

A person wearing a blue sweater is gesturing with their right hand, palm facing up, while speaking to a group of students. The students are blurred in the background, looking towards the speaker. The overall tone is warm and educational.

Chisholm

ASSESSMENT GUIDE

CHCPRP003 - Reflect on and improve own professional practice

ASSESSMENT REQUIREMENTS

Please read all assessment instructions to ensure you fully understand the requirements outlined in each task.

To achieve competence in the unit a learner must meet requirements for all assessment tasks listed before a result of competency can be awarded. Where competency is not achieved your assessor will provide feedback and request further evidence as needed.

If this course is undertaken at a Diploma level or above you must first be assessed as competent in the required unit. Only once you have achieved competence can the assessor award you a grade or mark against the entire unit.

It is important that you clearly understand all the requirements of assessment. If you have difficulty with the assessment terms or the steps to follow please speak to your Assessor/Instructor prior to commencing the tasks. Your Assessor will provide additional information to ensure all aspects of the tasks are clear.

RE-ASSESSMENT

If you do not achieve the required standard to achieve competence, you will be given the opportunity to be re-assessed by the assessor and the requirement for additional evidence will be outlined. Arrangements will be made on an individual basis to ensure the process is valid, fair and reliable.

ASSESSMENT APPEALS

A student who is dissatisfied with the outcome of his/her assessment should first discuss their concerns with the teacher/assessor and/or program coordinator in the associated business area. If the issue is not resolved, the student may appeal the decision(s) by following the Complaints and Appeals process as outlined in the Chisholm Student Guide.

ASSESSMENT METHODS

You will be required to undertake a range of assessment tasks to establish competence for the unit you are undertaking. It is important to understand the types of assessment you may be required to complete as part of the evidence gathering process.

Please see below the range of assessment methods that are used at Chisholm to ensure competency is appropriately measured and valid, reliable and fair assessment judgements are made.

The assessor will provide all required information about the assessment process and conditions prior to the assessment taking place.

1. Portfolio
2. Questioning
3. Portfolio

Please note, where additional questioning has taken place to determine competency and understanding this must be recorded as evidence to support the assessment judgement.

ASSESSMENTS

The following assessments will be used to collect evidence of the knowledge and skills you have gained from your Learning Program. You will be required to demonstrate your ability to perform to the standard required in the workplace, as specified within the identified unit of competency.

The table below indicates the methods of assessment that will be used to establish competence for this unit and the expected timeline.

Assessment Tasks	Session Due
1 – Portfolio A – Personal Development Plan	As per LAG
2 – Questioning – Reflective Written Questions	As per LAG
3 – Portfolio B – Reflective Journal	As per LAG

1. PORTFOLIO OF EVIDENCE

STUDENT INSTRUCTIONS

You are required to complete a Portfolio of evidence as part of the assessment process to achieve competence in the associated unit. Your assessor will provide clear guidelines for the task including all criteria that must be covered and any specific tasks that must be carried out or evidence that must be submitted. This evidence will be gathered over the duration of the classes.

Please note that Portfolio assessments are generally a combination of several tasks combined together to establish a deep understanding of concepts and their application. These tasks will generate evidence that must be submitted as a collective to demonstrate competence and may involve the submission of work samples as well as evidence of research and specific tasks undertaken.

It is important that you read, understand and complete all aspects of this assessment as all parts are specific to the criteria set out in the unit requirements.

Assessment 1 & 3 are a portfolio made up of two tasks which include a personal development plan which will identify goals and strategies to meet your professional development needs and a reflective journal focusing on your use of reflective practice processes to enhance your learning and development.

Within the portfolio, the student is required to satisfactorily demonstrate required skills and cover the required information.

This task is to be submitted digitally on Moodle or in written form. Please confirm the submission method with your teacher.

