



## **Group Award Specification for:**

**Professional Development Award (PDA) in Career Information, Advice and Guidance: Customer Engagement at SCQF level 7**

**Group Award Code: GH58 47**

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# 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, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

This PDA is the first qualification in a Suite developed for the Careers Information, Advice and Guidance (CIAG) sector, which is being funded and supported by Skills development Scotland (SDS) and supported by the Scottish Government. The full Suite will comprise an HNC in CIAG Practice and PDAs covering a range of specialist areas within CIAG. All Units contained in the PDAs will be embedded in the overall HNC structure.

The background to this development is as follows:

In 2011, the Scottish Government set up a working group — Scottish Careers Information Advice and Guidance Qualifications and CPD Framework Group — to oversee the development of a coherent framework of qualifications for the CIAG workforce in Scotland. This resulted in the publication in 2012 of the Strategy Document ‘*A Qualifications And Continuous Professional Development Framework For The Career Development Workforce In Scotland*’.

The following recommendations were the basis for the new developments:

**Recommendation 5** — *We recommend that relevant higher education institutions and SQA regularly review their career development qualifications taking into account the Framework’s analysis of national priority development needs, the competencies and attributes identified in the generic role profiles and evidence based practice to ensure that people continue to be equipped with relevant skills and competencies.*

**Recommendation 7** — *We recommend that Scottish Ministers invite the Scottish Qualifications Authority to examine the business case for new Higher National qualifications for the career development workforce at SCQF level 7.*

The following is an extract from the remit for the Group:

The careers strategy **Career Information, Advice and Guidance in Scotland: A Framework for Service Redesign and Improvement** was published in March<sup>1</sup>. Its overarching aim is to drive the redesign and improvement of career services delivered primarily — but by no means exclusively — by Skills Development Scotland. While making clear the Scottish Government’s commitment to universal careers services, it places an emphasis on self-help through developing the career management skills of individuals and web-based delivery, with face-to-face and more intensive support for those who need it most.

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<sup>1</sup> <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

A key aspect of improving Scotland's careers services is supporting the professional development of the careers workforce. This depends in part on available development opportunities and qualifications and clear progression routes to support their continuous professional development (CPD) — and the extent to which individuals and employers make effective use of them. An extract from the strategy, which focuses on development of the careers workforce, is at Appendix 1.

Providing this clarity will enable individuals to direct their own CPD and assist employers to make informed choices about skills needs, available qualifications and the costs and benefits of staff acquiring them. It will also help the Scottish Government to identify any potential gaps in qualifications for career services in Scotland and, if required, to commission work to develop further qualifications.

### **Proposed Remit of the Group**

To:

- (a) clarify who makes up the careers workforce in Scotland.
- (b) clarify existing development opportunities, qualifications and progression routes for the careers workforce in Scotland.
- (c) consider the extent to which they support the delivery of the strategy's vision for careers services; and
- (d) make recommendations for future action.

In particular, having regard to equalities issues, the Group will develop a framework that shows:

- ◆ current nationally recognised careers qualifications, placing these within or alongside other relevant professional development frameworks, including those for Community Learning and Development and the college sector, the Scottish Credit and Qualifications Framework (SCQF), and routes into and progression from these qualifications.
- ◆ other professional learning opportunities that enhance careers service practice.
- ◆ opportunities for other complementary practitioners/educators in linked areas of work, to support their understanding and awareness of, and ability to support, career services — for example the wider guidance community.
- ◆ gaps in, or changes that are required to existing careers qualifications; and
- ◆ gaps in other professional learning opportunities that will enhance career service practice.

The Group's recommendations for future action will include recommendations on engaging employers in the in the framework implementation and ongoing review.

#### *Proposed outputs and outcomes*

The expected outputs of the Group's work are:

- (a) a draft framework and explanatory paper by end of November 2011; and
- (b) a final framework and explanatory paper by end of February 2012.

The expected outcomes are:

- (a) improved awareness of current development opportunities, qualifications, support materials and progression routes for the careers workforce in Scotland.
- (b) a better understanding of professional development gaps.
- (c) greater clarity of how these are placed within or alongside wider professional development frameworks, including those for Community Learning and Development and Further Education, existing Careers and Guidance National Occupational Standards, the SCQF, and routes into and through these qualifications.
- (d) increased awareness of how other guidance practitioners' professional development needs can be enhanced through the use of careers development opportunities and qualifications.
- (e) evidence, where available, of how well the needs of different equality groups are being met.
- (f) more informed strategies of employers to develop their staff.

