or revised Training Packages in vocational area of expertise • policy changes in the legal profession.
<i>Continuous improvement techniques and processes</i> may include:	<ul style="list-style-type: none"> • limited and systemic evaluation • ongoing education and training • review and maintenance of records • self-assessment • strategic business and operational planning • team meetings and networking.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Leadership
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Co-requisite units

Co-requisite units		