

Pearson BTEC Level 6 Diploma in Career Guidance and Development (QCF)

Specification

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC L6 Diploma in Career Guidance and Development (QCF)

For more than 25 years, Pearson BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. Pearson BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC L6 Diplomas?

The Pearson BTEC Level 6 Diploma in Career Guidance and Development (QCF) is based on the National Occupational Standards which were owned by LSIS.

The qualification also provides further learning for holders of a Higher National Diploma (HND) or Foundation degree (that is a valid proxy qualification to the Higher National Diploma).

2 Qualification summary and key information

Qualification title	Pearson Level 6 Diploma in Career Guidance and Development (QCF)
QCF Qualification Number (QN)	601/2598/6
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	30/01/2014
Operational start date	01/03/2014
Approved age ranges	19+
Credit value	60
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	410-425
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i>)

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website at:
www.edexcel.com/iwantto/Pages/uk-information-manual

Objective of the qualification

The Pearson BTEC Level 6 Diploma in Career Guidance and Development (QCF) give learners the opportunity to:

- initiate and carry out projects, to make decisions in complex and unpredictable contexts and to identify viable solutions to problems
- apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements and part-time learners through employment experience
- provide professional development opportunities for those currently working in professional roles within the career guidance sector
- progress from Higher National Diplomas in Learning and Development onto a nationally-recognised Level 6 qualification.

Relationship with previous qualifications

This is a new qualification.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 6 Diploma in Career Guidance and Development (QCF) will have qualities and skills necessary for employment in a professional role providing career guidance and development to clients in the careers guidance sector.

Industry support and recognition

This qualification is recognised by the Career Development Institute (www.thecdin.net) as meeting the minimum qualification requirement for professional registration.

Relationship with National Occupational Standards

The qualification is based on the National Occupational Standards which were owned by LSIS.

3 Qualification structure

Pearson BTEC Level 6 Diploma in Career Guidance and Development (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	60
Minimum number of credits that must be achieved at level 6 or above	39
Number of mandatory credits that must be achieved	45
Number of optional credits	15

Unit	Unit reference number	Mandatory units – learners must achieve all units (45 credits) in this group	Level	Credit	Guided learning hours
1	A/502/8432	Preparing to Work in the Career Information, Advice and Guidance Sector	4	6	40
2	K/502/8443	Agree the Purpose of Client-Centred Career Guidance Interviews and Maintain Communication with Clients	6	6	40
3	M/502/8444	Career Guidance Theory	6	9	70
4	L/502/8421	Explore and Agree the Career Guidance and Development Needs of Clients	6	6	40
5	T/502/8428	Reflect on and Improve Professional Practice	6	6	40
6	L/502/8435	Use Career and Labour Market Information with Clients	6	6	40
7	H/502/8439	Work with Other Agencies for the Benefit of Clients and the Organisation	6	6	40

Unit	Unit reference number	Optional units – learners must achieve a maximum of 15 credits from this group	Level	Credit	Guided learning hours
8	H/502/8442	Advocate on Behalf of Clients	6	4	40
9	D/502/8424	Plan, Deliver and Evaluate Career-Related Learning in Groups	6	6	40
10	T/502/8431	Source, Evaluate and Use Labour Market Intelligence with Clients	6	3	20
11	J/502/8434	Undertake Research on Behalf of the Service	6	6	40
12	H/505/9920	Using Diagnostic and Assessment Tools with Clients	5	6	40
13	Y/502/8423	Assist Clients to Apply for Learning, Training and Work	4	3	20
14	L/502/8404	Engage with Support Networks to Help Clients to Meet Their Career-Related Needs	4	3	20
15	H/502/8408	Evaluate Service Provision	4	3	20
16	J/502/8420	Obtain and Organise Career-Related Information to Support Clients	4	3	20
17	M/502/8430	Prepare to Deliver Services to Clients in an Outreach Setting	4	2	15
18	F/502/8433	Promote Career-Related Learning to Clients	4	6	40
19	R/502/8436	Provide Ongoing Support to Clients	4	2	15
20	D/502/8441	Understand How to Support Specific Client Groups to Overcome Barriers to Learning, Training and Work	4	3	20
21	Y/505/2625	Lead and Manage Career Development Work in an Organisation	6	9	60
22	D/505/2626	Continuously Improve Career Development Work in an Organisation	6	6	40
23	T/505/2969	Plan and Design Career Related Learning Programmes	6	5	20

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example, performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13: Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website, www.edexcel.com.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at www.edexcel.com.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK Vocational Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality Policy* requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: **Preparing to Work in the Career Information, Advice and Guidance Sector**

Unit reference number: A/502/8432

QCF level: 4

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to develop an insightful understanding of how the Careers Information, Advice and Guidance Sector works nationally and how their own organisation relates to this sector. The learner will need to understand the key roles in their organisation and the legislation, policies, codes of practice and principles that must be followed.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand the career information, advice and guidance sector	1.1 Explain the role and purpose of the career information, advice and guidance sector	<ul style="list-style-type: none"> □ Information, advice and guidance overlap but are also separate strands 	<ul style="list-style-type: none"> □ Learners could define the difference between giving information, giving advice and delivering guidance
	1.2 Summarise the key policies, trends and developments in the sector	<ul style="list-style-type: none"> □ Government policies have had a key influence on the sector e.g. a focus on social inclusion, the economic benefits of guidance 	<ul style="list-style-type: none"> □ Learners could describe how successive governments have influenced the sector and the legislation associated with this □ This should relate to legislation and changes over the last 20 years
	1.3 Analyse the social, personal and economic benefits of career guidance	<ul style="list-style-type: none"> □ Social benefits can relate to the wider community □ Personal benefits relate to the individual receiving career guidance □ Economic benefits relate to the individual and the economy as a whole 	<ul style="list-style-type: none"> □ Learners should focus on career guidance and its benefits, although inevitably it will overlap with information and advice

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	1.4 Evaluate methods to keep up to date with developments in the sector	<ul style="list-style-type: none"> □ The range of methods relate to activities associated with maintaining Continuing professional development (CPD) □ Such methods could include attending courses, personal research, reading, studying further qualifications, accessing websites e.g. that of the CDI (Career Development Institute) 	<ul style="list-style-type: none"> □ Learners should compare and contrast such methods □ Examples of learners' own CPD activities could be included in the evaluation
2	2.1 Explain the aims and values of the organisation 2.2 Summarise the key policies and procedures of the organisation	<ul style="list-style-type: none"> □ Refer to own organisation's mission statement if there is one 	<ul style="list-style-type: none"> □ Learners could explain the difference between aims and values □ Learners may need to adapt the terminology used by different organisations e.g. values may be addressed within 'principles' □ Learners could list all the key policies and procedures of the organisation □ Learners could then succinctly summarise their content □ The policies and procedures should be referenced and not attached as evidence

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
3 Understand roles within the careers information, advice and guidance organisation	<p>3.1 Explain the purpose and function of roles within the organisation</p> <p>3.2 Analyse own role, responsibilities and boundaries in the organisation</p> <p>3.3 Analyse the role of stakeholders working within the careers information, advice and guidance organisation</p>	<p>Refer to the hierarchical chart of the organisation</p> <p>Refer to personal job description</p> <p>This relates to stakeholders working within the organisation (and not stakeholders outside the organisation)</p> <p>A stakeholder is someone with an interest or concern within the organisation</p>	<p>Learners should be aware of issues of confidentiality and not identify specific individuals by name</p> <p>Each layer of the chart should identify the roles, and explain their purpose and function</p> <p>Learners could comment on the structure of the organisation e.g. a flat hierarchical structure with a short chain of command</p> <p>Learners should clarify their role and responsibilities</p> <p>Learners could identify any tensions within that role e.g. size and breadth of personal client caseload, support and supervision</p> <p>What boundaries exist in terms of what you can and cannot do</p> <p>Learners could focus on those stakeholders who may not have been addressed under 3.1 e.g. board members, staff from other organisations fulfilling a key role</p>

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
4 Understand working practices within the careers information, advice and guidance organisation	4.1 Explain ways to develop and sustain productive working relationships with colleagues in the organisation	<ul style="list-style-type: none"> □ Productive working relationships – dealing with conflict, teamwork and achievement of collective goals/targets 	<ul style="list-style-type: none"> □ Learners could give examples of how they dealt with conflict/potential conflict with colleagues □ They could identify and comment on team relationships and achievements and personal feedback received
	4.2 Evaluate ways to plan, organise and manage own work role within organisational requirements	<ul style="list-style-type: none"> □ Own work role – refer to job description and personal targets set □ Organisational requirements: targets to be achieved 	<ul style="list-style-type: none"> □ Learners could reflect back and comment on their achievements and how this was planned and managed □ They could then focus on ways in which this could be improved
	4.3 Explain how to provide a safe and suitable environment for the provision of careers information, advice and guidance services	<ul style="list-style-type: none"> □ Refer to organisation’s Health and Safety policy □ A safe and suitable environment in relation to both the guidance practitioner and the client(s) 	<ul style="list-style-type: none"> □ Learners could comment on the effectiveness of the Health and Safety policy □ They could then provide examples of this in practice e.g. interviewing vulnerable clients, unruly groupwork sessions, the demands of parents/guardians
	4.4 Explain why it is necessary to record careers-related information and action in accordance with organisational protocols	<ul style="list-style-type: none"> □ Refer to organisation’s policy on record keeping and procedures to be followed 	<ul style="list-style-type: none"> □ Learners could comment on the structure of a typical client record and the sections that need to be addressed, and the rationale behind this required information

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
<p>5 Understand the impact of legislative policy and professional codes of practice on the careers information, advice and guidance organisation</p>	5.1	<p>Analyse the impact of legislative requirements on the work of the careers information, advice and guidance organisation</p>	<ul style="list-style-type: none"> □ Legislative acts that have impacted upon the sector e.g. Employment and Training Act (1973); Education Act (1997); Education Act (2011) 	<ul style="list-style-type: none"> □ Learners could comment on how government legislation has influenced their particular organisation. This could include various Policy Papers emanating from such Acts that have had considerable influence e.g. 'Connexions – the best start in life for every young person' (2000)
	5.2	<p>Discuss the impact of professional codes of practice on the work of the careers information, advice and guidance organisation</p>	<ul style="list-style-type: none"> □ An example is the Career Development Institute's 'Code of Practice' 	<ul style="list-style-type: none"> □ Learners could identify if their particular organisation has a clearly identified professional code of practice and comment upon its impact

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
<p>6 Understand the impact of equality, diversity and inclusion in the careers information, advice and guidance organisation</p>	6.1	<p>Explain the principles of equality, diversity and inclusion</p>	<ul style="list-style-type: none"> □ Equality: creating a fairer society where everyone can participate and has the opportunity to fulfil their potential □ Diversity: the existence of many unique individuals in the workplace to include men and women from different cultures, ethnic groups and other unique backgrounds that make people who they are □ Inclusion: a work environment where everyone has the opportunity to fully participate and where each person is valued for their uniqueness 	<ul style="list-style-type: none"> □ Learners should identify the principles behind these three concepts which inevitably overlap
	6.2	<p>Analyse the impact of equality, diversity and inclusion in the careers information, advice and guidance organisation</p>	<ul style="list-style-type: none"> □ Refer to the organisation's policies that embrace equality, diversity and inclusion 	

Information for tutors

Delivery

Learning outcome one relates to the 'national scene' – and this may vary across the United Kingdom with the devolved governments of Scotland, Wales and Northern Ireland assuming their own responsibility for the Careers Information, Advice and Guidance Sector since devolution. Delivery could be enhanced if the learners understood the journey travelled for the sector since the 1973 Employment and Training Act, and how successive government policies have had a major influence on delivery.

Learning outcome two begins to focus on the learner's own organisation and how national policies have been interpreted and localised. Learners could access the key policies of the organisation and begin to understand how they work in practice rather than quote sections 'ad verbatim'. They should begin to understand the 'culture' of the employing organisation.

Learning outcome three looks at the structure of the organisation and the delivery mechanism in place. They will need to understand the key roles in the organisation and could devise the equivalent of a 'family tree' without identifying individuals by name. They could analyse how the system works and how effective this is in practice.

Learning outcome four begins to look in depth at the learner's role and how they work within the organisation. They will need to be aware of their colleagues in the organisation and how they are being perceived and the relationships that are being developed. They need to be aware of how they are managing their own workload and the targets that have to be achieved, and how this relates to the demands placed on the organisation.

Learning outcome five returns to the legislation requirements that the organisation must comply with, and the impact that this has on the delivery process. It also refers to a 'professional code of practice'. In the past many organisations adapted the ICG (now the Career Development Institute or CDI) code of practice to address this and learners could comment on how effective this actually is on the ground.

Learning outcome six involves the impact of equality, diversity and inclusion on the employing organisation. An attempt at defining these concepts is included in the unit amplification, but learners should tease out the key principles behind these and analyse how embedded they are in the organisation.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Gothard B, Mignot P, Offer M and Ruff M – *Careers Guidance in Context* (Sage, London 2001) ISBN 9780761969068

Peck D – *Careers Services: History, Policy and Practice in the United Kingdom* (Routledge, London 2004) ISBN 9780415339353

Watts AG, Law B, Killeen J, Kidd JM and Hawthorn R – *Rethinking Careers Education and Guidance* (Routledge, London 1996) ISBN 9780415139755

Journals and/or magazines

Andrews D – *Careers Education in Schools: What Future?* (Careers Guidance Today Issue 20.1, February 2012)

Other

The Centre for Guidance Studies (CeGS) – *The Economic Benefits of Career Guidance – a Review of Current Evidence*, 2002

Confederation of British Industry – *Towards a Skills Revolution: a Youth Charter*, 1989

Institute of Career Guidance Research Publication – *Constructing the Future: Transforming Career Guidance*, Hazel Reid, 2006

Institute of Career Guidance Research Publication – *Constructing the Future: Diversity, Inclusion and Social Justice*, Jo Hutchinson, 2011

National Careers Council – *An Aspirational Nation: a Culture of Change in Career Provision*, 2013

Social Exclusion Unit – *Bridging the Gap: New Opportunities for 16-18 year olds not in education, employment, or training*, 1999

Websites

www.legislation.gov.uk

www.horsemouth.co.uk

www.icould.com/

www.thecdi.net

Unit 2: **Agree the Purpose of Client-Centred Career Guidance Interviews and Maintain Communication with Clients**

Unit reference number: K/502/8443

QCF level: 6

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is for the learner to develop a critical understanding of what can be deemed the first part of the careers guidance interview. The learner will need to seek the client's permission to follow a certain path that has been agreed by both parties as the most positive way forward, using communication skills that maintain the process.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand techniques used to agree the purpose of careers guidance interviews with clients	1.1 Evaluate the purpose of different types of career guidance interviews	<ul style="list-style-type: none"> □ One way to categorise different types of interview is to look at meeting the 'presenting needs' of clients, and go beyond this to look at real or 'underlying needs' □ The overall purpose should encompass exploring the decision making style of the client, a resulting transition they want to make, and how they go about it 	<ul style="list-style-type: none"> □ Learners should identify situations where clients offer presenting needs e.g. 'I want information on...' □ They could then look at examples where more important needs emerge e.g. the client wanted specific information but hadn't confronted why they wanted that information
	1.2 Analyse techniques used to agree the purpose of careers guidance interviews with clients	<ul style="list-style-type: none"> □ Techniques e.g. questioning, reflecting back, scaling, challenging discrepancies 	<ul style="list-style-type: none"> □ Learners should identify such techniques and consider when they might be useful
	1.3 Justify the requirement for client-centred interviews to have clearly defined outcomes	<ul style="list-style-type: none"> □ 'Client-centred' puts the interviewee in a position where they own any agreed outcomes 	<ul style="list-style-type: none"> □ Learners should explore why it is important that clients own such outcomes □ They could also look at the qualities that make up a 'defined outcome'

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2	<p>Understand the media used to communicate with clients</p> <p>2.1 Critically analyse available media used to communicate with clients</p> <p>2.2 Evaluate use of techniques to communicate with clients</p>	<p>Includes developing social media sites, as well as more traditional methods</p> <p>Addresses when different types of media are best used</p>	<p>Learners could identify such media sites, critically analysing their strengths and also pitfalls</p> <p>Learners could explore when they might use sites such as <i>Facebook</i> and evaluate its use when communicating to clients</p>
3	<p>Be able to agree with clients the purpose of career guidance interviews</p> <p>3.1 Discuss with clients their expectations of careers guidance interviews</p> <p>3.2 Tailor communication in the interview to meet the needs of individual clients</p> <p>3.3 Explain to clients how interviews will result in outcomes requiring actions</p>	<p>Important that this is confronted early on in the interview but needs to be carefully articulated in a language and style that is not confusing</p> <p>The 'body language' and verbal behaviour of the client need to be assessed at the outset</p> <p>An action plan is likely to be produced but it is important that the client knows the role they will play in constructing that action plan</p>	<p>Learners could construct and practice different phrases that express this succinctly. This assessment criterion is likely to be assessed by observation</p> <p>Learners could identify how they might respond both verbally and non-verbally to different types of clients. This assessment criterion is likely to be assessed by observation</p> <p>Learners could identify the different format and types of action plans e.g. written, verbal, texting</p> <p>This assessment criterion is likely to be assessed by observation</p>

Learning outcomes		Assessment criteria		Unit amplification		Assessment guidance	
4	Be able to maintain communication with the client during the client-centred interview	4.1	Adapt communication with clients to meet their specific requirements	<ul style="list-style-type: none"> The client's ability to communicate verbally will vary and this should be accommodated 	<ul style="list-style-type: none"> This assessment criterion is likely to be assessed by observation. It could also be covered through client case studies 		
		4.2	Reflect back client responses to check understanding	<ul style="list-style-type: none"> Reflecting back is best done through paraphrasing what the client has said 	<ul style="list-style-type: none"> Learners could practice paraphrasing identified statements from previous clients. This assessment criterion is likely to be assessed by observation 		
		4.3	Summarise outcomes of the client-centred interview	<ul style="list-style-type: none"> This should also involve summarising at various stages of the interview so that the client is not lost 'en route' 	<ul style="list-style-type: none"> Learners should recognise the non-verbal signs that a summary might be appropriate. This assessment criterion is likely to be assessed by observation 		
		4.4	Record the outcomes of careers guidance interviews	<ul style="list-style-type: none"> For personal and professional reasons the outcomes should be recorded 	<ul style="list-style-type: none"> Learners could describe the personal and professional reasons for recording outcomes. This assessment criterion is likely to be assessed by observation 		

Information for tutors

Delivery

Learning outcome one concerns how we agree with clients what is to be covered in a careers guidance interview, and how to go about this. Some clients often have a stereotypical view of a careers guidance interview in that they will be 'sorted out' or transposed into some ideal job or career; others are clueless as to what the process involves. There are many different ways in which careers guidance interviews can be categorised but in this instance, we are assuming that clients will come to an interview with some purpose in mind. This is referred to as 'presenting needs' which may be superficial in nature and will require some exploration to uncover more important underlying issues. Egan (1994) refers to the latter as 'blind spots', and the role of the careers guidance practitioner is to help prioritise such 'high-leverage' issues which, if tackled, could make a significant difference. A key aspect is to get the client to 'buy into' this process.

Learning outcome two focuses on the ways in which we communicate with clients, and maintain such communication with them. The explosion in social media in recent years has to be embraced. The 'face to face' interview is still the core method of communication, but new technologies can transform careers guidance practice into another sphere, particularly in relation to transmitting information and following up on client outcomes. The caveat, though, is the importance of online personal safety and this must be a key consideration.

