



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

Career Guidance and Counselling

Level 3

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Technical and Vocational Education and Training (TVET) Council
Version 1.0 October 2015

ACKNOWLEDGEMENTS

The Technical and Vocational Education and Training Council wishes to thank the following for their contribution to the development of this document.

Australian Government – Department of Education and Workplace Relations

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Qualification Overview

NVQB

in

Career Guidance and Counselling

Level 3

NVQB in Career Guidance and Counselling Level 3

Qualification Overview

The NVQB in Career Guidance and Counselling is aimed at persons who provide a range of programmes and services to individuals, groups of clients and employers to support them in planning their career and/or locating, securing and maintaining suitable employment.

Workers at this level must have an understanding of access and equity issues including cultural diversity and disability issues and work with local communities in the provision of these services. They may also have limited supervisory responsibilities e.g. in the employment services context.

Like all NVQs this qualification is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

Who is this qualification for?

The qualification is designed for persons that may work in career information and transition services or assist in career advisory roles in education, training, schools or transition work environments, for example, Careers Information Officers/Advisers or Careers Counsellors. The qualification may be appropriate for persons already holding a relevant professional or vocational qualification in areas such as school career advice and VET in schools, work, human resources, education and training and industry specialization.

A02403 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

CAREER GUIDANCE AND COUNSELLING – LEVEL 3

To achieve a full award, candidates must complete sixteen (16) units in total made up of fifteen (15) Mandatory units and one (1) Optional unit. Candidates should choose the optional unit which best suits their work situation and job role.

Mandatory Units (All must be completed)

CODES

- | | | |
|-----------|---|---------------|
| 1. | Work within a relevant legal and ethical framework | U44903 |
| 1.1 | Demonstrate an understanding of legislation and common law relevant to work role | |
| 1.2 | Follow identified policies and practices | |
| 1.3 | Work ethically | |
| 1.4 | Recognize and respond when client rights and interests are not being protected | |
| 2. | Use targeted communication skills to build relationships | U45003 |
| 2.1 | Communicate with clients and staff | |
| 2.2 | Contribute to the implementation of communication strategies | |
| 2.3 | Use specific communication techniques to maintain constructive interaction | |
| 2.4 | Facilitate discussions | |
| 2.5 | Identify communication strategies to build relationships | |
| 3. | Maintain the work environment | U45103 |
| 3.1 | Work to achieve identified outcomes | |
| 3.2 | Establish and maintain work relationships | |
| 3.3 | Facilitate operation of the workgroup | |
| 3.4 | Review and develop individual performance | |
| 4. | Deliver service consistent with a career development framework | U45203 |
| 4.1 | Promote active participation of clients | |
| 4.2 | Provide an environment to facilitate learning | |
| 4.3 | Support clients to handle change | |
| 4.4 | Provide services relevant to stages in life and career development | |
| 4.5 | Follow up and evaluate services provided | |
| 5. | Work with culturally diverse clients and co-workers | U45303 |
| 5.1 | Reflect cultural awareness in work practice | |
| 5.2 | Accept cultural diversity as a basis for effective workplace and professional relationships | |

Mandatory Units (All must be completed)	<u>CODES</u>
5.3 Communicate with culturally diverse persons	
5.4 Resolve cross-cultural misunderstandings	
6. Conduct career guidance interview	U45403
6.1 Initiate exploratory activities with the client	
6.2 Facilitate client identification of career interests and needs	
6.3 Assist client to develop a strategy to address their needs and interests	
7. Identify and respond to clients with language, literacy and numeracy needs	U45503
7.1 Establish LLN needs affecting client’s access to service	
7.2 Analyze education and training information	
7.3 Implement strategies to address agreed LLN needs	
8. Assist clients to plan and access career pathways	U45603
8.1 Assist client to identify career aspirations	
8.2 Identify client requirements to achieve career goals	
8.3 Identify career opportunities and resources	
8.4 Support clients in career planning	
8.5 Assist clients in marketing their skills to employers	
9. Develop and monitor employment plans with clients	U45703
9.1 Assess client’s employment related needs	
9.2 Develop employment plan	
9.3 Monitor implementation of employment plan	
10. Plan and provide job search support	U45803
10.1 Plan the client’s job search activities	
10.2 Develop the client’s job search skills and resources	
10.3 Monitor job search strategy and skills development	
11. Operate referral procedures	U45903
11.1 Confirm client needs	
11.2 Advise on referral options	
11.3 Arrange referral	
12. Establish and maintain networks	U46003
12.1 Develop cooperative working relationships and strategic alliances with other organizations	
12.2 Represent the organization	
12.3 Maintain networks	

Mandatory Units (All must be completed)	<u>CODES</u>
13. Work in employment services	U46103
13.1 Identify key aspects of the employment services area	
13.2 Operate within the employment services area	
13.3 Use other services to assist clients unable to secure employment	
13.4 Meet duty of care and legal responsibilities	
13.5 Act ethically in the delivery of employment services	
14. Collect, analyze and apply labour market information	U46203
14.1 Collect labour market information	
14.2 Analyze labour market information	
14.3 Improve the delivery of employment services	
15. Analyze and apply education and training information	U46303
15.1 Collect education and training information	
15.2 Analyze education and training information	
15.3 Develop and apply workable solutions	
Optional Units (Choose 1)	Codes
16. Assess and provide services for clients with complex needs	U46403
16.1 Assess and analyze client needs	
16.2 Identify and provide for the delivery of services to meet client needs	
16.3 Evaluate client service delivery	
17. Promote clients to employers	U46503
17.1 Prepare for employer contact	
17.2 Identify selling points of clients	
17.3 Negotiate suitable outcome for client	
17.4 Undertake follow up action	
18. Liaise with employer to promote flexible work arrangements	U46603
18.1 Contribute to analysis of workforce requirements	
18.2 contribute appropriate options for workforce planning and development	
18.3 Assist employers to implement changes to work arrangements	
18.4 Evaluate the effectiveness of workforce change	
19. Facilitate adult learning and development	U46703
19.1 Identify individual learning requirements	

Optional Units (Choose 1)	Codes
19.2 Establish the learning relationship	
19.3 Maintain and develop the learning relationship	
19.4 Close and evaluate the learning relationship	
20. Provide work skill instruction	U46803
20.1 Organize instruction and demonstration	
20.2 Conduct instruction and demonstration	
20.3 Check training performance	
20.4 Review personal training performance and finalize documentation	
21. Plan, organize and deliver group-based learning	U46903
21.1 Interpret the learning environment and delivery requirements	
21.2 Prepare session plans	
21.3 Prepare resources for delivery	
21.4 Deliver and facilitate learning sessions	
21.5 Support and monitor learning	
22. Plan, organize and facilitate learning in the workplace	U47003
22.1 Establish the work environment for learning	
22.2 Develop a work-based learning pathway	
22.3 Establish the learning/facilitation relationship	
22.4 Implement a work-based learning pathway	
22.5 Maintain and develop the learning/facilitation relationship	
22.6 Close and evaluate the learning/facilitation relationship	
22.7 Monitor and review the effectiveness of the work-based learning pathway	
23. Support persons with disabilities as workers	U47103
23.1 Enhance safety at work for persons with disabilities	
23.2 Monitor work performance	
24. Maximize participation in work by persons with disabilities	U47203
24.1 Prepare persons with disabilities to work in an open and supported environment	
24.2 Match workplace/job and persons with disabilities	
24.3 Assess skills and productivity for wages	
24.4 Provide information on the industrial relations system relating to the employment of persons with disabilities	
24.5 Monitor employment opportunities	

25. Work in the community sector

U47303

- 25.1 Worth ethically
- 25.2 Communicate in a community work or service delivery setting
- 25.3 Work with the community services systems
- 25.4 Demonstrate commitment to relevant values and philosophy underpinning work in the sector
- 25.5 Maintain work standards
- 25.6 Take responsibility for personal skill development
- 25.7 Reflect on own practice

U44903

Work within a relevant legal and ethical framework

Unit Descriptor:

This unit describes the knowledge skills and attitudes required to work within a legal and ethical framework that supports duty of care requirements.

ELEMENT**PERFORMANCE CRITERIA**

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Demonstrate an understanding of legislation and common law relevant to work role	1.1 An understanding of the legal responsibilities and obligations of the work role are demonstrated in all work. 1.2 Key statutory and regulatory requirements relevant to the work role are applied. 1.3 Duty of care responsibilities are fulfilled in the course of practice. 1.4 Responsibility for own actions is accepted. 1.5 Confidentiality is maintained. 1.6 Where possible, agreement of the client is sought prior to providing services.
2. Follow identified policies and practices	2.1 Work is performed within identified policies, protocols and procedures . 2.2 Contributions are made as appropriate to the review and development of policies and protocols . 2.3 Work is carried out according to job specifications and role responsibilities. 2.4 Clarification is sought when unsure of scope of practice as defined by job description or specific work role requirements.

3. Work ethically
- 2.5 Clarification is sought for unclear instructions.
 - 3.1 The rights of the **client** are protected when delivering services.
 - 3.2 Effective problem solving techniques are used when exposed to competing value systems.
 - 3.3 Services are made available to all **clients** regardless of personal values, beliefs, attitudes and culture.
 - 3.4 Potential ethical issues and ethical dilemmas in the workplace are recognized and discussed with an **appropriate person**.
 - 3.5 Unethical conduct is identified and reported to an **appropriate person**.
 - 3.6 Work is carried out within boundaries applicable to the work role.
 - 3.7 Guidelines and legal requirements relating to disclosure and confidentiality are effectively applied.
 - 3.8 Awareness of own personal values and attitudes is displayed and taken into account to ensure non-judgmental practice.
 - 3.9 Conflicts of interest are identified and measures taken to avoid them.
4. Recognize and respond when client rights and interests are not being protected
- 4.1 **Client** and/or their advocate(s) are supported in identifying and expressing their concerns.
 - 4.2 **Client** and/or their advocate(s) are referred to advocacy services if appropriate.
 - 4.3 Established **policy and protocols** are followed when managing a complaint.

- 4.4 Signs consistent with financial, physical, emotional, sexual abuse and neglect of the **client** are recognized and reported to an **appropriate person** as required.
- 4.5 Cultural/linguistic, religious and sexual diversity is recognized and responded to, for example by providing interpreters where necessary.

RANGE STATEMENT

All range statements must be assessed:

A. Work role:

- (i) Work within community, government or private agency/organization
- (ii) Providing telephone advice and assistance

B. Client:

- (i) Young people e.g. school leavers
- (ii) Older Adults i.e. persons nearing retirement age/newly retired
- (iii) Job seekers
- (iv) Individuals in the community
- (v) Persons with disabilities
- (vi) Persons seeking advice and assistance

C. Policies, protocols and procedures:

- (i) Guidelines and practices developed to address:
 - legal requirements
 - ethical requirements
 - regulatory requirements

D. Rights of the client:

- (i) Access to services
- (ii) Confidentiality
- (iii) Right to lodge a complaint
- (iv) Right to express ideas and opinions

E. Appropriate person:

- (i) Advocates/family members
- (ii) Senior management
- (iii) Colleagues
- (iv) External agencies
- (v) Health professionals
- (vi) Law enforcement officers

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to follow organizational policies, protocols and procedures.
2. How to contribute to the review and development of policies and protocols.
3. How to work within ethical and legal frameworks.
4. What are the legal responsibilities and obligations of your work role.
5. What are the principles and practices of confidentiality and how to apply them.
6. What are the relevant standards and codes of practice in the sector.
7. What are the specific principles underpinning duty of care and associated legal requirements.
8. What are the rights and responsibilities of workers.
9. What are the rights and responsibilities of the client.
10. What are the principles and practices for upholding the rights of the client.
11. How to use effective problem solving techniques when exposed to competing value systems.
12. What is the importance of ethics in practice.
13. What are the occupational safety and health requirements pertaining to your work role.
14. How to distinguish between ethical and legal problems.
15. How to identify common ethical issues and how to address these.
16. How to identify unethical conduct and to whom this should be reported.
17. How to recognize and avoid/address any conflict of interest.
18. How to support clients and/or their advocates in identifying and expressing concerns.
19. How to deal with and manage client complaints.
20. What are the policies and protocols for handling and managing a complaint.
21. How to recognize signs of abuse of a client.
22. What are the different types of abuse that can be experienced by a client.
23. What are the correct procedures for reporting suspected abuse of a client and to whom it should be reported.
24. How to manage abuse of a client within your work role.
25. How to deal with cultural/linguistic, religious and sexual diversity.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **over a period of time**. This evidence must come from a real working environment

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U45003**Use targeted communication skills to build relationships**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to apply specific workplace communication techniques to build and maintain relationships with clients and colleagues based on respect and trust.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Use specific communication techniques to maintain constructive interaction | <ul style="list-style-type: none"> 1.1 Strategies are put in place to develop a trusting relationship that will enable negation of communication barriers. 1.2 Communications skills and processes are used to address barriers to communication and facilitate identification of individual issues. 1.3 Effective skills in listening and providing feedback are used to ensure clients are heard and to support exploration and validation of issues that are raised. 1.4 Agreement is sought on processes to be followed to address issues within the scope of own abilities, skills and work role. 1.5 Referrals are made for conflict resolution and mediation as appropriate |
| 2. Identify communication strategies to build relationships. | <ul style="list-style-type: none"> 2.1 Specific communication barriers are identified and addressed. 2.2 Areas of mistrust or conflict that may require resolution are identified. 2.3 The need to include additional parties is recognized. |

3. Communicate with clients and staff
 - 3.1 **Appropriate communication strategies** are identified and used.
 - 3.2 Interviews are conducted according to established procedures.
 - 3.3 Feedback and advice are given in a way which reflects current identified good practice.
 - 3.4 Clients and colleagues are communicated with, demonstrating respect for individual, cultural/social differences, needs and rights.
 - 3.5 Appropriate response is given if communication breakdown occurs.
 - 3.6 Clients are referred to other staff or specialist services if required, to ensure that duty of care responsibilities is met.
 - 3.7 Queries are responded to in a manner that promotes the achievement of mutual outcomes.
 - 3.8 Differences in views are respected and considered in a way that values and encourages the contributions of others.
 - 3.9 Communication represents the organization effectively.
4. Contribute to the implementation of communication strategies
 - 4.1 Strategies are implemented to check on the effectiveness of communication with clients and colleagues.
 - 4.2 Access to interpretive and translation services are facilitated as required.
 - 4.3 Established channels of communication are regularly reviewed to ensure clients and co-workers are given relevant information in a timely manner.
 - 4.4 Coaching in effective communication is provided to clients as required.

- 4.5 Relevant work-related networks and relationships are maintained as required to ensure client needs and organizational objectives are met.
5. Facilitate discussions
- 5.1 **Opportunities** are provided to fully explore relevant issues.
- 5.2 Strategies are routinely used that encourage all group members to participate equally, including seeking and acknowledging contributions from all members.
- 5.3 Objectives and agendas for meetings and discussions are routinely contributed to and followed.
- 5.4 Relevant information is provided to groups as appropriate to facilitate outcomes.
- 5.5 Group communication strategies to promote ongoing participation of all parties are evaluated.
- 5.6 Strategies are implemented to ensure that the specific communication needs of individuals within the group are identified and addressed.

