

A Qualifications and Continuous Professional Development Framework For The Career Development Workforce in Scotland

A QUALIFICATIONS AND CONTINUOUS PROFESSIONAL DEVELOPMENT FRAMEWORK FOR THE CAREER DEVELOPMENT WORKFORCE IN SCOTLAND

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A QUALIFICATIONS AND CONTINUOUS PROFESSIONAL DEVELOPMENT FRAMEWORK FOR THE CAREER DEVELOPMENT WORKFORCE IN SCOTLAND

SECTION 1: INTRODUCTION

Purpose

1. The Scottish Government established a short-life working group to develop a framework for qualifications and Continuous Professional Development (CPD) for the career development workforce in Scotland. In this report, we - the Working Group - provide such a framework and make recommendations on future action. Interspersed throughout are case studies reflecting current qualifications.
2. Our remit and membership is at **Annex A**.

Outcome and aims

3. The long-term outcome we envisage is quality, relevant and meaningful qualifications and professional development opportunities that meet the needs of all of the career development workforce and which are utilised to best effect. This will support the effective and efficient delivery of careers services that enable people to make informed learning, job and career choices throughout their lives to maximise their opportunities to get, stay, flourish and progress in work.
4. Our aims are to:
 - a) improve awareness of current development opportunities, qualifications, support materials and progression routes for the career development workforce;
 - b) support a better understanding of professional development gaps;
 - c) provide greater clarity of how career qualifications relate to wider professional development frameworks;
 - d) increase awareness by related practitioners of careers development opportunities and qualifications; and
 - e) encourage more informed strategies of employers to develop their staff, having regard to everyone's needs.

SECTION 2: BACKGROUND

Policy context

5. In Scotland, careers services are now receiving the recognition they deserve for the important contribution they make to people's life chances and to the economic success of our nation. 2011 was a pivotal year; it heralded the publication of Scotland's first dedicated careers strategy¹. Highlighting the importance of careers services to increasing sustainable economic growth and delivering high levels of employment, the strategy also emphasised the need to modernise services to meet people's demands and expectations as well as the needs of society. The significant role of careers services and the need to modernise them was also re-affirmed in a suite of key strategic Scottish Government documents published in September that year, which will guide the future direction of public policy:

- the **Government Economic Strategy**²;
- **Renewing Scotland: The Government's Programme for Scotland 2011-2012**³;
- **Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education**⁴.

6. Government expectations of careers services have never been higher, nor has the need for all-age, universal services that are independent, high quality, impartial, informed, supportive of equal opportunities, confidential and holistic⁵ arguably been greater. Critical to realising those expectations and that need is the availability of quality, relevant and meaningful, professional development opportunities that meet the needs of the entire career development workforce – and crucially, the extent to which those opportunities are utilised to best effect.

Careers services

7. By career we mean “the evolving sequence of a person's life and work experiences over time”⁶. When we refer to careers services we mean personalised support on learning and work pathways and on other key issues that impact on people's ability to develop and progress. They are a combination of processes, facilities and opportunities, designed to enable people to prepare for and make effective decisions about their future in learning and in the labour market. They encompass the acquisition, development, articulation and application of career management, personal and other transferable skills.

¹ **Career Information, Advice and Guidance in Scotland A Framework for Service Redesign and Improvement** (2011) is at <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

² <http://www.scotland.gov.uk/Publications/2011/09/13091128/0>

³ <http://www.scotland.gov.uk/Publications/2011/09/08102006/0>

⁴ <http://www.scotland.gov.uk/Publications/2011/09/15103949/0>

⁵ These seven key features were articulated in the careers strategy.

⁶ Hughes, D. (2004) **Making the case: strong evidence versus hearsay** in Reid, H. & Bimrose, J. (eds) *Constructing the Future: Reflection on practice*, p. 86.

8. The role of career development practitioners - those working in careers services in whatever capacity – is to help enable people to take control of, and manage, their own circumstances. This is the antithesis of treating them as passive and dependent recipients of services doing things 'to' them. It involves, where relevant, appreciation of self assessment and personal review techniques, labour market information, career goal setting, decision making and action planning. Career development practitioners may also provide a challenge to encourage people to explore further learning, consider new or less familiar career options, and question stereotypes and pre-conceived ideas⁷. In addition, good career guidance practice adheres to the person-centred principles identified by Carl Rogers, those of respect, genuineness, empathy, and unconditional positive regard which could be said to underpin the codes, principles and standards of a range of helping professions, including Counselling, Psychotherapy, as well as career guidance and development and would apply to all practitioners working with people at whatever level of engagement.

“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....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.”

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

9. Careers services are distinct from career education, or career-related learning, which is a process of learning, designed to help people to develop the knowledge, confidence and skills they need to make well-informed, relevant choices and plans for their future, so they can progress smoothly into further learning and work. Successful career-related learning supports the acquisition of the whole range of knowledge, skills and attributes that contribute to the four capacities within Curriculum for Excellence. That said, as we outline below, a key aspect of the provision of careers services is to help build the capacity of those delivering career education/career-related learning.

7 Amundson, N. (2003) **Active engagement: enhancing the career counselling process** (2nd edition). Richmond, Canada: Ergon Communications
McMahon, M., and Patton, W. (eds) (2006) **Career Counselling Constructivist Approaches**. London: Routledge / Taylor and Francis Group. Chapter 3: **Usefulness truthfulness: outlining the limitations and upholding the benefits of constructivist approaches for career counselling**.
Amundson, N., and Thrift, E. **The emergence of more dynamic counselling methods** in Athanasou, J. A., and Van Esbroeck, R., (2008) *International Handbook of Career Guidance* (Chapter 16 pp 325-339). Springer Science + Business Media B.V.

Careers strategy

10. The careers strategy places an emphasis on:

- empowering people to help themselves by:
 - supporting them to develop lifelong career management skills, including through the delivery of Curriculum for Excellence; and
 - providing quality careers information; and
- providing more intensive, face-to-face support - including specialist help – for those who need it most, including Looked After Children and others who need additional support for their learning.

11. It outlines that developing career management skills will equip people to:

- access and use effectively the full range of career management products and services at a time and place that suit their needs;
- identify opportunities to develop their learning goals and employability skills and understand how the labour market works - how to find a job, to appreciate how and why industries and individual jobs within them are changing, and what sort of skills they need to progress;
- identify how they can progress within the workplace and equip themselves to do so;
- access the services they need, with partners working together to signpost them or, where appropriate, co-ordinate an integrated package of services; and
- be better able to take career decisions, to manage change and uncertainty by forward planning and to make confident choices for themselves.

12. To achieve the Government's vision for modernised careers services, the strategy outlines the need for a wider blend of quality services - including, online, telephone, face-to-face and partnership working that:

- meet people's demands and expectations and the needs of society;
- make best use of collective, limited, resources; and
- exploit new technologies to the full.

13. A key example of this modernisation agenda was the launch in August 2011 of the new Skills Development Scotland (SDS) interactive web service My World of Work⁸ by Dr Allan, the then Minister for Learning and Skills.

Partnership Working

14. The strategy looks to strengthened partnership working as a means for greater sharing of good practice and for supporting professional development. Partners will include SDS, schools, colleges, universities, local authorities, training providers, Community Learning & Development, youth workers, voluntary sector organisations, employers and others in the community.

⁸ www.myworldofwork.co.uk

15. The strategy recognises that as the key provider of careers services in Scotland, SDS is well positioned to act as the strategic lead in the redesign and improvement of careers services, working collaboratively with partners. It sets out the Scottish Government's expectations of SDS and its partners to work better together to meet the needs of service users and to make the best use of their collective resources. It outlines that SDS will continue, among other things, to work with partners to streamline employer access to skills advice and careers information and improve integration with business support services.

Getting it Right for Every Child

16. Partnership working is not just about how practitioners work together, but also how they work with individuals and, where appropriate, their families. This will be supported by the implementation of the Values, Principles and Core Components of Getting it Right for Every Child (GIRFEC)⁹. GIRFEC is a national programme to improve outcomes for children and young people in Scotland. It threads through all existing policy, practice, strategy and legislation affecting children, young people and their families. It focuses on improving outcomes for young people, based on:

- a shared understanding of well-being;
- a common approach to gaining consent and sharing information;
- an integral role for children, young people and their families;
- a coordinated approach to assessing needs, agreeing actions and outcomes, using the Well-being Indicators; and
- streamlined planning, assessment and decision making, ensuring that young people receive the right help at the right time.

17. GIRFEC builds on good practice in universal services, education and health, and aims to develop the capacity of staff, including staff delivering careers services, to support all children and young people through child-centred, and where appropriate, multi-agency approach. Everyone in the career development workforce is expected to adhere to the GIRFEC framework. We identify this clearly in our profiles for all typical careers roles - see section 3.

Common Core of Skills, Knowledge & Understanding and Values

18. The “Common Core” describes the skills, knowledge & understanding and values that every worker needs to demonstrate if they work with children, young people and families in Scotland. (It is equally valid for those whose work impacts upon children indirectly.) It has been created using the values from the Getting it Right for Every Child programme and a series of statements referring to appropriate skills, knowledge and understanding highlighted through a public consultation.

19. The skills, knowledge and understanding are described as “essential characteristics”. The essential characteristics are cross-referenced to the guiding principles of the United Nations Convention on the Rights of the Child (UNCRC) and the two key contexts for every worker, *relationships* between them and children, young people and families and *relationships* between workers.

⁹ <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

20. It is a tool that can be used by those advising people about careers in working with children and is a good description of the minimum requirements of anyone working with any child, young person or family in Scotland.

21. The Common Core was published by the Scottish Government in June 2012¹⁰.

Curriculum for Excellence

22. As we have mentioned, a key means of empowering young people to develop lifelong skills to manage their careers is through supporting the delivery of Curriculum for Excellence. Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated¹¹.

23. Published in October 2009, **Building the Curriculum 4: skills for learning, skills for life and skills for work**¹² is a document for all partners who are involved in promoting effective learning for children and young people (irrespective of where the learning takes place) to enable them to develop skills for learning, life and work. The development of skills is an entitlement for all children and young people.

24. This key document links career management with personal learning planning and highlights the close relationship with health and wellbeing as well as enterprise and employability - cross-cutting themes which are the responsibility of all practitioners:

“Career management skills should be set within establishment’s wider approach to learning, skills development and personal development.” (p13)

25. Throughout secondary school and particularly in the Senior Phase of Curriculum for Excellence, learners will experience formal and informal learning placed in relevant, real life contexts that make links with the world of work and the wider community. This will take a variety of different forms depending on learners’ age and stage:

“Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people” (p2)

26. Essential to this approach is partnership working, which requires all partners to share a common understanding and language around skills development and application. This is also vital in ensuring every young person has a clear pathway from school into learning or work post 16 with supported transitions and sustained opportunities as outlined in the **16+ Learning Choices Policy and Practice**

¹⁰ <http://www.scotland.gov.uk/Publications/2012/06/5565>

¹¹ Further information about Curriculum for Excellence is at

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp>

¹² <http://www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc4.asp>

Framework¹³. Careers services play an important role in supporting young people to explore learning, job and career options and make informed choices. That said, we recognise too that learners also develop lifelong career management skills through subject, curriculum and interdisciplinary learning.

Quality assurance

27. Quality assurance frameworks provide a basis for ensuring effective practice in the delivery of careers services by helping organisations to understand how well they work, how good their inputs and processes are, and how to identify where there is a need to improve. Staff are a key resource in any organisation and need to understand what is expected of them in their job role and the skills and competencies they are required to achieve and maintain. Staff qualifications and development are integral to this. We identify in our profiles for all typical careers roles that staff should operate quality assurance frameworks - see section 3.

Equality and Diversity

28. It is essential that equality and diversity is embedded in career development qualifications and CPD activity. The workforce must be able to demonstrate a commitment to actively promote equality of opportunity; be confident to challenge discrimination and prejudice; and fully understand the range of potential barriers which gender, religion or belief, sexual orientation, disability, age, gender re-assignment or race may present.

Ethical practice

29. Ethical practice should underpin the work of any career development practitioner. The Institute of Career Guidance (ICG)¹⁴ provides a code of ethical principles that are broad enough to relate to any area of the career development workforce. The ICG identify seven key principles to operating ethically:

- impartiality;
- confidentiality;
- duty of care;
- equality;
- accessibility;
- accountability; and
- Continuous Professional Development.

30. The Career Development Institute's (CDI) professional and ethical code of practice will in due course supersede that of the ICG¹⁵.

¹³ <http://www.scotland.gov.uk/Publications/2010/03/30180354/0>

¹⁴ <http://www.icg-uk.org/>

¹⁵ See paragraph 39 for further information about the Career Development Institute (current working title).

31. We identify in our profiles for all typical careers roles (see section 3) that all career development practitioners should be able to operate within an ethical code of practice.

Career Management Skills Framework

32. Career management skills empower individuals to shape their own career journey. These skills are often complex and are likely to be built up gradually over a number of experiences. Many of these experiences will involve others, who may take the roles of teacher, mentor, peer or student. Career management skills build on a range of pre-existing ideas and abilities held by an individual, and intersect with other experiences.

33. Traditionally, a career was chosen and pursued for life. However, changes to the world of work have altered the shape of many individuals' careers, so that it is increasingly common to continue to construct and reshape a career throughout life. For many, a career is now an active journey through learning, work and life. This requires that we recognise the skills that can enable lifelong career management and development. To help support this, SDS has developed a Career Management Skills (CMS) Framework. The CMS Framework is designed primarily for those who develop, deliver and quality assure career services in Scotland and specifically for SDS staff and their managers. The Framework may also be of value to others who are involved in the recognition, acquisition, development and utilisation of career management skills. It will among other things, help embed the development of career management skills in the delivery of Curriculum for Excellence.

34. When working with partners, the CMS Framework will enable SDS to clearly define the skills that will help people in their career development and demonstrate how existing work with partners and by partners already contributes to the acquisition and application of career management skills.

35. We are conscious that the successful implementation of the CMS Framework will rely in no small measure on the capabilities of the career development workforce, both in terms of the direct delivery of careers services and the support they can give to build the capacity of related practitioners. We outline in section 5 future development priorities for the career development workforce.

UK and global dimension

36. Changes in Scotland are not happening in isolation. We are aware that the European Lifelong Guidance Policy Network (ELGPN) work programme 2011/12 includes updating of the EU/OECD Career Guidance Handbook for Policy Makers published in 2004¹⁶. The original Handbook was produced to reflect the findings of reviews of career guidance policies in 36 countries. Although there were some important differences between services in middle-income and high-income countries, the dynamics of globalisation meant there was a great deal of convergence. In all countries, goals for careers services were being reframed in the light of lifelong

¹⁶ http://www.oecd.org/LongAbstract/0,3425,en_2649_39263294_34060762_1_1_1_1,00.html

learning policies linked to active labour markets and sustained employability. To meet this challenge while avoiding substantial increases in costs, telephone help-lines and web based services were introduced to help individuals develop career management skills and to be more self supporting.

37. We note that the current ELGPN work programme includes the development of a European Framework of Career Management Competencies for EU Citizens and a European Framework for Quality Assurance and Evidence in Lifelong Guidance.

38. The UK Commission for Employment and Skills (UKCES) has produced a series of reports on transforming career guidance which highlight the influence and benefits of developing technologies¹⁷. Integrating technology in career guidance can improve and broaden access as well as increasing the quality of provision. This is not just about online career and labour market information but also about how technology can be used to deliver careers services through person-to-person contact.

