



Australian Government

CHCPRT006 Build professional practice and sectoral expertise

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 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

ELEMENT**PERFORMANCE CRITERIA**

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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>

Assessment Requirements for CHCPRT006 Build professional practice and sectoral expertise

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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 national and international child protection frameworks and used these to analyse their own service and its methods and systems
- undertaken at least three clinical supervision sessions to reflect on own practice and develop insight into biases and blocks to working effectively with clients
- used professional experience and sectoral knowledge to recommend improvements to the service and support colleagues to enhance their practice.

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:

- relevant legislation and policy
- key stakeholders in the sector and authorities responsible for overseeing child protection
- national and international practice frameworks

- the role and purpose of clinical supervision
- the principles of reflective practice.

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.

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