

COMPETENCY STANDARD
FOR
CAREER GUIDANCE AND
COUNSELLING

ASQF Level 2

Draft Version 1.0
Last Date of Update: 14-9-2025

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Course Structure

SL No	Units of competency
01.	Deliver service consistent with a career development framework
02.	Work with culturally diverse clients and co- workers
03.	Conduct career guidance interview
04.	Identify and respond to clients with language, literacy and numeracy needs
05.	Support clients to plan and access career pathways
06.	Develop and monitor employment plans with clients
07.	Plan and provide job search support
08.	Operate referral procedures
09.	Establish and maintain networks
10.	Work in employment services
11	Collect, analyze and apply labour market information
11	Analyze and apply education and training information

Unit Code and Title	AMC-XXXXX: Deliver service consistent with a career development framework
Nominal Hours	20 Hours
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.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
1. Provide an environment to facilitate learning	1.1. Principles and models of <u>learning</u> /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 <u>clients</u> . 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 the active participation of clients	2.1. Clients are supported to actively engage in learning relevant to their needs and <u>career development</u> 2.2. Clients are encouraged to participate in planning to address their current needs, interests and aspirations. 2.3. <u>Support</u> and encouragement are provided to clients involved in their own development. 2.4. Clients are facilitated in seeking support from others and providing 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 <u>strategies for managing and developing resilience</u> 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 the client's current stage of life, personal and professional development and <u>career status</u> 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 of variables	
Variables	Range (may include but not limited to)
1. Clients	1.1. Individuals 1.2. Groups 1.3. Young people e.g. school leavers 1.4. Older adults e.g. persons nearing retirement or

	newly retired 1.5. Job seekers 1.6. Persons with disabilities
2. Learning	2.1. Formal training and education 2.2. Informal on-the-job learning 2.3. Informal life learning
3. Career development	3.1. Adolescence e.g. secondary/tertiary level 3.2. Adulthood e.g. early/middle/late career 3.3. Post-retirement
4. Support	4.1. Facilitating client access to relevant information, networks, expertise 4.2. Providing information 4.3. Initiating and pursuing discussion of relevant issues 4.4. Making appropriate referrals
5. Strategies for managing and developing resilience to change	5.1. Recognizing the ongoing nature of change 5.2. Enhancing work/life balance 5.3. Developing an understanding of reasons of potential outcomes of change 5.4. Identifying benefits of change as well as potential issues 5.5. Planning to address potential issues
6. Career status	6.1. Transition from school to work 6.2. Promotion 6.3. Changing career direction 6.4. Periods of unemployment 6.5. Return to work 6.6. Impact of differing levels, types and reasons for underemployment, unemployment, redeployment and redundancy 6.7. Post-retirement employment
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. Application of principles and models of learning/adult learning to facilitate client learning. 1.2. Identification of appropriate learning opportunities to suit a range of learning styles.

	1.3. Identification and support of individual and group learning characteristics. 1.4. Establishment of an environment of trust with clients to facilitate learning. 1.5. Facilitation of learning between clients where appropriate. 1.6. Promotion of active learning by validating client opinions, values, and experiences. 1.7. Encouragement of clients to share information and reflect on their learning. 1.8. Support of clients to actively engage in learning relevant to their needs and career development. 1.9. Encouragement of client participation in planning to address their current needs, interests, and aspirations. 1.10. Support and encouragement of clients involved in their own development. 1.11. Facilitation of client seeking support from others and providing support to others in appropriate ways. 1.12. Assistance of clients to identify the range of personal, family, social, and environmental factors impacting their career development. 1.13. Clarification of the nature of change and the benefits of recognizing the constancy of change with the client. 1.14. Assistance of clients to understand the need for developing resilience in the face of constant change. 1.15. Identification of a range of strategies for managing and developing resilience to change. 1.16. The assistance of clients to develop action plans to manage constant change. 1.17. Identification of specific characteristics relating to the client's current stage of life, personal and professional development, and career status. 1.18. Support of client decision-making and choices in the context of career development as a lifelong journey. 1.19. Provision of information appropriate to the client's
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	personal, professional, family, and social context. 1.20. Identification of client needs in relation to the development of career management competencies. 1.21. Follow-up of clients in line with organizational policies and procedures. 1.22. Evaluation of services provided with reference to accepted career development principles and practice and organizational policies. 1.23. Identification of issues and inequities in service delivery. 1.24. Assistance provided to identify new or improved services where appropriate to enhance service provision and client outcomes. 1.25. Provision of evidence to assist in service promotion and enhancement.
2. Underpinning knowledge	2.1. Knowledge of principles and models of learning/adult learning and their application in facilitating client learning. 2.2. Understanding of different learning styles and how to identify appropriate learning opportunities to suit them. 2.3. Knowledge of individual and group learning characteristics and how to support them. 2.4. Understanding of the importance of establishing trust with clients to facilitate learning. 2.5. Knowledge of how to facilitate learning between clients where appropriate. 2.6. Understanding of how to validate client opinions, values, and experiences to promote active learning. 2.7. Knowledge of how to encourage clients to share information and reflect on their learning. 2.8. Understanding of how to support clients in actively engaging in learning relevant to their needs and career development. 2.9. Knowledge of how to encourage client participation in planning to address their current needs, interests, and aspirations. 2.10. Understanding of how to provide support and

	encouragement to clients involved in their own development. 2.11. Knowledge of how to facilitate clients in seeking support from others and providing support to others in appropriate ways. 2.12. Understanding of the range of personal, family, social, and environmental factors that can impact on career development and how to assist clients in identifying them. 2.13. Knowledge of the nature of change and the benefits of recognizing its constancy, and how to clarify this with clients. 2.14. Understanding of the importance of developing resilience in the face of constant change and how to assist clients in understanding this need. 2.15. Knowledge of a range of strategies for managing and developing resilience to change. 2.16. Understanding of how to assist clients in developing action plans to manage constant change. 2.17. Knowledge of the specific characteristics relating to a client's current stage of life, personal and professional development, and career status. 2.18. Understanding of how to support client decision-making and choices in the context of career development as a lifelong journey. 2.19. Knowledge of how to provide information appropriate to a client's personal, professional, family, and social context. 2.20. Understanding of how to identify client needs in relation to the development of career management competencies. 2.21. Knowledge of organizational policies and procedures for client follow-up. 2.22. Understanding of how to evaluate services provided with reference to accepted career development principles and practice and organizational policies. 2.23. Knowledge of how to identify issues and inequities in service delivery and how to address them.
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	2.24. Understanding of how to provide assistance in identifying new or improved services to enhance service provision and client outcomes. 2.25. Knowledge of how to provide evidence to assist in service promotion and enhancement.
3. Underpinning Skills	3.1. Ability to apply principles and models of learning/adult learning to facilitate client learning. 3.2. Skill in identifying appropriate learning opportunities to suit a range of learning styles. 3.3. Ability to identify and support individual and group learning characteristics. 3.4. Skill in establishing an environment of trust with clients to facilitate learning. 3.5. Ability to facilitate learning between clients where appropriate. 3.6. Skill in validating client opinions, values, and experiences to promote active learning. 3.7. Ability to encourage clients to share information and reflect on their learning. 3.8. Skill in supporting clients to actively engage in learning relevant to their needs and career development. 3.9. Ability to encourage client participation in planning to address their current needs, interests, and aspirations. 3.10. Skill in providing support and encouragement to clients involved in their own development. 3.11. Ability to facilitate clients in seeking support from others and providing support to others in appropriate ways. 3.12. Skill in assisting clients to identify the range of personal, family, social, and environmental factors impacting their career development. 3.13. Ability to clarify the nature of change and identify the benefits of recognizing its constancy with clients. 3.14. Skill in assisting clients to understand the need for developing resilience in the face of constant change. 3.15. Ability to identify a range of strategies for managing

	and developing resilience to change. 3.16. Skill in assisting clients to develop action plans to manage constant change. 3.17. Ability to identify specific characteristics relating to a client's current stage of life, personal and professional development, and career status. 3.18. Skill in supporting client decision-making and choices in the context of career development as a lifelong journey. 3.19. Ability to provide information appropriate to a client's personal, professional, family, and social context. 3.20. Skill in identifying client needs in relation to the development of career management competencies. 3.21. Ability to follow up with clients in line with organizational policies and procedures. 3.22. Skill in evaluating services provided with reference to accepted career development principles and practice and organizational policies. 3.23. Ability to identify issues and inequities in service delivery and address them. 3.24. Skill in providing assistance to identify new or improved services to enhance service provision and client outcomes. 3.25. Ability to provide evidence to assist in service promotion and enhancement.
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for the rights of peers and seniors in the workplace 4.8. Communication with peers and seniors in the workplace.
5. Resource Implications	5.1. An Appropriately simulated environment where assessment can take place

