



Australian Government

Department of Education, Employment and Workplace Relations

BSBLED709A Identify and communicate trends in career development

Revision Number: 1

BSBLED709A Identify and communicate trends in career development

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the performance outcomes, skills and knowledge required to conduct the research required to identify and communicate career trends. It establishes the need to interact professionally with others in assessing career needs in order to effectively assist clients identify the competencies they require for a career and employability in a given context.</p> <p>The unit also covers maintaining quality of career development services and professional practice.</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

<p>Application of the unit</p>	<p>This unit applies to leaders seeking to identify and communicate trends in career development.</p> <p>Careers are unique to each person and will vary within and across countries, industries, occupations, organisational contexts, individuals involved and jurisdictions. The relevance, currency and validity of the physical and electronic information sources used are central to the success of career development services. The importance of ongoing research is required to determine how changes to the structure of work, organisations and industries impact on learning and career pathways.</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
<p>1. Research and confirm career trends</p>	<p>1.1. Apply knowledge of changing organisational structures, <i>lifespan of careers</i> and methods of <i>conducting work search, recruitment and selection processes</i></p> <p>1.2. Analyse changing <i>worker and employer issues</i>, rights and responsibilities in a context of changing work practices</p> <p>1.3. Examine the importance of <i>quality careers development services</i></p> <p>1.4. Maintain all <i>research</i>, documentation, sources and references (electronic or physical) to a high degree of currency and relevance</p> <p>1.5. Analyse implications of <i>relevant policy, legislation, professional codes of practice and national standards</i> relating to worker and employer issues</p> <p>1.6. Research changes and trends in relation to the theory of career development counselling and practice</p> <p>1.7. Confirm clusters, levels and combinations of transferable employability skills and preferences that may open employment options spanning more than one occupation or career pathway</p>
<p>2. Assess and confirm ongoing career development needs of a target group</p>	<p>2.1. Analyse history and records in assessing the needs of a <i>target group</i></p> <p>2.2. Assess success of previous career development services and techniques used for individuals or target group</p> <p>2.3. Deploy <i>other means to investigate appropriate care and counselling approaches</i> as required</p> <p>2.4. Maintain privacy and security of all data, research and personal records according to relevant policy, legislation, professional codes of practice and national standards</p> <p>2.5. Establish existing work-life balance requirements, issues and needs</p>
<p>3. Maintain quality of career development services and professional practice</p>	<p>3.1. Analyse and review relevance of career theories, models, frameworks and research for a target group</p> <p>3.2. Incorporate into career development services and professional practice, <i>major changes and trends</i> influencing the workplace and career related options and choices</p> <p>3.3. Comply with all relevant policy, legislation,</p>

ELEMENT	PERFORMANCE CRITERIA
	professional codes of practice and national standards that influence the delivery of career development services

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to interpret structurally intricate career development information and to develop reports which deal with complex ideas and concepts
- communication and teamwork skills to:
 - determine key elements of effective networking
 - identify, analyse and model effective consultation and collaboration processes and strategies aimed at achieving shared stakeholder objectives
 - apply career counselling techniques
- planning and organising skills to maintain currency and relevance of information, and to maintain quality of services
- problem-solving, initiative and enterprise skills to:
 - research and identify trends in career development and work contexts
 - apply verbal, visual or tactile work search strategies and skills
 - assess and confirm ongoing career development needs
 - resolve security and privacy of data
- self-management and learning skills to:
 - maintain professional practice
 - comply with all policy, legislation codes of practice and national standards
 - maintain privacy and security of client information
 - review and update career development services
- technical skills to access electronic sources of information, and to maintain accuracy and relevance of data.

Required knowledge

- client care, counselling techniques and processes in the context of career development services
- counselling techniques
- diversity and its potential affect on career choices
- human psychological development and needs in relation to careers development
- organisational guidelines relating to career development
- recruitment and selection processes in the context of career development services
- research techniques
- trend analysis.

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • capacity to research current economic, labour market, employment, career and vocational, educational and training trends • identification of choices and career development needs for individuals and target groups within a given context • reporting and documenting management of research and career development materials • compliance with all relevant local, state/territory and national legislation, policies and practices • knowledge of trend analysis.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of situations identifying and communicating trends in vocational, educational and training career pathways.
Method of assessment	<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"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • applied projects or assessment activities, especially related to research and communicating trends in vocational, educational and training career pathways • research documentation or portfolio of evidence relating to identifying trends in vocational, educational and training career pathways • observation of contextual application of skills in communicating trends in career development • oral or written questioning to assess knowledge of

EVIDENCE GUIDE	
	research techniques.
Guidance information for assessment	<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">• BSBLED707A Establish career development services• BSBLED708A Conduct a career development session.

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>Lifespan of careers</i> may include:	<ul style="list-style-type: none"> • duration an individual may be able to do a job or specific work • duration of work - for technological, business, economic or social reasons • opportunities arising from a career option (pathways)
<i>Conducting work search, recruitment and selection processes</i> includes:	<ul style="list-style-type: none"> • access to and a constant review of, physical or electronic sources • showing customers online careers and employment websites and portals established by government or other providers (i.e. employment service agencies)
<i>Worker and employer issues</i> may include:	<ul style="list-style-type: none"> • awards • certified agreements • contract work and self employment • enterprise bargaining • occupational health and safety • terms and conditions • unions • work choices
<i>Quality careers development services</i> may include:	<ul style="list-style-type: none"> • adequate resource needs of the career development service • careers counselling • compliance with regulatory, professional and organisational standards • identification and removal of any gaps in career counselling services • implementation of effective conflict resolution • negotiation, advocacy, enterprising, coaching and mentoring skills • range of choices and advice able to be offered • relevance, currency and appropriateness of services provided to individuals • satisfaction of needs associated with a specific

RANGE STATEMENT	
	context and target group
Research may include:	<ul style="list-style-type: none"> • evaluations of existing products • focus groups • informal discussions • internet research • interviews • literature reviews • professional communication mechanisms such as physical and electronic journals, professional newsletters, peer networks, subscriptions • questionnaires • workshops
Relevant policy, legislation, professional codes of practice and national standards may include:	<ul style="list-style-type: none"> • competency standards • copyright and privacy laws relating to physical materials and electronic technology • licensing • plagiarism • security of information
Target group may include:	<ul style="list-style-type: none"> • age • career choices • cultural background and needs • employees • employment status/role • learners/students • learning styles and preferences • level of education achieved • literacy and numeracy skills • location • predetermined service user group • skill/competency profile • socioeconomic background
Other means to investigate appropriate care and counselling approaches may include:	<ul style="list-style-type: none"> • direct interviews • investigation of files and records • consultation with stakeholders • contact with previous or other counsellors • peer communication and communities of practice • qualitative and quantitative research

RANGE STATEMENT	
<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
<i>Major changes and trends</i> encompass local and global causes relating to:	<ul style="list-style-type: none"> • economic • political • social • technological

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		