Assessment 1 – Portfolio A – Personal Development Plan			
UNIT OF COMPETENCY – Code	CHCPRP003	Title	Reflect on and improve own professional practice
Student Name			Student Number
Student Signature			Submission Date
Assessment Location	Off campus in own time	Assessment Time/ Duration	3-4 hours

Description of Portfolio of Evidence:

Portfolio A – Personal Development Plan

STUDENT INSTRUCTIONS

The student is required to successfully undertake a structured process to reflect on and improve own practice and create 1 personal development plan that includes:

1. 6 Goals
2. SMART Goal planning to address – Specific, Measurable, Attainable, Realistic and Timely goals. This will include information on timeframes for achieving them
3. Include information in your SMART goal planning on how you will measure your progress.
4. The plan will reflect the need to increase knowledge and skills in relation to current and emerging industry trends. That could include professional development, mentoring, industry networks and newsletters.
5. SWOT Analysis will be utilised to recognise requirements for self-care and identify necessary supports that can be utilised. Understanding the barriers to achieving goals will assist with developing a realistic plan

Document the plan having identified the 6 SMART goals, timeframes, how progress is to be measured, recognise opportunities to increase knowledge and skills, SWOT analysis to recognise how achievable the goals will be and record these on to the template provided in the class.

A good time frame for this personal development plan would be 5-10 years, which will create many opportunities for personal and professional development. A useful goal could be your long-term career goal that will include many goals in the journey with personal and professional milestones to be achieved before you are in that role.

The personal development plan will be submitted on the template provided on the due date in week 4.

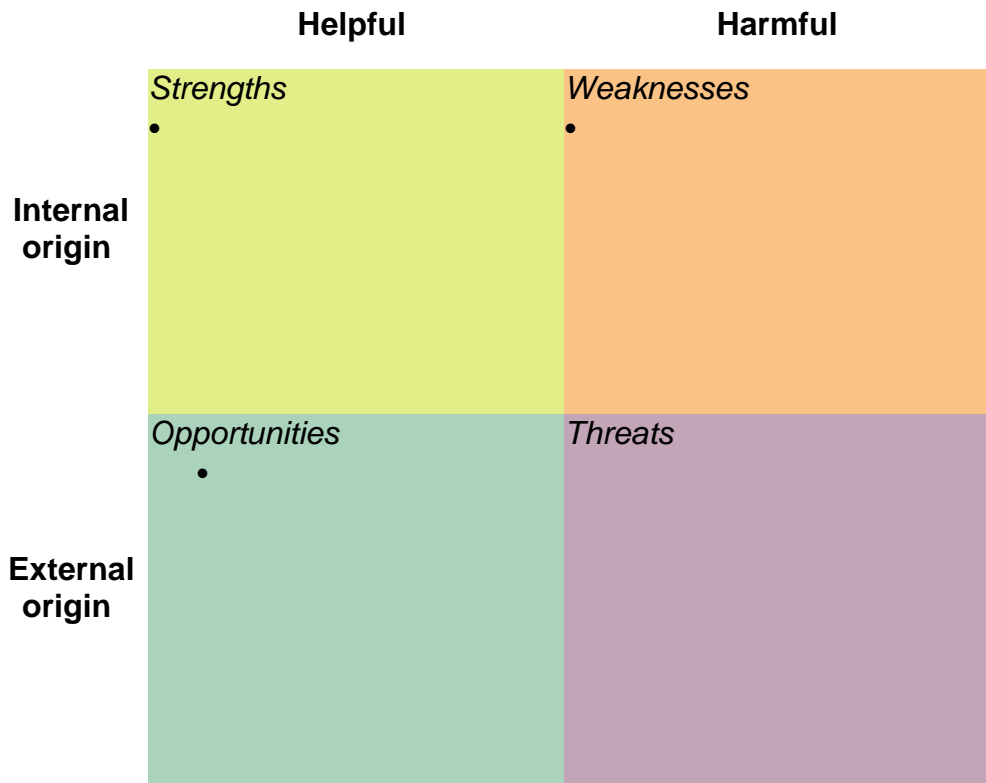
Within the portfolio, the student is required to satisfactorily demonstrate required skills and cover the required information.			
Portfolio Item	Assessment Criteria	✓	Assessor Comments *Assessor to tick criteria that is satisfactorily covered
PF1. Personal Development Plan	PF1.1 Documents a minimum of 6 goals		
	PF1.2 Documents an appropriate and realistic time frame to achieve each goal		
	PF1.3 Documents how progress and performance is to be measured, such as successful completion or achievement of goals		
	PF1.4 Identifies specialist advice through mentoring or networking/professional associations		
	PF1.5 Identifies opportunities to improve performance through work practices and professional development		
	PF1.6 Recognise requirements for self-care and additional support processes		
Assessor Feedback			
Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented.			
Assessor Name			
Assessor Signature		Date	
Assessment Task Result (Please tick appropriate Assessment Result)		MR <input type="checkbox"/>	FER <input type="checkbox"/>
Marking Scheme	Competency based <input checked="" type="checkbox"/>		

