



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBCRT101A Apply critical thinking techniques**

**Revision Number: 1**

## BSBCRT101A Apply critical thinking techniques

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to use fundamental critical thinking skills.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to all individuals who need the capacity to think critically and apply that thinking to a range of situations and challenges. It is relevant to all work and life situations, and focuses on the conscious development of skills to ask essential questions and to consider answers to those questions.</p> <p>'A mind with no questions is a mind that is not intellectually alive. No questions (asked) equals no understanding (achieved).' Foundation for Critical Thinking</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Examine the value of curiosity and questioning	<p>1.1.Appraise the <i>value of curiosity and questioning</i> in both work and life situations</p> <p>1.2.Consider how <i>different types of questions</i> and styles of questioning apply in diverse situations</p>
2. Develop the habit of asking questions and wondering why	<p>2.1.Reflect on and wonder about issues and situations</p> <p>2.2.Ask <i>questions of self</i> to challenge and expand individual thinking</p> <p>2.3.Ask <i>questions of others</i> in a constructive way to seek broader knowledge and understanding</p> <p>2.4.Identify <i>situations when too much wondering and questioning may be inappropriate or ineffective</i></p> <p>2.5.Assess the best ways to structure questions for different situations</p>
3. Contribute to answers as well as questions	<p>3.1.Take <i>responsibility for answering questions</i> as well as for asking them</p> <p>3.2.From many possible questions, determine the <i>key question to be answered</i></p> <p>3.3.Identify and access <i>information needed to answer the question</i></p> <p>3.4.Sort the facts from <i>other information</i> in developing a response</p> <p>3.5.Check own <i>preconceptions and assumptions</i> and determine their validity</p> <p>3.6.Reach a well-considered conclusion or answer, without ruling out more questions or further exploration</p> <p>3.7.Use conclusions and answers in positive, practical and timely ways</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to actively listen and to ask questions of others in a constructive way
- critical thinking and problem-solving skills to formulate and ask relevant questions, and come up with appropriate answers
- comprehension skills to interpret and distil key information of relevance to a given situation.

#### Required knowledge

- different types of questions and their relevance to different situations
- techniques to assist in forming the habit of asking questions and taking responsibility for answers
- typical blockers to the critical thinking process
- why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).

## Evidence Guide

### 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 following is essential:

- application of a conscious process of questioning to achieve new understandings
- knowledge and understanding of how critical thinking and questioning impacts on individual lives, the broader community and work situations.

#### Context of and specific resources for assessment

Assessment must ensure:

- interactions with specific challenges and situations to demonstrate the application of critical thinking (this would usually involve interactions with others).

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of a candidate blog exploring different ideas and questions
- review of candidate response to scenarios that allow the candidate to apply critical thinking techniques to a particular life or work situation, and to demonstrate ability to portray curiosity and exploration of new concepts
- evaluation of candidate response to the challenge of adopting different perspectives on a situation, and ability to both develop and respond to questions from those perspectives
- observation of the candidate participating in a group problem-solving session
- oral or written questioning to assess knowledge of typical blockers to the critical thinking process.

#### Guidance information for assessment

Critical thinking always occurs in a specific context. Therefore holistic assessment with other units relevant to the industry sector, workplace and job role is highly

**EVIDENCE GUIDE**

recommended. Assessors must, however, retain a strong focus on the critical thinking skills as described in this unit.

## Range Statement

### 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.

***Value of curiosity and questioning*** might relate to:

- developing a more efficient way of doing something
- developing a new idea
- developing and improving products and services
- enhancing skills and career opportunities
- enhancing the physical environment
- financial benefit
- greater personal satisfaction
- improving interpersonal relationships

***Different types of questions*** may include questions about:

- accuracy
- breadth
- clarity
- depth
- emotion
- fairness
- logic
- meaning
- precision
- relevance
- significance
- social engagement
- society
- style
- taste

***Questions of self*** may include:

- am I being distracted by irrelevant information?
- are claims warranted?
- are there any unstated assumptions?
- could I do this differently or better?
- do I have any ideas to share about this?
- have I seen something that may have application here?



<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• how can I do that?</li> <li>• how can I fix this?</li> <li>• how long will that take?</li> <li>• if they are doing that, could I?</li> <li>• is this a reliable source?</li> <li>• is this relevant to me?</li> <li>• was I fair?</li> <li>• what are the real facts of this situation?</li> </ul>
<b><i>Questions of others</i></b> may include:	<ul style="list-style-type: none"> <li>• do we have a budget?</li> <li>• how did you come up with that?</li> <li>• how do you feel about that?</li> <li>• how does that work?</li> <li>• what does it mean?</li> <li>• why do you want me to do it like that?</li> <li>• why do we do it like that?</li> <li>• why is it so?</li> </ul>
<b><i>Situations when too much wondering or questioning may be inappropriate or ineffective</i></b> may relate to:	<ul style="list-style-type: none"> <li>• contractual agreements</li> <li>• extreme time pressure or non-negotiable deadlines</li> <li>• financial limitations</li> <li>• procedures determined by laws or other regulations</li> <li>• safety issues</li> <li>• when others are totally closed to new ideas</li> </ul>
<b><i>Responsibility for answering questions</i></b> may involve:	<ul style="list-style-type: none"> <li>• acknowledging shared responsibility</li> <li>• adopting a positive 'can do' attitude</li> <li>• following up on practical details</li> <li>• pro-actively seeking information</li> <li>• suggesting a new approach</li> <li>• talking to others about possible answers</li> </ul>
<b><i>Key question to be answered</i></b> may be determined by:	<ul style="list-style-type: none"> <li>• constraints of the broader context and environment</li> <li>• overall goal - what needs to be achieved</li> <li>• personal hopes and expectations</li> </ul>
<b><i>Information needed to answer the question</i></b> may be:	<ul style="list-style-type: none"> <li>• accessed by observing people</li> <li>• already inside own head</li> <li>• in journals, books or other printed materials</li> <li>• in workplace documents</li> <li>• in a hardware store</li> <li>• on the internet</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• with colleagues</li> <li>• with friends or family</li> </ul>
<i>Other information</i> may be:	<ul style="list-style-type: none"> <li>• opinions</li> <li>• own assumptions or those of others</li> <li>• personal prejudice</li> <li>• spin or public relations</li> </ul>
<i>Preconceptions and assumptions</i> may relate to:	<ul style="list-style-type: none"> <li>• assumptions about the way others are thinking</li> <li>• established ways of doing things</li> <li>• existing ideas, products and services</li> <li>• risk aversion</li> <li>• self-imposed limitations on what is possible</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

<b>Competency field</b>	Creativity and Innovation - Creative Thinking
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## Co-requisite units

<b>Co-requisite units</b>		