



**Australian Government**

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

# **CHCPOL701B Use research evidence to advance policy and practice**

**Release: 1**

## **CHCPOL701B Use research evidence to advance policy and practice**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to use research into a specialist area of practice and apply evidence to advance policy and practice in that area

### **Application of the Unit**

#### **Application**

This unit may apply to work in a range of community service contexts

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

1. Evaluate *current trends and practices*

### PERFORMANCE CRITERIA

- 1.1 Maintain high level detailed knowledge of own area of practice
- 1.2 Use a range of research techniques and information sources to identify current trends in own area of practice
- 1.3 Identify appropriate criteria for evaluation of current practices, emerging trends and evidence of outcomes
- 1.4 Analyse available research information and identify *level, quality, relevance, strength* and areas of uncertainty in evidence relating to area of practice
- 1.5 Evaluate potential impact of research evidence for possible changes to advance policy and practice in own area of practice

**ELEMENT****PERFORMANCE CRITERIA**

2. Evaluate current practice in relation to evidence-based best practice

2.1 Identify specific components of own and organisation's practices to clarify apparent strengths and weaknesses in terms of organisation's strategic directions and objectives

2.2 Identify appropriate criteria for evaluation of current policies and practices in relation to research evidence and identified best practice

2.3 Undertake detailed and in-depth analysis and evaluation of own and/or organisation's current policies and practices in relation to identified best practice

2.4 Determine factors contributing positively and negatively to policy implementation and achievement of desired practice outcomes

3. Identify potential changes to policy and practice

3.1 Use *evidence* from research and evaluation to identify potential areas for change in current policy and practice

3.2 Identify constraints and issues in relation to implementing identified changes

3.3 Develop a strategy for achieving and/or enhancing achievement of organisation's strategic practice objectives through changes to policy and/or practice

3.4 Develop a detailed plan for implementing proposed strategy, including staged implementation as necessary

3.5 Incorporate a communication plan and risk management plan into proposed implementation plan

3.6 Ensure the plan includes key indicators to determine effectiveness of proposed strategy and allow for timely adjustments as required to maintain good practice

**ELEMENT**

4. Implement and evaluate strategic changes in policy and practice

**PERFORMANCE CRITERIA**

- 4.1 Identify key stakeholders and determine their role in implementation of the change strategy
- 4.2 Maintain strong and targeted communication with stakeholders before and during implementation to ensure their understanding and support
- 4.3 Conduct ongoing monitoring and evaluation of changes to practice to ensure implementation continues to achieve appropriate outcomes
- 4.4 Manage contingencies during the implementation in a manner that supports best practice and considers needs of impacts on identified stakeholders
- 4.5 Maintain documentation of the process, outcomes and issues during implementation of the change strategy as a basis for ongoing learning and practice evaluation

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Difference between evidence-based practice, continuous quality improvement and research
- Duty of care requirements associated with evidence-based practice
- High level knowledge of organisation policies and procedures, particularly in relation to specific area of practice
- High level knowledge of specific area of practice
- Models and techniques of quantitative and qualitative research
- Models of evidence-based practice
- Models of stakeholder management applicable to the community sector and specific area of practice
- Outcome based practice
- Principles of evidence-based practice
- Requirements of systematic review
- Rules of evidence

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Analyse and evaluate current trends in own area of practice
- Apply high level knowledge and skills in own area of practice
- Evaluate own and organisation's practices at a detailed level
- Identify and communicate effectively with key stakeholders to explain strategies, engender support for and feedback about their implementation and maintain strong relationships
- Lead implementation of change strategies in own area of practice

## REQUIRED SKILLS AND KNOWLEDGE

- Undertake detailed research and analysis in own area of practice
- Use research evidence to enhance organisation policies and practices

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - strategic thinking/decision-making
  - high level of written/oral work
  - networking
  - analysis
  - critical thinking
  - problem solving
- Develop and promote strategies to address environmental responsibility and sustainable practice issues

## 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, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted over one or more occasions

## EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from a workplace environment

## 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. Add any 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.



## RANGE STATEMENT

- Current trends and practices may refer to:*
- Specific areas of client need
  - Systems requirements
  - Funding issues
  - Technological advances
  - Advances or changes in service delivery in particular areas of practice
  - Barriers that prevent the delivering of quality services, including client outcomes
  - Emerging problems, systems or practices
- Strategies to define the problem and/or the desired outcome may include:*
- Including stakeholders
  - Collecting internal data about current practice
  - Comparing internal/external data (benchmark)
- Level of evidence may include:*
- Systematic review
  - Randomised controlled trials
  - Pseudo-randomised control trials
  - Comparative studies of concurrent controls
  - Case control studies
  - Interrupted time series with control group
  - Comparative studies with historical control
  - Single-arm studies
  - Interrupted time series without parallel group
  - Case series
- Quality refers to:*
- The quality of methods used to minimise bias
- Relevance refers to:*
- The relevance of outcome measures used and applicability of research results to other interventions, clients and settings
- Strength refers to:*
- The magnitude, precision and reproducibility of the intervention effect

**RANGE STATEMENT**

*Evidence may be sourced from:*

- Professional journals and related publications
- Range of media
- Practice expertise and documentation
- Client preferences and feedback
- Networking with other professionals

*Outcome indicators may include:*

- Data collected re effectiveness of an intervention or practice
- Observable changes in factors such as client health status, level of engagement, behaviour or living patterns
- Client feedback
- Anecdotal reports from staff, family and carers

**Unit Sector(s)**

Not Applicable