



Group Award Specification for:

**HNC in Career Information, Advice and Guidance
Practice at SCQF level 7**

Group Award Code: GJ4E 15

Validation date: April 2014

Date of original publication: April 2014

Version: 03 (May 2017)

Contents

1	Introduction	1
2	Qualification structure	2
3	Aims of the qualification	3
	3.1 General aims of the qualification.....	3
	3.2 Specific aims of the qualification.....	3
	3.3 Graded Unit.....	4
4	Recommended entry to the qualification.....	4
	4.1 Core Skills.....	5
5	Additional benefits of the qualification in meeting employer needs.....	7
	5.1 Mapping of specific qualification aims to Units	8
	5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards	9
	5.3 Mapping of Core Skills development opportunities across the qualification	13
	5.4 Assessment Strategy for the Context Specific Units of the qualification.....	16
6	Guidance on approaches to delivery and assessment	19
	6.1 Sequencing	19
	6.2 Recognition of Prior Learning	20
	6.3 Opportunities for e-assessment.....	21
	6.4 Support materials.....	21
	6.5 Resource requirements.....	21
7	General information for centres.....	22
8	Glossary of terms	22
9	General information for candidates	25

1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, candidates, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of candidates the qualification is suitable for and progression opportunities

The new Group Award, Higher National Certificate (HNC) in Career Information, Advice and Guidance Practice at SCQF level 7, is an occupationally-specific, industry-led qualification and has been developed under the Design Principles for Higher National Qualifications. It has been developed in collaboration with key stakeholders from the CIAG sector.

This HNC forms part of a suite of industry-specific qualifications for the Careers Information Advice and Guidance (CIAG) sector, the development of which was funded and supported by Skills Development Scotland (SDS) and supported by the Scottish Government.

The titles of the qualifications in this suite are:

- ◆ HNC in Career Information, Advice and Guidance Practice at SCQF level 7
- ◆ PDA in Career Information, Advice and Guidance: Customer Engagement at SCQF level 7
- ◆ PDA in Career Information, Advice and Guidance: Customer Support at SCQF level 7
- ◆ PDA in Career Information, Advice and Guidance Advanced Practice at SCQF level 8

This HNC has been designed for a range of candidates and will suit those working or wishing to work in a range of roles relevant to career information, advice and guidance service provision, eg:

- ◆ First contact adviser
- ◆ Employability adviser
- ◆ Education guidance adviser
- ◆ Key worker
- ◆ Careers adviser

Successful candidates may seek to work in a range of settings including, colleges, universities, local authorities, independent schools, community learning and development, regeneration agencies, the Third Sector and private firms. In addition, they can be self-employed.

It may also help prepare candidates to progress to degree level study or professional training in a related field.

2 Qualification structure

This Group Award is made up of 12 SQA Unit credits. It comprises 96 SCQF credit points of which 56 are mandatory at SCQF level 7 including a Graded Unit of 8 SCQF points, thereby meeting the design principles of HNC.

Mandatory Units (56 SCQF credit points at SCQF level 7)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H55N	34	Career Information, Advice and Guidance: Context and Principles for Delivery of Services	1	8	7
H506	34	CIAG: Supporting Customers to Access and Use Career Related Information	1	8	7
DN3E	34	Evaluating Own Practice and Planning for Self Development	1	8	7
H4JR	34	CIAG: Interviewing Skills	1	8	7
H4JP	34	CIAG: Group Work Skills	1	8	7
H5XM	34	CIAG: Employability	1	8	7
H6VP	34	CIAG Graded Unit 1	1	8	7

The **optional Units (40 credits points required)** are:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H6CH	35	CIAG: Career Management Skills Approach	1	8	8
H6CF	35	CIAG: Coaching Approach	1	8	8
H6X5	35	CIAG: Research Skills	1	8	8
H6VR	34	CIAG: Communicate with Customers Using a Range of Media	1	8	7
H49P	33	Customer Care	1	8	6
DH3V	34	Working in Partnership with People Who Have a Learning Disability	1	8	7
H368	34	Learner Support: Managing Behaviour in a Support Setting	1	8	7
F1MH	35	Additional Support Needs: Collaborating with Other Agencies	2	8	8
F1XY	34	Dyslexia: Understanding and Supporting Individuals with Dyslexia	1	8	7
F3XP	33	Managing Self and Resources	1	8	6
DN3R	34	Learning and Development: Supporting Learner Development	1	8	7
DN3J	34	Learning and Development: Learning Processes	1	8	7
DN3N	34	Learning and Development: Planning, Design and Delivery of Learning	2	8	7

3 Aims of the qualification

The HNC in CIAG Practice is principally designed to provide candidates with the skills and knowledge to deliver effective CIAG services to customers in a range of settings.

