

TAAENV501A

Unit Descriptor

Maintain and enhance professional practice

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).

Unit Sector

Learning Environment

ELEMENT

PERFORMANCE CRITERIA

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

- 3. Participate in professional development activities
 - 3.1 *Development opportunities* suitable to personal learning style/s are selected and used to support continuous learning and maintain *currency of professional practice*
 - 3.2 *Professional networks* are participated in to support continuous learning and to maintain professional practice
 - 3.3 Own performance and professional competency is continuously improved through engagement in professional development activities
 - 3.4 *Technology* is used to maintain regular communication with relevant networks, organisations and individuals

- 4. Reflect on and evaluate professional practice
 - 4.1 *Developments and trends* impacting on professional practice are researched and integrated into work performance
 - 4.2 Feedback from colleagues/clients is used to identify and introduce improvements in work performance
 - 4.3 Innovative and responsive approaches for improving professional practice are identified through the use of *continuous improvement techniques and processes*
 - 4.4 Records, reports and recommendations for improvement are managed within the organisation's systems and processes

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	communicating personal development needs sharing professional experiences within a network	3
Collecting analysing and organising information	evaluating personal professional competency against industry benchmarks assessing suitable learning strategies	3
Planning and organising activities	selecting and using available learning methods to maintain current competency routinely reviewing tasks or projects and evaluating where future improvements can be made	3
Working with others and in teams	building relationships and networks with colleagues seeking feedback on personal performance	3
Using mathematical ideas and techniques	applying basic mathematics to everyday tasks interpreting graphs and charts to identify patterns or trends	2
Solving problems	identifying gaps in personal skills and knowledge evaluating appropriateness of strategies for maintaining currency of competency	2
Using technology	maintaining regular communication with networks using computers to access up-to-date information about professional development activities	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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
- strategies for acknowledging and respecting the attitudes and beliefs of others
- techniques for promoting active participation

Organisational/legal requirements may include:

- 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

Relevant personnel may include:

- personnel responsible for initiating and approving the professional development plan for employees in the organisation

- Professional development plan refers to:
- the organisation's professional development plan for each individual staff member, outlining:
 - work and personal career objectives
 - identified areas requiring development
 - learning opportunities/activities
 - relevant work activities/projects
 - links to organisational training needs profile
- Development opportunities may include:
- undertaking further higher education/VET qualification
 - undertaking professional development in specific areas of practice
 - internal training/development programs
 - relevant conferences, seminars and workshops
 - reading relevant journals and literature
 - networking with internal/external colleagues
 - coaching and/or mentoring
- Currency of professional practice may include:
- vocational competency and/or technical expertise in subject matter
 - professional practice as a trainer/facilitator, assessor
- Professional networks may include:
- informal networks with:
 - other trainers/facilitators, assessors
 - people working in industry/vocational area
 - contacts in vocational education and training
 - formal networks such as:
 - local/interstate assessor/trainer networks
 - interest and support groups
 - regional, specialist and peak associations
 - professional/occupation associations
 - communities of practice
- Technology may include:
- computer-based communication, e.g. email, Internet, Extranet and Intranet
 - facsimile machines
 - telephone
 - video conferencing
- Developments and trends 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

Continuous improvement techniques and processes may include:

- limited and systemic evaluation
- records review and maintenance
- self-assessment
- strategic business/operational planning
- ongoing education and training
- team meetings and networking

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that 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.

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 Requirements and Key Competencies
- 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 required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- 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:
 - TAAASS501A Lead and coordinate assessment systems and services
 - TAACMQ505A Lead a team to foster innovation
 - TAADEL503A Provide advanced facilitation to support learning.