Learning outcome three is practical in nature and involves learners putting learning outcome one into practice. Discussing with clients their expectations of the careers guidance interview can be rehearsed, but it needs to be tailored to different clients by picking up on their verbal and non-verbal behaviour. It is an outcome that learners need to achieve as quickly and succinctly as possible, as there is still a lot that needs to follow.

Learning outcome four looks at the learner being able to maintain communication with the client throughout the interview. The learner should have gauged the communication skills of the client early on e.g. their listening skills and ability to concentrate. They should reflect back by paraphrasing to the client what they have said, and also summarise at appropriate times. This will allow both the client and careers guidance practitioner time to think about the journey so far, and where things are going.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Ali L and Graham B – *The Counselling Approach to Careers Guidance* (Routledge, 1996) ISBN 9780415121736

Brammer LM – *The Helping Relationship* (8th Edition, Pearson, 2002) ISBN 9780205355204

Cooper J and Reynolds A – *The One to One Toolkit: Tips and Strategies for Advisers, Coaches and Mentors* (CareerTrain, 2010) ISBN 9780955968006

Egan G – *The Skilled Helper: A Problem-management Approach to Helping* (Brooks/Cole Publishing, 1998) ISBN 9780534349486

Reynolds A and Cooper J – *The Job Interview Toolkit: Exercises to Get You Fit for Your Interview* (CareerTrain, 2012) ISBN 9780955968020

Rodger A – *The Seven Point Plan* in Hopson B and Hayes J, *The Theory and Practice of Vocational Guidance* (Pergamon, 1968) ISBN 9780080133911

Watts AG, Law B, Killeen J, Kidd JM and Hawthorn R – *Rethinking Careers Education and Guidance* (Routledge, 1996) ISBN 9780415139755

Journals and/or magazines

Institute of Career Guidance Research Publication – *The Career Thinking Session: A New Guidance Model*, Bassott B, *Careers Guidance Today* (Issue 21.1, 2013)

Other

Bedford T – *Vocational Guidance Interviews: A Survey by the Careers Service Inspectorate*, Careers Service Branch, Department of Employment, 1982

Offer MS – *The Usefulness of the Psychology of Personal Constructs to Occupational Choice Theory and the Theory of Vocational Guidance*, paper presented at NICEC seminar, 1993

Unit 3:

Career Guidance Theory

Unit reference number: M/502/8444

QCF level: 6

Credit value: 9

Guided learning hours: 70

Unit aim

The aim of this unit is to develop the learner's critical understanding of the underpinning knowledge that is essential to carry out a careers guidance role. This will involve career guidance theory in its broadest sense to encompass occupational choice and career development theory, transition theory, career related learning, career planning, change management, and the importance of research to enhance practice.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification		Assessment guidance	
1	Understand careers guidance theories	1.1	Critique careers guidance theories	<ul style="list-style-type: none"> □ Career guidance theories may also be referred to as 'occupational choice theory' or 'career development theory' 	<ul style="list-style-type: none"> □ Learners should identify the main theories and could analyse their strengths and weaknesses 		
		1.2	Analyse theories of career choice, decision-making and avoidance	<ul style="list-style-type: none"> □ Career choice theory should be approached from the client's perspective as to how they make career choices □ Decision making and decision avoidance looks at the ways in which clients make decisions about career choices, including avoiding making any decision 	<ul style="list-style-type: none"> □ An example may be a client having (or not having) the self-awareness to match their abilities to the requirements of a particular career □ Learners could look at the advantages and disadvantages of various ways of making a decision 		
		1.3	Analyse theories of career learning and career transition	<ul style="list-style-type: none"> □ Career learning may also be referred to as 'careers education' or 'work-related learning' □ Career transition is the process of moving from one situation e.g. school, to another such as college or an apprenticeship, adult career progression. This can often be an uncomfortable experience 	<ul style="list-style-type: none"> □ Learners need to investigate and define 'career learning', including the aims that are trying to be achieved □ Learners could look at how the process of transition can be confronted and made into a positive experience 		

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	1.4 Analyse theories of vocational behaviour in careers guidance	<ul style="list-style-type: none"> □ Refers to how clients can react or 'behave' in their career life span e.g. some will develop and want to move on 	<ul style="list-style-type: none"> □ Learners could collect case studies of clients and how they have progressed
2 Understand theories of motivation and their application in careers guidance	2.1 Critically analyse theories of motivation and their application in careers guidance	<ul style="list-style-type: none"> □ Theories of motivation became more relevant to careers guidance through the social inclusion agenda, and the challenge to work with resistant clients with low levels of motivation 	<ul style="list-style-type: none"> □ Learners need to identify the main theories of motivation, and the client 'types' that could be involved □ The main application has been through the development of motivational interviewing techniques and learners should explore what this entails
	2.2 Evaluate the application of motivational techniques in careers guidance	<ul style="list-style-type: none"> □ There are many practical approaches to motivational techniques □ Success is often difficult to attain with clients and the need for practitioner supervision has developed 	<ul style="list-style-type: none"> □ Learners could explore how their organisation applies such motivational techniques

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
3 Understand concepts and models to support clients in career planning and development	3.1 Analyse the concepts of supporting, enabling and empowerment of clients 3.2 Analyse theories of how people learn and their application to career planning and development	<ul style="list-style-type: none"> □ 'Support' is an all-encompassing term and can take many forms □ 'Enabling' refers to giving a client permission or authorisation to engage in career planning □ 'Empowering' is where the client is self-motivated and able to take control of career planning themselves □ How people learn and their learning styles will be relevant to their next stage of training or education 	<ul style="list-style-type: none"> □ Learners could look at different types of clients and identify those who need more support than others, and also when 'enabling' and 'empowering' become realistic options □ Learners need to identify theories of learning and expand upon why they are important in the context of careers guidance □ They could refer to their own 'learning style' and reflect on how their past education and training experiences have effected them

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
4	<p>Understand the role and purpose of research to inform career guidance theory and practice</p> <p>4.1 Analyse the role of research through evidence based practice in underpinning career guidance theories and practice</p> <p>4.2 Critically evaluate the purpose of research to develop career guidance practice</p>	<p>Evidence based practice refers to 'what has been proven to work'</p> <p>Through research, current evidence needs to be strengthened to show that careers guidance interventions are effective</p>	<p>Learners should explain why evidence based practice is important and how research can contribute to this process</p> <p>Learners should investigate why research is important to develop career guidance practice e.g. to influence policy makers</p>
5	<p>Understand theories of change management in career guidance</p> <p>5.1 Critically analyse theories of change management</p> <p>5.2 Evaluate how to support clients to take advantage of unplanned events</p>	<p>Theories of change management can relate to both career guidance organisations, and individuals receiving careers guidance</p> <p>Central to this element is the encouragement of clients to be positive and open-minded</p>	<p>Learners need to identify the main theories, and explore and analyse how they relate to organisations and individuals</p> <p>Learners could look at ways in which clients can be motivated to adapt a positive frame of mind and not be averse to risk-taking</p>

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
6	Understand the application of careers guidance theories, concepts and models to support own practice	6.1	Evaluate application of theories, concepts and models to support own practice	<ul style="list-style-type: none"> □ Refers to how the theories and concepts covered in this unit resonate with their own practice 	<ul style="list-style-type: none"> □ Learners could reflect on their own practice and explore how career guidance theory has impacted upon their work
		6.2	Analyse ways to update practice to reflect new career guidance theories, concepts and models	<ul style="list-style-type: none"> □ New theories are continually emerging, albeit based on previous ones 	<ul style="list-style-type: none"> □ Learners need to plan their continuing professional development (CPD) and know the ways in which this can be maintained

Information for tutors

Delivery

Learning outcome one covers the full scope of careers guidance theory. Terminology has changed over the years and the earlier reference was to 'occupational choice theory'. New theories have since emerged and the more recent title is now 'career development theory'. Career guidance theory is a more inclusive term to cover other concepts also such as career transition, decision-making, motivation and change management. No one theory prevails however and learners should take insights from all theories to inform their practice.

Learning outcome two looks at theories of motivation, and this has become very topical in recent years with the Social Inclusion Agenda and the desire to reduce the NEET figures (those not in education, employment or training). Many in this target group are disadvantaged and demotivated, and motivational techniques involve practical ways in which clients might be helped.

Learning outcome three addresses how clients are supported in their 'career planning'. Empowering clients to take responsibility for their own career planning is the ultimate goal as this will imply that they are motivated and resourceful enough to assume this task by themselves. However not all clients will be able to do this and other forms of support may need to be in place. All successful career outcomes will involve future learning in the present climate, and it is therefore important that the guidance practitioner explores the client's learning style(s) so that this can be accommodated.

Learning outcome four explores the role of research in careers guidance practice and the importance of this in order to justify and further develop such practice. Much current evidence is based on hearsay and anecdotal accounts of client experiences from the practitioner's viewpoint. More evidence is needed that is statistically significant and proves that careers guidance 'makes a difference' e.g. to raise retention rates in education.

Learning outcome five looks at theories of change management in career guidance, and this can be from both an organisational and client perspective. Career guidance organisations have experienced enormous changes in the past two decades, whilst individuals are no longer guaranteed a 'job for life'. Both must cope with unexpected change in a positive way.

Learning outcome six should involve learners reflecting on career guidance theory addressed through this unit, assessing how this will affect their practice, and how they will maintain continuing professional development to keep informed of new developments.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Caplow T – *The Sociology of Work* (University of Minnesota Press, 1954)
ISBN 9780816659999

Ginzberg E et al – *Occupational Choice: An Approach to a General Theory*
(Columbia University Press, 1951) ISBN 9780231018463

Hopson B and Hayes J – *The Theory and Practice of Vocational Guidance*
(Pergamon, 1968) ISBN 9780080133911

Kelly G – *The Psychology of Personal Constructs* (WW.Norton and Co Ltd, 1955)
ISBN 9780393001525

Law B – *A Career Learning Theory* in Watts AG, Law B, Killeen J, Kidd JM and
Hawthorn R – *Rethinking Careers Education and Guidance* (Routledge, 1996)
ISBN 9780415139755

Roberts K – *The Development Theory of Occupational Choice: A Critique and an
Alternative* in Esland G, Salaman G and Speakman M (eds.) – *People and Work*
(Open University Press, 1975) ISBN 9780715714713

Savickas ML – *Theory and Practice of Career Construction* in Brown SD and Lent
RW – *Career Development and Counselling: Putting Theory and Research to Work*
(Wiley, 2005) ISBN 978-0471288800

Super D – *The Psychology of Careers: an Introduction to Vocational Development*
(Harper Row, 1957)

Journals and/or magazines

Bereznicki C – *Perspectives on Career Planning*, ICG Occasional Paper in Careers
Guidance No.1 (1997)

Gelatt HB – *Positive Uncertainty: A New Decision-Making Framework for
Counselling*, Journal of Counselling Psychology Vol.36 No.2 p252-256 (1989)

Gough J – *Something Old, Something New: Career Guidance Theories and Practice*,
ICG Career Guidance Today Issue 21.2 (2013)

Law B – *Community Interaction and Its Importance for Contemporary Careers
Work*, The Career Learning Network (2009)

Mitchell KE, Levin SA and Krumboltz JD – *Planned Happenstance: Unexpected
Career Opportunities*, Journal of Counselling and Development (1999), 77 (2)
p115-124

Roberts K – *Opportunity Structure Then and Now*, Journal of Education and Work,
Vol 22 No.5 p355-368 (2009)

Savickas M – *Constructivist Career Counselling: Models and Methods*, Advances in
Personal Construct Psychology (1997), 4, p149-182

Websites

www.hihohiho.com

www.thecdi.net

www.nicec.org.uk

www.derby.ac.uk/icegs

Unit 4: Explore and Agree the Career Guidance and Development Needs of Clients

Unit reference number: L/502/8421

QCF level: 6

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is for the learner to develop a critical understanding of the process of identifying and agreeing careers guidance needs. The client may very well come with articulated 'presenting needs' and the role of the careers guidance practitioner is to probe beyond this to identify, clarify and agree more pertinent underlying needs.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand methodologies to explore client career guidance and development needs	1.1 Evaluate methodologies to explore the career guidance and development needs of clients	<ul style="list-style-type: none"> □ Methodologies: ways to explore and identify the needs of clients 	<ul style="list-style-type: none"> □ Learners should identify such methodologies and analyse them e.g. questioning and probing, use of psychometric tests, getting clients to 'tell their story'
	1.2 Evaluate methodologies used to develop client decision-making skills with respect to their career guidance and development needs	<ul style="list-style-type: none"> □ Evaluate ways in which clients can learn how to make informed decisions □ Decision making is not always a rational process, and ways of making decisions are not mutually exclusive e.g. You, or the client can gather all the necessary information to make a decision but then act impulsively 	<ul style="list-style-type: none"> □ Learners could explore and analyse such methodologies e.g. using analogies such as how the client 'chooses a holiday', looking at how they have made decisions in the past, teaching the link between 'self-awareness' and 'opportunity awareness'

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2	2.1 Evaluate methods used to agree career guidance and development options 2.2 Analyse ways to include clients in the planning of career guidance and development options	<ul style="list-style-type: none"> □ Relates to how you get the client to agree to what you feel is best covered in the rest of the careers guidance interview □ This is often referred to as the 'contracting' stage of the interview □ 'Contracting' may need to be returned to during the interview to check that perspectives have not changed 	<ul style="list-style-type: none"> □ Learners could look at the techniques they might apply e.g. reflecting back/ paraphrasing , identifying and agreeing which option is 'high leverage', ranking or scaling the options □ Learners could identify such ways and their effectiveness e.g. summarising at regular stages to keep the client on board, using 'time out' to let the client think and take stock
3	3.1 Critically analyse methodologies used to evaluate the impact on clients of career guidance and development	<ul style="list-style-type: none"> □ Analyse ways in which you measure the effectiveness of the career guidance process 	<ul style="list-style-type: none"> □ Learners could identify and analyse such methodologies e.g. destination statistics of clients, immediate client feedback ('journey travelled' during the interview), later client feedback through 'follow-up'

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
4 Be able to analyse client career guidance and development needs	4.1 Apply methodologies to analyse the career guidance and development needs of clients 4.2 Review the outcomes of analysis with clients to identify career guidance and development options and actions 4.3 Apply techniques to support the development of client confidence and skills to determine their own career guidance and development needs	<ul style="list-style-type: none"> □ Relates to applying the methodologies identified in AC1.1 □ Refers to the agreement as to what will be covered in the interview, after confirming client needs □ Relates to empowering the client to take responsibility for their career guidance needs 	<ul style="list-style-type: none"> □ During the interview process, learners should use identified skills and techniques to clarify client needs. This assessment criterion is likely to be assessed by observation □ During the interview process, learners should agree with the client what will be covered. This assessment criterion is likely to be assessed by observation □ During the interview process learners should encourage clients to assume such responsibility through applying such techniques as encouraging, summarising etc. This assessment criterion is likely to be assessed by observation
5 Be able to agree action plans with clients to meet their career guidance and development needs	5.1 Agree the objectives and content of action plans with clients to meet their career guidance and development needs 5.2 Establish with clients support needed to achieve career guidance and development objectives	<ul style="list-style-type: none"> □ Such action plans should be agreed with the client and the objectives and content meet the SMART criteria (specific, measurable, achievable, realistic, time bound) □ 'Support needed' relates to others who may be involved in helping the client to meet the objectives contained in the action plan 	<ul style="list-style-type: none"> □ Learners should agree and complete such an action plan in accordance with the agreed format. This assessment criterion is likely to be assessed by observation □ Learners should ensure the responsibility of others is included in the action plan. This assessment criterion is likely to be assessed by observation

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
6 Be able to evaluate with clients the impact of career guidance and development	<p>6.1 Apply methodologies to evaluate with clients the impact of career guidance and development</p> <p>6.2 Use evaluation of impact to agree with clients their further career guidance and development needs</p> <p>6.3 Record plans agreed with clients for further career guidance and development</p>	<ul style="list-style-type: none"> □ Relates to applying the ways/methodologies identified in AC 3.1 □ Such impact can be measured immediately after the event, or some time later when 'client action' is being followed up. Both could result in identifying further careers guidance needs □ Action plans may need to be updated, as well as other record systems 	<ul style="list-style-type: none"> □ Learners could consider evaluation immediately at the end of the interview and also some time later, after the event □ Learners could address this through client case studies and action plans (product evidence) □ Learners could include records as product evidence, bearing in mind confidentiality

Information for tutors

Delivery

Learning outcome one begins to look at the ways in which we explore the career guidance needs of clients. The client's expectations of the interview will have been discussed and they are likely to have offered some 'presenting needs', probably plausible in nature. Through questioning and other means, the guidance practitioner now needs to investigate and probe this further to uncover any underlying needs which may be more relevant. They should look at the ways in which the client has considered making career decisions, drawing on any examples from past actions.

Learning outcome two relates to gaining the client's agreement as to what they think should be covered in the careers guidance interview. It is often referred to as the 'contracting' stage of the interview. Reference may also be made to other sources of evidence such as interest inventories, questionnaires and psychometric tests.

Learning outcome three focuses on the evaluation of the careers guidance process on the individual client and the ways of doing this. It is sometimes difficult to make real progress during the interview from the client's perspective, but they can become more realistic and realise they have a lot more thinking and research to undertake. It may be some time later that they begin to realise the full extent of progress that has been made, and this is often quite discrete at the time.

Learning outcome four is concerned with the application of the methodologies identified in learning outcome one and this is likely to be observed. Using the skills of listening, questioning and reflecting back, the guidance practitioner must analyse all the information that is gathered to come to an informed agreement with the client about what is to be covered in the rest of the interview.

Learning outcome five focuses on client outcomes and the construction of an appropriate action plan to meet the client's careers guidance and development needs. It will also involve the identification of support available, and this could include other people who may contribute to the achievement of certain action points.

