



## Higher National Unit specification

### General information

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

**Unit code:** H6CH 35

**Superclass:** GF

**Publication date:** March 2014

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This specialist Unit has been designed to allow the candidate to develop their knowledge of a Career Management Skills (CMS) approach to Career Information, Advice and Guidance (CIAG,) and to analyse how it is applied in practice. Candidates will investigate the development of the skills approach and explain the content of the Career Management Skills Framework for Scotland. They will have opportunities to examine its benefits and potential limitations to the customer, the adviser and the service and will explain how a CMS approach could develop the customer's potential and provide appropriate career development. They will examine a CMS approach in practice and examine how this could enhance the customers' career development, and will review their own performance in applying a CMS approach.

### Outcomes

On successful completion of the Unit the candidate will be able to:

- 1 Investigate the context and rationale of a CMS approach.
- 2 Explain the themes and associated competencies of a CMS approach used with CIAG customers.
- 3 Support customers to further develop their skills in career management.
- 4 Reflect on own practice in supporting customers to develop their career management skills.

### Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

## Higher National Unit specification: General information (cont)

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

### Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However, as a minimum, candidates would be expected to have competence in *Communication* skills at Intermediate 2 (SCQF level 5) or equivalent. It would be beneficial if the candidate has some previous knowledge and experience of the career information, advice and guidance sector and the adviser's role within it. Candidates should also have completed the Units: *CIAG Context and Principles for Delivery of Services*, and *CIAG: Interviewing Skills*. The candidate would normally require to have previous knowledge and experience of the Career Information, Advice and Guidance sector and the adviser's role within it.

### Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills                      Problem Solving at SCQF level 6

Core Skill component(s)                  None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

### Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is a mandatory Unit in the PDA in Careers Information, Advice and Guidance Advanced Practice at SCQF level 8 and an optional Unit within the HNC Careers Information, Advice and Guidance Practice and can also be taken as a stand-alone Unit, possibly for the purpose of continued professional development.

Candidates will be in a job role that provides practical support to customers as they seek employment, assisting them to identify and address barriers to employment, explore options and monitoring and supporting them as they develop their CMS and overall employability. Depending on the candidate's employing (or volunteering) organisation, they may also have a role in facilitating customers to carry out actions previously identified and agreed with a qualified Careers Adviser.

### Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of candidates should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **Higher National Unit specification: Statement of standards**

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Investigate the context and rationale of a CMS approach.

#### **Knowledge and/or Skills**

- ◆ Impact of national and international developments in CMS
- ◆ Definition of CMS
- ◆ Rationale and features of the CMS Framework for Scotland
- ◆ Current relevant legislation and policy

### **Outcome 2**

Explain the themes and associated competencies of a CMS approach used with CIAG customers.

#### **Knowledge and/or Skills**

- ◆ Themes of Career Management Skills
- ◆ Associated competencies
- ◆ How a CMS approach can be applied to support customer development
- ◆ Benefits of CMS approach to the customer, adviser and the service
- ◆ Potential barriers or difficulties of using CMS approach to the customer, adviser and the service and how to overcome them

### **Outcome 3**

Support customers to further develop their skills in career management.

#### **Knowledge and/or Skills**

- ◆ Role of the adviser and others involved in the process
- ◆ Definition of life contexts
- ◆ Review of the customer's understanding of their CMS assessment
- ◆ Support customers to take forward actions to develop their career management skills

## **Higher National Unit specification: Statement of standards (cont)**

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

### **Outcome 4**

Reflect on own practice in supporting customers to develop their career management skills.

#### **Knowledge and/or Skills**

- ◆ Principles underpinning reflective practice
- ◆ Importance of reviewing the CMS approach used
- ◆ Evaluation techniques
- ◆ Effectiveness of information given to support customers

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

### Evidence Requirements for this Unit

Candidates will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

#### Outcome 1

- ◆ Outline the development of the Career Management Skills Framework for Scotland.
- ◆ Describe the context and purpose of CMS.
- ◆ Explain current relevant legislation and policy which impact on CMS and the service.

