



Australian Government

TAEPDD501 Maintain and enhance professional practice

Release: 2

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Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to manage personal professional performance, and to take responsibility for professional development in relation to the provision of training and/or assessment services.

It applies to those who work under limited supervision using a range of management skills and are involved directly, or indirectly, in the provision of training and assessment services in a Registered Training Organisation (RTO).

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

Unit Sector

Professional development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Model high standards of performance	1.1 Incorporate individual responsibilities and accountabilities into personal work plans in accordance with organisational and legal requirements 1.2 Model appropriate professional techniques and strategies 1.3 Apply ethical and inclusive practices in professional practice
2. Determine personal	2.1 Assess own knowledge and skills against relevant benchmarks

ELEMENT	PERFORMANCE CRITERIA
development needs	to determine development needs and priorities 2.2 Seek input from other relevant personnel about own development needs and priorities 2.3 Identify ways to update and maintain currency of vocational competency, and prepare a vocational currency plan 2.4 Identify ways to update, and maintain, vocational education and training (VET) knowledge and skills, as well as trainer and assessor competence, and prepare a VET currency plan 2.5 Combine the vocational currency plan and VET currency plan into an overall professional development plan
3. Collaborate with peers in professional development	3.1 Observe facilitators in facilitation practice and provide them constructive feedback 3.2 Invite peers to observe and provide constructive feedback on own facilitation practices 3.3 Interview assessors in relation to the judgements they make in their assessment practices, and provide them constructive feedback 3.4 Invite peers to question own judgements in assessment practices, and provide constructive feedback
4. Participate in professional development activities	4.1 Select and implement development opportunities to support continuous learning and maintain currency of professional practice 4.2 Participate in professional networks to support continuous learning and maintain currency of professional practice 4.3 Engage in processes that include observing peers in training and assessment practices, and providing them with feedback 4.4 Invite peers and others to observe, and provide feedback, on own training and assessment practices 4.5 Use technology to maintain regular communication with relevant networks, organisations and individuals
5. Reflect on and evaluate professional practice	5.1 Research developments and trends impacting on professional practice and integrate information into work performance 5.2 Use feedback from colleagues and clients to identify, and introduce, improvements in work performance 5.3 Document professional development activities, learning and planned changes in behaviours, in accordance with the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2	- Reflects on skills and knowledge of self and others, to seek opportunities for learning, development and improvement - Undertakes independent research to source information and data, interpreting and synthesising understanding specific to the professional development context
Reading	1.1, 2.1, 2.3, 2.4, 4.1, 4.5, 5.1, 5.2	- Sources, analyses and interprets written information about learning, learning development and continuous improvement, to refine professional practice - Analyses currency of material, relevance and authority of source
Writing	1.1, 2.1, 2.3, 2.4, 2.5, 3.1, 4.3, 4.5, 5.1, 5.3	Produces documentation, including work reports and plans, incorporating analysis of information and observations of practice, using the language, format and style appropriate to a specific audience and context
Oral Communication	2.2, 4.2, 4.3, 4.4, 4.5, 5.2	Leads verbal communication about ideas and feedback with individuals and groups to improve practice
Navigate the world of work	1.1, 5.3	Identifies and takes responsibility for adherence to organisational policies and procedures, and legal, and ethical requirements
Interact with others	3.1, 3.2, 3.3, 3.4	Collaborates, provides feedback and shares knowledge, and experience, with others to confirm understanding and to develop improved skills, knowledge and practice
Get the work done	1.1-1.3, 2.1-2.5, 3.1-3.4, 4.1-4.5, 5.1-5.3	- Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes - Researches, identifies and responds to problems and opportunities for improvement using systematic, analytical processes - Uses information and communications technology (ICT) based tools to conduct research, complete work tasks, and maintain effective communication

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEPDD501 Maintain and enhance professional practice	TAEPDD501A Maintain and enhance professional practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEPPDD501 Maintain and enhance professional practice

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- modelling appropriate professional techniques and strategies
- enhancing own professional development plan
- identify, locate and use, current and credible references to inform professional practice
- identify three critical incidents related to the role as teacher/trainer, and document actions, and reflections on these incidents by making links to relevant theories
- networking and using technology to gain information and other support
- participating in professional development activities and maintain currency of skills and knowledge in the vocational education and training (VET) sector as well as vocational area
- documenting, reflecting and discussing with peers evidence of
 - feedback from at least 10 hours of facilitation practice
 - interviews with assessors covering at least the assessment of 10 candidates enrolled in VET programs.
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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- organisational goals and objectives
- the organisational processes, procedures and opportunities relating to professional development

- continuous improvement techniques and processes, and their application
- the theories of professional development, including reflective practice as a technique for professional practice
- the relevant capability frameworks for VET practitioners and their application as guides to current, and future, skill development
- social and educational trends, and changes, impacting on the VET environment, including:
 - policy changes
 - technological changes
 - cultural and social changes
 - economic changes
- networks relevant to professional practice
- ethical and inclusive principles, and the practices associated with professional development
- the types and availability of development activities, and opportunities.
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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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