**The following is an extract from the Scottish Government's Strategy on CIAG:**

#### **EXTRACT FROM CAREERS STRATEGY**

*We recognise that career guidance is a distinct, defined and specialist profession which demands a unique set of Core Skills and expect all career guidance practitioners to be professionally qualified. High quality, relevant, professional training and development is, therefore, critical to implementing this strategy effectively, building on the National Occupational Standards for the employability and the lifelong learning sector, developed by Lifelong Learning UK, and wider work on professional standards<sup>2</sup>.*

*Ongoing training and development will need to take account of new service delivery models which will see practitioners working differently with partners and clients, particularly to support those in greatest need. Moreover, delivery will increasingly involve a 'blend' of services, with a shift towards web-based self-service tools for the majority and telephone or face-to-face support where it is needed.*

*SDS will continue to work with schools to support teachers to set learning within the context of careers, enabling young people to develop career management skills in line with Curriculum for Excellence and to identify, with partners, those young people needing more tailored support.*

*All career practitioners will therefore need to improve their:*

- ◆ *knowledge and understanding of the Scottish economy.*
- ◆ *coaching and facilitation skills for use with specific groups of clients.*
- ◆ *joint working to support individual clients and to build the capacity of guidance partners; and*
- ◆ *competence and confidence in the use of new technology.*

*SDS has a key role in building the capacity of those who deliver career-related learning and the wider guidance community to deliver high quality Career IAG. This will involve working with partners to explore effective and cost-efficient approaches to, for example, joint CPD, the sharing of best practice and shared resources. For their part, working with SDS, SSCs are well placed to support career practitioners by keeping them up-to-date on changes in employment sectors.*

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<sup>2</sup> Currently being undertaken by Professional Bodies and in line with the Sector Skills Agreement and Action Plan for Scotland.

**MEMBERSHIP OF SCOTTISH CAREERS IAG QUALIFICATIONS FRAMEWORK GROUP**

Marian Healy (Chair)	Learning and Skills Improvement Service
Col Baird (Secretariat)	Scottish Government
Graham Allan	University of West of Scotland
John Bergin	East Renfrewshire Council
Anne Boyd	Scottish Qualifications Authority
Julie Cavanagh	Scottish Credit and Qualifications Framework
Rodney Cox	Institute of Careers Guidance
Liz Galashan	Skills Development Scotland
Graham Hollowell	Scottish Government
Kerr McCreath	Forth Valley College (Scotland's Colleges)
Linda Murdoch	Association of Graduate Careers Advisory Services
Peter Robertson	Edinburgh Napier University
Alan Runcie	Education Scotland
David Setchell	Inspiring Futures and ISCO

The above Group convened throughout 2011/2012 and concluded with the publication of the agreed Framework in Summer 2012. Responsibility for taking forward the recommendations of the final report was passed to SDS. One of the key recommendations was that SQA should be invited to develop qualification(s) at a minimum of SQCF level 7 to meet the training needs of the current and emerging workforce.

Early In 2013, SQA was invited by SDS to tender formally to take this work forward.

SQA Senior Management approved a Business Case to take this forward in March 2013.

The following actions were taken, with SQA:

- ◆ Convening a Qualifications Design Team (QDT) of appropriate stakeholders and service providers has been set up.
- ◆ Providing technical advice and guidance on the design of the qualifications and Unit writing to the QDT and other key stakeholders.
- ◆ Managing a consultation exercise with key stakeholders (including employers, professional bodies, FE and HEIs) across Scotland on the content and structure of proposed qualifications.
- ◆ Ensuring that the resulting HNC and PDAs comply with the design principles and validation criteria and meet equality requirements (by ensuring that there are no inherent implied or explicit barriers to access).
- ◆ Managing the Unit writing and support materials development processes and providing training where appropriate for Unit writing.

