



Australian Government

BSBCRT502 Develop critical thinking in others

Release: 1

BSBCRT502 Develop critical thinking in others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to develop critical thinking skills in others within a professional context.

This unit applies to individuals who are developing and coaching teams or personnel, for whom critical thinking skills (including analysis, synthesis, and evaluation) are an important part of their job roles. This unit applied to individuals who are typically responsible for coaching and developing teams of people.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Unit Sector

Creativity and Innovation – Critical Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Facilitate learning in critical thinking concepts	1.1 Identify learning needs of individuals in relation to critical thinking skills by asking questions to identify knowledge gaps 1.2 Identify potential formal and informal learning opportunities 1.3 Clearly articulate key features of critical thinking concepts (including analysis, synthesis, and evaluation) to team members in a way that is easily understood by diverse learner groups 1.4 Encourage questions and discussion from team members
2. Create learning	2.1 Provide feedback to team members to recognise and encourage

ELEMENT	PERFORMANCE CRITERIA
environment that encourages development in critical thinking	individual and team learning 2.2 Ensure organisational procedures maximise individual and team access to learning opportunities 2.3 Analyse current organisational systems to identify gaps or barriers to critical thinking 2.4 Research and analyse information about learning systems in other organisations and contexts 2.5 Set tasks and create opportunities for team members to apply critical thinking skills (including analysis, synthesis, and evaluation) to workplace problems 2.6 Expose ideas and options to ongoing testing, exploration and challenge
3. Monitor and improve learning effectiveness	3.1 Monitor team and individual performance to determine the type and extent of any additional work-based support required to enhance critical thinking 3.2 Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3 Incorporate areas identified for further improvement when undertaking future planning

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	- Reflects on own performance and seeks opportunities to improve own skills and knowledge - Transfers skills and knowledge to a variety of learning development contexts
Reading	Researches, analyses and evaluates textual information, from a wide range of sources, to identify information relevant to systems that support critical thinking and learning
Writing	Develops complex plans and strategies using language and format appropriate to the audience and purpose
Oral Communication	- Articulates ideas and requirements clearly and persuasively using techniques appropriate to audience and environment - Participates in a verbal exchange of ideas and elicits the views and

	opinions of others by listening and questioning • Uses a range of persuasive responses and makes comparisons which show an understanding of topics and concepts
Navigate the world of work	• Recognises and considers the implications of legal and regulatory responsibilities on own work • Adheres to implicit and explicit organisational policies and procedures, seeking advice from others if necessary
Interact with others	• Actively identifies the requirements of important communication exchanges, selecting appropriate channel, format, tone and content to suit purpose and audience • Applies a range of communication strategies to encourage others to share their knowledge and skills and reflect on the effectiveness of the interaction • Looks for ways of establishing connections and building genuine understanding with a diverse range of people • Uses inclusive and collaborative techniques to negotiate, influence and elicit the views and opinions of a wide range of stakeholders
Get the work done	• Uses logical processes to plan, implement and monitor learning in the workplace • Evaluates outcomes of learning processes to identify opportunities for improvement • Accepts responsibility for planning and implementing systems and strategies to achieve organisational goals, negotiating key aspects with others • Contributes to creating a climate where people feel comfortable to suggest, explore, adapt and adopt new ideas as a regular part of work life

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCRT502 Develop critical thinking in others (Release 1)	Not applicable	New unit	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCRT502 Develop critical thinking in others

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Performance Evidence

Evidence of the ability to:

- explain critical thinking concepts and approaches, and their application to a workplace context
- design/develop a learning system for the organisation that clearly supports the application of critical thinking methods and that is based on:
 - analysis of the organisation's objectives, existing processes, resources and barriers to critical thinking methods
 - individual and group input/feedback
 - research of existing best practice in industry
- ask questions of self and others to broaden knowledge and understanding of the team member cohort
- undertake monitoring activities of team skill development and apply relevant legislation and organisation policies for development of staff.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role:

- key features and characteristics of critical thinking concepts and approaches
- key features of existing workplace objectives, processes and resources
- key characteristics of organisational learning environments and related learning systems
- key legislative requirements relating to workplace procedures
- key sources of reliable information relevant to workplace procedures
- key features of industry best practice approach to instruction on critical thinking methods.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation – critical thinking field of work and include access to:

- office equipment, technology, software and consumables required to implement internal and maintain internal control procedures
- corporate governance documentation required for role
- case studies and, where possible, real situations in the workplace
- interaction with others
- organisational operational policies and procedures required for role.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

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