3.1 General aims of the qualification

HNCs have a range of broad aims that are generally applicable to FE qualifications, candidates will:

- 1 Develop critical and evaluative thinking skills and ability to manage and absorb large amounts of information.
- 2 Develop problem-solving skills.
- 3 Develop as self-directed and self-reflective individuals.
- 4 Develop the ability to be flexible and to work co-operatively within a team structure.
- 5 Develop transferable skills such as study and research skills, presentation techniques, personal effectiveness, time management, resource management.
- 6 Enabling progression within the SCQF including possible progression to HE.
- 7 Enhance their opportunities for career planning and employment prospects.
- 8 Develop their individual's Core Skills profile.

3.2 Specific aims of the qualification

- 9 To ensure understanding of the context, values and principles underpinning the provision of CIAG service delivery.
- 10 To deliver excellent customer service by developing own techniques in a range of specific areas: CIAG interviewing, CIAG group work and developing customers employability.
- 11 To develop the knowledge and skills necessary to support customers to access and use career related information.
- 12 To be able to assess customer needs and use appropriate diagnostic tools and methods.
- 13 To deliver CIAG services to a range of customers, including those with additional support needs.
- 14 To deliver CIAG services through a variety of channels, ie Face to face, by telephone or internet based communication.
- 15 To ensure awareness of legislation relevant to CIAG service delivery, including H&S, Equality and Data Protection.
- 16 To develop higher level skills in research, coaching and career management.
- 17 To develop skills in self-evaluation and reflection to inform own practice and service delivery.

3.3 Graded Unit

All Graded Unit specifications are available from SQA's website (www.sqa.org.uk).

The purpose of the Graded Unit is to assess ability to retain and integrate the knowledge and skills gained in the mandatory Units; to assess that the candidate has met the principal aims of the Group Award and to grade candidate achievement. A Graded Unit is assessed and a grade of A, B or C awarded to candidates who successfully achieve the Unit.

Candidates will take a 1 credit Graded Unit at SCQF level 7 in the HNC.

The CIAG Graded Unit will be assessed by the use of a project-based practical assignment developed by centres. The project should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of this Graded Unit.

The work necessary to undertake this assignment will consolidate skills and knowledge acquired throughout the HNC in CIAG Practice. Candidates will plan, carry out and evaluate a CIAG customer interview. They will use knowledge and employ skills developed through a combination of the mandatory Units from the Group Award. When planning, carrying out and evaluating a CIAG customer interview, candidates must ensure that sufficient evidence is provided to meet the requirements of the Graded Unit.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team **as guidance only**.

Candidates would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

This qualification is designed primarily to develop industry-specific skills and knowledge in the field of CIAG. The component Units are a blend of theory and practice to develop both understanding and competence. As such, candidates would benefit from having an understanding of the skills and knowledge utilised in the Advice and Guidance sector in general and CIAG in particular.

As this is a level 7 qualification, a candidate's potential ability to achieve the award may be demonstrated in any of the following ways:

- ◆ PDA in Career Information, Advice and Guidance: Customer Engagement
- ◆ PDA in Career Information, Advice and Guidance: Customer Support
- ◆ PDA in Career Information, Advice and Guidance: Advanced Practice
- ◆ SVQ level 3 in a related area, eg SVQ Advice and Guidance
- ◆ SVQ level 2 in Advice and Guidance Support
- ◆ PDA Certificate Advice and Guidance: Design and Prepare Group Sessions
- ◆ PDA Certificate Advice and Guidance: Deliver Group Sessions
- ◆ PDA Certificate Advice and Guidance: Developing Client Contact
- ◆ PDA Certificate Advice and Guidance: Managing Information
- ◆ PDA Certificate Advice and Guidance: Professional Practice
- ◆ PDA Certificate: Advice and Guidance: Providing Inclusive Support to Young People Facing Transition