- ◆ Production of, in the first instance, a PDA for Personal Advisors; front-line, customer-facing staff, validated in Autumn 2013.
- ◆ Working concurrently on the development of the HNC and other specialist PDAs to be 'nested' within the HNC structure with a view to validating in late 2013.
- ◆ Producing Group Award Specifications (validation/arrangements document) to support the validation (approval) of the new qualifications.
- ◆ Arranging for and facilitating validation meetings.
- ◆ Carrying out all internal processes to 'operationalise' the qualifications once they are validated. This will include coding of Units and Group Awards; ensuring that these are entered on SQA's systems; creating new web-page to promote these qualifications on the SQA website.
- ◆ Providing support to centres to become approved to offer the new qualifications.
- ◆ Promoting the qualifications.

The first outcome of this is the PDA in CIAG: Customer Engagement at SCQF level 7 as presented in this document.

Work on the HNC and specialist PDAs is being carried out concurrently with an expected completion date of December 2013.

## 2 Qualification structure

This Group Award comprises five mandatory HN Units, previously validated. It comprises 32 SCQF credit points at SCQF level 7. As such, it exceeds the minimum design criteria for PDAs of 16 credit points at the level of the qualification. A mapping of the Units to the Aims of the qualification and Core Skills development opportunities are available in Sections 4 and 5.1.

### 2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H55N	34	CIAG: Context and Principles for Delivery of Services	1	8	7
H4JR	34	CIAG: Interviewing Skills	1	8	7
H506	34	CIAG: Supporting Customers to Access and Use Career-Related Information (CRI)	1	8	7
DN3E	34	Learning and Development: Evaluating Own Practice and Planning for Self Development	1	8	7

## 3 Aims of the qualification

The PDA in CIAG: Customer Engagement is designed to provide candidates with the skills and knowledge to work with customers within a CIAG setting. It also forms part of the mandatory section of the HNC CIAG and will prepare candidates who wish to progress to the HNC. It may also help prepare candidates to progress to degree level in a related field.

### 3.1 General aims of the qualification

All PDAs have a range of broad aims that are generally applicable to all equivalent qualifications:

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

### 3.2 Specific aims of the qualification

- 9 To develop and enhance understanding of the historical development of the current context and principles underpinning the provision of CIAG.
- 10 To develop industry-specific skills and knowledge in the field of CIAG.
- 11 To develop knowledge and specific skills in interviewing to be able to assess customer needs and provide effective support to customers seeking career advice.
- 12 Develop and enhance experience and working practices to the current accepted professional standards by reflecting upon and evaluating own performance in relation to providing CIAG to a range of customers.

The table in Section 5.1 identifies how the aims are met by the structure and content of the qualification

## 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 is illustrative and for guidance only. It is not prescriptive or exclusive.

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 by previous achievement of the following:

- ◆ Occupationally relevant skills and experience developed in a paid or voluntary capacity
- ◆ 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/SGA's: at SCQF level 6 in appropriate subject area
- ◆ Qualifications from another Awarding Body/Professional Body equivalent to any of the above

## 4.1 Core Skills entry profile

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 learners should be encouraged to do an alternative level or learning programme.

Whilst entry to the award is ultimately at the discretion of individual centres, it is anticipated that candidates should have attained Core Skills at the following SCQF level prior to undertaking the award.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Candidates will require effective communication skills as they will be dealing with members of the public and internal and external colleagues.
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 and to support customers to access and use CRI effectively.
Problem Solving	5	Candidates will require problem solving skills to successfully adapt to overcome barriers and address changing circumstances and different customer requirements.
Working with Others	5	Candidates will require to work effectively with others particularly within the Units, CIAG: Supporting Customers to Access and Use CRI, CIAG: Interviewing Skills.

## 4.2 Core Skills Exit Profile

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 and CIAG: Interviewing Skills will consolidate and develop 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 opportunities will be limited in most cases.
Information and Communication Technology (ICT)	5	Candidates may utilise a range of IT skills to research information and present assignments and to support customers to access and use CRI effectively. The benchmark statements for this Core Skill are technical so opportunities to develop this Core Skill may be limited within the candidate's day to day role.
Problem Solving	6	Candidates will apply creativity and problem solving skills to overcome barriers and adapt to changing circumstances and customer requirements. These skills will be developed by all Units in the PDA.
Working with Others	6	WwO is essential to being an effective practitioner. Candidates will work with a range of internal and external colleagues as well as members of the public so will be able to demonstrate skills development through the Units, CIAG: Supporting Customers to Access and Use CRI, and CIAG: Interviewing Skills.