39. The Sixth International Symposium on Career Development and Public Policy was held in Budapest in December 2011. It was attended by 127 representatives from 31 countries. One of its four sub-themes was **the changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners**. The Communiqué¹⁸, which represents a summary of the collective conclusions of those present at the event, outlines the following principles and recommendations to countries on this subtheme:

Principles

1. From a policy perspective, ensuring that the skills and competencies of career development practitioners are fit for purpose is a crucial aspect of assuring the quality of services.
2. High-quality services require a strong careers profession. Currently, the level of professionalisation (including whether relevant qualifications are required to practise) varies considerably between and within countries.

Recommendations to countries

1. Develop strong professional standards, linked to strong quality-assurance frameworks, to cover a variety of roles in a variety of different sectors – distinguishing core competencies from specialist competencies. Governments may wish to provide some financial support for the relevant professional association(s) or sector body to manage this process.
2. Link the standards to national qualification frameworks, with recognition of prior learning, and with progression pathways into, within, and beyond the careers profession.

¹⁷ <http://www.ukces.org.uk/ourwork/career-guidance>

¹⁸ **Sixth International Symposium on Career Development and Public Policy (Budapest, 5-7 December 2011) Communiqué** is at <http://www.iccdpp.org>

3. Build closer links between policy-makers, professional associations, employers and training bodies, to ensure that professional standards and training provision are informed by developments in policy and practice, and lead innovation rather than lagging behind it (e.g. in relation to using labour market intelligence and harnessing technology).

Career Development Institute

40. We note that by January 2013, there will be a new professional body for the careers sector in the UK – the Career Development Institute (CDI). This membership organisation for individuals will bring together the functions of the ICG, the Association of Careers Education and Guidance (ACEG)¹⁹, National Association for Educational Guidance for Adults (NAEGA)²⁰ and the Association of Career Professionals International (ACPI)²¹.

41. This means, among other things, that the new Institute will be responsible for the functions of ICG and NAEGA in accrediting qualifications²².

42. Ahead of the establishment of the CDI, a new UK-wide online Register of Career Development Professionals and an associated Career Progression Framework has been developed to support people in developing their skills and qualifications and allow progress on to the Register²³.

¹⁹ <http://www.aceg.org.uk/>

²⁰ <http://www.naega.org.uk/>

²¹ <http://www.acpinternational.org/>

²² References in this report to the CDI include, where relevant, references to its predecessor bodies.

²³ See section 4 for more information.

SECTION 3: CAREER DEVELOPMENT WORKFORCE

43. To get a sense of the size of the career development workforce, 2010 Labour Force Survey shows that there were 3,274 people working as “careers advisers and vocational guidance specialists” in Scotland. The gender profile of the workforce was 81% female, 19% male²⁴. The largest provider of careers services is SDS. Career development practitioners also 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.

44. Information is not currently available on the number of people in the careers development workforce holding relevant qualifications. We understand that the Careers Profession Alliance, which will become the CDI in 2013, is reviewing this across the UK. What we can say from our own knowledge is that those working in careers adviser roles in Scotland generally hold a Post-Graduate Diploma in Career Guidance and Development (SCQF Level 11). We note the need for on-going review of career development workforce data.

Typical Job Roles

45. While it is not possible to provide absolute delineation between who does or does not provide careers services, as some people only deliver these services as part of a wider role, we believe that most careers practitioners will be able to identify with one - or a combination - of the five ‘typical roles’ below. These roles are fluid and often job titles vary across organisations. Responsibilities can also be shared across roles. For example, a careers adviser might also have key worker duties.

SCQF Levels

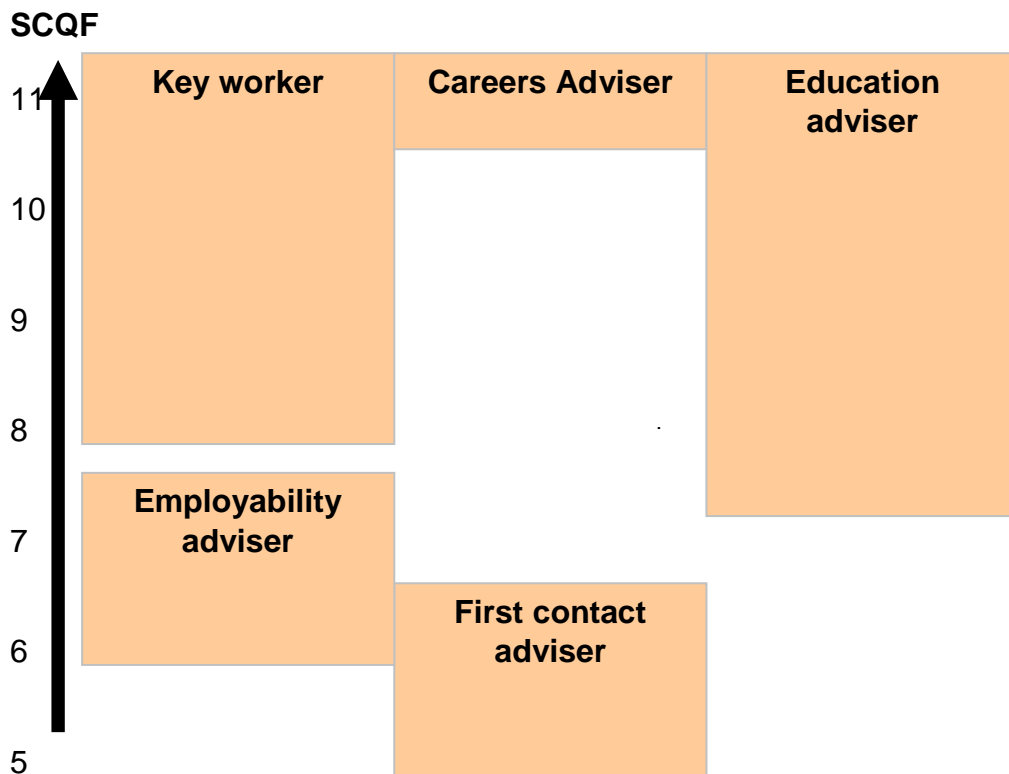
46. The Scottish Credit and Qualifications Framework (SCQF) has 12 levels which reflect the current system of education and training in Scotland. Each level has a set of ‘descriptors’ or competencies to help employers and individuals understand the range of skills an employee might demonstrate at a particular level on the Framework. They can also be used to allocate an SCQF Level to a job role²⁵.

47. We used the SCQF to identify indicative ‘best fit’ bands for typical career development roles²⁶. As well as showing how the roles compare to each other, using the SCQF enables people to compare levels of typical careers roles with roles in other professions.

²⁴ Labour Force Survey 2010, SOC code 35.64 (careers advisers and vocational guidance specialists)

²⁵ The **SCQF Employer Toolkit** is at <http://www.scqf.org.uk/Employers/Employer%20Toolkit>

²⁶ They are for general guidance purposes only and are not prescriptive. The nature of individual jobs will dictate their level.



A **first contact adviser** typically

- provides a welcoming point of initial contact to the service
- handles enquiries from people and other organisations through a range of methods such as face to face, telephone, email, written and referral from other organisations
- identifies the reasons for enquiries and the best way to answer these enquires by, where appropriate:
 - providing relevant information
 - referring to colleagues
 - signposting to other agencies
- maintains records of enquiries and service users.

An **employability adviser** typically

- focuses on getting people into the workforce, provides them with tailored advice related to career goals
- helps people to access support to improve specific employability skills (for example, CV writing and interviewing skills)
- encourages people to improve their self-confidence and to maintain a positive stance towards work
- works with people to explore options for work-focused activity
- provides support on personal, welfare and health issues to help people to overcome barriers to access education, training and employment
- assists people in developing job retention skills.

An **education guidance adviser** typically

- provides information, advice, guidance and support to potential and current learners, including financial advice
- assists people in making informed choices of subject and mode of learning
- supports/carries out additional educational support needs assessments
- develops and maintains personal learning support plans
- maintains on-going contact with colleagues and team members through formal and informal meetings across the educational setting.

A **key worker** typically

- works with people of all ages who are farthest from the labour market
- provides intensive, personal support to people with additional needs
- uses various tools and techniques, including individual interviews, to assess people's abilities, interests and achievements
- develops action plans with people and supports them to implement their personal action plan
- advocates on behalf of people with partner organisations.

A **careers adviser** typically

- provides impartial information, advice, guidance and support to people at any stage of their life
- uses various tools and techniques, including individual interviews, to assess people's abilities, interests and achievements
- helps people to develop effective lifelong career management skills
- helps people to identify their career development needs
- assists people to identify short and/or long term career goals
- enables people to explore and develop their decision-making skills to choose learning and career pathways right for them.

48. Detailed typical role profiles are at **Annex B**.

49. This framework will be particularly relevant to people performing these typical roles. There is also a wide range of people, including those providing guidance, pastoral support or career-related learning, working in settings such as schools, colleges, universities, community learning and development, the Third Sector, local authorities and Jobcentre Plus (either directly or through contract)²⁷ for whom such a framework will be of interest, as it may help identify suitable qualifications and development opportunities for them and assist employers in developing joint CPD opportunities, where relevant.

²⁷ We understand that discussions are taking place to create a suite of qualifications appropriate to the welfare to work industry. While recognising the welfare to work industry and careers sector have some job titles in common, this Framework does not seek to include roles in the welfare to work industry. The Professionalisation of Welfare Expert Reference (PoWER) Group is an independent group of providers and supporting organisations established to develop standards within the welfare to work industry. Further information is at <http://www.cesi.org.uk/power>

Common tasks, competencies and attributes of the career development workforce
(**Bold** = all profiles; *Italics* = profiles except first contact adviser)

Tasks

- **Adhering to safeguarding principles and policies**
- **Adhering to the GIRFEC framework**
- **Operating quality assurance procedures**

Competencies (knowledge and skills)

- **Knowledge and understanding of service**
- **Knowledge and understanding of other agencies**
- **Knowledge of sources of information about funding and welfare benefits**
- *Knowledge and understanding of developments and related public policy in education, training and industry legislation*
- *Knowledge of learning and training opportunities*
- *Knowledge and understanding of employability skills and how people can develop and demonstrate them*
- *Knowledge of local labour market information, training providers, agencies providing specialist support*
- **Communication skills:**
 - **listening and questioning skills**
 - **administrative and recording skills**
 - *challenging, negotiating and influencing skills*
 - *networking skills*
 - *managing group situations*
 - *presentation skills*
 - *ability to research information and explain it clearly*
 - *report writing skills*
- **ICT skills**
- **Ability to establish positive relationships with a wide range of people**
- **Ability to work as part of a team as well as independently**
- **Ability to operate within an ethical code of practice**
- **Ability to promote services**
- *Ability to motivate and inspire*
- *Ability to work in partnership with other organisations*
- *Organisational and time-management skills, including ability to manage caseloads and meet targets.*

Attributes

- **Interest in people**
- **Impartial**
- **Objective**
- **Non-judgemental**
- **Empathy**
- **Confidence**
- **Maintain confidentiality**
- **Committed to equality and diversity**
- **Adaptable and responsive**
- *Analytical*
- *Critical reflection on own practice*

Other work of potential interest to the career development workforce

Community Learning and Development workforce development

50. Education Scotland is working to support CPD activity for the Community Learning and Development (CLD) workforce and ensure it is fit for purpose. The CLD Standards Council²⁸ is currently located within Education Scotland and sets the overall framework for CPD for the CLD workforce (Education Scotland and the Standards Council are working towards establishing the Council as an autonomous body). Education Scotland has also established the CLD National Workforce Development Group, consisting of the key national stakeholders in the development and delivery of CPD for the CLD workforce (across all sectors and settings) to maintain the momentum in workforce development established by the CLD workforce upskilling programme funded by the Scottish Government. The initial work undertaken by the National Workforce Development Group will be reviewed by June 2012 with a view to strengthening leadership and direction for the development of the CLD workforce. Education Scotland is also supporting the development of a national CPD network for the CLD workforce to enable sharing of practice and build capacity for CPD. CLD Partnerships in local authority areas have formed a number of consortia to support and develop CPD.

A Professional Development Framework for Scotland's Adult Literacies Workforce

51. The Scottish Government, through the implementation of its ten-year strategy for raising the literacies levels of Scotland's adults identified the need for this professional development framework to enable improved achievement and progression for literacies learners by 2014.

52. The Framework is due for publication in 2012 and will provide a Route Map that shows:

- current nationally recognised literacies teaching/tutoring qualifications, placing these within or alongside wider professional development frameworks, including those for Community Learning and Development and Further Education, and the SCQF, and routes into and progression from these qualifications;
- other professional learning opportunities that will enhance adult literacies practice;
- opportunities for other complementary practitioners/educators in linked areas of work, to support their understanding and awareness of, and ability to support, adults with their literacies;
- gaps in, or changes that are required to existing adult literacies qualifications and gaps in other professional learning opportunities that will enhance adult literacies.

²⁸ <http://www.cldstandardscouncil.org.uk>

Role of managers in careers services

53. Although not a career development practitioner role in its own right, the role of managers in careers services is clearly significant as they can be responsible for:

- leading, motivating and developing staff individually and as teams;
- managing the performance of staff to ensure team and individual performance meets organisational objectives;
- overseeing the production of service level agreements with key partners to support the strategic aims of the organisation; and
- building strategic alliances with a wide range of partners in education, training, industry and commerce, local government and the Third Sector.

54. **Recommendation 1 - We recommend that in addition to relevant leadership and management training (and where appropriate qualifications) careers services employers ensure that managers have up-to-date broad knowledge of careers policy and practice.**

SECTION 4: DEVELOPMENT OPPORTUNITIES

National Occupational Standards

55. National Occupational Standards (NOS) are the building blocks for jobs and qualifications, and they define how a skilled and competent worker would carry out each function of their role. The standards describe a range of knowledge, competences, attributes and behaviours that a typical role might require for it to be successfully performed²⁹. These can help employers and individuals to monitor their performance and plan any developmental activity. NOS were first established in the United Kingdom in 1986. Sector Skills Councils and other standards setting organisations have a responsibility to work continuously with employers and other key partners across the UK to develop and refine NOS.

- **National:** They apply to and are used across each of the four nations; they are developed using a UK wide approach; they are approved by agencies acting on behalf of the relevant government departments in each nation of the UK.
- **Occupational:** They define the key functions someone should be able to carry out in an occupation.
- **Standards:** They are the statements of effective performance for the activity delivered and the outcomes achieved; they represent a consensus view and description of best practice for each particular function; they are developed and agreed with a range of employers and stakeholders representing a sector area.

56. NOS are a valuable resource for institutions and awarding bodies to ensure that qualifications meet employer needs and demands.

57. The Career Development NOS³⁰ define the competencies required to carry out the functions delivered by the career development workforce in the UK.