	5.2. Access to the relevant work environment 5.3. Resources relevant to the proposed activity and tasks
6. Methods of Assessment	6.1. Observation 6.2. Written/oral questioning 6.3. Witness testimony 6.4. Personal statement 6.5. Written evidence (projects or assignments) 6.6. Case study and scenario analysis 6.7. Role play/simulation
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	AMC-XXXXX: Work with culturally diverse clients and co-workers
Nominal Hours	20 Hours
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.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
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 <u>work practices</u>. 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 <u>cultural diversity</u> in all <u>communication</u> and interactions with co-workers, colleagues and clients. 2.2. Specific <u>strategies</u> 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 of variables	
Variables	Range (may include but not limited to)
1. Work practices	1.1. Work practices that are non-discriminatory, free of bias, stereotyping, racism and prejudice 1.2. Dealing with persons of diverse gender, sexuality and age 1.3. Compliance with duty of care policies of the organization 1.4. Collection and provision of information 1.5. Communication 1.6. Provision of assistance
2. Cultural diversity	2.1. Ethnicity 2.2. Race 2.3. Language 2.4. Cultural norms and values 2.5. Religion 2.6. Age 2.7. Disability 2.8. Sexuality 2.9. Special needs 2.10. Gender and gender relationships 2.11. Beliefs and customs 2.12. Kinship and family structure and relationships 2.13. Personal history including traumatic experiences
3. Communication	3.1. Verbal 3.2. Written 3.3. Signage 3.4. Through an interpreter or other person 3.5. Appropriate gestures and facial and physical expressions 3.6. Body language
4. Strategies to eliminate bias and discrimination	4.1. Cross-cultural work teams 4.2. Cross-cultural employee representation on committees 4.3. Workplace free of culturally insensitive literature,

	posters, signage 4.4. Inclusion in decision making 4.5. Policies for dress codes e.g. religion
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. Demonstration of awareness of culture as a factor in all human behavior and use of culturally appropriate work practices. 1.2. Use of work practices that create a culturally and psychologically safe environment for all persons. 1.3. Review and modification of work practices in consultation with persons from diverse cultural backgrounds. 1.4. Showing respect for cultural diversity in all communication and interactions with co-workers, colleagues, and clients. 1.5. Use of specific strategies to eliminate bias and discrimination in the workplace. 1.6. Contribution to the development of workplace and professional relationships based on acceptance of cultural diversity. 1.7. Use of constructive communication to develop and maintain effective relationships, mutual trust, and confidence. 1.8. Making efforts to communicate in the most effective way where language barriers exist. 1.9. Seeking assistance from interpreters or other persons as required. 1.10. Identification of issues that may cause conflict. 1.11. Consideration of the impact of cultural differences if difficulties or misunderstandings occur. 1.12. Making efforts to sensitively resolve differences, taking account of cultural considerations. 1.13. Addressing difficulties with appropriate people and seeking assistance when required.
2. Underpinning knowledge	2.1. Understanding of culture as a factor in all human behavior and its influence on work practices. 2.2. Knowledge of culturally appropriate work practices

	and their application in the workplace. 2.3. Understanding of the importance of creating a culturally and psychologically safe environment for all persons. 2.4. Knowledge of how to review and modify work practices in consultation with persons from diverse cultural backgrounds. 2.5. Understanding of the importance of showing respect for cultural diversity in all communication and interactions with co-workers, colleagues, and clients. 2.6. Knowledge of specific strategies for eliminating bias and discrimination in the workplace. 2.7. Understanding of how to contribute to the development of workplace and professional relationships based on acceptance of cultural diversity. 2.8. Knowledge of how to use communication constructively to develop and maintain effective relationships, mutual trust, and confidence. 2.9. Understanding of how to make efforts to communicate effectively where language barriers exist. 2.10. Knowledge of how to seek assistance from interpreters or other persons as required. 2.11. Understanding of how to identify issues that may cause conflict in the workplace. 2.12. Knowledge of the impact of cultural differences if difficulties or misunderstandings occur. 2.13. Understanding of how to sensitively resolve differences, taking account of cultural considerations. 2.14. Knowledge of how to address difficulties with appropriate people and seek assistance when required.
3. Underpinning Skills	3.1. Capacity to apply cultural awareness to workplace practices and to employ culturally appropriate workplace practices.

	3.2. Capability to provide a culturally and psychologically secure environment for all individuals. 3.3. Capacity to examine and modify work practices in consultation with individuals of diverse cultural backgrounds. 3.4. 3.5. Capability to demonstrate cultural sensitivity in all communications and interactions with coworkers, colleagues, and clients. 3.6. Capability to employ specific strategies to eliminate prejudice and discrimination in the workplace. 3.7. Capacity to contribute to the development of workplace and professional relationships based on an appreciation for cultural diversity. 3.8. Capacity to use communication constructively in order to establish and maintain effective relationships, mutual trust, and confidence. 3.9. Capacity to communicate effectively across language barriers and to seek assistance from interpreters or other individuals when necessary. 3.10. Capacity to recognize workplace issues that have the potential to cause conflict. 3.11. When difficulties or misunderstandings arise, the ability to evaluate the impact of cultural differences. 3.12. Capacity to resolve differences with tact and sensitivity, taking into account cultural factors. 3.13. Capability to address problems with the appropriate individuals and to seek help when necessary.
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for rights of peers and seniors in workplace 4.8. Communication with peers and seniors in workplace.
5. Resource Implications	5.1. Appropriately simulated environment where

	assessment can take place 5.2. Access to relevant work environment 5.3. Resources relevant to the proposed activity and tasks
6. Methods of Assessment	6.1. Written test 6.2. Demonstration 6.3. Oral questioning 6.4. Portfolio
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.

Unit Code and Title	AMC-XXXXX: Conduct career guidance interview
Nominal Hours	40 Hours
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.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
1. Initiate exploratory activities with the client	1.1. <u>Client interview arrangements</u> are put in place to facilitate interactive sessions and to establish rapport with the client. 1.2. Clients are greeted and areas of interest are established. 1.3. The role of the career guidance worker and client expectations are clarified. 1.4. The <u>rights and responsibilities</u> of the client are explained. 1.5. Client's expectations and needs are clarified to ensure their issues and motivations are suited to the career guidance situation. 1.6. Client information is collected and documented in accordance with organizational procedures. 1.7. Appropriate questioning techniques and reflective listening are applied to identify the needs and interests of the client. 1.8. A range of appropriate career exploratory activities are used to assist clients to focus their career search activities. 1.9. Current knowledge of the labour market and <u>career information</u> 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 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 the 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. Support client in developing 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 of variables	
Variables	Range (may include but not limited to)
1. Client interview arrangements	1.1. Arranging seating 1.2. Access to computers 1.3. Ready access to career information