- ◆ PDA Certificate Advice and Guidance: Supporting Clients Through the Medium of Telecommunications
- ◆ PDA Certificate Advice and Guidance: Working Within a Network to Support Clients
- ◆ PDA Certificate Advice and Guidance: In-depth Advice and Guidance Interviewing
- ◆ PDA Certificate Advice and Guidance: Providing Information and Support to Clients
- ◆ PDA Certificate: Money Advice and Guidance
- ◆ Front Line Guidance (Customised Award)
- ◆ Highers: a minimum of two at C or above
- ◆ HNC/HND
- ◆ NQ Units/SGAs: at SCQF level 6 in appropriate subject area
- ◆ Occupationally relevant skills and experience developed in a paid or voluntary capacity
- ◆ Qualifications from another Awarding Body/Professional Body equivalent to any of the above

4.1 Core Skills

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for candidates whose Core Skills profile is below the recommended entry level or whether candidates should be encouraged to do an alternative level or learning programme.

Entry Profile

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Candidates will require good communication skills to effectively provide a service to a range of customers, colleagues and in a range of situations and working environments.
Numeracy	5	Candidates will require good numeracy skills to complete the qualification.
Information and Communication Technology (ICT)	5	Candidates will require a range of IT skills to undertake assignments, use internet based communication methods and to support customers to access and use CRI effectively.
Problem Solving	5	Candidates will require good problem solving skills to successfully adapt to changing circumstances and overcome barriers which may arise in practice.
Working with Others	5	Candidates will require to work with others at an in depth level, particularly within the Units, CIAG: Supporting Customers to Access and Use CRI, CIAG: Group Work Skills, CIAG: Interviewing Skills.

Given the emphasis on direct interaction with customers throughout this award, we would anticipate that all candidates, on successful completion, will overtake the requirements for level 6 in *Problem Solving* and *Working with Others*.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Effective communication is at the heart of CIAG. Successful completion of the Units, CIAG: Supporting Customers to Access and Use CRI, CIAG: Group Work Skills, CIAG: Interviewing Skills and CIAG: Employability will consolidate and build on pre-existing skills.
Numeracy	5	Candidates will require good numeracy skills to complete the qualification. However, opportunities to progress within this Core Skill may be limited in the candidate's day-to-day role therefore progression will not be possible in all cases hence this remaining at level 5.
Information and Communication Technology (ICT)	5	Although candidates require a range of IT skills within their job role, the benchmark statements for this Core Skill are relatively technical therefore it is not practicable to expect all candidates to further develop this Core Skill.
Problem Solving	6	Candidates will require good problem solving skills to successfully adapt to different customer needs. These will be developed by all Units in the HNC so it is anticipated that candidates would be able to progress within this Core Skill.
Working with Others	6	As with Communication, Working with Others is essential to being an effective CIAG adviser. Candidates require to work with others extensively and should be able to demonstrate skills development.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for candidates to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of specific qualification aims to Units