CASE STUDY - Postgraduate Certificate in Career Guidance and Development by Distance Learning

J is a teacher in an independent school (with a Bachelor of Education in Human Movement Studies) and has responsibility for the school's careers programme. She was encouraged to apply for the Postgraduate Certificate course by her contact in the Independent Schools Careers Organisation (ISCO): 'I realised that I had a very limited knowledge, particularly theoretical knowledge, about careers guidance and I was never sure I was doing my job properly ... I felt the course would benefit both the school and myself, the practitioner'. As a busy teacher, working some significant distance from the University, she decided that the distance learning option would be most suitable. J has successfully completed 2 modules, Professional Practice 1 and Career Development Theory, and is now about to complete the third and final module of the Certificate, Reflective Guidance Practice.

²⁹ National Occupational Standards (NOS) database is at <http://www.ukstandards.co.uk/Pages/index.aspx>

³⁰ Career Development National Occupational Standards, Lifelong Learning UK (2011) <http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/wp-content/uploads/2010/11/LLUK-CrD-NOS-Fullsuite-Approved-Mar11.pdf>

Credit and qualifications frameworks

Scottish Credit and Qualifications Framework

58. The purpose of the Scottish Credit and Qualifications Framework (SCQF)³¹ is to include, where appropriate, qualifications and assessed learning in Scotland so that learners can identify their current position in relation to the Framework and can plan their future learning pathways. The SCQF is a lifelong learning framework and uses both level and credit. The process for including something in the SCQF with both a level and a credit value is called 'Credit Rating'.

The SCQF supports people, employers and learning providers by:

- helping people of all ages and circumstances to access appropriate education and training over their lifetime, so as to fulfil their personal, social and economic potential;
- enabling employers, learners and wider public to understand:
 - the full range of Scottish qualifications;
 - how qualifications relate to each other and to other forms of assessed learning;
 - how different types of qualification can contribute to improving the development, and utilisation, of the skills of the workforce;
 - how Scottish qualifications relate to qualifications in other countries;
 - how using level descriptors can assist with qualifications development; and
 - how using level descriptors can assist with benchmarking skills and experience;
- and supporting both credit transfer and Recognition of Prior Learning.

59. Where we can, we also identify in **Annex C** the SCQF level of relevant qualifications. Using the SCQF enables people to compare levels of typical careers roles with roles in other professions.

Qualifications and Credit Framework

60. The Qualifications and Credit Framework (QCF) contains vocational (or work-related) qualifications, available in England, Wales and Northern Ireland³². Qualifications are made up of units that are worth credits. Units and qualifications also range in difficulty, from entry level to level 8.

European Qualifications Framework

61. The European Qualifications Framework (EQF) acts as a translation device to make national qualifications easier to understand across different countries in

³¹ <http://www.scqf.org.uk/>

³² **Qualifications: what the different levels mean** is at http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039017

Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning³³.

62. The EQF has eight levels that are based on the knowledge, skills and competence, of a learner. The focus is on learning outcomes i.e. what the learner understands and is able to do. Levels of a country's national qualifications will be placed at one of the EQF central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.

63. The EQF applies to all types of education, training and qualifications, from school education to academic, professional and vocational. It also encourages lifelong learning by promoting the validation of non-formal and informal learning.

64. An interactive table³⁴ allows people to compare national qualifications systems or frameworks of countries that have already referenced their national qualifications levels to the EQF. This includes the SCQF in Scotland and the QCF in England, Wales and Northern Ireland.

CASE STUDY - Postgraduate Certificate in Career Guidance and Development progressing to Postgraduate Diploma combining Distance and Face-to-face study

C has an Honours Degree in English with French and European Studies and is working in a Scottish University in a role supporting international students. She felt the Career Guidance and Development course would complement the work she is doing and embarked initially on the Postgraduate Certificate by taking one module at a time by a combination of distance learning and attendance in different modules. Having successfully completed the 3 modules of the Certificate, C has now embarked on the remaining 3 modules that make up the Postgraduate Diploma.

Accredited development opportunities

Post Graduate Diploma, MSc and Certificate in Career Guidance and Development

65. In Scotland, entry to a careers adviser role usually requires a **Postgraduate Diploma** in Career Guidance and Development (or equivalent). The Diploma is awarded by the University of the West of Scotland and Edinburgh Napier University as initial training or post-entry work based learning qualifications.

66. At the University of the West of Scotland it is available in full time, part time and distance learning modes. At Edinburgh Napier University the Diploma course is available full-time³⁵.

67. The Postgraduate Diploma in Career Guidance and Development incorporates the 'Qualification in Career Guidance and Development' (QCGD), which

³³ http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

³⁴ http://ec.europa.eu/eqf/compare_en.htm

³⁵ The part-time and distance learning options are reviewed annually.

is currently accredited by the ICG. It is based on a Quality Assurance Agency Scotland approved Subject Benchmark Statement for a career guidance qualification at Masters level³⁶.

68. The equivalent ICG professional qualification in the rest of the UK is the Qualification in Career Guidance (QCG), which is incorporated into the Postgraduate Diploma in Career Guidance in courses in England, Wales and Northern Ireland.

69. The following diagram (Figure 1) represents the relationship between the professional qualifications in career guidance in the UK. The QCG was developed in 1999 as a professional qualification for careers advisers in the UK and it was designed to be delivered in approved higher education institutions, most of which incorporated it into Postgraduate-level qualifications. The QCGD was developed in Scotland in 2007 in a joint project by the then Careers Scotland, the Institute of Career Guidance and Napier, West of Scotland and Strathclyde Universities. The QCGD was explicitly designed to be offered at postgraduate level and to add breadth and depth to initial training in Scotland. To ensure portability of the qualification across the UK a mapping exercise was undertaken to ensure the QCGD covered all of the learning outcomes and curriculum objectives of the QCG. The QCGD is based on a QAA Scotland Subject Benchmark for a 'professional qualification at Masters level (SCQF Level 11)'. The MSc is designed to meet the full range of knowledge and skills identified in the Subject Benchmark. These qualifications in turn sit within the NOS.

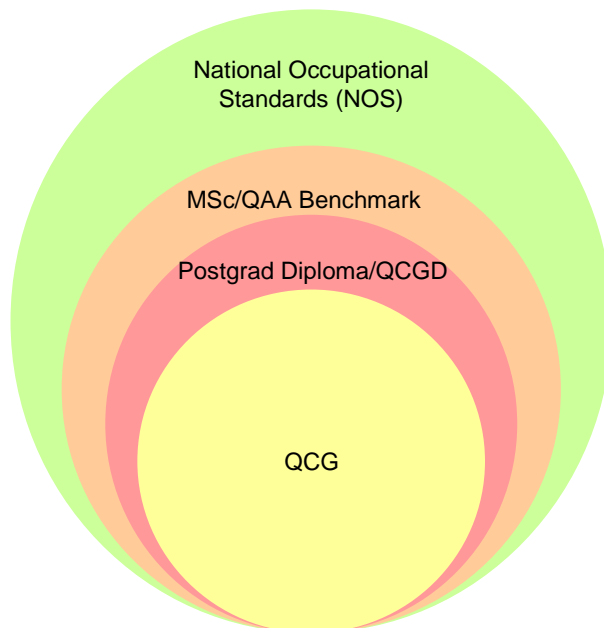


Figure 1

70. It is possible to progress from the Diploma to the MSc by credit accumulation. The qualifications differ in size, not difficulty, as both are at SCQF Level 11. The MSc provides the opportunity for candidates to engage in research into aspects of career

³⁶<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Scottish-subject-benchmark-statement---Career-guidance-.aspx>

guidance practice, delivery and theory and in this sense builds on the knowledge and understanding developed in the Diploma. Where the MSc is used, it constitutes part of organised induction and CPD for new careers advisers (for example in Skills Development Scotland) or ongoing development in other parts of the career development sector.

71. While a qualification in its own right, the Certificate is used principally to accredit learning towards the goal of the Diploma. It is not regarded as an entry qualification to be a careers adviser. For other roles, it can provide people working in careers services or related fields with CPD on background theory and understanding of careers guidance. It is possible to progress from the Certificate to Diploma by credit accumulation. Again, the qualifications differ in size, not difficulty as both are at SCQF Level 11.

72. The certificate course is available at the University of the West of Scotland in full time, part time and distance learning modes as initial training or post-entry work based learning qualifications. The university also offer stand-alone modules. These modules can also be combined to complete the Certificate³⁷. Edinburgh Napier University offers the Certificate as an exit award from the Diploma, but has not to date been recruiting to it as a course in its own right. From September 2012, Edinburgh Napier University will offer the Certificate to part-time students on a blended/distance learning basis.

CASE STUDY - Postgraduate Diploma in Career Guidance and Development by Distance Learning

G is an employee of Skills Development Scotland working as a personal adviser in the Northern Isles and is undertaking the combined Postgraduate Diploma/QCGD by distance learning. G has a BA with Honours in History. She has been employed by SDS for several years and wanted to take the Diploma to progress and develop within the organisation by becoming a careers adviser: 'my main motivations are to develop as a professional and to achieve parity with my colleagues'. G has both a University personal tutor and the support of a work-based practice tutor, an experienced and qualified careers adviser. The Diploma programme includes 2-day face-to-face workshops for each module for students, which is a good opportunity to meet with colleagues and lecturers and relate theory to practice and discuss assessments. Assessment of practical skills is conducted in the workplace by experienced practitioners ('I have been told that my interviews are professional, purposeful and structured, something which I feel improved as a result of studying different interview models during Professional Practice 1). At the Diploma level candidates are required to undertake a placement in another guidance organisation and G has opted for a placement in a University careers service.

Scottish Vocational Qualifications

73. Scottish Vocational Qualifications (SVQs) are based on NOS and are accredited by the Scottish Qualifications Authority (SQA). SVQs are work-based qualifications that set the level of occupational competence expected for a given job

³⁷ <http://www.uws.ac.uk/search/search-pages/part-time-module-search/>

role and are usually delivered and assessed in the workplace. They may also be delivered in an employer and college, or other training provider, partnership. SVQs are unitised qualifications and are a means of recognising the skills and knowledge people need in employment, i.e. job competence. Each component Unit defines aspects of a job or work-role and states what is required to be demonstrated to show competence in that aspect of the job. As such, there is no formal written exam - candidates undertaking SVQs submit evidence, normally gathered in the course of their work, to meet the evidence requirements stipulated in the units to be assessed by an approved Assessor. As such, work-based evidence of competence is central to the assessment process and candidates should be in employment or have access to an appropriate workplace experience opportunity to be able to gather the required evidence of competence defined by the NOS. Assessment must be carried out by an SQA Approved Centre and, generally, this would be the employer or partnership described above. SQA has produced **SVQs: a guide for employers**³⁸.

74. There are currently three individual SVQs accredited by SQA in the area of advice and guidance. Of these, only the Level 3 has been fully credit rated and levelled against SCQF. At level 4, all component Units have been credit rated and levelled but no overall level has been assigned to the full group award. The SVQs are:

- Advice and Guidance Support Level 2 – Not credit rated into the SCQF
- Advice and Guidance Level 3 - SCQF Level 7
- Advice and Guidance Level 4 – SCQF levels attached to individual units

75. Information on the recent uptake of these qualifications is at **Annex D**. We understand from SQA analysis of the centres approved and currently offering the level 3 and 4 SVQs, that most uptake is in the field of general advice and guidance and few people taking these qualifications are in career-related advice and guidance roles. (There is only one centre for level 2 and that has no candidates currently entered).

76. The current general advice and guidance SVQs are accredited to 2013. We make recommendations in section 6 on qualifications for the career development workforce that should be based on newly developed Career Development NOS. We note that there is at present no Sector Skills Council (SSC) with responsibility for revising the generic NOS for wider advice and guidance services. We recognise there is a continuing market for qualifications to serve the wider guidance community. That said, it is outside our remit to make recommendations on wider advice and guidance qualifications.

Modern Apprenticeships

77. Modern Apprenticeships provide people in paid employment with vocational training that's relevant to their current job. Apprentices are supported with training that is appropriate for level of the job, although this isn't the only focus of the training. Modern Apprenticeships also give people a range of 'soft skills' to draw upon, including sound communication, teamwork and problem solving skills, and improved

³⁸ <http://www.sqa.org.uk/sqa/13885.html>

numerical and IT skills. Apprenticeships can be completed within a time period that's suitable to the person and their employer. In most cases, apprentices work towards an SVQ of Level 2 or above for between two and four years to gain the qualification³⁹.

CASE STUDY - SVQ Level 4 in Advice and Guidance

L is an employability adviser. As she already had appropriate units from the SVQ 3, she only had to complete another four units to gain the SVQ 4. She particularly liked three of the mandatory units of the SVQ4 – Manage Personal Caseload, Operate within Networks and Evaluate and Develop own Contribution to the Service. These units gave her the opportunity to truly reflect on her current practice and to improve her practice for the benefit of her clients, the organisation and herself.

Professional Development Awards

78. Professional Development Awards (PDAs) are flexible qualifications designed primarily for those already in a career or vocation who wish to extend or broaden their skills base⁴⁰. They assess and certificate progression in a defined set of specialist occupational skills. They range from SCQF Level 6 to Level 12 and can consist of National, Higher National or SVQ Units. They are agreed through a collaborative process of SQA, employer representatives and other interested parties. They are validated and certificated by SQA and are aligned to the relevant NOS.

CASE STUDY - Postgraduate Diploma in Career Guidance and Development by Distance Learning

J is also an employee of SDS working in the Highland Region of Scotland. She has an HND in Information and Office Management and the SVQ Level 3 in Advice and Guidance. Her motivation for taking the combined Postgraduate Diploma/ QCGD by distance learning was for both personal and professional development: 'I have worked within the careers service for 11 years in a non-professional role (and) applying to do this course was an opportunity for me to develop on existing skills and experience to gain a professional qualification ... on a personal level, being accepted onto the course is a huge achievement ... I am the only member of the family to gain access to a University qualification'. J is over half way through the Diploma and has achieved above average marks in all 3 of the modules she has completed to date.

ICG Certificates

79. We are aware that ICG has developed a **Certificate in Professional Practice** for QCG(D) graduates to enable them to demonstrate competence in the workplace. It is not yet formally credit rated into the SCQF, but given its link to the QCGD it is expected to be at SCQF Level 11.

80. The ICG has also developed a **Certificate in Careers Guidance Theory**, 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

³⁹ <http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/national-training-programmes/modern-apprenticeships.aspx>

⁴⁰ Further information about PDAs is at <http://www.sqa.org.uk/sqa/16759.html>

information and intelligence as part of their learning programme. It is a customised version of the Post Graduate Certificate in Career Development.

Recognition of Prior Learning

81. The Recognition of Prior Learning (RPL) is the process for recognising learning that has its source in experience and/or previous formal, non-formal and informal learning contexts. This includes knowledge and skills gained within school, college and university and outside formal learning situations such as through life and work experiences. It provides a route for individuals, employers and institutions to ensure that learning does not have to be repeated and achieves value for money.

CASE STUDY - Postgraduate Diploma in Career Guidance and Development by Distance Learning using Recognition of Prior Learning

S is a careers adviser working in a college in Northern Ireland. She has a BA with Honours in Business Administration and the NVQ in Advice and Guidance from the Open University. Given that she holds the NVQ at level 4, S is exempt from all practical elements of the Postgraduate Diploma (6 interviews and 3 group work assessments). Interestingly S has combined undertaking the Diploma with a period of maternity leave, taking time out of the course half way through and returning to complete her studies.

