



Australian Government

CHCECD010 Provide support to people in career transition

Release: 1

CHCECD010 Provide support to people in career transition

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCCDP402B

Application

This unit describes the knowledge and skills required to work with clients in career transition to collaboratively implement and monitor a career action plan and to evaluate their satisfaction with the support services provided.

This unit applies to individuals working in career development or a career related field.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Support clients to implement career action plan

1.1 Discuss and confirm goals with client based on review of plans already developed and employment opportunities

1.2 Assess client's current job or course search skills and resources and employment barriers to identify areas for development

1.3 Facilitate client access to services, training and networking opportunities and other information according

ELEMENT**PERFORMANCE CRITERIA**

to their needs

1.4 Assist clients to prepare and present materials that highlight key skills

1.5 Support clients to present themselves effectively

1.6 Use communication skills to gain client commitment

1.7 Document agreed plans with agreed actions, timelines and responsibilities

2. Monitor progress

2.1 Review and record client progress towards achievement of objectives in the career action plan

2.2 Where progress is not achieved, review and amend plan and strategies in collaboration with client

2.3 Provide feedback to support client progress towards achievement of goals

2.4 Identify and respond to client needs for additional career management skills

3. Evaluate services provided

3.1 Seek feedback and evaluate client satisfaction with services provided

3.2 Identify issues or inequities in service delivery and reflect on and report strategies for improvement

3.3 Contribute to potential improvements in service delivery systems and procedures within scope of own job role

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCECD010 Provide support to people in career transition

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCCDP402B

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- worked collaboratively using a person-centred approach with at least 3 different clients to develop plans for employment and other career transitions, including for at least 3 of the following:
 - a job seeker
 - a person seeking an education or training pathway
 - a person seeking to change their education or training pathway
 - a person who has been made redundant
 - a person seeking retirement
 - a person seeking voluntary work
 - a young person exiting secondary schooling
 - a school aged person exploring their career options and school subject selections
 - a person seeking promotion
 - a person seeking career change
- monitored and evaluated the implementation of those plans using a structured process of ongoing monitoring, feedback and reflection.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (national, state/territory), and how these are applied in organisations:
 - Australian Blueprint for Career Development
 - codes of practice – Professional Standards for Australian Career Development Practitioners
 - discrimination
 - duty of care
 - equal employment opportunity (EEO)
 - privacy, confidentiality and disclosure
 - records management
 - rights and responsibilities of workers, employers and clients
 - work role boundaries – responsibilities and limitations
 - work health and safety
- principles of person-centred and strengths-based practice
- diversity of career transition situations, and how career development practice supports individuals in those situations
- employment information including:
 - current knowledge of the world of work
 - accepted methods for defining jobs
 - current labour market trends and information sources, including local, regional, national and international labour markets
 - occupational groups, clusters and networks
 - pathways to occupational areas
 - local options and support networks available
 - role of key players such as recruitment agencies, professional associations, employment services and funding bodies
- training and education information:
 - options and pathways
 - funded training opportunities
- job search strategies including best practice regarding:
 - preparing and writing job applications for both the private and public sectors
 - preparing resumes and portfolios
 - using recruitment agencies
 - accessing online services
 - social media
- effects of unemployment on clients and barriers to employment and retention

- services and agencies for referral when client needs cannot be met by the organisation or are outside the scope of job role.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - client information and existing career action plans
 - sources of labour market and education or training information
 - organisation policies and procedures
- modelling of industry operating conditions, including scenarios that involve interactions with real people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>