

# Building EYSAC Capability for Trainees Project

## Webinar 6: Unpacking a Unit of Competency

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### What is a Unit of Competency?

A Unit of Competency is the smallest component of a Training Package that can be assessed and recognised. It gives a description of the skills and knowledge required to perform effectively to a specific standard in a particular workplace role or function.

### An example: CHCECE009: USE AN APPROVED LEARNING FRAMEWORK TO INFORM PRACTICE

To look at this Unit of Competency, go to <https://training.gov.au/training/details/CHCECE009>

The parts are:

1. An indication of whether the Unit of Competency is current or superseded.
2. Information about the modification history
3. Application information
4. Elements and Performance Criteria. Elements define the essential outcomes and Performance Criteria specify the level of performance needed to demonstrate achievement of the element. This is where the workplace coach and mentor can be actively involved in supporting the trainee.
5. Foundation Skills. These are the required skills that are essential to performance. For CHCECE009 these are language, literacy, numeracy, and employment skills. Again, the workplace coach or mentor can provide real support by ensuring that the trainee has the capability to manage the requirements of the unit, and is getting help, if needed.

CHCECE009 is a core unit that is required to be done

6. Performance evidence – the ability to complete the tasks outlined in the Unit of Competency – observable skills and practices
7. Knowledge evidence – how information related to the Unit of Competency is understood, interpreted and communicated (e.g., being able to effectively navigate through an approved framework to inform professional decisions).
8. Assessment conditions – are the outlined ‘conditions’ for being competent in a Unit of Competency, including demonstrating competency in a regulated education and care setting and simulated experiences and scenarios (these need to clearly relate to the learner’s workplace).

### **Interpreting the Unit of Competency**

To effectively interpret a Unit of Competency, stakeholders (including the learner, the workplace coach, the employer and the RTO need to:

1. break down the elements and performance criteria.
2. know how to interpret and understand the language of the Unit of Competency.
3. know that what is required to demonstrate competency is enough and on track.

The Companion Guide is very useful in supporting these understandings.

There are rules of evidence that support assessor decisions. These are:

- **Validity:** the assessor is assured that the learner has the skills, knowledge and attributes as described in the Unit of Competency and associated assessment requirements.
- **Sufficiency:** the assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.
- **Authenticity:** the assessor is assured that the evidence presented for assessment is the learner’s own work.
- **Currency:** the assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or very recent past.

### **What coaching questions and support could be provided to trainees?**

With consideration to the elements, performance criteria and foundation skills outlined in a Unit of Competency, workplace coaches think about:

- questions to guide knowledge development and understandings.
- documents that could support focused coaching.
- practices that will influence and support the development of skills and abilities.

Workplace coaches should think about the language of ‘elements and performance criteria’ – investigate, explore, collaborate, reflect, etc.).