Learning outcome six involves the application of the evaluation process, using some of the methodologies identified in learning outcome three. Such evaluation could include immediate feedback from the client, but more importantly measuring progress made after the event when completion of the action points in the client action plan are assessed and discussed.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Ali L and Graham B – *The Counselling Approach to Careers Guidance* (Routledge, 1996) ISBN 9780415121736

Brammer LM – *The Helping Relationship* (8th Edition, Pearson, 2002) ISBN 9780205355204

Cooper J and Reynolds A – *The One to One Toolkit: Tips and Strategies for Advisers, Coaches and Mentors* (CareerTrain, 2010) ISBN 9780955968006

Egan G – *The Skilled Helper: A Problem-management Approach to Helping* (Brooks/Cole Publishing, 1998) ISBN 9780534349486

Rodger A – *The Seven Point Plan* in Hopson B and Hayes J, *The Theory and Practice of Vocational Guidance* (Pergamon, 1968) ISBN 9780080133911

Watts AG, Law B, Killeen J, Kidd JM and Hawthorn R – *Rethinking Careers Education and Guidance* (Routledge, 1996) ISBN 9780415139755

Journals and/or magazines

Bassott B – *The Career Thinking Session: A New Guidance Model*, ICG Careers Guidance Today Issue 21.1 (2013)

Child R – *Is Career Progression an Exercise in Serendipity – and if so can Psychometrics help?* CDI Careers Matters Issue 1.2 (2013)

Other

Bedford T – *Vocational Guidance Interviews – A Survey by the Careers Service Inspectorate*, London: Careers Service Branch, Department of Employment (1982)

Offer MS – *The Usefulness of the Psychology of Personal Constructs to Occupational Choice Theory and the Theory of Vocational Guidance*, a paper presented at NICEC seminar (1993)

Websites

www.cegnet.co.uk

www.hihohiho.com

Unit 5: Reflect on and Improve Professional Practice

Unit reference number: T/502/8428

QCF level: 6

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to provide a framework to nurture reflective practitioners through developing a critical understanding of reflective practice and the importance of maintaining continuing professional development for the benefit of our clients.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand reflective practice	1.1 Critically evaluate theories of reflective practice	<ul style="list-style-type: none"> □ Reflective practice is related to the process of learning, and in particular professional development 	<ul style="list-style-type: none"> □ Learners need to identify the theories of reflective practice
	1.2 Analyse principles of reflective practice	<ul style="list-style-type: none"> □ The moral rules that guide our behaviour in relation to reflective practice e.g. keeping up to date with developments to help our clients 	<ul style="list-style-type: none"> □ Learners should identify the principles that inform reflective practice
2 Understand methodologies used to reflect on practice	2.1 Evaluate methods used to reflect on professional practice	<ul style="list-style-type: none"> □ Methods in which we reflect on our practice e.g. seeking feedback from others, evaluation sheets □ Which methods cause us to consider making changes in our own behaviour 	<ul style="list-style-type: none"> □ Learners could evaluate these methods in which we reflect on our practice
	2.2 Critically evaluate the application of reflective practice methodologies on own professional practice	<ul style="list-style-type: none"> □ Which methodologies are most effective 	<ul style="list-style-type: none"> □ Learners could compare and contrast the effectiveness of such methodologies

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
3	Understand the need for continuing professional development as a careers information, advice and guidance practitioner	3.1	Analyse the role of continuing professional development in professional updating and improvement of practice	<ul style="list-style-type: none"> Why it is important to maintain continuing professional development e.g. developments in new technology to help the guidance process Continuing professional development approaches e.g. studying for a further qualification, reading, training courses, conferences, peer observations, web seminars 	<ul style="list-style-type: none"> Learners could look at who the beneficiaries are from continuing professional development (CPD) Learners could identify the advantages and disadvantages of the various approaches and activities
		3.2	Evaluate continuing professional development approaches and activities to improve practice		
4	Be able to reflect on own performance as a career information, advice and guidance professional	4.1	Apply reflective practice methods to reflect on own performance	<ul style="list-style-type: none"> The application of those methods previously identified but now with a focus on own work activities and performance 	<ul style="list-style-type: none"> Learners could keep a reflective diary that describes the context, thoughts and feelings of significant events that have happened in relation to their professional role
		4.2	Evaluate own performance as a career information, advice and guidance professional	<ul style="list-style-type: none"> Evaluating your own performance involves a personal judgement that should also be informed by the views of others 	<ul style="list-style-type: none"> The reflective diary could further analyse how they have made sense of things, including seeking feedback and the views of others
		4.3	Review own practice with respect to legislation and codes of practice	<ul style="list-style-type: none"> Legislation and codes of practice e.g. equal opportunities, confidentiality, data protection, ethical codes of practice 	<ul style="list-style-type: none"> Such legislation and its consequences should be embedded in all reflective analysis and writing

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
5 Be able to improve own practice through continuous professional development	<p>5.1 Prioritise areas for continuing professional development and improvement</p> <p>5.2 Produce personal action plans to update, maintain and improve practice</p> <p>5.3 Undertake planned continuing professional development to update, maintain and improve practice</p> <p>5.4 Evaluate continuing professional development against identified priorities</p>	<ul style="list-style-type: none"> □ Such priorities should have a rationale based on reflection e.g. evidence of identified areas for improvement □ The personal action plan should include activities that adhere to the SMART principles (specific, measurable, achievable realistic and timebound) □ Involves putting the personal action plan into practice □ Have the CPD activities met their purpose, going back to the rationale for their inclusion in the action plan 	<ul style="list-style-type: none"> □ Learners should keep a CPD log/profile □ The personal action plan could be part of the CPD log □ As CPD activities are undertaken, learners could describe these on their CPD log/profile □ Learners should now focus on 'what they have learnt' and consider this in some detail as part of their reflective diary

Information for tutors

Delivery

Learning outcome one is concerned with developing a critical understanding of the theories of reflective practice. Reflective practice is a process of professional development and learning viewed as a means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance. It involves behaviour change and can be uncomfortable. The main theories of reflective practice explore this from a variety of perspectives.

Learning outcome two focuses on ways in which we reflect on our professional practice and the effectiveness of these. Such methods or ways may be influenced by the context of the individual who may be a self-employed practitioner or an employee of a large organisation.

Learning outcome three looks at the role of continuing professional development (CPD) in order to improve professional practice. There are many different ways in which to tackle the delivery of CPD and the differences are often embedded in the cultures of organisations, and there is an interesting dilemma between the needs of the individual and the employer.

Learning outcome four begins to focus on the learner's own ability to reflect on their practice, and many of the theories addressed in learning outcome one identify this as a process that involves several stages. Schon also expressed the view that it is important to 'reflect in practice' (the 'here and now') as well as to 'reflect on practice' (looking back retrospectively).

Learning outcome five is forward looking and involves the learner in planning their future CPD. There should be a rationale to such CPD activities that is grounded in their practice, and based on their ability to reflect. It involves an honest and informed approach that should be viewed as an opportunity to learn and develop.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Kolb D – *Experiential Learning: Experience as the Source of Learning and Development* (Prentice Hall, 1984) ISBN 9780132952613

Moon J – *Reflection in Learning and Professional Development: Theory and Practice* (Routledge, 2000) ISBN 9780749434526

Osterman K and Kottkamp R – *Reflective Practice for Educators: Professional Development to Improve Student Learning* (Corwin Press, 2004) ISBN 9780803968011

Schon DA – *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions* (John Wiley & Sons, 1990)

Thompson N – *Theory and Practice in Human Services* (Open University Press, 2000) ISBN 9780335204250

Journals and/or magazines

Gibbs C – *Learning by Doing* (Further Education Unit, 1988)

ICG Constructing the Future – *Reflection on Practice* (2004)

Unit 6: Use Career and Labour Market Information with clients

Unit reference number: L/502/8435

QCF level: 6

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to develop the learner's critical understanding of the broad scope of career-related information that embraces the whole opportunity structure to include education, training and employment; and to use that information with clients.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1	<p>Understand the scope and purpose of career-related information</p> <p>1.1 Critically analyse the scope of career-related information in careers guidance</p> <p>1.2 Evaluate information about UK and European education and training providers and systems</p>	<p>'Scope' refers to the range of applications that career-related information can play in careers guidance</p> <p>In its broadest sense career-related information can include occupational, job or career information, employment trends, training and course information. This can also be referred to as labour market information</p> <p>Refers to the usefulness of accessible career-related information in relation to learning institutions e.g. destinations of graduates from specific degree courses</p>	<p>Through client case studies, learners could analyse the ways in which they have used career-related information with clients</p> <p>Learners could devise a lesson plan on how they might deliver 'using career-related information' as a topic in a group work session</p> <p>Learners could select an occupational area e.g. a branch of engineering and evaluate the information available moving hierarchically through learning institutions e.g. skilled, technician, though to professional or degree level</p> <p>Learners could select learning institutions' websites and evaluate the career-learning information available</p>

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	<p>1.3 Evaluate information about current and predicted national and European labour market</p>	<ul style="list-style-type: none"> □ Refers to the usefulness of accessible career-related information in the job or labour market □ Predicted labour market information is likely to have been analysed and interpreted to create 'labour market intelligence' 	<ul style="list-style-type: none"> □ Learners could analyse and evaluate the information that is available on current websites □ Learners should select a specific occupational area and evaluate all the related information that is available
	<p>1.4 Critically analyse the nature, sources, reliability and currency of career-related information</p>	<ul style="list-style-type: none"> □ Focuses on the quality of career-related information in relation to its type or format, where it has come from, and how reliable and 'up to date' it is 	<ul style="list-style-type: none"> □ Learners should select a substantial piece of labour market information and critique it under the suggested headings

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Be able to assist client access to career-related information	2.1 Explain the scope and purpose of career-related information to clients 2.2 Verify information sources for reliability and currency in meeting client needs 2.3 Provide support to clients in interpreting and tailoring information to meet their needs 2.4 Explain to clients how to access current and future career-related information sources 2.5 Record career-related information supplied to clients using organisational procedures	<ul style="list-style-type: none"> □ Explaining to the client the potential usefulness of such information □ Confirm with the client the validity of the information sources being used □ Explain or talk through with clients what the information might entail □ Empower the clients to be pro-active in using information sources □ Using organisation record systems to note information sources used with the client 	<ul style="list-style-type: none"> □ Learners could be observed applying this assessment criterion. Alternatively records or case studies could be used □ Learners could be observed applying this assessment criterion. Alternatively records or case studies could be used □ Learners could be observed applying this assessment criterion. Alternatively records or case studies could be used □ Learners could be observed applying this assessment criterion. Alternatively records or case studies could be used □ Learners could use client records, including action plans

Information for tutors

Delivery

Learning outcome one involves an understanding of career-related information in its broadest sense, and in the context of careers guidance this can include any information that encompasses occupation, job, education or training choices. Such information however must be treated with caution, and this learning outcome has a focus on developing the learner's ability to evaluate and critically analyse the quality of that information from a variety of perspectives e.g. what are the sources of that information, is it biased, what does it mean, is it reliable, and how do clients and practitioners make sense of it? This learning outcome also has a European dimension and learners may benefit from accessing the following website in this instance: www.venture-uk.co.uk

Learning outcome two involves the application of career-related information in the guidance process. It builds upon the critical understanding that has been developed in learning outcome one, and learners need to help clients to access information, verify its usefulness, and also make sense of it in relation to their desired outcomes. The recording of information, that has been discussed and accessed with clients, should be undertaken for 'follow-up' and evaluative purposes.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Offer M – *The Discourse of the Labour Market*, in Gothard B, Mignot P, Offer M and Ruff M – *Career Guidance in Context* (Sage, 2000) ISBN 9781446220399

Journals and/or magazines

Barham L – *LMI: A Celebration of the Special Contribution of Careers Advisers* in ICG Career Guidance Today Issue 21.1 (2013)

ICG Research Publication – *Labour Market Information: Broadening Horizons and Connecting Practitioners in Constructing the Future: Transforming Career Guidance* (2006)

UKCES – *Labour Market Information (LMI), Information Communications and Technologies (ICT) and Information, Advice and Guidance* (2010)

Websites

www.guidance-research.org/ (for the NGRF website)

www.nationalcareersservice.direct.gov.uk

www.ukces.org.uk

www.horsemouth.co.uk

www.icould.com/

www.venture-uk.co.uk

Unit 7: **Work with Other Agencies for the Benefit of Clients and the Organisation**

Unit reference number: H/502/8439

QCF level: 6

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to develop the learner's ability to work with other agencies in order to provide a better service for clients. This will involve developing a critical understanding of how networks operate, the sources of potential conflict, and the importance of negotiating skills in order to achieve better outcomes for clients.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
1 Understand the characteristics of networks that support career information, advice and guidance	1.1	Critically analyse the purpose of networks that support career information, advice and guidance	<ul style="list-style-type: none"> □ A network is defined as 'a group or collection of individuals who communicate with each other for mutual benefit' 	<ul style="list-style-type: none"> □ Learners could explore and critique why networks exist in the careers guidance context e.g. to facilitate the referral of clients
	1.2	Explain the processes governing the creation, operation and evaluation of networks	<ul style="list-style-type: none"> □ Relates to the actions or steps that need to be taken to initiate and maintain networks 	<ul style="list-style-type: none"> □ Learners could explain what they would do if they moved to a different area and had to set up a new network or join an existing one

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Understand the networks supporting the delivery of career information, advice and guidance by the organisation	2.1 Critically analyse the benefits for clients of the networks used by the organisation 2.2 Analyse how networks benefit the organisation 2.3 Examine sources of potential conflict and their resolution within networks	<ul style="list-style-type: none"> □ Organisation could also mean an individual e.g. a self-employed guidance practitioner □ Relates to what the organisation or individual 'gets back' as a result of being a member of the network □ Potential conflict refers to situations where the needs of one individual or party are likely to be frustrated by another e.g. making young people aware of all options may not be in the best interests of a particular school or organisation 	<ul style="list-style-type: none"> □ Learners need to identify the benefits for clients (who will often be one step removed from the process) and analyse the benefits e.g. the network can share information about clients but there is also a confidentiality issue □ Learners could explore and describe such benefits or rewards □ In the context of careers guidance, the learner could identify their main network members, and identify potential areas of conflict and how they would resolve them
3 Understand the benefit of specialist support to meet the needs of clients and the service	3.1 Evaluate sources of specialist support within own organisation and other agencies 3.2 Evaluate ways to access specialist support	<ul style="list-style-type: none"> □ Within own organisation this could be colleagues with a particular specialism. For self-employed practitioners this relates to just other agencies □ Relates to how you engage with such specialist support to help clients 	<ul style="list-style-type: none"> □ Learners could create a personal data base of such specialist support and explain why they might be used, and how effective that support has been □ The personal data base could include preferred contact details, with evaluative comments of the methods used to access the specialist support

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
4	Understand the principles of negotiation	4.1	Critically analyse the principles of negotiation for the benefit of clients and the organisation	<ul style="list-style-type: none"> Principles of negotiation relate to potential or real conflict situations where you are working in the best interests of the client 	<ul style="list-style-type: none"> Learners need to identify how they would behave in negotiating situations and the principles that govern that behaviour
5	Be able to collaborate with other agencies for the benefit of clients and the organisation	5.1	Build contacts with colleagues in other agencies for the benefits of clients and the organisation	<ul style="list-style-type: none"> Such contacts will include those offering specialist support 	<ul style="list-style-type: none"> All contacts can be added to the personal data base
		5.2	Exchange information with other agencies in accordance with organisational protocols	<ul style="list-style-type: none"> Such protocols relate to rules of behaviour that can be both formal and informal e.g. complying with the Data Protection Act, maintaining confidentiality 	<ul style="list-style-type: none"> Learners need to consider where such exchange of information is recorded e.g. on a personal data base, other or organisational record systems
		5.3	Use cumulative experience of working with other agencies for the benefit of clients and the organisation	<ul style="list-style-type: none"> Cumulative experience is over a period of time where knowledge is built up 	<ul style="list-style-type: none"> Learners could develop case studies that are longitudinal in nature i.e. progressing the work with one agency over a period of time

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
6 Be able to refer clients to sources of specialist support	6.1	Review with clients their specialist support objectives	<ul style="list-style-type: none"> □ Specialist support objectives relate to situations beyond the guidance practitioner's expertise 	<ul style="list-style-type: none"> □ Learners could develop client case studies that identify those specialist support objectives
	6.2	Facilitate the referral of clients to specialist support agencies to meet planned objectives	<ul style="list-style-type: none"> □ Relates to making a referral 	<ul style="list-style-type: none"> □ Learners could include this in client case studies
	6.3	Evaluate the success of referral process with clients	<ul style="list-style-type: none"> □ Such evaluation relates to following up with the client and possibly the other agency the outcome of the referral 	<ul style="list-style-type: none"> □ Learners could address this through client case studies, and add evaluative comments to the personal database
	6.4	Maintain referral records	<ul style="list-style-type: none"> □ Referral records relate to both the client and the referral agency and they may be separate e.g. personal clients records, referral data base 	<ul style="list-style-type: none"> □ Learners need to record the referral outcomes in the appropriate record systems

Information for tutors

Delivery

Learning outcome one covers the holistic understanding of how networks are formed and the characteristics involved. In 1996, the National Institute of Careers Education and Counselling (NICEC) defined a network as 'a group of agencies which have formal arrangements for information exchange, client referral, outreach work and joint staff training'. Arguably, it is now recognised that informal networks also exist. Learners could explore the problems that some networks encounter, their structural characteristics, and how these can be overcome.

Learning outcome two explores why guidance workers benefit from participating in networks, ultimately linked to the needs of clients. With so many agencies and individuals involved, potential or real conflict could emerge, and learners could explore what issues might lead to such conflict, and how they might resolve them.

Learning outcome three begins to focus on the learner's own working environment and the networks to which they belong. Learners could begin to identify key individuals and agencies with whom they work for the benefit of clients, what their role is, and how to work with them. They could start to construct a personal database that will serve as a method to record interactions and to serve as an evaluative tool.

Learning outcome four is linked to potential conflict as addressed in learning outcome two. It involves the principles and skills of negotiation. 'Negotiation' arises when another party has frustrated developments and said 'no', often to the detriment of the client's desired outcomes. Learners could look at the principles involved in negotiating with other parties and consider some of the difficulties that could be encountered. A desired 'win-win' situation is not always possible and other outcomes often have consequences that return to haunt us later.

Learning outcome five is practical in nature and builds on the personal database mentioned in learning outcome four. Learners will have to build up a knowledge base of their contacts, record such interactions, and evaluate their worth.

Learning outcome six involves the skill of referral and again this learning outcome is practical in nature. Learners will need to use the organisation's recording systems, but again they could utilise their own personal database, which will give a more complete picture and help the evaluative process.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Brooks I – *Organisational Behaviour: Individuals, Groups, and Organisation* (Pearson Education Ltd, 2008) ISBN 9780273715368

Buchanan D and Huczynski A – *Organisational Behaviour* (Prentice Hall International, 2000) ISBN 9780273728597

Hawthorn R in *Rethinking Careers Education and Guidance* – Watts AG et al (Routledge, 1996) ISBN 9780415139755

Mullins L – *Management and Organisational Behaviour* (Pitman (2002)

Schein E.H. *Organisational Culture and Leadership* Jossey-Bass, Business Management Studies (2010)

Journals and/or magazines

Douglas F. *Making Connections: Developing Networks for Effective Practice* (in *Careers Guidance – Constructing the Future: Social Inclusion*)
Stourbridge: ICG (2002)

Websites

www.nicec.org.uk

www.derby.ac.uk/icegs

Unit 8: Advocate on Behalf of Clients

Unit reference number: H/502/8442

QCF level: 6

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to develop a critical understanding of the concept of advocacy in a careers guidance context. This involves the principles, knowledge and skills associated with advocacy and their application in the workplace to meet particular client needs.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand the principles and practice of advocacy	1.1 Analyse the principles of advocacy	<ul style="list-style-type: none"> □ What are the principles that the guidance practitioner should have at the forefront of their mind when considering advocating on behalf of clients e.g. it should only be undertaken when the disadvantaged party cannot advocate for themselves 	<ul style="list-style-type: none"> □ Learners should identify the main principles of advocacy in a careers guidance context □ Learners could then explain why they are important
	1.2 Evaluate advocacy techniques	<ul style="list-style-type: none"> □ Advocacy techniques e.g. prepare your ground beforehand, rehearse what you are going to say 	<ul style="list-style-type: none"> □ Learners should identify the main advocacy techniques □ They could then analyse themselves on a scale of 1–10 as to how they rate themselves with those techniques

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Understand the role and purpose of advocating on behalf of clients	<p>2.1 Analyse when it is necessary to advocate on behalf of clients to meet their career-related needs</p> <p>2.2 Explain how to approach clients who will benefit from advocacy</p> <p>2.3 Evaluate the services, agencies and individuals for which clients require advocates</p> <p>2.4 Critically evaluate the knowledge and skills needed to advocate on behalf of clients with third parties</p>	<p>□ What type of situations might a client face where advocacy is a possible way forward e.g. they lack the necessary negotiating skills</p> <p>□ How to communicate with clients so that they see the potential benefits of advocacy</p> <p>□ Which services, agencies and individuals may erect barriers to clients achieving their career-related needs</p> <p>□ Knowledge and skills e.g. knowledge of application procedures and systems, negotiating skills</p>	<p>□ Learners could identify such situations and describe why advocacy is appropriate e.g. the client is applying for a college place but their qualifications just fall short of the entry requirements</p> <p>□ Learners could identify strategies and tactics for doing this e.g. a cost benefit analysis of advocating in a particular situation</p> <p>□ Learners could use their own case studies</p> <p>□ They could also take a client type e.g. a homeless person, and identify and describe some of the services, agencies and individuals who might prevent that person from achieving their career-related needs</p> <p>□ Learners should identify the appropriate knowledge and skills</p> <p>□ They could then describe why such knowledge and skills are important</p>

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
3 Be able to advocate on behalf of clients to meet their career-related needs	<p>3.1 Agree with clients the role and information needs of those involved in the advocacy process</p> <p>3.2 Advocate clients' interests to third parties</p> <p>3.3 Consult with clients to resolve issues arising from advocacy</p> <p>3.4 Agree with clients the implications of the advocacy in meeting their career-related needs</p> <p>3.5 Record the outcomes of advocacy</p>	<p>□ 'Those involved' include the client and a third party</p> <p>□ The client's position may change so that they become more confident to self-advocate</p> <p>□ Relates to conducting advocacy in line with the client's wishes and preferences</p> <p>□ Such issues could involve considering a compromise, or change of direction</p> <p>□ Gaining the client's agreement to the possible outcomes and what this could mean for them</p> <p>□ Recording what has happened in the organisation's record systems</p>	<p>□ This assessment criterion is likely to be assessed by observation</p> <p>□ Learners could use a client case study where they identify all those involved in the advocacy process</p> <p>□ This assessment criterion is likely to be assessed by observation</p> <p>□ Learners could use client case studies</p> <p>□ This assessment criterion is likely to be assessed by observation</p> <p>□ Learners could use client case studies</p> <p>□ This assessment criterion is likely to be assessed by observation</p> <p>□ Learners could use client case studies</p> <p>□ Such records provide product evidence</p>

Information for tutors

Delivery

Learning outcome one concerns the development of a critical understanding of the advocacy process. Advocacy emanates from the legal profession, but as a concept it has long been adapted by other professions where there is a need to support and help disadvantaged groups. Thus the principles that are addressed within this learning outcome should be seen in the context of helping clients with their career-related needs. Such principles may be borrowed from other professions but they need to be contextualised in a careers guidance setting. This learning outcome also addresses techniques (which are different from skills), and this should be viewed as the subtleties and craftiness that experience can bring to advocacy situations.

