



Higher National Unit specification

General information

Unit title: Career Information, Advice and Guidance: Context and Principles for Delivery of Services (SCQF level 7)

Unit code: H55N 34

Superclass: GF

Publication date: November 2013

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Unit is designed to provide candidates with the essential Knowledge and Understanding of the context, values and principles which underpin delivery of career information, advice and guidance (CIAG). It identifies key values and principles that underpin all practice in CIAG with reference to the professional body's code of ethics. It identifies the current policy context in which CIAG is delivered and candidates will identify the policies which underpin their specific practice. Candidates will also investigate approaches to the delivery of CIAG services.

Outcomes

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

- 1 Describe the current context for delivery of CIAG services
- 2 Explain the values and principles that underpin CIAG practice
- 3 Investigate approaches to organisational service delivery

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

Unit title: Career Information, Advice and Guidance: Context and Principles for Delivery of Services (SCQF level 7)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to have competence in *Communication Skills* at Intermediate 2 (SCQF level 5) or similar qualifications. 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.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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.

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

Higher National Unit specification: Statement of Standards

Unit title: Career Information, Advice and Guidance: Context and Principles for Delivery of Services (SCQF level 7)

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

Describe the current context for delivery of CIAG services.

Knowledge and/or Skills

- ◆ Current definitions of CIAG
- ◆ Current relevant local and national policy drivers
- ◆ Types and purposes of CIAG services
- ◆ Roles and functions of the CIAG workforce

Outcome 2

Explain the values and principles that underpin CIAG practice.

Knowledge and/or Skills

- ◆ Ethical Framework of CIAG
- ◆ Components of a client-centred approach
- ◆ Current legislation that is relevant to CIAG services
- ◆ Key principles of CIAG
- ◆ Personal and occupational values
- ◆ Professional boundaries within CIAG

Outcome 3

Investigate approaches to organisational service delivery

Knowledge and/or Skills

- ◆ Range of service delivery models
- ◆ Partnership working
- ◆ Methods of investigation

Higher National Unit specification: Statement of standards (cont)

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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 — Describe the current context for delivery of CIAG services.

- ◆ Explain one current definition of CIAG
- ◆ Outline a minimum of one local and one national policy driver that influences CIAG services
- ◆ Identify three contexts within which a CIAG service operate
- ◆ Describe two different roles within the CIAG workforce

Outcome 2 — Explain the values and principles that underpin CIAG practice.

- ◆ Describe why the ethical framework for CIAG and current relevant legislation are important to service delivery
- ◆ Explain two of the key principles that underpin CIAG
- ◆ Identify the key components of a client-centred approach
- ◆ Explain how personal values can influence occupational values
- ◆ Explain two examples within CIAG services of the need for professional boundaries

Outcome 3 — Investigate approaches to organisational service delivery.

- ◆ Explain two different models of organisational service delivery
- ◆ Explain the importance of partnership working within CIAG service delivery
- ◆ Investigate the service delivery of one organisation



Higher National Unit Support Notes

Unit title: Career Information, Advice and Guidance: Context and Principles for Delivery of Services (SCQF level 7)

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 provide candidates with the essential Knowledge and Understanding of the context, values and principles which underpin delivery of career information, advice and guidance (CIAG).

CIAG services are influenced by national and local policies and other related developments. CIAG practitioners operate within an ethical professional framework that reflects the code of practice for associated professional bodies such as the Career Development Institute (CDI). Candidates should consider how they ensure that they operate within the values and principles of a professional ethical framework in their work practice and are able to understand any potential conflicts that may arise between their individual professional standards and the requirements of relevant policies and organisational operating procedures.

Candidates should be able to understand the context, range, types and purposes of CIAG service delivery. They should recognise that there are a range of organisations that offer CIAG services and be aware of the context for their provision and specific types of CIAG services that they provide. Currently the range of CIAG providers includes national careers service; employability support; school-based guidance; educational guidance support in FE, HE, CLD and adult literacies learning; career coaching; redundancy support; adult guidance; career development and planning; vocational training and workplace career development.

The content of the Unit will provide the candidate with the necessary underpinning knowledge and understanding to allow them to undertake further Units that develop practical skills, such as:

- ◆ Career Information, Advice and Guidance: Group Work Skills (H4JP 34)
- ◆ Career Information, Advice and Guidance: Interviewing Skills (H4JR 34)
- ◆ Career Information, Advice and Guidance: Supporting Customers to Access and Use Career-Related Information (CRI) (H506 34)

Higher National Unit Support Notes (cont)

Unit title: Career Information, Advice and Guidance: Context and Principles for Delivery of Services (SCQF level 7)

Outcome 1 requires candidates to examine the current context for delivery of CIAG services. The vision for CIAG service delivery in Scotland outlined in the Scottish Government's policy framework identifies key values and principles for CIAG service delivery as being:

- ◆ independent
- ◆ high quality
- ◆ impartial
- ◆ informed
- ◆ supportive of equal opportunities
- ◆ confidential and
- ◆ holistic

Within the broader context for CIAG service delivery candidates will examine current definitions of CIAG, the local and national policies and associated developments that drive CIAG services. They will also examine the types and purposes of CIAG services and the roles that staff undertake within the CIAG sector to identify shared and distinctive features of service delivery and roles and boundaries of staff within the CIAG sector.

