



Australian Government

CHCPRT005 Work within a practice framework

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • 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 ensure that work is consistent with established practice frameworks.

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 not supervise the work of others.

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. Research child protection functions

- 1.1. Research history of child protection
- 1.2. Clarify the purpose of child protection in Australia and the methods used to protect children
- 1.3. Identify local, state/territory, national and international authorities responsible for child protection
- 1.4. Research child protection policy and legislation

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Identify and review professional practice frameworks

2.1 Source professional networks and resources to locate frameworks/standards for professional practice
2.2 Compare frameworks/standards to identify consistency with organisation policies and procedures, and relevant legislation
2.3 Evaluate the pros and cons of the different frameworks/standards

3. Reflect on own practice

3.1 Use frameworks/standards to reflect on own practice
3.2 Engage with respected colleagues to consider how frameworks/standards apply to own practice
3.3 Identify own areas of professional strength, and areas for improvement
3.4 Consider the alignment between the frameworks/standards and own values, organisational values, policies and procedures

4. Develop and improve practice

4.1 Explore options to improve own practice and take action to refine and further skill development
4.2 Continue to use professional experiences for reflective practice, critical inquiry about own values and beliefs and self-directed learning

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>

Assessment Requirements for CHCPRT005 Work within a practice framework

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- sourced and critiqued child protection frameworks / professional standards
- used frameworks/standards to review own professional practice and identify strengths and areas for improvement
- engaged in ongoing reflective practice, critical inquiry about own values and beliefs, and self-directed learning.

Knowledge Evidence

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 work role. These include knowledge of:

- the purpose of child protection and the methods used to protect children
- authorities responsible for overseeing child protection
- child protection legislation
- a range of professional frameworks and standards, coming from national and state

- governments and peak bodies
- methods for self-development and ongoing professional education including:
 - clinical supervision
 - mentoring and coaching
 - job rotation
 - training
- reflective practice principles
- the principles of critical enquiry and action research.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- national frameworks, such as “Protecting Children is Everyone’s Business: National Framework for Protecting Australia’s Children 2009–2020”
- relevant state-based frameworks, such as Western Australia’s “Signs of Safety Child Protection Practice Framework” and Victoria’s “Best Interests Framework”.

Note: assessors must ensure that frameworks referenced are current and address national and state contexts.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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