82. We are aware that the SCQF Partnership, in collaboration with the SCQF RPL Network and other stakeholders, has developed a generic RPL Toolkit⁴¹ for use by learning and training providers, employers and human resource personnel. It contains a detailed explanation of RPL, how it fits with the SCQF, explains the process for organisations and provides a number of activities to support facilitators working with learners. It can be adapted for use by individual sectors and organisations if required.

83. The focus of this RPL Toolkit is on recognising learning that is gained from experience rather than from formal learning. As the Toolkit outlines, learning from experience is different from formal learning: it is largely unstructured, it is more personal and more individualised and is often unconsciously gained. It is, however, just as real as learning acquired in a formal academic setting. In addition, it can be more permanent as it is not readily forgotten or lost.

84. We note that the Scottish Social Services Council developed their own RPL Toolkit in 2007 to bring employees in the care sector to SVQ level 3 in Health and Social Care – the level required for their registration purposes.

Register of Career Development Professionals and an associated Career Progression Framework

85. To be on the UK Register of Career Development Professionals, people must uphold the Code of Ethics, evidence their competence as a career development professional at QCF Level 6 or above (as mapped against the NOS for career development); meet specific CPD requirements for maintaining registration; and abide by and maintain the standards set for registration.

⁴¹ <http://www.scqf.org.uk/RPL>

86. The leaflet **Qualifications can cross boundaries: A rough guide to comparing qualifications in the UK and Ireland**⁴² enables broad comparisons to be drawn - rather than direct equivalences - between qualifications in each of the four UK nations and Ireland. As the leaflet shows, QCF Level 6 is below SCQF Level 11⁴³. In Scotland, post-graduate qualifications in careers guidance are at SCQF Level 11.

87. There are two main pathways to meet the Entry Standards for the Register. These are:

- **Immediate entry** – for people who already meet the qualification requirement for Registration through recognised qualifications. These currently include the Qualification in Career Guidance and Development Scotland (Scotland) and the SVQ Level 4 in Advice and Guidance combined with the Postgraduate Certificate in Career Guidance (Scotland).
- **Planning for entry** – either through completing additional qualifications (or units of qualifications) or, by providing evidence of meeting entry requirements through RPL and completion of CPD.

88. The Career Progression Framework includes within it a competency framework to enable people through RPL and the completion of CPD to provide evidence that they meet the entry requirements of the Register. We understand that the competency framework has been designed as an option for those people who are practising in the career development sector and who already have a qualification at degree level or above in any subject. We note that the online resource will, over time, build a range of qualification maps to help people identify evidence from their existing qualifications that could contribute to the requirements of the competency framework. Practitioners following this route will be able to produce a CPD plan and submit a portfolio of evidence (via the online system) to evidence their qualifications and experience against the required competencies for entry to the register.

CASE STUDY - Postgraduate Certificate in Adult Guidance

C is an Education Guidance Adviser in a university. Her role supports students at the university. C decided to study for the Postgraduate Certificate course as she wanted to ensure that she was giving students the best possible service. C had identified that this qualification would give her the mechanisms to carry out her role more effectively, as all assignments are based on the student's own workplace. She completed the three core modules: *The Organisation and Practice of Adult Guidance*, *Information Resources in Adult and Guidance* and *Counselling Skills in Adult Guidance*. However as she already had a COSCA qualification (Counselling and Psychotherapy in Scotland) she got Recognition of Prior Learning for the Counselling Skills in Adult Guidance module. For the Elective module she decided to study the Independent Study module and chose 'On Line Guidance' as her topic. This was a topic that was under discussion in her workplace and she felt that by tackling this topic and looking at recent research into the topic that she would be able to provide an evaluative report for her employers in addition to gaining her Certificate.

⁴² <http://www.scqf.org.uk/content/files/resources/Qualifications%20Can%20Cross%20Boundaries%202011%20Blue%20Final.pdf>

⁴³ See next section for information on the QCF and SCQF.

Relevant accredited development opportunities

89. Relevant accredited development opportunities for the career development workforce are outlined in **Annex C**. They are categorised as:

- a) core;
- b) specialist qualifications that are complementary; and
- c) potentially relevant.

CASE STUDY - Postgraduate Diploma in Adult Guidance

G is an education guidance Adviser at a college. As she had already completed the Postgraduate Certificate in Adult Guidance (funded by her employer) she decided to progress to the Postgraduate Diploma in Adult Guidance. For the core module, *Work Based Learning Agreement*, G decided on the topic of citizenship in the college's guidance framework. The tutor met with G and her line manager to see if this topic was viable. It was agreed that it was and that this module would take the form of a double credit (30SM credits). As part of her assignment G evaluated the importance of citizenship in the college's guidance framework. She also developed and delivered a CPD session on citizenship to the college's guidance staff and then made recommendations as a result of the CPD session. On completion she felt that this module had been of great benefit to her and to her colleagues. For her second, and final, module G chose the option of *Additional Support Needs in Adult Guidance*. G felt that this topic was very relevant in her workplace where there are a number of students with additional support needs. On completion of this final module G graduated from the University with the Postgraduate Diploma in Adult Guidance.

Non-accredited development opportunities

90. It is important to recognise the value of development opportunities that do not lead to qualifications. While the following was drafted with community learning and development in mind, we consider it is as appropriate for the career development workforce.

“CPD is a combination of approaches, ideas and techniques that help individuals manage their own learning and growth. Within a learning culture it can include any event, formal or informal, that increases knowledge, experience and understanding, improves performance and contributes to lifelong learning.”⁴⁴

91. The following diagram is extracted from the community learning and development CPD strategy.

⁴⁴ **A Learning Culture for the Community Learning and Development Sector in Scotland**, CLD Standards Council for Scotland, 2011 is at http://www.cldstandardscouncil.org.uk/files/CPD_Strategy_for_CLD

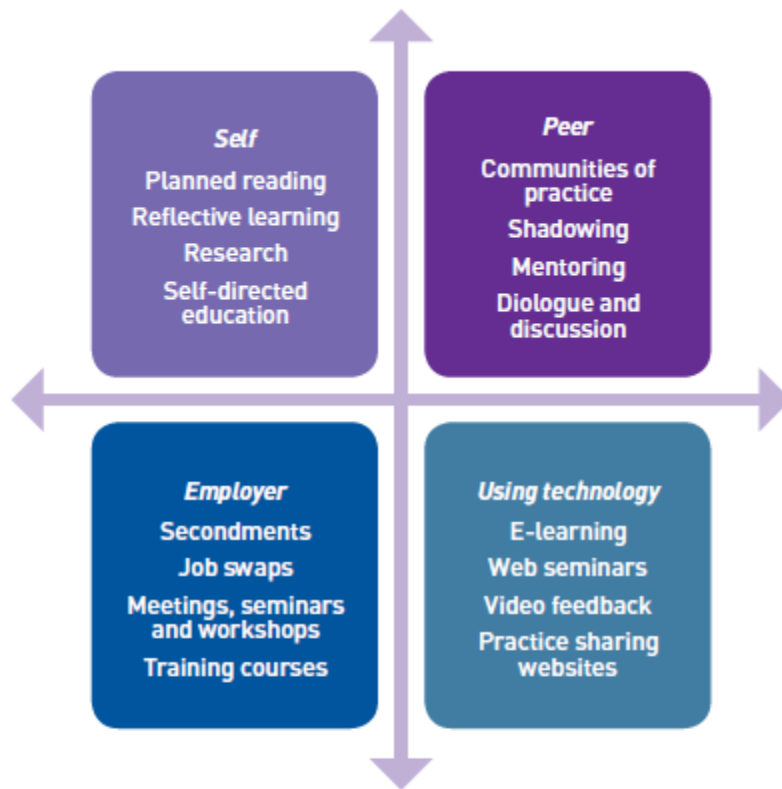


Illustration: CPD approaches, ideas and techniques

The choice and combination of methods will be influenced by:

- The time available for learning from the employer
- The support available for learning from the employer
- The resources required for learning
- The learning needs identified by an individual
- Individual learning styles
- Organisation and team learning priorities, driven by strategic planning

92. Practitioners have overall responsibility for ensuring that their development needs are identified and addressed. This can include:

- a) being proactive in identifying development needs to fulfil their current role;
- b) agreeing a development plan and appropriate learning solutions with their manager. This will include consideration of business needs and work schedules as well as personal preferences;
- c) committing to undertake agreed development activity within agreed timescales;
- d) being prepared to share outcomes of learning with your colleagues, either formally or informally; and
- e) ensuring their learning is transferred back to and implemented in the workplace

93. Informal CPD can include:

- a) **training courses** – short courses/programmes which can support development of key skills, knowledge or behaviours. Courses may be arranged and delivered by your employer or can be sourced externally.
- b) **self development** - research/reading, shadowing/visits, experience on job. Practitioners can arrange these activities to fit within their work schedule, engaging colleagues, partner or manager support where necessary.
- c) **online training packages** - new starts are normally required to complete health and safety; equality and diversity and information security training. Many employers make this training available online.
- d) **coaching/mentoring** - many employers offer coaching/mentoring support to staff. Alternatively, practitioners may be able to identify a suitable individual from personal networks to provide support.
- e) **other solutions** – such as:
 - a. assignments /secondments;
 - b. project work; and
 - c. networking/conference/partnership working.

Support materials and sources of information for career development workforce

94. In addition to development opportunities, support materials can also help develop the career development workforce. Resources and sources of information are outlined in **Annex E**.

CASE STUDY - Postgraduate Diploma in Career Guidance and Development by Full time study

P graduated with a BA in Social Sciences in 2008 and has been working in customer service/ retail management since then: 'My experience of working and managing in retail has been a significant factor in making the decision to join this course as I feel I can bring a lot of useful skills which I have developed throughout my experience when dealing with the public on a daily basis'. He joined the combined Postgraduate Diploma/ QCGD as a full time student and highlights the contrast between undergraduate and postgraduate study and the vocational nature of the programme: '... having the opportunity to visit a real guidance environment (after only the third week into the course) has been very rewarding, as this has allowed me to appreciate the diversity of clients and how advisers adapt their working styles to those individuals'.

SECTION 5: FUTURE DEVELOPMENT PRIORITIES

95. The careers strategy identifies the following key development needs for career development practitioners:

- 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.

CASE STUDY - MSc in Career Guidance and Development (taught)

L is a careers adviser working in a local regeneration organisation. She completed the Postgraduate Diploma in Careers Guidance and has now completed the MSc in Career Guidance and Development. This 'taught' version of the programme consists of modules in Networking and Partnership working and in Advanced Professional Practice, each containing a small-scale research project. L's research projects focused on 1) how partnership working between 4 agencies in Glasgow was supporting people affected by homelessness and 2) on the effects of using motivational interviewing techniques on improving self-empowerment of long term unemployed clients.

96. These accord with some of the key priority areas for action identified by LLUK in the **UK Qualification Strategy For Career Guidance**⁴⁵, which outlined, among other things:

- **Labour Market Intelligence** - too few practitioners have an in-depth knowledge of LMI or the appropriate skills to research the labour market and use this intelligence effectively in the guidance process;
- **ICT skills** – there is a need for more ICT training tailored to the career guidance context;
- **Training for working with clients with additional support needs** e.g. mental health issues, including an understanding of the specific barriers that they face;
- **Engaging with other agencies and partners.** Although this is covered to some extent in existing training there is a need to develop the soft skills (such as influencing and negotiating) required to collaborate effectively; and
- **Delivery of career guidance in group settings.** This is becoming increasingly important yet it is possible to gain related qualifications without gaining any practical experience of group work. Delivering career guidance in a group setting is also becoming more important in related occupations such as tutoring and teaching; this has implications for the future developments of national occupational standards.

97. We do not consider that the delivery of career guidance in group settings is a priority development need for career advisers in Scotland because the QCGD award explicitly incorporates both knowledge and understanding of group work and

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http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/documents/CGUKQualificationStrategyforCareer_guidanceFinalReport.pdf

students are assessed in delivery of career guidance in group settings. We note also that there are SQA units for those wishing to deliver learning to groups of learners as part of their future job role. For example, the Planning and Delivering Learning Sessions to Groups Unit (SCQF level 6)⁴⁶ can form part of the SVQ Level 3 in Learning and Development.

“Management and frontline staff in public services need to be encouraged and supported to prepare for change, promote innovation, embrace new approaches, improve performance and involve communities and service users in the design of public services. We are committed to the further development of the capabilities of the public service workforce and its leadership.”

Renewing Scotland's Public Services - Priorities for reform in response to the Christie Commission, Scottish Government, 2011⁴⁷

98. We note that the Learning and Skills Improvement Service (LSIS) report **Establishing demand for the development of new units, qualifications and an Apprenticeship/Modern Apprenticeship Framework for the Career Development sector across the UK**, published in November 2011⁴⁸, identified demand for new CPD units, which include “use of ICT/social media, working with clients with learning difficulties/disabilities and career guidance theory and professional practice”.

CASE STUDY - MSc in Adult Guidance

P is a Senior Guidance Adviser at a college. As she had already completed the Postgraduate Certificate and Diploma courses, she decided to progress to the Master's level. The requirement for this qualification is to complete a 16,000 word thesis on a relevant topic. P chose the topic of *Partnership working between college and school. A critical evaluation of current provision*. Initially she had to produce a 1,500 word proposal which was considered by her Supervisor. Once this was agreed P was able to commence her research. The University does provide workshops on research methods for Masters and PhD students and P attended the majority of these. It is a requirement of the University that all research is subject to approval by the University's Ethics Committee. P found this quite a laborious process. However, the work for this did get P and her supervisor to look at the methodology element of the research in great detail. This in turn proved to be of great benefit when writing up the thesis. P completed her research and graduated from the University with an MSc in Adult Guidance.

99. Career guidance theory and professional practice is not a priority development need for careers advisers in Scotland because the QCGD award incorporates significant coverage of the skills, knowledge, values and commitment for professional practice, including direct assessment of these, and exploration of the underpinning theories that explain career choice and decision-making. That said, all career development practitioners would in our view benefit from CPD on the

⁴⁶ <http://www.sqa.org.uk/sqa/files/hn/F81Y33.pdf>

⁴⁷ <http://www.scotland.gov.uk/Publications/2011/09/21104740/0>

⁴⁸ This document has not been published electronically.

relationship between career guidance theory and practice given their role in networking, signposting and referral to career guidance.

Priority development needs for career development workforce in Scotland

100. In addition to the key development needs identified in the careers strategy (see para 92), we agree with the **UK Qualification Strategy For Career Guidance** that training for working with individuals with additional support needs is a key development need.

CASE STUDY - MSc in Career Guidance and Development (taught) SDS

N is working as a careers adviser in SDS after undertaking the two year part-time postgraduate diploma whilst she was working as a Student Adviser at a local college. Once she obtained the qualification she became a Senior Adviser and then subsequently left college to work with SDS as a trainee careers adviser. As part of N's training and probationary period she is sponsored to complete the 'taught' MSc. This interesting approach taken by SDS allows for trainees to be given the opportunity to complete their postgraduate qualification to complete a Masters Degree. Like L, N has undertaken the Communities, Networks and Partnerships module examining the partnership arrangements between SDS and Training Providers and now for the Advanced Professional Practice module is examining the influences of different sources on career decision-making on school leavers.

Knowledge and understanding of the Scottish economy

101. Understanding labour market information and intelligence and communicating it to people in relevant and meaningful ways is core to our careers services. Without that understanding and communication, there would be no 'careers' in our service.