Personal and Professional Development Plan

SMART goal

Specific	<ul style="list-style-type: none"> • What do I want to accomplish? • Why do I want to accomplish this? • What are the requirements? • What are the constraints? 	
Measurable	<ul style="list-style-type: none"> • How will I measure my progress? • How will I know when the goal is accomplished? 	
Attainable	<ul style="list-style-type: none"> • How can the goal be accomplished? • What are the logical steps I should take? 	
Realistic	<ul style="list-style-type: none"> • Is this a worthwhile goal? • Is this the right time? • Do I have the necessary resources to accomplish this goal? • Is this goal in line with my long term objectives? 	
Timely	<ul style="list-style-type: none"> • How long will it take to accomplish this goal? • When is the completion of this goal due? • When am I going to work on this goal? 	

SWOT Analysis



(Counselor, Resume, & Free, 2016)
("Personal SWOT Analysis: Making the Most of Your Talents and Opportunities", 2016)

References:

Personal SWOT Analysis: Making the Most of Your Talents and Opportunities.

(2016). *Mindtools.com*. Retrieved 30 April 2016,

from https://www.mindtools.com/pages/article/newTMC_05_1.htm

Article title: School Counsellor - Murwillumbah - Job in Regional NSW - Catholic Schools Office Lismore

Website title: EthicalJobs.com.au

URL: <http://www.ethicaljobs.com.au/Members/CatholicSchoolsOfficeLismore/school-counsellor---murwillumbah>

2. QUESTIONING – WRITTEN

STUDENT INSTRUCTIONS

You will be provided with a series of questions related to the unit of competency undertaken in your course. The questions are used to assess your level of knowledge in relation to various aspects of the unit.

Answers should be typed on to a word document with each question used as a heading. Your answers should be submitted on the due date.

It is important that you read each question carefully prior to starting the assessment and seek clarification if any question is unclear. Please note your assessor can only provide more information to clarify the intent of the question, not provide details of the required answer.

This task is to be submitted digitally on Moodle or in written form. Please confirm the submission method with your teacher.

Assessment 2 – Questioning – Reflective Written Questions				
UNIT OF COMPETENCY – Code	CHCPRP003	Title	Reflect on and improve own professional practice	
Student Name		Student Number		
Student Signature		Assessment Date		
Assessment Location	Off campus in own time	Assessment Time/ Duration	3-4 hours	
<p>Q1: Please consider the following scenario:</p> <p>You are working with Kelly who discloses to you that she had been having an intimate relationship with a co-worker (Sammi). You are a friend with Sammi and have been for several years.</p> <p>Kelly also disclosed that Sammi had been providing substances (AOD) to Kelly, when they met up at his house. Kelly is 15 years of age and is a vulnerable young person that has suffered trauma and neglect in her life previously and has been sexually exploited by adults in the past.</p> <p>How would you take the opportunity to assess and improve the legal and ethical requirements in this scenario?</p> <p>In your answer address legal and ethical considerations for the following:</p> <ol style="list-style-type: none"> 1.1. Relevant codes of practice 1.2. Duty of care considerations and responsibilities 1.3. The rights and responsibilities of workers and employers 1.4. Understanding of work role boundaries including responsibilities and limitations of role 			MR	FER
<p>Q2: Describe the model and process of professional reflection you undertook to develop your personal development plan – Please include and describe the structured approach you used as part of this process or the process you’ve used in the recording of your reflective journal.</p>			MR	FER