Learning outcome two addresses the rationale behind advocacy. It looks at situations where advocacy has a distinct place in the guidance process because clients may not be empowered to move forward in a career-related context themselves. This could be because the 'system' works against them, or perhaps the personal circumstances of the client render them disadvantaged to make the most of the opportunities available. Advocacy will thus involve particular knowledge and skills and this will require the learner to identify them, and critically evaluate them in a careers guidance context.

Learning outcome three involves conducting the advocacy process with clients. There are stages to go through with the advocacy process and the client needs to be aware of what is happening and any contingencies that are likely to arise. This will involve the application of the knowledge, skills and techniques identified in the previous learning outcomes. Recording the outcomes of the advocacy process is then important, as advocacy situations are often tense with the involvement of third parties and potential conflict.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Gravells A and Simpson S – *Equality and Diversity in the Lifelong Learning Sector* (Learning Matters, 2010)

Other

Anfilogoff T – *Speaking Up for Ourselves – Speaking Up for Others; An Advocacy Handbook*, Advocacy Development Project (Hertfordshire County Council) (1993)

NICEC Briefing: Advocacy in Career Guidance (1998)

Unit for the Development of Adult Continuing Education (UDACE) – *The Challenge of Change* Unit for the Development of Adult Continuing Education, NIACE, Leicester (1986)

Websites

www.nicec.org/

www.horsemouth.co.uk

Unit 9: Plan, Deliver and Evaluate Career-Related Learning in Groups

Unit reference number: D/502/8424

QCF level: 6

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to develop the learner's critical understanding of how to work with groups of people in the context of career-related learning. This will involve the planning, delivery and evaluation of group work sessions, and an analysis of the skills involved to facilitate and manage group dynamics.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand theories of how people learn in groups	1.1 Critically analyse theories of how people learn in groups	<ul style="list-style-type: none"> What are the theories about how people learn in groups e.g. <i>Kolb: Experiential Learning (1985)</i> is one such exponent 	<ul style="list-style-type: none"> Learners should identify the main theories and analyse them
	1.2 Explain the principles of group dynamics	<ul style="list-style-type: none"> Principles e.g. rules of conduct that are likely to apply in group work situations 	<ul style="list-style-type: none"> Learners should describe the main principles of group dynamics e.g. being inclusive so that everyone is involved
	1.3 Analyse the impact of group dynamics on group learning	<ul style="list-style-type: none"> How group dynamics can affect the learning of other group members e.g. a controlling member of the group seeking attention 	<ul style="list-style-type: none"> Learners could describe, with examples, when group dynamics have influenced group learning
	1.4 Evaluate factors affecting learning in groups	<ul style="list-style-type: none"> Such factors could include the size of the group, location and setting, skills of the facilitator 	<ul style="list-style-type: none"> Learners could identify a range of factors that affect such learning and the negative outcomes that could ensue if they are not catered for Learners could consider how the differing learning styles of the group, will affect group learning

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
2 Understand methodologies to plan, deliver and evaluate career-related learning in groups to meet needs	2.1	Evaluate methodologies to identify group learning objectives and learning outcomes	<ul style="list-style-type: none"> □ Ways in which the needs of the group are identified before any planning takes place □ This could be influenced by the type of group involved e.g. are the members coming together as an ad-hoc group for the first time; or are they an established group 	<ul style="list-style-type: none"> □ Learners could identify such ways e.g. questionnaires, discussion with others who are more informed about the group □ Once identified, such ways could be evaluated e.g. advantages and disadvantages of each
	2.2	Evaluate the strengths and limitations of resources in promoting learning in groups	<ul style="list-style-type: none"> □ Such resources could include planned interactive activities, power-point slides, videos, work sheets, visiting speakers etc 	<ul style="list-style-type: none"> □ Learners should identify such resources and adapt a pro's and con's approach for each
	2.3	Critically analyse the facilitation skills needed to manage learning in groups	<ul style="list-style-type: none"> □ Facilitation skills relates to how the 'facilitator' manages the group to enhance learning e.g. summarising at key points 	<ul style="list-style-type: none"> □ Learners could identify the main skills that they would apply, and rate themselves against those skills
	2.4	Explain how to plan and resource group sessions to meet needs	<ul style="list-style-type: none"> □ Relates to the planning cycle for group work e.g. identify needs, develop learning outcomes, identify content, methods and resources for delivery, identify evaluation methods 	<ul style="list-style-type: none"> □ Learners could take each step of the planning cycle and describe them in more detail

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	2.5 Analyse how to manage barriers and risks to learning within groups	<ul style="list-style-type: none"> □ Relates to dealing with the unexpected and adapting the group work session □ Barriers e.g. location for the group work session is inappropriate , time is curtailed □ Risks e.g. materials are unsuitable for the learners 	<ul style="list-style-type: none"> □ Learners could identify the barriers and risks, and look at ways to overcome them
	2.6 Analyse ways to motivate individuals within groups	<ul style="list-style-type: none"> □ How to encourage such individuals to be participative e.g. give them some responsibility, seek their views on key points 	<ul style="list-style-type: none"> □ Learners could identify difficult group types and consider how they would handle them
	2.7 Critique methodologies to evaluate group sessions	<ul style="list-style-type: none"> □ How to evaluate such group work sessions □ This could be at the end of the event 	<ul style="list-style-type: none"> □ Learners could identify different ways to evaluate group work sessions and comment on their usefulness
3 Be able to plan career-related learning in groups	3.1 Assess the career-related learning needs of groups	<ul style="list-style-type: none"> □ Relates to putting into practice assessment criterion 2.1 	<ul style="list-style-type: none"> □ Learners could put together documented evidence of how they have identified and assessed the needs for a planned group work session
	3.2 Plan the learning and delivery objectives of groups to meet assessed needs	<ul style="list-style-type: none"> □ Relates to putting into practice assessment criterion 2.4 	<ul style="list-style-type: none"> □ Learners should put together a lesson plan for a planned group work session

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
4 Be able to deliver career-related learning in groups	<p>4.1 Deliver learning to meet the career-related learning objectives of the group</p> <p>4.2 Manage the learning of individual group members</p> <p>4.3 Establish and maintain communication within the group</p> <p>4.4 Manage group dynamics</p>	<p>Relates to undertaking the actual group work session</p> <p>Relates to the monitoring and encouragement of individual group members to enhance learning</p> <p>Relates to how the facilitator has taken into consideration equality and diversity during a group work session</p> <p>The interpersonal skills used by the facilitator, and how they are received by the group</p> <p>How the facilitator has worked with the group, and kept them on task</p>	<p>This assessment criterion is likely to be assessed by observation</p> <p>Learners should also produce a reflective account of how they think the group work session went</p> <p>This assessment criterion is likely to be assessed by observation</p> <p>Learners could also write a reflective account of how they think the group work session went, and how they dealt with certain individuals</p> <p>This assessment criterion is likely to be assessed by observation</p> <p>This assessment criterion is likely to be assessed by observation</p> <p>At the start of the session the learner could establish 'ground rules of behaviour' and return to these at the end of the session</p>

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
5 Be able to evaluate career-related learning in groups	5.1 Evaluate with clients the outcomes of career-related learning in groups	<ul style="list-style-type: none"> □ Relates to putting into practice assessment criterion 2.7 	<ul style="list-style-type: none"> □ Evaluation at the end of the group work session is likely to be assessed by observation □ Learner could gather other evaluation evidence and summarise this
	5.2 Apply group evaluations to plan future career-related learning in groups	<ul style="list-style-type: none"> □ What lessons have been learned to improve future group work sessions 	<ul style="list-style-type: none"> □ This could be part of the evaluation report

Information for tutors

Delivery

Learning outcome one concerns the theories and concepts of how people learn in groups in relation to career-related learning. Such group work sessions tend to be 'one off' events for a specific purpose, and they therefore need to be effective so that real learning takes place. They should be interactive in nature, taking into account the different learning styles of the participants, and involve activities that embrace their emotions, feelings and values. Dr Paul Maclean (1990) referred to this as involving the limbic system of the human brain, involving long-term memory. Thus, the more interactive and participative group work sessions will involve real learning. Edgar Dale (1954, *The Cone of Learning*) was another exponent of the view that we tend to remember more according to our level of involvement.

Learning outcome two relates to understanding the planning cycle of how we prepare and deliver group work sessions. This involves thinking about what we want to deliver and the rationale behind this. This rationale is then converted into learning outcomes, which will form the framework for delivery. Meeting the learning outcomes will then depend on the resources, methods/activities and skills that the facilitator has at their disposal. Closing the planning cycle involves evaluation so that future group work sessions can be improved.

Learning outcome three moves into the actual delivery process, beginning with planning the group work session. A common phrase used by trainers is 'failing to prepare is preparing to fail' and this highlights the importance of all aspects of the planning cycle being addressed. Group work can be highly unpredictable as there are so many dynamic factors involved. It is important therefore that learners have contingencies to fall back on, and to 'expect the unexpected' is a frame of mind that is worth adopting.

Learning outcome four relates to delivering the group work session itself. The planning has been done, but now the facilitator has to work with group members to ensure learning takes place. Managing group dynamics is key, and the facilitator should consider factors such as: equality and diversity, agreeing ground rules with group members at the outset, displaying these so that they can be referred to if necessary as events unfold.

Learning outcome five concerns evaluation and this is often the most neglected part of the planning cycle. This should include immediate feedback from group members at the end of the session that is acknowledged, as well as other documented evidence that may be gathered later. All this evidence should then be considered and used for the planning of future group work sessions.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Brandes D and Phillips H – *The Gamesters' Handbook: 140 games for teachers and group leaders* (Hutchison, 1987) ISBN 9780091364212

Douglas T – *Basic Groupwork* (Routledge, 2000) ISBN 9780415224796

Gravells A and Simpson A – *Planning and Enabling Learning in the Lifelong Learning Sector* (Learning Matters, 2010) ISBN 9781844457984

Honey P and Mumford A – *The Manual of Learning Styles* (Peter Honey Publications, 1992) ISBN 9780950844473

Johnson D and Johnson F – *Joining Together: Group Theory and Group Skills* (Pearson, 2012) ISBN 9780132678131

Klein J – *Working with Groups: The Social Psychology of Discussion and Decision* (Hutchinson, 1975) ISBN 9780090624645

Kolb D – *Experiential Learning: Experience as the Source of Learning and Development* (Prentice Hall, 1983) ISBN 978-0132952613

Pfeiffer JW and Jones JE – *A Handbook of Structured Experiences for Human Relations Training Vols 1-10* (University Associates Publishers and Consultants, 1981)

Reynolds A and Cooper J – *The Groupwork Toolkit: How to Convert Your One to One Advice Skills to Work with Groups* (CareerTrain, 2010) ISBN 9780955968013

Rogers CR – *On Becoming a Person* (Constable, 2004) ISBN 9781845290573

Wallace S – *Managing Behaviour in the Lifelong Learning Sector* (Learning Matters, 2007) ISBN 9781844451012

Journals and/or magazines

Naylor G – *Redefining Group Work* in Career Guidance Today Issue 21.1 January 2013

Smith P – *Working and Learning in Groups* in Industrial and Commercial Training Vol 10 No 8 August 1978

Unit 10: Source, Evaluate and Use Labour Market Intelligence with Clients

Unit reference number: T/502/8431

QCF level: 6

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is to develop a critical understanding of the role and nature of labour market intelligence in the career guidance process, and how this can be used with clients.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand the Labour Market Intelligence required by clients	1.1 Analyse the rationale for presenting Labour Market Intelligence to clients	<ul style="list-style-type: none"> □ Relates to knowing why Labour Market Intelligence is important to clients and why it is rated so highly by them. Learners need to understand the difference between 'labour market information' and 'labour market intelligence' 	<ul style="list-style-type: none"> □ Learners could explore and describe why Labour Market Intelligence is important to clients e.g. it could give them confidence when applying for jobs as they will be more knowledgeable □ Learners should describe the difference between Labour Market intelligence and labour market information
	1.2 Critically evaluate the nature of available regional, national and international Labour Market Intelligence	<ul style="list-style-type: none"> □ Relates to the usefulness of such Labour Market Intelligence □ Regional and national forums play a key role in gathering such intelligence, although successive governments tend to change their names 	<ul style="list-style-type: none"> □ Learners could select an occupational area or sector and track the related Labour Market Intelligence regionally, nationally and internationally
	1.3 Analyse the nature and role of organisations producing Labour Market Intelligence	<ul style="list-style-type: none"> □ Which organisations are involved and why are they producing such information 	<ul style="list-style-type: none"> □ Learners could critique the main websites of such organisations producing such Labour Market Intelligence

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Understand methods for using Labour Market Intelligence with clients	2.1 Evaluate methods to synthesise Labour Market Intelligence 2.2 Evaluate methods to present Labour Market Intelligence to clients 2.3 Analyse methods to evaluate the use of Labour Market Intelligence by clients	<ul style="list-style-type: none"> □ 'synthesise' means bringing together e.g. some Labour Market Intelligence may be enhanced by anecdotal information such as an employee saying exactly what things are like □ Such methods could be visual or narrative, and delivered to individuals or groups □ What ways can the application and effectiveness of such Labour Market Intelligence be measured 	<ul style="list-style-type: none"> □ Learners could select a particular occupation, and then look at the methods involved in collating the relevant Labour Market Intelligence e.g. identifying what is required, retrieving it, interpreting what it means, making sense of it for clients □ Learners could describe the advantages and disadvantages of both and why a balance may be advisable □ Learners could identify the ways in which they could evaluate such usage e.g. client questionnaires, feedback from others (colleges, employers)

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
3 Be able to use Labour Market Intelligence with clients	3.1 Explain the purpose of Labour Market Intelligence to clients	<ul style="list-style-type: none"> Explaining why such intelligence may be important e.g. to help them make a more informed decision 	<ul style="list-style-type: none"> This assessment criterion is likely to be assessed by observation, although it could also be covered through a client case study
	3.2 Explore with clients their Labour Market Intelligence needs	<ul style="list-style-type: none"> Investigating with clients how such Labour Market Intelligence might help their particular situation 	<ul style="list-style-type: none"> This assessment criterion is likely to be assessed by observation, although it could also be covered through a client case study
	3.3 Synthesise sources of Labour Market Intelligence to aid understanding by clients	<ul style="list-style-type: none"> Conclusions drawn from such intelligence will be sounder and more robust if they come from more than one source 	<ul style="list-style-type: none"> This assessment criterion is likely to be assessed by observation, although it could also be covered through a client case study
	3.4 Provide support to clients in interpreting Labour Market Intelligence to meet needs	<ul style="list-style-type: none"> Help clients to understand such intelligence, but also encourage them to challenge, debate and research it themselves 	<ul style="list-style-type: none"> This assessment criterion is likely to be assessed by observation, although it could also be covered through a client case study
4 Be able to evaluate the use of Labour Market Intelligence by clients	4.1 Apply evaluation methodologies to the use of Labour Market Intelligence by clients	<ul style="list-style-type: none"> Involves the application of the methods identified in assessment criterion 2.3 	<ul style="list-style-type: none"> Learners could collate product evidence on the methods used
	4.2 Analyse evaluation evidence to determine future use of Labour Market Intelligence with clients	<ul style="list-style-type: none"> How such Labour Market Intelligence may be used in the future determined by evidence based practice 	<ul style="list-style-type: none"> Learners could write a personal report on the findings or build up a series of client profiles to recommend future use

Information for tutors

Delivery

Learning outcome one involves developing an understanding of Labour Market Intelligence and learners need to be able to differentiate between 'Labour Market Intelligence' and 'Labour Market Information'. The former, which is the focus of this unit, concerns the analysis and interpretation of Labour Market Information data so that guidance practitioners and clients can make sense of it. This learning outcome also looks at the organisations that are involved in collecting labour market intelligence, and the learner can access regional and national strategic and economic partnerships on the internet to explore these.

Learning outcome two concerns exploring the ways in which we can use Labour Market Intelligence with clients and how we might evaluate its usefulness. Inevitably, it will also involve drawing upon some aspects of labour market information that are qualitative rather than quantitative in nature e.g. quotes from employees. Nevertheless, this does give another perspective often bringing statistical data 'alive' and personal.

Learning outcome three focuses on using Labour Market Intelligence with clients building on the knowledge gained from the previous learning outcomes. As part of the guidance interview, client needs may emerge where appropriate labour market intelligence could make a significant contribution e.g. new job developments accessible to a home location. Learners could look at how they collate and present such information so that clients are both motivated and involved.