	1.4. Establishing timeframes for the session 1.5. Establishing roles and responsibilities
2. Rights and responsibilities	2.1. Access to services 2.2. Confidentiality 2.3. Right to lodge a complaint 2.4. Right to express ideas and opinions
3. Career exploration activities	3.1. Discussion 3.2. Interviews 3.3. Inventories on interests, values, skills and motivation 3.4. Self-diagnostic questionnaires
4. Career information	4.1. National job information and data 4.2. Local employment information 4.3. Information on employment conditions 4.4. Information on training requirements
5. Career self-assessment instruments	5.1. Paper based 5.2. Computer generated
6. Modified	6.1. Translation of material 6.2. Terminology explained 6.3. Removal of racially/gender/culturally biased information
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. Demonstration of awareness of culture as a factor in all human behavior and use of culturally appropriate work practices. 1.2. Use of work practices that create a culturally and psychologically safe environment for all persons. 1.3. Review and modification of work practices in consultation with persons from diverse cultural backgrounds. 1.4. Showing respect for cultural diversity in all communication and interactions with co-workers, colleagues, and clients. 1.5. Use of specific strategies to eliminate bias and discrimination in the workplace. 1.6. Contribution to the development of workplace and

	professional relationships based on acceptance of cultural diversity. 1.7. Use of constructive communication to develop and maintain effective relationships, mutual trust, and confidence. 1.8. Making efforts to communicate in the most effective way where language barriers exist. 1.9. Seeking assistance from interpreters or other persons as required. 1.10. Identification of issues that may cause conflict. 1.11. Consideration of the impact of cultural differences if difficulties or misunderstandings occur. 1.12. Making efforts to sensitively resolve differences, taking account of cultural considerations. 1.13. Addressing difficulties with appropriate people and seeking assistance when required.
2. Underpinning knowledge	2.1. Understanding of culture as a factor in all human behavior and its influence on work practices. 2.2. Knowledge of culturally appropriate work practices and their application in the workplace. 2.3. Understanding of the importance of creating a culturally and psychologically safe environment for all persons. 2.4. Knowledge of how to review and modify work practices in consultation with persons from diverse cultural backgrounds. 2.5. Understanding of the importance of showing respect for cultural diversity in all communication and interactions with co-workers, colleagues, and clients. 2.6. Knowledge of specific strategies for eliminating bias and discrimination in the workplace. 2.7. Understanding of how to contribute to the development of workplace and professional relationships based on acceptance of cultural diversity. 2.8. Knowledge of how to use communication constructively to develop and maintain effective

	relationships, mutual trust, and confidence. 2.9. Understanding of how to make efforts to communicate effectively where language barriers exist. 2.10. Knowledge of how to seek assistance from interpreters or other persons as required. 2.11. Understanding of how to identify issues that may cause conflict in the workplace. 2.12. Knowledge of the impact of cultural differences if difficulties or misunderstandings occur. 2.13. Understanding of how to sensitively resolve differences, taking account of cultural considerations. 2.14. Knowledge of how to address difficulties with appropriate people and seek assistance when required.
3. Underpinning Skills	3.1. Capacity to apply cultural awareness to workplace practices and to employ culturally appropriate workplace practices. 3.2. Capability to provide a culturally and psychologically secure environment for all individuals. 3.3. Capacity to examine and modify work practices in consultation with individuals of diverse cultural backgrounds. 3.4. 3.5. Capability to demonstrate cultural sensitivity in all communications and interactions with coworkers, colleagues, and clients. 3.6. Capability to employ specific strategies to eliminate prejudice and discrimination in the workplace. 3.7. Capacity to contribute to the development of workplace and professional relationships based on an appreciation for cultural diversity. 3.8. Capacity to use communication constructively in order to establish and maintain effective relationships, mutual trust, and confidence. 3.9. Capacity to communicate effectively across language barriers and to seek assistance from

	interpreters or other individuals when necessary. 3.10. Capacity to recognize workplace issues that have the potential to cause conflict. 3.11. When difficulties or misunderstandings arise, the ability to evaluate the impact of cultural differences. 3.12. Capacity to resolve differences with tact and sensitivity, taking into account cultural factors. 3.13. Capability to address problems with the appropriate individuals and to seek help when necessary.
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for rights of peers and seniors in workplace 4.8. Communication with peers and seniors in workplace.
5. Resource Implications	5.1. Appropriately simulated environment where assessment can take place 5.2. Access to relevant work environment 5.3. Resources relevant to the proposed activity and tasks
6. Methods of Assessment	6.1. Written test 6.2. Demonstration 6.3. Oral questioning 6.4. Portfolio
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.

Unit Code and Title	AMC-XXXXX: Identify and respond to clients with language, literacy and numeracy needs
Nominal Hours	40 Hours
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.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
1. Establish LLN needs affecting client's access to service	1.1. <u>Indicators of LLN needs</u> are identified. 1.2. Knowledge of the context to identify inherent LLN requirements is applied. 1.3. Rapport is established and client <u>LLN needs</u> that may impact access to service are identified. 1.4. The degree to which <u>other issues</u> may impact 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 the 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 of variables	
Variables	Range (may include but not limited to)
1. Indicators of LLN needs	1.1. Cultural factors e.g. ethnicity, language background

	1.2. Learning disabilities 1.3. Employment history 1.4. Health issues including chronic conditions and mental health issues 1.5. Personal factors e.g. low-level or interrupted formal education 1.6. Trauma related issues 1.7. Behavioural issues e.g. strategies used to avoid revealing an LLN, becoming agitated or angry
2. LLN needs	2.1. A range of learning, reading, writing, oral communication and numeracy skills 2.2. Impact of LLN issue on client 2.3. Client's presenting needs 2.4. Service provision context
3. Other issues	3.1. Cultural factors e.g. sexual orientation, religion, race, age etc. 3.2. Disability including reading or learning disability 3.3. Unemployment 3.4. Alcohol and other drugs 3.5. Other issues of abuse
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. Capacity to accurately identify indicators of LLN requirements and to comprehend how LLN impacts access to services and employment opportunities. 1.2. Capability to apply knowledge of the context in which LLNs are identified and to comprehend how cultural and social factors can influence LLN requirements. 1.3. Capability to establish rapport with clients and determine their LLN requirements, as well as an understanding of how LLN may affect access to services. 1.4. Capability to identify and evaluate the extent to which other issues may impact the LLN requirements of the client. 1.5. Capability to devise workable strategies to ensure that service delivery meets the LLN needs of clients,

	including the use of appropriate tools and communication techniques. 1.6. Capability to identify potential areas of LLN need in collaboration with clients and develop effective strategies to resolve them. 1.7. Capability to prioritize areas for immediate and long-term action based on client requirements, as well as the ability to make well-informed decisions. 1.8. Capability to provide clients with pertinent information regarding the most appropriate support so that they can make informed decisions. 1.9. Capability to document agreed-upon LLN requirements and strategies and to generate reports in accordance with client and organization requirements. 1.10. Ability to monitor clients with LLN requirements and provide ongoing support and encouragement when appropriate.
2. Underpinning knowledge	2.1. Understanding of LLN (Language, Literacy and Numeracy) and the impact of LLN on access to services and employment opportunities. 2.2. Knowledge of the context in which LLN is identified, including cultural and social factors, and the impact of LLN on social and economic outcomes. 2.3. Understanding of effective communication strategies, including plain language and use of appropriate tools and technologies to support communication with clients with LLN needs. 2.4. Knowledge of available resources, services, and support networks to assist clients with LLN needs. 2.5. Understanding of the principles of client-centered service delivery and the importance of collaboration and partnership with clients in identifying LLN needs and developing strategies to address them. 2.6. Knowledge of relevant legislation, policies, and procedures related to LLN and service delivery, including privacy, confidentiality, and record-keeping requirements.

	2.7. Understanding of assessment and evaluation methods to identify LLN needs and measure the effectiveness of interventions. 2.8. Knowledge of the principles of diversity, inclusion, and equity in service delivery and the ability to apply these principles to support clients with diverse LLN needs.
3. Underpinning Skills	3.1. Active listening and questioning skills to identify LLN needs and concerns. 3.2. Ability to analyze the context and identify inherent LLN requirements. 3.3. Interpersonal skills to establish rapport with clients and build trust. 3.4. Critical thinking skills to determine the degree to which other issues may impact the client. 3.5. Ability to develop workable strategies to ensure service delivery meets client LLN needs. 3.6. Collaboration and partnership building skills to work with clients in identifying possible areas of LLN needs. 3.7. Prioritization and decision-making skills to determine areas for immediate and longer-term action. 3.8. Effective communication skills to offer relevant information to clients and enable informed decision-making. 3.9. Record-keeping and reporting skills to document agreed LLN needs and strategies used. 3.10. Monitoring and support skills to provide ongoing support and encouragement to clients where appropriate.
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for rights of peers and seniors in workplace

	4.8. Communication with peers and seniors in workplace.
5. Resource Implications	5.1. Appropriately simulated environment where assessment can take place 5.2. Access to relevant work environment 5.3. Resources relevant to the proposed activity and tasks
6. Methods of Assessment	6.1. Written test 6.2. Demonstration 6.3. Oral questioning 6.4. Portfolio
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.