## **5 Additional benefits of the qualification in meeting employer needs**

This qualification was designed to meet a specific industry need for the development of knowledge, skills and competence and to meet CPD requirements for the CIAG workforce 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 learners to develop and enhance the more generic, Core, skills throughout this qualification.

## 5.1 Mapping of qualification aims to Units

Code	Unit title	Aims										
		1	2	3	4	5	6	7	8	9	10	11
H55N 34	CIAG: Context and Principles for Delivery of Services	X		X		X	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
DN3E 34	Learning and Development: Evaluating Own Practice and Planning for Self Development	X	X	X	X	X	X	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,

## 5.2.1 Mapping of NOS to Units

Code	Unit title	SSC Code	NOS
H55N 34	CIAG: Context and Principles for Delivery of Services	<b>CrD01</b> <b>CrD03</b>	Build and apply understanding of theory and effective practice in career development. Develop and apply ethical practice in your career development role.
H4JR 34	CIAG: Interviewing Skills	<b>CrD05</b>	Work with individuals to explore and identify their needs and aspirations.
H506 34	CIAG: Supporting Customers to Access and Use Career-Related Information (CRI)	<b>CrD08</b>	Enable individuals to use and apply information for career development.
DN3E 34	Learning and Development: Evaluating Own Practice and Planning for Self Development	<b>CrD02</b> <b>CrD06</b> <b>CrD09</b> <b>CrD10</b>	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.

### 5.3 Mapping of Core Skills development opportunities across the qualification

The following Core Skills are signposted, which means candidates will develop aspects of Core Skills through teaching and learning approaches.

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	CIAG: 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
DN3E 34	Learning and Development: Evaluating Own Practice and Planning for Self Development	X	X	X		X	X	X	X	X	X	X

## 5.4 Assessment Strategy for the qualification

- ◆ *the recommended assessment method(s) for each Unit, bearing in mind that there may be more than one assessment in a Unit.*
- ◆ *the conditions in which the evidence must be produced, eg open/closed-book, length of time for assessment (if appropriate)*

Each of the component Units of this PDA 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.

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 learners. 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
H55N 34 CIAG: Context and Principles for Delivery of Services	<p>An extended response in an appropriate format to cover all Evidence Requirements.</p> <p>Outcome1 and Outcome 2 can be assessed holistically.</p>	<p>An extended response in an appropriate format to cover all Evidence Requirements.</p> <p>Outcome1 and Outcome 2 can be assessed holistically.</p>	<p>An investigative report based on either the candidate's own workplace, or where appropriate using case studies, which covers the following:</p> <ul style="list-style-type: none"> <li>◆ An explanation of two different models of organisational service delivery.</li> <li>◆ An explanation of why partnership working is important to all models of CIAG service delivery.</li> <li>◆ An investigation of how one organisation ensures that their service delivery embeds the CIAG ethics, principles and values identified in Outcomes 1 and 2.</li> </ul>

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
H4JR 34 CIAG: Interviewing Skills	A series of restricted response questions or an extended response in an appropriate format to cover all Evidence Requirements. Closed-book.	Assessor observation of a minimum of one CIAG interview supported by an observation checklist and a record of interview outcomes. Professional discussion or additional questioning may be useful to clarify the candidate's underpinning knowledge from the outcome particularly those elements not evidenced in the observed session.	A reflective account including: <ul style="list-style-type: none"> <li>◆ a review of their own performance</li> <li>◆ the effectiveness of the interview based on feedback from a variety of sources</li> <li>◆ identification of areas for own future improvement</li> <li>◆ they should also explain how inclusiveness and equality was ensured during the interviews.</li> </ul> <p>Can be assessed holistically with DN3E 34.</p>