Learning outcome four addresses the evaluation process. Learners need to find out how useful the dissemination of labour market intelligence to clients has been, what purpose it fulfilled, and any improvements that can be made.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Institute of Career Guidance (ICG) – *Constructing the Future: Transforming Career Guidance – Labour Market Information: Broadening Horizons and Connecting Practitioners* (2006)

Journals and/or magazines

UK Commission for Employment and Skills (UKCES) – *Labour Market Information (LMI), Communications and Technologies (ICT) and Information, Advice and Guidance (IAG)* (2010)

Websites

www.guidance-research.org/

www.icould.com/

www.nationalcareersservice.direct.gov.uk

www.nomisweb.co.uk

www.ukces.org.uk

www.venture-uk.co.uk

Unit 11: Undertake Research on Behalf of the Service

Unit reference number: J/502/8434

QCF level: 6

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to develop the learner's understanding of research based activity and its application to the career guidance sector. This will involve background reading or exploration, application of a sound methodology, analysis, and reporting processes that are clear, concise and transparent.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand the research requirements of the careers information, advice and guidance service and its clients	1.1 Critically analyse the research requirements of the service and its clients	<ul style="list-style-type: none"> □ What aspects of service delivery need examination and scrutiny □ Are there client groups who are marginalised in terms of the service knowing their requirements, or understanding their 'culture' 	<ul style="list-style-type: none"> □ Learners could discuss with their line manager or senior management team which aspects of service delivery may be appropriate for research □ They could write a report on this and support it with other evidence rather than 'hearsay' e.g. inspection evidence of failings or deficiencies
	1.2 Analyse the legislative and service policies governing research	<ul style="list-style-type: none"> □ Legislative and service policies e.g. data protection, confidentiality, protocols with other services, ethical codes of practice 	<ul style="list-style-type: none"> □ Learners could explore and describe the policies that need to be taken into account

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Understand research methods used in careers information, advice and guidance services	2.1 Critically evaluate research methods used in careers information, advice and guidance services 2.2 Analyse the service's research processes 2.3 Critically evaluate research dissemination and presentation methods used by careers information, advice and guidance services	<ul style="list-style-type: none"> □ What research methods have been used in other careers information, advice and guidance (CIAG) services and for what purpose □ Research methods tend to be either qualitative or quantitative in nature □ Some services may conduct their own research, whilst others may subcontract this to research organisations □ How has the learner's own service conducted research in the past e.g. preparation, procedures, methods, recording, application □ Relates to what services have done with the research evidence and findings i.e. how have they circulated the information and presented it to colleagues, how effectively was the research disseminated 	<ul style="list-style-type: none"> □ Learners could gather reports from previous research studies carried out in other CIAG organisations and evaluate the methods used □ Learners could write a report on the potential infrastructure of the service to undertake research based on historical evidence □ Learners could identify previous research projects carried out and investigate how the findings were communicated to significant others e.g. interviews with colleagues and stakeholders

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
3 Be able to agree research requirements for career information, advice and guidance	3.1 Review previous research related to research requirements 3.2 Negotiate research objectives and evidence requirements with colleagues, stakeholders and clients 3.3 Agree research dissemination strategies aligned to organisation and client needs	<ul style="list-style-type: none"> □ Having identified the research requirements, determine if anything similar has previously been undertaken. If so, this can save resources and time <ul style="list-style-type: none"> □ Consult with others the rationale for the research to be undertaken, the objectives that need to be achieved, and the evidence that needs to be gathered to meet the objectives <ul style="list-style-type: none"> □ Agreeing beforehand how the research results will be circulated □ Such strategies may need to reach different audiences in a variety of ways e.g. reports, presentations, seminars, client feedback groups 	<ul style="list-style-type: none"> □ Learners could gain access to previous research reports and evaluate the processes involved and their effectiveness □ This could contribute to the preparation of the research project in hand □ If there is no previous research information, learners could explain how they would use such information if it existed <ul style="list-style-type: none"> □ Learners should devise a research project plan that includes aim(s), objectives, methods to gather the evidence □ Included with this plan could be feedback from those who have been consulted <ul style="list-style-type: none"> □ Learners could identify such strategies as part of the research project plan mentioned in assessment criterion 3.2

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	3.4 Agree client involvement in the research process in accordance with the service procedures	<ul style="list-style-type: none"> □ How will clients be involved e.g. focus groups, individual interviews, questionnaires, using social media 	<ul style="list-style-type: none"> □ Learners could describe this agreed involvement as part of the final project report
4 Be able to source evidence and information to meet the needs of the service and its clients	4.1 Identify the scope and characteristics of research evidence and information requirements	<ul style="list-style-type: none"> □ What type of evidence is required e.g. statistics, client comments, previous research findings 	<ul style="list-style-type: none"> □ This could be addressed in the final project report as 'evidence requirements and sources'
	4.2 Review sources of evidence and information required to achieve research objectives	<ul style="list-style-type: none"> □ Where will the evidence come from e.g. particular client groups, stored records 	<ul style="list-style-type: none"> □ This could be addressed in the final project report as 'evidence requirements and sources'
	4.3 Negotiate access to sources of evidence and information	<ul style="list-style-type: none"> □ How will the researcher approach or gain admittance to the sources of evidence, and who are the 'gatekeepers' 	<ul style="list-style-type: none"> □ This could be addressed in the final project report as 'evidence requirements and sources'
	4.4 Collect evidence and information to meet research objectives	<ul style="list-style-type: none"> □ Applying the methods in assessment criterion 2.1 to gather the required evidence e.g. client interviews, questionnaires 	<ul style="list-style-type: none"> □ This could be addressed in the final project report as 'methods used to collect evidence'

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
5 Be able to analyse research evidence and information	5.1 Analyse research evidence and information 5.2 Synthesise research outcomes to draw conclusions 5.3 Justify unexpected research findings 5.4 Record the outcomes of research in accordance with service requirements	<ul style="list-style-type: none"> <input type="checkbox"/> Once the data has been collated it needs to be examined and scrutinised in a systematic manner <input type="checkbox"/> Are there any patterns or themes emerging relating to the research objectives <input type="checkbox"/> Some emerging themes or patterns could cause surprise or tension and the supporting evidence needs to be clear, transparent and defensible <input type="checkbox"/> This could be the final project report <input type="checkbox"/> The organisation may have other recording systems 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners could use the data as product evidence <input type="checkbox"/> This could be addressed in the final project report as 'Conclusions' or 'Project Results and Findings' <input type="checkbox"/> This could be addressed in the final project report as 'Conclusions' or 'Project Results and Findings' <input type="checkbox"/> This could be addressed in the final project report

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
6 Be able to report on research outcomes to meet the needs of the service and its clients	6.1	Present research findings to meet the requirements of the service and its clients	<ul style="list-style-type: none"> □ Relates to assessment criterion 3.3 	<ul style="list-style-type: none"> □ Learners need to consider the various ways in which research findings are circulated to various audiences e.g. newsletters, power point presentations, executive summaries □ This could provide product evidence
	6.2	Reference evidence and information in accordance with service protocols	<ul style="list-style-type: none"> □ Acknowledging the sources of evidence in the appropriate way 	<ul style="list-style-type: none"> □ Learners could include this in the final project report. □ The organisation may have other procedures which the learner may need to follow

Information for tutors

Delivery

Learning outcome one concerns the learner understanding all aspects of service delivery, and in particular those that have been identified as undeveloped or deficient. This may be uncovered through inspection reports, failed targets, or emerging new developments e.g. a new client group that is recognised as marginalised, new industries moving into the geographical area. The learner could communicate and seek agreement for research to be undertaken, bearing in mind legislative acts and service protocols that need to be taken into account.

Learning outcome two involves the learner understanding how research is carried out and the methods used. Much research has been carried out in the Careers Guidance sector in recent years and the learner could access previous research reports to analyse the methods used, how the findings were presented and their effectiveness. Credible research should have an impact on policy and practice, and this could be related to how well research findings are disseminated and presented.

Learning outcome three addresses the learner's ability to undertake a research project. This will involve preparation e.g. has anything similar been done before, in order to put forward a research project plan. The research project plan should have aims, objectives and a sound methodology that have been agreed with managers and significant others, including clients.

Learning outcome four relates to the collecting of evidence and information to meet the aims and objectives contained in the research project plan. Gaining access to such information can sometimes be problematic e.g. disadvantaged clients who may be best accessed through another agency. Learners will need to negotiate such access in order to collect the evidence and information that they require.

Learning outcome five moves on to analysing the evidence and information collected to 'make sense' of it. The learner will need to demonstrate that the analysis, which will form the basis of the research findings, has been undertaken in a systematic and rigorous manner. They will need to interpret the evidence in front of them and look for any emerging themes or patterns. They will then need to draw conclusions.

Learning outcome six involves the reporting of the research findings. The learner should produce a project report and executive summary, which will provide evidence for most of this unit if it is structured in an appropriate way. The learner should also consider the wider audience, and report the findings in sensitive ways that reach them e.g. feedback groups with clients.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Bell J – *Doing Your Own Research Project: A Guide for First Time Researchers in Education, Health and Social Science* (Open University Press, 2005)
ISBN 9780335215041

Cohen L and Manion L – *Research Methods in Education* (Routledge, 2007)
ISBN 9780415368780

Marshall C and Rossman G – *Designing Qualitative Research* (Sage, 2010)
ISBN 9781412970440

McLeod J – *Doing Counselling Research* (Sage, 2003) ISBN 9780761941088

Strauss AL and Corbin J – *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (Sage, 2008) ISBN 9781412906449

Journals and/or magazines

Irving BA and Barker V – *Living in the 'Real World': Developing and Delivering Qualitative Research in Constructing the Future: Reflection on Practice* p69-83. ICG (2004)

Other

Collin A – *The Relationship between Theory, Research, and Innovative Practice* – some notes responding to Professor Mark Savickas' Paper. Career Research and Development p6-7, Cambridge: NICEC (2000)

Hughes D and Gratton D – *Measuring the Impact of Advice and Guidance within the Lincolnshire and Rutland IAG Partnership*. Evaluation Report, Centre for Guidance Studies, University of Derby (2003)

Websites

www.libraries.rutgers.edu/rul/lib_instruct/riot/

www.brad.ac.uk/management/media/management/els/introduction-to-Research-and-Research-Methods.pdf

www.rin.ac.uk/

Unit 12: Using Diagnostic and Assessment Tools with Clients

Unit reference number: H/505/9920

QCF level: 5

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to develop an insightful understanding of the purpose and application of diagnostic and assessment tools and skills to use diagnostic and assessment tools with clients.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand the purpose and application of diagnostic and assessment tools	1.1 Explain the reasons for diagnosing and assessing the needs of clients	<ul style="list-style-type: none"> □ Why do careers guidance practitioners use such tools 	<ul style="list-style-type: none"> □ Learners could write a report based on literature research and feedback from practitioners
	1.2 Evaluate the purpose of different diagnostic and assessment tools used with clients	<ul style="list-style-type: none"> □ Diagnostic and assessment tools involve the application of some form of instrument to determine a client's situation or need □ Examples of such instruments include the Skills Health Check (National Careers Service) and the Common Assessment Framework (Children's Services). These have been publicly funded but there are also a host of commercial products that self-employed practitioners might use e.g. Kuder 	<ul style="list-style-type: none"> □ Learners could identify such instruments that are being used, and analyse and evaluate their application and how they differ
	1.3 Analyse the outcomes from use of diagnostic and assessment tools	<ul style="list-style-type: none"> □ How do such diagnostic and assessment tools improve guidance practice 	<ul style="list-style-type: none"> □ Learners could interview a number of practitioners who use such tools to gauge the benefits to them personally

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Be able to use diagnostic and assessment tools with clients	2.1 Review diagnostic and assessment tools to meet client needs 2.2 Inform clients about the purpose and use of diagnostic and assessment tools 2.3 Question clients to determine selection of diagnostic and assessment tools 2.4 Apply diagnostic and assessment tools to determine client needs 2.5 Interpret the results of the diagnostic and assessment tools 2.6 Discuss with clients the outcomes of the diagnosis and assessment	<ul style="list-style-type: none"> □ Relates to assessment criterion 1.2 i.e. which diagnostic or assessment tools are available for certain types of client □ Some clients will have had negative experiences of assessment, and the reasons for using them need to be carefully explained to gain their consent □ Such tools need to be used for the right reasons, and clients need to be involved in the process □ Involves administering the selected instrument □ Time will need to be set aside to absorb the results of the assessment and interpret what they mean □ Involves sharing the interpretation of the assessment with the client 	<ul style="list-style-type: none"> □ Learners could use a client case study or discuss with their assessor the diagnostic or assessment tools that have been considered □ This assessment criterion is likely to be assessed by observation. Learners could also use client case studies □ This assessment criterion is likely to be assessed by observation. Learners could also use client case studies □ This assessment criterion is likely to be assessed by observation □ The learner could use a client case study or discuss the interpretation of the results with their assessor □ This assessment criterion is likely to be assessed by observation. Learners could also use client case studies

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	<p>2.7 Use cumulative experience as a practitioner to interpret outcomes of diagnosis and assessment</p>	<p>□ Together with other guidance methods, and experience of previous assessment results holistic feedback to the client needs to be given e.g. in the client's context or 'world' what does this mean?</p>	<p>□ This assessment criterion could be observed. Learners could also use client case studies. They could also write an overarching report on their cumulative experiences of using diagnostic and assessment tools</p>

Information for tutors

Delivery

Learning outcome one addresses the rationale for using diagnostic and assessment tools in career guidance practice. On one level they represent a systematic means of assessing client need so that inconsistency and error that may arise through adviser judgement may be avoided. On another level they facilitate more effective and efficient interventions, giving practitioners confidence and re-assurance, alongside other guidance methods that can be used. Learners need to identify a range of diagnostic and assessment tools and analyse their purpose, effectiveness and application in the workplace. They will need to consider such developments that arose through public sector investment, as well as those in what is deemed a flourishing commercial market.

Learning outcome two looks at the application of diagnostic and assessment tools with clients in the workplace. This will involve the selection of the most appropriate tools that are available, based on client need and permission. The learner should have a clear rationale for their use with particular clients. They should then be able to administer the tests, collate the information, and interpret the results. This interpretation is then fed back to the client. Experience and expertise with such diagnostic and assessment tools will be gained over time, and this cumulative experience will be discernible in the quality of the feedback given.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Journals and/or magazines

Child R – *Is Career Progression an Exercise in Serendipity – and if so can Psychometrics help?* CDI Careers Matters Issue 1.2 (2013)

Other

Bimrose J et al – *Skills Diagnostics and Screening Tools: A Literature Review*, DWP Research Report no 459 (2007)

Department for Education (DfE) – *The Common Assessment Framework for Children and Young People* (2006)

Learning and Skills Council (LSC) – *Evaluation of the Skills Health Check Diagnostic Tool* (August 2009)

Websites

www.everychildmatters.gov.uk/caf

www.nationalcareersservice.direct.go.uk

www.warwick.ac.uk/ier

www.ukces.org.uk transforming career guidance through technology

www.icould.com/

Unit 13: **Assist Clients to Apply for Learning, Training and Work**

Unit reference number: Y/502/8423

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is to develop the learner's ability to assist clients to apply for learning, training and job/occupational vacancies in the broad opportunity structure to include educational establishments, training providers and employers.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand application processes and procedures for learning, training and work	1.1 Explain application processes and procedures for learning, training and work	<ul style="list-style-type: none"> □ Application processes and procedures will vary both within and across learning, training and work sectors □ Some local authority areas will have a centralised common application system for Year 11 students progressing to the next stage □ Clients wanting to apply to Higher Education will need to know about the national Universities and Colleges Admissions Service (UCAS) procedures □ There could be an international dimension to this e.g. applying to jobs or higher education in the European Community 	<ul style="list-style-type: none"> □ Learners could focus on their own geographical area and explore how the local system works □ Learners could also examine the process for clients of certain ages e.g. at 16, 18, 21, 25+ in their own area (applying to learning, training or work) □ Learners could use examples from their own practice where they have helped clients apply for national or international opportunities

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	1.2 Evaluate the nature and format of information required to make applications for learning, training and work	<ul style="list-style-type: none"> □ Such information required relates to the client's self-awareness (qualifications, strengths, aptitudes, interests) – and their knowledge of the sector of the opportunity structure they are seeking 	<ul style="list-style-type: none"> □ Learners could reflect and describe how well prepared some of their clients have been in relation to 'self-awareness' and 'opportunity awareness'

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Be able to assist clients making applications for learning, training and work	2.1 Provide advice to clients about the nature and format of application information required 2.2 Provide assistance and advice to clients preparing for learning, training and work interviews	<ul style="list-style-type: none"> □ Some opportunity providers will have specific requirements e.g. application form, curriculum vitae (CVs), personal statements (Higher Education in particular) □ Assistance could include role plays or an explanation of what an interview might entail and typical questions □ As part of the application process group interviews or tasks are sometimes administered 	<ul style="list-style-type: none"> □ This assessment criterion is likely to be assessed by observation. Learners could use client case studies □ This assessment criterion is likely to be assessed by observation. Learners could use client case studies
3 Be able to evaluate with clients outcomes of the application process for learning, training and work	3.1 Review with clients lessons learned from the application process for learning, training and work 3.2 Discuss with clients how they will apply their knowledge and understanding of the application process in the future	<ul style="list-style-type: none"> □ Clients need to reflect on their feelings and express how they felt the application process went for them personally □ Direct feedback could be sought from the 'interviewing institution' □ What has the client learned from previous encounters and how would they now do things differently 	<ul style="list-style-type: none"> □ This assessment criterion is likely to be assessed by observation. Learners could use client case studies □ This assessment criterion is likely to be assessed by observation. Learners could use client case studies

Information for tutors

Delivery

Learning outcome one covers an understanding of the processes and procedures involved in applying to openings right across the broad opportunity structure, and this can include schools, further and higher education, training providers, small and large employers, the voluntary sector et al. There can be a local, regional, national or international dimension to this but learners could focus on their own geographical area in the first instance as this is where their clients are likely to be. However some clients, for example, may look to higher educational opportunities (at undergraduate or postgraduate level), beyond the local area – and learners will need to be able to access information sources that contain the appropriate application processes and procedures. This learning outcome also looks at the information that clients should possess in order to complete the application process and this relates to their level of self-awareness and knowledge of opportunities available.

Learning outcome two involves the learner helping the client to successfully complete the application process. This may involve helping the client to look at themselves in relation to their own strengths, weaknesses and aptitudes, and their knowledge of opportunities available. This could lead on to helping the client construct a curriculum vitae, complete an application form, and prepare for the challenging task of an individual or group interview.

Learning outcome three concerns an evaluation of the whole application process and it is important that the client expresses their feelings about this at the outset, especially if the experience is perceived to be a negative one. This may involve the practitioner or client seeking feedback from the interviewing institution if the client is to learn something constructive from the experience, in order to make future applications.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

There is a plethora of information available on 'applying to learning, training and work', much of which will be stocked in local libraries, national careers service offices, and HE careers services.

Textbooks

Gravells A and Simpson S – *Equality and Diversity in the Lifelong Learning Sector* (Learning Matters, 2010)

Reynolds A and Cooper J – *The Job Interview Toolkit: Exercises to Get You Fit for Your Interview* (CareerTrain, 2012) ISBN 9780955968020

Websites

www.apprenticeships.org.uk

www.nationalcareersservice.direct.gov.uk

www.university.which.co.uk

www.venture-uk.co.uk

www.horsemouth.co.uk

Unit 14: Engage with Support Networks to Help Clients to Meet Their Career-Related Needs

Unit reference number: L/502/8404

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is to develop the learner's knowledge and skills to work with those networks that are close or at hand to the client to help meet their career related needs. This could involve parents, family members, guardians, members of the community or significant others who could have an influence.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand the principles and rationale for working with support networks to help clients to meet their career-related needs	1.1 Analyse the rationale for working with support networks to help clients to meet their career-related needs	<ul style="list-style-type: none"> □ The context for this is a support network that is close to the client e.g. parents, family members, members of the community 	<ul style="list-style-type: none"> □ Learners should identify the key members of the close community network who might have an influence □ Learners could explain why such network members have an influence e.g. role models
	1.2 Evaluate the ways in which support networks help clients to meet their career-related needs	<ul style="list-style-type: none"> □ How such members of the support network might help clients □ Learners need to be aware that some network members may have a negative effect 	<ul style="list-style-type: none"> □ Learners could identify such ways e.g. work shadowing family members, mentoring □ Learners could also evaluate some of the pitfalls that could arise e.g. dependency
	1.3 Explain the legislative and organisational requirements with respect to client confidentiality when engaging support networks	<ul style="list-style-type: none"> □ Legislative and organisational requirements relate to policies encompassing data protection, safeguarding and child protection 	<ul style="list-style-type: none"> □ Learners could describe their organisations' policies

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Be able to agree how support networks will help clients to meet their career-related needs	2.1 Consult with clients and support networks about how to meet client career-related needs 2.2 Agree with support networks how they will support the achievement of the client's career-related objectives 2.3 Explore with all parties ways to overcome barriers to providing career-related support 2.4 Agree action plans with clients and support networks their respective roles in achieving client's career-related needs	<ul style="list-style-type: none"> □ Communicating with both parties on some ways to move forward □ Gaining the agreement of both parties to the support that is identified □ Identifying possible obstacles that may arise e.g. keeping communication channels open boundaries and privacy □ Action plans should clearly define 'who' is doing 'what' and meet the SMART criteria (specific, measurable, achievable, realistic, time-bound) 	<ul style="list-style-type: none"> □ Learners could use client case studies □ Learners could use client case studies □ Learners could use client case studies □ Such action plans could provide product evidence

Information for tutors

Delivery

Learning outcome one looks at the reason for working with support networks that are close to the client such as parents, family members, guardians, partners and members of the community. Such close members could exert considerable influence simply because of their position. For example, parents of a young client are likely to have a vested interest in their child, as would the partner of an older client. For some clients however, members of the local community who provide the support network. They could be role models with 'insider knowledge' who could considerably help the client to meet their career related needs. This learning outcome also looks at the legislative policies that are in place when engaging such support networks, as there is a caveat that some members can exert a negative influence.

