**DRAFT**

CHCPRT029MX Work within a practice framework

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# Modification History

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| --- | --- |
| **Release** | **Detail** |
| Release 1 | *CHCPRT029X Work within a practice framework* supersedes and is equivalent to *CHCPRT029 Work within a practice framework*  Major changes to application, performance criteria, knowledge evidence |

# Application

This unit describes the performance outcomes, skills and knowledge required to ensure that work is consistent with established practice frameworks.

This unit applies to individuals in a range of settings. They follow established procedures and ensure compliance with legislation and professional frameworks. Typically, the worker does not supervise the work of others.

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 or certification 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 | PERFORMANCE CRITERIA |
| Elements describe the essential outcomes | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Identify and review professional practice frameworks  **DRAFT** | 1.1 Research professional networks and resources to locate frameworks and standards for professional practice  1.2 Compare frameworks and standards to identify consistency with organisational policies and procedures and relevant legislation  1.3 Evaluate the advantages and disadvantages of the different frameworks and standards in own work context |
| 2. Reflect on own practice | 2.1 Engage with colleagues to consider how frameworks and standards apply to own practice  2.2 Identify own values about practice  2.3 Analyse practice frameworks and standards for alignment with own practice and values to determine professional strengths and areas for improvement |
| 3. Develop and improve practice | 3.1 Identify opportunities to improve own professional practice  3.2 Undertake learning activities to address identified opportunities for practice improvement  3.3 Analyse professional experiences using critical reflection to inform self-directed learning |

# 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. | |
| SKILLS | DESCRIPTION |
| Learning skills to: | * reflect on and review own professional practice. |

# Unit Mapping Information

*CHCPRT029X Work within a practice framework* supersedes and is equivalent to *CHCPRT029 Work within a practice framework*

*CHCPRT029 Work within a practice framework* supersedes and is equivalent to CHCPRT005 Work within a practice framework.

# Links

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Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCPRT029MX Work within a practice framework

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# 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 at least 3 different practice frameworks or standards
* use results of the above to reflect on own practice and identify at least 1 professional improvement

# Knowledge Evidence

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

* frameworks and standards for professional practice from Commonwealth and State or Territory governments and peak bodies relevant to job role
* methods for self-development and ongoing professional education:
* 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 or in a 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.

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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
* frameworks and standards for professional practice from Commonwealth and State or Territory governments and peak bodies

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

# Links

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