Code	Unit title	Specific Aims								
		9	10	11	12	13	14	15	16	17
H55N 34	Career Information, Advice and Guidance: Context and Principles for Delivery of Services	X	X		X	X		X		X
H506 34	CIAG: Supporting Customers to Access and Use Career Related Information	X	X	X	X	X	X	X	X	
DN3E 34	Evaluating Own Practice and Planning for Self Development	X	X	X	X	X	X	X	X	X
H4JR 34	CIAG: Interviewing Skills	X	X	X	X	X	X	X		X
H4JP 34	CIAG: Group Work Skills		X	X	X	X	X	X		X
H5XM 34	CIAG: Employability	X	X	X	X	X	X	X		
H6CH 35	CIAG: Career Management Skills Approach		X	X	X		X		X	X
H6CF 35	CIAG: Coaching Approach		X						X	X
H6X5 35	CIAG: Research Skills			X				X	X	
H6VR 34	CIAG: Communicate with Customers Using a Range of Media	X	X	X	X	X	X	X		X
H49P 33	Customer Care	X	X	X	X	X	X	X		X
F1MH 35	Additional Support Needs: Collaborating with Other Agencies	X				X				
DH3V 34	Working in Partnership with People Who Have a Learning Disability	X			X	X		X		
H368 34	Learner Support: Managing Behaviour in a Support Setting	X			X	X		X		
F1XY 34	Dyslexia: Understanding and Supporting Individuals with Dyslexia	X		X	X	X				
F3XP 33	Managing Self and Resources		X				X	X		X
DN3R 34	Learning and Development: Supporting Learner Development				X	X	X	X	X	
DN3J 34	Learning and Development: Learning Processes					X		X	X	
DN3N 34	Learning and Development: Planning, Design and Delivery of Learning	X			X	X		X	X	

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

The National Occupational Standards (NOS) for Career Information Advice and Guidance developed by Lifelong Learning UK (LLUK) in 2010 informed the development of the component Units of this award. There is no discrete SVQ in CIAG although there are long-established SVQs in Advice and Guidance which contain NOS relevant to CIAG.

The field in Scotland welcomed the NOS but subsequent consultation with the sector did not support the development of an SVQ structure. This was picked up in the Strategy Document *A Qualifications And Continuous Professional Development Framework For The Career Development Workforce In Scotland* published in 2013.

The Career Development National Occupational Standards (NOS) intend to define the competencies required to carry out the functions delivered by the career development workforce and were developed and reviewed against the functional map for Career Guidance (2010).

The NOS are intended as a high level strategic overview of the competencies required to fulfil the tasks required in the career development sector. The NOS are not designed to describe specific roles. Role definitions are normally based on a number of the functions, as defined within the functional map, and therefore role definitions can relate to a number of standards. There is no expectation that a job role would encompass all the performance requirements across every standard, rather that specific jobs will utilise the appropriate standards. The standards do not equate directly to qualifications, but are used to derive relevant competency-based qualifications for the career development sector.

Each comprises a number of Performance Criteria which an individual should demonstrate to be competent in the sector. Each standard also has underpinning knowledge and understanding.

Code	Unit title	SSC code	NOS
H55N 34	Career Information, Advice and Guidance: Context and Principles for Delivery of Services	CrD01 CrD03	Build and apply understanding of theory and effective practice in career development Develop and apply ethical practice in your career development role
H4JP 34	CIAG: Group Work Skills	CrD05 CrD07 CrD04	Work with individuals to explore and identify their needs and aspirations Deliver individual and group development through career-related learning Build and maintain relationships with individuals to ensure a client-centred approach
H5XM 34	CIAG: Employability	CrD08 CrD02 CrD01	Enable individuals to use and apply information for career Development Reflect on, develop and maintain own skills and practice in career <i>advice and guidance</i> Build and apply understanding of theory and effective practice in career development
DN3E 34	Learning and Development: Evaluating Own Practice and Planning for Self Development	CrD02 CrD06 CrD09 CrD10	Reflect on, develop and maintain own skills and practice in career <i>advice and guidance</i> Work with individuals to explore and identify their needs and aspirations Provide on-going support to help individuals achieve their goals and development objectives Help individuals evaluate their progress and achievement and plan for the future

Code	Unit title	SSC code	NOS
H4JR 34	CIAG: Interviewing Skills	CrD05	Work with individuals to explore and identify their needs and aspirations
H506 34	CIAG: Supporting Customers to Access and Use Career-Related Information (CRI)	CrD08	Enable individuals to use and apply information for career development
H6VR 34	CIAG: Communicate with Customers Using a Range of Media	CrD08 CrD14	Enable individuals to use and apply information for career Development Promote the availability, value and effectiveness of the service on offer
H6X5 35	CIAG: Research Skills	CrD02 CrD01 CrD16	Reflect on, develop and maintain own skills and practice in <i>career advice and guidance</i> Build and apply understanding of theory and effective practice in career development Plan and undertake research on behalf of the service
H6CH 35	CIAG: Career Management Skills Approach	CrD08 CrD02 CrD01 CrD10 CrD06	Enable individuals to use and apply information for career Development Reflect on, develop and maintain own skills and practice in <i>career advice and guidance</i> Build and apply understanding of theory and effective practice in career development Help individuals evaluate their progress and achievement and plan for the future Enable individuals to set realistic goals and career development objectives