Learning outcome two concerns the application of enabling support networks to help clients meet their career-related needs. Although such network members were identified in learning outcome one, each client is different and they may mention people they are close to who fall into a previously unidentified category. The learner will need to communicate with such members, and in agreement with the client, seek ways in which they can help the client to meet their career objectives action plans then need to be agreed to consolidate the responsibilities of all parties moving forward.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Caplow T – *The Sociology of Work* (University of Minnesota Press, 1954)
ISBN 9780816659999

Kidd J – *Understanding Career Counselling, Theory and Practice* (Sage Publications, 2006) ISBN 9781412903394

Law B – *Community Interaction and Its Importance for Contemporary Careers Work*, The Career Learning Network (2009)

Roberts K – *The Development Theory of Occupational Choice: A Critique and an Alternative* in Esland G, Salaman G and Speakman M (eds.) – *People and Work* (Open University Press, 1975) ISBN 9780715714713

Journals and/or magazines

Gilchrist A – *The Well Connected Community: Networking to the Edge of Chaos*, *Community Development Journal* 35, p 264 – 275 (2000)

Krumboltz JD, Mitchel AM and Jones GB – *A Social Learning Theory of Career Selection* in *The Counselling Psychologist* (1976)

Websites

www.horsemouth.co.uk

Unit 15: Evaluate Service Provision

Unit reference number: H/502/8408

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is to develop the learner's ability to evaluate the career guidance services on offer to clients and customers, to understand methods of evaluation, and their application in line with quality standards.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand methods to evaluate and report on service provision in the organisation	1.1 Analyse methods used to evaluate and report on service provision	<ul style="list-style-type: none"> What methods can be used to evaluate the services on offer. Such methods can be qualitative (measuring soft targets such as client satisfaction), or quantitative (counts of activities) 	<ul style="list-style-type: none"> Learners could identify and describe such methods under the headings 'quantitative' and 'qualitative'
	1.2 Evaluate methods to involve clients in service provision evaluation	<ul style="list-style-type: none"> Which methods involve clients and how effective are they e.g. focus groups 	<ul style="list-style-type: none"> Learners could identify such methods involving clients, and explain the advantages and disadvantages of each
	1.3 Explain quality standards used to evaluate service provision	<ul style="list-style-type: none"> What quality standards are available e.g. 'in-house' or nationally recognised such as Matrix 	<ul style="list-style-type: none"> Learners could research and describe the quality standards used in their particular organisation

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Be able to evaluate service provision	2.1 Apply methods to evaluate service provision	<ul style="list-style-type: none"> □ Using the evaluation methods identified in assessment criteria 1.1 and 1.2 	<ul style="list-style-type: none"> □ Learners could be involved in a full-scale service evaluation □ Learners could identify a particular part of service provision that concerns them and seek approval to evaluate this
	2.2 Agree evaluation dissemination methodologies	<ul style="list-style-type: none"> □ How will the results of the evaluation be circulated 	<ul style="list-style-type: none"> □ Learners could discuss this with their supervisor/manager
	2.3 Collect and analyse evidence about service provision in accordance with organisational requirements	<ul style="list-style-type: none"> □ What do the results of the evaluation actually mean to the organisation and its objectives 	<ul style="list-style-type: none"> □ Learners could collect, analyse and interpret the information and evidence they have collated
	2.4 Apply quality standards to benchmark service provision	<ul style="list-style-type: none"> □ Where do the results of the evaluation fit in with local or nationally recognised standards 	<ul style="list-style-type: none"> □ Learners could compare the results of the evaluation with local or national standards
3 Be able to report on the outcomes of the organisation's evaluation of service provision	3.1 Report on the outcomes of service provision evaluation	<ul style="list-style-type: none"> □ A written report may also be accompanied by a presentation 	<ul style="list-style-type: none"> □ Learners could write a report, put together, and deliver a presentation
	3.2 Recommend modifications and improvements to service provision	<ul style="list-style-type: none"> □ The report should include recommendations 	<ul style="list-style-type: none"> □ Learners could ensure that part of the report or presentation focuses on this
	3.3 Disseminate evaluation evidence about service provision in accordance with organisational requirements	<ul style="list-style-type: none"> □ The results of the evaluation should be circulated to interested parties and stakeholders identified by the organisation 	<ul style="list-style-type: none"> □ In line with organisational approval, learners could circulate the report to significant others

Information for tutors

Delivery

Learning outcome one concerns the learner developing a critical understanding of the evaluation of service provision within their organisation. In a careers guidance context this could involve measuring various processes such as the filling of job vacancies, destination statistics, or the numbers of interviews conducted. These processes are often related to targets set by, or for the organisation. It could also involve 'softer' data of a more qualitative nature referred to as client reaction measures e.g. information or data expressed by the clients on how satisfied they felt with the guidance they received. Learners will need to understand such methods of evaluation and how to involve clients. They will also need to understand how to benchmark the evaluation results against local or national standards.

Learning outcome two involves the learner applying methods of evaluation to aspects of service provision. For this to take place, they may need to seek permission from their supervisor or manager, or be in a position where evaluation of service provision is part of their role e.g. working in the quality standards team. They will need to conduct methods of evaluation, collate and analyse the information and interpret what the results mean against local or national standards. They will also need to bear in mind who needs to know the results of the evaluation and how it is to be broadcast or circulated.

Learning outcome three relates to the recording of the outcomes of the evaluation. There is likely to be a written report but there may also be an opportunity to develop and deliver a presentation to colleagues and managers. This could involve the construction of pie charts and tables as part of a presentation. As part of this, there should be clear recommendations on how certain aspects of service provision can be improved, with a clear identification of stakeholders and significant others who need to receive this information.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Watts AG, Law B, Killeen J, Kidd JM and Hawthorn R – *Rethinking Careers Education and Guidance* (Routledge, 1996) ISBN 9780415139755

Journals and/or magazines

Hughes D and Gration G – *Performance Indicators and Benchmarks in Career Guidance in the United Kingdom*, CeGS Occasional Paper, Derby Centre for Guidance Studies, University of Derby (2006)

Killeen J and Kidd JM – *Learning Outcomes of Guidance: A Review of Recent Research* (NICEC, 1991)

Leahy K – *The Matrix Standard* in Career Guidance Today, ICG Issue 20.2 (April 2012)

Other

Education and Training Inspectorate (ETI): *Evaluating the Quality of Careers Information, Advice and Guidance Provided by CIAG Providers* (2009)

Mayston D – *Evaluating the Benefits of Career Guidance* CeGS Research Report, Derby: Centre for Guidance Studies, University of Derby (2002)

Unit 16: Obtain and Organise Career-Related Information to Support Clients

Unit reference number: J/502/8420

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is for the learner to understand the career-related information needs of clients, and to explore how those needs are met within the organisation. There is scope also to research, obtain and evaluate information resources.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1	<p>1.1 Analyse the career-related information needs of clients</p> <p>1.2 Describe the characteristics of career-related information, advice and guidance available to clients</p>	<p>What are the information needs of clients in relation to their personal career goals</p> <p>Career-related information could be paper-based (leaflets, books, magazines) or electronic (Information Technology-based)</p> <p>It could also include labour market information and labour market intelligence</p> <p>Advice and Guidance information is more likely to involve ICT Software packages e.g. KUDOS</p>	<p>Learners could log the information needs of their own client case load and categorise these</p> <p>Learners could discuss with colleagues the range of career-related information queries they receive</p> <p>Learners could devise questionnaires for clients who approach the organisation for career-related information and analyse these</p> <p>Learners could explore the range and types of information available in their own organisation, including use of software packages and websites</p>

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2	2.1 Evaluate methods to organise and manage career-related information in organisations	<ul style="list-style-type: none"> □ Methods — most careers information resource areas will organise their information using a classification system e.g. CLCI (Careers Library Classification Index) □ Much careers information is now internet based 	<ul style="list-style-type: none"> □ Learners could look at their own organisation and evaluate how careers information available to clients is managed and organised
3	3.1 Identify career-related organisation and client information requirements	<ul style="list-style-type: none"> □ Relates to assessment criterion 1.1 □ There are some types of career related information that are consistently required and updated on an annual basis e.g. college and Higher Education prospectuses 	<ul style="list-style-type: none"> □ Learners could consider linking this to the assessment guidance for 1.1
	3.2 Apply methods to research and obtain career-related information for the organisation and for clients	<ul style="list-style-type: none"> □ Learners may need to be in a position where this is part of their role i.e. working as part of the careers information team 	<ul style="list-style-type: none"> □ Learners could identify specific career or occupational areas in which there is a lack of information and seek permission to research and obtain this. This could include useful websites
	3.3 Evaluate the information obtained against the career-related information needs of the organisation and clients	<ul style="list-style-type: none"> □ How useful is the information obtained to clients □ Evaluation criteria could include language, usefulness, access to further support 	<ul style="list-style-type: none"> □ Learners could use the information obtained in assessment criterion 3.2 and evaluate this

Information for tutors

Delivery

Learning outcome one requires the learner to analyse and understand the career-related information needs of clients, and then explore the broad range of resources that are available. This will relate to paper based as well as IT resources, whilst there is often an interface between the two i.e. leaflets could refer to internet websites. Such resources will refer to information concerning occupations, jobs, courses of study, as well as labour market information and labour market intelligence which are more discerning and interpretative in nature respectively. Also included are ICT software packages that delve more into the advice and guidance arena.

Learning outcome two looks at the organisation and management of career-related information. Many organisations have discrete information areas that include library shelves as well as computer terminals to access internet career related information. They may also be franchised to run IT software packages. Such information has to be 'organised' and this learning outcome looks at the ways in which this is done, which the learner has to evaluate.

Learning outcome three looks at the application of the knowledge and understanding gained from the previous learning outcomes. The learner will need to identify some deficiencies within the existing career related information provision and obtain resources to 'plug the gap'. The obtained resources will then need to be evaluated. For this learning outcome, the learner may need to be in a role that relates to the unit heading.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Journals and/or magazines

Barham L – *LMI: A Celebration of the Special Contribution of Careers Advisers* in ICG Career Guidance Today Issue 21.1 (2013)

Piepe O – *Nothing in Common* in Careers Matters, Issue 1.1 (June 2013)

Spayne M – *My approach to LMI* in Career Guidance Today, Issue 19.3 (October 2011)

Websites

www.careerswales.com

www.careersworld.co.uk

www.cascaid.co.uk

www.eclips-online.co.uk

www.GreenSTEM.org.uk

www.nationalcareersservice.direct.gov.uk

www.myworldofwork.skillsdevelopmentscotland.co.uk/

www.nidirect.gov.uk/job-information

Unit 17:

Prepare to Deliver Services to Clients in an Outreach Setting

Unit reference number: M/502/8430

QCF level: 4

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to develop the learner's knowledge and understanding of the rationale for delivering outreach work to clients in the context of their career-related needs. It also involves exploring the resources, skills and techniques needed to deliver effective autonomous working in outreach locations.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand the characteristics of outreach settings to deliver services	1.1 Analyse the characteristics of outreach settings to deliver services	<ul style="list-style-type: none"> □ What might such outreach settings be e.g. settings in the community □ For such settings to be appropriate, what qualities or characteristics should they have □ Some settings may not have a recognised physical base e.g. street corners 	<ul style="list-style-type: none"> □ Learners could identify a local geographical area and analyse possible locations where outreach work may be feasible
	1.2 Explain the services to be delivered in outreach settings	<ul style="list-style-type: none"> □ Such services should be related to the career information, advice and guidance sector □ Some services may involve risk e.g. tracking school leavers whose destination is unknown 	<ul style="list-style-type: none"> □ Learners could research and describe the services that could be offered □ Learners could assume that the client group concerned may be averse to visiting established services and that the service 'on offer' needs to be taken to them

	1.3	Analyse resources required to deliver services in outreach settings	<ul style="list-style-type: none"> <input type="checkbox"/> Resources e.g. mobile telephone, laptop, personal alarm <input type="checkbox"/> Resources could also include agreed co-operation with colleagues from other agencies e.g. detached youth workers <input type="checkbox"/> Supervision should also be available as a resource 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners could look at the services identified in assessment criterion 1.2. and describe the resources they think they will need for each service
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Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Understand autonomous working to deliver services in outreach settings	<p>2.1 Analyse the skills needed for autonomous working in outreach settings</p> <p>2.2 Explain the boundaries and limitations of own autonomous work in outreach settings</p> <p>2.3 Explain the resources available to support own autonomous role in outreach settings</p> <p>2.4 Explain the requirement for risk assessment before undertaking outreach work</p> <p>2.5 Explain techniques to secure personal safety as an autonomous worker in outreach settings</p>	<ul style="list-style-type: none"> □ What are the skills required for independent working e.g. communication skills, empathy for the client group, motivational techniques □ Boundaries and limitations relate to not exceeding your own professional expertise, and being honest about what you can and cannot do □ Of the resources identified in assessment criterion 1.3 which are available for personal support in working independently in an outreach role □ Why is risk assessment important before undertaking such work □ What are the techniques to secure such safety e.g. letting colleagues know beforehand with times to 'ring in', safeguarding procedures 	<ul style="list-style-type: none"> □ Learners could discuss with outreach workers from other professions the skills and knowledge that are needed □ Learners could use case studies from their own practice when they have recognised such boundaries and limitations □ Learners could identify other agencies or individuals to whom they might refer outreach clients, explaining the reasons for doing so □ Learners could identify scenarios where they are working independently in an outreach role and describe the resources they think they would need □ Learners could identify situations where risk assessment should be undertaken e.g. visiting the homes of clients □ Learners could research and explain such techniques □ Learners should identify any Safeguarding Lone-Worker procedures that are relevant

Information for tutors

Delivery

Learning outcome one involves the learner developing an understanding of the nature and scope of outreach work. It is likely to involve an analysis of the broad concept of outreach work as delivered by other professions who work more closely with marginalised groups because of their role. The learner will need to identify situations where the career-related needs of clients are best met in outreach settings and this may bring the guidance practitioner in contact with other agencies and professionals e.g. clients looking to find gainful employment may have housing or drug problems. This learning outcome also looks at the resources required to deliver outreach work, which may be both physical and human.

Learning outcome two explores the skills, techniques and resources needed to work autonomously or independently in outreach settings. Outreach work, by its very nature, requires certain skills and an attitude of mind that is governed by the worker's ethical principles and values. Thus, they will need to self-aware, and conscious of their own limitations and the professional boundaries together with the organisations Lone-Worker policies, that exist. They will need to be aware of situations that could involve risk and potential danger, and know how to prepare for this beforehand.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Bentley T and Gurusurthy R – *Destination Unknown: Engaging with the Problems of Marginalised Youth*, (Demos, 1999) ISBN 1898309299

Cooper J and Reynolds A – *The One to One Toolkit: Tips and Strategies for Advisers, Coaches and Mentors* (CareerTrain, 2010) ISBN 9780955968006

Correlation Outreach Group, *Outreach Work Among Marginalised Populations in Europe: Guidelines on Providing Integrated Outreach Services*, Foundation Regenboog (AMOC: Amsterdam, 2007) ISBN 9789081229722

Law B – *Community Interaction and Its Importance for Contemporary Careers Work*, The Career Learning Network (2009)

Journals and/or magazines

Bimrose J and Wilden S – *Supervision in Career Guidance: Empowerment or Control?* British Journal of Careers Guidance and Counselling Vol 22: p 373-383 (1994)

Merton B – *Finding the Missing* Leicester: Youth Work Press (1998)

Websites

www.hse.gov.uk/violence/conclusions.htm

Unit 18: Promote Career-Related Learning to Clients

Unit reference number: F/502/8433

QCF level: 4

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to develop the learner's knowledge, understanding and skills to promote career-related learning to clients in appropriate organisations such as schools, colleges, training providers, business organisations and community centres.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1	<p>Understand the policy context for career-related learning</p> <p>1.1 Explain the policy context for career-related learning</p>	<p>What is the current policy context for career-related learning e.g. the impact of the Education Bill (2011) on the delivery of careers education and guidance in school</p>	<ul style="list-style-type: none"> □ Learners could explore and describe the effect of current and past legislation on career related learning □ Contrasting policies over the last decade will make an interesting comparison
2	<p>Understand the characteristics of career-related learning</p> <p>2.1 Analyse the characteristics of career-related learning in the workplace, education, training and in the community</p> <p>2.2 Explain the reasons why organisations work towards quality kite-marks for careers-related learning</p>	<p>The characteristics should relate to activities that address the DOTS model (Decision-making, Opportunity Awareness, Transition Management, Self Awareness)</p>	<ul style="list-style-type: none"> □ Learners could select an institution in each category (workplace, education, training, community) and visit them to analyse how career-related learning is delivered □ They could then write a report on each institution
		<p>Examples of quality kite-marks: Investors in Careers, Career Mark</p>	<ul style="list-style-type: none"> □ Learners could explore the websites for Investors in Careers and Career Mark □ Learners could visit institutions that have achieved a quality kite-mark and write a report on those institutions

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
3 Understand the promotion of career-related learning to clients	3.1 Explain the activities used to promote career-related learning	<ul style="list-style-type: none"> □ The activities should be included in the organisation's communications strategy □ Examples of activities: website developments, career fairs, using social media, articles written by previous beneficiaries (past students), leaflets and posters, use of role play, contacting stakeholders (e.g. parents) 	<ul style="list-style-type: none"> □ Learners could explore, identify and describe such activities
	3.2 Explain promotional techniques to motivate clients to participate in career-related learning	<ul style="list-style-type: none"> □ Promotional techniques e.g. offering rewards 	<ul style="list-style-type: none"> □ Learners could explore and describe such techniques
	3.3 Analyse the benefits and limitations of promoting career-related learning to clients	<ul style="list-style-type: none"> □ A cost/benefit analysis of the process of promoting career related learning 	<ul style="list-style-type: none"> □ Learners could describe the costs and benefits of such activities e.g. a benefit may be it reaches a wider audience, a cost may be that the methods turn some people off
4 Be able to negotiate with external organisations to promote career-related learning	4.1 Negotiate with external organisations to agree respective roles and responsibilities to promoting career-related learning	<ul style="list-style-type: none"> □ Examples of external organisations: employers, learning institutions, public bodies, marketing and advertising companies 	<ul style="list-style-type: none"> □ Learners could produce product evidence showing how they negotiated with such organisations e.g. emails, correspondence

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
5 Be able to implement career-related promotional activities	5.1 Design promotional activities to engage clients in career-related learning 5.2 Deliver promotional activities to clients to engage them in career-related learning	<ul style="list-style-type: none"> □ Designing activities identified in assessment criterion 3.1 □ Putting the promotional activities into action e.g. the running of a careers fair 	<ul style="list-style-type: none"> □ Learners could use product evidence related to such activities □ Learners could describe how they have delivered promotional activities
6 Be able to evaluate career-related learning promotional activities	6.1 Seek feedback on promotional activities 6.2 Evaluate feedback from clients to inform future promotional activities for career-related learning 6.3 Report on the outcomes of evaluation of career-related learning promotional activity	<ul style="list-style-type: none"> □ Gathering evidence on the effectiveness of the promotional activities □ Analysing and interpreting the evidence gathered 	<ul style="list-style-type: none"> □ Learners could describe how they have gathered such evidence and the methods used e.g. questionnaires, interviews with clients, social media feedback □ Learners could use product evidence of the methods used □ Learners could write a final report

Information for tutors

Delivery

Learning outcome one involves the client gaining an understanding of the policy context in which career related learning is delivered. Changes of government lead to changes of policy, and this has had a real impact on career related learning in recent years, particularly in schools. Learners will need to explore the impact of such legislation, and consider how this could influence the promotion of career-related learning.