102. Taking forward another key action in the careers strategy, a labour market information and intelligence (LMI) framework was published in March 2012⁴⁹. The LMI Framework defines LMI as "any quantitative or qualitative facts, analysis or interpretation about the past, present or future structure and workings of the labour market and the factors that influence it". It includes both labour market information (descriptive data such as statistics or survey results) and labour market intelligence (analysis, interpretation, conclusions and policy recommendations).

103. For us, one of the key issues in utilising the LMI Framework is the capability of the career development workforce in developing knowledge and understanding of when and why a practitioner needs LMI, where they can find it, and how they evaluate, use and communicate it, in an ethical manner.

Coaching and facilitation skills

104. Career guidance "helps individuals to gain a clear understanding of their career development needs and potential, an appreciation of the process of career

⁴⁹ The Scottish LMI Framework is at <http://www.scotland.gov.uk/Resource/0038/00389485.pdf>

planning, decision making and to clarify their career objectives through the successful understanding and application of their career management skills”⁵⁰.

105. For career guidance to be a learning intervention that supports the development and application of career management skills, career development practitioners need to incorporate into their practice coaching and facilitation skills. The role of the coach/facilitator is to listen, provide feedback, assist in the development of aims and targets, and increase awareness of, or signpost to, learning experiences that support growth and progression.

106. Merely setting goals is often insufficient to bring about change. People may have thoughts and beliefs, behaviours or emotions which block the way forward. The practitioner needs to be skilled in coaching and facilitation to help people identify, examine and change such thoughts and beliefs, develop productive behaviours and become more skilled at emotional management.

107. Instead of focusing on the problem or the past, the career development practitioner uses coaching/facilitation to enable people to envision a preferred future and look at what is needed to get there. Coaching/facilitation by the career development practitioner emphasises the active role of the person.

Joint working to support individuals and to build the capacity of guidance partners

108. As we mention earlier (paragraph 15), the careers strategy outlines that SDS is well positioned to act as the strategic lead in the redesign and improvement of careers services, working collaboratively with partners to build the capacity of the guidance community. It further explains that 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 through Curriculum for Excellence and to identify, with partners, those young people needing more tailored support.

109. We outline below how SDS as an organisation is supporting partners to develop staff skills and knowledge. Supporting such joint working and building the capacity of partners also requires career development practitioners to further develop their skills to collaborate effectively with staff in partner organisations to deliver an integrated, complementary service, as well as skills to support the transfer of knowledge and skills from one practitioner to another.

110. We note that the MSc in Career Guidance and Development has an explicit module in partnership working.

⁵⁰ Career Information, Advice and Guidance in Scotland A Framework for Service Redesign and Improvement (2011) is at <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

How SDS supports partners to develop staff skills and knowledge

1. SDS 'Knowledge' website

SDS provides an online Labour Market Intelligence resource for SDS staff and partners (see Annex D for more information).

2. Development and delivery of joint staff development

SDS has annual partnership agreements with secondary schools, colleges and Jobcentre Plus. A key element of these agreements is to identify and deliver appropriate joint staff learning.

3. Short Courses

When SDS has designed or commissioned the design of bespoke training programmes for staff delivering careers services, SDS partners may have access to the programme to see if it meets their needs.

4. Training trainers

Where appropriate, SDS trains staff in partner organisations as trainers to deliver bespoke programmes of learning.

5. Work shadowing/visits

SDS provides opportunities for work shadowing and visits from partners, subject to compliance with policy and procedures for Equalities, Child protection and Data-sharing.

6. National and international networks

SDS provides links to experts in various parts of the UK and internationally.

Recommendation 2 - We recommend that SDS, as the strategy lead for careers services, review:

- a) the training and other resources they make available to SDS staff to see to what extent that can be made more available to support staff development in partner organisations; and
- b) how partners can be more pro-actively informed of any such support.

Recommendation 3 - We recommend that all partners across the career development sector continuously seek ways to collaborate effectively on joint staff development, where appropriate.

Competence and confidence in the use of new technology

111. We believe technology is an important part of the range of services offered. Delivery will increasingly involve a 'blend of services'. Web-based self service tools will increasingly complement face-to-face advice and guidance. We note that there has been increasing research and literature published regarding the use of

technology as a career learning intervention⁵¹. Recent research⁵² has shown that web based services should be used to complement the advice and guidance process; it should not be seen as a replacement for face-to-face advice and guidance.

112. To maximise the impact and reach of new technology, it is important that awareness of such services, including when and how best to use them, is part of career development practitioners' professional development. This will ensure that career development practitioners appropriately direct customers to web based services as part of the careers strategy.

113. In identifying development needs, it is important to consider how existing skills can be applied in different contexts: communication skills are communication skills in whatever medium they are applied: i.e. maintaining person centred practice, respect, genuineness, empathy, confidentiality, impartiality is essential in whatever mode of communication, including email, telephone and web-based communication.

114. When providing services online, career development practitioners need to be able to:

- understand the person's needs in terms of information, learning activities and interaction with a practitioner;
- provide resource recommendations that meet individual needs;
- understand the use of social media for career development;
- encourage people to work independently online; and
- identify the best ways of meeting a persons' needs (combining face to face with telephone and online, as appropriate) and, if required, make appropriate referrals.

115. All career development practitioners need to be aware of the issues of security and confidentiality raised by email and telephone based services.

Working with people with additional support needs

116. As we outline earlier, one of the key objectives of the careers strategy is to provide more intensive, face-to-face support - including specialist help - for those who need it most. This includes - but is not restricted to - Looked After Children, Care Leavers, young people who are in special schools or units or are educated

⁵¹ Offer, M. (2005) **E-guidance: Can we Deliver Guidance by Email and What issues Does That Raise?** Recent Research and Evaluation in HE'. In Career Research and Development – The NICEC Journal. No 12, Summer 2005

Offer, M., and Chiru, M., 2004, **ICT in Guidance – a comparative study**. NICEC Briefing Note. Cambridge: CRAC/NICEC; Leonardo Da Vinci Programme

Watts, A.G., and Dent, G. (2008) **The evolution of a national distance guidance service: trends and challenges**. British Journal of Guidance and Counselling, Vol36, N0 4, November 2008, pp 455-465

⁵² **Labour Market Information, Information Technologies and Information Advice and Guidance**, UKCES, 2010 is at <http://www.ukces.org.uk/publications/lmi-ict-iaq>
UKCES Helping Individuals Succeed: Transforming Career Guidance (2011) is at <http://www.ukces.org.uk/publications/helping-individuals-succeed>

outwith their home local authority, those with multiple and complex support needs and young offenders⁵³.

117. It is important that career development practitioners understand the barriers to employment or in accessing careers services people face because, for example, of social exclusion, age, disability or mental health problems. To be effective, career development practitioners need to know how best to encourage, support and motivate people from many different backgrounds each of whom will have their own specific needs. We do not underestimate the demands this places on the skills of the career development workforce.

118. It is important that career development practitioners have the necessary skills to enable people to express their needs and to assess how people's specific needs can best be addressed by the range of careers services.

119. We note that one of the modules of the Post Graduate Diploma in Adult Guidance is Additional Support Needs and Adult Guidance. The University of Strathclyde offers this as a stand-alone module.

120. More specifically, we are also aware that the SQA has recently developed two professional development awards, one at SCQF level 7 and one at SCQF level 8 in supported learning – see **Annex C, Table 2**. These awards are aimed at those practitioners who assist people with disabilities or people from disadvantaged groups to secure and maintain paid employment. These new awards will be of interest to some career development practitioners.

121. We identify in **Annex E** some useful resources for career development practitioners to help them support people with additional support needs.

CASE STUDY - MSc in Career Guidance and Development (dissertation)

N completed both her undergraduate and postgraduate qualifications. On completion of her postgraduate diploma in Career Guidance and Development N became a careers adviser in a Scottish University Careers Service. Her work involves her interviewing and working with students in groups offering them discrete credit bearing courses in job seeking and career management skills. Part of the growing opportunities currently offered to students are internship and N wanted to research different approaches taken by Higher Education Institutions in supporting Graduate Internships as part of work experience. Although this was a route that had helped N find graduate employment herself she wanted to explore the awareness of students and graduates of the benefits and limitations of these schemes. Currently undertaking the 'write up' of her 2 year research project, N's dissertation should be a useful qualitative insight into the support available to students participating in work experience and the specific nature of Internship.

⁵³ **Valuing Young People: Principles and connections to support young people achieve their potential**, Scottish Government, 2009 is at www.scotland.gov.uk/valuingyoungpeople

General Recommendations

122. Recommendation 4 - We recommend that all careers services employers review in partnership with their staff, the skills needs of their workforce to identify their own development priorities, taking into account the Framework's analysis of national priority development needs and the competencies and attributes identified in the generic role profiles; and evidence based practice.

123. 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 and 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.

124. Recommendation 6 – We recommend that all careers services employers and relevant higher education institutions promote equality of opportunity and encourage diversity within the career development workforce.

SECTION 6: POTENTIAL CAREERS PATHWAYS

125. Below we identify for typical careers roles potential careers pathways across the sector as a whole. It should be noted that these pathways may not necessarily exist in any particular organisation.

Potential career pathways for typical careers roles

	Getting the role	CPD opportunities	Potential progression opportunities within the careers workforce
First contact adviser	Precise qualification requirements vary between employers and the precise job role. Entry might require Highers or other SCQF level 6 qualifications. Some roles would require you to 'work towards' a qualification, hence allowing entry without before qualification.	<ul style="list-style-type: none"> SVQ in Advice and Guidance Support at Level 2 	May involve progression to: <ul style="list-style-type: none"> employability adviser education adviser
Employability adviser	There are no minimum or mandatory qualifications requirements for entry into this role. Many advisers may not hold industry-specific qualifications. People performing this work generally possess a wide range of experience and backgrounds,	<ul style="list-style-type: none"> SVQ in Advice and Guidance at Level 3 (forms part of MA) 	May involve lateral moves to <ul style="list-style-type: none"> specialist 'expert' role education guidance adviser. May involve progression to <ul style="list-style-type: none"> key worker more senior education adviser. With a Post Graduate Diploma in Career

	<p>including having relevant experience of working with the public.</p> <p>Also it is possible to progress to this role through experience in a first contact adviser role.</p>		<p>Guidance and Development, progression to careers adviser is possible.</p>
<p>Education guidance adviser</p>	<p>Entry can occur at different levels with different entry requirements. Many employers expect degree level, a Postgraduate Diploma in Career Guidance & Development or Postgraduate Certificate/Diploma in Adult Guidance.</p> <p>Qualifications in youth work or social care, as well as guidance, could be also be appropriate.</p> <p>Also it is possible to progress to this role through experience in first contact adviser and employability adviser roles.</p>	<ul style="list-style-type: none"> • Post Grad Certificate in Career Guidance and Development • Post Grad Diploma in Career Guidance and Development • MSc in Career Guidance and Development • Post Grad Certificate in Adult Guidance • Post Grad Diploma in Adult Guidance • MSc in Adult Guidance • PDAs in Inclusiveness at Level 9 	<p>May involve lateral moves to</p> <ul style="list-style-type: none"> • specialist 'expert' role • key worker. <p>May involve progression to:</p> <ul style="list-style-type: none"> • managerial role • senior education guidance adviser • senior key worker. <p>With a Post Graduate Diploma in Career Guidance and Development, progression to careers adviser is possible.</p>
<p>Key worker</p>	<p>Entry can occur at different levels with different entry requirements. Many employers expect degree level, a Postgraduate Certificate/Diploma</p>	<ul style="list-style-type: none"> • Post Grad Certificate in Career Guidance and Development • Post Grad Diploma in Career Guidance and Development • PDAs in Supported employment at 	<p>May involve lateral moves to</p> <ul style="list-style-type: none"> • specialist 'expert' role • education guidance adviser.

	<p>in Career Guidance & Development or Postgraduate Certificate/Diploma in Adult Guidance.</p> <p>Qualifications in youth work or social care, as well as guidance, could be also be appropriate.</p> <p>Also it is possible to progress to this role through experience in employability and education guidance adviser roles.</p>	Level 7/8	<p>May involve progression to:</p> <ul style="list-style-type: none"> • more senior key worker • senior education adviser • managerial role. <p>With Post Graduate Diploma in Career Guidance and Development, progression to careers adviser is possible.</p>
Careers adviser	<ul style="list-style-type: none"> • Post Graduate Diploma in Career Guidance and Development 	<ul style="list-style-type: none"> • MSc in Career Guidance and Development • Certificate in Professional Practice • Post Grad Certificate in Adult Guidance • Post Grad Diploma in Adult Guidance • MSc in Adult Guidance 	<p>May involve lateral moves to</p> <ul style="list-style-type: none"> • specialist 'expert' role • senior key worker • senior education guidance adviser <p>May involve progression to:</p> <ul style="list-style-type: none"> • managerial role.

Figure 2

Development Opportunities

126. Notwithstanding individual achievements within the framework, we believe SVQs have in some respects been a problematic training structure in guidance, and some dissatisfaction has been expressed by both employers and candidates.

Portfolio based assessment has been seen as bureaucratic and resource intensive, with relatively less resource being available for skills development. A resulting

decline in the take up of this qualification has left a significant gap in the training and accreditation of staff in the career development workforce.

127. One possible development would be the introduction of Higher National qualifications or Professional Development Awards at SCQF level 7. We believe that there would be benefits to both prospective and existing career development practitioners and employers in the development of such a qualification, which could be used both as a pre-entry qualification for staff and as a means of CPD for existing unqualified staff in the career development workforce. This may offer some advantages, provided viable cohort sizes were generated:

- ensuring that all participants had access to learning and skills development
- economies resulting from avoidance of duplication of assessment administration
- accessibility to both current members of the career development workforce and potential entrants
- sharing best practice across the sector in Scotland
- a distance learning model may be available to support the careers development workforce in island and remote communities.

128. 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.

129. As we have mentioned, while the Post Graduate Certificate in Career Guidance and Development is used principally to accredit learning towards the goal of the Diploma, it can also provide people working in careers services or related fields with CPD on background theory and understanding of career guidance. The University of the West of Scotland offers it as a stand-alone course. The university also offers stand-alone modules, which can also be combined to complete the Certificate. We understand that this is only now being marketed; the take up of these options at present is not significant. However, we believe this may be because of a lack of awareness of them.

130. As we previously outlined, one of the routes to entry to the Register of Career Development Professionals could involve completing additional units – in other words modules - of qualifications. This option may therefore become more attractive to practitioners.

131. Recommendation 8 - We recommend that relevant higher education institutions better promote the availability of the Post Graduate Certificate in Career Development, including of individual modules.

Entry to Careers Adviser Role

132. As we have previously outlined, entry to a careers adviser role usually requires a Postgraduate Diploma in Career Guidance and Development (or equivalent). From that role career advisers can progress in to specialist, allied or management roles. Those without the Diploma do not have as much flexibility.

133. Progression to the role of careers adviser from any level would be dependent on the individual completing the post-graduate diploma in career guidance and development provided they have the necessary entry qualifications or experience required by the course centre. The options are for an employer to support this through part-time study, but it is more common for an individual to commit to studying full time which may require them to leave their employment to do so.

134. We consider that the pathways to careers adviser are currently underdeveloped for those who do not already hold a Diploma. Where accredited training is offered, it may not satisfy all the requirements of the Qualification in Career Guidance and Development. As a result, the freedom and flexibility to move to professional jobs with other employers may not be gained by those pursuing these routes.

