

U31301:**Manage own work and learning**

This unit deals with skills and knowledge required for the self management skills needed to perform effectively in the workplace and relates to personal time management and the identification and management of personal learning needs.

ELEMENT		PERFORMANCE CRITERIA	
1.	Development of personal time management skills	1.1	Work priorities and deadlines are appropriately established in consultation with others in accordance with organisation procedures.
		1.2	Time is managed and work is planned so that tasks are completed according to order of priority and within established deadlines.
		1.3	Work is rescheduled and re-prioritized where necessary to accommodate important variations in the workload.
		1.4	Details of work tasks and commitments are accurately documented and work records are accurately documented and maintained according to organisational requirements.
		1.5	All changes and difficulties affecting work requirements are identified through regular reviews of work activities and the appropriate personnel are informed of the effects.
2.	Manage own learning	2.1	Own learning needs to achieve set goals are identified in consultation with the appropriate personnel .
		2.2	Opportunities to meet learning needs are identified and the appropriate course of action is taken in consultation with the appropriate personnel .

To be competent you must achieve the following

3. Receive and act constructively on personal feedback
- 3.1 Work progress is checked with appropriate persons and suggestions on ways to improve own work is elicited.
- 3.2 Feedback given on performance is assessed and applied appropriately to improve own work performance.
- 2.3 Appropriate evidence of on and off-of-job learning and achievements relevant to the current work role are collected.

RANGE STATEMENT

You must cover the items below

A. Work records (at least 3)

- (i) diary entries
- (ii) work schedules
- (iii) time sheets
- (iv) file notes
- (v) reports
- (vi) general in-house correspondence, e.g. memos, notes, email
- (vii) records of meetings

B. Appropriate personnel (at least 3)

- (i) manager
- (ii) supervisors
- (iii) peers
- (iv) mentors
- (v) community representatives

C. Own learning needs (at least 2)

- (i) knowledge required for present job
- (ii) skills development to fulfill career aspirations
- (iii) need to obtain competencies to meet current and future organisational objectives

UNDERPINNING KNOWLEDGE AND SKILLS

1. Time management techniques.
2. Organizing information clearly, concisely and logically.
3. Effective communication techniques.
4. Task management techniques.
5. Dealing with constraints.
6. General stress management techniques.
7. Career paths within the relevant industry context.
8. Skill requirements for different job roles.
9. Documentation of evidence of learning.
10. Enterprise policies and procedures.
11. Set personal goals.
12. Assess personal achievement.
13. Plan own work.
14. Communicate effectively and precisely.
15. Perform documentation.
16. Identify learning opportunities.
17. Determine and work toward deadlines.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

You must provide evidence that shows you have done this over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least two (2) occasions. This evidence must come from working in the Entertainment and Events Technology and industry.

The following evidence is critical to the judgment of competence in this unit:

- demonstrate knowledge of time management, personal development and learning opportunities
- effective application of time management techniques
- plan and organise own work and identify constraints
- assessing learning needs and development opportunities
- communicating effectively with colleagues within the range of situations required for the job role
- receive and act constructively on feedback
- document evidence of learning and maintenance of work records

(2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

(3) Context of Assessment

Assessment may take place on the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. The assessment must be undertaken in a closely simulated workplace environment.