



Australian Government

Department of Education, Employment and Workplace Relations

LGACORE101B Access learning and career development opportunities

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers taking responsibility for own workplace learning and skills development in order to influence career or job progression. The unit requires recognition that career progression is the shared responsibility of both the individual and the organisation.

This unit is appropriate for entry-level staff, trainees and those who have returned to the workplace after some time. Individuals needing to clarify their career goals at any stage in their career may also benefit from this unit.

Application of the Unit

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This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct self assessment of current competencies	1.1. Current competencies are assessed against a checklist of competencies required in current job or role, as noted in relevant documents. 1.2. Results of self-assessment are discussed with supervisor and other relevant personnel. 1.3. Competency development needs are identified and discussed with relevant personnel.
2. Identify possible job/career pathways	2.1. Current and future job/career goals are identified in consultation with relevant personnel. 2.2. Information gathered in self-assessment of current competencies is considered when identifying job/career goals. 2.3. Immediate and future goals are set in consultation with relevant personnel. 2.4. Realistic time lines for achieving job/career goals are established and documented.
3. Plan appropriate strategies for achieving job/career goals	3.1. Opportunities to experience other jobs or roles in council are identified and planned for where possible. 3.2. Additional competencies required to achieve job/career goals are identified and strategies are planned. 3.3. Additional required training and development are identified, documented and agreed to by relevant personnel. 3.4. A structured training plan is devised and agreed to in consultation with relevant personnel.
4. Actively seek and participate in on-the-job training	4.1. Appropriate information is obtained and examined before undertaking new tasks. 4.2. Support is promptly sought when work-related difficulties arise. 4.3. Learning opportunities are identified and planned for to enhance on-the-job training. 4.4. Feedback is actively and regularly sought on performance and progress. 4.5. Opportunities to experience other jobs or roles in council or within current department are identified and accepted where possible. 4.6. Willingness to accept and complete new tasks is demonstrated.
5. Maintain record of learning and	5.1. Information regarding learning and competency development is recorded in accordance with council and

ELEMENT**competency
development****PERFORMANCE CRITERIA**

workplace requirements.
5.2. On-the-job demonstration of competencies is recorded
in order to build a portfolio of current competencies.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

- self-directed learning
- reading
- literacy
- questioning and listening
- self-assessment
- record keeping
- identification of own skills.

Required Knowledge

- different learning strategies including identifying relevant key points from spoken and written material, organising information, using feedback in learning and analysing expert performance
- personal learning style
- concept of lifelong learning
- council's organisational structure and relationship of roles within that structure
- reading strategies including locating specific information
- council policies and procedures regarding training and learning
- council services, facilities and activities.

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Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

The demonstrated ability to:

- identify job/career goals in consultation with relevant personnel
- maintain record of learning and competency development
- document job/career development plans incorporating required on or off-the-job training goals.

Context of assessment

On the job or in a simulated workplace environment.

Relationship to other units (prerequisite or co-requisite units)

Prerequisite units: nil.

Co-requisite units: nil.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.

Evidence required for demonstration of consistent performance

Evidence will need to be collected over a period of time across a range of variables.

Resource implications

Access to the workplace and resources including:

- human resources
- relevant job-related documents
- technical equipment
- stationery

EVIDENCE GUIDE

- library resources
- relevant council personnel.

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 in the Performance Criteria is detailed below.

Learning opportunities may include:

- training courses
- on-the-job training
- private study
- seminars and conferences.

Relevant personnel may include:

- supervisor
- manager
- training officer
- human resources personnel.

Relevant documents may include:

- job description documents
- competency standards
- training plans
- course descriptions and learning outcomes
- relevant award clauses.

Opportunities to experience other jobs or roles in council may include:

- secondments
- job rotations
- job sharing
- relieving in higher duties
- promotions.

On-the-job training may include:

- observation of more experienced colleagues
- questioning and discussion with colleagues and supervisors
- learning from written materials and council documentation
- handling new tasks with some supervision.

Feedback may include:

- spoken or written feedback from other learners, colleagues, supervisors, trainers and managers.

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Unit Sector(s)

Unit Sector

Common Units

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Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s