



Australian Government

Australian Public Service Commission

Candidate Skills Recognition Booklet

PSP50104 Diploma of Government

**PSPGOV510A: Undertake and promote
career management**



**NATIONALLY RECOGNISED
TRAINING**

**Candidate Name:
Department/Agency:
Telephone:
Email:**

Skills Recognition

This Booklet is designed for the recognition Candidate to initially self-assess against each element within the unit of competency. It is, however, recommended that the supervisor is involved in supporting the Candidate through the assessment of their skills.

While this Booklet addresses each of these competencies elements individually, they will be assessed together as a Unit of Competency or in conjunction with a number of Units.

This Booklet:

- ⇒ provides a framework to guide the Candidate in preparing their portfolio of evidence as a basis for recognition under the National Skills Framework for this Unit of Competency
- ⇒ breaks the unit down into its component elements and addresses these in order. While the recognition process itself will be more holistic, the Booklet allows Candidates to address each element either in isolation or in combination with other elements or Units
- ⇒ encourages the Candidate to identify evidence from within the workplace, if possible
- ⇒ contains a range statement that explains some of the terms in *italics* used in the Performance Criteria for each element
- ⇒ provides examples of evidence and optional work based activities
- ⇒ includes a third party report template and a feedback form.

Candidates should familiarise themselves with the information contained in the Candidates Information Guide that can be downloaded from the Australian Public Service Commission's website: <http://www.apsc.gov.au/rto/>

More information about the Unit of Competency contained in this booklet is available from the National Training Information Service. A link to the unit is included on page 3 of this booklet.

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

This Booklet can be downloaded from the Australian Public Service Commission website www.apsc.gov.au/rto/ and printed for completion by hand or electronic means. If there is insufficient space to record your input, please insert or attach additional pages. A completed **copy** of this booklet (with appropriate supporting evidence) can be submitted for recognition. This can lead to the awarding of a nationally recognised Statement of Attainment or a Qualification from the Australian Public Service Commission.

Undertake and promote career management**Introduction**

This is an elective unit of competency in the PSP50104 Diploma of Government and covers active management of one's own career to meet goals and achieve life plans, as well as contributing to the career management of others. Being competent in this unit means being able to:

- ✓ Identify current career strengths
- ✓ Identify and map career opportunities
- ✓ Develop and implement career plan
- ✓ Monitor progress
- ✓ Contribute to others' career management

This is one of 2 units of competency in the Working in Government Key Area that deal with career planning/management. If you feel this unit: **Undertake and promote career management** is not appropriate to your skill level, please consider Unit below as an alternative.

- PSPGOV410A Undertake career planning

Useful links

Unit of Competency: PSPGOV510A Undertake and promote career management

<http://www.ntis.gov.au/Default.aspx?/trainingpackage/PSP04/unit/PSPGOV510A>

The National Training Information Service: <http://www.ntis.gov.au/>

The APSC Registered Training Organisation website: <http://www.apsc.gov.au/rto/>

Relationship to the Integrated Leadership System

This Unit of Competency underpins the following capabilities outlined in the Integrated Leadership System.

EL1 – Exemplifies personal drive and integrity

Demonstrates self awareness and a commitment to personal development

For further information

Please consult the Commission's [Candidate Information Guide](#) for additional information on the recognition process and how to request formal assessment and recognition by the Australian Public Service Commission.

Information for supervisors

As a supervisor you play an important role in assisting the Candidate to develop their knowledge and skills. By undertaking this recognition activity, the Candidate will be assessed against competencies developed by Government Skills Australia, the Industry Skills Council with responsibility for the public sector. By having their skills recognised, the Candidate is contributing to the identification of your organisation's intellectual capital.

As every organisation is different, you may be able to assist the Candidate identify the work requirements, work practices and knowledge relevant to your environment.

The Candidate is encouraged to complete the self-assessment checklist and identify appropriate evidence, which is then recorded in the 'supporting evidence list' section. Sample work-based activities have been included in the Booklet for the Candidate who is unable to identify sufficient evidence to address each competency and needs to produce further evidence of their skills and knowledge. The sample activities in the Booklet could be modified by the candidate and their supervisor to better suit individual workplace requirements and needs.