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
H506 34 CIAG: Supporting Customers to Access and Use Career-Related Information (CRI)	<p>A series of restricted response questions or one extended response in an appropriate format to cover all Evidence Requirements. It is recommended that questions are structured to establish the candidate's range of knowledge and to allow them to expand upon the three specific areas which are most important to them in their current role.</p> <p>Closed-book.</p>	<p>Assessor observation of a minimum of one candidate interaction with a customer supporting them to access and use career-related information. The observation should be supported by an observation checklist, a record of the Outcomes of the support activity and resource materials used. Candidates should use the observation checklist to record their interaction with another customer or a further different support activity with the same customer. Candidates could use the observation checklists to help form their review in Outcome 3.</p> <p>The use of professional discussion or additional questioning may be used to clarify the candidate's underpinning knowledge from the Outcome particularly those not evidenced in the observed session. The use of observation and questioning will also authenticate the work of the candidate.</p>	<p>A reflective account including:</p> <ul style="list-style-type: none"> <li>◆ a review of their own performance</li> <li>◆ the effectiveness of the support given to the customer based on feedback from a variety of sources</li> <li>◆ identification of areas for own future improvement</li> </ul> <p>They should also explain how equality and inclusiveness were promoted during the support activities.</p> <p>Can be assessed holistically with DN3E 34.</p>

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
DN3E 34 Learning and Development: Evaluating Own Practice and Planning for Self Development  <b>NOTE</b>  <b>This Unit can be assessed holistically with Outcome 3 of Units; H506 34 and H4JR 34</b>	A report which shows they can evaluate their own practices and performance, taking account of relevant factors. They should: use a range of valid and reliable evidence to assess own practices, which includes an assessment of: <ul style="list-style-type: none"> <li>◆ the effects of own behaviour and values on others</li> <li>◆ relevant external factors</li> <li>◆ evaluate own performance against targets and goals</li> <li>◆ use evidence to reflect on own behaviour and performance</li> <li>◆ involve others in the interpretation of evidence</li> <li>◆ accept criticism in a positive manner and assess its validity and importance</li> <li>◆ revise goals and targets in the light of evidence reviewed.</li> </ul>	An individual action plan and a record and evidence of achievement.  The action plan: <ul style="list-style-type: none"> <li>◆ clear statement of the goals and targets</li> <li>◆ the specific knowledge and skills that will be needed to get there</li> <li>◆ the actions the candidate will have to take to acquire the required knowledge and skills</li> <li>◆ the resources and support required for the candidate in order to achieve his/her goal</li> <li>◆ the criteria by which the candidate will determine whether or not he/she is still 'on course'</li> <li>◆ intermediate stages with target dates for every step in the plan, as well as dates for completion and/or dates for review</li> </ul>	A reflective account which includes: <ul style="list-style-type: none"> <li>◆ how the action plan is reviewed regularly</li> <li>◆ re-assessment of objectives taking account of own personal experience and feedback from appropriate people</li> <li>◆ goals and targets revised to ensure continued self-development to meet objectives.</li> <li>◆ consideration of how actions taken have met individual objectives and improved practice.</li> </ul> Open-book

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
		Record: <ul style="list-style-type: none"> <li>◆ what has been done and why</li> <li>◆ what has been learned from each activity</li> <li>◆ how skills and knowledge developed will be used</li> <li>◆ further activity required</li> </ul>	

## 6 Guidance on approaches to delivery and assessment

### 6.1 Modes of Delivery

This qualification may be delivered by a range of SQA Approved Centres, eg, FE Colleges, Workplace-based or VET 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

### 6.2 Sequencing/integration of Units

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. Sequencing of the specialist Units may be influenced by the candidates work schedule.

The PDA has been designed to allow Outcome 3 of the specialist Units *CIAG: Interviewing Skills* and *CIAG: Supporting Customers to Access and Use Career-Related Information (CRI)* to be assessed holistically with Unit Learning and Development: *Evaluating Own Practice and Planning for Self Development*.

Possible delivery based on a 4–block system (2 blocks per semester), although a 3–block system could also be appropriate. Both allow for some essential underpinning knowledge and introduction of practical skills to be front-loaded so that development of the skill and practical hours can occur once initial competence has been gained.