135. We believe it is right that people performing a careers adviser role should have a Postgraduate Diploma in Career Guidance and Development (or equivalent). However, there seems to be an opportunity to enable more people to accelerate their path to a Postgraduate Diploma in Career Guidance and Development through better use of RPL. There is some provision for RPL in the Diploma and the Certificate.

136. We are aware that in early 2000s some work was undertaken to integrate the SVQ with the Postgraduate Certificate in Career Guidance and Development in a programme known as SVQ4+. Supported by the ICG, SQA and the then Careers Scotland, candidates completed both the SVQ4 and the Certificate (at the University of the West of Scotland), with the Certificate providing the underpinning knowledge and theory and the SVQ the work based learning and assessment. This short lived successful pilot⁵⁴ could be a future model for combining the best elements of practice-based learning and academic study.

137. Since then, the SCQF Partnership, in collaboration with the SCQF RPL Network and other stakeholders, has developed a generic RPL Toolkit.

138. As we have mentioned, the new Career Development Institute is developing resources, specifically in respect of RPL, to evidence competency in respect of careers roles. While this is not all the way up to SCQF 11, there seems to us to be scope to build on this work in Scotland through the use of the SCQF RPL Toolkit.

139. We also understand that Universities Scotland and QAA Scotland have a joint RPL network to help shape sector developments. Currently the group's priorities are to produce guidelines to allow institutions to streamline their RPL processes; to develop an evidence base on RPL, particularly looking at the impact from the perspective of learners; and to disseminate the work of the network more widely.

140. **Recommendation 9 - We recommend that relevant higher education institutions, working with the Career Development Institute, Universities Scotland and QAA Scotland with the support of the SCQF Partnership, explore**

⁵⁴ While the pilot was not formally evaluated, we understand from the University of the West of Scotland that anecdotal feedback from participants was positive. Twenty people were involved and all were successful.

the scope for greater use of recognition of prior learning in the Postgraduate Diploma (and Certificate) in Career Guidance and Development.

SECTION 7: RAISING AWARENESS AND REVIEW OF FRAMEWORK

141. In **Annex G** we summarise career development role profiles and existing related qualifications on the SCQF.

142. In **Annex H** we summarise career development role profiles and recommended related qualifications on the SCQF

143. **Recommendation 10** - We recommend that SDS, as the strategy lead for careers services, support a group along the lines of the Scottish Careers IAG Qualifications and CPD Framework Group to support the implementation and review of the Framework.

SECTION 8: SUMMARY OF RECOMMENDATIONS

Recommendation 1 - We recommend that in addition to relevant leadership and management training (and where appropriate qualifications) careers services employers ensure that managers have up-to-date broad knowledge of careers policy and practice.

Recommendation 2 - We recommend that SDS, as the strategy lead for careers services, review:

- a) the training and other resources they make available to SDS staff to see to what extent that can be made more available to support staff development in partner organisations; and
- b) how partners can be more pro-actively informed of any such support.

Recommendation 3 - We recommend that all partners across the career development sector continuously seek ways to collaborate effectively on joint staff development, where appropriate.

Recommendation 4 - We recommend that all careers services employers review in partnership with their staff, the skills needs of their workforce to identify their own development priorities, 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.

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 6 – We recommend that all careers services employers and relevant higher education institutions promote equality of opportunity and encourage diversity within the career development workforce.

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.

Recommendation 8 - We recommend that relevant higher education institutions better promote the availability of the Post Graduate Certificate in Career Development, including of individual modules.

Recommendation 9 - We recommend that relevant higher education institutions, working with the Career Development Institute, Universities Scotland and QAA Scotland with the support of the SCQF Partnership, explore the scope for greater use of recognition of prior learning in the Postgraduate Diploma (and Certificate) in Career Guidance and Development.

Recommendation 10 - We recommend that SDS, as the strategy lead for careers services, support a group along the lines of the Scottish Careers IAG Qualifications and CPD Framework Group to support the implementation and review of the Framework.

ANNEX A

REMIT AND MEMBERSHIP OF THE WORKING GROUP TO DEVELOP A QUALIFICATIONS AND CPD FRAMEWORK FOR THE CAREER DEVELOPMENT WORKFORCE IN SCOTLAND

Remit

1. The remit of the Working Group is 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.

2. In particular, having regard to equalities issues, the Group will develop a framework that shows:
 - current nationally recognised career 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, careers services – for example the wider guidance community;
 - gaps in, or changes that are required to existing career qualifications; and
 - gaps in other professional learning opportunities that will enhance career service practice.

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

Proposed outputs and outcomes

4. The expected outputs of the Group's work are:
 - a) a draft framework and explanatory paper by end of November 2011;
 - b) a revised framework and explanatory paper by end of February 2012; and
 - c) a final draft with recommendations by mid May 2012.

5. The expected outcomes are:

- f) improved awareness of current development opportunities, qualifications, support materials and progression routes for the careers workforce in Scotland;
- g) a better understanding of professional development gaps;
- h) 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;
- i) increased awareness of how other guidance practitioners' professional development needs can be enhanced through the use of careers development opportunities and qualifications;
- j) evidence, where available, of how well the needs of different equality groups are being met;
- k) more informed strategies of employers to develop their staff.

Membership of the Group

Marian Healy (Chair)	Learning and Skills Improvement Service
Col Baird (Secretariat)	Scottish Government
Graham Allan	University of West of Scotland
Anne Boyd	Scottish Qualifications Authority
Joy Boyle	University of Strathclyde
Hazel Burgess	Scottish Government
Julie Cavanagh	Scottish Credit and Qualifications Framework
Derek Cheyne	UNISON (Scottish Trades Union Congress)
Gerry Flynn	Clydebank College (Scotland's Colleges)
Liz Galashan	Skills Development Scotland
Graham Hollowell	Scottish Government
Linda Murdoch	Association of Graduate Careers Advisory Services
Ruth Ohldag	Education Scotland
Peter Robertson	Edinburgh Napier University
Alan Runcie	Education Scotland
David Setchell	Inspiring Futures and ISCO
Liz Thomson	Institute of Careers Guidance

ANNEX B

Job role: FIRST CONTACT ADVISER (*Other job titles include Careers Receptionist/Clerical, Careers Support*)

Description of role

Your role would be the first point of contact for enquirers to careers or associated services. Depending on the context this may be done over the telephone, face to face or by electronic media. You could typically work alone or with others with limited supervision within operational guidelines. You could be working with a range of people, including members of the public and staff from other organisations who make enquiries to a careers service or associated organisation.

Typical work tasks

- Providing a welcoming point of initial contact to the service
- Handling enquiries from people and other organisations through a range of methods such as face to face, telephone, email, written and referral from other organisations
- Identifying the reasons for enquiries and the best way to answer these enquiries by, where appropriate:
 - providing relevant information
 - referring to colleagues
 - signposting to other agencies
- Maintaining records of enquiries and service users
- Managing appropriate information and resources
- Maintaining contact with partner organisations
- Using ICT to record data and access information
- Adhering to safeguarding principles and policies
- Adhering to the Getting it Right for Every Child (GIRFEC)⁵⁵ Framework
- Operating quality assurance procedures

Typical competencies (knowledge and skills)

- Knowledge and understanding of service
- Knowledge and understanding of other agencies
- Knowledge of sources of information about funding and welfare benefits
- Communication skills:
 - listening and questioning skills
 - administrative and recording skills
- ICT skills
- Ability to establish positive relationships with a wide range of people
- Ability to work as part of a team as well as independently
- Ability to operate within an ethical code of practice
- Ability to promote services

⁵⁵ <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Typical attributes

- Interest in people
- Impartial
- Objective
- Non-judgemental
- Empathy
- Confidence
- Maintain confidentiality
- Committed to equality and diversity
- Adaptable and responsive

Where might you typically find this sort of role?

Careers organisation	√	College	√	Third Sector	√
University	√	Local authority	√		
Community learning and development	√	Regeneration agency	√		

Typical job level

You could expect to work at or around SCQF levels 5 or 6⁵⁶.

Typical entry requirements

People performing this role generally have experience of administrative work and working with the public, although it is open to school/college leavers.

There are not usually minimum qualifications required for this role. This will vary depending on the precise job role and the organisational requirements. Many people performing this role may not hold a qualification specific to the careers sector. People performing this role will generally have relevant experience of working with the public, although they may also be new entrants to the workforce. Some posts would require you to 'work towards' a relevant qualification.

⁵⁶ Level 'descriptors' are at <http://www.scaf.org.uk/Employers/Employer%20Toolkit>

Typical CPD opportunities

Qualifications

Core

- SVQ in Advice and Guidance at Level 2

Non-accredited learning

- ICT
- Equal opportunities
- Diagnostic/signposting
- Telephone handling
- Reception skills

Potential progression opportunities within the career development workforce

May involve **progression** to:

- employability adviser
- education adviser.

Job Role: EMPLOYABILITY ADVISER (Other job titles include Personal Adviser, Employment Coach, Employment-Skills Adviser, Employability Tutor, Employment and Skills Adviser, Careers Assistant, Learning and Development Worker)

Description of role

Your role would be to get people into work. You could be working with people who have been out of the workplace for a long period of time, people who have been recently made redundant and young people who have yet to enter the labour market.

Your focus could be on developing confidence and employability 'softer' skills to secure and retain employment. Providing support as they progress into employment; assisting and monitoring their progress; seeking to identify barriers to employment and assisting them in returning to work. You could be advising on benefit entitlement, and providing information and support to enable them to pursue employment and the multiple programmes available.

You could typically work with others in a team but also work with limited direct supervision at times.

Typical work tasks

- Conducting individual interviews with people to assess their support needs
- Working with individuals and groups to address their support needs by:
 - Providing tailored advice related to career goals
 - Providing information about learning and training opportunities
 - Providing support on personal, welfare and health issues to help people to overcome barriers to access education, training and employment
 - Giving people support to access financial information and advice
 - Assisting people in developing job retention skills
 - Exploring options for work-focused activity
- Helping people to access support to improve specific employability skills - for example, CV writing, completing application forms and interviewing skills
- Encouraging people to improve their self-confidence and to maintain a positive attitude to work
- Undertaking job searches and refer people to suitable vacancies
- Keeping up-to-date with labour market information
- Building and maintaining effective relationships with individual service users, colleagues, employers and partner organisations
- Working with other agencies to access support to remove barriers for people, for example adult literacies, housing, childcare, etc.
- Reviewing progress of people to address their needs and achieve their career goals
- Using a range of communication, ICT and numeracy skills to handle and access information
- Producing reports, including statistical returns for management purposes
- Working to pre-set targets and goals
- Adhering to safeguarding principles and policies

- Adhering to the Getting it Right for Every Child (GIRFEC)⁵⁷ Framework
- Operating quality assurance procedures

Typical competencies (knowledge and skills)

- Knowledge and understanding of service
- Knowledge and understanding of other agencies
- Knowledge of sources of information about funding and welfare benefits
- Knowledge and understanding of developments and related public policy in education, training and industry legislation
- Knowledge of learning and training opportunities
- Knowledge and understanding of employability skills and how people can develop and demonstrate them
- Knowledge of local labour market information, training providers, agencies providing specialist support
- Communication skills:
 - listening and questioning skills
 - administrative and recording skills
 - challenging, negotiating and influencing skills
 - networking skills
 - managing group situations
 - presentation skills
 - ability to research information and explain it clearly
 - report writing skills
- ICT skills
- Ability to establish positive relationships with a wide range of people
- Ability to work as part of a team as well as independently
- Ability to operate within an ethical code of practice
- Ability to promote services
- Ability to motivate and inspire
- Ability to work in partnership with other organisations
- Organisational and time-management skills, including ability to manage caseloads and meet targets

Typical attributes

- Interest in people
- Impartial
- Objective
- Non-judgemental
- Empathy
- Confidence
- Maintain confidentiality
- Committed to equality and diversity
- Adaptable and responsive
- Analytical
- Critical reflection on own practice

⁵⁷ <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Where might you typically find this sort of role?

Careers organisation	√	Community learning and development	√	Third Sector	√
College	√	Local authority	√		
University	√	Regeneration agency	√		

Typical job level

You could expect to work at or around SCQF levels 6 or 7⁵⁸.

Typical entry requirements

People performing this role generally possess a wide range of experience and backgrounds, including having relevant experience of working with the public at a similar level of role.

There are no minimum or mandatory qualifications requirements for entry into this role. Many people performing the role of an employability adviser may not hold qualifications specific to the careers guidance sector, but may have other qualifications combined with experience and expertise in working with the public and other organisations.

It is also possible to progress to this role through experience in a first contact adviser role.

Typical CPD opportunities

Qualifications

Core

- SVQ in Advice and Guidance at Level 3 (forms part of MA)

Non-accredited learning

- ICT
- Equal opportunities
- Finance, CV
- Benefits

⁵⁸ Level 'descriptors' are at <http://www.scf.org.uk/Employers/Employer%20Toolkit>

Potential progression opportunities within the career development workforce

May involve **lateral** moves to

- specialist 'expert' role
- education guidance adviser role.

May involve **progression** to

- key worker
- more senior education adviser.

With a Post Graduate Diploma in Career Guidance and Development (or equivalent), progression to careers adviser is possible.

Job role: EDUCATION GUIDANCE ADVISER (*Other job titles include Student Development Officer/Adviser, Learner and Development Officer/Adviser, Learning and Development Tutor and Learner Development Tutor*)

Description of role

Your role could typically involve providing information, advice, guidance and support to potential and current learners. This would tend to be specific to the learning opportunities available at your educational setting and include financial advice (such as bursary funding, child care funding and rent and mortgage subsidies) and personal, welfare and health and support to overcome barriers to access and stay in learning. You could be working with people in, or looking to enter, post-school learning.

Typical work tasks

- Providing pre-entry, on-going and progression guidance
- Assisting potential and current learners in making informed choices of subject and mode of learning
- Supporting/carrying out additional educational support needs assessments
- Developing and maintaining personal learning support plans
- Actively participating in widening participation activities and learner recruitment processes through visits to, and liaison with, schools, companies and community organisations by offering advice and guidance on entering further learning and promoting learning provision in your educational setting
- Maintaining on-going contact with colleagues and team members through formal and informal meetings across the educational setting
- Delivering career-related learning
- Liaising with employers
- Maintaining regular contact with external educational bodies.
- Adhering to safeguarding principles and policies
- Adhering to the Getting it Right for Every Child (GIRFEC)⁵⁹ Framework
- Operating quality assurance procedures

Typical competencies (knowledge and skills)

- Knowledge and understanding of service
- Knowledge and understanding of other agencies
- Knowledge of sources of information about funding and welfare benefits
- Knowledge and understanding of developments and related public policy in education, training and industry legislation
- Knowledge of learning and training opportunities
- Knowledge and understanding of employability skills and how people can develop and demonstrate them
- Knowledge of local labour market information, training providers, agencies providing specialist support

⁵⁹ <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

- Knowledge and understanding of occupational and labour market information and how to apply this in career management and decision making
- Communication skills:
 - listening and questioning skills
 - administrative and recording skills
 - challenging, negotiating and influencing skills
 - networking skills
 - producing detailed case records
 - managing group situations
 - presentation skills
 - ability to research information and explain it clearly
 - report writing skills
- ICT skills
- Ability to establish positive relationships with a wide range of people
- Ability to work as part of a team as well as independently
- Ability to signpost and refer to colleagues or other agencies for relevant and specialist support
- Ability to operate within an ethical code of practice
- Ability to promote services
- Ability to motivate and inspire
- Ability to work in partnership with other organisations
- Organisational and time-management skills, including ability to manage caseloads and meet targets
- Ability to signpost and refer to colleagues or other agencies for relevant and specialist support
- Mentoring skills
- Coaching and facilitation skills

Typical attributes

- Interest in people
- Impartial
- Objective
- Non-judgemental
- Empathy
- Confidence
- Maintain confidentiality
- Committed to equality and diversity
- Adaptable and responsive
- Analytical
- Critical reflection on own practice

Where might you typically find this sort of role?