RANGE STATEMENT

All range statements must be assessed:

A. Appropriate communication strategies:

- (i) Effective use of questioning, speaking and listening
- (ii) Non-verbal communication techniques
- (iii) Use of appropriate words, behaviour and body language
- (iv) Using culturally appropriate responses
- (v) Providing clients with sufficient time to speak and respond
- (vi) Providing summarizing and reflective responses in conflict situations
- (vii) Confirming that required information is accessed or message communicated

B. Barriers to communication:

- (i) Language
- (ii) Culture
- (iii) Disability
- (iv) Speech/dialect
- (v) Age
- (vi) Religion
- (vii) Sexual orientation
- (viii) Special needs
- (ix) Socio-economic status
- (x) Closed or unreceptive attitudes
- (xi) Stereotyping and judgmental attitudes
- (xii) Emotional and behavioural states
- (xiii) Misunderstanding of intent

C. Opportunities:

- (i) Allowing sufficient time to hear individual clients
- (ii) Encouraging full exploration of issues
- (iii) Encouraging validation of individual issues

D. Additional parties:

- (i) Manager/supervisor
- (ii) Nominated adults
- (iii) Family members
- (iv) Case workers
- (v) Trusted friend

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are effective communication skills.
2. How to contribute effectively to discussions.
3. How to use appropriate communication strategies to:
 - establish rapport
 - exchange information
 - facilitate resolution of ideas
 - diffuse potentially difficult situations
4. How to apply oral communication skills in asking questions, providing clear information, listening to and understanding workplace instructions and clarifying workplace instructions when necessary.
5. How to apply communication techniques e.g. reflective and active listening, respectful responding, empathy, feedback and rapport.
6. How to identify the different communication styles of individuals.
7. What are the different barriers to communication.
8. How to address communication barriers and build and maintain relationships.
9. What to do and how to respond when communication breaks down.
10. What are the causes of conflict in communication.
11. How to handle conflict when it arises.
12. What is the socio-economic status locally and nationally.
13. When, how and to whom referrals should be made.
14. How to respond to clients in a manner that promotes achievement of mutual outcomes and encourages the contributions of others.
15. How to handle basic group dynamics and facilitate group discussion.
16. How and why to evaluate group communication strategies.
17. How to evaluate the effectiveness of communication.
18. How to provide effective coaching in communication.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U45103

Maintain the work environment

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to meet individual responsibilities and maintain an effective work environment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Work to achieve outcomes | <ul style="list-style-type: none"> 1.1 Individual work roles and responsibilities are defined and agreed with appropriate people. 1.2 Work plans are developed and implemented to meet specified requirements. 1.3 Understanding of relevant legislation is incorporated into workplace practices and decisions where appropriate to work role. 1.4 Unpaid workers/volunteers are provided with appropriate training, briefing and supervision where relevant to work role. 1.5 Appropriate action is taken to re-negotiate or seek assistance where problems arise in meeting work plans. |
| 2. Establish and maintain work relationships | <ul style="list-style-type: none"> 2.1 Effective communication and interpersonal skills are used to ensure all workplace interactions contribute to the achievement of organizational objectives and promotion of the career services industry. 2.2 Consideration is given to the full range of individual and cultural differences in workplace relations. |

- 2.3 Issues related to the well-being of work colleagues are dealt with promptly and in accordance with organizational procedures.
 - 2.4 Potential and actual conflicts in the workplace are handled to minimize disruption.
- 3. Facilitate operation of the workgroup
 - 3.1 Team objectives are met through active participation in all team processes.
 - 3.2 Individual responsibilities within the **team** are achieved to identified standards and timeframes.
 - 3.3 Individuals for whom you are responsible are appropriately informed of workplace performance standards.
 - 3.4 A range of skills and knowledge are developed and used as required to enhance team performance.
 - 3.5 Appropriate effort is applied to maximize effective communication and to ensure resolution of conflict issues within the team.
- 4. Review and develop individual performance
 - 4.1 Individual performance is regularly monitored against work plans, organizational objectives and client needs.
 - 4.2 Opportunities for formal and informal development of skills and knowledge to optimize performance are sought out and accessed.

RANGE STATEMENT

All range statements must be assessed:

A. Appropriate people:

- (i) Supervisor
- (ii) Manager
- (iii) Team Leader
- (iv) Colleagues

B. Specified requirements:

- (i) Desired outcomes are achieved
- (ii) Objectives are met
- (iii) Agreed timeframes are met
- (iv) Compliance with relevant guidelines and procedures
- (v) Contingencies are managed
- (vi) Duty of care responsibilities are met
- (vii) Ethical practice
- (viii) The work of the organization is promoted

C. Team:

- (i) Formal and informal arrangements for teams
- (ii) Workgroups including members from outside the organization

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are your own work roles and responsibilities.
2. How to develop and implement work plans to specified requirements.
3. What is the organization's mission, philosophy, organizational structure, policies and procedures.
4. What are the workplace standards within your organization.
5. What legislation is relevant to the organization and work carried out and how these should be incorporated into the work role.
6. How to meet legal, legislative and industrial requirements.
7. How to apply effective communication and interpersonal skills.
8. How to sensitively communicate with persons of diverse backgrounds and cultures within the workplace.
9. What are the principles of effective team management.
10. How to operate effectively within a team.
11. How to actively apply team building skills.
12. How to motivate, direct and facilitate a work team or group.
13. How to recognize and manage conflict within teams.
14. How and where to seek assistance when problems arise.
15. How to undertake assessment of own training and development.
16. How to manage time and prioritize tasks.
17. How to effectively plan and evaluate work.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

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(3) Context of Assessment

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The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U45203

Deliver service consistent with a career development framework

Unit Descriptor:

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

Pre-requisite relationship of Units:

Assist clients to plan and access career pathways
 Analyze and apply education and training information
 Conduct career guidance interview
 Collect, analyze and apply labour market information

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Provide an environment to facilitate learning | 1.1 Principles and models of learning/adult learning are applied to facilitate client learning.

1.2 Appropriate learning opportunities are identified to suit a range of learning styles.

1.3 Characteristics of individual and group learning are identified and supported.

1.4 Learning is facilitated by seeking to establish an environment of trust with clients .

1.5 Learning between clients is facilitated where appropriate.

1.6 Active learning is promoted by validating client opinions, values and experiences.

1.7 Clients are encouraged to share information and reflect on their learning . |
| 2. Promote active participation of clients | 2.1 Clients are supported to actively engage in learning relevant to their needs and life stage |

- 2.2 **Clients** are encouraged to participate in planning to address their current needs, interests and aspirations.
 - 2.3 **Support** and encouragement is provided to **clients** involved in their own development.
 - 2.4 **Clients** are facilitated in seeking **support** from others and to provide support to others in appropriate ways.
 - 2.5 **Clients** are assisted to identify the range of personal, family, social and environmental factors impacting on their career development.
- 3. Support clients to handle change
 - 3.1 The nature of change is clarified and the benefits in recognizing the constancy of change are identified with the client.
 - 3.2 **Clients** are assisted to understand the need for developing resilience in the face of constant change.
 - 3.3 A range of **strategies for managing and developing resilience to change** are identified.
 - 3.4 **Clients** are assisted to develop action plans to manage constant change.
- 4. Provide services relevant to stages in life and career development
 - 4.1 Specific characteristics relating to client's current stage of life, personal and professional development and **career status** are identified.
 - 4.2 **Client** decision-making and choices in the context of career development as a lifelong journey are supported.
 - 4.3 Information appropriate to the client's personal, professional, family and social context is provided.
 - 4.4 **Client** needs are identified in relation to the development of career management competencies.

- 5. Follow up and evaluate services provided
 - 5.1 **Client** is followed up in line with organizational policies and procedures.
 - 5.2 Services provided are evaluated with reference to accepted career development principles and practice and organizational policies
 - 5.3 Issues and inequities in service delivery are identified.
 - 5.4 Assistance is provided to identify new or improved services where appropriate to enhance service provision and client outcomes.
 - 5.5 Evidence is provided to assist in service promotion and enhancement.

RANGE STATEMENT

All range statements must be assessed:

A. Clients:

- (i) Individuals
- (ii) Groups
- (iii) Young people
- (iv) Older adults
- (v) Job seekers
- (vi) Persons with disabilities

B. Career development:

- (i) Adolescence
- (ii) Adulthood
- (iii) Post-retirement

C. Support:

- (i) Facilitating client access to relevant information, networks, expertise
- (ii) Providing information
- (iii) Initiating and pursuing discussion of relevant issues
- (iv) Making appropriate referrals

D. Learning:

- (i) Formal training and education
- (ii) Informal on-the-job learning
- (iii) Informal life learning

E. Strategies for managing and developing resilience to change:

- (i) Recognizing the ongoing nature of change
- (ii) Enhancing work/life balance
- (iii) Developing an understanding of reasons of potential outcomes of change
- (iv) Identifying benefits of change as well as potential issues
- (v) Planning to address potential issues

F. Career status:

- (i) Transition from school to work
- (ii) Promotion
- (iii) Changing career direction
- (iv) Periods of unemployment

- (v) Return to work
- (vi) Impact of differing levels, types and reasons for underemployment, unemployment, redeployment and redundancy
- (vii) Post-retirement employment

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is the history of career development practice and the implications for current approaches and practices.
2. What are the sociological aspects of career development practice including the impact of globalization.
3. What are the key principles and practices in relation to career development.
4. How to access relevant, accurate career development resources and information.
5. How to assist and support clients to:
 - actively engage in their own learning
 - participate in planning their own development
 - identify a range of personal, family, social, economic 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 and areas for development
6. What are the principles of adult learning and models of adult learning.
7. How to facilitate client learning from a range of learning opportunities.
8. How to promote active learning.
9. What strategies can be used for managing and developing resilience to change.
10. What are the key characteristics of stages of human development across the lifespan in relation to approaching life, learning and work effectively in self-directed ways.
11. How to identify specific characteristics relating to the client's current stage of life, personal and professional development career status.
12. How to work cooperatively with colleagues, employers, individuals and the community.
13. Why it is important to obtain feedback on services provided.
14. How to obtain feedback on and evaluation of services provided.
15. Why it is important to maintain confidentiality.
16. How to evaluate and improve practice and accountability.
17. How to communicate effectively with clients taking into account the culture, background and abilities.
18. How to use communication techniques i.e. listening, questioning, verbal and non-verbal.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence**(2) Critical Aspects of Evidence**

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(3) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(4) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Unit U45303

Work with culturally diverse clients and co-workers

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop the cultural awareness required for effective communication and cooperation with persons of diverse cultures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Reflect cultural awareness in work practice | 1.1 Awareness of culture is demonstrated as a factor in all human behaviour by using culturally appropriate work practices .
1.2 Work practices that create a culturally and psychologically safe environment for all persons are used.
1.3 Work practices are reviewed and modified in consultation with persons from diverse cultural backgrounds. |
| 2. Accept cultural diversity as a basis for effective workplace and professional relationships | 2.1 Respect is shown for cultural diversity in all communication and interactions with co-workers, colleagues and clients.
2.2 Specific strategies are used to eliminate bias and discrimination in the workplace.
2.3 Contribution is made to the development of workplace and professional relationships on acceptance of cultural diversity . |
| 3. Communicate with culturally diverse persons | 3.1 Communication is used constructively to develop and maintain effective relationships, mutual trust and confidence. |

- 3.2 Efforts are made to communicate in the most effective way where language barriers exist.
- 3.3 Assistance is sought from interpreters or other persons as required.
- 4. Resolve cross-cultural misunderstandings
 - 4.1 Issues that may cause conflict are identified.
 - 4.2 The impact of cultural differences is considered if difficulties or misunderstandings occur.
 - 4.3 Efforts are made to sensitively resolve differences, taking account of cultural considerations.
 - 4.4 Difficulties are addressed with appropriate people and assistance is sought when required.

RANGE STATEMENT

All range statements must be assessed:

A. Work practices:

- (i) Work practices that are non-discriminatory, free of bias, stereotyping, racism and prejudice
- (ii) Dealing with persons of diverse gender, sexuality and age
- (iii) Compliance with duty of care policies of the organization
- (iv) Collection and provision of information
- (v) Communication
- (vi) Provision of assistance

B. Cultural diversity:

- (i) Ethnicity
- (ii) Race
- (iii) Language
- (iv) Cultural norms and values
- (v) Religion
- (vi) Age
- (vii) Disability
- (viii) Sexuality
- (ix) Special needs
- (x) Gender and gender relationships
- (xi) Beliefs and customs
- (xii) Kinship and family structure and relationships
- (xiii) Personal history including traumatic experiences

C. Communication:

- (i) Verbal
- (ii) Written
- (iii) Signage
- (iv) Through an interpreter or other person
- (v) Appropriate gestures and facial and physical expressions
- (vi) Body language

D. Strategies to eliminate bias and discrimination :

- (i) Cross cultural work teams
- (ii) Cross cultural employee representation on committees
- (iii) Workplace free of culturally insensitive literature, posters, signage
- (iv) Inclusion in decision making
- (v) Policies for dress codes e.g. religion

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What resources and assistance is available with and external to the organization in relation to cultural diversity issues.
2. How to recognize and address your own cultural conceptions, pre-conceptions and perspective of diverse cultures.
3. What is the cultural diversity in local society with many individuals from different cultures.
4. How to recognize cultural influences and changing cultural practices and the impact on diverse communities.
5. Why culture should be recognized as a dynamic social phenomenon.
6. How culture has evolved over time as a range of social practices and beliefs.
7. What is the impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others.
8. What is the unique way in which individuals may experience a culture and respond to past experiences.
9. Why the word 'normal' is a value-laden, excluding concept that often precludes acknowledgement of the diversity of people, their life experiences and situations.
10. What are the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices.
11. What is the role and use of language and cultural interpreters.
12. How to apply culturally respectful practices in the workplace and demonstrate respect and inclusiveness of culturally diverse people in all work practices.
13. How to form effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures.
14. Why it is important to participate in identifying and implementing culturally safe work practices.
15. Why it is important and how to respond respectfully and sensitively to cultural beliefs and practices that may cause harm.
16. How to sensitively communicate with persons of diverse backgrounds and cultures.
17. How to use basic conflict resolution and negotiation skills.
18. What are effective strategies to address and eliminate discrimination and bias in the workplace.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U45403

Conduct career guidance interview

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to work with clients and assist in identifying their career interests and options and making decisions that match informed career decisions.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Initiate exploratory activities with the client | <p>1.1 Client interview arrangements are put in place to facilitate interactive sessions and to establish rapport with the client.</p> <p>1.2 Clients are greeted and areas of interest established.</p> <p>1.3 The role of the career guidance worker and client expectations are clarified.</p> <p>1.4 The rights and responsibilities of the client are explained.</p> <p>1.5 Client's expectations and needs are clarified to ensure their issues and motivations are suited to the career guidance situation.</p> <p>1.6 Client information is collected and documented in accordance with organizational procedures.</p> <p>1.7 Appropriate questioning techniques and reflective listening are applied to identify the needs and interests of the client.</p> <p>1.8 A range of appropriate career exploratory activities are used to assist clients to focus their career search activities.</p> |
|--|---|

-
- 1.9 Current knowledge of labour market and **career information** is applied to conduct client interview.
 - 1.10 Processes to maintain client confidentiality are implemented in accordance with organizational policies and procedures.
 2. Facilitate client identification of career interests and needs
 - 2.1 Appropriate **career exploration activities** and **career self-assessment instruments** are provided for self-administration by the client, according to the scope of work role and organizational requirements.
 - 2.2 **Career self-assessment instruments** are **modified** as necessary to match client needs and cultural variations.
 - 2.3 Appropriate guidance, support and monitoring are provided to ensure that self-administration of **career assessment instruments** can proceed.
 - 2.4 Follow-up interviews are conducted with client to confirm the outcomes of self-assessment and assist clients to explore options that match their self-assessment outcomes.
 - 2.5 Client is supported in identifying areas where they wish to take action.
 3. Assist client to develop a strategy to address their needs and interests
 - 3.1 Client is assisted to prioritize areas for further investigation.
 - 3.2 Client is provided with information about how their self-assessment relates to job profiles, educational and training pathway requirements and employment opportunities.
 - 3.3 Client is assisted to identify workable strategies to address their priority interest areas.