Q3: Please explain where you can take professional development opportunities in the following areas: <ul style="list-style-type: none"> 3.1. Industry networking 3.2. Accessing professional associations 3.3. Accessing different training requirements and options 3.4. How you have participated in both informal and formal ways of learning and developing 	MR	FER
Q4: Provide an outline of the principles and techniques you followed to create the personal development plan and also the method you used to create it In your answer include the following: <ul style="list-style-type: none"> 4.1. The principles and techniques you used for setting your personal goals 4.2. The principles and techniques you used for setting realistic timeframes 4.3. The principles and techniques you used for measuring progress and performance 	MR	FER
Q5: <ul style="list-style-type: none"> 5.1. Provide at least two types of work methods and practices which can improve performance in your role as a community worker. Include information about internal and external support networks. 5.2. Describe at least two types of learning styles you have observed and how these relate to your colleagues, co-students, teachers and peers and also how they contribute to the team environment and group dynamics. 	MR	FER
Assessor Feedback		
Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented.		

Assessor Name			
Assessor Signature		Date	
Assessment Task Result (Please tick appropriate Assessment Result)	MR <input type="checkbox"/> FER <input type="checkbox"/>		
Marking Scheme	Competency based <input checked="" type="checkbox"/>		

3. PORTFOLIO OF EVIDENCE

STUDENT INSTRUCTIONS

You are required to complete a Portfolio of evidence as part of the assessment process to achieve competence in the associated unit. Your assessor will provide clear guidelines for the task including all criteria that must be covered and any specific tasks that must be carried out or evidence that must be submitted. This evidence will be gathered over the duration of the classes.

Please note that Portfolio assessments are generally a combination of several tasks combined together to establish a deep understanding of concepts and their application. These tasks will generate evidence that must be submitted as a collective to demonstrate competence and may involve the submission of work samples as well as evidence of research and specific tasks undertaken.

It is important that you read, understand and complete all aspects of this assessment as all parts are specific to the criteria set out in the unit requirements.

Assessment 1 & 3 are a portfolio made up of two tasks which include a personal development plan which will identify goals and strategies to meet your professional development needs and a reflective journal focusing on your use of reflective practice processes to enhance your learning and development.

Within the portfolio, the student is required to satisfactorily demonstrate required skills and cover the required information.

This task is to be submitted digitally on Moodle or in written form. Please confirm the submission method with your teacher.

Assessment 3 – Portfolio B – Reflective journal			
UNIT OF COMPETENCY – Code	CHCPRP003	Title	Reflect on and improve own professional practice
Student Name		Student Number	
Student Signature		Submission Date	
Assessment Location	Off campus in own time	Assessment Time/ Duration	3-4 hours
<p>Portfolio B – Reflective Journal</p> <p>Student Instruction/Overview:</p> <p>You are required to complete a reflective journal focusing on significant learning experiences.</p> <p>This structured process of reflection is designed to improve your own practice by keeping a reflective journal over the duration of the subject starting in week 1.</p> <p>The focus of the journal will be to record significant events related to your personal and professional development. This could include ideas, theories, concepts and issues you experience. It will enable you to explore your behaviour, interactions, emotions, values and attitudes as well as your assumptions about the community services sector, clients and the broader society.</p> <p>The student is required to select significant learning experiences over the semester and will include interactions with co-students, colleagues, teachers, professional networks or other relevant services/contacts.</p> <p>The journal can include significant learning experiences from all units being studied this semester, not just this unit.</p> <p>Structure:</p> <p>Using the supplied template, provide a minimum of 5 entries in the journal related to your personal and professional development.</p> <p>Each entry should:</p> <ol style="list-style-type: none"> 1. Be dated 2. Include an overview of the activities undertaken. Eg in class for CHCPRP003 Reflect on and improve own professional practice. 3. Elaborate on the particular event (learning experience). Eg during class discussion... 4. Reflection on your learning and development as a community services worker. Examples could be: I learned 'XXX' about myself... In future I will endeavour to... Ways I wish to improve are... Things I do well are... <p>As well as the 5 journal entries, please address the following: (these could be standalone entries, or attached to and in response to any of the 5 journal entries)</p> <ul style="list-style-type: none"> • One entry will focus on two way, open and evaluative feedback with a co-worker or peer. • In at least one instance you must identify who could be approached for advice, and/or opportunity for further training in response to an identified area for improvement. • Access and review information on current and emerging industry developments and use these to improve practice. <p>Please note: the journal is a tool to help you identify, evaluate and understand your response to work practice. It is not an avenue for criticising the practice of others and your language and discussion within the journal should comply with the ethics of the profession.</p>			
Portfolio Item	Assessment Criteria	✓	Assessor Comments