University	√	Community learning and development	√		
College	√	Third sector	√	Local authority	√

Typical job level

You could expect to work at different levels of responsibility and accountability between SCQF Levels 7 and 11⁶⁰.

Typical entry requirements

Entry can occur at different levels with different entry requirements. Many employers expect a Higher National Certificate, Diploma or Degree. For the most senior posts, a Postgraduate Diploma in Career Guidance and Development or Postgraduate Diploma in Adult Guidance may be expected.

Qualifications in youth work or social care, as well as guidance, could be also be appropriate.

It is also possible to progress to this role through experience in first contact adviser, employability adviser and key worker roles.

Typical CPD opportunities

Qualifications

Core

- Post Graduate Certificate in Career Guidance and Development
- Post Graduate Diploma in Career Guidance and Development

Specialist

- MSc in Career Guidance and Development
- Post Graduate Certificate in Adult Guidance
- Post Graduate Diploma in Adult Guidance
- MSc in Adult Guidance
- PDA in Inclusiveness – facilitating strategies to support learners with additional support needs Level 9

Non-accredited learning

- ICT
- Equal opportunities
- Student finance
- Specific learning support
- Assistive technology support
- International learner support

⁶⁰ Level 'descriptors' are at <http://www.scqf.org.uk/Employers/Employer%20Toolkit>

Potential progression opportunities within the career development workforce

May involve **lateral** moves to

- specialist 'expert' role
- team leader of specialist team.

May involve **progression** to

- managerial role
- senior education guidance adviser
- senior key worker.

With a Post Graduate Diploma in Career Guidance and Development (or equivalent), movement/progression to careers adviser is possible.

Job role: KEY WORKER (*Other job titles include Intensive Support Personal Adviser, Personal Adviser, Peer Adviser*)

Description of role

Your role would be to work with people of all ages who are furthest from the labour market and who face significant barriers in being able to access the opportunities for learning, training and employment that would otherwise be available to them. You could be providing intensive, personal support to people with additional needs as part of your caseload. Your role could involve using skills in assessing individual need, providing information and supporting the development of career management skills with a particular target group. You might be offering appropriate careers advice and guidance tailored to the specific needs of individuals and groups. You could typically use your initiative to work independently and make autonomous decisions.

Typical work tasks

- Using various tools and techniques, including individual interviews, to assess people's abilities, interests and achievements.
- Developing action plans with people and supporting them to implement their personal action plan by:
 - Helping people to identify their needs
 - Assisting people to identify short and/or long term goals
 - Assisting people to access appropriate information and interpret it in relation to themselves
 - Assisting people in making realistic and suitable choices
 - Helping people to develop effective personal development skills
 - Reviewing progress of action plans
- Carrying out investigations and research into topics to support people to achieve their goals
- Working with partner organisations to deliver a programme of career related learning to meet the needs of individuals and groups
- Developing networks and supporting/ influencing partners, such as other agencies, education and training providers and employers
- Advocating on behalf of people with partner organisations
- Developing and managing appropriate resources
- Writing reports, record keeping and other administrative tasks
- Adhering to safeguarding principles and policies
- Adhering to the Getting it Right for Every Child (GIRFEC)⁶¹ Framework
- Operating quality assurance procedures

Typical competencies (knowledge and skills)

- Knowledge and understanding of service
- Knowledge and understanding of other agencies
- Knowledge of sources of information about funding and welfare benefits

⁶¹ <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

- Knowledge and understanding of developments and related public policy in education, training and industry legislation
- Knowledge of learning and training opportunities
- Knowledge and understanding of employability skills and how people can develop and demonstrate them
- Knowledge of local labour market information, training providers, agencies providing specialist support
- Knowledge and understanding of occupational and labour market information and how to apply this in career management and decision making
- Communication skills:
 - listening and questioning skills
 - administrative and recording skills
 - challenging, negotiating and influencing skills
 - networking skills
 - producing detailed case records
 - managing group situations
 - presentation skills
 - ability to research information and explain it clearly
 - report writing skills
- ICT skills
- Ability to establish positive relationships with a wide range of people
- Ability to work as part of a team as well as independently
- Ability to signpost and refer to colleagues or other agencies for relevant and specialist support
- Ability to operate within an ethical code of practice
- Ability to promote services
- Ability to motivate and inspire
- Ability to work in partnership with other organisations
- Organisational and time-management skills, including ability to manage caseloads and meet targets
- Ability to signpost and refer to colleagues or other agencies for relevant and specialist support
- Mentoring skills
- Coaching and facilitation skills

Typical attributes

- Interest in people
- Impartial
- Objective
- Non-judgemental
- Empathy
- Confidence
- Maintain confidentiality
- Committed to equality and diversity
- Adaptable and responsive
- Analytical
- Critical reflection on own practice

Where might you typically find this sort of role?

Careers organisation	√	Local authority	√	Community learning and development	√
College	√	Third Sector	√		

Typical job level

You could expect to work at different levels of responsibility and accountability between SCQF Levels 8 and 11⁶².

Typical entry requirements

Entry can occur at different levels with different entry requirements depending on the particular requirements of the job profile with different organisations. Entry could require a degree level or equivalent (SCQF Level 9/10); a Postgraduate Certificate/Diploma in Career Guidance and Development (SCQF Level 11); or Postgraduate Certificate/Diploma in Adult Guidance (SCQF Level 11).

Qualifications in youth work or social care at similar SCQF Levels, as well as careers guidance, could be also be appropriate.

In some contexts, entry has gained through relevant experience of supporting with people who have complex needs.

It is also possible to progress to this role through experience in employability or education guidance adviser roles.

Typical CPD opportunities

Qualifications

Core

- Post Graduate Certificate in Career Guidance and Development
- Post Graduate Diploma in Career Guidance and Development
- Post Graduate Certificate in Adult Guidance
- Post Graduate Diploma in Adult Guidance

Specialist

- Supported employment PDAs Level 7/8

Non-accredited learning

- ICT
- Equal opportunities
- Understanding mental health

⁶² Level 'descriptors' are at <http://www.scf.org.uk/Employers/Employer%20Toolkit>

- Child protection
- Attachment theory
- Child abuse
- People with special needs
- Social issues e.g. drug addiction, homelessness etc.

Potential progression opportunities within the career development workforce

May involve **lateral** moves to

- specialist 'expert' role
- education guidance adviser.

May involve **progression** to:

- more senior key worker
- senior education adviser
- managerial role.

With Post Graduate Diploma in Career Guidance and Development, movement/progression to careers adviser is possible.

Job Role: CAREERS ADVISER (*Other job titles include Personal Adviser, Careers Coach, Adult Careers Adviser, Advice and Guidance Worker, Career and Progression Adviser, Careers Consultant, Careers Guidance Adviser, Employment-Skills Adviser*)

Description of role

Your role would involve providing impartial information, advice, guidance and support. You may be working with people to enable them to identify their competencies and career development needs. You may be challenging people's preconceptions and stereotypes, raising their aspirations and enabling them to explore and develop their decision-making skills to choose learning and career pathways right for them. You could be providing support to people at any stage of their life individually and in groups to develop effective career management skills. You could typically exercise substantial autonomy, initiative and responsibility for your own work and resources.

Typical work tasks

- Using various tools and techniques, including individual interviews, to assess people's abilities, interests and achievements
- Enabling people to develop effective lifelong career management skills
- Enabling people to identify their career development needs
- Assisting people to identify short and/or long term career goals
- Developing action plans with people and supporting them to implement their personal action plan
- Providing coaching and mentoring to support people to progress their personal action plan
- Enabling people to source relevant information about occupations, the world of work and learning, job and training opportunities
- Assisting people in making informed choices about their career planning and development
- Advocating on behalf of people with partner organisations
- Establishing and maintaining effective relationships, developing networks and supporting/influencing parents/carers, partners and other agencies
- Working with partner organisations to develop and promote career management skills
- Providing professional support to teaching staff to enable them to design and deliver aspects of the curriculum in schools, careers centres and other places.
- Delivering career-related learning
- Writing reports, record keeping and other administrative tasks
- Adhering to safeguarding principles and policies
- Adhering to the Getting it Right for Every Child (GIRFEC)⁶³ Framework
- Operating quality assurance procedures

⁶³ <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Typical competencies (knowledge and skills)

- Knowledge and understanding of service
- Knowledge and understanding of other agencies
- Knowledge of sources of information about funding and welfare benefits
- Knowledge and understanding of developments and related public policy in education, training and industry legislation
- Knowledge of learning and training opportunities
- Knowledge and understanding of employability skills and how people can develop and demonstrate them
- Knowledge of local labour market information, training providers, agencies providing specialist support
- Knowledge and understanding of occupational and labour market information and how to apply this in career management and decision making
- Communication skills:
 - listening and questioning skills
 - administrative and recording skills
 - challenging, negotiating and influencing skills
 - networking skills
 - producing detailed case records
 - managing group situations
 - presentation skills
 - ability to research information and explain it clearly
 - report writing skills
- ICT skills
- Ability to establish positive relationships with a wide range of people
- Ability to work as part of a team as well as independently
- Ability to signpost and refer to colleagues or other agencies for relevant and specialist support
- Ability to operate within an ethical code of practice
- Ability to promote services
- Ability to motivate and inspire
- Ability to work in partnership with other organisations
- Organisational and time-management skills, including ability to manage caseloads and meet targets
- Ability to assess competencies and diagnose needs
- Ability to signpost and refer to colleagues or other agencies for relevant and specialist support
- Mentoring skills
- Coaching and facilitation skills

Typical attributes

- Interest in people
- Impartial
- Objective
- Non-judgemental
- Empathy

- Confidence
- Maintain confidentiality
- Committed to equality and diversity
- Adaptable and responsive
- Analytical
- Critical reflection on own practice

Where might you typically find this sort of role?

Careers organisation	√	Community learning and development	√	Private careers company/self-employed	√
College	√	Regeneration agency	√	Independent school	√
University	√	Third Sector	√		

Typical job level

You could expect to work at SCQF level 11⁶⁴.

Typical entry requirements

Entry would normally require a Postgraduate Diploma in Career Guidance and Development (or equivalent).

Typical CPD opportunities

Qualifications

Core

- MSc in Career Guidance and Development

Specialist

- Certificate in Professional Practice
- Post Graduate Certificate in Adult Guidance
- Post Graduate Diploma in Adult Guidance
- MSc in Adult Guidance

Non-accredited learning

- ICT
- Equal opportunities
- Counselling skills
- Understanding mental health
- Management training
- People with special needs
- Cognitive Behavioural Training

⁶⁴ Level 'descriptors' are at <http://www.scqf.org.uk/Employers/Employer%20Toolkit>

- Motivational interviewing
- Negotiating skills

Potential progression opportunities within the career development workforce

May involve **lateral** moves to

- specialist 'expert' role
- senior key worker
- senior education guidance adviser.

May involve **progression** to

- managerial role.

ANNEX C

ACCREDITED DEVELOPMENT OPPORTUNITIES FOR THE CAREER DEVELOPMENT WORKFORCE

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>Postgraduate Diploma in Career Guidance and Development/Qualification in Career Guidance and Development (QCGD)</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><u>UWS:</u></p> <ul style="list-style-type: none"> • Professional Practice 1 • Professional Practice 2 • Reflective Guidance Practice • Career Related Policy • Career Development Theory • Labour Market Studies <p><u>ENU:</u></p> <ul style="list-style-type: none"> • Professional Practice 1 • Professional Practice 2 • Policy and Organisation • Career Related Information and Learning 	<p>Careers adviser</p> <p>Education guidance adviser</p> <p>Key worker</p>

Qualifications	SCQF level	Description	Relevant to career development role:
		<ul style="list-style-type: none"> • Career Development Theory • Labour Market Studies 	
<p>MSc in Career Guidance and Development</p> <p>Awarded by UWS and ENU.</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"> • Ethical and reflective practice <ul style="list-style-type: none"> ○ Ethical principles and equal opportunities ○ Reflective practice • Career guidance theory and policy • Career guidance practice <ul style="list-style-type: none"> ○ Individual interventions ○ Group work • Career related learning • Career related information • Partnership working • Labour and learning markets <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><u>UWS:</u> Either a Career Guidance and Development dissertation or the following two modules:</p> <ul style="list-style-type: none"> • Advanced Professional Practice • Communities, Networks and Partnerships 	Careers adviser

Qualifications	SCQF level	Description	Relevant to career development role:
		<u>ENU:</u> Career Education and Guidance dissertation and module in Social Research Skills	
<p>Postgraduate Certificate in Career Guidance and Development</p> <p>Awarded by UWS and ENU.</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>Certificate in Careers Guidance Theory 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"> • Careers Guidance Theory • Use Career and Labour Market Information with clients • Reflect on and Improve Professional Practice. 	<p>Education guidance adviser</p> <p>Key worker</p> <p>Employability adviser</p>

Information about whether student support is potentially available is available from [Student Awards Agency Scotland](#)

Qualifications	SCQF level	Description	Relevant to career development role:
<p><u>Certificate in Professional Practice</u> 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"> • 4 industrial visit reports (2 Science, Technology, Engineering and Mathematics related); • 3 in-depth studies of employment; • 1 college/university visit report; • 4 assessed guidance interviews; • 2 assessed group work sessions; • 1 reflective account of a learning institution's career education guidance or work-related learning programme; • 1 reflective account of partnership working; and • 1 forward-looking CPD plan. 	<p>Careers adviser</p>
<p><u>SVQ in Advice and Guidance Support at Level 2</u></p>	<p>Not levelled</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><u>SVQ in Advice and Guidance at Level 3 (forms part of the Modern Apprenticeship)</u></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>

<u>SVQ in Advice and Guidance at level 4</u>	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
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* The national occupational standards on which these qualifications are based were produced in 2006 and therefore predate the SCQF process so have not been credit and levelled on the SCQF framework. The levels given are notional.

Qualifications Table 2: Specialist Career Qualifications

The following specialist qualifications are complementary to the development of the career development workforce.