Code	Unit title	SSC code	NOS
H6CF 35	CIAG: Coaching Approach	CrD05 CrD07 CrD04 CrD09	Work with individuals to explore and identify their needs and aspirations Deliver individual and group development through career-related learning Build and maintain relationships with individuals to ensure a client-centred approach Provide on-going support to help individuals achieve their goals and development objectives

5.3 Mapping of Core Skills development opportunities across the qualification

Mandatory Units

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H55N 34	Career Information, Advice and Guidance: Context and Principles for Delivery of Services	X				X	X	X		X		
H4JR 34	CIAG: Interviewing Skills	X	X	X		X	X	X	X	X	X	X
H506 34	CIAG: Supporting Customers to Access and Use Career-Related Information (CRI)	X	X	X	X	X	X	X	X	X	X	X
H4JP 34	CIAG: Group Work Skills	X	X	E		E	E	X	X	X	X	X
DN3E 34	Learning and Development: Evaluating Own Practice and Planning for Self Development	X	X	X		X	X	X	X	X	X	X
H5XM 34	CIAG: Employability	X	X	X	X	X	X	X	X	X	X	X
H6VP 34	CIAG Practice Graded Unit 1	X	X		X	X	X	X	X	X	X	X

Optional Units

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H6CH 35	CIAG: Career Management Skills Approach	X	X			X	X	F	F	F	X	X
H6CF 35	CIAG: Coaching Approach	X	X			X	X	F	F	F	X	X
H6X5 35	CIAG: Research Skills	X		X	X	X	X	X	X	X		
H6VR 34	CIAG: Communicate with Customers Using a Range of Media	X	X	X	X	X	X	X	X	X		X
H49P 33	Customer Care	X	X			X	X	X	X	X	X	X
F1MH 35	Additional Support Needs: Collaborating with Other Agencies	X	X			X	X	X	X	X	X	X
DH3V 34	Working in Partnership with People Who Have a Learning Disability	X	X		X	X	X	X	X	X	X	X
H368 34	Learner Support: Managing Behaviour in a Support Setting	X	X					X	X	X	X	X
F1XY 34	Dyslexia: Understanding and Supporting Individuals with Dyslexia	X	X	X	X	X	X	X	X	X	X	
F3XP 33	Managing Self and Resources	X	X	X	X				X		X	X
DN3R 34	Learning and Development: Supporting Learner Development	X	X		X	X	X		X	X	X	X
DN3J 34	Learning and Development: Learning Processes	X	X			X	X	X	X	X		X
DN3N 34	Learning and Development: Planning, Design and Delivery of Learning	X	X		X	X	X	X	X	X	X	X

Achievement of the Core Skill of Problem Solving at SCQF level 6 is embedded in the following Units: H6CH 35 CIAG: Career Management Skills Approach and H6CF 35 CIAG: Coaching Approach.

Achievement of the Core Skill Component of Numeracy at SCQF level 5 and the Core Skill of Information and Communication Technology at SCQF level 5 is embedded in the Unit H4JP 34 CIAG: Group Work Skills

Achievement of the Core Skill Component of Critical Thinking at SCQF level 5 is embedded in the Unit H6X5 35 CIAG: Research Skills

5.4 Assessment Strategy for the Context Specific Units of the qualification

Each of the component Units of this HNC is a stand-alone Unit with discrete Evidence Requirements and Assessment Guidelines. The following is designed to provide guidance for delivering centres to develop appropriate assessments to meet the Evidence Requirements. It is NOT prescriptive and centres retain the flexibility to design assessments to meet their needs. Please refer to each individual Unit specifications for detailed delivery and assessment guidance.