Third party reports

At the end of the booklet is a blank Third Party Report template. In some cases the candidate may require a confirmation statement from a third party. Supervisors, or other third parties, can complete these reports, where appropriate, which Candidates can then add these reports to their portfolio of evidence.

On completing their portfolio of evidence, Candidates can submit a **copy** of it to the Australian Public Service Commission for recognition. Once evidence is confirmed through the formal assessment process, a Statement of Attainment will be issued to the Candidate which can contribute to the awarding of a Diploma of Government qualification.

Benefits for Supervisors

The self assessment process will enable you and your staff to identify any gap between current Candidate skill levels and the skill levels required for the competency unit. This will assist you in determining if your staff are ready to undertake recognition or whether they may require additional training and/or development. Formal training can be an expensive and unnecessary option, especially if the Candidate can already demonstrate their existing skills and have them recognised.

Additionally, the assistance you provide the Candidate can be used as evidence for recognition of **your** skills against the *PSPGOV416A Monitor performance and provide feedback* and *PSPGOV510A Undertake and promote career management units* of competency.

Further information

If you have any questions, you can contact the National Recognition Coordinator on 02 6202 3787 or email your query to rto@apsc.gov.au.

Feedback

A feedback form template is included at the end of this Booklet. As we seek to continuously improve our processes, procedures and resource materials, we would appreciate your feedback as a supervisor. You can use a copy this template to detail your comments. If you provide feedback, consider keeping a copy of your submission as it supports *PSPGOV405B Provide Input to change processes*.

1 Identify current career strengths

This element requires:

- A self-directed search is conducted of current knowledge, skills, abilities, interests and values
- Life and work experiences, current and latent abilities are included and ranked in order of personal importance
- Personal preferences are determined in broad terms, including areas of work/skills that are acceptable in the long term
- A personal profile is prepared that identifies strengths, preferences and opportunities for learning and growth

Text in *italics* is explained in the Range Statement on page 15 of the Booklet.



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I conduct a self-directed search of current knowledge, skills, abilities, interests and values?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I include and rank life and work experiences, current and latent abilities in order of personal importance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I determine personal preferences in broad terms, including areas of work/skills that are acceptable in the long term?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I have a personal profile that identifies strengths, preferences and opportunities for learning and growth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

The following list may provide guidance in identifying suitable evidence of your knowledge and skills.

- A personal skills audit that identifies current knowledge, skills and abilities
- A career map or plan that identifies your career preferences



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Identify current career strengths

Create a personal profile that reflects current your strengths including knowledge, skills and abilities, and includes preferences and opportunities for future learning and growth.

The following checklist may be useful as a guide in undertaking this activity.



Activity checklist

Outline your current knowledge, skills and interests. (Insert additional pages if required)	
Outline your current and potential abilities.	Current: Potential:
What are your preferences in relation to future work and/or skills acquisition?	
From the above responses, prioritise those areas where you would like to develop further.	

2 Identify and map career opportunities

This element requires:

- **Careers and occupations** are scanned to identify a list of possibilities and their requirements for skills, qualifications and experience
- Economic and industry scan is continually undertaken to identify the outlook for possible careers/occupations and to identify emerging careers throughout work life
- Opportunities for entering possible careers/occupations are **investigated** to ensure the feasibility of pursuing those options
- Personal profile is matched to possible career opportunities and a decision made on the best option/s to pursue



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I scan <i>Careers and occupations</i> to identify a list of possibilities and their requirements for skills, qualifications and experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I continually undertake an economic and industry scan to identify the outlook for possible careers/occupations and to identify emerging careers throughout work life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I investigate opportunities for entering possible careers/occupations to ensure the feasibility of pursuing those options?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I match my personal profile to possible career opportunities and make a decision on the best option/s to pursue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- A list of careers and occupations suited to your current level of skills and abilities, or those you could develop.
- Results of an investigation into possible careers/occupations that identifies feasibility options.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Identify and map career opportunities

Develop a list of possible career opportunities or occupations as a basis for a career plan. Use the following checklist as a guide in completing this activity.