Learning outcome two concerns the learner developing an understanding of the rationale for career-related learning and how it is delivered in the field. It can take many forms but essentially it is about preparing the clients or participants to look at opportunities to progress that suit their abilities and interests, and to make a decision to apply for possible openings. Some organisations work towards quality kite-marks in career-related learning and the learner will need to explore these.

Learning outcome three looks at the promotion of career related learning and the activities and techniques involved. In the current economic climate, and with the statutory duty of delivering careers education in schools removed through legislation, then it can be argued that the promotion of career-related learning has never been more important (particularly in schools).

Learning outcome four focuses on the ability of the learner to engage with external organisations to promote career related learning. In these times of austerity, budgets may not extend to using marketing and advertising agencies and their professional approach. However, potential end users of career-related learning clients (employers, learning institutions, training providers) will have a vested interest in being involved.

Learning outcome five moves on to the learner engaging in the design and delivery of promotional activities, using the methods and techniques identified in learning outcome three.

Learning outcome six relates to the evaluation process and the gathering of evidence to justify the time and resources dedicated to the promotional events mounted. Views will need to be sought from clients and partners, and a report written detailing the outcomes and future recommendations.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Journals and/or magazines

Andrews D – *Careers Education in Schools: What Future?* (Careers Guidance Today Issue 20.1, February 2012)

Burke S – *Using Social Media to Engage Young People in Careers Activity* in Career Matters (CDI) Issue 1.2 (October 2013)

Other

Department for Education (DfE) – *Better choices – Local Quality Standards* (1996)

UK Commission for Employment and Skills (UKCES) – *Helping Individuals Succeed: Transforming Career Guidance* UKCES report (August 2011)

Watts AG – *Disconnecting Connexions p103-115* in *Constructing the Future: Transforming Career Guidance* ICG (2006)

Websites

www.careermark.co.uk

www.investorsincareers.org.uk

www.legislation.gov.uk

<http://pcwww.liv.ac.uk/~pgro/CareerResources/career-management-dots.html>

Unit 19:

Provide Ongoing Support to Clients

Unit reference number: R/502/8436

QCF level: 4

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to develop the learner's knowledge and skills to provide ongoing support to clients covering a broad range of career-related needs. They will need to work within the organisation's policies and procedures and establish close working relationships with other agencies and individuals to help clients.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand the nature of ongoing support for clients to meet their career-related needs	1.1 Evaluate the nature of ongoing support for progression and achievement by clients of career-related needs	<ul style="list-style-type: none"> □ Progression: a situation where clients advance and 'move on' □ Achievement: the gaining of successful outcomes that will help the client move on □ Career-related needs: anything that stops the client from progressing e.g. literacy issues, poor decision making skills 	<ul style="list-style-type: none"> □ Learners could identify the types of clients who are likely to need ongoing support and explain how they might be helped e.g. referral to another agency plus regular contact □ Learners could construct case studies of their own clients who need such ongoing support
	1.2 Evaluate ways in which ongoing support is provided by the organisation, other agencies and individuals	<ul style="list-style-type: none"> □ What specialist support is available in the employing organisation □ Who are the specialist agencies and individuals who can also offer ongoing support 	<ul style="list-style-type: none"> □ Learners can construct a personal data base of agencies and individuals offering such support □ Learners can construct case studies of their own clients who have accessed other agencies and individuals
	1.3 Explain the organisation's policies and procedures for the provision of ongoing support	<ul style="list-style-type: none"> □ What are the organisation's policies and procedures e.g. what are the boundaries for certain types of clients where other agencies or individuals must be referred to 	<ul style="list-style-type: none"> □ Learners could identify the key policies and procedures, and comment on how they work with specific examples □ Learners could link the policies and procedures to client case studies

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
<p>2 Be able to provide ongoing support for clients to meet their career-related needs in accordance with the organisation's protocols</p>	<p>2.1 Review the ongoing support needs of clients to progress and achieve their career-related needs</p>	<ul style="list-style-type: none"> □ Relates to putting into practice assessment criterion 1.1 	<ul style="list-style-type: none"> □ This assessment criterion could be observed □ Learners could construct client case studies that describes the ongoing support they have provided
	<p>2.2 Provide clients with agreed ongoing support to meet their career-related needs</p>	<ul style="list-style-type: none"> □ 'Agreed ongoing support': a mutual understanding that is communicated that further support will be provided 	<ul style="list-style-type: none"> □ This assessment criterion is likely to be assessed by observation □ The learner could address this through client case studies
	<p>2.3 Liaise with other agencies and individuals to provide ongoing support in accordance with the organisation's policies and procedures</p>	<ul style="list-style-type: none"> □ Relates to putting into practice assessment criterion 1.2 	<ul style="list-style-type: none"> □ This assessment criterion is likely to be assessed by observation □ Learners could include such contacts or liaisons on their personal data base □ Learners could include such contacts or liaisons in client case studies
	<p>2.4 Maintain records of ongoing support provided to clients</p>	<ul style="list-style-type: none"> □ What is the organisation's policy for record keeping 	<ul style="list-style-type: none"> □ Learners can complete such records which provides product evidence

Information for tutors

Delivery

Learning outcome one concerns the learner developing an understanding of the broad range of career related needs that affect some clients, to the extent that they will require ongoing support either from the practitioner or other specialist agencies, or both. Such career-related needs could involve critical issues or situations that prevent such clients from gaining meaningful employment, learning or training. At one end of the scale, examples could include homelessness, drug or alcohol addiction, literacy or numeracy issues, offending and behaviour problems. At the other end of the scale, clients could lack confidence or simply 'not know how to go about things'. Across this broad continuum, the amount of ongoing support will therefore vary, and at the extreme end, it is likely to involve other agencies or individuals who have specialist knowledge or skills. Maslow's hierarchy of needs (Maslow, 1954) identifies some of the reasons why career decision making can be influenced by a whole range of human motives and needs.

Learning outcome two involves the learner proving that they can offer ongoing support to clients within the organisation's policies and procedures. They will need to prove that they know the professional boundaries that exist, and when other individuals and agencies are better placed to help. This learning outcome could involve observations, case studies and product evidence.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Ali L and Graham B – *The Counselling Approach to Careers Guidance* (Routledge, 1996) ISBN 9780415121736

Egan G – *The Skilled Helper: A Problem-management Approach to Helping* (Brooks/Cole Publishing, 1998) ISBN 9780534349486

Maslow A – *Motivation and Personality* (Pearson, 1997) ISBN 9780060419875

Journals and/or magazines

Douglas F – *Making Connections: Developing Networks for Effective Practice* in ICG Research Publication 'Constructing the Future' *Social Inclusion: Policy and Practice* (2002)

Social Exclusion Unit – *Bridging the Gap: New Opportunities for 16-18 Year Olds Not in Education, Employment or Training* Cm 4405 (1999)

Stirling A – *Supporting the Over 50's* in *Career Guidance Today* Issue 21.2 March 2013

Websites

www.horsemouth.co.uk

Unit 20: Understand How to Support Specific Client Groups to Overcome Barriers to Learning, Training and Work

Unit reference number: D/502/8441

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is for the learner to develop the necessary knowledge and understanding to work with clients who are disadvantaged in some way, and therefore have barriers preventing them from gaining meaningful learning, training or work. It looks at the legislation and policies related to such clients groups and the resources and methods used to overcome such barriers.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand the legislative and policy context for working with specific client groups	1.1 Determine the legislative and policy context for working with specific client groups	<ul style="list-style-type: none"> □ Specific client groups include all those who may face career-related barriers e.g. those with learning difficulties and/or disabilities, young offenders, older clients, those with alcohol or drug related problems □ What are the legislative acts and policies that relate to specific client groups e.g. Special Educational Needs and Disability Act 2001 □ Some legislative acts relate to all clients groups e.g. Human Rights Act 1998 	<ul style="list-style-type: none"> □ Learners could identify the main legislative acts and policies and align them to specific client groups e.g. older clients – Department for Education (DfE) report (2003) Challenging Age: Information, Advice and Guidance for Older Age Groups
	1.2 Explain how the legislative and policy context for working with specific clients groups impacts on own work	<ul style="list-style-type: none"> □ Relates to the learner's own role i.e. which specific client groups with such barriers are they likely to encounter or have encountered 	<ul style="list-style-type: none"> □ Learners could identify examples from their own case load and describe the legislative acts and policies that relate to these clients

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Understand barriers to learning, training and work for specific client groups	2.1 Analyse barriers to learning, training and work experienced by specific client groups	<ul style="list-style-type: none"> □ What are the barriers that these specific client groups face in trying to find a place in the opportunity structure 	<ul style="list-style-type: none"> □ Learners could list the specific client groups identified in assessment criterion 1.1 and explore and describe the barriers they are likely to face e.g. older clients: lack of confidence, guilt (depriving younger clients), lack of technology skills, unaware of own transferable skills
2.2 Evaluate ways to overcome barriers to learning, training and work by specific client groups	2.2 Evaluate ways to overcome barriers to learning, training and work by specific client groups	<ul style="list-style-type: none"> □ What methods and techniques could be applied to specific client groups e.g. motivational techniques, listening to client narratives, positive reflection, referral to specialists 	<ul style="list-style-type: none"> □ Learners could use their own case studies and explain how they have moved such clients on into learning, training or work
3 Understand services designed for specific client groups	3.1 Evaluate services designed for specific client groups	<ul style="list-style-type: none"> □ What services are available for specific client groups and how effective are they e.g. Youth Offending Teams for juvenile criminals 	<ul style="list-style-type: none"> □ Alongside the specific client groups previously identified, learners could identify the services they could access and how they might help
3.2 Analyse how specific client groups access services designed to meet their learning, training and work needs	3.2 Analyse how specific client groups access services designed to meet their learning, training and work needs	<ul style="list-style-type: none"> □ How easy is it for such client groups to approach these services, and who facilitates this 	<ul style="list-style-type: none"> □ Learners could use client case studies for this, particularly where referral is involved

Information for tutors

Delivery

Learning outcome one considers the legislative acts and policies that govern working with such client groups who may face barriers in entering the opportunity structure i.e. learning, training or work. The previous Labour Government introduced the acronym NEET, now accepted as those 'not in education, employment or training' and as part of their social inclusion agenda, strove gainfully to tackle what was seen as a growing problem for society in this country. Those comprising the NEETs often had underlying problems that became barriers to their learning, training or work ambitions e.g. homelessness, addictions, learning difficulties. Through this government agenda, legislation and policies were developed to challenge and overcome these client barriers. Such challenges still exist, although with fewer resources to combat them since the economic crisis of 2008. Through this learning outcome, the learner will develop an understanding of the legislative and policy context related to such clients and how it impacts upon their own working role.

Learning outcome two concerns an in-depth analysis of the barriers that face such client groups. Learners will need to identify the client groups and explore those barriers, including those who face multiple barriers e.g. a client could have literacy/numeracy problems which means they cannot find a suitable job which could lead them to offending. There is then a focus on how to overcome such barriers, and this may involve systemic change, seeking to find a solution that can make a difference to the whole situation. Egan (1998) referred to this as identifying and working with high-leverage issues.

Learning outcome three looks at the other services that are available to help such disadvantaged client groups, how they are accessed, and their likely effectiveness.

This could involve specialist services who offer professional expertise and experience e.g. Drug Addiction Teams to voluntary agencies who may offer 'anchorage' and a vital mentoring role. A key issue is that the learner identifies the boundaries and limitations to their role, and accepts that referral to other services and individuals may be in the best interests of the client.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Egan G – *The Skilled Helper: A Problem-management Approach to Helping* (Brooks/Cole Publishing, 1998) ISBN 9780534349486

Huskins J – *From Disaffection to Social Inclusion* (John Huskins, 1998)

Journals and/or magazines

Douglas F. *Making Connections: Developing Networks for Effective Practice* (in *Careers Guidance – Constructing the Future: Social Inclusion*) Stourbridge: ICG (2002)

Stirling A – *Supporting the Over 50's* in *Career Guidance Today*, Issue 21.2 (March 2013)

Watts AG – *Career Guidance and Social Exclusion: a Cautionary Tale* in *British Journal of Guidance and Counselling* Issue 29.2 p157-176 (2001)

Other

Department for Education (DfE) – *Connexions: The Best Start in Life for Every Young Person*, DfE Publications (2000)

DfE – *Every Child Matters: Next Steps*, DfE Publications (2004)

Ford G – *Meeting the Vocational, Educational, Training and Counselling Needs of Adults*, Leeds: Leeds LEA and University of Leeds (1986)

Gravells A and Simpson S – *Equality and Diversity in the Lifelong Learning Sector*, Learning Matters 2010

Killeen J and White M – *The Impact of Careers Guidance on Adult Unemployed People*, Research Report RR226 London: Department of Education and Employment (2000)

Social Inclusion Unit (SEU) – *Bridging the Gap: New Opportunities for 16-18 Year Olds not in Education, Employment or Training* Cm 4405 (1999)

Wallace S – *Managing Behaviour in the Lifelong Learning Sector*, Learning Matters (2007)

Websites

www.legislation.gov.uk

www.horsemouth.co.uk

www.icould.com/

Unit 21: Lead and Manage Career Development Work in an Organisation

Unit reference number: Y/505/2625

QCF level: 6

Credit value: 9

Guided learning hours: 60

Unit aim

The aim of this unit is to develop the learner's knowledge and skills to undertake a leadership and management role of career development work. This could be undertaken in a learning or employment/business environment e.g. school, college, university, employing organisations, training providers.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1	<p>1.1 Explain how the principles of leadership, line management and project management can be applied to career development work in own organisation</p> <p>1.2 Critically analyse a range of models for the role of career development leader</p> <p>1.3 Justify a model for effective leadership of career development work in own organisation</p>	<p>Principles – what rationale and motivations will managers need to bring to the fore to develop such career development work</p> <p>Range of models e.g. discrete leader, head of PHSE (personal health and social education), responsibility with vice principal or other senior leader</p> <p>Defending a particular model</p>	<p>Learners could explain their expectations of such managers e.g. raising the profile of career development work with senior managers, securing resources through inclusion in school development plans, advising on policy issues</p> <p>Learners could identify a range of models and analyse the advantages and disadvantages of each</p> <p>They could talk to colleagues about the models they have encountered in other organisations</p> <p>Of the models that learners identify, they could explain which would be most effective in their organisation and justify the reasons for this</p>

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Be able to promote career development work within an organisation	2.1 Explain the value and impact of career development work	<ul style="list-style-type: none"> What are the benefits of career development work in any organisation 	<ul style="list-style-type: none"> Learners could research publications and identify such benefits e.g. impact on retention rates
	2.2 Secure support for career development work from senior leaders and managers within own organisation	<ul style="list-style-type: none"> Such support could be moral, political, economic or structural 	<ul style="list-style-type: none"> Learners could describe the actual support they have received from their senior managers
	2.3 Communicate the benefits of career development work clearly within own organisation	<ul style="list-style-type: none"> Relates to assessment criterion 2.1 	<ul style="list-style-type: none"> Learners could investigate and explore how the organisation has profited or gained from career development work, and prepare and deliver a presentation for senior managers, colleagues or governors
3 Be able to work with senior leaders to develop policy for career development work	3.1 Critically review current policy, and develop policy proposals, for career development work, with a commentary justifying such proposals	<ul style="list-style-type: none"> Current policy e.g. the impact of the statutory guidance to schools on careers education and guidance emanating from the Education Act 2011 Policies are being reviewed and may change 	<ul style="list-style-type: none"> Learners could identify the impact of such national policies, and prepare a development plan for their organisation on how they would adapt career development work to suit such a context
	3.2 Advise senior leaders and managers on policy, priorities and resources for career development work	<ul style="list-style-type: none"> Policy, priorities and resources should be included in the development plan identified in assessment criterion 3.1 	<ul style="list-style-type: none"> Learners could deliver an oral presentation to senior managers

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
4 Be able to plan the overall programme of career development work within an organisation	4.1	Plan the overall programme of career development work, in consultation with others	<ul style="list-style-type: none"> □ The overall programme may depend on the model of delivery linked to leadership models in assessment criterion 1.3 □ 'Others' could include staff and colleagues within and outside the organisation 	<ul style="list-style-type: none"> □ Learners should produce a proposal plan
	4.2	Justify how the various components of the programme of career development work form a coherent whole	<ul style="list-style-type: none"> □ The various components should relate to the aims of career related learning, and the provision of careers guidance 	<ul style="list-style-type: none"> □ Learners could audit or track the component parts to the aims of career related learning applying justification
5 Be able to manage colleagues and resources in order to deliver career development work	5.1	Devolve responsibilities and delegate tasks to colleagues involved in career development work, justifying the decisions taken	<ul style="list-style-type: none"> □ Colleagues involved will depend on the model of delivery, and the leadership model 	<ul style="list-style-type: none"> □ Learners could identify the colleagues involved and produce a spreadsheet aligning them to identified tasks and responsibilities □ They could produce product evidence of how this has been communicated to them
	5.2	Maintain an overview of colleagues and resources used in the delivery of career development work	<ul style="list-style-type: none"> □ Checking that the resources (human and physical) are sufficient and 'fit for purpose' 	<ul style="list-style-type: none"> □ Learners could produce a checklist that is periodically updated
	5.3	Monitor and support staff in the delivery of career development work	<ul style="list-style-type: none"> □ Through such delivery staff development needs may arise 	<ul style="list-style-type: none"> □ Learners could produce minutes of team meetings where staff development and resource issues are discussed

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	5.4 Prepare and account for budgets for career development work	<ul style="list-style-type: none"> □ Career development work will have an allocated annual budget 	<ul style="list-style-type: none"> □ Learners could produce quarterly budget accounts that monitors actual spend against the annual allocation
6 Be able to manage effective partnerships to deliver career development work	6.1 Explain the principles of partnership working, negotiating agreements, commissioning and contract monitoring in relation to career development work	<ul style="list-style-type: none"> □ Such principles should relate to the well-being of the end user e.g. client, student □ Such partners will bring expertise and experience to the career development programme 	<ul style="list-style-type: none"> □ Learners could explain which external partners are used and the processes involved in working with them e.g. partnership agreements, monitoring procedures
	6.2 Justify the partnership arrangements required for effective career development work in own organisation	<ul style="list-style-type: none"> □ Explaining the expertise and 'value added' that such partners bring to the programme 	<ul style="list-style-type: none"> □ Learners should justify why such partners are involved e.g. career guidance services from an external provider who provides an impartial and independent role
	6.3 Develop and maintain partnerships with other departments within own organisation	<ul style="list-style-type: none"> □ Career development work by its very nature transcends all departments and relationships need to be maintained 	<ul style="list-style-type: none"> □ Learners could attend other departmental staff meetings and give updates □ Learners could use minutes from such meetings as product evidence
7 Be able to commission careers guidance services for an organisation	7.1 Negotiate agreements and secure contracts with relevant partners including career development service providers, and keep such arrangements under review	<ul style="list-style-type: none"> □ Career guidance services from the public and private external services have to be commissioned □ Resulting from this contract compliance is likely to be audited 	<ul style="list-style-type: none"> □ Learners could provide product evidence of such agreements and contracts □ Review arrangements should be included in the agreements

Information for tutors

Delivery

Learning outcome one involves the learner developing an understanding of the role of career leadership in institutions that deliver career related learning. Various models could apply depending upon the initial perspective of the senior management team to how the career related learning programme has been traditionally delivered. Learners will need to analyse what is happening in their institution, compare it with other leadership models, and defend what they see as the most appropriate model in the circumstances.