#### Outcome 2

- ◆ Describe the four themes of the Career Management Skills Framework for Scotland.
- ◆ Explain how the competences associated with one theme can influence the customer's development.
- ◆ Identify two situations where a CMS approach can be applied.
- ◆ Explain one benefit of using the CMS approach for:
  - customers
  - advisers
  - the service
- ◆ Explain one potential difficulty in using a CMS approach for:
  - customers
  - advisers
  - the service

#### Outcome 3

- ◆ Explain the role, responsibilities and professional boundaries of the adviser.
- ◆ Describe the life contexts outlined in the CMS Framework for Scotland.
- ◆ Give examples of two customers with different life contexts.
- ◆ Support two customers with different life contexts to take forward appropriate actions to meet identified gaps in their CMS.

#### Outcome 4

- ◆ Explain why it is important to reflect upon own performance in relation to the approach used with the customer.
- ◆ Analyse one customer/adviser scenario and evaluate the effectiveness of the CMS approach applied. Analysis should include:
  - reflection on own practice
  - evaluation of effectiveness of the approach used
  - how equality and inclusiveness was promoted
  - identification of a minimum of one strength and one area for further personal development in relation to the use of CMS approach



## Higher National Unit Support Notes

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is designed to enable candidates to develop knowledge of a career management skills approach to Career Information, Advice and Guidance (CIAG) and to analyse how it is applied in practice.

Candidates will require considerable underpinning knowledge to understand the development of the Career Management Skills Framework. It would be beneficial if the candidate had already completed the Unit *Career Information, Advice and Guidance: Context and Principles for Delivery of Services* and the Unit *Career Information, Advice and Guidance: Interviewing Skills*.

Candidates should be directed to the definition of CMS from *The European Lifelong Guidance Policy Network*. It defines CMS as follows:

‘Career Management Skills refer to a whole range of competencies which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information as well as the skills to make and implement decisions and transitions’

Candidates should familiarise themselves with relevant policy including:

- ◆ The Scottish Government’s *CIAG Strategy* published in 2011
- ◆ *Career Management Skills Framework for Scotland* published by Skills Development Scotland in 2012

International developments in the USA, Canada and Australia which informed national policy also provides worthy background knowledge although this does not require to be assessed. The Scottish Government document *Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth* sets out the Scottish Government strategy for a successful, globally competitive economy against a backdrop of global economic downturn.

Throughout the Unit, candidates should, where possible, use their knowledge and experience from their own work environment and relate this to their evidence.

## Higher National Unit Support Notes (cont)

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

For **Outcome 1**, in order to outline the development of the Career Management Skills Framework for Scotland, candidates should make reference to the ScotGov driver of the CIAG strategy from which the Career Management Skills framework was the required action. This framework for career self-management encourages the development of career management skills that prepare individuals for employment and future career development. It enables people of any age to build capability and take control of their future. Career management skills are skills for life.

Candidates will also examine and explain current legislation and policy which impacts on CMS.

For **Outcome 2** the candidate will need to understand the four themes of CMS as set out in the Framework for Scotland and their associated competencies. There are in total seventeen competencies which are grouped under the four themes of:

- ◆ Self
- ◆ Strengths
- ◆ Horizons
- ◆ Networks

The competencies describe a series of overlapping skills, attitudes and capabilities that support an individual's life chances. It is not expected, nor is it necessary, that every individual should excel in all these areas at every point in their lives. Individuals are likely to exploit their strengths and use the competencies that are most appropriate to their career stage and goals. The candidate will require to understand and explain the content of the competencies associated with each theme and the Outcomes for the customer. Information on the competencies can be found in the *Career Management Skills Framework for Scotland*.

The candidate will need to identify benefits and potential difficulties or barriers of using the CMS approach with:

- ◆ the customer
- ◆ the adviser
- ◆ the service

Benefits may include:

- ◆ To provide feedback to learners on their progress and raise awareness of the skills they have and those they need to develop.
- ◆ To show parents, partners and employers that an individual has made progress and can demonstrate competence.
- ◆ To motivate individuals to remain engaged.
- ◆ To enable organisations to measure the impact of services.