- 3.4 Client is assisted to develop their own action plans to address their preference and needs.
- 3.5 Areas where clients may require referral to specialist agencies or other agencies are confirmed.
- 3.6 The **range of support services** available to the client by the organization and other organizations is identified.
- 3.7 An ongoing plan is developed and implemented with the client defining any additional support required.
- 3.8 Processes to evaluate the effectiveness of services and support to the client are implemented.

RANGE STATEMENT

All range statements must be assessed:

A. Client interview arrangements:

- (i) Arranging seating
- (ii) Access to computers
- (iii) Ready access to career information
- (iv) Establishing timeframes for the session
- (v) Establishing roles and responsibilities

B. Rights and responsibilities

- (i) Access to services
- (ii) Confidentiality
- (iii) Right to lodge a complaint
- (iv) Right to express ideas and opinions

C. Career exploration activities:

- (i) Discussion
- (ii) Interviews
- (iii) Inventories on interests, values, skills and motivation
- (iv) Self-diagnostic questionnaires

D. Career information:

- (i) National job information and data
- (ii) Local employment information
- (iii) Information on employment conditions
- (iv) Information on training requirements

E. Career self-assessment instruments:

- (i) Paper based
- (ii) Computer generated

F. Modified:

- (i) Translation of material
- (ii) Terminology explained
- (iii) Removal of racially/gender/culturally biased information

G. Range of support services:

- (v) Government and non-government services e.g. education/training, employment, counselling, financial
- (vi) Financial assistance agencies
- (vii) Recruitment services
- (viii) Community support networks

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What arrangements need to be made for client interviews.
2. How to facilitate interactive sessions.
3. How to establish rapport with clients.
4. What are the roles and responsibilities of self and other staff in the organization.
5. What are the client's rights and responsibilities.
6. What theoretical foundations and framework underpin career guidance activities.
7. How to apply knowledge of career guidance theory and practice.
8. What law and policy impacts employment.
9. How to apply a current knowledge of the world of work.
10. What are acceptable methods for defining jobs.
11. How to analyze current labour market trends.
12. What is the range of support services in career guidance.
13. How to evaluate the effectiveness of services and support.
14. What are occupational groups, clusters and networks.
15. What are the pathways to occupational areas.
16. What are the various education and training options and pathways.
17. Why it is important to have a good working knowledge of available local employment options and support networks.
18. Where to find career assessment instruments and how to use them.
19. How to administer career assessment instruments.
20. How to analyze information from self-assessments.
21. Why it is important to provide accurate and relevant information in respect of career matters.
22. How to assess the needs of the client to be referred to other services.
23. How and to whom clients should be referred.
24. How to conduct research to maintain currency of information, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines.
25. How to apply high level computer skills.
26. Why it is important to have a non-judgmental approach to working with people from culturally and linguistically diverse backgrounds.
27. How to communicate effectively with clients taking into account the culture, background and abilities.

28. How to apply problem solving and analytical skills.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U45503

Identify and respond to clients with language, literacy and numeracy needs

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to identify when client's language, literacy and numeracy (LLN) are impeding their access to career guidance services, to adjust service delivery where required to accommodate client LLN skills and to refer appropriately in order to improve client outcomes.

This unit **does not** provide workers with the skills and knowledge to identify LLN skill levels or to actively intervene in developing a client's LLN skills.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Establish LLN needs affecting client's access to service | 1.1 Indicators of LLN needs are identified.
1.2 Knowledge of the context to identify inherent LLN requirements is applied.
1.3 Rapport is established and client LLN needs that may impact on access to service are identified.
1.4 The degree to which other issues may impact on the client is determined. |
| 2. Analyze education and training information | 2.1 Workable strategies to ensure service delivery meets client LLN needs are determined, including appropriate tools and communication strategies.
2.2 Collaboration with clients is undertaken to identify possible areas of LLN needs .
2.3 Areas for immediate and where appropriate, longer term action are prioritized. |

3. Implement strategies to address agreed LLN needs
 - 3.1 Relevant **information** is offered to client regarding the most appropriate support to enable client to make informed decisions.
 - 3.2 Agreed **LLN needs** are recorded and the strategies used and reported in line with client and organizational requirements.
 - 3.3 Client is monitored and provided with ongoing support and encouragement where appropriate.

RANGE STATEMENT

All range statements must be assessed:

A. Indicators of LLN needs:

- (i) Cultural factors e.g. ethnicity, language background
- (ii) Learning disabilities
- (iii) Employment history
- (iv) Health issues including chronic conditions and mental health issues
- (v) Personal factors e.g. low-level or interrupted formal education
- (vi) Trauma related issues
- (vii) Behavioural issues e.g. strategies used to avoid revealing an LLN, becoming agitated or angry

B. LLN needs:

- (i) A range of learning, reading, writing, oral communication and numeracy skills
- (ii) Impact of LLN issue on client
- (iii) Client's presenting needs
- (iv) Service provision context

C. Other issues:

- (i) Cultural factors e.g. sexual orientation, religion, race, age etc.
- (ii) Disability including reading or learning disability
- (iii) Unemployment
- (iv) Alcohol and other drugs
- (v) Other issues of abuse

D. Tools

- (i) Augmentative and alternative communication tools including:
 - aided and unaided strategies including access techniques
 - assistive technology e.g. closed captioning, subtitling and teleprompting software
 - visual aids e.g. photographs, maps, diagrams and symbols
- (ii) Dictionaries
- (iii) Support person
- (iv) Interpreter e.g. language other than English

E. Information:

- (i) Alternative ways of accessing required information
- (ii) Relevant and current LLN information available in own organization

- (iii) Referral support services e.g.
 - assistive technology
 - in-house support services
 - specialist assistance
 - community learning centres and other non-profit organizations
 - tutor support programmes
 - interpreter or translator
- (iv) Career guidance specific information and strategies e.g. templates for use with complex forms etc.
- (v) Mentoring support

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the indicators of LLN needs and the methods for clarifying them with the client.
2. How to actively listen to clients to identify indicators of LLN needs.
3. How to establish rapport with clients.
4. How to identify clients' LLN needs that impact on their ability to effectively access career guidance.
5. How to accommodate clients LLN needs impacting on effective access to service.
6. How to identify the LLN demands of the career guidance service being accessed.
7. What cultural diversity and protocols inform service deliver around LLN.
8. What are the methods for identifying the impact of other career guidance service related issues on client LLN needs.
9. What information is available on LLN services.
10. Why it is important to ensure that current and accurate information regarding LLN support services is readily available to the client.
11. What referral or support services exist for a range of LLN needs and clients.
12. How to record and report on agreed LLN needs of clients.
13. How to provide information to clients on current, available and appropriate LLN support services to enable clients to make informed decisions.
14. How to raise awareness, share knowledge and help clients to think about making changes to improve LLN where appropriate.
15. How to collaborate productively with clients to determine the most appropriate support for LLN needs.
16. How to communicate effectively with clients.
17. How to interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities.
18. How to apply cultural and religious protocols to ensure that work practices promote safety.
19. How to manage clients with complex needs and/or difficult or challenging behaviour.
20. How to apply problem solving skills to collaborate with clients to determine the most appropriate support for LLN needs.
21. How to maintain accurate and sufficient records of strategies and outcomes.
22. How to operate within duty of care and organizational requirements to client LLN needs.
23. How to use technology to access and utilize a range of alternative communication tools where appropriate.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on at least three (3) occasions over a period of time** to cover a variety of circumstances to establish consistency. This unit can be assessed in the workplace or a simulated workplace environment under the normal range of work conditions.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U45603

Support clients to plan and access career pathways

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to assist clients to identify their career aspirations and plan appropriate pathways to support their career development.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Assist clients to identify career aspirations | <p>1.1 Clients are assisted to identify work-related interests, skills, knowledge and values.</p> <p>1.2 Information to facilitate identification of opportunities and options related to career aspirations is provided.</p> <p>1.3 The potential impact of career development is discussed with clients in the context of their lives.</p> <p>1.4 Concepts of change and transition are discussed in the context of lifespan career development.</p> <p>1.5 Clients are supported to express and validate their beliefs, values and opinions in relation to career development.</p> |
| 2. Identify client requirements to achieve career goals | <p>2.1 Clients are supported to identify skills needed to effectively manage identified career pathways.</p> <p>2.2 Clients are assisted to understand the nature of employability skills and their importance in relation to achieving identified career goals.</p> <p>2.3 Clients are assisted to identify decisions and actions required to pursue and achieve identified career goals.</p> |

- 2.4 **Clients** are supported to identify their existing career competencies and employability skills and gaps to be addressed.
 - 2.5 Various **employment patterns** are explored.
- 3. Identify career opportunities and resources
 - 3.1 Available and up to date labour market and associated information is accessed to support client.
 - 3.2 A range of **opportunities and options** available to clients are identified in relation to achieving career aspirations.
 - 3.3 **Clients** are assisted to understand and apply labour market information to their work search, career objectives and decision making.
 - 3.4 **Clients** are supported to identify education and training opportunities relevant to their interests, skills requirements and potential career pathways.
 - 3.5 **Clients** are encouraged to take an innovative approach to exploring/creating opportunities for work.
- 4. Support clients in career planning
 - 4.1 **Clients** are assisted to plan **career development strategies**.
 - 4.2 **Clients** are encouraged to set career development goals and objectives and write action plans.
 - 4.3 **Clients** are supported to access services and information related to planning career development.
 - 4.4 **Clients** are assisted to clarify networking opportunities and requirements.
 - 4.5 Assistance is provided to clients to plan and access relevant career development services as required.

5. Assist clients in marketing their skills to employers
 - 5.1 **Clients** are facilitated in preparing and presenting career portfolio and other **relevant materials** to highlight key skills and areas of interest.
 - 5.2 **Clients** are supported to present themselves effectively to potential employers through telephone and face-to-face interviews.
 - 5.4 **Clients** are assisted to use networking opportunities effectively to market themselves to potential employers.
 - 5.5 Assistance is provided to clients to demonstrate relevant generic and specific employability and work-related skills.
 - 5.6 **Clients** are provided with information about a range of **assessment tools** used in recruitment and selection.

RANGE STATEMENT

All range statements must be assessed:

A. Client:

- (i) Individuals
- (ii) Groups
- (iii) Young persons
- (iv) Job seekers
- (v) Persons with disabilities
- (vi) Persons seeking advice and assistance
- (vii) Older persons

B. Opportunities and options:

- (i) Employment
- (ii) Training and education
- (iii) Personal and professional development
- (iv) Lifestyle choices

C. Career aspirations:

- (i) Goals and objectives in managing learning and work
- (ii) Career advancement within organizations
- (iii) Training and education
- (iv) Personal and professional development

D. Employment patterns:

- (i) Full-time
- (ii) Part-time
- (iii) Contract
- (iv) Job-share

E. Career development strategies:

- (i) Planned programme of learning experiences to develop relevant knowledge, skills and attitudes
- (ii) Strategies to assist individuals to make informed decisions about study/work and enable active participation in working life
- (iii) Strategies to foster learning and movement within organizations
- (iv) Action plans to implement visions, goals and objectives
- (v) Participation in step by step career development programmes
- (vi) Development of identified career competencies and employability skills
- (vii) Strategies to manage contingencies and unexpected life changes

F. Relevant materials:

- (i) Career portfolio
- (ii) Letters and applications to potential employers
- (iii) Work samples

G. Assessment tools:

- (i) Literacy and numeracy
- (ii) Aptitude
- (iii) Diagnostic
- (iv) Psychometric

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the major career development theories.
2. What are the available career development resources and information and associated educational/training opportunities and resources.
3. What are appropriate career planning services for referral.
4. What are the concepts of change and transition in the context of lifespan career development.
5. What are employability skills and how they are applied to address employment and career development opportunities and requirements.
6. What are the local, regional and international labour markets in relation to clients' career aspirations, skills and needs and vice versa.
7. How to use a career development information base to assist individuals and groups to plan career pathways.
8. How to assist clients to clarify:
 - multiple roles to be balanced throughout career development
 - skills needed to effectively manage their careers
 - opportunities and options related to career aspirations
 - decision and actions related to achievement of career goals
 - services and resources required to address their needs
 - their work-related interests, skills, knowledge and values
 - their career development needs in the holistic context of their lives
 - own beliefs, values and opinions
 - how to access relevant services and information
9. How to assist clients to:
 - understand and apply labour market information to their work search and career objectives
 - understand occupational health and safety aspects of identified work roles as related to client's individual health issues (e.g. allergies) and preferences
 - increase their probability of success in the work search and to meet employers' expectations
 - identify marketable skills, knowledge and experience
 - tailor an approach to an employer or an employment opportunity
 - enhance the application process
 - understand their competencies and marketable skills
 - clarify networking opportunities and requirements

- use job search strategies such as self-marketing, portfolios, personal presentations, job interviews and networking
 - apply skills in self-management, self-promotion and self-marketing
 - create their own opportunities
 - expand their search for prospective jobs and identify hidden job markets
 - increase their understanding/awareness of themselves and the impact this awareness has on work searches
 - identify cultural differences in expectations of the job search process
 - increase their self-confidence and self-awareness
10. What are the record keeping requirements in case management documentation and the implications of record-keeping, including legal implications.
 11. What security issues surround storage of hard copy and electronic records.
 12. How to use culturally appropriate communication techniques.
 13. What is the legislation relating to privacy.
 14. What is the range of assessment methods and tools used in recruitment and selection.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U45703

Develop and monitor employment plans with clients

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop and monitor plans relating to job search and other activities undertaken by a client to achieve an employment outcome.

This unit is related to **Unit 14, Collect, analyze and apply labour market information**

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Assess client's employment related needs | 1.1 Client's knowledge, skills, attitudes and circumstances are assessed against labour market requirements to identify strengths and barriers to effective entry into employment. |
| | 1.2 Assessment is conducted and recorded according to organizational procedures. |
| 2. Develop employment plan | 2.1 Realistic employment goals are discussed and agreed with client. |
| | 2.2 Appropriate training, job search activities and resources are identified to move client towards employment goals. |
| | 2.3 Strategies are identified to address non-vocational barriers which may affect employment opportunities. |
| | 2.4 Achievable, measurable steps with clear timelines and responsibilities are included in the employment plan . |
| | 2.5 Appropriate communication skills are used to involve client and gain their agreement and commitment. |
| | 2.6 Relevant legislation and contractual requirements are met. |

- 3. Monitor implementation of employment plan
 - 3.1 Client progress toward achievement of objectives is **monitored** and recorded at regular intervals.
 - 3.2 Plan and strategies are reviewed and amended in consultation with client where progress is not achieved.
 - 3.3 Feedback and support is provided to client to facilitate achievement of goals.
 - 3.4 **Non-compliance with obligations** is reported to relevant authorities where applicable, in accordance with contractual, legislative and organizational requirements.

