



Australian Government

CHCPRT030 Build professional practice and sectoral expertise

Release: 1

CHCPRT030 Build professional practice and sectoral expertise

Modification History

Not applicable.

Application

This unit describes the performance outcomes, 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. They follow established procedures and ensure compliance with legislation and professional frameworks. Typically, the worker is an experienced practitioner.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Child Protection

Unit Sector

Community Services

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Review and critique practice frameworks.
2. Identify and review sectoral change.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify legislation, code of ethics and practice frameworks for the protection of children and young people in Australia.
- 1.2 Analyse ways in which the service reflects the requirements and intentions of different practice frameworks.
- 2.1 Research and identify 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 and their relevance to own job role.
- 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. Reflect on own biases that might impact responses in challenging emotional contexts.
- 3.3. Use emotional intelligence and empathy to develop and enhance work relationships.
- 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 on systems within the service.
- 4.2. Work collaboratively with colleagues to review and evaluate work practices.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

DESCRIPTION

SKILLS

Learning skills to:

- reflect on and review own professional practice.

Unit Mapping Information

Supersedes and is equivalent to CHCPRT006 Build professional practice and sectoral expertise.

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 CHCPRT030 Build professional practice and sectoral expertise

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and critique three national or State or Territory child protection frameworks and use these to analyse own service and its methods and systems
- undertake at least two clinical supervision sessions to reflect on own practice and develop insight into biases and blocks to working effectively with people
- use at least two professional experiences and sectoral knowledge to recommend improvements to the service.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- Commonwealth and State or Territory legislation, code of ethics and policy relevant to professional practice
- key stakeholders in the sector and authorities responsible for overseeing child protection
- trauma informed care
- the principles of reflective practice
- national and State or Territory frameworks.

Assessment Conditions

Skills must be demonstrated in the workplace or simulated environment.

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:

- access to facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- access to organisational standards, policies and procedures
- current national and relevant State or Territory based frameworks.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

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