Candidates should consider definitions of CIAG from a range of sources including the European Lifelong Guidance Policy Network, the Career Development Institute (CDI) and the Scottish Government's CIAG Strategy (2011).

Candidates should be aware of the following examples of current local and national policy drivers and related developments. These examples are correct at the time of publication but centres should ensure that current and relevant background information is available for candidates.

- ◆ Career Information, Advice and Guidance: A Framework for Service Redesign and Redesign. The Scottish Government (2011)
- ◆ A Qualifications and Continuous Professional Development Framework for the Career Development Workforce in Scotland. The Scottish Government (2012)
- ◆ A Curriculum for Excellence. The Scottish Government (2004)
- ◆ Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth. The Scottish Government (2010)
- ◆ Career Management Skills Framework for Scotland. Skills Development Scotland (2012)
- ◆ A Working Life for All Disabled People: The Supported Employment Framework for Scotland. The Scottish Government (2010)
- ◆ Getting it Right for Every Child. The Scottish Government (2010)
- ◆ Equalities Act. UK Government (2010)
- ◆ Interim Report of Commission for Developing Scotland's Young Workforce. Scottish Government (September 2013)

Higher National Unit Support Notes (cont)

Unit title: Career Information, Advice and Guidance: Context and Principles for Delivery of Services (SCQF level 7)

Outcome 2 requires candidates to develop knowledge and understanding of the ethics, key values and principles of CIAG practice and consider how they apply these in their own professional practice. The key principles for ethical practice as stated in the CDI ethical framework are:

- ◆ impartiality
- ◆ confidentiality
- ◆ duty of care
- ◆ equality
- ◆ accessibility
- ◆ accountability and
- ◆ continuous professional development

The values, principles and ethics of CIAG service delivery is illustrated in the operation of a client-centred approach. Key components of a client-centred approach are:

- ◆ Customer wanting help or advice
- ◆ Exploring and clarifying needs
- ◆ Agreeing objectives and accountability
- ◆ Building a relationship between customer and adviser
- ◆ Genuineness, integrity and respect
- ◆ Empathic understanding
- ◆ Non-judgemental attitude
- ◆ Communicating (listening, questioning, challenging, reflecting back, focusing, summarising, confirming understanding)
- ◆ Goal setting and action planning to achieve change (Rodgers, C.R. (1951) Client Centred Therapy: Its Current Practice, Implications and Theory)

Candidates should be aware of how service delivery complies with relevant current legislation. They should consider how they maintain equality considerations, policy, legislation and guidelines on professional standards of practice. It is important that awareness of personal values, professional boundary issues and ethical considerations are covered. Candidates should be able to recognise any conflicts between their personal and occupational values and between individual professional standards, legislation, national and local policy and organisational operating procedures for service delivery.

Candidates should be familiar with references such as:

- ◆ Career Information, Advice and Guidance: A Framework for Service Redesign and Improvement. The Scottish Government (2011)
- ◆ The Career Development Institute: Code of Ethics (2012) available at www.thecdi.net
- ◆ Relevant legislation particularly in relation to Equality, Inclusion and Data Protection

Higher National Unit Support Notes (cont)

Unit title: Career Information, Advice and Guidance: Context and Principles for Delivery of Services (SCQF level 7)

Outcome 3 requires candidates to investigate different models for organisational service delivery and the importance of partnership working, identifying the benefits and potential barriers of one identified model.

CIAG services are offered by a range of organisations including a national careers service (SDS in Scotland), local authorities (including employability support and community-based learning), schools, further and higher education sector, Jobcentre Plus, training providers and the Third Sector. These services are provided through different models such as:

- ◆ Age-specific
 - Universal/all age
 - Young people
 - Adults
- ◆ Differentiated service delivery(levels of need and ability to self-manage)
 - Self-help/Information
 - Assisted/advice
 - Intensive or in-depth/guidance
- ◆ Segmentation/specified target groups
 - Age groups
 - Life context : in learning or training/not working(unemployed or returning to work after career break)in work/redundancy/volunteering
 - Geography
 - Specific needs of customers
- ◆ Specialist support
 - Employability and job seeking skills development
 - Educational guidance (pre-entry/on-course/pre-exit stages)
 - Career coaching and development
- ◆ Prioritisation of resources to comply with policy guidelines
- ◆ Integrated support into learning and training programmes

Developing and maintaining partnership working is identified as an important element of CIAG services in policy guidelines and professional standards. The range of organisations in the CIAG sector can provide specific services to customers according to their purpose and operational model. It is important that CIAG advisers are aware of the services offered both by other practitioners within their own organisations and in external organisations and should consider how they can build and maintain relationships, develop working practices and make referrals to access relevant and effective CIAG support to meet their customers' needs. They should consider potential benefits of partnership working for their customer, their own practice and their organisation.