RANGE STATEMENT

All range statements must be assessed:

A. Job search activities:

- (i) Registration with employment bureau/agencies
- (ii) Work experience/trial placements
- (iii) Job search training
- (iv) Voluntary work
- (v) Participation in the community
- (vi) Training to address barriers to employment
- (vii) Researching labour markets or training options appropriate to needs

B. Employment plan:

- (i) Job search skills plan
- (ii) Client action plan
- (iii) Return to work plans
- (iv) Client activity plans
- (v) Plans of the support and assistance to be provided to the client by the organization

C. Monitored:

- (i) Monitoring against timeframes, outcomes and activities included in the employment plan
- (ii) Regular contact with client via mail, telephone, email, social media and interviews
- (iii) Checking of relevant documentation
- (iv) Job search of diaries and other proformas recording details of activities undertaken
- (v) Checking of organizational systems and databases
- (vi) Feedback from employments and providers of training and other assistance

D. Non-compliance with obligations:

- (i) Conditions such as:
 - probations
 - rehabilitation
- (ii) Government initiatives

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the common effects of unemployment on clients.
2. How to assess client knowledge, skills, attitudes and circumstances against labour market requirements.
3. How to use the strengths based assessment approach.
4. How to conduct and record assessments.
5. What are the organizational procedures relating to conducting and recording assessments, formatting, documentation and content of employment plans.
6. How to identify and agree on realistic employment goals.
7. What techniques and strategies can be applied to job search activities.
8. How to identify appropriate job search activities and resources.
9. What are the training and other pathways to occupational areas.
10. What external resources are available to people seeking employment.
11. How to formulate achievable, measurable steps, clear timelines and responsibilities within an employment plan.
12. How to ensure that plans are appropriate to the needs of individual clients and labour market conditions.
13. How to review, monitor and amend employment plans and strategies.
14. What are the relevant contractual, legislative and organizational requirements relating to employment plans.
15. How to ensure that plans comply with relevant contractual, legislation and organizational policies and procedures including documentation standards.
16. How to interpret organizational, contractual, and legislative requirements as they relate to employment planning.
17. How and to whom to report non-compliance with obligations.
18. How to use effective communication skills to involve and engage client in the employment planning process.
19. How to provide constructive feedback and support to clients.
20. How to apply research skills to maintain currency of information.
21. How to apply technology skills to use information systems.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **over a period of time**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U45803

Plan and provide job search support

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to work with a client to develop their job search strategies and skills in order to increase their ability to secure and retain suitable employment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Plan the client's job search activities | 1.1 Suitable occupations, industries and locations for job search are identified with the client , taking into account their individual circumstances. |
| | 1.2 An action plan is completed with the client , including strategies to approach the market and any support requirements. |
| 2. Develop the client's job search skills and resources | 2.1 Client's current job search skills and resources are assessed to identify areas for development and improvement. |
| | 2.2 A job search skills development plan is completed with the client , targeting identified areas. |
| | 2.3 Client's job search skills and resources are improved through formal and informal development activities. |
| 3. Monitor job search strategy and skills development | 3.1 Client's job search strategies , skills and resources are regularly reviewed to identify areas for further action and improvement. |
| | 3.2 The effectiveness of support provided is regularly reviewed to ensure appropriate support is maintained. |

RANGE STATEMENT

All range statements must be assessed:

A. Client:

- (i) Young people
- (ii) Older adults
- (iii) Referred and self-referred clients
- (iv) Persons from culturally and linguistically diverse backgrounds
- (v) Persons with disabilities

B. Support

- (i) Access to and support to use computers and other facilities provided by the organization
- (ii) Coaching
- (iii) Mentoring
- (iv) Provision of information on accessing appropriate services and resources
- (v) Training

C. Job search strategies:

- (i) Preparation, review and/or revision of a resumé or equivalent document
- (ii) Advice, coaching or other assistance relating to
 - strategies to locate suitable jobs
 - education and training pre-requisites for employment
 - preparation of job applications
 - methods to apply for jobs
 - marketing to employers
 - job interviews
 - interview follow up

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the local, national and regional labour market conditions and employment opportunities.
2. How to apply current knowledge of the labour market.
3. How to use research skills to maintain currency of information.
4. How to collect relevant information to determine appropriate areas of the labour market for the client to target for marketing.
5. What are the different job strategies that can be used.
6. How to apply appropriate tools and resources to support and assist the client in their job search
7. What are the relevant organizational policies relating to provision of job search support.
8. What are the different policies and legislation that impact on employment.
9. What are the different information resources available to persons seeking employment.
10. How to identify different support requirements for clients seeking employment.
11. How to identify and apply job search skills and resources.
12. How to demonstrate and impart knowledge about job search strategies.
13. What is the importance of regularly reviewing job search strategies, skills and resources.
14. How to work collaboratively with the client.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U45903

Operate referral procedures

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to confirm the needs of clients, advise them of referral options and arrange the referral. The support may be provided in a one to one service delivery mode or in a group.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------------------|--|
| 1. Confirm client needs | 1.1 Presenting needs are discussed with the client.
1.2 Client history and records are confirmed.
1.3 Client's service expectations are documented.
1.4 A plan of action is developed and confirmed with the client. |
| 2. Advise on referral options | 2.1 Services to assist the client are outlined.
2.2 The process of referral is discussed with the client.
2.3 Client's responsibilities and any other conditions are outlined. |
| 3. Arrange referral | 3.1 Timeframes and procedures for accessing services are clarified with the client.
3.2 Referral procedures are followed with all providers.
3.3 Clients are informed of progress towards meeting agreed service expectation and plan of action. |

- 3.4 Processes to review and manage service provision are communicated to service provider and client.

RANGE STATEMENT

All range statements must be assessed:

A. Presenting needs:

- (i) Unemployment
- (ii) Difficulty in communicating
- (iii) Financial difficulties
- (iv) Cognitive impairment
- (v) Physical disabilities
- (vi) Learning difficulties

B. Process of referral

- (i) Formal
- (ii) Informal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify presenting needs and respond appropriately within the guidelines of the service.
2. What are the available services of the organization and any constraints on delivery.
3. What are the broader services and training networks available locally and nationally.
4. How to assist the client in developing an action plan.
5. What is the process of referral and documentation of referral.
6. What are the organizational policies and procedures relating to referral.
7. What are the responsibilities of the client and how to communicate these.
8. What are the processes to review and manage service provision.
9. How to accurately document and keep records according to organizational requirements.
10. How to work collaboratively with the client.
11. How to communicate effectively with individuals and groups, taking into account the culture, background and abilities.
12. How to conduct research to maintain currency of information, including effective use of relevant information technology in line with occupational safety and health guidelines.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **over a period of time**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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U46003

Establish and maintain networks

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to establish and maintain formal and informal groups which directly impact on the effective operation of the organization. It also focuses on liaising and facilitating linkages between networks to achieve outcomes.

ELEMENT	PERFORMANCE CRITERIA
1. Develop cooperative working relationships and strategic alliances with other organizations	<p><i>To be competent you must achieve the following:</i></p> <ul style="list-style-type: none"> <li data-bbox="857 804 1435 932">1.1 Information about relevant services, organizations and key people is gathered and stored, maintaining currency and accessibility. <li data-bbox="857 974 1435 1102">1.2 Information is provided about own service to other organizations in accordance with organizational policies and procedures. <li data-bbox="857 1144 1435 1272">1.3 Staff from relevant organizations is communicated with on a formal and informal basis to optimize client service delivery. <li data-bbox="857 1314 1435 1371">1.4 Requests from other organizations are responded to as appropriate. <li data-bbox="857 1413 1435 1503">1.5 Resources are shared with other organizations where possible to overcome duplication in service delivery. <li data-bbox="857 1545 1435 1602">1.6 Materials and resources provided are relevant and up to date. <li data-bbox="857 1644 1435 1734">1.7 Feedback is sought on materials and resources in developing future materials and resources.
2. Represent the organization	<ul style="list-style-type: none"> <li data-bbox="857 1774 1435 1837">2.1 A positive image of the organization is promoted at available opportunities.

- 2.2 Issues, policies and practices of the organization are effectively communicated to a range of audiences in an appropriate format.
 - 2.3 Complaints are handled about services in accordance with organizational procedures.
3. Maintain networks
- 3.1 **Networks** and other work relationships are maintained to provide identifiable benefits for clients and the organization.
 - 3.2 Appropriate time and effort is applied to establish and maintain networks to assist achievement of work outcomes.
 - 3.3 Protocols are followed for communication between network participants and services, including those relating to confidentiality.
 - 3.4 Advocacy is provided to develop working relationships between client and other organizations/agencies.
 - 3.5 Cultural diversity is identified and appropriate communication used within networks.

RANGE STATEMENT

All range statements must be assessed:

A. Information:

- (i) Pamphlets and other information sources
- (ii) List of all relevant services
- (iii) Information on own agency
- (iv) Criteria for referral to each agency
- (v) Contacts
- (vi) Websites

B. Relevant services

- (i) Employment services
- (ii) Financial assistance organizations
- (iii) Community service organizations e.g. NGOs
- (iv) Government departments

C. Networks:

- (i) Formal and informal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to store and maintain information for currency and accessibility.
2. How to communicate with persons from other organizations formally and informally.
3. What are the relevant organizations, services and individuals to develop and maintain effective networks.
4. How to promote a positive image of your organization.
5. What promotional strategies are applicable to the service or organization.
6. How to represent the organization in both formal and informal settings in a positive manner.
7. How to effectively communicate issues, policies and practices of your organization to a range of audiences in an appropriate format.
8. How to use communication techniques such as:
 - questioning
 - active listening
 - verbal and non-verbal communication
 - negotiation
 - liaison and networking
9. How to follow protocols for communication including confidentiality.
10. What are the organizational procedures for handling complaints.
11. What is the importance of building and maintaining networks and other work relationships.
12. What are the different approaches to networking.
13. How to maintain a network of formal and informal groups relevant to the work situation.
14. How to provide advocacy to develop relationships.
15. How to identify cultural diversity within networks and apply appropriate communication techniques.
16. How to maintain documentation as required, including effective use of relevant information technology in line with occupational safety and health guidelines.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **over a period of time**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

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U46103**Work in employment services**

Unit Descriptor:

This unit describes the knowledge skills and attitudes required to prepare a person to work effectively in the employment services area.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Identify key aspects of the employment services area | 1.1 Key organizations and stakeholders and their roles in the employment services area are identified and confirmed. |
| | 1.2 Types and general features of services available to assist clients gain and retain employment are identified. |
| 2. Operate within the employment services area | 2.1 Working knowledge of current and emerging issues affecting the employment services area is applied. |
| | 2.2 Understanding of common barriers to employment and retention is applied. |
| | 2.3 Cross cultural issues in work practices are identified and acknowledged. |
| | 2.4 The value of diversity in the workplace is actively promoted. |
| | 2.5 Appropriate knowledge and skills are shared with others |
| 3. Use other services to assist clients unable to secure employment | 3.1 Service boundaries are recognized and appropriately applied. |
| | 3.2 Internal and external resources are identified to whom clients may be referred for assistance. |
| | 3.3 Current information on other services is accessed. |

- 3.4 Clients are referred to other services according to organizational policies and procedures.
- 4. Meet duty of care and legal responsibilities
 - 4.1 Work practices comply with legislation relevant to the delivery of employment services.
 - 4.2 Duty of care responsibilities are met when delivering employment services.
- 5. Act ethically in the delivery of employment services
 - 5.1 Industry and organizational standards of ethical practice and behaviour are met.

RANGE STATEMENT

All range statements must be assessed:

A. Common barriers to employment:

- (i) Under/over qualified
- (ii) Unavailability of suitable employment opportunities
- (iii) Limited work experience
- (iv) Literacy and numeracy needs
- (v) Cultural factors e.g. ethnicity, language background
- (vi) Personal factors e.g. self-esteem, motivation, attitude, perceptions
- (vii) Right to work e.g. non-possession of work permit
- (viii) Health issues including chronic conditions and mental health issues
- (ix) Physical disability
- (x) Learning disabilities
- (xi) Cognitive impairment
- (xii) Employment history
- (xiii) Age
- (xiv) Religion
- (xv) Sexual orientation

B. Others:

- (i) Colleagues
- (ii) Supervisors
- (iii) Clients e.g. internal and external
- (iv) Stakeholders

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the appropriate services and programmes available to assist clients, including nationally recognized training.
2. How available services can be utilized to assist clients.
3. What assistance is available to employees.
4. What are the current and emerging issues relating to work in the employment services area.
5. Who are the key stakeholders (individuals and organizations) in the employment services area.
6. What is the range of roles of organizations and stakeholders in the employment services area.
7. What is the national Technical and Vocational Education and Training (TVET) system.
8. What principles apply to duty of care and ethical behaviour.
9. How to apply knowledge and understanding of the principles of duty of care and ethical behaviour.
10. What is the relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability.
11. What is the national legislation pertaining to the employment rights of clients.
12. How to apply legislation relevant to the delivery of employment services.
13. What is the impact and effects of unemployment on clients.
14. How to provide employment services to individuals and groups.
15. What are the principles of client groups, their needs and barriers to employment and how these affect work plans and activities.
16. How to apply basic research skills to access information on stakeholders and their needs and services.
17. How to use technology to utilize business equipment and software applications.
18. How to apply interpersonal skills to facilitate effective working relationships with clients and others.
19. How to relate to persons from diverse backgrounds.
20. How to use oral communication skills to provide information on processes, obligations and options.
21. How to liaise internally with external organizations.
22. How to use written communication skills (literacy competence) required to fulfil job roles as specified by the organization/service.
23. How to recognize and act upon opportunities to enhance sustainability in the workplace.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
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- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

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U46203

Collect, analyze and apply labour market information

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to collect, analyze and apply labour market information as a means to improving delivery of employment services.

Pre-requisite relationship of Units:

Develop and monitor employment plans with clients
Plan and prepare job search support
Conduct career guidance interview

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Collect labour market information | 1.1 Type of labour market information to be collected is defined.
1.2 A range of information sources are identified and accessed.
1.3 A range of appropriate methods to collect labour market information are used.
1.4 Characteristics of labour markets are defined.
1.5 Current and emerging characteristics of specific labour markets are identified. |
| 2. Analyze labour market information | 2.1 Labour market information is analyzed to identify effects upon current and future opportunities.
2.2 Results of analysis are reported and discussed with the work group. |
| 3. Improve the delivery of employment services | 3.1 Service delivery plans, processes and practices are assessed in terms of their alignment with current and emerging labour market conditions. |

- 3.2 Work practices are improved to reflect **current and emerging characteristics of the labour market.**

RANGE STATEMENT

All range statements must be assessed:

A. Labour market:

- (i) Geographic location
- (ii) Worker demographics
- (iii) Industry and industry sectors
- (iv) Seasonal factors
- (v) Agricultural crops

B. Labour market information:

- (i) Information regarding industries and industry sectors (e.g. workforce size, recruitment methods, conditions of employment, prospects for growth/reduction in labour force)
- (ii) Information regarding occupations (e.g. prospects of employment, type of work undertaken, workforce size, hiring methods, employer expectations of workers)
- (iii) Labour market trends
- (iv) Peak and trough periods in demand for labour seasonality
- (v) Areas of high employment and unemployment
- (vi) Current labour market conditions
- (vii) Business and economic forecasts
- (viii) Emerging labour market developments
- (ix) Industrial framework
- (x) Services, products, business levels of competitors
- (xi) Other distinguishing characteristics

C. Information sources:

- (i) Information available within the organization
- (ii) Labour Market Information Service
- (iii) National Employment Bureau
- (iv) Government ministries
- (v) Publications, industry journals, articles
- (vi) Internet websites
- (vii) Commercial databases of businesses and industries
- (viii) Industry associations
- (ix) Community organizations
- (x) Training institutions
- (xi) Newspaper recruitment advertisements

D. Appropriate methods to collect information:

- (i) Use of internet and intranet
- (ii) Surveys
- (iii) Client interviews
- (iv) Focus groups

- (v) Individual research
- (vi) Attendance at meetings
- (vii) Networking
- (viii) Workplace visits

E. Current and emerging characteristics of labour markets:

- (i) Volunteer workforce
- (ii) Casualization of workforce
- (iii) Length of average working hours
- (iv) Contract employment
- (v) Portability of skills
- (vi) Globalization
- (vii) Impact of technology
- (viii) Lifelong learning
- (ix) Changing face of core skills
- (x) Core vocational skills gained while at school
- (xi) Ageing population
- (xii) Transitional labour market programmes

