



Australian Government

Department of Education, Employment and Workplace Relations

CHCCDP403B Analyse and apply education and training information

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the collection, analysis and application of education and training information to enhance delivery of career information services

Application of the Unit

Application

This unit of competency may contribute to recognition as an associate career development practitioner in line with the Career Industry Council of Australia standards

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Collect *education and training information*

1.1 Identify the type of *education and training information* to be collected

1.2 Identify and access a range of suitable information sources

1.3 Use a range of appropriate methods to collect education and training information

1.4 Provide information that defines relevant characteristics of education and training context

1.5 Confirm currency of education and training information

2. Analyse education and training information

2.1 Analyse education and training information to identify effects upon future pathways

2.2 Report and discuss results of analysis

3. Develop and apply *workable solutions*

3.1 Develop *workable solutions* on consideration of relevant information and options

3.2 Communicate or implement proposed solutions as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of education and training characteristics on a national, state and local level
- Education and training pathways into key employing industries in local area
- Costs, incentives and other assistance available

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use an appropriate range of education and training data sources to collect information
- Analyse education and training information to determine relevance to current and future pathways
- Apply knowledge of education and training information to planning and problem solving
- Develop/enhance workable solutions through the use of education and training information

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply literacy and numeracy skills to read and understand a variety of texts; prepare education and training pathways plans and enter the information into organisation's information systems
- Use planning skills to organise information and plan and review work activities
- Use problem solving skills to evaluate options
- Use oral and written communication skills to provide and elicit advice and information

REQUIRED SKILLS AND KNOWLEDGE

effectively

- Apply technology skills to use business equipment and software including use of internet and intranet for research

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, the Range Statement and the Assessment Guidelines for this Training Package.

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

- The person being assessed must provide evidence of Essential Knowledge as well as Essential Skills specified in this unit
- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
 - equipment and resources normally used in the workplace

Method of assessment may include:

- Observations
- Questioning
- Project
- Written assignment
- Evidence gathered from the workplace environment

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. Add any 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.

RANGE STATEMENT

Education and training information includes, but is not limited to:

- University entry
- Alternative pathways (e.g. portfolio)
- TAFE entry
- Private training providers
- Overseas placements
- VET in Schools
- Systems and sectors e.g. public, AIS, CEO, community, SIDE
- Specialised school programs
- RPL/RCC
- Fast track
- AQF
- Graduate programs
- Internships
- Cadetships
- Vacation programs
- Apprenticeships/traineeships
- Sandwich placements
- Work experience
- Scholarships
- Costs (Fee Help, PELS, FFS)

RANGE STATEMENT

Information sources include, but are not limited to:

- Information available within the organisation
- Publications, industry journals, articles
- Internet websites, such as:
 - www.myfuture.edu.au
 - www.deewr.gov.au
- Telephone directories
- Visits to workplaces
- Industry associations e.g. building and construction
- Professional associations e.g. AACC, CEAWA
- Employer associations e.g. CCI
- State government departments of employment and training
- Newspaper advertisements
- Community organisations
- University and training facilities
- Career centres
- Expos
- Career information days/evenings
- Job guide
- RECAP file and local equivalents
- Networking

Relevant professional associations and their members for networking and liaising may include but are not limited to:

- Career education associations
- Australian Association of Career Counsellors
- National Association of Graduate Careers Advisory Services (NAGCAS)
- Career Industry Council of Australia (CICA)
- Australian Association of Graduate Employers (AAGE)
- Local community partnerships (LCPs)
- Regional industry career advisers (RICAs)
- Network of industry sector national industry career specialists (NICS)
- Enterprise development networks (EDNs)

RANGE STATEMENT

Appropriate methods to gather information can include, but are not limited to:

- Use of internet and intranet
- Interviews
- Individual research
- Questioning employers
- Use of libraries
- Publications
- Attendance at meetings, conferences, Career information days/evenings
- Career Expos
- Networking
- Workplace visits

Workable solutions include, but are not limited to:

- Individual Pathways Plans
- Job search planning
- Career plans for individual clients

Unit Sector(s)

Not Applicable