SQA encourages centres to take a holistic view of assessment wherever practicable, both within and across Units. This has the benefit of streamlining the assessment process and can result in a lessening of the assessment burden on candidates. Where possible, a single piece of work may contribute to meeting several parts of the Evidence Requirements.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
CIAG: Context and Principles for Delivery of Services	Extended Response — Outcomes 1 and 2 can be assessed holistically		Investigative Report	N/A
CIAG: Interviewing Skills	Restricted responses to questions/extended response — closed-book	Assessor observation/record of questioning	Reflective Account	N/A
CIAG: Supporting Customers to Access and Use Career-Related Information (CRI)	Restricted responses to questions/extended response — closed-book	Assessor observation/supporting product evidence/record of questioning	Reflective Account	N/A
CIAG: Group Work Skills	Restricted responses to questions/extended response — closed-book	Assessor observation/supporting product evidence/record of questioning	Reflective Account	N/A
CIAG: Employability	Restricted responses to questions/extended response — closed-book	Assessor observation/supporting product evidence/record of questioning	Reflective Account	N/A

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
CIAG: Career Management Skills Approach	Investigation	Restricted responses to questions/extended response	Report based on work practice and a Reflective Account Assessment of these Outcomes can be integrated	
CIAG: Coaching Approach	Investigation	Analyses of Coaching Models	Report based on work practice and a Reflective Account Assessment of these Outcomes can be integrated	
CIAG: Research Skills	Extended Response	Report based on work practice	Reflective Account	N/A
CIAG: Communicate with Customers Using a Range of Media	Investigation	Reflective Account — supported by Assessor Observation where possible		N/A

6 Guidance on approaches to delivery and assessment

This qualification may be delivered by a range of SQA Approved Centres, eg FE Colleges, Workplace-based or Private Sector Training Providers.

As such, delivery will vary depending on the presenting centre. This may take the following forms:

- ◆ part-time/full-time/evening-twilight class
- ◆ face-to-face, classroom-based learning
- ◆ blended learning, ie a blend of classroom and distance/online learning
- ◆ workplace/education-training provider partnership working

Each of the Units in this HNC are available to deliver as standalone Units — perhaps for the purposes of continued professional development, for that reason the option of case study or simulation — based evidence is included.

When delivering the full HNC, centres should try wherever possible to gather evidence from candidate's work practice or placement activities. The use of case studies or simulation should be kept to as minimum as practicable, particularly for those candidates who wish to seek to progress to higher education where evidence of work practice will be required.

6.1 Sequencing

It is recommended that the Unit, *CIAG: Context and Principles for Delivery of Services* be delivered first, as this underpins the practice which will be developed in the subsequent Units followed by *CIAG: Interviewing Skills*. There is flexibility in the sequencing of the other Units as delivery may be influenced by candidate and/or centre requirements.

Integration

Reflective practice runs through many of the Units in the HNC, therefore it is possible to integrate delivery and assessment of *Learning and Development: Evaluating Own Practice and Planning for Self Development*, with Outcome 3 of the following Units:

CIAG: Interviewing Skills

CIAG: Supporting Customers to Access and Use Career Related Information (CRI)

CIAG: Group Work Skills

CIAG: Employability

As excellent communication skills underpin every aspect of CIAG service delivery, it is possible to integrate delivery and assessment of the optional Unit *CIAG: Communicate with Customers Using a Range of Media* with the following Units:

CIAG: Interviewing Skills

CIAG: Supporting Customers to Access and Use Career Related Information (CRI)

CIAG: Group Work Skills

CIAG: Employability

CIAG: Career Management Skills Approach

CIAG: Coaching Approach

6.2 Recognition of Prior Learning

SQA recognises that candidates gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a candidate would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