Below is an indication of a 4–block delivery schedule:

Unit	2 Semester/4 Blocks			
	1	2	3	4
CIAG: Context and Principles for Delivery of Services	X	X		
CIAG: Interviewing Skills	X	X		
CIAG: Supporting Customers to Access and Use Career-Related Information (CRI)		X	X	
Evaluating Own Practice and Planning for Self Development	X	X	X	X

## 6.3 Recognition of Prior Learning

SQA recognises that learners 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 learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

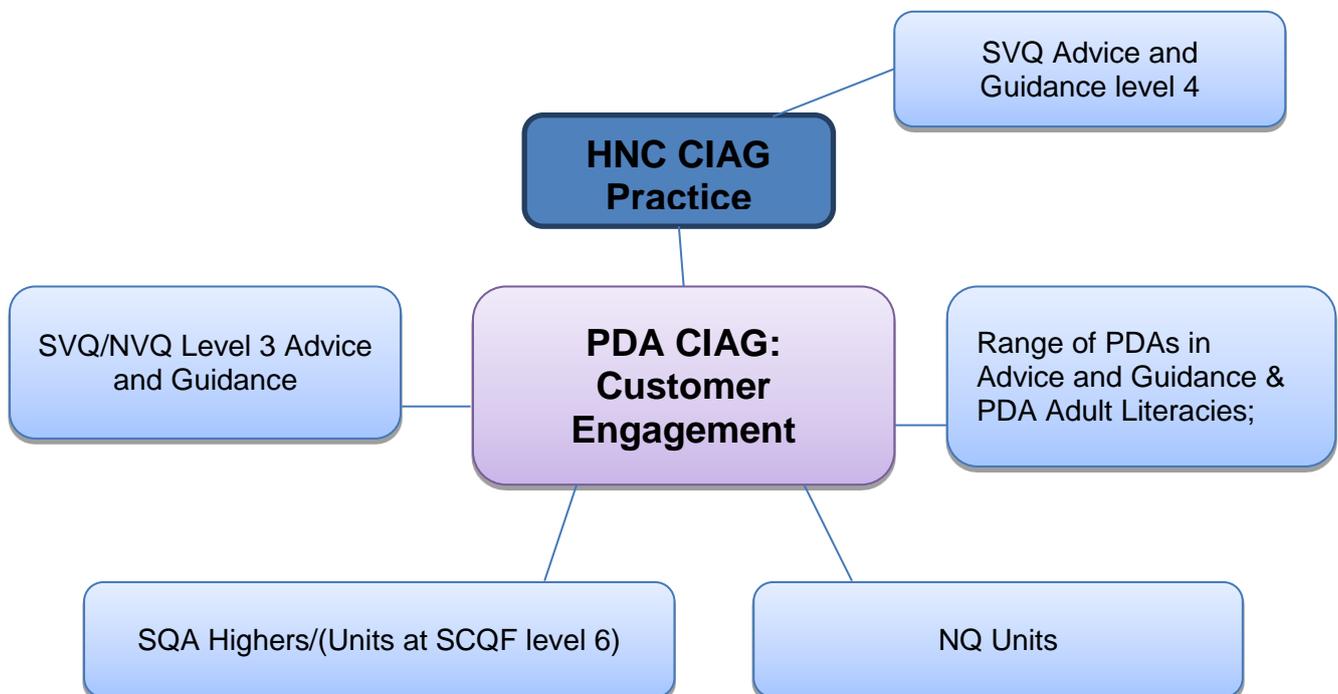
The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ 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](http://www.sqa.org.uk).

### 6.3.1 Articulation and/or progression

#### Progression Chart



## 6.4 Professional recognition

There is no current professional recognition for this qualification.

## 6.5 Opportunities for e-assessment

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

## 6.6 Support materials

Assessment Support Packs will be available to download from the secure section of the SQA website.

## 6.7 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 learners 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](http://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](http://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 career development and support opportunities 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 towards these existing codes.

**Target group** — These standards are for anybody who supports or delivers career development opportunities and activities, either as a part of, or as the majority of their role, within the public, private or voluntary sector. They apply at service, organisation, departmental or individual levels.

**Relevant occupations** — Relevant occupations as defined by the Standard Occupational Classification (SOC) codes used across the UK. These do not reflect fully the range of occupations evident in the career development workforce, which encompasses work-based and education related services, private organisations, voluntary, public sector and community based-services.

**Embedded Core Skills:** is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner 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:

- ◆ learners 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)

**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 learners 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](http://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.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

## Acknowledgement

SQA acknowledges the valuable contribution that the CIAG sector in Scotland made in development of this qualification.

