



Australian Government

Department of Education, Employment and Workplace Relations

CHCCDP401B Deliver service consistent with a career development framework

Release: 1

CHCCDP401B Deliver service consistent with a career development framework

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to work within a career development framework when working with a range of clients to provide services related to employment and career development

Application of the Unit

Application

This unit of competency is intended to underpin the delivery of services and provision of information related to employment and career development. Its application in the workplace should model the learning principles that underpin the Australian Blueprint for Career Development. 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. Promote active participation of *clients*

- 1.1 Support *clients* to actively engage in *learning* relevant to their needs and *life stage*
- 1.2 Encourage clients to participate in planning to address their current needs, interests and aspirations
- 1.3 Provide *support* and encouragement to clients involved in their own development
- 1.4 Encourage clients to seek support from others and to provide support to others in appropriate ways
- 1.5 Assist clients to identify a range of personal, family, social and environmental factors impacting on their career development

ELEMENT**PERFORMANCE CRITERIA****2. Provide an environment to facilitate client learning**

- 2.1 Apply an understanding of learning, adult learning and models of adult learning to facilitate client learning
- 2.2 Identify appropriate learning opportunities to suit a range of learning styles
- 2.3 Identify and support characteristics of individual and group learning
- 2.4 Facilitate learning by seeking to establish an environment of trust with clients
- 2.5 Facilitate learning between clients where appropriate
- 2.6 Promote active learning by validating client opinions, values and experiences
- 2.7 Encourage clients to share information and reflect on their learning

3. Support clients to handle change

- 3.1 Clarify the ongoing nature of change and identify benefits in recognising the constancy of change
- 3.2 Assist clients to understand the need for developing resilience in the face of constant change
- 3.3 Identify a range of *strategies for managing and developing resilience* to change
- 3.4 Assist clients to develop action plans to manage constant change

4. Provide services relevant to *stages in life and career development*

- 4.1 Identify specific characteristics relating to client's current stage of life, personal and professional development and career status
- 4.2 Support client decision-making and choices in the context of career development as a lifelong journey
- 4.3 Provide information appropriate to client's personal, professional family and social context
- 4.4 Identify client needs in relation to development of career management competencies as specified in the Australian Blueprint for Career Development

ELEMENT

5. Follow up and evaluate services provided

PERFORMANCE CRITERIA

- 5.1 Follow up client in line with organisation policies and procedures
- 5.2 Evaluate services provided with reference to accepted career development principles and practices and organisation policies
- 5.3 Identify issues or inequities in service delivery
- 5.4 Assist to identify new or improved services where appropriate to enhance service provision and client outcomes
- 5.5 Provide evidence to assist in service promotion and enhancement

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:

- Broad understanding of principles and practices of career development as outlined in the *Australian Blueprint for Career Development (ABCD)*
- Broad understanding of key characteristics of stages of human development across the lifespan in relation to approaching life, learning and work effectively in self-directed ways
- Key stages in career development
- Relevant, accurate career development resources and information
- Strategies for managing and developing resilience to change
- Broad understanding of the history of career development practice and implications for current approach and practices
- Awareness of sociological aspects of career development practice, including impact of globalisation
- Key principles of career development, including:
 - Focus on the journey
 - Access your allies
 - Lifelong learning
 - Change is constant
 - Chase your dream
 - Know yourself
- Broad understanding of learning, adult learning and models of adult learning
- Culturally appropriate communication techniques

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply career development principles and practices in providing employment and career

REQUIRED SKILLS AND KNOWLEDGE

development services to individuals and groups of clients

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:

- Assist and support clients to:
 - actively engage in own learning
 - participate in planning their own development
 - identify a range of personal, family, social and environmental factors impacting on their career development
 - understand and accept the need for developing resilience in the face of constant change
 - develop action plans to manage change
 - identify existing career competencies (e.g. as per ABCD) and areas for development
- Facilitate client learning from a range of learning opportunities
- Promote active learning
- Identify specific characteristics relating to client's current stage of life, personal and professional development and career status
- Work cooperatively with colleagues, employers, individuals and the community
- Obtain feedback on, and evaluation of, services provided
- Maintain confidentiality
- Evaluate and improve practice and accountability
- Apply communication skills that take into account the culture, background and abilities of clients, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills

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.

EVIDENCE GUIDE

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
- Holistic assessment of this unit of competency is encouraged, to ensure application of these skills in conjunction with specific work functions. However, the unit may be delivered and assessed independently

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

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 or simulation that realistically reflects the work environment

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit is recommended to be assessed in conjunction with other units related to provision of services, such as:

- CHCCDP402B Assist clients to plan and access career pathways
- CHCCDP403B Analyse and apply education and training information
- CHCCAR501B Conduct career guidance interview
- CHCES411A Collect, analyse and apply labour market information

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

Life stage may include:

- Childhood
- Adolescence
- Adulthood
- Post-retirement

Stages in career development may include:

- Transition from school to work
- Promotion
- Changing career direction
- Periods of unemployment and return to work
- Impacts of differing levels and types and reasons for of underemployment, unemployment, redeployment and redundancy
- Retirement
- Post-retirement employment

Strategies for managing and developing resilience to change may include:

- Recognition of ongoing nature of change
- Enhancing work/life balance
- Develop understanding of reasons for and potential outcomes of change
- Identifying benefits of change as well as potential issues
- Planning to address potential issues

Employment and career development services may include:

- Workplaces
- Vocational rehabilitation settings
- Career information centres
- Adult and community education centres
- Recruitment agencies
- Curriculum development units
- Outplace service settings
- Career development service settings
- Employment service agents
- Schools
- TAFEs
- Universities
- Human resource departments

RANGE STATEMENT*Clients may include:*

- Individuals
- Groups

Learning may include:

- Formal training and education
- Informal on-the-job learning
- Informal life learning

Support may include:

- Facilitating client access to relevant information, networks and expertise
- Provision of information
- Initiating and pursuing discussion of relevant issues
- Questioning appropriately
- Appropriate referral

Unit Sector(s)

Not Applicable