Activity checklist

From your knowledge and research develop a list of occupations or careers that suit your work interests.	Create a document to record these and your subsequent research.
Identify the requirements of those listed in terms of skill, qualification and experience requirements.	Job advertisements, duty statements and selection criteria can assist this activity.
Undertake a scan to identify the outlook for these careers / occupations as well as emerging options.	Newspapers, industry journals and job/career websites can assist this activity.
Investigate the feasibility of career options relative to your work/life goals and identify the opportunities available.	The above sources of information can also assist in this activity.
Match the options to your personal profile and make a decision on the best option/s to pursue.	Record selected option/s:

3 Develop and implement career plan

This element requires:

- Career goals are established that cater for transition from existing career/work to preferred future career
- A **career plan** is developed that identifies immediate priorities for learning and development as well as medium to long-term strategies to obtain additional skills and experience
- Gap analysis is undertaken to identify dated/lost skills and skills that are common to both preferred future career and the organisation's requirements
- **Career development activities** are initiated in accordance with the career plan and in accordance with organisational **legislation, policy and procedures**



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I establish career goals that cater for transition from existing career/work to preferred future career?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I develop a career plan that identifies immediate priorities for learning and development as well as medium to long-term strategies to obtain additional skills and experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I undertake gap analysis to identify dated/lost skills and skills that are common to both preferred future career and the organisation's requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I initiate career development activities in accordance with the career plan and in accordance with organisational legislation, policy and procedures ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- A documented career plan or similar statement.
- A regularly updated career portfolio/curriculum vitae
- A record of learning and development activities related to job search and interview practice.
- A learning and development plan targeted to prospective occupations or future career goals.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Develop and implement career plan

Develop a personal career plan.

The following checklist may assist you in this activity.



Activity checklist

What are your career goals?	
What transitional steps or stages are required to move from your current career/work to your preferred future career?	
Undertake an analysis to identify gaps in your current skill set including skills that may be dated or lost and those required for your preferred future career.	
What are your immediate priorities for learning and development to assist this process?	
What are your medium to long term strategies to obtain additional skills and/or experience?	
Identify career development activities and a timeframe for initiating these.	

4 Monitor progress

This element requires:

- Acquisition of skills and experience is monitored and feedback is obtained on performance achievements
- Feedback is considered and integrated as necessary into the career plan
- **Organisational requirements** and future career requirements are monitored and the career plan is adjusted to take account of new information
- Progress towards future career is monitored and career goals are adjusted as required



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I monitor my acquisition of skills and experience and obtain feedback on performance achievements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I consider feedback and integrate it as necessary into the career plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I monitor organisational requirements and future career requirements and adjust the career plan to take account of new information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I monitor progress towards future career and adjust career goals as required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- A copy of your career plan showing modifications and enhancements over time.
- Examples of feedback and how this has influenced the the plan
- professional development goals with regard to your communications.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Monitor progress

Review and update your career plan

Use the following checklist to record your progress.



Activity checklist

When did you first create/document your career plan?	
When did you last review your career plan?	
What feedback have you obtained relevant to your career plan?	
How was this feedback considered and integrated into your plan?	
What adjustments have you made to your plan to take account of organisational and/or future career requirements?	
What adjustments have you made to your career goals since the last review?	
Third party confirmation:	Signature: Date:

5 Contribute to others' career management

This element requires:

- Others are assisted to take responsibility for their own careers, research career information and plan for future job placements, learning and development
- Feedback on performance is provided and development opportunities suggested to address immediate performance gaps or build on performance strengths linked to career plans
- Medium to long-term plans are agreed and implemented to address barriers to career development and meet individual and group learning and development needs
- Staff are encouraged to monitor their progress against career goals and adjust long-term plans to integrate changed circumstances or new skill requirements
- Staff are encouraged and supported in applying new skills and knowledge in the workplace



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I assist others to take responsibility for their own careers, research career information and plan for future job placements, learning and development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I provide feedback on performance and suggest development opportunities to address immediate performance gaps or build on performance strengths linked to career plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I agree and implement medium to long-term plans to address barriers to career development and meet individual and group learning and development needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I encourage staff to monitor their progress against career goals and adjust long-term plans to integrate changed circumstances or new skill requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I encourage and support staff in applying new skills and knowledge in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- A copy of learning and development plans you have assisted other people to develop their career prospects.
- Examples of feedback provided to assist others to develop career plans.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Contribute to others' career management

Complete the following checklist to record how you contribute to others career management.