## 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.

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
- ◆ 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

The Group Award has four mandatory Units at SCQF level 7. Although each Unit can be taken on its own without completing the Group Award, some Units do require that you have the knowledge of previous Units in order to complete them. This is clearly outlined in each Unit specification.

The four Units are:

- ◆ CIAG: Context and Principles for Delivery of Services
- ◆ CIAG: Interviewing Skills
- ◆ CIAG: Supporting Customers to Access and Use Career-Related Information (CRI)
- ◆ Learning and Development: Evaluating Own Practice and Planning for Self Development

Each Unit specification gives detailed information on the purpose of the Unit and details the activities which will enable you to combine the essential knowledge and practical skills to be achieved on completion of the Units. The type of assessments you will experience are varied and include, eg reflective accounts, restricted response questions, investigative reports and assessor observation.

On completion, if you wish continue your studies to gain greater knowledge and skill in Careers Information, Advice and Guidance, you will have the opportunity to progress to other qualifications, eg:

- ◆ HNC CIAG Practice
- ◆ Specialist PDAs in CIAG at SCQF level 7 and 8
- ◆ SVQ Advice and Guidance at level 4

# **Appendix 1: Qualifications for the Career Development Workforce in Scotland**

## QUALIFICATIONS FOR THE CAREER DEVELOPMENT WORKFORCE IN SCOTLAND

### Qualifications Table 1: Core Careers Qualifications

The following qualifications are core to the development of the career development workforce in Scotland.

Qualifications	SCQF level	Description	Relevant to career development role:
<p><b>Postgraduate Diploma in Career Guidance and Development/Qualification in Career Guidance and Development (QCGD)</b></p> <p>Awarded by University of the West of Scotland (UWS) and Edinburgh Napier University (ENU). QCGD is accredited by ICG.</p> <p>Available as initial training or post entry work based learning qualifications. At UWS, full time, part time and distance learning modes. At ENU available full time.</p> <p>Possible to progress from the Postgraduate Diploma to the Masters by credit accumulation.</p>	11	<p>Someone completing the Postgraduate Diploma will meet all of the learning Outcomes of the professional qualification, the Qualification in Careers Guidance and Development (QCGD), which is based on a QAA Scotland approved Benchmark for a career guidance qualification at Masters level, and awarded by the ICG (see below).</p> <p>It consists of 120 Masters Level credits (from six modules):</p> <p><b>UWS:</b></p> <ul style="list-style-type: none"> <li>◆ Professional Practice 1</li> <li>◆ Professional Practice 2</li> <li>◆ Reflective Guidance Practice</li> <li>◆ Career Related Policy</li> <li>◆ Career Development Theory</li> <li>◆ Labour Market Studies</li> </ul> <p><b>ENU:</b></p> <ul style="list-style-type: none"> <li>◆ Professional Practice 1</li> <li>◆ Professional Practice 2</li> <li>◆ Policy and Organisation</li> <li>◆ Career Related Information and Learning</li> <li>◆ Career Development Theory</li> <li>◆ Labour Market Studies</li> </ul>	<p>Careers adviser</p> <p>Education guidance adviser</p> <p>Key worker</p>

Qualifications	SCQF level	Description	Relevant to career development role:
<p><b>MSc in Career Guidance and Development</b></p> <p>Awarded by <b>UWS</b> and <b>ENU</b>.</p> <p>Essentially completed by distance learning and 1:1 supervision of student research.</p>	11	<p>Someone completing the full MSc will cover the full range of learning Outcomes in the QAA Scotland Benchmark for a career guidance qualifications at Masters Level.</p> <p>QAA Scotland benchmark statements:</p> <ul style="list-style-type: none"> <li>◆ Ethical and reflective practice <ul style="list-style-type: none"> <li>— Ethical principles and equal opportunities</li> <li>— Reflective practice</li> </ul> </li> <li>◆ Career guidance theory and policy</li> <li>◆ Career guidance practice <ul style="list-style-type: none"> <li>— Individual interventions</li> <li>— Group work</li> </ul> </li> <li>◆ Career related learning</li> <li>◆ Career related information</li> <li>◆ Partnership working</li> <li>◆ Labour and learning markets</li> </ul> <p>The MSc consists of 180 Masters Level credits, including 120 credits from the Postgraduate Diploma.</p> <p>The following modules are completed:</p> <p><b>UWS:</b>  Either a Career Guidance and Development dissertation or the following two modules:</p> <ul style="list-style-type: none"> <li>◆ Advanced Professional Practice</li> <li>◆ Communities, Networks and Partnerships</li> </ul> <p><b>ENU:</b>  Career Education and Guidance dissertation and module in Social Research Skills</p>	Careers adviser