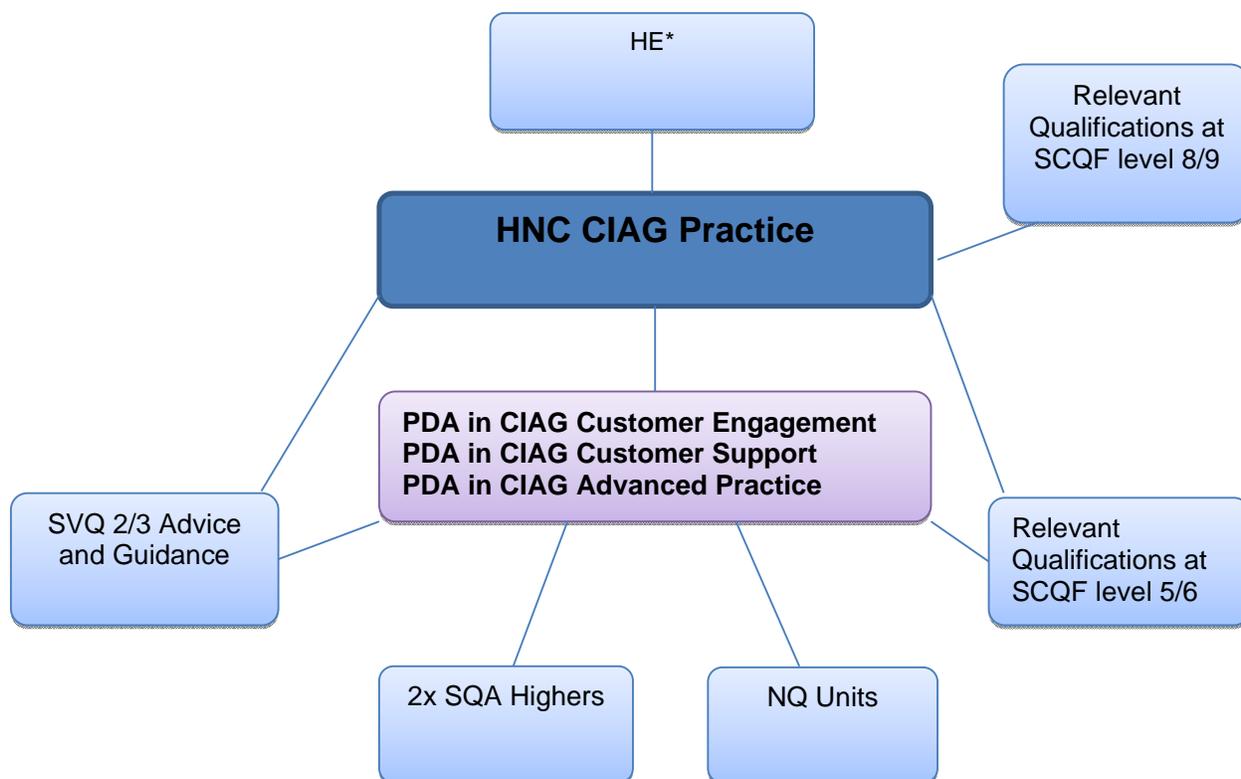
The Professional Development Awards in Career Information, Advice and Guidance offer direct entry into the HNC.

A list of suggested qualifications for entry to the HNC is given In Section 4 of this document.

Upon completion of the HNC, candidates may wish to progress to qualifications at SCQF level 8 or 9, eg in the broader Guidance sector *SVQ in Advice and Guidance level 4* or specialised qualifications — *PDA in Inclusiveness: Promoting Equality and Diversity in the Learning Environment*.

No direct articulation exists, however some candidates may wish to explore the possibility of acceptance onto HE degree programmes. *Acceptance onto these programmes and those mentioned above, will always be at the discretion of the receiving centre and may also be 'by exception' based on the individual applicants' qualifications and work experience.

Examples of possible progression routes are given in the following diagram.



6.2.2 Professional recognition

There is currently no professional recognition attached to this HNC.

6.3 Opportunities for e-assessment

Although there are not specific materials currently available, some of the Units may lend themselves to the use of e-portfolios.

6.4 Support materials

A list of existing ASPs for this qualification is available to view on SQA's website.

6.5 Resource requirements

Specific guidance on resources is given in each Unit specification.

Candidates should have access to a wide variety of current texts, on-line resources and relevant publications to support the level of independent research and underpinning knowledge required.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of candidates will 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.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Career Development: The improvement of the career resilience and career management skills of individuals. It does this by providing information, advice and guidance about career and learning options and developing individuals' skills, learning, aspirations and motivation to lifelong learning. This could take place in the workplace, community or in career development focused organisations, learning organisations or other places where individuals are encouraged to develop their career or educational prospects.