			*Assessor to tick criteria that is satisfactorily covered
PF2. Reflective Journal	PF2.1 Student has engaged in self-evaluation in conjunction with supervisors and/or peers.		
	PF2.2 Recognise the impact values, beliefs and behaviours have on professional practice.		
	PF2.3 the student has demonstrated two way, open and evaluative feedback with a co-worker or peer.		
	PF2.4 Identified areas for improvement. This could be based on the self-evaluation processes and/or feedback from other colleagues, co-students, peers, supervisors or teachers.		
	PF2.5 Regarding the areas identified for improvement, identify opportunities for further training, and/or who you might seek out for advice.		
	PF2.6 Identify how to stay apprised of current and emerging industry changes and use this information to improve professional practice.		
	PF2.7 Student has regularly participated in journal entries/review process.		
Assessor Feedback			
Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented.			
Assessor Name			
Assessor Signature		Date	
Assessment Task Result (Please tick appropriate Assessment Result)		MR <input type="checkbox"/> FER <input type="checkbox"/>	
Marking Scheme	Competency based <input checked="" type="checkbox"/>		

Appendix #2 – Reflective Journal

The purpose of this journal is for students to submit 5 entries to reflect on learning's that occur in the workplace, through studies and in weekly life.

Please ensure that you have dated journal entries to demonstrate regular participation in the review process.

Please note that all five journal entries must include a significant learning experience that can be linked to the different areas addressed above.

Entry #1

Student has engaged in self-evaluation in conjunction with supervisors and/or peers including colleagues.

Entry #2

Recognise the impact values, beliefs and behaviours have on professional practice.

Entry #3

The student has demonstrated two way, open and evaluative feedback with a co-worker or peer.

Entry #4

Identified areas for improving own performance. This could be based on the self-evaluation processes and/or feedback from other colleagues, co-students, peers, supervisors or teachers.

Regarding the areas identified for improvement, identify opportunities for further training, and/or who to seek out for advice.

Entry #5

Identified and reviewed current and emerging industry developments and documented how this information can be used to improve professional practice.

UNIT ASSESSMENT SUMMARY RESULT SHEET

COURSE – Code		Title	
UNIT OF COMPETENCY – Code	CHCPRP003	Title	Reflect on and improve own professional practice
Student Name			Student Number
ASSESSMENT TASK		MET REQUIREMENTS	DATE ASSESSMENT TOOK PLACE
1 – Portfolio A – Personal Development Plan		MR <input type="checkbox"/> FER <input type="checkbox"/>	
2 – Questioning – Reflective Written Questions		MR <input type="checkbox"/> FER <input type="checkbox"/>	
3 – Portfolio B – Reflective Journal		MR <input type="checkbox"/> FER <input type="checkbox"/>	
Reasonable Adjustments: Is adjustment that may be made to an assessment process to cater for the needs of a student undertaking the assessment without compromise to the validity of the process or required competence criteria.			
Student has Met Requirements (MR) of all assessment tasks <input type="checkbox"/>			
Student did not complete the Further Evidence Requirements (FER) <input type="checkbox"/>			
COMPETENCE RESULT			
Competent <input type="checkbox"/> Not Competent <input type="checkbox"/>			
Additional Assessor comments: (if required)			
Assessor name			
Assessor signature		Date	

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