Activity checklist

How do you assist others to take responsibility for their personal career management?	
Do your staff/others have the PSPGOV410A Undertake career planning unit of competency?	
What feedback do you provide to others to address performance gaps or build on performance strengths linked to career plans?	
What development opportunities do you suggest to others to address performance gaps or build on performance strengths linked to career plans?	
How do you assist others to address barriers to career development?	
How do you assist others to monitor their progress and adjust their career plans to integrate changes circumstances?	
How do you encourage and support staff in applying new skills and knowledge in the workplace?	

Range statement

The following information is taken from the Unit of Competency as outlined in the Public Sector Training Package (PSP04).

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

Sources of ***career/occupation*** information may include

- public sector/organisational sources/documents such as:
 - organisational chart
 - business plans/strategies
 - vision statements
 - future plans
 - cultural climate data
 - manuals, handbooks
 - policy and practices
 - person specifications, job profiles, job descriptions
 - reports
 - social and political information
 - ethics, values and conduct requirements
 - colleagues, supervisors, mentors
- books
- workshops
- notice of vacancies
- Internet sites
- local, national and international publications
- statistical workforce data
- Australian Bureau of Statistics data
- labour market statistics
- futurists' papers on career and demographic changes
- career expos
- personal networks
- word-of-mouth
- 'hidden job market' where more than 50% of jobs are won
- job search/personnel placement agencies
- graduate career counselling organisations
- feedback from job interviews
- newspapers or other media (such as radio)

Investigation of opportunities may include

- actual availability of work
- number of jobs available
- remuneration
- how jobs are advertised
- how people enter the career/occupation
- difficulty of entering

Career plan may include

- person/organisation match/values match
- updating career portfolio/curriculum vitae on a regular basis

- learning and development related to job search and interview practice
- learning and development of career-related skills

Career development activities may include


- accredited courses/other courses
- action learning
- career counselling
- coaching
- competency development processes
- education and training programs
- feedback
- higher duties
- induction and orientation programs
- industry experience
- job exchange - local, national, international
- mentoring
- networking
- opportunities to act in other positions (higher or lower)
- project assignments/experiences
- secondments
- shadowing
- temporary positions
- working parties

Legislation, policy and procedures may include

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

Sources of information on ***organisational requirements*** may include

- strategic human resource plan
- strategic workforce plan
- statements of workforce capability requirements
- workforce planning and analysis data/reports
- new positions advertised

 **Third party report**

Third party reports provide supplementary evidence to support the recognition of your skills. Completed Third Party Reports can be referenced in your booklet and a copy placed in your portfolio of evidence. Copy this form if you require additional Reports. An electronic version in Microsoft Word format can be downloaded from <http://www.apsc.gov.au/rto/downloads.html>.

 **Candidate to complete:**

Dear <insert name of third party>,

In support of my seeking skills recognition I am requesting a third party report for the following Unit of Competency element.

<Candidate to write in element name>

I would appreciate your comments in relation to myself against the above criteria I would appreciate your return of the report to me on completion

Portfolio reference: _____

Candidate Name:.....Signature:.....

 **Third Party to complete:**

It would be appreciated if you could provide comments relating to the above-named Candidate for recognition against the criteria they have selected

Please provide your appraisal on the Candidate in the context of observed performance. Where possible please refer to relevant situations and examples of which you have observed or are aware.

Name:	Signature:
Position:	Date:
Relationship to Candidate: Indicate one (eg supervisor, manager, peer, other)	Duration: for months

If you have any queries about this process, please email the rto@apsc.gov.au
Additional information is available on the Australian Public Service Commission's RTO website:
<http://www.apsc.gov.au/rto/>

Feedback

The Australian Public Service Commission welcomes for comments, feedback and suggestions for improvement.

We hope you have had the opportunity to review this booklet and would especially appreciate your thoughts.

Please forward completed forms to:

National Recognition Coordinator
Level 5, 16 Furzer Street
PHILLIP ACT 2606
Facsimile: 02 6202 3799
Email: rto@apsc.gov.au

Please Note:

If you provide feedback, keep a copy for your evidence portfolio as it supports *PSPGOV405B Provide Input to change processes*.

Please tick / circle your answers

1. I found this Skill Recognition Booklet to be:

Difficult to use 1 2 3 4 5 Easy to use

2. What suggestions do you have to improve this Skills Recognition Booklet?

- 3 Other comments