Unit Code and Title	AMC-XXXXX: Support clients to plan and access career pathways
Nominal Hours	40 Hours
Unit Descriptor	This unit describes the knowledge, skills and attitudes required to support clients to identify their career aspirations and plan appropriate pathways to support their career development.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
1. Support clients to identify career aspirations	1.1. <u>Clients</u> are assisted to identify work- related interests, skills, knowledge and values. 1.2. Information to facilitate identification of <u>opportunities and options</u> related to <u>career aspirations</u> is provided. 1.3. The potential impact of career development is discussed with clients in the context of their lives. 1.4. Concepts of change and transition are discussed in the context of lifespan career development. 1.5. Clients are supported to express and validate their beliefs, values and opinions in relation to career development.
2. Identify client requirements to achieve career goals	2.1. Clients are supported to identify skills needed to effectively manage identified career pathways. 2.2. Clients are assisted to understand the nature of employability skills and their importance in relation to achieving identified career goals. 2.3. Clients are assisted to identify decisions and actions required to pursue and achieve identified career goals. 2.4. Clients are supported in making decisions in relation to career planning. 2.5. Clients are supported to identify their existing career competencies and employability skills and gaps to be addressed. 2.6. Various <u>employment patterns</u> 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 <u>career development strategies</u>. 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. Support 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. 5.3. Clients are assisted to use networking opportunities effectively to market themselves to potential employers. 5.4. Assistance is provided to clients to demonstrate relevant generic and specific employability and work-related skills. 5.5. Clients are provided with information about a range of assessment tools used in recruitment and selection.
Range of variables	

Variables	Range (may include but not limited to)
1. Client	1.1. Individuals 1.2. Groups 1.3. Young persons (e.g. school leavers) 1.4. Job seekers 1.5. Persons with disabilities 1.6. Persons seeking advice and assistance 1.7. Older persons e.g. nearing retirement or newly retired
2. Opportunities and options	2.1. Employment 2.2. Training and education 2.3. Personal and professional development 2.4. Lifestyle choices
3. Career aspirations	3.1. Goals and objectives in managing learning and work 3.2. Career advancement within organizations 3.3. Training and education 3.4. Personal and professional development
4. Employment patterns	4.1. Full-time 4.2. Part-time 4.3. Contract 4.4. Job-share
5. Career development strategies	5.1. Planned programme of learning experiences to develop relevant knowledge, skills and attitudes 5.2. Strategies to assist individuals to make informed decisions about study/work and enable active participation in working life 5.3. Strategies to foster learning and movement within organizations 5.4. Action plans to implement visions, goals and objectives 5.5. Participation in step by step career development programmes 5.6. Development of identified career competencies and employability skills 5.7. Strategies to manage contingencies and unexpected life changes
6. Relevant materials	6.1. Career portfolio

	6.2. Letters and applications to potential employers 6.3. Work samples
7. Assessment tools	7.1. Literacy and numeracy 7.2. Aptitude 7.3. Diagnostic 7.4. Psychometric
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. Capability to communicate effectively with clients in order to determine their work-related interests, skills, knowledge, and values. 1.2. Knowledge of available resources and data to facilitate the identification of career-related opportunities and alternatives. 1.3. Ability to discuss with clients the potential impact of career development in the context of their lives and to comprehend the concepts of change and transition in career development across the lifespan. 1.4. Capability to assist clients in articulating and validating their career development-related beliefs, values, and opinions. 1.5. Capability to aid clients in identifying the skills required to manage identified career pathways effectively. 1.6. Capacity to comprehend the nature of employability skills and their significance in relation to attaining identified career goals, and to assist clients in identifying the decisions and actions necessary to pursue and attain these goals. 1.7. To be able to assist clients, one must be familiar with various employment patterns and accessible, up-to-date labor market and related information. 1.8. Capability to identify a variety of opportunities and options available to clients for attaining career goals, and to assist them in making decisions and applying labour market information to their job search, career goals, and decision-making. 1.9. Capability to aid clients in identifying education and

	training opportunities pertinent to their interests, skill needs, and potential career paths. 1.10. Ability to encourage clients to take an innovative approach to exploring/creating employment opportunities and to assist them in planning career development strategies, establishing career development objectives, and writing action plans. 1.11. Ability to assist clients in gaining access to relevant career development services and resources. 1.12. Capability to assist clients in preparing and presenting career portfolios and other pertinent materials that emphasize their core competencies and areas of interest. 1.13. Capability to assist clients in effectively marketing themselves to potential employers through telephone and face-to-face interviews and by utilizing networking opportunities. 1.14. Knowledge of a variety of recruitment and selection assessment instruments and the ability to provide clients with pertinent information about them.
2. Underpinning knowledge	2.1. Understanding of the principles and practices of career development and the role it plays in individuals' lives. 2.2. Knowledge of the labor market and available opportunities and options related to career aspirations. 2.3. Understanding of the impact of career development on individuals' lives and their potential for growth and advancement. 2.4. Knowledge of the concepts of change and transition in lifespan career development and the ability to discuss them with clients. 2.5. Understanding of effective communication strategies and the ability to support clients in expressing and validating their beliefs, values, and opinions in relation to career development. 2.6. Knowledge of the skills needed to effectively manage identified career pathways and the ability to

	assist clients in identifying them.
2.7.	Understanding of the nature of employability skills and their importance in achieving identified career goals.
2.8.	Knowledge of the decisions and actions required to pursue and achieve identified career goals and the ability to support clients in identifying them.
2.9.	Understanding of the decision-making process in relation to career planning and the ability to support clients in making informed decisions.
2.10.	Knowledge of career competencies and employability skills and the ability to assist clients in identifying their existing skills and gaps to be addressed.
2.11.	Understanding of various employment patterns and their impact on individuals' career development.
2.12.	Knowledge of available labor market and associated information and the ability to access and apply it to support clients in their work search, career objectives, and decision-making.
2.13.	Understanding of education and training opportunities relevant to clients' interests, skills requirements, and potential career pathways.
2.14.	Ability to encourage clients to take an innovative approach to exploring/creating opportunities for work.
2.15.	Knowledge of career development strategies and the ability to assist clients in planning and implementing them.
2.16.	Understanding of effective goal-setting and action-planning strategies and the ability to encourage clients to set career development goals and objectives and write action plans.
2.17.	Knowledge of available career development services and resources and the ability to support clients in accessing them.
2.18.	Understanding of effective networking strategies and the ability to assist clients in clarifying

	networking opportunities and requirements. 2.19. Knowledge of the process of preparing and presenting career portfolios and other relevant materials to highlight key skills and areas of interest and the ability to facilitate this for clients. 2.20. Understanding of effective interviewing and networking strategies and the ability to support clients in presenting themselves effectively to potential employers. 2.21. Knowledge of a range of assessment tools used in recruitment and selection and the ability to provide clients with relevant information about them.
3. Underpinning Skills	3.1. To assist clients in identifying their work-related interests, skills, knowledge, and values through active listening and inquiry. 3.2. Possessing the communication skills necessary to effectively inform customers about opportunities and alternatives pertinent to their career objectives. 3.3. Interpersonal skills to discuss with clients the possible repercussions of career development within the context of their lives. 3.4. Capacity to facilitate discussions on change and transition within the context of career development across the lifespan. 3.5. Empathy and supportive skills to create a safe and comfortable environment for clients to express and validate their career development-related beliefs, values, and opinions. 3.6. Capability to aid clients in identifying the skills required to manage identified career pathways effectively. 3.7. Capabilities to articulate the nature and significance of employability skills in relation to achieving career objectives. 3.8. Capability to assist clients in identifying the decisions and actions necessary to pursue and accomplish their career objectives. 3.9. Skills in active listening and inquiry to assist clients

	in making career planning decisions. 3.10. Capability to aid clients in identifying their existing career competencies and employability skills, as well as addressing any deficiencies identified. 3.11. Capability to investigate with clients a variety of employment patterns. 3.12. Capacity to access and utilize available labor market and associated data in order to assist clients. 3.13. Ability to identify a variety of opportunities and options available to clients for attaining their career goals. 3.14. Capacity to elucidate and apply labor market data to clients' job searches, career goals, and decision-making. 3.15. Capability to aid clients in identifying education and training opportunities pertinent to their interests, skill needs, and potential career paths. 3.16. Capability to motivate clients to explore/create employment opportunities with an innovative mindset. 3.17. Capability to aid clients with career development strategy planning. 3.18. Ability to persuade clients to establish career development objectives and action plans. 3.19. Ability to assist clients in gaining access to services and information pertinent to career development planning. 3.20. Capability to clarify networking opportunities and requirements for customers. 3.21. Capability to assist clients in planning and gaining access to career development services as needed. 3.22. Capability to facilitate the preparation and presentation of career portfolios and other pertinent materials to showcase key skills and areas of interest. 3.23. Capability to assist clients in effectively presenting themselves to prospective employers via telephone and in-person interviews.
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	3.24. Capability to assist clients in effectively utilizing networking opportunities to market themselves to prospective employers. 3.25. Capability to assist clients in demonstrating pertinent general and specialized employability and work-related skills. 3.26. Capability to provide clients with pertinent information about a variety of assessment instruments used in recruitment and selection.
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for rights of peers and seniors in workplace 4.8. Communication with peers and seniors in workplace.
5. Resource Implications	5.1. Appropriately simulated environment where assessment can take place 5.2. Access to relevant work environment 5.3. Resources relevant to the proposed activity and tasks
6. Methods of Assessment	6.1. Written test 6.2. Demonstration 6.3. Oral questioning 6.4. Portfolio
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.