F. Planning activities:

- (i) Business planning and forecasting
- (ii) Job search planning
- (iii) Promotional plans
- (iv) Marketing plans
- (v) Employment plans for individual clients

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is the composition and working of labour markets.
2. What are the current labour market characteristics and issues.
3. What are the current unemployment figures for local area.
4. What are the current and projected skills shortages.
5. How to use an appropriate range of labour market data sources to collect information.
6. How to analyze labour market information to determine relevance to currency and future delivery of services.
7. How to apply knowledge of labour market information to the planning and improvement of service delivery.
8. How to apply literacy and numeracy skills to read and understand a variety of texts and statistics; prepare labour market information in a report format and to enter the information on the organization's information systems.
9. How to apply planning skills to organize information and plan and review work activities.
10. How to apply problem solving skills to deal with ambiguous information.
11. How to effectively use oral and written communication skills to provide and elicit advice and information.
12. What technology skills are applied to use business equipment and software including use of the internet and intranet for research.
13. What are the access, equity and human rights in relation to your area of work
14. How to work in a culturally diverse environment

EVIDENCE GUIDE

For assessment purposes:

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(1) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(2) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U46303

Analyze and apply education and training information

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required for the collection, analysis and application of education and training information to enhance delivery of career information services.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Collect education and training information | 1.1 Type of education and training information to be collected is identified.
1.2 A range of suitable information sources is identified and accessed.
1.3 A range of appropriate methods to collect education and training information is used.
1.4 Information that defines relevant characteristics of the education and training context is provided.
1.5 Currency of education and training information is confirmed. |
| 2. Analyze education and training information | 2.1 Education and training information is analyzed to identify effects upon future pathways.
2.2 Results of analysis are reported and discussed with the client. |
| 3. Develop and apply workable solutions | 3.1 Workable solutions on consideration of relevant information and options are developed.
3.2 Proposed solutions are communicated or implemented as required. |

RANGE STATEMENT

All range statements must be assessed:

A. Education and training information:

- (i) University entry
- (ii) TVET in schools
- (iii) Apprenticeships
- (iv) Private training providers
- (v) PLAR (Prior Learning Assessment and Recognition)
- (vi) Graduate programmes
- (vii) Internships
- (viii) Cadetships
- (ix) Vacation programmes
- (x) Overseas placements
- (xi) Work experience
- (xii) Scholarships
- (xiii) Costs
- (xiv) Alternative pathways

B. Information sources:

- (i) Information available within the organization
- (ii) Labour market information
- (iii) Public training institutions
- (iv) Private training organizations
- (v) National Employment Bureau
- (vi) Publications, industry journals, articles, newspaper advertisements
- (vii) Internet websites
- (viii) Community organizations
- (ix) Visits to workplaces
- (x) Industry associations
- (xi) Professional associations
- (xii) Career information expos
- (xiii) Networking

C. Appropriate methods:

- (i) Use of internet and intranet
- (ii) Interviews
- (iii) Individual research
- (iv) Questioning employers
- (v) Use of libraries
- (vi) Publications
- (vii) Attendance at meetings, conferences, career information expos
- (viii) Networking
- (ix) Workplace visits

D. Workable solutions:

- (i) Job search planning
- (ii) Career plans for individual clients
- (iii) Individual Pathways Plans

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the education and training characteristics that are applied on a national and regional level.
2. What are the education and training pathways to key employing industries.
3. What cost incentives and other assistance are available.
4. How to use an appropriate range of education and training data sources to collection information.
5. What analysis of education and training information is used to determine relevance to current and future pathways.
6. How knowledge of education and training information is applied to planning and problem solving.
7. How to develop/enhance workable solutions through the use of education and training information.
8. How to apply literacy and numeracy skills to read and understand a variety of texts.
9. Which planning skills are used to organize information and plan and review work activities.
10. How to use problem solving skills to evaluate options.
11. How to effectively use oral and written communication skills to provide and elicit advice and information.
12. What technology skills are applied to use business equipment and software including use of the internet and intranet for research.

EVIDENCE GUIDE

For assessment purposes:

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(1) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(2) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U46403**Assess and provide services for clients with complex needs**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to undertake assessments of more complex client needs and match to services available.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Assess and analyze client needs

- 1.1 **Appropriate language and interpersonal skills** are used to ensure diverse needs of **clients** are identified.
- 1.2 **Appropriate mechanisms** are used to ensure the collection of all relevant **client** information.
- 1.3 Additional information is sought from specialists as required to assist in the assessment of **clients**.
- 1.4 All dealings with **clients** are consistent with organizational standards and practices.
- 1.5 Collected information is recorded and stored in accordance with organizational procedures.
- 1.6 Information about **client** needs is assessed in accordance with accepted organizational procedures to inform decisions about relevant services which can be provided to best address client needs.
- 1.7 **Client** information is assessed for complexity, urgency and eligibility to allow priorities for service delivery to be identified.

- 1.8 **Clients** are provided with all relevant information about the range of services available to them in accordance with organizational procedures.
- 1.9 Decisions about **client** needs are based on a full range of relevant information.
2. Identify and provide for the delivery of services to meet client needs
 - 2.1 Services are identified from within and outside the organization that match **client** needs.
 - 2.2 Relevant networks are established and maintained to ensure referral of **clients** to appropriate services.
 - 2.3 **Clients** are appropriately assisted to access targeted services from within and outside the organization.
 - 2.5 Work is carried out within own scope of responsibility to ensure **clients** have access to services that meet their needs.
 - 2.6 Decisions about targeting of **client services** are based on up-to-date information about the **client** and available services.
 - 2.7 Service delivery and referral options are considered from a strengths-based perspective.
 - 2.8 Individual limitations in assessing and addressing **client** needs are identified and where appropriate, assistance is sought from colleagues, senior staff and experts in the area.
 - 2.9 Appropriate referrals are made to specialist services based on the assessment of **client** needs.

3. Evaluate client service delivery
 - 3.1 The allocation of services delivered is reviewed routinely or as required, to meet **client** requirements to ensure a continuing match.
 - 3.2 Changes in circumstances, environmental factors or urgency of **client** needs are reviewed in accordance with organizational practices and procedures to ensure they are continuously met.
 - 3.3 **Client** feedback is collected on adequacy of service delivery as required by the organization, to inform revision of service delivery arrangements.
 - 3.4 Feedback is routinely sought from colleagues and clients on individual performance in client service delivery.

RANGE STATEMENT

All range statements must be assessed:

A. Appropriate language and communication skills for:

- (i) Communicating with persons from diverse cultures
- (ii) Communicating with different age and gender groups

B. Clients:

- (iii) Individuals
- (iv) Young persons
- (v) Groups
- (vi) Job seekers
- (vii) Persons with disabilities
- (viii) Persons seeking advice and assistance
- (ix) Older persons
- (x) Persons re-entering employment

C. Appropriate mechanisms:

- (i) Interviews with clients, family, significant others and carers
- (ii) Questionnaires
- (iii) Applications and other forms
- (iv) Case documentation
- (v) Classification tools
- (vi) Use of interpreters including sign language
- (vii) Information from professionals including medical reports
- (viii) Information from service providers

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the legislative requirements and provisions relevant to the area of service delivery and delegated responsibility.
2. What are the accepted organizational procedures, systems and practices for client assessment and allocation of services.
3. What is the strengths-based approach.
4. How to apply a strengths-based approach to client intake, assessment and referral.
5. What are the accepted practices for delivery of services to particular clients.
6. What are the issues affecting particular client groups e.g.
 - income/economic
 - health
 - cognitive
 - social
 - environmental
 - education and training
 - employment
 - impact of assessment
 - individual client needs
 - local services available for clients
7. How to administer the organization's instruments and mechanisms to assess client needs.
8. How to select appropriate services from a range of services provided by the organization to match client needs.
9. How select from other available services in the broader community to address client needs.
10. How to develop and maintain appropriate networks.
11. How to provide referrals to relevant organizations or providers of specialist services.
12. How to apply high level interpersonal skills.
13. How to demonstrate application of skills in:
 - analysis and judgement
 - risk management
14. How to use effective communication skills to develop rapport with clients including:
 - listening

- questioning
- clarification
- minimizing the impact of behaviours of concern

15. How to apply literacy competency to fulfil the procedures of the organization/service.

16. How to maintain documentation as required including effective use of relevant information technology in line with occupational safety and health guidelines.

EVIDENCE GUIDE

For assessment purposes:

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(1) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(2) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U46503**Promote clients to employers**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to promote clients to potential employers and the empowerment of clients to promote their skills and abilities to employers.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Prepare for employer contact | 1.1 Labour market information is used as a context and aid in determining options. |
| | 1.2 The target employment market is identified. |
| | 1.3 The contact approach is planned. |
| 2. Identify selling points of client | 2.1 The strengths and abilities of the client are identified. |
| | 2.2 The strengths and abilities of the client are converted to selling points . |
| | 2.3 Client selling points are matched to employer needs. |
| 3. Negotiate suitable outcome for client | 3.1 Persuasive communication techniques are used as required. |
| | 3.2 Client selling points are emphasized to employer. |
| | 3.3 Employer resistance is effectively managed. |
| | 3.4 Appropriate support is provided to client as required. |
| | 3.5 A suitable outcome is negotiated and reached. |

4. Undertake follow up action
 - 4.1 **Contact approach** is reviewed and refined as appropriate
 - 4.2 **Information** is provided to employer as required.
 - 4.3 **Feedback** is provided to client.
 - 4.4 Information systems are updated according to organizational policies and procedures.

RANGE STATEMENT

All range statement must be assessed:

A. Labour Market Information :

- (i) Composition of the labour market
- (ii) Information regarding industries and industry sectors e.g. workforce size, recruitment methods, conditions of employment, prospects for growth/reduction in labour force, hiring processes and patterns
- (iii) Information regarding occupations e.g. prospects of employment, type of work undertaken, conditions of employment
- (iv) Trends
- (v) Current status
- (vi) Industrial framework
- (vii) Employer expectations

B. Target employment market:

- (i) Industries where skills and abilities of client are applicable
- (ii) Employers that offer employment in appropriate occupations
- (iii) Employers with a history of offering opportunities to clients with barriers to employment
- (iv) Employers with current job opportunities that are sufficiently aligned with skills and abilities of client

C. Contact approach:

- (i) Appointments and interviews with employers
- (ii) Telemarketing
- (iii) Telephone communication
- (iv) Correspondence
- (v) Cold canvassing (door knocking)
- (vi) Advertising
- (vii) Business cards
- (viii) Personal profiles, resumés and portfolios

D. Selling points:

- (i) Examples of relevant knowledge, experience and personal qualities likely to be valued by the employer
- (ii) Points related specifically to the needs of individual employers
- (iii) Points to answer any employer queries or concerns about the client

E. Persuasive communication techniques:

- (i) Negotiation techniques
- (ii) Sales techniques
- (iii) Assertiveness

- (iv) Ability to communicate benefits of non-discrimination and diversity in the workplace
- (v) Ability to explain legislative requirements
- (vi) Ability to present viable, realistic options to the employer

F. Employer resistance (may relate to these barriers to employment):

- (i) Skills level, type and currency
- (ii) Limited work experience or gaps in work history
- (iii) Lack of transportation
- (iv) Literacy and numeracy skills level
- (v) Factors such as self-esteem, motivation, attitude
- (vi) Factors such as hygiene, groom, dress and appearance

G. Appropriate support:

- (i) Role plays/mock interviews for clients
- (ii) Coaching e.g. in negotiation, assertiveness and sales skills, preparation of correspondence and forms, interview techniques, telephone interactions with employers
- (iii) Assistance with scripts
- (iv) Providing regular practice opportunities
- (v) Debriefing and constructive feedback
- (vi) Assistance in getting to interviews
- (vii) Provision of wage subsidies or negotiation of supported wage with employer
- (viii) Provision of other assistance available to the employer if hiring e.g. workplace support, training of client, funding of workplace aids and adjustments

H. Suitable outcome:

- (i) Interview appointment for client
- (ii) Trial work placement
- (iii) Job placement e.g. permanent, temporary, full-time, part-time, casual or contract
- (iv) Forwarding of resumé/profile for employer to retain on file

I. Information:

- (i) Forms of assistance available
- (ii) Sources of further information e.g. on workplace matters, awards and conditions
- (iii) Marketing material relating to products and services of the organization

J. Feedback:

- (i) Interview performance and results
- (ii) Relevant information regarding the employer e.g. culture, performance requirements, pay and conditions, job role and responsibilities
- (iii) Future assistance available through the organization
- (iv) Sources of assistance outside the organization
- (v) Action to take if difficulties arise with the placement

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the expectations and needs of both clients and potential employers.
2. What are the current and emerging characteristics and requirements of local labour markets.
3. How to analyze labour market information so that appropriate employers are targeted.
4. What are the organizational policies and procedures relating to promoting clients to potential employers.
5. How to identify appropriate target employment markets that align with individual client needs and circumstances.
6. What are the relevant legislative requirements e.g. Employment Act, SHaW Act, Occupational Safety and Health, Occupational Training Act.
7. How to effectively plan, implement and refine contact approach.
8. What incentives and other assistance are available to employers.
9. What are the organizational policies on assistance available to clients and potential employers to secure or maintain an employment placement or trial work placement.
10. How to inform clients and employers of appropriate forms of assistance and provide these as required.
11. How to take follow up action to assist in sustaining the employment.
12. How to identify the strengths and abilities of clients and convert these to selling points.
13. How to use advanced communication sales skills to negotiate a realistic and appropriate outcome that meets the needs of both the client and the employer.
14. How to negotiate with employers and manage resistance.
15. What are persuasive communication techniques and how to use them.
16. How to apply sales skills to identify viable options, handle objections, sell a solution and take follow up action as required.
17. How to impart and elicit information effectively and provide feedback to clients.
18. How to apply interpersonal skills to empathize and effectively interact with people from diverse backgrounds.
19. How to listen actively and be assertive when required.
20. How to use technology skills to utilize business equipment and software.
21. How to update information systems according to organizational policies and procedures.

EVIDENCE GUIDE

For assessment purposes:

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **over a period of time**. This evidence must come from a real working environment.

(1) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(2) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U46603

Liaise with employers to promote flexible work arrangements

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to liaise with employers to develop flexible and innovative work arrangements to address emerging needs and promote a balanced approach to managing pressures and priorities of work and life.

It is aimed at persons who have been trained/have experience in industrial relations and/or organizational psychology.

This unit **does not** provide workers with the knowledge of industrial relations or organizational psychology or the skills to apply this knowledge.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Contribute to analysis of workforce requirements | 1.1 Current workforce structure, capabilities, skills/knowledge requirements and constraints are identified.

1.2 Recognized trends in work requirements are identified for specific industries as required.

1.3 Issues impacting on the workforce are clarified in relation to general and specific social, environmental, educational, industrial and other related factors. |
| 2. Contribute appropriate options for workforce planning and development | 2.1 The potential benefits of workforce planning are clarified to specific employers.

2.2 Employers are assisted to identify available and relevant workforce planning options.

2.3 A broad knowledge of workforce planning and development is applied. |

- 2.4 Appropriate **flexible and innovative work arrangements** are recommended to address the identified needs of the organization.
 - 2.5 Options are promoted to provide a balanced approach to managing pressures and priorities of work and life.
- 3. Assist employers to implement changes to work arrangements
 - 3.1 Advice is provided to assist employers implementing **flexible work arrangements**.
 - 3.2 Employers are assisted to take a problem solving approach when addressing issues arising in implementing changes to work arrangements.
 - 3.3 Employers are supported to monitor the effectiveness of change.
- 4. Evaluate the effectiveness of workforce change
 - 4.1 Employer/client interactions are followed up in line with organizational policies and procedures.
 - 4.2 The effectiveness of changes to work arrangements is evaluated.
 - 4.3 Issues, challenges and obstacles to implementation of workforce development are identified.
 - 4.4 Employers are assisted to improve work arrangements where appropriate to enhance outcomes for key stakeholders.