## Higher National Unit Support Notes (cont)

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

(From the CMS Framework for Scotland)

Difficulties/barriers may include:

- ◆ Customers may require support in order to understand the competencies they have already and those they need to develop.
- ◆ Customers may require assistance to identify and access the resources that will support them to develop their skills.
- ◆ Resources for customers to self assess their career management skills are in development.

The list above is not exhaustive. It may vary depending on the customers circumstances or needs and the service provided by different organisations.

### Outcome 3

The candidate will need to understand their role and boundaries in the context of applying a CMS approach with the customer and the role of others involved in the process.

The candidate should to be able to describe the life contexts set out in the CMS framework for Scotland.

These are:

- ◆ Before starting work.
- ◆ Moving beyond education towards work.
- ◆ While in work.
- ◆ When not working.
- ◆ Preparing to leave or reduce work.

The candidate will also require to:

- ◆ Review the customer's understanding of their CMS assessment completed with a careers adviser.
- ◆ Review the actions the customer has identified and agreed with the careers adviser and establish what progress they have made in completing them.
- ◆ Provide appropriate support to enable the customer to complete outstanding actions.
- ◆ Liaise with the careers adviser regarding the customer's progress.
- ◆ Refer them back to a careers adviser when further assessment is required.

## Higher National Unit Support Notes (cont)

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

In **Outcome 4**, the candidate will develop as a reflective practitioner by thinking about their own work performance. They will review the effectiveness of the approach used with customers and identify their own strengths and areas for future development.

The candidate may be guided to reflect upon their existing skills that underpin how they practice, eg:

- ◆ *Communication skills*
- ◆ *Interpersonal skills*
- ◆ *Listening skills*
- ◆ *Leadership skills and styles*
- ◆ *Interviewing skills*
- ◆ *Awareness of professional boundaries*
- ◆ *Methods of self-assessment*
- ◆ *Ability to promote social inclusion at work and support diversity and equality of opportunity*

### Guidance on approaches to delivery of this Unit

The Outcomes of this Unit should be delivered in the order presented. A candidate-centred participative and practical approach is recommended.

Blended learning may be appropriate for aspects of this Unit; this will be at the discretion of the delivering centre.

**Outcomes 1 and 2** provide opportunities for candidates to investigate the development, context and purpose of the Career Management Skills approach. Candidates should examine current relevant policy documents including the *Career Management Skills Framework for Scotland* and *Curriculum for Excellence*.

**Outcome 3** allows for a practical application of candidate knowledge and understanding in using a career management skills approach to facilitate customers in taking forward their own development. This can be based on the use of candidates own workplace practice or, where not possible, on simulation undertaken in a realistic working environment (RWE).

For **Outcome 4** candidates will reflect on one customer/adviser scenario. They will evaluate the effectiveness of the CMS approach applied and their own contribution to the service provided.

Candidates should be made aware of how they can use reflection and evaluation to improve their work practice and why this is important. As part of the overall review, candidates should be encouraged to reflect upon their own performance in supporting customers to further develop their own career management skills. Candidates should be introduced to various methods that can be used to review the effectiveness of support given to customers. As career information, advice and guidance is customer-centred, the review must include reference to how the candidate's own practice ensured data protection and promoted equality and inclusion for the customer.

## Higher National Unit Support Notes (cont)

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

Delivery of this Unit could incorporate a variety of teaching and learning methods including:

- ◆ formal lectures
- ◆ group work/ discussion
- ◆ visiting speakers
- ◆ individual and group research
- ◆ internet searches
- ◆ reflection

Centres should make reference to current relevant policies and legislation throughout the delivery of this Unit. References and background material may include but is not restricted to:

Career Information, Advice and Guidance in Scotland: A Framework for Service Redesign and Improvement. The Scottish Government 2011

A Scottish Government Strategy to improve careers services in Scotland.

Career Management Skills Framework for Scotland: Skills Development Scotland 2012

The Framework is a strategic document aimed at those organisations in Scotland responsible for the planning, management and delivery of career information, advice and guidance services and those providing career related learning

A Curriculum for Excellence: The Scottish Government. 1 November 2004.

The curriculum aims to help every candidate develop knowledge, skills and attributes for learning, life and work.