Unit Code and Title	AMC-XXXXX: Develop and monitor employment plans with clients
Nominal Hours	30 Hours
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.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
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, <u>job search activities</u> 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 <u>employment plan</u>. 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 <u>monitored</u> 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 of variables	
Variables	Range (may include but not limited to)
1. Job search activities	1.1. Registration with employment bureau/agencies 1.2. Work experience/trial placements 1.3. Job search training 1.4. Voluntary work 1.5. Participation in the community 1.6. Training to address barriers to employment 1.7. Researching labour markets or training options appropriate to needs
2. Employment plan	2.1. Job search skills plan 2.2. Client action plan 2.3. Return to work plans 2.4. Client activity plans 2.5. Plans of the support and assistance to be provided to the client by the organization
3. Monitored	3.1. Monitoring against timeframes, outcomes and activities included in the employment plan 3.2. Regular contact with client via mail, telephone, email, social media and interviews 3.3. Checking of relevant documentation 3.4. Job search of diaries and other proformas recording details of activities undertaken 3.5. Checking of organizational systems and databases 3.6. Feedback from employments and providers of training and other assistance
4. Non-compliance with obligations	4.1. Conditions such as: probations, rehabilitation 4.2. Government initiatives
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. Conducting a comprehensive assessment of client's knowledge, skills, attitudes and circumstances 1.2. Following organizational procedures for conducting

	and recording assessments 1.3. Establishing realistic employment goals in consultation with the client 1.4. Identifying appropriate training, job search activities and resources to support the client towards their employment goals 1.5. Identifying and addressing non-vocational barriers that may hinder the client's employment opportunities 1.6. Creating a clear, achievable, and measurable plan with specific timelines and responsibilities 1.7. Using effective communication skills to involve the client and gain their agreement and commitment to the plan 1.8. Understanding relevant legislation and contractual requirements that impact the client's employment opportunities 1.9. Regularly monitoring and recording client progress towards their objectives 1.10. Reviewing and amending the plan and strategies in consultation with the client if progress is not achieved 1.11. Providing feedback and support to the client to facilitate the achievement of their goals 1.12. Reporting non-compliance with obligations to relevant authorities in accordance with contractual, legislative and organizational requirements.
2. Underpinning knowledge	2.1. Knowledge of labor market requirements and trends to assess the client's knowledge, skills, attitudes, and circumstances against them. 2.2. Knowledge of organizational procedures and guidelines to conduct and record assessments appropriately. 2.3. Understanding of how to identify and develop realistic employment goals with the client based on their assessment results and labor market requirements. 2.4. Knowledge of appropriate training, job search

	activities, and resources available to support clients towards employment goals. 2.5. Understanding of non-vocational barriers that may affect employment opportunities and the strategies to address them. 2.6. Knowledge of project management principles to develop achievable, measurable steps with clear timelines and responsibilities for the employment plan. 2.7. Communication skills to involve the client in the development of the employment plan and gain their agreement and commitment to the plan and its objectives. 2.8. Understanding of relevant legislation and contractual requirements to ensure compliance with legal and contractual obligations. 2.9. Monitoring skills to track the client's progress towards achieving objectives and record it at regular intervals. 2.10. Ability to review and amend the plan and strategies in consultation with the client where progress is not achieved. 2.11. Empathy and supportive skills to provide feedback and support to the client to facilitate the achievement of goals. 2.12. Knowledge of applicable regulations and organizational requirements to report non-compliance with obligations to relevant authorities where applicable.
3. Underpinning Skills	3.1. Active listening and questioning skills to assess the client's knowledge, skills, attitudes, and circumstances against labor market requirements. 3.2. Ability to conduct and record assessments according to organizational procedures. 3.3. Interpersonal skills to discuss and agree on realistic employment goals with the client. 3.4. Knowledge and skills to identify appropriate training, job search activities, and resources to move

	the client towards employment goals. 3.5. Ability to identify and address non-vocational barriers that may affect employment opportunities. 3.6. Project management skills to develop achievable, measurable steps with clear timelines and responsibilities included in the employment plan. 3.7. Effective communication skills to involve the client and gain their agreement and commitment to the employment plan. 3.8. Knowledge of relevant legislation and contractual requirements to ensure compliance. 3.9. Monitoring skills to track the client's progress towards achieving objectives and record it at regular intervals. 3.10. Ability to review and amend the plan and strategies in consultation with the client where progress is not achieved. 3.11. Empathy and supportive skills to provide feedback and support to the client to facilitate the achievement of goals. 3.12. Knowledge of applicable regulations and organizational requirements to report non-compliance with obligations to relevant authorities where applicable.
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for rights of peers and seniors in workplace 4.8. Communication with peers and seniors in workplace.
5. Resource Implications	5.1. Appropriately simulated environment where assessment can take place 5.2. Access to relevant work environment 5.3. Resources relevant to the proposed activity and tasks

6. Methods of Assessment	6.1. Written test 6.2. Demonstration 6.3. Oral questioning 6.4. Portfolio
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.

Unit Code and Title	AMC-XXXXX: Plan and provide job search support
Nominal Hours	20 Hours
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.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
1. Plan the client's job search activities	1.1. Suitable occupations, industries and locations for job search are identified with the <u>client</u> , taking into account their individual circumstances. 1.2. An action plan is completed with the client, including strategies to approach the market and any <u>support</u> 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 <u>job search strategies</u> , 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 of variables	
Variables	Range (may include but not limited to)
1. Client	1.1. Young people e.g. school leavers 1.2. Older adults e.g. nearing retirement or newly retired 1.3. Referred and self-referred clients 1.4. Persons from culturally and linguistically diverse backgrounds

	1.5. Persons with disabilities
2. Support	2.1. Access to and support to use computers and other facilities provided by the organization 2.2. Coaching 2.3. Mentoring 2.4. Provision of information on accessing appropriate services and resources 2.5. Training
3. Job search strategies	3.1. Preparation, review and/or revision of a resumé or equivalent document 3.2. Advice, coaching or other assistance relating to: 3.2.1. strategies to locate suitable jobs 3.2.2. education and training pre-requisites for employment 3.2.3. preparation of job applications 3.2.4. methods to apply for jobs 3.2.5. marketing to employers 3.2.6. job interviews 3.2.7. interview follow up
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. Conducting a thorough assessment of the client's individual circumstances, including their skills, experience, and career aspirations, to identify suitable job search options. 1.2. Collaborating with the client to develop a tailored action plan that outlines job search strategies, including networking, online job searches, and other methods. 1.3. Identifying the client's current job search skills and resources, and providing support and training to improve areas of weakness. 1.4. Providing ongoing support and guidance to clients throughout the job search process, including regular reviews and feedback. 1.5. Regularly reviewing and updating the action plan and job search strategies to ensure effectiveness

	and relevance to the client's needs and goals. 1.6. Maintaining up-to-date knowledge of labor market trends, job search resources and techniques, and available support services.
2. Underpinning knowledge	2.1. Knowledge of different occupations, industries and locations and their requirements, as well as an understanding of the client's individual circumstances and preferences, is necessary to identify suitable job search options. 2.2. Understanding of how to develop an action plan, including setting achievable goals, identifying strategies and resources, and considering any support requirements, is necessary to create an effective job search plan. 2.3. Knowledge of job search skills and resources, as well as an ability to assess and evaluate the client's current abilities, is necessary to identify areas for improvement. 2.4. Understanding of different job search skills and techniques, as well as the ability to create a personalized plan that targets areas for improvement, is necessary to help clients develop their job search skills. 2.5. Knowledge of different formal and informal development activities, such as training courses and networking opportunities, as well as the ability to identify appropriate options for the client's individual needs and circumstances, is necessary to improve their job search skills and resources. 2.6. Understanding of how to evaluate the effectiveness of a client's job search strategies, skills, and resources, as well as the ability to identify areas for improvement, is necessary to ensure that clients are maximizing their chances of success in finding employment. 2.7. Knowledge of how to monitor and review the effectiveness of support provided, as well as an understanding of the importance of regularly