RANGE STATEMENT

All range statements must be assessed:

A. Workforce :

- (i) Full-time and part time employees
- (ii) Casual workers
- (iii) Contract workers
- (iv) Trainees and apprentices
- (v) Volunteers

B. Flexible work arrangements:

- (i) Arrangements e.g.
 - work hours
 - placement including superannuation
 - leave
- (ii) Rewarding and inspiring good performance
- (iii) Addressing specific workplace issues e.g.
 - working conditions and policies
 - customer service standards
 - confidentiality
 - safety
 - work from home
 - work and family initiatives
 - use of private/company vehicles
 - childcare facilities

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is workforce planning including:
 - the purpose and potential benefits of effective workforce planning
 - links between workforce planning, development and education
 - available tools and models available to assist workforce planning
 - an understanding of how workforce planning integrates with service, financial and business planning
 - a broad knowledge of current and projected impact on workforce planning of a range of social, educational, industrial, environmental and related factors
 - working knowledge of the options and constraints that exist in relation to workforce development and their potential impacts
 - working knowledge of the resource requirements to implement workforce changes
 - working knowledge of how to measure, evaluate and revise implementation of a workforce plan
 - how to access reliable information to guide and support workforce planning
2. What are the relevant legislative and regulatory requirements related to workforce planning and employment.
3. What are the local, regional and national requirements, drivers and policy implications that may impact workforce planning.
4. What is the range of flexible and innovative approaches to workforce planning and how to use them.
5. How to apply appropriate tools and models to assist workforce planning.
6. How to access information on the demographics of the labour market relevant to specific employers/organizations.
7. How to work with employers to clarify:
 - existing and emerging new roles and ways of working in their industry/sector
 - internal and external forces for change that may affect work in their industry/sector
 - the potential for changing the skills mix within an organization to achieve identified outcomes
 - the potential impacts of workforce development on services, staff, clients and related business outcomes
 - the key stakeholders likely to be affected by workforce changes and appropriate strategies to communicate with them and promote planned changes
 - skills/knowledge requirements, including employability skills
8. How to access relevant information to guide and support workforce planning.

9. How to use a range of verbal and non-verbal communication techniques e.g. listening and questioning.
10. How to apply communication skills that take into account the culture, background and abilities of clients.

EVIDENCE GUIDE

For assessment purposes:

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(1) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(2) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U46703**Facilitate adult learning and development**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to facilitate individual learning by adults through a collaborative learning relationship. Interpersonal and communication skills are critical to create the conditions necessary for effective individual learning and to advise, guide, support and respond to the needs of the individual learner and so establish an appropriate relationship.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Identify individual learning requirements | <p>1.1 Needs and goals for individual learning in the learning areas are identified in consultation with the learner and discussed with relevant persons.</p> <p>1.2 Appropriate individual learning techniques and processes are identified in consultation with supervisor and documented to support individual learning needs and goals.</p> <p>1.3 Organizational support for implementation is obtained where relevant.</p> |
| 2. Establish the learning relationship | <p>2.1 The individual's learning style, learner characteristics and abilities and context for learning are identified and discussed with supervisor.</p> <p>2.2 Appropriate technique or process is selected or organized to facilitate individual learning.</p> <p>2.3 The basis of the technique or process is explained and discussed with the individual learner.</p> <p>2.4 The boundaries and expectations of the learning relationship are clarified and agreed.</p> |

-
- 2.5 **Additional required support** is confirmed in consultation with supervisor.
 - 2.6 **Individualized learning plans** are developed and discussed with the learner.
 3. Maintain and develop the learning relationship
 - 3.1 Preparations are made for each meeting or session in accordance with organizational procedures.
 - 3.2 The relationship is developed and active participation sustained using effective communication and interpersonal skills.
 - 3.3 **Structured learning activities** to support and reinforce new learning and build on strengths are developed as planned with supervisor and further areas for development identified.
 - 3.4 Leadership and motivational skills are demonstrated, practicing ethical behaviour at all times to enable the learner to take responsibility for learning.
 - 3.5 **Learner cues** are observed and the approach changed where necessary to maintain momentum.
 - 3.6 Individual differences and clients with particular needs are acknowledged, respected and valued.
 - 3.7 Regular meetings are scheduled in consultation with both parties to monitor the effectiveness of the learning relationship.
 4. Close and evaluate the learning relationship
 - 4.1 **Tools and signals** developed with supervisor are used to determine readiness for closure of individual learning relationships.
 - 4.2 Closure is carried out using appropriate interpersonal and communication skills.
 - 4.3 **Feedback** is sought from the learner on the outcomes achieved and the value of the relationship.

- 4.4 The learning relationship is **evaluated** to determine whether it met learning needs and goals.
- 4.5 Individual performance in managing the relationship is **reflected** upon and areas for improvement identified and discussed with supervisor.
- 4.6 Outcomes are documented as required by the learning relationship.

RANGE STATEMENT

All range statements must be assessed:

A. Relevant persons:

- (i) Learner
- (ii) Language, literacy or numeracy specialist
- (iii) Experienced trainer, teacher or tutor
- (iv) Mentor
- (v) Supervisor or coordinator

B. Individual learning techniques and processes:

- (i) Coaching or tutoring techniques
- (ii) Formal or informal process
- (iii) Mentoring techniques
- (iv) Ongoing or one-off process
- (v) Peer relationships
- (vi) Single or double loop learning approaches
- (vii) Specific circumstances or an integrated feature of the overall learning process

C. Organizational support:

- (i) Additional time with learner
- (ii) Agreement by organization to provide additional assistance to individuals through identified techniques
- (iii) Venue and equipment support

D. Individual's learning style:

- (i) Visual
- (ii) Auditory
- (iii) Kinaesthetic
- (iv) Activist
- (v) Reflective
- (vi) Pragmatic
- (vii) Theoretical
- (viii) Tactile
- (ix) Global and analytical

E. Learner characteristics:

- (i) Cultural background and needs
- (ii) Employment status
- (iii) Language, literacy and numeracy requirements
- (iv) Level of formal schooling
- (v) Level of maturity

- (vi) Past learning experiences
- (vii) Preferred learning styles
- (viii) Specific physical or psychological needs

F. Context for learning:

- (i) Defined by time requirements and built into learning activities
- (ii) Defined by the learning activities
- (iii) Determined by the area of learning
- (iv) Determined by the trainer and the learner
- (v) Impacted by the health, safety or welfare of the learner
- (vi) In a classroom, tutorial room, meeting room, office or any agreed meeting place
- (vii) In a home, training and/or assessment organization, college, community, university or school

G. Additional support:

- (i) Literacy and numeracy support
- (ii) Counselling services
- (iii) Disability support
- (iv) Support for learners affected by displacement and other trauma
- (v) Interpreting services
- (vi) Community support

H. Individualized learning plan:

- (i) Contingency plans
- (ii) Goals to be achieved that reflect learner interests, needs and abilities
- (iii) Logistics of the learning relationship e.g.
 - period of the relationship
 - frequency of meetings and length of sessions
 - location of meetings or contact
- (iv) Structure of the learning relationship, e.g.
 - activities to be undertaken
 - monitoring processes
 - tools and equipment needed
 - shadowing
- (v) Occupational safety and health considerations

I. Structured learning activities:

- (i) Demonstrations and role plays
- (ii) Direction, guidance and mutual discussion
- (iii) Learning journal
- (iv) Practice opportunities
- (v) Projects

- (vi) Readings and research
- (vii) Role modelling
- (viii) Video and audio analysis
- (ix) Written exercises

J. Learner cues:

- (i) Evidence of frustration, distraction, stress
- (ii) Evidence of problems or issues which may be personal or related to the individualized learning
- (iii) Level of communication and interaction
- (iv) Level of dependence or independence
- (v) Level of ease or difficulty in undertaking learning activities
- (vi) Level of engagement or disengagement
- (vii) Regular or irregular attendance
- (viii) Stagnation in learning

K. Tools and signals:

- (i) Over agreed time period
- (ii) Level of independence in learning
- (iii) Measure of improvement in a particular area
- (iv) Readiness to maintain learning through other means or modes
- (v) Self-assessment by the learner
- (vi) Severe or fixed blockages in the relationship

L. Feedback:

- (i) Formal and informal discussion with learner and others
- (ii) Interview
- (iii) Written questionnaire

M. Evaluation may look at:

- (i) Achievement of outcomes as a result of the relationship
- (ii) Development of new goals or skills
- (iii) Development of or increase in the self-confidence and capacity to learn of the learner
- (iv) Increased or new motivation to learn
- (v) Level of attendance by the learner
- (vi) Successful achievement, rate of achievement, or lack of achievement of identified goals

N. Reflection:

- (i) Asking critical questions about own ability, what worked/did not work and how the relationship building process could be improved
- (ii) Reviewing feedback from the learner and identifying critical aspects and areas for improvement
- (iii) Reviewing records and journals on sessions and critically evaluating own performance

- (iv) Formal and informal discussion with learner and others
- (v) Interview
- (vi) Written questionnaire

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to apply knowledge and understanding of change processes e.g. how people work through change, behaviour associated with change.
2. What are the codes of practice, standards and legal requirements relating to role e.g.
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination, including equal opportunity, racial vilification and disability discrimination
3. What are the different learning styles and how to encourage different learners.
4. What are the effects of verbal and non-verbal communication e.g.
 - How to interpret behaviour
 - How to model behaviour values
5. What are the new learning activities and other learning options, learning activities and referrals.
6. What is the learning cycle including:
 - concrete experience
 - observation and reflection
 - concept formation
 - testing new learning
7. What are the principles of Adult learning
8. What are the learner cues that may reflect difficulties with individual learning relationships.
9. What are the needs and characteristics of individual learners and current techniques to facilitate individual learning.
10. What are the requirements of the support programme, including administrative and occupational safety and health.
11. What are the roles and responsibilities of those providing language, literacy and numeracy support and their specialist supervisors.
12. What are the sources of external support.
13. What is the available range of tools to evaluate learning outcomes.
14. How to negotiate and manage a learning relationship while working with supervisors and learners.
15. How to apply communication skills and flexibility using a range of processes and techniques.
16. How to use effective communication to:
 - Clarify and agree upon boundaries and expectations of the learning relationship

- Confirm, clarify or repair understanding
- Provide constructive feedback
- Use verbal and non-verbal language and concepts appropriate to individual and cultural differences

17. How to apply initiative and enterprise skills to:

- inform supervisor of learner progress and issues as required
- identify suitable learning techniques and activities for the individual learner
- model facilitation and learning behaviour
- manage complex situations including conflict

18. How to use interpersonal skills to:

- Interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities, while:
 - recognizing and responding to verbal and non-verbal messages
 - recognizing and responding to individual difference and diversity
 - acting without bias or discrimination
 - responding sensitively to diverse backgrounds and particular needs
- facilitate individual learning through a collaborative and respectful relationship, keeping sessions learner-centred and drawing on the expertise and background of the learner
- establish a supportive environment that builds rapport
- use appropriate humour to lighten the atmosphere

19. How to use leadership and motivational skills to empower and inspire the learner.

20. How to apply literacy skills to:

- develop the learning plan
- maintain records and other documentation
- read and interpret relevant documentation

21. How to use planning and organizing skills to organize appropriate techniques and processes to facilitate individual learning and prepare for learning sessions.

22. How to work in a team to:

- analyze learner needs
- apply an appropriate model of learning to develop learners' required skills
- implement support strategies appropriate to learner needs

23. How to apply technical skills to:

- determine and alter a learning plan in consultation with supervisor
 - negotiate with learners to ensure suitable learning
 - interpret information gathered and adapt own style accordingly
 - lead and motivate learner to take responsibility for their own learning
 - maintain momentum during the learning process
24. How to utilize technology skills to use a range of technology to support numeracy learning and use software packages as part of the learning programme.
25. How to use effective time management skills to structure sessions and drive the process to achieve goals.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on at least three (3) occasions over a period of time**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U46803

Provide work skill instruction

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. It also covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasizes the training as being driven by the work process and context.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Organize instruction and demonstration | 1.1 Information is gathered about learner characteristics and learning needs. |
| | 1.2 A safe learning environment is established. |
| | 1.3 Instruction and demonstration objectives are gathered and checked and assistance sought as required. |
| | 1.4 Learning resources and learning materials are accessed and reviewed for suitability and relevance. |
| | 1.5 Assistance is sought to interpret the contextual application of learning resources and learning materials . |
| | 1.6 Access to equipment or physical resources required for instruction and demonstration is organized. |
| | 1.7 Learners are notified of details regarding the implementation of the learning programme and/or delivery plan. |

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- | | |
|--|--|
| 2. Conduct instruction and demonstration | 2.1 Interpersonal skills are used to establish a safe and comfortable learning environment with learners. |
| | 2.2 Learning programme and/or delivery plan is followed to cover all learning objectives. |
| | 2.3 Learners are briefed on safety and health procedures and requirements prior to and during training. |
| | 2.4 Delivery techniques are used to structure, pace and enhance learning. |
| | 2.5 Coaching techniques are applied to assist learning. |
| | 2.6 Communication skills are used effectively to provide information, instruct learners and demonstrate relevant work skills. |
| | 2.7 Opportunities for practice are provided during instruction and through work activities. |
| | 2.8 Feedback on learner performance is provided and discussed to support learning. |
| 3. Check training performance | 3.1 A variety of measures are used to ensure learners are acquiring and are able to apply new technical and generic skills and knowledge. |
| | 3.2 Progress and outcomes are monitored in consultation with the learner. |
| | 3.3 The relationship between the trainer/coach and learner is reviewed and adjusted to suit learner needs. |
| 4. Review personal training performance and finalize documentation | 4.1 Personal performance in providing instruction and demonstration is reflected upon and strategies for improvement documented. |

- 4.2 Learner records are maintained, stored and secured according to organizational and legal requirements

RANGE STATEMENT

All range statements must be assessed:

A. Learner characteristics :

- (i) Language, literacy and numeracy levels
- (ii) Learning styles
- (iii) Past learning and work experience
- (iv) Specific needs
- (v) Workplace culture

B. Safe learning environment:

- (i) Culturally appropriate
- (ii) Learner-centred
- (iii) Appropriate learning materials
- (iv) Adequate learning facilities e.g. space, lighting
- (v) Safe access/exit
- (vi) Safe use of equipment

C. Instruction and demonstration objectives :

- (i) Competencies to be achieved
- (ii) Generic and technical skills which may be:
 - provided by the organization
 - developed by a colleague
 - individual or group objectives
 - learning outcomes

D. Learning resources/materials:

- (i) Materials to support learning e.g.
 - learner and user guides
 - trainer and facilitator guides
 - examples of training programmes
 - specific case studies
 - professional development materials
 - assessment materials
- (ii) Materials in a variety of formats e.g. electronic, manual
- (iii) Learning resources produced locally and internationally
- (iv) Handouts for learners
- (v) Workplace documentation e.g. operating and other procedures, policies etc.
- (vi) Industry standards, procedures etc.