Qualifications	SCQF level	Description	Relevant to career development role:
<p><b>Postgraduate Certificate in Career Guidance and Development</b></p> <p>Awarded by <b>UWS</b> and <b>ENU</b>.</p> <p>UWS — Available in full-time, part-time and distance learning modes as initial training or post-entry work based learning qualifications. The university also offers stand-alone modules. These modules can also be combined to complete the Postgraduate Certificate.</p> <p>It is common to progress from the Certificate to Diploma by credit accumulation.</p> <p>ENU — Offers the certificate as an exit award from the Diploma but has not been recruiting to it as a programme in its own right. From September 2012, ENU will offer the Certificate to part-time students on a blended/distance basis.</p> <p><b>Certificate in Careers Guidance Theory</b> is a customised version of the Post Graduate Certificate in Career Development.</p>	11	<p>Someone completing the Postgraduate Certificate will meet some of the QAA Scotland approved Benchmark learning Outcomes (see above). As the Outcomes are based on the choice of modules, it is not possible to be more specific about the particular Outcomes/competencies which would be met.</p> <p>It consists of 60 Masters Level credits (from three modules). They are chosen from the six modules that comprise the Postgraduate Diploma (see above).</p> <p>Primarily for people with an S(N)VQ level 4 award who want to deliver careers guidance but did not study careers guidance theory or address labour market information and intelligence as part of their learning programme. It involves the delivery of three modules of the QCG(D), namely:</p> <ul style="list-style-type: none"> <li>◆ Careers Guidance Theory</li> <li>◆ Use Career and Labour Market Information with clients</li> <li>◆ Reflect on and Improve Professional Practice.</li> </ul>	<p>Education guidance adviser</p> <p>Key worker</p> <p>Employability adviser</p>

Qualifications	SCQF level	Description	Relevant to career development role:
<p><b>Certificate in Professional Practice</b> Awarded by ICG.</p>	<p>Not yet formally levelled, but given its link to the QCQD, expected to be at level 11.</p>	<p>For QCG(D) graduates to enable them to demonstrate competence in the workplace. It comprises workplace training involving:</p> <ul style="list-style-type: none"> <li>◆ four industrial visit reports (two Science, Technology, Engineering and Mathematics related)</li> <li>◆ three in-depth studies of employment</li> <li>◆ one college/university visit report</li> <li>◆ four assessed guidance interviews</li> <li>◆ two assessed group work sessions</li> <li>◆ one reflective account of a learning institution's career education guidance or work-related learning programme</li> <li>◆ one reflective account of partnership working; and</li> <li>◆ one forward-looking CPD plan.</li> </ul>	<p>Careers adviser</p>
<p><b>SVQ in Advice and Guidance Support at level 2</b></p>	<p>5</p>	<p>People who achieve the SVQ at level 2 will have proven their competence in Advice and Guidance Support at this level. Level 2 specifies that competent performance must be shown in a broader range of work activities which are less routine and predictable. People will have more autonomy and responsibility, and may have to work as part of a team.</p>	<p>First contact adviser</p>
<p><b>SVQ in Advice and Guidance at level 3 (forms part of the Modern Apprenticeship)</b></p>	<p>7</p>	<p>People who achieve the SVQ at level 3 will have proven their competence in Advice and Guidance at this level. Level 3 specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.</p>	<p>Employability adviser</p>

Qualifications	SCQF level	Description	Relevant to career development role:
<b>SVQ in Advice and Guidance at level 4</b>	Mix of Units at SCQF levels 7 and 8	People who achieve the SVQ at level 4 will have proven their competence in Advice and Guidance at this level. Level 4 specifies competence as complex technical or professional work activities which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.	Key worker

\*SOURCE: *A Qualifications and Continuous Professional Development Framework For The Career Development Workforce In Scotland* published in 2013