



Australian Government

CHCPRT006 Build professional practice and sectoral expertise

Release: 2

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Modification History

Release	Comments
Release 2	Updated: <ul style="list-style-type: none"> • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.

Application

This unit describes the skills and knowledge required to use professional experience and practice frameworks for reflective practice and deepening sectoral expertise.

This unit applies to people working in child protection contexts; their work will require them to follow established procedures and ensure compliance with legislation and professional frameworks. Typically the worker will be an experienced practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.

1. Review and critique practice frameworks

1.1 Identify practice frameworks for the protection of children in Australia

1.2 Identify international frameworks for the protection of children

1.3 Analyse ways in which the service reflects the

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requirements and intentions of different practice frameworks

2. Identify and review sectoral change

2.1 Consider the impact of policy, economic, social and technological change on the child protection sector

2.2 Identify the roles and responsibilities of key decision-making bodies and key stakeholders in the child protection sector

2.3 Compare the approaches to child protection taken by different agencies

3. Use reflective practice to enhance own practice

3.1 Work with supervisor to clarify role responsibilities and role expectations

3.2 Work with supervisor to reflect on own biases that might lead to blaming or uncertainty in challenging emotional contexts

3.3 Use emotional intelligence and empathy to develop and enhance work relations

3.4 Foster positive relationships with other practitioners, managers and sectoral experts for professional development

4. Recommend improvements to service delivery

4.1 Use sectoral knowledge and experience to make recommendations to systems within the service

4.2 Support colleagues to review and improve their practice

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Learning – in order to reflect on and review own professional practice.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>