E. Details:

- (i) Location and time
- (ii) Reasons for instruction or demonstration
- (iii) Outcomes of instruction or demonstration
- (iv) Assessment requirements
- (v) Assessment results/outcomes
- (vi) Who will be attending the instruction/assessment session

F. Delivery techniques:

- (i) Demonstration
- (ii) Coaching
- (iii) Individual and group work
- (iv) Coaching and mentoring
- (v) Questions and answers
- (vi) Providing opportunities for practice

G. Coaching:

- (i) Learning arrangements requiring immediate interaction and feedback
- (ii) On-the-job instruction and 'buddy' systems
- (iii) Working on a one-to-one basis
- (iv) Short-term learning arrangements

H. Measures:

- (i) Informal review or discussion
- (ii) Learner survey
- (iii) On-the-job observation
- (iv) Review of peer coaching arrangements

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the different learner characteristics and needs and how to gather information about them.
2. How to establish a safe and effective learning environment.
3. What are the key safety and health issues in the learning environment including:
 - roles and responsibilities of key personnel
 - responsibilities of learners
 - relevant policies and procedures e.g. hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
 - risk controls for the specific learning environment
4. How to develop and check instruction and demonstration objectives.
5. How to access and review relevant learning resources and materials.
6. How and where to seek assistance in contextualizing the application of learning resources and materials.
7. What is the content and requirements of relevant learning programmes and/or delivery plans.
8. How to follow the learning programme and/or delivery plan covering all learning objectives.
9. What are the principles of learning including different learning styles.
10. What are the different delivery techniques and how to use these to structure, pace and enhance learning.
11. What are the different coaching techniques and how to apply them.
12. How to identify and provide opportunities for practice during instruction and work activities.
13. How to monitor learner progress and outcomes and discuss with the learner.
14. How to provide and discuss feedback with learners.
15. How to reflect on personal performance, identify areas and develop strategies for improvement.
16. What are the organizational requirements for maintaining, storing and securing learner records.
17. How to effectively use verbal and non-verbal communication techniques e.g.
 - questioning
 - active listening
18. How to apply effective time management skills to:
 - ensure all learning objectives are covered
 - pace learning

19. How to effectively use interpersonal skills to:

- engage, motivate and connect with learners
- provide constructive feedback
- maintain appropriate relationships
- manage a group
- recognize and be sensitive to individual differences and diversity

20. How to apply literacy skills to:

- complete and maintain documentation
- read and follow learning programmes and plans
- read and analyze learner information

21. How to apply technology skills to operate audio-visual and technical equipment.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge to cover a variety of circumstances to establish consistency.

Candidates must show that they can deliver a **minimum of three (3) training sessions** involving demonstrating and instructing particular work skills for different groups with each session addressing:

- different learning objectives
- a range of techniques and effective communication skills appropriate to the audience

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U46903

Plan, organize and deliver group-based learning

Unit Descriptor:

This unit describes the knowledge and skills required to plan, organize and deliver training for individuals within a group. The unit typically applies to persons working as an entry-level trainer, teacher or facilitator in or with a training and assessment organization. However it can include career guidance counsellors required to provide employment services based training to groups of persons seeking employment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Interpret the learning environment and delivery requirements | <p>1.1 Learning programme documentation is accessed, read and interpreted to determine delivery requirements.</p> <p>1.2 Available information and documentation is used to identify group and individual learner needs and learner characteristics.</p> <p>1.3 Constraints and risks to delivery are identified and assessed.</p> <p>1.4 Personal role and responsibilities in planning and delivering training are confirmed with relevant personnel.</p> |
| 2. Prepare session plans | <p>2.1 Existing learning objectives are refined according to programme requirements and specific needs of individual learners.</p> <p>2.2 Session plans are developed and documented for each segment of the learning programme.</p> <p>2.3 Knowledge of learning principles and theories is applied to generate ideas for managing session delivery.</p> |
| 3. Prepare resources for delivery | <p>3.1 Existing learning materials are contextualized to meet the needs of the specific learner group.</p> |

- 3.2 Learning materials are finalized and the facility, technology and equipment organized in time for delivery of learning sessions.
 - 3.3 Overall delivery arrangements are confirmed with relevant personnel.
- 4. Deliver and facilitate learning sessions
 - 4.1 Each session is conducted according to session plan and modified where appropriate to learning needs.
 - 4.2 The diversity of the group is used as another resource to support learning.
 - 4.3 A range of delivery methods are used as training aids to optimize learner experiences.
 - 4.4 Effective facilitation skills are demonstrated to ensure effective participation and group management.
- 5. Support and monitor learning
 - 5.1 Learner progress is monitored and documented to ensure outcomes are being achieved and individual learner needs are being met.
 - 5.2 Adjustments are made to the delivery sessions to reflect specific needs and circumstances.
 - 5.3 **Inappropriate behaviour** is managed to ensure learning can take place.
 - 5.4 Learner records are maintained and stored according to organizational requirements.

RANGE STATEMENT

All range statements must be assessed:

A. Learning programme documentation:

- (i) Competencies or other benchmarks to be achieved
- (ii) For each segment of the learning programme:
 - specific learning outcomes derived from the benchmarks
 - overview of content to be covered
 - learning resources, learning materials and activities
 - delivery methods
- (iii) Number and duration of training sessions or classes required and overall timelines
- (iv) Safety and health issues to be addressed during delivery
- (v) Identification of assessment points to measure learner progress
- (vi) Assessment methods and tools to be used to collect evidence of competency, where assessment is required

B. Session plans:

- (i) Outline of objectives and content to be addressed
- (ii) Plan of delivery methods and learning activities to be used within the session
- (iii) Timelines for duration for each learning activity
- (iv) Formative assessment points and opportunities
- (v) Required learning materials

C. Inappropriate behaviour

- (i) Violent or inappropriate language
- (ii) Verbal or physical abuse or bullying
- (iii) Insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender based insensitivities
- (iv) Dominant or overbearing behaviour
- (v) Disruptive behaviour
- (vi) Non-compliance with safety instructions

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Where and how to access and interpret learning programme documentation.
2. How to identify group and individual learner needs and characteristics
3. How to identify and assess constraints and risks to delivery
4. What are your personal role and responsibilities in planning and delivering training and why these should be discussed with relevant personnel.
5. How to develop and document session plans.
6. How to modify session plans to meet learner needs.
7. What are the learning principles and theories and how these should be applied when managing session delivery.
8. How to apply knowledge of industry area and subject matter of the delivery.
9. How to contextualize existing learning materials to meet the needs of the specific learner group.
10. How to finalize learning materials and organize facility, technology and equipment prior to training delivery.
11. Why and with whom overall delivery arrangements should be confirmed.
12. How group diversity can be used as another resource to support learning.
13. How to use a range of delivery methods to optimize learner experiences.
14. How to demonstrate effective facilitation skills to ensure effective participation and group management.
15. How to monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met.
16. How to apply observation skills to monitor individual and group progress.
17. How to make adjustments to delivery sessions to reflect specific needs and circumstances.
18. How to recognize and manage inappropriate behaviour.
19. What are the organizational requirements for addressing inappropriate behaviour.
20. How to apply conflict resolution and negotiation skills to manage inappropriate behaviour
21. What are the organizational requirements for maintaining and storing learner records.
22. How to use effective oral communication skills to:
 - motivate learners to transfer skills and knowledge
 - engage with the learner
23. How to use interpersonal skills to maintain appropriate relationships and ensure inclusivity.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge to cover a variety of circumstances to establish consistency.

Candidates must show that they can deliver a **minimum of three (3) training sessions** involving demonstrating and instructing particular work skills for different groups with each session addressing

- different learning objectives
- a range of techniques and effective communication skills appropriate to the audience

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U47003

Plan, organize and facilitate learning in the workplace

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to plan, organize and facilitate learning for individuals in a workplace.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Establish the work environment for learning | 1.1 The objectives and scope of work-based learning is established and agreed upon. |
| | 1.2 Work practices and routines are analyzed to determine their effectiveness in meeting established learning objectives. |
| | 1.3 The safety and health implications of using the workplace as the basis for learning are identified and addressed. |
| 2. Develop a work-based learning pathway | 2.1 Contractual requirements and responsibilities for learning at work are addressed. |
| | 2.2 Arrangements are made for integration and monitoring of external learning activities with the work-based learning pathway . |
| | 2.3 Agreement is obtained from relevant personnel to implement the work-based learning pathway . |
| 3. Establish the learning/facilitation relationship | 3.1 The context for learning and the individual's learning style is identified. |
| | 3.2 The appropriate technique or process is selected to facilitate learning and the basis of the technique explained to the learner. |

- 3.3 The **individualized learning plan** is developed, documented and discussed with the learner.
 - 3.4 Documentation outlining the safety and health responsibilities of the various parties in the learning environment is accessed, read and interpreted.
 - 3.5 Supervisory arrangements appropriate to the learner's levels of knowledge, skill and experience to provide support and encouragement are monitored and the learner's health and safety ensured.
4. Implement a work-based learning pathway
- 4.1 The introduction of workplace tasks, activities and processes are sequenced to reflect the agreed **work-based learning pathway**.
 - 4.2 The objectives of the **work-based learning pathway** and the processes involved are explained to the learner.
 - 4.3 The learner is encouraged to take responsibility for learning and to self-reflect.
 - 4.4 Techniques are developed that facilitate the learner's transfer of skills and knowledge.
5. Maintain and develop the learning/facilitation relationship
- 5.1 Preparations are made for each session.
 - 5.2 Learning activities are structured to support and reinforce new learning, build on strengths and identify areas for further development.
 - 5.3 Learner cues are observed and changes made where necessary to maintain momentum.
 - 5.4 **Ethical behaviour** is practiced at all times.

- 5.5 The effectiveness of the learning/facilitation relationship is monitored through regular meetings between the parties.
- 6. Close and evaluate the learning/facilitation relationship
 - 6.1 The closure is carried out smoothly, using appropriate interpersonal and communication skills.
 - 6.2 Feedback is sought from the learner on the outcomes achieved and the value of the relationship.
 - 6.3 The process, including the **impact of self-evaluation and reflection** is evaluated, documented and filed according to legal and organizational requirements.
- 7. Monitor and review the effectiveness of the work-based learning pathway
 - 7.1 Work performance and learning achievement is documented and records kept according to organizational requirements.
 - 7.2 The effectiveness of the **work-based learning pathway** is evaluated against the objectives, processes and techniques.
 - 7.3 Improvements are recommended to work-based practice in light of the review process.

RANGE STATEMENT

All range statements must be assessed:

A. Safety and health implications:

- (i) Safety and health obligations
- (ii) Workplace safety and health policies and obligations
- (iii) Ensuring that work practices, routines and proposed changes do not pose a risk to learners and others.

B. Contractual requirements:

- (i) Training plans under apprenticeships/traineeships
- (ii) Requirements of government-funded training programmes

C. Work-based learning pathway

- (i) Identifying specific goals for work-based learning
- (ii) Identifying job tasks or activities to be included in the learning process
- (iii) Appropriate sequencing of job tasks/activities to reflect learner incremental development
- (iv) Direct guidance and modelling from experienced co-workers and experts
- (v) Opportunities for practice
- (vi) 'job-shadowing, mentoring, coaching, job placement, attachment, apprenticeship, internship'

D. Individualized learning plan

- (i) Information about individual's learning style, learner characteristics and the context for learning
- (ii) Clear boundaries and expectations of the learning/facilitation relationship
- (iii) Documented equity or additional support needs for the learner
- (iv) Performance benchmarks to be achieved
- (v) Activities and processes which together will achieve the benchmarks

E. Ethical behaviour

- (i) Trust
- (ii) Integrity
- (iii) Privacy and confidentiality of the session
- (iv) Following organizational policies
- (v) Knowing own limitations
- (vi) Having a range of other intervention referrals ready when needed
- (vii) Honesty
- (viii) Fairness to others

F. Impact

- (i) Successful achievement, rate of achievement or lack of achievement of identified goals
- (ii) Achievement of other outcomes as a result of the relationship
- (iii) Development of new goals
- (iv) New or increased motivation to learn
- (v) Greater capacity to learn
- (vi) Increase in learner's self-confidence

G. Self-evaluation and reflection

- (i) Asking critical questions about:
 - own ability
 - what worked or did not work
 - how the relationship building process could be improved
- (ii) Reviewing records and journals on sessions and critically evaluating own performance
- (iii) Reviewing feedback from learner and identifying critical aspects and areas for improvement

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to establish and agree upon objectives and scope of work-based learning.
2. How to analyze work practices and routines.
3. How to identify and address safety implications of work-placed learning.
4. What are the occupational safety and health requirements relating to the work role e.g.
 - hazards relating to the industry specific workplace
 - reporting requirements for hazards and incidents
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of occupational safety and health information
5. How to identify the context for learning.
6. What are the contractual requirements and responsibilities for learning at work.
7. What are the systems, processes and practices within the organization where work-based learning is taking place.
8. What are the relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector.
9. What are the operational demands of the work and impact of changes on work roles.
10. What is the organizational work culture, including the industrial relations environment.
11. How to integrate and monitor external learning activities with the work-based learning pathway.
12. What is the importance of sequencing the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway.
13. What are the principles of learning including different learning styles.
14. What are the systems for identifying skill needs.
15. How to select appropriate techniques or processes to facilitate learning.
16. How to develop and document individualized learning plans.
17. How to ensure supervisory arrangements are appropriate to learner's levels of knowledge, skills and experience.
18. How to encourage learners to take responsibility for learning and how to self-reflect.
19. How to ensure that adequate preparations are made for each session.
20. How to structure learning activities to support and reinforce new learning, build on strengths and identify areas for further development.
21. How to identify learner cues and make changes to approaches where necessary.

22. What is ethical behaviour and how to apply this.
23. How to monitor the effectiveness of the learning/facilitation relationship.
24. How to monitor, review and improve the effectiveness of the work-based learning pathway.
25. How to evaluate the process, impact, self-evaluation and reflection of the learning/facilitation relationship.
26. How to use appropriate interpersonal and communication skills to:
 - Motivate the learner
 - Transfer skills and knowledge
 - Maintain appropriate relationships
 - Close the learning/facilitation relationship
 - Seek feedback from the learner
27. How to use effective communication skills e.g.
 - use effective verbal and non-verbal language
 - use critical listening and questioning techniques
 - give constructive and supportive feedback
 - provide clear and concrete options and advice
 - use appropriate industry/profession terminology and language
 - ensure language, literacy and numeracy appropriate to learners is used
28. How to apply literacy skills to:
 - read and interpret organizational/legal documents and contracts
 - complete and maintain documentation

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge to cover a variety of circumstances to establish consistency.