	reviewing progress and making necessary adjustments, is necessary to ensure that appropriate support is maintained and that clients are receiving the help they need.
3. Underpinning Skills	3.1. Active listening and communication skills to understand the client's individual circumstances and needs 3.2. Ability to analyze and interpret labor market trends and job requirements 3.3. Knowledge of job search strategies, techniques, and resources 3.4. Ability to assess and evaluate job search skills and identify areas for improvement 3.5. Ability to develop and implement a job search plan and strategies tailored to the client's needs 3.6. Coaching and mentoring skills to support and motivate clients in their job search efforts 3.7. Ability to provide feedback and guidance to clients to improve their job search skills and strategies 3.8. Monitoring and evaluation skills to regularly review the effectiveness of support provided and make necessary adjustments.
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for rights of peers and seniors in workplace 4.8. Communication with peers and seniors in workplace.
5. Resource Implications	5.1. Appropriately simulated environment where assessment can take place 5.2. Access to relevant work environment 5.3. Resources relevant to the proposed activity and tasks
6. Methods of Assessment	6.1. Written test 6.2. Demonstration 6.3. Oral questioning

	6.4. Portfolio
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.

Unit Code and Title	AMC-XXXXX: Operate referral procedures
Nominal Hours	10 Hours
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.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
1. Confirm client needs	1.1. <u>Presenting needs</u> 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 <u>process of referral</u> 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 of variables	
Variables	Range (may include but not limited to)
1. Presenting needs	1.1. Unemployment 1.2. Difficulty in communicating 1.3. Financial difficulties 1.4. Cognitive impairment 1.5. Physical disabilities 1.6. Learning difficulties
2. Process of referral	2.1. Formal 2.2. Informal

Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. Effective communication skills to identify and clarify the client's presenting needs. 1.2. Attention to detail and ability to confirm and document client history and records accurately. 1.3. Active listening and documentation skills to document client's service expectations. 1.4. Ability to develop a plan of action that is realistic and achievable in consultation with the client. 1.5. Knowledge of available services to assist the client and the ability to outline them effectively. 1.6. Ability to explain the referral process clearly and discuss it with the client. 1.7. Clear communication skills to outline client's responsibilities and any other conditions. 1.8. Ability to explain timeframes and procedures for accessing services to the client. 1.9. Knowledge of referral procedures and ability to follow them with all providers. 1.10. Ability to provide regular feedback and communicate progress towards meeting agreed service expectations and plan of action. 1.11. Ability to establish and maintain effective processes for reviewing and managing service provision, and to communicate them to the service provider and client.
2. Underpinning knowledge	2.1. Understanding of the principles and practices of client-centered service delivery 2.2. Knowledge of organizational policies and procedures related to service provision, referral processes, and record-keeping 2.3. Understanding of the importance of establishing clear communication with clients to ensure their needs and expectations are met 2.4. Knowledge of the range of services and resources available to clients and the ability to match these to client needs and goals

	2.5. Familiarity with service delivery systems and processes, including referral procedures and timeframes for accessing services 2.6. Awareness of the potential barriers that clients may face in accessing services and the ability to identify strategies to address these barriers 2.7. Understanding of the importance of maintaining accurate and confidential client records 2.8. Knowledge of quality assurance and review processes to monitor and evaluate service provision and identify areas for improvement.
3. Underpinning Skills	3.1. Communication skills to discuss and clarify presenting needs with the client, document service expectations and outline services to assist the client. 3.2. Attention to detail skills to confirm and document client history and records accurately. 3.3. Planning and organizational skills to develop a plan of action and clarify timeframes and procedures for accessing services with the client. 3.4. Knowledge of referral procedures and ability to follow them with all providers. 3.5. Ability to monitor and communicate progress towards meeting agreed service expectation and plan of action with the client. 3.6. Knowledge of processes to review and manage service provision to ensure quality service delivery to the client.
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for rights of peers and seniors in workplace 4.8. Communication with peers and seniors in workplace.
5. Resource Implications	5.1. Appropriately simulated environment where assessment can take place 5.2. Access to relevant work environment

	5.3. Resources relevant to the proposed activity and tasks
6. Methods of Assessment	6.1. Written test 6.2. Demonstration 6.3. Oral questioning 6.4. Portfolio
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.

Unit Code and Title	AMC-XXXXX: Establish and maintain networks
Nominal Hours	15 Hours
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.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
1. Develop cooperative working relationships and strategic alliances with other organizations	1.1. <u>Information</u> about <u>relevant services</u> , organizations and key people is gathered and stored, maintaining currency and accessibility. 1.2. Information is provided about own service to other organizations in accordance with organizational policies and procedures. 1.3. Staff from relevant organizations is communicated with on a formal and informal basis to optimize client service delivery. 1.4. Requests from other organizations are responded to as appropriate. 1.5. Resources are shared with other organizations where possible to overcome duplication in service delivery. 1.6. Materials and resources provided are relevant and up to date. 1.7. Feedback is sought on materials and resources in developing future materials and resources.
2. Represent the organization	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. <u>Networks</u> 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 of variables	
Variables	Range (may include but not limited to)
1. Information	1.1. Pamphlets and other information sources 1.2. List of all relevant services 1.3. Information on own agency 1.4. Criteria for referral to each agency 1.5. Contacts 1.6. Websites
2. Relevant services	2.1. Employment services 2.2. Financial assistance organizations 2.3. Community service organizations e.g. NGOs 2.4. Government departments
3. Networks	3.1. Formal 3.2. Informal
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. Maintaining a comprehensive and up-to-date database of information on relevant services, organizations and key people 1.2. Following organizational policies and procedures for providing information about own services to other organizations 1.3. Effective communication with staff from relevant organizations on a formal and informal basis to optimize client service delivery 1.4. Responding to requests from other organizations in an appropriate and timely manner

	1.5. Sharing resources with other organizations where possible to overcome duplication in service delivery 1.6. Ensuring materials and resources provided to other organizations are relevant and up-to-date 1.7. Seeking feedback on materials and resources in order to improve future materials and resources 1.8. Promoting a positive image of the organization at every opportunity 1.9. Effectively communicating issues, policies and practices of the organization to a range of audiences in an appropriate format 1.10. Handling complaints about services in accordance with organizational procedures 1.11. Maintaining networks and other work relationships to provide identifiable benefits for clients and the organization 1.12. Allocating appropriate time and effort to establish and maintain networks to assist achievement of work outcomes 1.13. Following protocols for communication between network participants and services, including those relating to confidentiality 1.14. Providing advocacy to develop working relationships between clients and other organizations/agencies 1.15. Identifying cultural diversity and using appropriate communication within networks.
2. Underpinning knowledge	2.1. Knowledge of relevant services, organizations, and key people within the industry or field 2.2. Knowledge of organizational policies and procedures for sharing information about services and communicating with external stakeholders 2.3. Understanding of the importance of formal and informal communication with staff from relevant organizations to optimize client service delivery 2.4. Knowledge of appropriate ways to respond to requests from other organizations 2.5. Understanding of the benefits of sharing resources

	with other organizations and overcoming duplication in service delivery 2.6. Up-to-date knowledge of relevant materials and resources that can be provided to clients 2.7. Understanding of the importance of seeking feedback on materials and resources to inform future development 2.8. Knowledge of strategies to promote a positive image of the organization and its services 2.9. Understanding of how to effectively communicate organizational issues, policies, and practices to a range of audiences 2.10. Knowledge of organizational procedures for handling complaints about services 2.11. Understanding of the importance of maintaining networks and work relationships to benefit clients and the organization 2.12. Knowledge of protocols for communication between network participants and services, including confidentiality requirements 2.13. Understanding of the role of advocacy in developing working relationships between clients and other organizations/agencies 2.14. Understanding of cultural diversity and how to use appropriate communication within networks.
3. Underpinning Skills	3.1. The ability to collect, retain, provide, and respond to information, as well as effectively communicate with staff from other organizations, clients, and stakeholders. 3.2. The capacity to establish and maintain networks, cultivate relationships, and develop partnerships that are advantageous to customers and the organization. 3.3. The ability to share resources with other organizations, ensure that provided materials and resources are current and relevant, and solicit feedback to enhance future materials and resources.

