

CHCORG428A

Reflect on and improve own professional practice

Descriptor

This unit describes the knowledge and skills required to evaluate own work, continuing self-development and effective supervision within an ethical code of practice

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Reflect on own practice

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

1.1 Undertake *self-evaluation* in conjunction with supervisors and/or peers

1.2 Demonstrate understanding of own limitations in self awareness, self management, social awareness, relationship management

1.3 Provide and receive open and evaluative feedback to and from co-workers

1.4 Actively seek feedback and accept it non-defensively

2. Ensure continuing self-support and supervision

2.1 Identify a range of support networks both within and outside the organisation

2.2 Seek *specialist advice/further training* where need is identified

2.3 Observe agency guidelines in relation to professional development

2.4 Undertake an appraisal of current industry developments and apply these to improve practice

2.5 Regularly participate in a review mechanism as a commitment to upgrading skills and knowledge

2.6 Evaluate current and likely future needs and take action to keep abreast of evolving trends

ELEMENT

Elements define the essential outcomes of a unit of competency.

3. Operate within an agreed code of ethics or practice

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 3.1 Assess own practice against identified agency objectives or code of ethics, using a range of valid evidence
- 3.2 Recognise the effect of values, beliefs and behaviour in work with clients
- 3.3 Establish realistic goals and targets for self development
- 3.4 Adhere to legal parameters relevant to practitioner's profession where this is a requirement of employment

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Relevant legislation and agency guidelines and codes of ethics or practice standards
- Principles and techniques of:
 - personal goal setting
 - measuring performance
 - time management
 - identifying personal behaviour, self awareness, personality traits
 - establishing a personal development plan
- Agency's policies, plans and procedures
- Types of work methods and practices which can improve personal performance
- Types of learning style/s and how they relate to the individual
- Personal development opportunities and options
- Functions of supervision – educative, administrative and supportive

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge, skills and ethics relevant to current industry and professional standards and codes of ethics and practice
- Work with an awareness and sensitivity to conflict, culture and context
- Apply skills in negotiation, communication and decision-making
- Demonstrate understanding and implementation of relevant procedures
- Demonstrate ongoing reflection on and development of personal capability to meet professional standards, in particular to:
 - actively seek professional development opportunities
 - seek and reflect upon feedback
 - seek opportunities for supervision / mentoring
 - identify and participate in personal development
 - integrate learning into improved practice

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Work to increase social justice and to identify and respond to inequality and discrimination
- Research information to develop personal development and work plans
- Elicit, analyse and interpret feedback
- Analyse culturally different viewpoints and taking them into account in personal development and professional practice
- Monitor research trends related to roles and responsibilities
- Use information systems to assist establish work plans
- Assess the effectiveness of own skills development
- Develop and maintain professional networks
- Manage or seek support to manage complex ethical issues, dilemmas
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Demonstrate application of:
 - functional literacy skills to interpret written and oral information about workplace requirements
 - communication skills including receiving and analysing feedback and reporting

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. Add any 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.

Knowledge refers to:

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively.

Setting:

- Employees may work independently or within an agency setting.

Self-evaluation includes:

- Journal documentation and structured discussion and supervision with others.

Specialist advice / further training may include:

- Accessing on the job mentoring / professional supervision or through peer work or training

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Method of assessment:

- Demonstration of competency within the working environment to learn from others and reflect on performance
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to self development