



Australian Government

Department of Education, Employment and Workplace Relations

PSPHR508A Coordinate career development

Release 3

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Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers coordination of career development to address the present and future needs of the organisation, groups and individuals. It includes analysing career development needs, designing career development strategies, and implementing or managing career development programs.

In practice, the coordination of career development strategies overlaps with other generalist and specialist workplace activities such as capitalising on diversity, applying government processes, coordinating resources, etc.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse career development needs	1.1 The career development priorities of individuals and groups within the organisation are identified through consultation with key stakeholders. 1.2 Occupational, job and/or task analyses are conducted to confirm current organisational requirements. 1.3 Competencies related to tasks and jobs are identified as required, to underpin and link career development to other human resource functions in the organisation. 1.4 Analysis is undertaken of the results of skills audits, training needs analyses and competency-based assessments to identify learning and development needs. 1.5 Career development requirements are linked to organisational initiatives and prioritised on the basis of consultation.
2. Design career development strategies	2.1 Career development opportunities are designed to meet the needs of individuals and the organisation in accordance with equity and diversity principles. 2.2 Career development strategies are designed based on adult learning principles, fit with individuals' work and social contexts, and support the business and strategic directions of the organisation. 2.3 Support for the development and implementation of individual career development plans is included in strategies to ensure ownership and commitment to the process. 2.4 Consultation and advice is provided within the organisation on the most appropriate career development options for particular needs. 2.5 Networks and partnerships are established to stay abreast of current good practice in career development, and to negotiate joint programs as required to optimise value for money. 2.6 Strategies and plans are based on the principles of merit, equity and fairness and are designed to cater for employees at different career stages.
3. Implement/ manage career development programs	3.1 Career development programs are promoted and implemented in accordance with organisational policy and procedures. 3.2 Career development resources are managed in accordance with budgetary and organisational requirements. 3.3 Service providers/contracts are managed in accordance with legislation, organisational policy and procedures. 3.4 Study assistance programs are promoted to provide support to learners in accordance with legislation, policy and procedures. 3.5 Learning programs and delivery options are assessed on an ongoing basis to ensure that these are continually effective in addressing learning and development needs. 3.6 Progression of staff who engage in career development

ELEMENT**PERFORMANCE CRITERIA**

programs is tracked to provide a measure of the effectiveness of the programs.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- using effective consultation with stakeholders
- undertaking counselling and negotiation
- using a variety of words and language structures to explain ideas to different audiences
- interpreting and explaining formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression
- undertaking discussion involving exchanges of complex oral information
- responding to diversity, including gender and disability
- applying of occupational health and safety and environmental procedures relevant to a career development context

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- career development and career management as concepts within an organisational context
- range of career development strategies and plans
- concept of career stages
- the organisation's strategic goals and their implications for career development
- importance of retaining human/intellectual capital within an organisation through career development strategies and plans
- career guidance and counselling strategies
- strategies for the management of one's own career
- range of development strategies
- adult learning principles
- succession planning
- national competency concept
- jurisdictional legislation, policies and practices applying to career development
- equal employment opportunity, equity and diversity principles
- national and/or international models of good practice in career development

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV506A Support workplace coaching and mentoring
 - PSPGOV511A Provide leadership
 - PSPGOV512A Use complex workplace communication strategies
 - PSLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- coordination of career development in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation policies, procedures and guidelines relating to career development
- workplace scenarios and case studies to capture the range of situations likely to be encountered when coordinating career development

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions

likely to be encountered when coordinating career development, including coping with difficulties, irregularities and breakdowns in routine

- coordination of career development in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Groups within the organisation may be:

- occupational groups
- work units
- classification levels
- new entrants
- trainees

Stakeholders may include:

- all those individuals and groups, both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - users of the human resource service
 - employees at all levels of the organisation
 - other public sector organisations
 - union and association representatives
 - inter-agency forums

Human resource functions may include:

- preparing job descriptions
- recruitment
- selection
- induction
- performance management
- performance appraisal
- learning and development
- career development
- career management
- career progression
- promotion
- transfer
- acting opportunities
- job rotation or exchange
- security and/or organisational suitability functions
- using nationally accredited competency standards, competency-based assessment and training

Career development opportunities may

- assessment and development centres
- coaching

include:

- competency development processes
- counselling
- education and training programs
- constructive feedback
- higher duties
- induction and orientation programs
- industry experience
- job enrichment
- job exchange
- mentoring
- opportunities to act in other positions
- psychometric and other testing methods
- secondments/mobility
- self-analysis and self-assessment
- shadowing
- succession planning

Career development strategies may include:

- provision of information on possible careers in the organisation and advice on career paths
- training managers to manage staff careers
- assisting managers to identify and develop talent in individuals
- assisting managers to respond to diverse needs
- incorporation of individual needs with organisational needs
- assistance with preparation of individual development plans
- government frameworks, such as indigenous career strategies, disability and diversity strategies

Career stages include:

- early and initial career
- mid-career
- late career
- near retirement
- generational blend

Methods of promotion of may include:

- written documentation
- manuals
- policy and procedure statements, guides
- information brochures and pamphlets
- oral advice and guidance
- one-on-one meetings
- small group meetings
- telephone contact and/or electronic mail

Implementation of career development programs may include:

- delivery of information sessions
- facilitation of training
- management of external providers
- partnerships with registered training organisations to deliver accredited training
- negotiation of coaching, mentoring, shadowing opportunities or secondment/exchange activities

Legislation, policy and procedures may include:

- Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct

Unit Sector(s)

Not applicable.

Competency field

Human Resource Management.