Career-related learning: Any learning within the context of career development. Learning could be related to self-awareness, aspiration raising, opportunity awareness, motivation, confidence-building, empowerment, networking, transition and change management, decision making and avoidance, action-planning, option-evaluation, finding out about and accessing opportunities. It may also be related to career guidance, vocational behaviour, career choice or career planning.

Customer-Centred: Non-directive method of putting the customer at the centre of the process so they are empowered to make decisions about and drive their own development.

Principles and Values: The principles and values of those who work within career development are identified as integral to the way in which practitioners deliver CIAG services to individuals and groups. Professional and membership bodies supporting the career guidance sector have developed various codes of practice and codes of ethics which capture this approach, and it is expected that the majority of the career development workforce will be aware of and working within these.

Target group: This qualification is for anybody who supports or delivers career information, advice and guidance services, either as a part of, or as the majority of their role, within the public, private or voluntary sector.

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A candidate successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ candidates may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned when working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

9 General information for candidates

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

This HNC has been designed for a range of candidates and will suit those working or wishing to work in a range of roles relevant to career information, advice and guidance service provision, eg:

- ◆ First contact adviser
- ◆ Employability adviser
- ◆ Education guidance adviser
- ◆ Key worker
- ◆ Careers adviser

Successful candidates may seek to work in a range of settings including, colleges, universities, local authorities, independent schools, community learning and development, regeneration agencies, the Third Sector and private firms. In addition, they can be self-employed

It may also help prepare you to progress to degree level study or professional training in a related field.

Entry to this qualification is at the discretion of the presenting centre. To be accepted onto the course, you will have to show that you have the ability to achieve the qualification. This could be demonstrated for example by:

- ◆ Previous occupational experience/knowledge of the Advice and Guidance sector in a paid or voluntary capacity
- ◆ PDA(s) in Career Information, Advice and Guidance at SCQF 7 or 8
- ◆ SVQ/NVQ in Advice and Guidance Support at level 2
- ◆ SVQ/NVQ in Advice and Guidance at level 3
- ◆ PDA in Front Line Guidance
- ◆ PDA Certificate in Customer Contact
- ◆ HNC/HND
- ◆ a minimum of two certificated SQA Units at SCQF level 6

Achievement of the Group Award requires 7 mandatory SQA credits as follows:

- ◆ *CIAG: Context and Principles for Delivery of Services*
- ◆ *CIAG: Supporting Customers to Access and Use Career Related Information*
- ◆ *Learning and Development: Evaluating Own Practice and Planning for Self Development*
- ◆ *CIAG: Interviewing Skills*
- ◆ *CIAG: Group Work Skills*
- ◆ *CIAG: Employability*
- ◆ *CIAG Practice: Graded Unit 1* (a project based Graded Unit)

There are a wide range of optional Units from which you will select a minimum of 5 SQA credits.

The optional Units are:

- ◆ *CIAG: Career Management Skills Approach*
- ◆ *CIAG: Coaching Approach*
- ◆ *CIAG: Research Skills*
- ◆ *CIAG: Communicate with Customers Using a Range of Media*
- ◆ *Customer Care*
- ◆ *Working in Partnership with People Who Have a Learning Disability*
- ◆ *Learner Support: Managing Behaviour in a Support Setting*
- ◆ *Additional Support Needs: Collaborating with Other Agencies*
- ◆ *Dyslexia: Understanding and Supporting Individuals with Dyslexia*
- ◆ *Managing Self and Resources*
- ◆ *Learning and Development: Supporting Learner Development*
- ◆ *Learning and Development: Learning Processes*
- ◆ *Learning and Development: Planning, Design and Delivery of Learning*

The types of assessments you will experience are varied and include, eg reflective accounts, restricted response questions, investigative reports and assessor observation.

You will have the opportunity to develop and re-enforce your Core Skills in *Communication, Working with Others, Problem Solving, Information and Communication Technology (ICT)* and *Numeracy*.

Your transferable skills such as study and research skills, presentation techniques, personal effectiveness, time management and resource management will also be developed throughout the qualification.