BSBCMN304A Contribute to personal skill development and learning

Release: 1

Modification History

Not Available

INTRODUCTION

Unit Descriptor	This unit covers the skills and knowledge required to support own learning and skill development needs in the context of an organisation's goals and objectives.
	This unit is related to BSBCMN204A Work effectively with others and BSBCMN404A Develop teams and individuals.
Competency Field	Common

Element	Performance Criteria
1. Identify own learning needs for skill development	1.1 Personal learning needs and skill gaps are self assessed
	1.2 Advice on learning needs is provided to relevant personnel
	1.3 Opportunities for undertaking personal skill development activities are identified and planned in liaison with work groups and relevant personnel
2. Undertake personal skill development	2.1 Appropriate opportunities provided by the workplace are identified
	2.2 Opportunities are identified to use appropriate new skills in workplace activities
	2.3 Coaching / mentoring advice is followed through in work activities
3. Monitor learning effectiveness	3.1 Feedback from individuals or colleagues is used to identify future learning opportunities
	3.2 Where a final assessment process is carried out, the outcomes are reviewed and further learning needs are identified.
	3.3 Suggestions for improving learning opportunities and assessment processes are provided to appropriate personnel

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Organisational and individual perform requirements may be included in:	• goals, objectives, plans, systems and processes • legal and organisational policy/guidelines and requirements • Occupational Health and Safety policies, procedures and programs • confidentiality and security requirements • business and performance plans • anti-discrimination and related policy • access and equity principles and practice • quality and continuous improvement processes and standards • defined resource parameters • awards and contracts
Personal skill development activities may include:	• coaching, mentoring and/or supervision • informal internal training provision • formal internal/external training provision • work experience/exchange/opportunities • personal study • career planning/development • performance appraisals • workplace skills assessment • Recognition of Prior Learning • induction • job rotation / exchange
Workgroups and relevant	• coach/mentor

personnel may include but are not limited to:	• training development of officer / assessor
	• supervisor, training manager
	• peers/work colleagues/team/enterprise
	• other members of the organisation
	• external consultants / teachers / trainers
Assessment may include:	• performance evidence
	• knowledge evidence
	• periodic assessments
	• structured and unstructured simulations
Feedback on performance may include:	• formal/informal performance appraisals
	• obtaining comments from supervisors and colleagues
	• obtaining comments from clients
	• workplace assessment
	• receiving guidance, technical support and information to assist performance

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• Identifying and implementing learning opportunities for self • Following learning plans to match skill needs • Receiving feedback constructively
Underpinning Knowledge* * At this level the learner must demonstrate some relevant theoretical knowledge.	• The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Knowledge of the organisation's training policies, plans and procedures • Knowledge of relevant competency standards and assessment processes • Knowledge of the principles and techniques of measuring performance and self-assessment • Understanding methods to identify and prioritise personal learning needs • Understanding / knowledge of systems and processes to direct personal learning • Knowledge of legislation and statutory requirements
Underpinning Skills	• Literacy skills to interpret written and oral information about training requirements, company policies and procedures • Communication skills including giving, receiving and analysing feedback • Planning skills to organise learning related activities • Team work skills to work effectively with teams/groups • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of Performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of

situations

Context/s of Assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

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KEY COMPETENCY LEVELS

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 1	Level 2	Level 2	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform   2. Administer 3. Design

- Collecting, analysing and organising information – to measure self-performance
- Communicating ideas and information – with members of the work team
- Planning and organising activities – for self
- Working with teams and others – in completing scheduled tasks
- Using mathematical ideas and techniques – as an aid to measure and schedule tasks
- Solving problems – as an aid to self-development
- Using technology – to manage scheduling of tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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