



Australian Government

Department of Education, Employment and Workplace Relations

BSBLED707A Establish career development services

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan, implement and evaluate career development services in accordance with professional standards to facilitate well considered career decision making by participants.</p> <p>The unit also covers maintaining professional career development standards in an ongoing manner.</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

Application of the unit	<p>This unit applies to leaders seeking to provide career development services in accordance with professional standards.</p> <p>Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how a person balances paid and unpaid work, and personal life roles.</p> <p>A wide range of career development programs and services may be provided in many different jurisdictions and delivery settings. Their object is to assist individuals to gain the knowledge, skills, attitudes and behaviours required to manage their life, learning and work in self directed ways.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Apply career development standards	1.1. Research contemporary <i>career development</i> theories, models, frameworks and strategies in relation to a specific context and <i>target group</i> 1.2. Analyse codes of professional conduct and <i>career development standards</i> , and how they can be applied in work practice 1.3. Apply regulatory requirements, policies, guidelines, standards and resources 1.4. Plan for and undertake, ongoing personal professional development 1.5. Apply career development standards to all aspects of work role 1.6. Establish and maintain relationships with professional peers and service providers
2. Plan for career development services	2.1. Apply career development theories in preparing to work with specific target groups 2.2. Analyse career development needs of specific target groups 2.3. Plan for the <i>support systems and resources</i> required to provide <i>quality career development service</i> delivery in a specific context and for a target group 2.4. Apply <i>effective action planning skills</i> in <i>career development counselling</i> services 2.5. Establish ongoing professional and follow-up support for clients of career development services
3. Implement career development services strategies	3.1. Develop strategies for career development services to reflect the contextual needs and aspirations of the specific target group 3.2. Encourage individuals to commit to and access, career development services 3.3. Establish mechanisms to follow-up the provision of career development services 3.4. Implement strategies to ensure records storage, security and privacy in accordance with professional and organisational requirements 3.5. Establish referral procedures and contacts
4. Review career development services delivery strategies and plans	4.1. Review career development services, service delivery strategies against <i>plans</i> and standards, and identify any gaps 4.2. Advocate for target group and individual career

ELEMENT	PERFORMANCE CRITERIA
	<p>development needs and choices</p> <p>4.3.Determine strategies to improve the quality of career development services</p> <p>4.4.Discuss alternative career development strategies with <i>key stakeholders</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills to:
 - provide advocacy and support for the target group
 - establish and maintain professional relationships
 - consult with key stakeholders
- literacy skills to read and interpret structurally intricate career development texts, and to develop reports which deal with complex ideas and concepts
- planning and organising skills to:
 - research career development theories
 - plan career development services, support systems, resources and service delivery
 - keep accurate records and reports
 - plan and complete own professional development
- problem-solving, initiative and enterprise skills to:
 - apply appropriate career development theories to meet client needs
 - analyse the career development needs of a particular client group and to develop strategies for career development
 - assess career development needs using professional and robust tools
- self management and learning skills to:
 - maintain professional standards
 - comply with legislation, codes of practice, and organisational policies and procedures
 - act as a role model in the workplace
 - refer individuals to other careers development experts
- technology skills to use communication technologies, electronic and IT support systems.

Required knowledge

- career development policy and procedures in the given context of application
- common patterns of thinking, feeling and behaviour, and the impact on individual career choices
- human psychology and needs in relation to career choices
- organisational policies on career development.

Evidence Guide

EVIDENCE GUIDE

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.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- rigour in analysing, planning, implementing and evaluating career development services
- collecting, evaluating and using appropriate information when forming career development strategies and related support systems and resources
- appreciation of the diverse perspectives individuals can bring to any learning situation or the workplace as a result of their nationality, gender, ethnicity, experience, age, sexuality or disability
- knowledge of organisational policies on career development.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- competence is consistently demonstrated over time, and over a range and variety of situations providing career development services to a professional standard.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- completion of applied projects or learning activities such as plans for career development services, quality systems to support career development services and implementation plans
- direct observation of contextual application of skills when developing quality career development services
- oral or written questioning to assess knowledge of common patterns of thinking, feeling and behaviour, and the affect on individual career choices.

EVIDENCE GUIDE**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBLED708A Conduct a career development session
- BSBLED709A Identify and communicate trends in career development
- BSBREL701A Develop and cultivate collaborative partnerships and relationships.

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.

<i>Career development</i> may include:	<ul style="list-style-type: none"> • services intended to assist individuals of any age, and at any point throughout their lives, to make vocational, educational, training and occupational choices and to manage their careers, life, learning and work
<i>Target group</i> may include:	<ul style="list-style-type: none"> • age • career choices • cultural background and needs • employees • employment status/role • level of education achieved • learners/students • learning styles and preferences • literacy and numeracy skills • location • predetermined service user group • skill/competency profile • socioeconomic background
<i>Career development standards</i> may apply to:	<ul style="list-style-type: none"> • career related exploration • choice • implementation • maintenance • opportunity development • planning • preparation • review
<i>Career development standards:</i>	<ul style="list-style-type: none"> • are those competencies or codes set, recognised and authorised by a national body, for instance the Career Industry Council of Australia (CICA); this includes but is not be limited to the Professional Standards for Australian Career Development Practitioners (2006)
<i>Support systems and resources</i>	<ul style="list-style-type: none"> • career information and support materials

RANGE STATEMENT	
may include:	<ul style="list-style-type: none"> • communication technologies, such telephones, TTY and email • electronic and information technology • meeting rooms and facilities • physical support services • policies and rules for clients to complete follow-up with contact staff or service providers
<i>Quality career development service</i> may include a mix of physical and electronic means to achieve:	<ul style="list-style-type: none"> • adequate resource needs of the counselling service • capacity to offer a range of choices and advice • careers counselling • compliance with regulatory, professional and organisational standards • effective conflict resolution • identification and removal of any gaps in career counselling services • negotiation, advocacy, enterprising, coaching and mentoring skills • relevance, currency and appropriateness of services provided to individuals • satisfaction of needs associated with a specific context and target group
<i>Effective action planning skills</i> may include:	<ul style="list-style-type: none"> • appropriate session closure • developing contingency plans • exploring options • factoring in time lines • identifying and accessing resources • identifying and addressing barriers • making referrals • planning sub-steps • reinforcing commitment and empowering individuals
<i>Career development counselling</i> may be:	<ul style="list-style-type: none"> • occupation or position specific • general in relation to a number of occupations or an industry • one-off or ongoing • formal or informal • expanding and narrowing choice, or specific to a career choice
<i>Plans</i> may include:	<ul style="list-style-type: none"> • career development plan for an individual or

RANGE STATEMENT	
	<ul style="list-style-type: none"> group operational plan resource plan session plan taking into account the: <ul style="list-style-type: none"> needs of target group resources required to access services (such as access to internet service providers, other technology or transport facilities)
<i>Key stakeholders</i> may include:	<ul style="list-style-type: none"> associations Boards/committees of management employees employers government learners/students organisational management and staff private sector organisations/businesses public sector organisations/agencies, especially regulators suppliers and learning partners teachers/trainers trainees unions

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Learning and Development
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Co-requisite units

Co-requisite units		