	3.4. The capacity to advocate on behalf of clients and cultivate working relationships between clients and other organizations or agencies. 3.5. The capacity to recognize cultural diversity and employ appropriate communication within networks to ensure that customers receive services that are sensitive to their cultural backgrounds. 3.6. The capacity to effectively manage service complaints and rectify issues in accordance with organizational procedures. 3.7. The capacity to promote a positive image of the organization, communicate issues, policies, and practices effectively, and maintain networks and other professional relationships.
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for rights of peers and seniors in workplace 4.8. Communication with peers and seniors in workplace.
5. Resource Implications	5.1. Appropriately simulated environment where assessment can take place 5.2. Access to relevant work environment 5.3. Resources relevant to the proposed activity and tasks
6. Methods of Assessment	6.1. Written test 6.2. Demonstration 6.3. Oral questioning 6.4. Portfolio
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.

Unit Code and Title	AMC-XXXXX: Work in employment services
Nominal Hours	25 Hours
Unit Descriptor	This unit describes the knowledge skills and attitudes required to prepare a person to work effectively in the employment services area.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
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 <u>common barriers to employment</u> 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 <u>others</u>
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. Ensure that personal information about clients and job seekers is kept confidential, and only shared on a need-to-know basis in accordance with privacy laws and organizational policies. 5.2. Disclose any potential conflicts of interest and avoid any activities that could compromise the integrity of the service or create an unfair advantage for a particular job seeker or employer. 5.3. Provide job seekers and employers with accurate and unbiased information about employment services and opportunities, including any limitations or risks associated with a particular job or industry. 5.4. Treat all clients and job seekers with respect, regardless of their race, gender, age, religion, disability, or any other characteristic protected under anti-discrimination laws. 5.5. Adhere to the ethical guidelines and codes of conduct established by the relevant industry bodies or regulatory authorities. 5.6. Refuse any requests from job seekers or employers that are illegal, unethical, or contrary to the values and principles of the organization. 5.7. Report any suspected unethical behavior to the appropriate authority or manager, in accordance with organizational policies and procedures.
Range of variables	
Variables	Range (may include but not limited to)
1. Common barriers to employment	1.1. Under/over qualified 1.2. Unavailability of suitable employment opportunities 1.3. Limited work experience 1.4. Literacy and numeracy needs 1.5. Cultural factors e.g. ethnicity, language background 1.6. Personal factors e.g. self-esteem, motivation, attitude, perceptions 1.7. Right to work e.g. non-possession of work permit 1.8. Health issues including chronic conditions and

	mental health issues 1.9. Physical disability 1.10. Learning disabilities 1.11. Cognitive impairment 1.12. Employment history 1.13. Age 1.14. Religion 1.15. Sexual orientation
2. Others	2.1. Colleagues 2.2. Supervisors 2.3. Clients e.g. internal and external 2.4. Stakeholders
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. Ability to accurately identify, confirm, and involve employment service stakeholders and organizations in service delivery. 1.2. Knowledge of employment services, rules and regulations, common employment and retention issues, workplace cross-cultural issues, and diversity. 1.3. Ability to effectively refer clients to internal and external resources, retrieve other service information, and follow organizational protocols for referring clients to other services. 1.4. Compliance with employment service, privacy, organizational, industry, and regulatory agency ethical norms. Disclose potential conflicts of interest, prevent service integrity damage, and report unethical behavior. 1.5. The capacity to communicate clearly and effectively with job seekers and businesses, advocate for them when needed, and respect service boundaries while treating all customers and job seekers with respect regardless of protected characteristics. 1.6. Ability to solicit client and colleague input and improve ethical performance and employment services.

2. Underpinning knowledge	2.1. A comprehensive understanding of various employment services, their stakeholders, and how they operate. This includes knowledge of the types of services offered, the target audience, and how to identify and confirm stakeholders and organizations. 2.2. A thorough understanding of employment service laws and regulations, including duty of care requirements, privacy laws, and organizational standards. 2.3. An understanding of workplace cross-cultural concerns, diversity, and respect for customers and job seekers regardless of protected characteristics. 2.4. Knowledge of referral processes, internal and external resources, and organizational procedures for referring clients to other services. 2.5. Knowledge of how to identify and disclose potential conflicts of interest, and prevent acts that could damage service integrity or give an undue advantage to a job seeker or employer. 2.6. Knowledge of industry and regulatory agencies' ethical standards and the ability to follow them. 2.7. Knowledge of how to retrieve and manage other service information, and maintain confidentiality of customer and job seeker personal information. 2.8. The ability to apply existing and emerging employment services concerns, and identify and address common employment and retention challenges. 2.9. The ability to advocate for job seekers and promote workplace diversity. 2.10. Knowledge of how to report suspected unethical behavior to the appropriate authority or management in accordance with organizational policies and procedures, and seek feedback from clients and colleagues to improve ethical performance.
3. Underpinning Skills	3.1. A thorough understanding of various employment

	services, their stakeholders, and how they operate. This includes an understanding of common employment and retention challenges, cross-cultural concerns, and workplace diversity issues. 3.2. The ability to describe employment services clearly and effectively, communicate with stakeholders, and share expertise and competence with others. 3.3. The ability to refer clients to internal and external resources and retrieve other relevant service information. This includes an understanding of service boundaries and the ability to apply organizational procedures to refer clients to other services. 3.4. The ability to comply with employment service laws, duty of care requirements, and privacy laws, and maintain confidentiality of customer and job seeker personal information. This includes disclosing potential conflicts of interest, preventing acts that could damage service integrity, and following industry and regulatory agencies' ethical standards. 3.5. The ability to recognize and promote workplace diversity, respect customers and job seekers regardless of protected characteristics, and reject illegal, unethical, or incompatible job seeker or employer requests. 3.6. The ability to address existing and emerging employment service concerns, identify and resolve common employment and retention challenges, and make sound ethical decisions in complex situations. 3.7. The ability to report suspected unethical behavior to the appropriate authority or management, seek feedback from clients and colleagues, and continuously improve ethical performance.
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4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for rights of peers and seniors in workplace 4.8. Communication with peers and seniors in workplace.
5. Resource Implications	5.1. Appropriately simulated environment where assessment can take place 5.2. Access to relevant work environment 5.3. Resources relevant to the proposed activity and tasks
6. Methods of Assessment	6.1. Written test 6.2. Demonstration 6.3. Oral questioning 6.4. Portfolio
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.

Unit Code and Title	AMC-XXXXX: Collect, analyze and apply labour market information
Nominal Hours	30 Hours
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.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
1. Collect labour market information	1.1. Type of <u>labour market</u> information to be collected is defined. 1.2. A range of <u>information sources</u> are identified and accessed. 1.3. A range of <u>appropriate methods</u> to collect <u>labour market information</u> are used. 1.4. Characteristics of labour markets are defined. 1.5. <u>Current and emerging characteristics of specific labour markets</u> 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 of variables	
Variables	Range (may include but not limited to)
1. Labour market	1.1. Geographic location 1.2. Worker demographics 1.3. Industry and industry sectors 1.4. Seasonal factors 1.5. Agricultural crops

2. Labour market information	2.1. Information regarding industries and industry sectors (e.g. workforce size, recruitment methods, conditions of employment, prospects for growth/reduction in labour force) 2.2. Information regarding occupations (e.g. prospects of employment, type of work undertaken, workforce size, hiring methods, employer expectations of workers) 2.3. Labour market trends 2.4. Peak and trough periods in demand for labour seasonality 2.5. Areas of high employment and unemployment 2.6. Current labour market conditions 2.7. Business and economic forecasts 2.8. Emerging labour market developments 2.9. Industrial framework 2.10. Services, products, business levels of competitors 2.11. Other distinguishing characteristics
3. Information sources	3.1. Information available within the organization 3.2. Labour Market Information Service 3.3. National Employment Bureau 3.4. Government ministries 3.5. Publications, industry journals, articles 3.6. Internet websites 3.7. Commercial databases of businesses and industries 3.8. Industry associations 3.9. Community organizations 3.10. Training institutions 3.11. Newspaper recruitment advertisements
4. Appropriate methods to collect information	4.1. Use of internet and intranet 4.2. Surveys 4.3. Client interviews 4.4. Focus groups 4.5. Individual research 4.6. Attendance at meetings 4.7. Networking 4.8. Workplace visits