Candidates must provide evidence of:

- preparing and facilitating work-based learning
- a minimum of two (2) examples of developing work-based learning pathways that include:
 - identifying needs for learning
 - analyzing work practices, work environment and work activities
- organizing and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes
- provide a minimum of two (2) examples of a learning facilitation relationship being conducted:
 - with different individuals
 - demonstrating communication skills and flexibility
 - demonstrating one or more of the processes or techniques identified

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U47103

Support persons with disabilities as workers

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required by staff to support persons with disabilities in a workplace to maximize their performance through working safely and effectively.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Enhance safety at work for persons with disabilities | <ul style="list-style-type: none"> 1.1 Equipment is adapted and modified to be safe and meets occupational safety and health guidelines. 1.2 Persons with disabilities are supported to work safely within organizational policies and procedures. 1.3 Organizational legislative health and safety procedures are identified and followed. |
| 2. Monitor work performance | <ul style="list-style-type: none"> 2.1 Performance is monitored within established criteria and constructive feedback provided. 2.2 Strategies to improve performance are developed and implemented where necessary. |

RANGE STATEMENT

All range statements must be assessed:

A. Equipment

- (i) computers
- (ii) printers
- (iii) filing cabinets
- (iv) telephones
- (v) wiring/cabling

B. Monitored:

- (i) Processes used to monitor such as:
 - quality assurance
 - Total Quality Management

C. Strategies to improve performance :

- (i) Re-working of product
- (ii) Changing the work method
- (iii) Changing the work equipment

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is the impact of disability/disabilities on persons with disabilities.
2. What are the specific issues of persons with disabilities.
3. What are the additional issues that may affect persons with disabilities e.g.
 - cultural and linguistic diversity
 - race
 - gender
 - education
 - mental health
 - cognitive impairment
 - sexual orientation
4. What are the relevant production processes.
5. What are the occupational safety and health requirements of the workplace.
6. What are the organizational policies and procedures for supporting persons with disabilities as workers.
7. How to ensure that equipment is safe and meets occupational safety and health guidelines.
8. How to support persons with disabilities to work safely within organizational policies and procedures.
9. What are the criteria for monitoring performance.
10. How to monitor performance within established criteria.
11. How to develop and implement strategies to improve performance.
12. What are the measures in quality assurance or Total Quality Management.
13. What are the appropriate competencies outlined in the standards relating to the relevant industry or occupation.
14. How to communicate effectively both verbally and non-verbally.
15. How to communicate effectively with workplace clients and stakeholders.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U47203

Maximize participation in work by persons with disabilities

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to support persons with disabilities in a workplace to prepare for employment and maximize their performance through working safely and effectively; matching jobs and persons and understanding related industrial issues.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Prepare persons with disabilities to work in open and supported employment | 1.1 A range of job search techniques are identified and adapted to teach persons with disabilities where necessary.
1.2 Persons with disabilities are referred to or registered with appropriate agencies.
1.3 Persons with disabilities are provided with information about their working conditions, rights and responsibilities.
1.4 Clients are assisted to identify occupational health and safety issues associated with work. |
| 2. Match workplace/job and persons with disabilities | 2.1 Work requirements, abilities and interests of persons with disabilities are assessed in accordance with organizational procedures.
2.2 Relevant organizational procedures are followed to match persons with disabilities, with job.
2.3 Information and/or training re disabilities is provided as necessary to others in selected workplace.
2.4 Working conditions are negotiated between relevant parties |

- 2.5 **Relevant parties** are informed about specific occupational safety and health issues related to work for each client and potential co-workers.
- 3. Assess skills and productivity for wages
 - 3.1 Job and tasks involved are analyzed to identify productive units and information recorded.
 - 3.2 Regular wage reviews are conducted according to the requirements of the legal wage agreement under which the worker with a disability is paid.
- 4. Provide information on the industrial relations system relating to the employment of persons with disabilities
 - 4.1 Persons with disabilities are provided with information about industrial rewards and their implications for employment.
 - 4.2 Persons with disabilities are provided with information about the role of relevant **industrial parties**.
- 5. Monitor employment opportunities
 - 5.1 Positive relationships are developed and maintained with potential employers of persons with disabilities.
 - 5.2 Job vacancies are evaluated to determine their relevance to the interests of persons with disabilities.
 - 5.3 Relevant job vacancies are identified and referred to persons with disabilities as appropriate.
 - 5.4 Research into identified employers' businesses and jobs is initiated, conducted and documented.

- 5.5 Trends in industry are monitored and documented to enhance the placement of persons with disabilities in the long term.

RANGE STATEMENT

All range statements must be assessed:

A. Others:

- (i) Persons with disabilities
- (ii) Other staff
- (iii) Other organizations
- (iv) Care givers

B. Relevant parties:

- (i) Employer
- (ii) Person with disability
- (iii) Support networks for workers
- (iv) Union representative
- (v) Wage assessor
- (vi) Care giver

C. Industrial parties:

- (i) Unions/employee representatives
- (ii) Employer organizations
- (iii) Industrial tribunal/commissions

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to use and adapt a range of job search techniques.
2. How to apply up-to-date knowledge of employment opportunities and/or programmes for clients (targeted at persons with disabilities)
3. What are the available government assistance programmes relating to workplace participation by persons with disabilities.
4. What is the impact of disability on persons with disabilities.
5. How to apply knowledge of human development – psychological, cognitive, social and physical.
6. What is the range of agencies to which persons with disabilities can be referred.
7. What are the organizational and legislative policies and procedures for referring persons with disabilities.
8. What are the working conditions, rights and responsibilities for persons with disabilities.
9. What are the occupational safety and health issues associated with work for persons with disabilities.
10. How to assist persons with disabilities to identify occupational safety and health issues at work.
11. What are the organizational policies and procedures for assessing work requirements, abilities and interests of persons with disabilities.
12. What are the organizational procedures for matching persons with disabilities to jobs.
13. How to evaluate job vacancies to determine their relevance to the interests of persons with disabilities.
14. How to negotiate working conditions between relevant parties.
15. How to analyze jobs and tasks to identify productive units and record information.
16. How to use a range of wage assessment tools or processes that comply with relevant legislation.
17. What are industrial rewards and their implications for employment.
18. What is the role of relevant industrial parties.
19. How to apply effective communication skills to:
 - work with persons with disabilities
 - provide information to persons with disabilities about:

- working conditions, rights and responsibilities
- occupational safety and health issues
- industrial awards and their implications for employment
- the role of relevant industrial parties
- negotiate working conditions

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U47303

Work in the community sector

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to work effectively in a community work or service delivery setting with communities, clients, care givers, staff, visitors, suppliers and others to meet established work requirements..

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Work ethically

- 1.1 Ethical guidelines in decision-making are followed in all work undertaken, with an awareness of potential ethical complexity in own work role.
- 1.2 Understanding and compliance with the principles of duty of care and legal responsibilities are reflected in all work undertaken.
- 1.3 Any breach or non-adherence to standard procedures or adverse event is referred to appropriate personnel.
- 1.4 **Confidentiality** is maintained of any client matter in line with organizational policy and procedure, regulatory requirements and/or code of practice.
- 1.5 Respect is shown for the rights and responsibilities of others through considered application of work practices.
- 1.6 Current working knowledge and understanding of employer and **employee rights and responsibilities** is reflected in all work undertaken.
- 1.7 Any conflict of interest is recognized, avoided and/or addressed.

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2. Communicate in a community work or service delivery setting
 - 2.1 Personal skills in communication as an ongoing priority are developed, reviewed and revised to address work role requirements.
 - 2.2 Caution is exercised in communicating personal information by oral and written means to ensure confidentiality of client and staff matters.
 - 2.3 Workplace procedures and protocols are routinely applied in all workplace communication to support accuracy and understanding of information provided and received.
 - 2.4 Individual and cultural differences are recognized and any adjustments needed in communication made to facilitate the achievement of identified outcomes.
 - 2.5 Interpersonal communication is conducted with **clients** and colleagues in a manner that enhances a person-centred or community-centred approach, consistent with work role requirements.
 - 2.6 Appropriate measures are taken to resolve conflict and interpersonal differences in the workplace.
 3. Work within the community services system
 - 3.1 Knowledge is developed of **different sectors** involving community work and/or service delivery and how inter-relationships between these sectors affect own work.
 - 3.2 Awareness of the roles of various organizations involved in community work and/or service delivery is applied.
 - 3.3 Respect for workers from different sectors, levels and agencies within the industry are demonstrated.
 - 3.4 Knowledge of current issues influencing community work is applied.

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- | | |
|---|---|
| 4. Demonstrate commitment to relevant values and philosophy underpinning work in the sector | 4.1 Consideration and understanding of the underpinning values and philosophy of the sector and the work area is demonstrated |
| | 4.2 A commitment to access and equity principles in work in the sector is demonstrated. |
| | 4.3 Personal values and attitudes are identified and taken into account when implementing work activities. |
| 5. Maintain work standards | 5.1 Relevant organizational policies and procedures relating to rewards, standards and legislative requirements of own role are identified and any uncertainties clarified with appropriate personnel. |
| | 5.2 Contribution is made to identifying and implementing improved work practices. |
| | 5.3 Compliance with relevant accreditation and standards applying to work undertaken is adhered to. |
| | 5.4 Understanding and focus on achieving organizational goals and objectives is demonstrated in all work undertaken. |
| | 5.5 Positive response is made to changes to improved practices and procedures in accordance with organizational requirements. |
| | 5.6 Issues requiring mandatory notification are identified and reported to supervisor and/or an appropriate authority. |
| | 5.7 Individual scope of practice is identified and reflected upon within each work context. |
| 6. Take responsibility for personal skill development | 6.1 Advice is sought from appropriate persons on areas for skills and knowledge development. |

- 6.2 Options for accessing relevant skills development opportunities are identified and action initiated in consultation with manager.
 - 6.3 **Designated skills and knowledge development** and maintenance activities of the organization are undertaken.
 - 6.4 Personal work goals are identified and prioritized in accordance with organizational requirements.
7. Reflect on own practice
- 7.1 Self-evaluation is undertaken in conjunction with supervisors and/or peers.
 - 7.2 Open and evaluative feedback is provided and received to and from co-workers.
 - 7.3 Constructive feedback relevant to work role is actively sought and accepted non-defensively.

RANGE STATEMENT

All range statements must be assessed:

A. Confidentiality:

- (i) Access to records
- (ii) Destruction of records
- (iii) Release of information
- (iv) Storage of records
- (v) Verbal and written communication

B. Employee rights and responsibilities:

- (i) Adherence to occupational safety and health
- (ii) Attendance requirements
- (iii) Confidentiality and privacy of organization, client and colleague information
- (iv) Duty of care responsibilities
- (v) Leave entitlements
- (vi) Obeying lawful orders
- (vii) Organizational policies and procedures
- (viii) Protection from discrimination and sexual harassment in the workplace
- (ix) The right to union representation

C. Clients:

- (i) Individuals
- (ii) Community groups
- (iii) Family
- (iv) Care givers
- (v) Significant others
- (vi) Legal Guardian

D. Different sectors:

- (i) Employment services
- (ii) Disability services
- (iii) Community development
- (iv) Family and domestic violence
- (v) Mental health
- (vi) Youth work and juvenile justice
- (vii) Alcohol and other drugs

E. Requirements of own work role:

- (i) Accreditation standards
- (ii) Individual awards and benchmarks

- (iii) Legislation relevant to work area
- (iv) Level of responsibility
- (v) Organizational guidelines

F. Identifying and implementing improved work practices:

- (i) Application of safety practices in a range of contexts
- (ii) Assessing/observing/measuring environmental factors
- (iii) Checking equipment
- (iv) Developing an environment and work tools to support staff and volunteers working with people under 18 years of age
- (v) Monitoring tasks
- (vi) Reporting and implementing suggested improvements
- (vii) Responding to surveys and questionnaires
- (viii) Seeking and addressing customer feedback

G. Issues requiring mandatory notification

- (i) Issues defined by jurisdictional legislation and/or regulatory requirements
- (ii) Issues specifically identified under organizational policies
- (iii) Protection of children and others identified to be at risk

H. Designated skills and knowledge development

- (i) Communication
- (ii) Conflict resolution
- (iii) Formal and informal resolution of grievances
- (iv) Cultural awareness
- (v) Customer service
- (vi) Discrimination, harassment and bullying in the workplace
- (vii) Occupational safety and health e.g. first aid, hazard control, manual handling waste management
- (viii) Fire emergency response procedures for notification and containment of fire, use of firefighting equipment and fire safety procedures
- (ix) Quality improvement and practice
- (x) Security procedures

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify own biases, beliefs and emotional issues.
2. How to apply basic knowledge of contemporary employment terms and conditions in the workplace.
3. What is the legal and ethical framework in community work and/or service deliver including:
 - occupational safety and health
 - access, equity and anti-discrimination
 - privacy
 - responsibilities in relation to child protection and other mandatory reporting requirements where relevant
4. What are the relevant organizational procedures, policies, awards, standards and legislation and how to access them.
5. What are the contemporary approaches to work in the industry, associated rationales and supporting behaviours.
6. What are the current issues facing people and the sector.
7. How to apply knowledge and understanding of professional boundaries and the need to make appropriate referrals.
8. What is the meaning of duty of care, confidentiality of information and ethical decision-making in relation to specific work role duties and responsibilities, as well as what constitutes a breach of these and the potential ramifications of such a breach.
9. What are the organizational procedures relating to:
 - safety issues and prevention in community services work
 - emergency response
 - security
10. How to accurately follow organizational procedures relevant to own work role.
11. What are your own responsibilities within the workplace.
12. How to address safety issues relevant to own work role.
13. What is the purpose of the accreditation process and quality improvement practice and their application in specific work areas.
14. What is the relevance of the work role and functions to maintaining sustainability of the workplace including environmental, economic, workforce and social sustainability.
15. How to communicate effectively about the importance of issues relating to environmental responsibility and sustainable practice and opportunities to address them.

16. What are the role, function and objectives of the organization and the relevance to specific work roles.
17. How to demonstrate an understanding of difference and diversity in relation to individual needs, discrimination and social vulnerability.
18. What are the values, principles and ethics underpinning work in the sector including:
 - holistic and person-centred support and services
 - community work
 - people's needs and rights including duty of care
 - principles of access and equity of human rights
 - principles of client safety
19. How to apply decision-making and problem solving skills as required to constructively achieve identified outcomes in line with the work role.
20. How to demonstrate interpersonal communication with people.
21. How to demonstrate functional literacy skills needed for written and oral information about workplace requirements.
22. How to demonstrate communication skills as required by specific work role, including:
 - interpreting and following verbal and/or written instructions
 - seeking clarification of tasks
 - providing information
 - reporting incidents in line with organizational requirements
23. How to participate in appropriate professional development activities on an ongoing basis, including:
 - maintaining own skills and knowledge and ongoing development
 - being open to learning new ideas and techniques in a range of settings
 - sharing workplace information with others
24. How to use initiative in responding to challenging situations and individuals.
25. How to work as part of a team or as a sole worker.
26. How to work in a non-judgmental manner.

EVIDENCE GUIDE

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GLOSSARY OF TERMS

Occupational Standards

Occupational Standards of competence are industry-determined specifications of performance, which describe the knowledge, skills and attitudes required by a worker in the performance of a particular role in the workplace. They specify what a person should know and do in order to carry out the functions of a particular job in the work environment. They are the building blocks for all activities in a competency-based training and certification system. An Occupational Standard is made up of a qualification plan, a unit title, elements, performance criteria, range statements, underpinning knowledge and skills and evidence guide.

Qualification Plan – The Qualification Plan identifies the Mandatory units which are those units that are necessary to deem a candidate competent in the occupational area and provide flexibility in different work environments. It also contains the Title and Level of the qualification to be awarded.

Unit Title - The unit title is a succinct statement of the outcome of the unit of competency. It reflects the major activities or functions of an individual's work as well as the discreet units of work.

Unit Descriptor - The unit descriptor communicates the content of the unit of competency and the skill area it addresses.

Elements - These are the basic building blocks of the unit of competency. They describe the tasks in which competence should be demonstrated in order to carry out the specific function.

Performance Criteria - These are the descriptions of the outcomes of performance required for successful achievement of an element. They specify the required performance in relevant tasks, roles, skills and applied knowledge that enables competent performance.

Range Statement - This describes the essential operating conditions that should be present in training and assessment, depending on the work situation, needs of the candidate, accessibility of the item and local industry contexts. It lists the parameters in which candidates must demonstrate their competence.

Underpinning Knowledge and Skills – The knowledge identifies what a person needs to know to perform the work in an informed and effective manner. The skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Evidence Guide - The Evidence Guide is critical in assessment as it provides information to Training Providers and Assessors about how the described competency should be demonstrated. It provides a range of evidence for the Assessor to make a determination of competence and defines the assessment context. The Evidence Guide describes:

- Conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment

- Suitable methodologies for conducting assessment including the potential for workplace simulation
- Resource implications, for example access to particular equipment, infrastructure or situations
- How consistency in performance must be assessed over time, various contexts and with a range of evidence

Level 1 – Directly supervised worker

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Supervised skilled worker

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 – Independent/autonomous skilled worker

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Supervisory specialist worker

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Managerial professional worker

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions

of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.