



Australian Government

Department of Education, Employment and Workplace Relations

TAEPDD501A Maintain and enhance professional practice

Release: 1

TAEPPDD501A Maintain and enhance professional practice

Modification History

Version	Comments
----------------	-----------------

TAEPPDD501A	Released with <i>TAE10 Training and Education Training Package version 2.0</i>
-------------	--

Unit Descriptor

This unit describes the performance outcomes, 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.

Application of the Unit

The competency specified in this unit is typically required by a person involved directly or indirectly in the provision of training and assessment services in a registered training organisation (RTO).

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

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 development needs	2.1 Assess own knowledge and skills against relevant benchmarks 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 <i>vocational currency plan</i> 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 <i>VET currency plan</i> 2.5 Combine vocational currency plan and VET currency plan into an overall <i>professional development plan</i>
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 which include observing peers in training and assessment practices and providing them 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	5.1 Research developments and trends impacting on professional practice and integrate information into work performance

practice	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
----------	--

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- 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 and networks
 - engage with peers professionally to give and receive feedback constructively
- leadership skills to:
 - influence and motivate others
 - guide and support others
 - make informed decisions and recommendations
- literacy skills to:
 - read and interpret vocational education and training information such as legal and organisational policy documents
 - complete and maintain records related to professional development
- reflection skills to systematically evaluate personal work practices to improve performance or understanding
- research skills to:
 - keep up with trends in vocational education and training
 - identify relevant industry affiliations
 - keep up with trends, changes and developments in own vocational area of competency
- self-evaluation skills to:
 - identify gaps in skills or knowledge
 - obtain competencies to meet current and future organisational objectives
 - analyse and identify opportunities to improve training and assessment practices
- time management skills to:
 - organise professional development activities.

Required knowledge

- organisational goals and objectives
- organisational processes, procedures and opportunities relating to professional development
- continuous improvement techniques and processes and their application
- social and education trends and changes impacting on the vocational education and training environment, such as:
 - policy changes

- technological changes
- cultural changes
- economic changes
- networks relevant to professional practice
- ethical and inclusive principles and practices associated with assessment of competence
- types and availability of development activities and opportunities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • model appropriate professional techniques and strategies • contribute to own professional development plan • network and use technology to gain information and other support • participate in professional development activities and maintain currency of skills and knowledge in VET sector as well as vocational area • document, reflect and discuss with peers evidence of feedback from at least 10 hours of facilitation practice and interviews with assessors covering at least the assessment of 10 candidates.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided which will enable all the critical aspects for evidence outlined above to be assessed in a manner equivalent to a workplace.
Method of assessment	Critical aspects of evidence for the 3 units: • TAEDEL502A Provide advanced facilitation practice, • TAEASS501A Provide advanced assessment practice, and • TAEPPDD501A Maintain and enhance professional practice are intended to be assessed in the context of a 'practicum'. A holistic assessment covering these three units can be accessed on the IBSA website to support such assessment.
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Vocational currency plan</i> may include:	• self assessment of current skills and knowledge • identified areas requiring development • identified opportunities for development • procedures for development including: • work-team meetings • professional practice groups • industry contact • training • job rotation • conferences • research • return to industry • industry visits.
<i>VET currency plan</i> may include:	• professional goals • organisation's requirements • identified current standards and regulatory requirements • identified opportunities for development including: • updated VET qualifications • VET sector engagement.
<i>Professional development plan</i> may include:	• both vocational currency plan and training and assessment currency plan plus work and personal career objectives • the organisation's professional development plan for each individual staff member, outlining: • work and personal career objectives • identified areas requiring development • learning opportunities and activities • relevant work activities and projects • links to organisational training needs profile • link to organisation's strategic plan.

Unit Sector(s)

Professional development

Custom Content Section

Not applicable.