



**Australian Government**

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

# **BSBLED101A Plan skills development**

**Revision Number: 1**

## BSBLED101A Plan skills development

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to identify and document current skills and to plan future skills development under the guidance of an appropriate adviser.</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 individuals developing basic skills and knowledge of career planning and skills development in preparation for working in a broad range of settings.</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<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. Seek advice on future career directions	1.1. Identify possible career directions in industry or organisation 1.2. Identify and prioritise personal work goals 1.3. Discuss future work/career directions with <i>appropriate people</i> and identify additional skills requirements 1.4. Take into account personal values and attitudes regarding work and business, in planning future work/career directions 1.5. Identify additional skills required and determine appropriate <i>method/s</i> to acquire these skills
2. Conduct self assessment of skills	2.1. Identify work, life and study <i>experiences relating to business</i> 2.2. Assess current skills, knowledge and attitudes against a <i>checklist</i> of <i>relevant competencies</i> 2.3. Discuss results of self-assessment with trainer or assessor 2.4. Identify further skills development needs
3. Prepare portfolio of evidence	3.1. Identify and discuss <i>types of evidence</i> required 3.2. Develop a clear understanding of the <i>purpose of evidence</i> 3.3. Collect examples of evidence for portfolio 3.4. Complete application for recognition of current competency and/or <i>personal resume</i> with assistance from assessor

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- literacy and communication skills to access information to identify career options and personal work goals, and to draft a portfolio of evidence
- problem-solving skills to solve routine problems related to the workplace, under direct supervision
- technology skills to use business equipment, under direction.

#### Required knowledge

- importance of skills development in career planning terms
- sources of advice on career planning and skill development
- types of evidence and ways of creating portfolios of evidence.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
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.	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• documentation of personal strengths and areas for future skill development</li> <li>• documentation of proposed career plan</li> <li>• evidence of current competencies</li> <li>• knowledge of the importance of skills development in career planning terms.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of resumes and career planning resources.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of prioritisation of personal work goals</li> <li>• analysis of responses to case studies and scenarios</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of types of evidence and ways of creating portfolios of evidence</li> <li>• review of documentation identifying further skills development needs</li> <li>• analysis of portfolio.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other learning and development units.</li> </ul>

## 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.

<b><i>Appropriate people</i></b> may include	<ul style="list-style-type: none"> <li>• assessors</li> <li>• colleagues</li> <li>• mentors</li> <li>• supervisors</li> <li>• trainers</li> </ul>
<b><i>Method/s</i></b> to acquire additional skills may include:	<ul style="list-style-type: none"> <li>• attendance at workshop or demonstration</li> <li>• formal course participation</li> <li>• on-the-job coaching or mentoring</li> <li>• work experience</li> </ul>
<b><i>Experiences relating to business</i></b> may include:	<ul style="list-style-type: none"> <li>• family responsibilities</li> <li>• study including formal or informal learning</li> <li>• volunteer or recreational experience</li> <li>• work experience</li> </ul>
<b><i>Checklist</i></b> may include:	<ul style="list-style-type: none"> <li>• personal skills and attributes</li> <li>• practical skills</li> <li>• strengths and weaknesses</li> </ul>
<b><i>Relevant competencies</i></b> may include:	<ul style="list-style-type: none"> <li>• academic results</li> <li>• interpersonal skills</li> <li>• organisation skills</li> <li>• personal attributes</li> <li>• personal skills e.g. demonstrated leadership, team work</li> <li>• practical skills directly related to a workplace</li> </ul>
<b><i>Types of evidence</i></b> may include:	<ul style="list-style-type: none"> <li>• academic results including informal studies</li> <li>• personal interests and experiences</li> <li>• previous employment</li> <li>• recreational experiences</li> <li>• volunteer work</li> <li>• work experience</li> </ul>
<b><i>Purpose of evidence</i></b> may include:	<ul style="list-style-type: none"> <li>• assessment of current competencies</li> <li>• building a picture of personal attributes</li> <li>• documentation of competencies relevant to the</li> </ul>

<b>RANGE STATEMENT</b>	
	workplace <ul style="list-style-type: none"> <li>• identification of areas for further skill development</li> <li>• identification of strengths and weaknesses</li> </ul>
<i>Personal resume</i> may include:	<ul style="list-style-type: none"> <li>• contact details</li> <li>• education and extra curricular activities</li> <li>• past employment and/or volunteer work</li> <li>• personal attributes, skills, strengths</li> <li>• professional development i.e. formal or informal courses undertaken</li> <li>• work experience</li> <li>• work related or personal references</li> </ul>

### Unit Sector(s)

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

<b>Competency field</b>	Workforce Development - Learning and Development
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### Co-requisite units

<b>Co-requisite units</b>		