5. Current and emerging characteristics of labour markets	5.1. Volunteer workforce 5.2. Casualization of workforce 5.3. Length of average working hours 5.4. Contract employment 5.5. Portability of skills 5.6. Globalization 5.7. Impact of technology 5.8. Lifelong learning 5.9. Changing face of core skills 5.10. Core vocational skills gained while at school 5.11. Ageing population 5.12. Transitional labour market programmes
6. Planning activities:	6.1. Business planning and forecasting 6.2. Job search planning 6.3. Promotional plans 6.4. Marketing plans 6.5. Employment plans for individual clients
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. The ability to accurately define the type of labour market information that needs to be collected based on the organization's goals and objectives. 1.2. The ability to identify and access a range of information sources, including online databases, industry reports, and government statistics. 1.3. The ability to use a range of appropriate methods to collect labour market information, such as surveys, interviews, and focus groups. 1.4. The ability to define the characteristics of labour markets, including the supply and demand of labour, industry trends, and demographic factors. 1.5. The ability to identify the current and emerging characteristics of specific labour markets, such as skill shortages, emerging industries, and changing employment patterns. 1.6. The ability to analyze labour market information to identify the effects on current and future employment opportunities.

	1.7. The ability to report and discuss the results of labour market analysis with the work group, including identifying potential opportunities and challenges. 1.8. The ability to assess service delivery plans, processes, and practices in terms of their alignment with current and emerging labour market conditions. 1.9. The ability to continuously improve work practices to reflect current and emerging characteristics of the labour market, such as updating job descriptions, developing new training programs, and adjusting recruitment strategies
2. Underpinning knowledge	2.1. A comprehensive knowledge of labour market concepts and principles, including supply and demand, industry trends, demographic factors, and government regulations. 2.2. Knowledge of a range of appropriate research methods, including surveys, interviews, focus groups, and data analysis techniques. 2.3. An understanding of a range of information sources, including online databases, industry reports, government statistics, and professional networks. 2.4. Knowledge of data analysis techniques, including statistical analysis, trend analysis, and predictive modeling. 2.5. The ability to report and present labour market analysis results effectively to different audiences, including the work group, senior management, and external stakeholders. 2.6. Understanding of different service delivery models, including client-focused and market-driven approaches. 2.7. Knowledge of strategic planning principles, including goal setting, risk assessment, and resource allocation. 2.8. An understanding of continuous improvement principles and the ability to apply them to improve work practices based on current and emerging

	characteristics of the labour market.
3. Underpinning Skills	3.1. Defining labour market information to be collected 3.2. Identifying and accessing a range of information sources 3.3. Using appropriate methods to collect labour market information 3.4. Defining characteristics of labour markets 3.5. Identifying current and emerging characteristics of specific labour markets 3.6. Analyzing labour market information to identify effects on current and future opportunities 3.7. Reporting and discussing analysis results with the work group 3.8. Assessing service delivery plans, processes, and practices in terms of their alignment with current and emerging labour market conditions 3.9. Improving work practices to reflect current and emerging characteristics of the labour market
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for rights of peers and seniors in workplace 4.8. Communication with peers and seniors in workplace.
5. Resource Implications	5.1. Appropriately simulated environment where assessment can take place 5.2. Access to relevant work environment 5.3. Resources relevant to the proposed activity and tasks
6. Methods of Assessment	6.1. Written test 6.2. Demonstration 6.3. Oral questioning 6.4. Portfolio
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the

	training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.
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Unit Code and Title	AMC-XXXXX: Analyze and apply education and training information
Nominal Hours	30 Hours
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.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
1. Collect education and training information	1.1. Type of <u>education and training information</u> to be collected is identified. 1.2. A range of suitable <u>information sources</u> is identified and accessed. 1.3. A range of <u>appropriate methods</u> 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. <u>Workable solutions</u> on consideration of relevant information and options are developed. 3.2. Proposed solutions are communicated or implemented as required.
Range of variables	
Variables	Range (may include but not limited to)
1. Education and training information	1.1. University entry 1.2. TVET in schools 1.3. Apprenticeships 1.4. Private training providers 1.5. PLAR (Prior Learning Assessment and Recognition) 1.6. Graduate programmes 1.7. Internships 1.8. Cadetships

	1.9. Vacation programmes 1.10. Overseas placements 1.11. Work experience 1.12. Scholarships 1.13. Costs 1.14. Alternative pathways
2. Information sources	2.1. Information available within the organization 2.2. Labour market information 2.3. Public training institutions 2.4. Private training organizations 2.5. National Employment Bureau 2.6. Publications, industry journals, articles, newspaper advertisements 2.7. Internet websites 2.8. Community organizations 2.9. Visits to workplaces 2.10. Industry associations 2.11. Professional associations 2.12. Career information expos 2.13. Networking
3. Appropriate methods	3.1. Use of internet and intranet 3.2. Interviews 3.3. Individual research 3.4. Questioning employers 3.5. Use of libraries 3.6. Publications 3.7. Attendance at meetings, conferences, career information expos 3.8. Networking 3.9. Workplace visits
4. Workable solutions	4.1. Job search planning 4.2. Career plans for individual clients 4.3. Individual pathways plans
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	1.1. Identifying the type of education and training information to be collected

	1.2. Identifying and accessing a range of suitable information sources 1.3. Using appropriate methods to collect education and training information 1.4. Providing information that defines relevant characteristics of the education and training context 1.5. Confirming the currency of education and training information 1.6. Analyzing education and training information to identify effects on future pathways 1.7. Reporting and discussing analysis results with the client 1.8. Developing workable solutions based on relevant information and options 1.9. Communicating or implementing proposed solutions as required
2. Underpinning knowledge	2.1. Understanding of the different types of education and training information that may be relevant to the client's needs 2.2. Knowledge of a range of suitable information sources, such as government reports, industry publications, and educational institutions 2.3. Understanding of appropriate methods to collect education and training information, such as surveys, interviews, and focus groups 2.4. Knowledge of relevant characteristics of the education and training context, such as the availability of courses, the quality of training providers, and the demand for certain skills 2.5. Knowledge of how to confirm the currency of education and training information, such as checking the date of publication or consulting with relevant experts 2.6. Understanding of how to analyze education and training information to identify its effects on future pathways, such as identifying skill gaps or predicting industry trends 2.7. Knowledge of how to report and discuss analysis

	results with the client, including how to present the information in an understandable and meaningful way 2.8. Understanding of how to develop workable solutions based on relevant information and options, such as identifying training programs or career pathways 2.9. Knowledge of how to communicate or implement proposed solutions as required, such as by providing referrals to training providers or job opportunities.
3. Underpinning Skills	3.1. Identifying the type of education and training information to be collected based on the client's needs 3.2. Identifying and accessing a range of suitable information sources, such as online databases or industry reports 3.3. Using appropriate methods to collect education and training information, such as conducting surveys or interviews 3.4. Providing clear and relevant information that defines the characteristics of the education and training context to the client 3.5. Confirming the currency of education and training information by checking the date of publication or consulting with relevant experts 3.6. Analyzing education and training information to identify its effects on future pathways, such as identifying relevant skills or industries 3.7. Reporting and discussing analysis results with the client in a clear and understandable manner 3.8. Developing workable solutions based on relevant information and options, such as identifying training programs or career pathways that meet the client's needs 3.9. Communicating proposed solutions to the client and implementing them as required, such as by providing referrals to training providers or job

	opportunities.
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Promptness in carrying out activities 4.3. Sincere and honest to duties 4.4. Environmental concerns 4.5. Eagerness to learn 4.6. Tidiness and timeliness 4.7. Respect for rights of peers and seniors in workplace 4.8. Communication with peers and seniors in workplace.
5. Resource Implications	5.1. Appropriately simulated environment where assessment can take place 5.2. Access to relevant work environment 5.3. Resources relevant to the proposed activity and tasks
6. Methods of Assessment	6.1. Written test 6.2. Demonstration 6.3. Oral questioning 6.4. Portfolio
7. Context of Assessment	7.1. Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a suitably qualified/certified assessor.