Higher National Unit Support Notes (cont)

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Some benefits include:

- ◆ Customers benefit from accurate information on education, training, employment, the range of career service provision, different modes of service delivery, and signposting and referral to meet all their needs
- ◆ CIAG advisers benefit from knowledge and understanding of opportunities for learning, training and employment ; identifying opportunities for collaborative working that enhances provision for customers and uses resources and expertise efficiently and effectively; and signposting and referring as appropriate to meet specialist needs of customers
- ◆ Organisations benefit from high quality services to customers; promoting the work of the organisations; and developing relevant collaborative opportunities

Guidance on approaches to delivery of this Unit

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

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

Delivery of Outcomes 1 and 2 provides opportunities for group discussion and sharing experience of practice. Use of case studies, action research and practical exercises is appropriate to exemplify the learning and teaching, supported by reference materials and resources to develop underpinning knowledge and understanding. Candidates should also be encouraged to review and reflect on their own practice and the operation of their own organisation as appropriate.

Prior to group discussion and practice sharing activities, candidates should examine current relevant policy documents including;

- ◆ Career Information, Advice and Guidance in Scotland: A Framework for Service Redesign and Improvement. The Scottish Government (2011)
- ◆ A Qualifications and Continuous Professional Development Framework for the Career Development Workforce in Scotland. The Scottish Government (2012)
- ◆ Equalities Act. UK Government (2010)
- ◆ Career Development Institute: Code of Ethics (2012)

Delivery of Outcome 3 should allow candidates to investigate a range of different service delivery models and the service delivery standards within which different organisations work. This provides opportunities for reference to background information resources, case studies and practical exercises to identify and examine different models of CIAG service delivery.

Candidates may require some support to choose appropriate methods for their investigation. If appropriate, they may base the investigation on their own employing organisation. Alternatively, they may identify a particular organisation to contact for the investigation or use an agreed case study exemplar.

Higher National Unit Support Notes (cont)

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

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments 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 two instruments of assessment for this Unit. Outcomes 1 and 2 may be assessed holistically.

For Outcomes 1 and 2 candidates could be asked to produce an extended response to cover the Evidence Requirements.

For Outcome 3 candidates should produce an investigative report which covers the following:

- ◆ An explanation of two different models of organisational service delivery such as:
 - ◆ Universal/all age
 - ◆ Differentiated service delivery(levels of need and ability to self-manage)
 - Self-help/Information
 - Assisted/advice
 - Intensive or in-depth/guidance
 - ◆ Segmentation/specified target groups
 - Age groups
 - Life context : in learning or training/not working(unemployed or returning to work after career break)in work/redundancy/volunteering
 - Geography
 - ◆ Specialist support
 - Employability and job seeking skills development
 - Educational guidance (pre-entry/on-course/pre-exit stages)
 - Career coaching and development
 - ◆ Prioritisation of resources to comply with policy guidelines
 - ◆ Integrated support into learning and training programmes
- ◆ An explanation of why partnership working is important to all models of CIAG service delivery
- ◆ An investigation of how one organisation ensures that their service delivery offers a client-centred approach and embeds the CIAG ethical framework, principles and values identified in Outcomes 1 and 2

The investigation may be based on the candidates own organisation or where necessary another organisation or an agreed case study.

Higher National Unit Support Notes (cont)

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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.

Opportunities for developing Core and other essential skills

There are opportunities to gather evidence towards Core Skills in this Unit although there is no automatic certification of Core Skills or Core Skill components.

As this Unit is theoretical there will be opportunities to gather evidence towards the Core Skills of *Communication* (written) and *Information and Communication Technology (ICT)*.

History of changes to Unit

Version	Description of change	Date
02	Support notes expanded to provide additional information.	06/11/13

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General information for candidates

Unit title: Career Information, Advice and Guidance: Context and Principles for Delivery of Services (SCQF level 7)

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 is designed to provide you with the essential Knowledge and Understanding of the context, values and principles which underpin the delivery of career information, advice and guidance (CIAG). It identifies key values and principles that underpin all practice in CIAG with reference to the professional body's code of ethics and relevant legislation. You will consider personal values, professional boundary issues and ethical considerations and recognise any conflicts between personal and occupational values and between individual professional standards, legislation, national and local policy and organisational operating procedures for service delivery.

This Unit forms part of the Professional Development Award (PDA) Career Information, Advice and Guidance: Customer Engagement and the Professional Development Award (PDA) Career Information, Advice and Guidance: Customer Support. It can be used as free-standing Unit for the purposes of continuing Professional Development. The content of the Unit will provide you with the necessary underpinning knowledge and understanding to allow you to undertake further practical skills Units.

On successful completion of this Unit you will be able to:

- ◆ Describe the current context for delivery of CIAG services
- ◆ Explain the values and principles that underpin CIAG practice
- ◆ Investigate approaches to organisational service delivery

Access to this Unit is at the discretion of the centre. However, you would normally be expected to have competence in Communication Skills at Intermediate 2 (SCQF level 5) or similar qualifications. It would be beneficial if you have some previous knowledge and experience of the career information, advice and guidance sector and the advisor's role within it.

Throughout this Unit, you will have the opportunity to develop your Core Skills in *Communication* (written) and *Information and Communication Technology (ICT)*.