



**Australian Government**

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

# **UEENEEE038B Participate in development and follow a personal competency development plan**

Release: 1

## **UEENEEE038B Participate in development and follow a personal competency development plan**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit Descriptor**

**1)**

##### **1.1) Descriptor**

This unit covers the application of skills and knowledge in taking responsibility for one's own competency development. It encompasses understanding the structure of a competency development plan, participating the development of a personal competency development plan, understanding responsibilities and obligation under competency development plan, following activities for developing competency, self-monitoring competency development and meeting trainee obligations for periodic reporting of competency development activities.

### **Application of the Unit**

#### **Application of the Unit 4)**

This unit is intended to support competency development entry-level employment and post qualification based programs incorporated in approved contracts of training and approved programs.

## Licensing/Regulatory Information

### 1.2) License to practice

The skills and knowledge described in this unit do not require a license to practice in the workplace. However, practice in this unit is subject to regulations directly related to occupational health and safety and where applicable contracts of training such as apprenticeships.

## Pre-Requisites

**Prerequisite Unit(s)** 2)

### 2.1) Competencies

There are no prerequisite competencies for this unit.

## Employability Skills Information

**Employability Skills** 3)

This unit contains Employability Skills  
The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

## Elements and Performance Criteria Pre-Content

6) Elements describe the essential outcomes of a unit of competency

Performance criteria describe the required performance needed to demonstrate achievement of the Element.  
Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1 Participate in the development of a personal competency development plan.	1.1 The nature of competency-based training is sought from discussions with appropriate persons and understood.
	1.2 The responsibilities/obligations of trainees/learners, their employers, trainers and assessors in a competency-based development program are sought from discussions with appropriate persons and understood.
	1.3 Competencies to be achieved in a personal competency development plan are established in discussions with appropriate persons.
	1.4 Details on how to achieve the individual competencies in the plan are sought from discussions with appropriate persons and understood.
2 Follow a personal competency development plan.	2.1 All aspects of the competency development plan are put into practice and followed diligently.
	2.2 Opportunities to practise skills and apply knowledge relative to a particular competency are pursued
	2.3 Assistance is sought from appropriate persons to overcome difficulties in develop skills and apply knowledge relevant to a particular competency.
	2.4 Progress in competency development is self monitored against the competency development plan.
	2.5 Modifications to the personal competency development plan are made in consultation with appropriate persons.
	2.6 Trainee/learners responsibility for periodic and timely reporting of competency development activities is followed.

## **Required Skills and Knowledge**

### **REQUIRED SKILLS AND KNOWLEDGE**

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

Evidence shall show that knowledge has been acquired of safe working practices and participating in development and following a personal competency development plan. All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

The extent of the essential knowledge and associated skills (EKAS) required is given in Volume 2 - Part 2.2 EKAS. It forms an integral part of this unit.

- 2.2.45 Responsibilities under a competency development plan
- 2.2.46 Methods of monitoring and reporting competency development activities

## Evidence Guide

### EVIDENCE GUIDE

9) 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.

The Evidence Guide forms an integral part of this unit. It must be used in conjunction with all parts of the unit and performed in accordance with the Assessment Guidelines of this Training Package.

#### Overview of Assessment

##### 9.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Sources of evidence need to be 'rich' in nature to minimise error in judgment.

Activities associated with normal everyday work have a bearing on the decision as to how much and how detailed the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments.

Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.

## EVIDENCE GUIDE

### Critical aspects of evidence required to demonstrate competency in this unit

#### 9.2)

Before the critical aspects of evidence are considered all prerequisites must be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated performance criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines - UEE07'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:
  - Implement Occupational Health and Safety workplace procedures and practices, including the use of risk control measures as specified in the performance criteria and range statement
  - Apply sustainable energy principles and practices as specified in the performance criteria and range statement
  - Demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements.
  - Demonstrate an appropriate level of skills enabling employment
  - Conduct work observing the relevant Anti Discrimination legislation, regulations, polices and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
  - Participate in development and follow a personal competency development plan as described in 8) and including:
    - A Seeking and understanding the responsibilities under a competency development plan.
    - B Seeking and understanding how to achieve the individual competencies in the plan.
    - C Following all aspects of the plan diligently.

## EVIDENCE GUIDE

- D Pursuing opportunities to develop competency.
- E Seeking assistance to overcome difficulties in developing competency.
- F Self-monitoring competency development.
- G Periodically reporting competency development activities.
- H Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic assessment with the above listed items.

### **Context of and specific resources for assessment**

#### **9.3)**

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed in this unit.

These should be used in the formal learning/assessment environment.

Note:

Where simulation is considered a suitable strategy for assessment, conditions for assessment must be authentic and as far as possible reproduce and replicate the workplace and be consistent with the approved industry simulation policy.

The resources used for assessment should reflect current industry practices in relation to participating in development and following a personal competency development plan.



## EVIDENCE GUIDE

### Method of assessment

#### 9.4)

This unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires that the specified essential knowledge and associated skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.

### Concurrent assessment and relationship with other units

#### 9.5)

For optimisation of training and assessment effort, competence development in this unit may be assessed concurrently with other units in a qualification.

## Range Statement

### RANGE STATEMENT

8) This relates to the unit as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

This unit shall be demonstrated in relation to participating in development and follow a personal competency development plan in an electrotechnology discipline with the following attributes:

- responsibility for one's own competency development in developing and applying skills and knowledge
- structure of a competency development plan
- development of a personal competency development plan participation
- responsibilities and obligation under the competency development plan
- activities for developing competency followed
- competency development self-monitoring
- trainee obligations met
- periodic reporting of competency development activities met

Participating in development and follow a personal competency development plan shall be demonstrated in any of the following Electrotechnology disciplines:

- Automation technologies
- Computers
- Data Communications
- Electrical
- Electrical Machines
- Electronics
- Fire protection
- Instrumentation
- Refrigeration and Air Conditioning
- Renewable / sustainable energy
- Security technology

Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms that apply are given in Volume 2, Part 2.1.

## Unit Sector(s)

Not Applicable

## Competency Field

### 2.2) Literacy and numeracy skills

Participants are best equipped to achieve competency in this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 'Literacy and Numeracy'

Reading	3	Writing	3	Numeracy	3
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## Custom Content Section

Competency Field 5)

Electrotechnology