Building the Curriculum 4 - Skills for Learning, Skills for Life and Skills for Work

The Scottish Government, October 2009

Building the Curriculum 4 sets out key messages about how children and young people develop and apply their skills

A Working Life for All Disabled People: The Supported Employment Framework for Scotland.

The Scottish Government 2010

The framework acknowledges that many disabled people in Scotland face substantial barriers in finding and sustaining work.

Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth

The Scottish Government 2010

The strategy is structured around four key priority themes of empowering people, supporting employers, simplifying the skills system and strengthening partnerships

Getting it Right for Every Child: Scottish Government 2006

A national programme aimed at improving Outcomes for all children and young people in Scotland

Equalities Act 2010

References given are correct at the time of publication but centres should ensure that current and relevant background information is available for candidates.

## Higher National Unit Support Notes (cont)

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to candidates.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where candidates experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

There are four instruments of assessment for this Unit. Outcomes 3 and 4 could be assessed holistically.

**Outcome 1** could be assessed by an investigation. Candidates should be provided with an investigation brief which covers all Evidence Requirements. The investigation will require candidates to gather information from a variety of sources which could include:

- ◆ visiting speakers
- ◆ internet research
- ◆ library searches
- ◆ publications

Candidates should organise and present findings in an appropriate format. It may be beneficial for candidates to work in groups and share information although the final investigation must be the candidate's own work.

**Outcome 2** could be assessed by a series of structured questions in an appropriate format to cover all Evidence Requirements.

The assessment for **Outcome 3** should be based on real work practice or where necessary, simulation undertaken in a realistic workplace environment. The simulation could be based on individuals with whom the candidate is working.

**Outcome 4** could be assessed by range of evidence which should include a reflective account and identification of own strengths and areas for development.

Candidate's evaluation should include an analysis of the effectiveness of the CMS approach used with one customer and reflection upon their own contribution to the process. It is important that the candidate makes reference to how their practice promotes equality and inclusion.

Since the Core Skills of Problem Solving at SCQF Level 6 is embedded in this Unit, it is strongly recommended that you follow the assessment guidelines given. If you wish to use a different assessment model, you should seek prior verification of the assessment instrument(s) you intend to use to ensure that the Core Skill is still covered.

## Higher National Unit Support Notes (cont)

**Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

This Unit has the Core Skills of Problem Solving embedded in it. This means that when the candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Problem Solving at SCQF level 6.

There will be opportunities to gather evidence towards the Core Skills of *Communication* at SCQF level 6, *Working with Others* at SCQF level 6, *Information and Communication Technology (ICT)* at SCQF level 5.

## History of changes to Unit

Version	Description of change	Date
02	Core Skills Problem Solving at SCQF level 6 embedded.	31/03/14

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## General information for candidates

### **Unit title:** Career Information, Advice and Guidance: Career Management Skills Approach (SCQF level 8)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit will be of value and interest to you if you work in careers advice or in a job role which facilitates customers to develop their career management skills. It is designed to develop your knowledge of the Career Management Skills (CMS) approach to Career Information, Advice and Guidance (CIAG,) and to understand how it is applied in practice. You will investigate the development of this skills approach in relation to the content of the CMS Framework for Scotland. You will have opportunities to examine its benefits to the customer, the adviser and the service and will also identify any difficulties in the process.

You will also reflect upon your own performance in facilitating a CMS approach and review the effectiveness of the approach used.

This Unit forms part of the Professional Development Award (PDA) in Career Information, Advice and Guidance: Advanced Practice at SCQF level 8. It can also be used as a free-standing Unit for the purposes of continuing professional development.

On completion of the Unit, you will be able to:

- 1 Investigate the context and rationale of a CMS approach.
- 2 Explain the themes and associated competencies of a CMS approach used with CIAG customers.
- 3 Support customers to further develop their skills in career management.
- 4 Reflect on own practice in supporting customers to develop their career management skills.

Assessment of this Unit will include a mix of investigation, responses to questioning, and self-reflection on practice.

By undertaking this Unit, you will also have the opportunity to develop your Core Skills in *Communication, Working with Others, Information and Communication Technology (ICT) and Problem Solving.*