Learning outcome two concerns the promotion of career development work in the organisation. The learner will need to research the tangible benefits of career development work through exploring publications and reports that exhort such evidence. This could be quantitative or qualitative evidence e.g. positive destinations from Year 11 statistics or company redundancy programmes to constructive comments from employers on student/employee attitudes when on work placement schemes. The learner will need to formulate a communications strategy to publicise the benefits of career development work throughout the organisation.

With learning outcome three, the learner needs to acquire knowledge of the policy context within which career development work is located. This could involve an ever-changing scenario as the ideology of various governments influence the policy and resources that are associated with career development work. The learner will need to keep under review such developing policy statements and prepare reports and proposals for senior managers.

Learning outcome four focuses on the ability of the learner to plan the overall career development programme in their institution in consultation with significant others, both from within their own organisation and external agencies. They will need to possess a holistic view of the programme that brings together the various component parts that relate to the overall aims of career related learning and career guidance.

Learning outcome five addresses the competence of management in delivering the career development programme. This could involve line and project management, as well as the ability to work with teams across the organisation who are involved in programme delivery. The learner will need understand the range of resources required e.g. teaching and learning materials, colleague time, IT facilities. The use and appropriateness of such resources will need to be monitored, including the identification of staff development needs.

Learning outcome six involves the learner in managing relationships with external partners, and internal departments, to deliver effective career development work. This will embrace the use of negotiating, commissioning, and monitoring skills in a sensitive manner when resources and budgets are stretched.

Learning outcome seven relates specifically to the commissioning of career guidance services. Recent government policy (2013) recommends that learning institutions secure this from sources that are independent and impartial, and learners will need to negotiate and secure such contracts.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Andrews D – *Careers Education in Schools* (Highflyers Publishing, 2011)
ISBN 9781903449455

Barnes A, Bassot B and Chant A – *An Introduction to Career Learning and Development 11-19: Perspectives, Practice and Possibilities* (Routledge, 2011)
ISBN 9780415577786

Edwards A and Barnes A – *Effective Careers Education and Guidance* (Network Educational Press, 1997) ISBN 9781855390454

Watts AG, Law B, Killeen J, Kidd JM and Hawthorn R – *Rethinking Careers Education and Guidance: Theory, Policy and Practice* (Routledge, 1996)
ISBN 9780415139755

Journals and/or magazines

Andrews D – *Careers Education in Schools: What Future?* in *Career Guidance Today* (ICG) Issue 20.1 (2012)

Forrest G – *Careers and Work-related Education in Schools: It's All About the FISH* in *Career Matters* (CDI) Issue 1.1 (2013)

Other

Andrews D – *Leading and Managing Careers Work in Schools: the Changing Role of the Careers Co-ordinator* NICEC Briefing Cambridge: NICEC (2004)

Learning and Skills Improvement Service (LSIS) – *Career Learning for the 21st Century: Embedding CLIAG- a Guide for Leaders* (2011)

School Curriculum and Assessment Authority (SCAA) – *Looking Forward: Careers Education and Guidance in the Curriculum* (DfE, 1995)

Websites

www.legislation.gov.uk

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand professional standards for career development work	1.1 Critically comment on the professional standards relevant to their role in career development	<ul style="list-style-type: none"> □ Professional standards could relate to the individual (National Occupational Standards and the qualifications based on these) or organisations (the matrix standard, Career Mark, Investors in Careers) □ Some quality awards address both organisation delivery systems, and the individuals working for the organisation 	<ul style="list-style-type: none"> □ Learners could identify different sets of standards that relate to career development work and critically evaluate their suitability
2 Understand the key research findings that demonstrate the value and impact of career development work	2.1 Critically analyse research studies on the value and impact of career development work	<ul style="list-style-type: none"> □ Such research studies could include OFSTED reports, local authority thematic reviews 	<ul style="list-style-type: none"> □ Learners could explore and identify relevant research studies, and draw out the findings that relate to the value and impact of career development work
	2.2 Relate the findings of research studies on career development work to the strategic aims and objectives of own organisation	<ul style="list-style-type: none"> □ How the findings and conclusions from such research finding resonate with own organisation 	<ul style="list-style-type: none"> □ Learners could write a report relating the findings and conclusions to policy and practice in their own organisation □ This report could be presented to the senior management team

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
3 Be able to undertake and lead reviews and evaluations of career development work	3.1 Critically analyse frameworks and tools for monitoring, reviewing and evaluating career development work 3.2 Critically review and evaluate the impact of career development work in own organisation and prepare reports	<ul style="list-style-type: none"> □ Quality awards and curriculum frameworks can provide an audit tool to benchmark provision □ Applying the framework to benchmark provision in own organisation 	<ul style="list-style-type: none"> □ Learners could evaluate the various frameworks and comment on their suitability for own organisation □ Learners could use a selected framework to provide a 'health check' of career development work □ A critical report could then be prepared and discussed with senior management
4 Be able to lead developments in career development work	4.1 Critically evaluate theories of change management and development planning 4.2 Prepare improvement plans for career development work within own organisation, justifying the recommendations made 4.3 Implement improvement plans for career development work	<ul style="list-style-type: none"> □ Theories of change management e.g. Kurt Lewin from the 1950's and his Force Field Analysis as a way forward □ An improvement plan based on the benchmark provision identified in assessment criterion 3.2 □ Putting the improvement plan into action 	<ul style="list-style-type: none"> □ Learners could identify theories of change management and evaluate their usefulness for the organisation □ Learners should devise an improvement plan based on the audit/health check carried out. The plan should outline 'distance that needs to be travelled' plus recommendations □ Learners could ensure the improvement plan has prioritised action points plus timescales

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
5 Be able to lead and manage continuing professional development for colleagues involved in career development work	5.1 Analyse, and comment on, training needs of colleagues involved in career development work 5.2 Plan and prepare training activities for colleagues, justifying the proposals 5.3 Review outcomes of training with colleagues, with regard to both the individual and the organisation	<ul style="list-style-type: none"> □ As part of the audit carried out in assessment criterion 3.2 staff development needs of colleagues may have been identified □ New policies and resources may also need addressing □ Leading in-service training sessions, with a rationale for their delivery □ This could be through staff appraisals, and addressed at staff meetings 	<ul style="list-style-type: none"> □ Learners could address the identified staff development needs in the improvement plan □ Learners could devise materials and activities themselves □ Learners could use external partners to help deliver such training sessions □ Learners could develop continuing professional development (CPD) profiles for staff and refer to this as product evidence

Information for tutors

Delivery

Learning outcome one involves the learner in developing an understanding of the various standards frameworks that exist in career development work. Depending on the type of organisation involved, some frameworks may be more appropriate than others may. For example, schools, colleges and training providers may look to such nationally recognised frameworks as Career Mark or Investors in Careers; career guidance organisations on the other hand may look to the nationally recognised matrix standard. Some organisations may also adapt or use their own curriculum frameworks.

Learning outcome two explores research and inspection studies to reveal findings and conclusions about the value and impact that career development work has on individuals and organisations. These could relate to a national context but this will enable the learner to use such findings and conclusions when embracing the concept of continuous improvement in their own organisation.

Learning outcome three concerns the learner in reviewing and evaluating career development work in their own organisation. Having explored national findings to provide a context, the learner could now use one of the quality standard frameworks explored in learning outcome one to benchmark career development provision in their own organisation. This will result in a report that will highlight deficiencies or areas of work that could be improved.

Learning outcome four moves on to drafting proposals for continuous improvement based on the findings uncovered in learning outcome three. With support from senior management, an improvement plan is finalised and shared with colleagues and members of staff who will be involved in implementing the proposals. This could involve significant developments and changes and the learner will need to understand theories of change management and associated techniques in order to assess the climate for innovation and change.

Learning outcome five relates to the learner working with staff and colleagues to understand their training needs that could result from implementing the improvement plan. This could involve a review of current practice and confronting deficiencies, or looking at better or new ways of doing things. The learner will need to plan and lead in service training sessions, and consider the way in which continuing professional development is monitored and recorded so that the outcomes of training can be reviewed.

Assessment

The centre will devise and mark the assessment for this unit.

Suggested resources

Textbooks

Andrews D – *Careers Education in Schools* (Highflyers Publishing, 2011)
ISBN 9781903449455

Barnes A, Bassott B, Chant A – *A Practical Guide to Career Learning and Development: Innovation in Career Education 11-19* (Routledge, 2014)

Donoghue J – *Better Practice: A Guide to Delivering Effective Career Learning 11-19* (AICE/ACEG/CESP, 2008)

Edwards A and Barnes A – *Effective Careers Education and Guidance* (Network Education Press, 1997)

Gravells A and Simpson S – *Equality and Diversity in the Lifelong Learning Sector* (Learning Matters, 2010)

Reynolds A and Cooper J – *The Job Interview Toolkit: Exercises to Get You Fit for Your Interview* (CareerTrain, 2012) ISBN 9780955968020

Journals and/or magazines

Leahy K – *The Matrix Standard* in Career Guidance Today (ICG) Issue 20.2 (April 2012)

Other

Department for Education (DfE) – *Better Choices: Working Together to Improve Careers Education and Guidance- The Principles* (DfE – 1994)

DfE – *Better Choices: Working Together to Improve Careers Education and Guidance- Principles into Practice* (DfE –1995)

Employment Department (ED) – *Careers Education and Guidance: an Evaluative Framework* (ED, 1995)

Websites

www.emqc.co.uk

www.careermark.co.uk

www.investorsincareers.org.uk

www.thehorsemouth.co.uk

Unit 23: Plan and Design Career Related Learning Programmes

Unit reference number: T/505/2969

QCF level: 6

Credit value: 5

Guided learning hours: 20

Unit aim

The aim of this unit is to develop the learner's knowledge, understanding and skills to plan, design and evaluate career related learning programmes which could be undertaken in a variety of learning institutions such as schools, colleges, training providers, universities, or business organisations.

Essential resources

For this unit, centres need to explore the *Suggested resources* after *Information for tutors*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
1 Understand how the aims of career related learning fit into the overall aims of an identified learning institution	1.1 Explain what the aims of career related learning are and how they link into the aims of an identified learning institution	<ul style="list-style-type: none"> □ Career related learning is also known as careers education □ Career related learning can contribute to the overall aims of the institution e.g. achieving positive outcomes for young people in school or college □ Career related learning has varied in its identity with different government policies 	<ul style="list-style-type: none"> □ Learners could identify what the aims of career related learning are through background reading and research □ Learners could select one of the learning institutions in which they work and explore the contribution that career related learning makes to student achievement
2 Understand how career related learning is interpreted and delivered in different institutions	2.1 Identify the different models of career related learning	<ul style="list-style-type: none"> □ Different models e.g. discrete lessons, cross curricular, through PHSE (personal health and social education) tutor time delivery, centred on work experience 	<ul style="list-style-type: none"> □ Learners could discuss with colleagues how career related learning is delivered in institutions in which they work, and record this
	2.2 Critically analyse the different models and explain the advantages and disadvantages of each model	<ul style="list-style-type: none"> □ An example is that if delivered through the tutorial programme there is the advantage that the tutor knows the students and can be personal: a disadvantage is that he may not have specialist knowledge 	<ul style="list-style-type: none"> □ Learners can research the advantages and disadvantages of each model and record this □ They could interview colleagues and explore this through the institutions in which they work

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
3	<p>Understand how the aims of career related learning can be translated into programmes of learning and work</p> <p>3.1</p>	<p>Critically evaluate the various national initiatives that have included careers education and work related learning in recent decades resulting in published frameworks of learning outcomes and objectives</p> <p>□ National initiatives have varied with different government policies e.g. 'Learning outcomes from careers education and guidance' published in 1999 by the Qualifications and Curriculum Authority (QCA) emanated from the Education Act 1997</p>	<p>□ Learners could research and explore the initiatives that have led to revised frameworks, and critically analyse them</p>
4	<p>Be able to design a career related learning programme of work</p> <p>4.1</p>	<p>Identify the key areas of content and where they may be covered or delivered in the curriculum, explaining their decisions</p> <p>□ The areas of content should relate to the learning outcomes for career related learning in any institution</p> <p>□ An example is that application processes could be covered in English (writing letters of application) or Drama (mock interviews)</p>	<p>□ Learners could take the learning outcomes in any institution, and identify the 'content' areas related to them</p> <p>□ They could then look at where they feel such topics could be delivered, and compare it with where they are actually delivered</p>
	<p>4.2</p> <p>Devise schemes of work, identifying content, teaching methodology, learning resources and assessment criteria</p>	<p>Relates to the overall curriculum plan for career related learning</p> <p>□ This plan is cyclical in nature e.g. identifying learning needs, devising aims and objectives (learning outcomes), identifying content/topics and methods of delivery, identifying assessment criteria, overall evaluation</p>	<p>□ Learners could devise a curriculum development plan for identified institutions</p> <p>□ They could also critically evaluate existing ones</p>

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
5 Be able to identify and negotiate with others suitable delivery methods	<p>5.1 Investigate and identify a variety of delivery methods, discussing the extent to which each relates to a range of learning styles</p> <p>5.2 Negotiate with external partners to contribute to the delivery process</p> <p>5.3 Identify and meet staff development needs to enhance teaching, explaining how the identified needs have been met</p>	<ul style="list-style-type: none"> □ Such delivery methods should be participative or experiential wherever possible □ Examples include group discussions, student research and presentations, welcoming visitors, role plays □ External partners e.g. employers, college/university representatives, past students, community figures □ Staff development needs e.g. delivery of career related learning often involves non-specialists and they may need considerable help to make the programme 'exciting' 	<ul style="list-style-type: none"> □ Learners could research and explore such methods, analysing how they would use them and the skills involved □ Learners could identify existing external partners that are used, and identify others who may be willing to contribute □ Learners could interview staff to identify training needs and put together a staff development plan

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
6 Be able to evaluate the career related learning programme and make recommendations for improvement	6.1	Evaluate the effectiveness of the career related learning programme in meeting its objectives	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation in this instance relates to the whole programme, asking the questions 'has it been worth it' and 'how could it be improved' <input type="checkbox"/> Evaluation should focus primarily on the learners <input type="checkbox"/> It should also look at how the institution has benefited 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners could go back to the learning outcomes and check that they have been met <input type="checkbox"/> They could seek the views of students, staff, and external partners on their feelings about the programme <input type="checkbox"/> All evidence could be collated in a report
	6.2	Recommend modifications to the programme, explaining how they will improve it	<ul style="list-style-type: none"> <input type="checkbox"/> What changes would be made if the programme was to run again 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners could include recommendations in a report linking it to the evidence collected

Information for tutors

Delivery

Learning outcome one involves the learner developing an understanding of the aims of career related learning, and then looking at the contribution that such learning makes to achieving the overall aims of the institution. Invariably, the aims of career related learning would encompass the DOTS model (Law and Watts, 1977) with some supplementary additions to suit local circumstances. The DOTS acronym relates to the development of decision-making skills, opportunity awareness, transition management, and self-awareness

Learning outcome two looks at how learning institutions deliver career related learning, and there are many different models for doing this, all with their advantages and disadvantages. For example training providers may deliver a 'life-skills' module which could be a more convenient and cost effective method for them. Schools and colleges however may deliver career related learning through Personal Health and Social Education, or through the tutorial programme. Learners will need to compare and contrast these methods of delivery.

Learning outcome three concerns the learner understanding the planning of careers education, taking into account the various national initiatives that have produced recommended frameworks that need to be taken into account at the time e.g. October 2009 Quality, Choice and Aspiration: a Strategy for Young People's Information, Advice and Guidance (DCSF). The latter has since been archived, but it highlights the impact that a change of government can have when the coalition government came into power in 2010.

Learning outcome four focuses on the learner being able to plan and design a career related learning programme. Using a curriculum design framework, the learner will need to apply a logical process to the planning process: exploring what is already in place, identifying learning needs, devising aims and objectives (learning outcomes), designing methodology (content and delivery methods), assessment and evaluation.

Learning outcome five explores the contribution that significant others can make to the delivery process. This could include existing staff in the institution or external partners or visitors. A key success to any career related learning programme is to make it interesting and stimulating through delivery methods that are participative and 'real'. Consideration should also be given to staff training needs as such delivery methods can be challenging.

Learning outcome six highlights the importance of evaluating career related learning programmes and looking at ways in which improvements can be made. At one level this could focus on the learner, and the impact that the programme has had on their learning and stimulation. At another level, it could involve the institution and the need to scrutinise how important such programmes are to the organisation e.g. inclusion in future development plans, review at governor meetings.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Andrews D – *Careers Education in Schools* (Highflyers Publishing, 2011)
ISBN 9781903449455

Bassott B, Barnes A and Chant A – *A Practical Guide to Career Learning and Development: Innovation in Career Education 11-19* (Routledge, 2013)
ISBN 9780415816465

Bloom BS – *Taxonomy of Educational Objectives* (Longman, 1984)
ISBN 9780582280106

Watts AG, Law B, Killeen J, Kidd JM and Hawthorn R – *Rethinking Careers Education and Guidance: Theory, Policy and Practice* (Routledge, 1996)
ISBN 9780415139755

Journals and/or magazines

Andrews D – *Careers Education in Schools: What Future?* in *Career Guidance Today* (ICG) Issue 20.1 (Feb 2012)

Forrest G – *Careers and Work-related Education in Schools: It's All About the Fish* in *Career Matters* (CDI) Issue 1.1 (June 2013)

Other

Department for Education (DfE) – *Careers Education and Guidance in England: A National Framework 11-19* (DfE, 2003)

Law B – *New Thinking for Connexions and Citizenship: Centre for Guidance Studies, an Occasional Paper* (CeGS, 2001)

Nottingham Trent University – *Perspectives on Career Planning: an Occasional Paper* (ICG) (NTU, 1997)

School Curriculum and Assessment Authority (SCAA) – *Looking Forward: Careers Education in the Curriculum* (SCAA, 1995)

Qualifications and Curriculum Authority (QCA) – *Learning Outcomes from Careers Education and Guidance* (QCA, 1999)

Websites

www.legislation.gov.uk

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: www.edexcel.com/contactus
- Pearson BTEC: www.btec.co.uk/contactus
- Pearson Work Based Learning: www.pearsonwbl.com/contactus
- Books, software and online resources for UK schools and colleges: www.pearsonschools.co.uk/contactus

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at www.edexcel.com/btec/delivering-BTEC/quality/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/Pages

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources/publications/Pages

14 Professional development and training

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- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
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- **Ask the Expert:** submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.

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