Qualifications	SCQF level	Description	Relevant to career development role
<p><u>Post Graduate Certificate in Adult Guidance</u></p> <p>Awarded by University of Strathclyde. Recognised by the UK association for adult guidance practitioners, NAEGA.</p> <p>Available by distance learning. The university also offers stand-alone modules.</p> <p>Possible to progress from the Certificate to Diploma by credit accumulation.</p>	11	<p>Aimed at people employed in a professional post allowing study of the practice of adult guidance or have access to comparable opportunities.</p> <p>It consists of 60 Scottish Masters (SM) Level Credits (four modules at 15 credits each) – three core modules and one elective module.</p> <p><u>Core modules</u></p> <ul style="list-style-type: none"> • Organisation and Practice of Adult Guidance • Using Information Resources in Adult Guidance • Counselling Skills in Adult Guidance <p><u>Elective module</u></p> <ul style="list-style-type: none"> • Individual student choice in line with current University and Faculty Modular Master's Scheme policy. 	<p>Careers adviser</p> <p>Education guidance adviser</p>
<p><u>Post Graduate Diploma in Adult Guidance</u></p> <p>Awarded by University of Strathclyde.</p> <p>Available by distance learning. The university also offers stand-alone modules.</p> <p>Possible to progress from the Diploma to the</p>	11	<p>Aimed at people employed in a professional post allowing study of the practice of adult guidance or have access to comparable opportunities.</p> <p>It consists of 120 SM Level Credits, including 60 SM credits from the Postgraduate Certificate. In addition, it is made up of one core module (30 SM credits), one option module (15 SM credits) and one elective module (15 SM credits).</p>	<p>Careers adviser</p> <p>Education guidance adviser</p>

Qualifications	SCQF level	Description	Relevant to career development role
Masters by credit accumulation.		<p><u>Core module</u></p> <ul style="list-style-type: none"> • Work-based Learning Agreement <p><u>Option modules</u></p> <ul style="list-style-type: none"> • Professional and Ethical Issues in Adult Guidance • Additional Support Needs and Adult Guidance <p><u>Elective module</u></p> <ul style="list-style-type: none"> • Individual student choice in line with current University and Faculty Modular Master's Scheme policy. 	
<p><u>MSc in Adult Guidance</u></p> <p>Awarded by University of Strathclyde.</p> <p>Essentially completed by distance learning and 1:1 supervision of student research (15,000 word thesis).</p>	11	<p>Aimed at people employed in a professional post allowing study of the practice of adult guidance or have access to comparable opportunities.</p> <p>It consists of 180 SM Level Credits, including 120 SM credits from the Postgraduate Diploma. Someone completing the full MSc will cover the full range of learning outcomes as per the University's guidelines for a Master's course and specific learning outcomes in relation with the topic for research.</p>	<p>Careers adviser</p> <p>Education guidance adviser</p>
Professional Development Awards in Supported Employment	7 and 8	<p>SQA is currently developing two professional development awards (PDAs) in Supported Employment which will cover:</p> <ul style="list-style-type: none"> • Values and Principles of Practice • Client Engagement • Supporting Clients • Engagement with Employers and other Agencies 	Key Worker

Qualifications	SCQF level	Description	Relevant to career development role
		<ul style="list-style-type: none"> • On and off the job support • Equality and Diversity. <p>The term “Supported Employment” is used to mean Supported Employment for those who are disabled or for those with other disadvantages and who have additional support needs.</p>	
PDA Inclusiveness: Facilitating Strategies to Support Learners with Additional Needs	9	<ul style="list-style-type: none"> • Professional Development Awards aimed at people delivering student services and learning support. 	Education guidance adviser

Qualifications Table 3: Qualifications with Potential Relevance to the Career Development Workforce

The following qualifications are potentially relevant to the career development workforce.

Qualifications	SCQF level	Description
SVQs Learning and Development	8 and 9	<p>The SVQs in Learning and Development are appropriate for anyone working in a training or learning development role, either with individuals or groups of learners. The qualifications include a wide choice of optional Units that provide candidates with the knowledge and skills to enable them to develop planning, design, delivery, assessment and evaluation skills in learning and development contexts. The SVQs have been designed to suit a diverse range of practitioners</p> <p>The SVQ Level 3 in Learning and Development is appropriate for trainers, facilitators, mentors, tutors, coaches, instructors or anyone with a training responsibility in addition to their main job.</p> <p>The SVQ Level 4 in Learning and Development is aimed at senior trainers, or training co-ordinators/managers who plan, deliver and evaluate programmes and/or have some management responsibility for others.</p>
Community Learning and Development degree, post-graduate and other qualifications	9 - 11	<p>All CLD Standards Council-approved qualifications are underpinned by the CLD Competencies:</p> <ul style="list-style-type: none"> • know and understand the community in which we work • build and maintain relationships with individuals and groups • provide learning and development opportunities in a range of contexts • facilitate and promote community empowerment • organise and manage resources • develop and support collaborative working • evaluate and inform practice

HNC Working With Communities	7	<p>The HNC Working with Communities is aimed at practitioners, or people intending to work in community-based settings.</p> <p>The HNC is suitable for candidates who have considerable experience of community learning and development work, but require more knowledge and understanding to do the job more confidently. This qualification is also suitable for less experienced candidates who will gain more practical experience on an ongoing basis.</p> <p>Achieving the HNC in Working with Communities gives candidates the recognition and knowledge of the principles of community learning and development.</p>
PDA: Promoting Inclusiveness	9	<p>The PDA in Inclusiveness: Promoting Equality and Diversity in the Learning Environment at SCQF level 9 offers candidates the opportunity to develop the knowledge and skills to deal with all aspects of equality and diversity. It is designed to meet the CPD needs of teachers, lecturers and managers in Scotland's colleges who already hold a teaching qualification, and develops the knowledge and skills to deal with all aspects of equality and diversity, ie race or ethnic origin, religion or belief, disability, age, sexual orientation and gender.</p>

Qualifications in other areas of potential interest include:

- teaching, including in teaching English for speakers of other languages
- counselling
- coaching
- mentoring
- community learning and development
- adult literacies

The following resources may be useful in exploring available qualifications:

[My World of Work Course Choices](#)

[SCQF Database of qualifications or learning programmes credit rated since 2006](#)

[CLD Course Search Directory](#)

ANNEX D

RECENT TAKE-UP OF CORE CAREER QUALIFICATIONS

The following is information on the Diploma, MSc and Certificate in Career Guidance and Development, the SVQ Advice and Guidance Level 3 and 4; and the SVQ Advice and Guidance Support Level 2.

Please note the time lag from enrolment to award can be up to two years if students are on part time programmes.

SUMMARY OF ENROLMENTS⁶⁵/ENTRIES⁶⁶

Year	Diploma – Full time		Diploma – Part-time and Distance Learning		MSc		Certificate		SVQ Level 4	SVQ Level 3	SVQ Level 2
	UWS	ENU	UWS	ENU	UWS	ENU	UWS	ENU			
2009/10	16	23	10	*	9	4	**	***	35	27	2
2010/11	18	20	21	*	24	9	**	***	36	68	2
2011/12	18	13	2	*	4	6	**	***	49	29	2

SUMMARY OF AWARDS

Year	Diploma – Full time		Diploma – Part-time and Distance Learning		MSc		Certificate		SVQ Level 4	SVQ Level 3	SVQ Level 2
	UWS	ENU	UWS	ENU	UWS	ENU	UWS	ENU			
2009/10	14	22	19	*	1	5	2**	1***	13	31	0
2010/11	17	19	6	*	4	5	1**	0***	24	39	3
2011/12	Not yet available		Not yet available		Not yet available		Not yet available		40	44	1

⁶⁵ Diploma, MSc and Certificate

⁶⁶ SVQs

* Edinburgh Napier University (ENU) does not run a part time programme.

** University of the West of Scotland (UWS) - Certificate numbers are generally small and often people progress to the Diploma so don't exit with the Certificate.

*** ENU offers the Certificate as an exit award from the Diploma but to date 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 learning basis.

MSc ENROLMENTS

Year	Total number enrolling		Of which SDS employees		Of which enrolled on 'taught' MSc		Of which enrolled on 'dissertation' MSc	
	UWS	ENU	UWS	ENU	UWS	ENU	UWS	ENU
2009-10	9	4	5 ****		9 *****		0	4
2010-11	24	9	22 ****		23 *****		1	9
2011-12	4	6	1 ****		0 *****		4	6

MSc AWARDS

Year	Total number enrolling		Of which SDS employees		Of which enrolled on 'taught' MSc		Of which enrolled on 'dissertation' MSc	
	UWS	ENU	UWS	ENU	UWS	ENU	UWS	ENU
2009-10	1	5	1 ****		1 ****		0	5
2010-11	4	5	2 ****		4 ****		0	5
2011-12	Not available		Not available		Not available		Not available	

**** This ENU programme is not offered in conjunction with SDS; most students are outwith Scotland.

***** ENU is not currently recruiting for taught MSc programmes.

ANNEX E

USEFUL RESOURCES

The following resources are available from the [Knowledge](#) section of SDS's website:

- **Research Online** provides access to the most recent and relevant labour market information and analysis from expert sources around the world. Partners can sign up to join the mailing list to be notified twice-monthly of recently added content.
- **Labour Market Focus** is the SDS monthly LMI newsletter. It summarises forthcoming events, LMI research and statistics. [Sign up](#) to receive a copy in your inbox.
- **Skills in Focus** is a series of events sponsored by the Scottish Funding Council and SDS to support informed debate around current and future skills issues.
- **LMI events** organised by the SDS LMI team are open to partners if spaces are available. If you cannot attend, presentations are archived and can be viewed at any time.
- The **Media Monitoring** service collates all job gains and job losses reported by national and local press weekly. A monthly summary of national headline articles is also produced.
- **National Reports** provide up-to-date national LMI on research, unemployment, vacancies, and national training programmes statistics.
- **Sectoral Reports** contains the latest LMI on key sectors important to Scotland and all sectors covered by Sector Skills Councils LMI.
- **Local LMI** is available by local authority area. This includes notified vacancies by occupation, unemployment rates and school leaver destination reports.
- **A User Guide** is available to help new users navigate the site and access information.

The [UK Commission for Employment and Skills](#) aims to provide outstanding labour market information (LMI) that helps businesses and people make the best choices for them. Critical to this is the collection of robust, representative data and its effective translation into helpful, informative outputs. Its LMI programme consists of three core elements: overarching analysis; underpinning data; and activity to coordinate and develop the wider LMI system.

[Education Scotland](#) is the key national body supporting quality and improvement in Scottish education. A key role is to promote high quality professional learning including Community Learning & Development (CLD). Education Scotland incorporates the CLD Standards Council.

[National Guidance Research Forum](#) brings together research and practice in guidance to increase effectiveness. Its objectives are to:

- create and support an on-line community of interest for guidance;
- bring practice, research and policy closer together;
- focus on the core problems of guidance practice.

The [Institute of Career Guidance](#) (ICG) is the largest professional association for career guidance practitioners in the UK. Its aims are to:

- be the credible voice of career guidance professionals in the UK
- champion ethical practice and professional codes of conduct in careers work
- promote and provide Continuous Professional Development for career professionals
- stimulate and promote best practice in careers work
- inspire cohesion across partner organisations involved in careers work.

ICG members receive, among other things, regular emails with the latest news affecting the career guidance sector and updates on current Institute activity. [Read ICG's latest news items](#).

[National Association for Educational Guidance for Adults](#) (NAEGA) is a membership body that represents the views and interests of those working in the adult career guidance sector across the UK.

[Scotland's Colleges' Guidance Community of Practice](#) (CoP) represents guidance staff in Scotland's colleges. Its key purpose is to support staff involved in planning and implementation of guidance and student support services. Book online for upcoming [Guidance events](#). Subscribe to the Guidance CoP [electronic newsletter](#).

The [Professional Learning and Development Forum Scotland](#) promotes a culture of professionalism and appropriate learning opportunities for all college sector staff with the ultimate aim of enhancing the student learning experience.

[Association of Graduate Careers Advisory Services](#) (AGCAS) is the professional association for higher education (HE) careers practitioners and those involved in the provision of careers and employability education, information, advice and guidance to current or prospective HE students and graduates.

The Standards Council for Community Learning and Development for Scotland is the body responsible for the registration of CLD practitioners, the approval of training courses, and the continuing professional development of the sector workforce. Its website includes a [competencies wheel](#).

[Getting it Right for Every Child](#) – This resource includes a [toolkit](#) developed in Lanarkshire based on three years' work there to develop culture, systems and practice changes across the area.

Supporting people with additional support needs

[Learning Disability Managed Knowledge Network](#) - NHS Education for Scotland has developed a website to provide a 'one stop shop' for finding and sharing knowledge - including evidence, learning resources, legislation, standards and guidelines, publications, and topics such as nutrition, profound and multiple learning disabilities, autism spectrum and many more.

[Better Info Better Lives](#) - developed by the Scottish Consortium for Learning Disability in partnership with NHS Education for Scotland, this website contains

accessible social care information for people with learning disabilities, their families and people who work with them. It has lots of information on services and support and all the information is easy to understand. Topics on the website include employment, housing and transitions.

The Scottish Government's Additional Support for Learning Act website provides information on the Act, which underpins the legal system for supporting children and young people in their school education and their families. The framework is based on the idea of additional support needs. The website includes a code of practice to help local authorities and other agencies implement the provisions of the Act as amended. Among these other agencies are Skills Development Scotland, colleges and universities.

Enquire: the Scottish advice service for additional support for learning provides practical advice to parents and offers advice and information to practitioners working with families and to children and young people themselves

ANNEX F

REFERENCES IN REPORT

Career Information, Advice and Guidance in Scotland A Framework for Service Redesign and Improvement

Government Economic Strategy

Renewing Scotland: The Government's Programme for Scotland 2011-2012

Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education

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Amundson, N., and Thrift, E. **The emergence of more dynamic counselling methods** in Athanasou, J. A., and Van Esbroeck, R., (2008) *International Handbook of Career Guidance* (Chapter 16 pp 325-339). Springer Science + Business Media B.V.

My World of Work

Getting it Right for Every Child

Curriculum for Excellence

Building the Curriculum 4: skills for learning, skills for life and skills for work

16+ Learning Choices Policy and Practice Framework

Institute of Careers Guidance (ICG)

EU/OECD Career Guidance Handbook for Policy Makers

UK Commission for Employment and Skills series on transforming career guidance

Sixth International Symposium on Career Development and Public Policy (Budapest, 5-7 December 2011) Communiqué

Association of Careers Education and Guidance (ACEG)

National Association for Educational Guidance for Adults (NAEGA)

Association of Career Professionals International (ACPI)

Labour Force Survey 2010, SOC code 35.64 (careers advisers and vocational guidance specialists)

[SCQF Employer Toolkit](#)

[Professionalisation of Welfare Expert Reference \(PoWER\) Group](#)

[National Occupational Standards \(NOS\) database](#)

[Career Development National Occupational Standards](#)

[Scottish Credit and Qualifications Framework \(SCQF\)](#)

[Qualifications and Credit Framework: Qualifications: what the different levels mean](#)

[European Qualifications Framework](#)

[European Qualifications Framework interactive table](#)

[Quality Assurance Agency Scotland approved Benchmark for a career guidance qualification at Masters level](#)

[Flexible part-time modules and degree/postgraduate options, University of West of Scotland](#)

[SVQs: a guide for employers](#)

[SDS website: Modern Apprenticeships](#)

[Professional Development Awards](#)

[SCQF Recognition of Prior Learning Toolkit](#)

[A Learning Culture for the Community Learning and Development Sector in Scotland](#)

[UK Qualification Strategy For Career Guidance](#)

[Planning and Delivering Learning Sessions to Groups Unit \(SCQF level 6\)](#)

[Renewing Scotland's Public Services - Priorities for reform in response to the Christie Commission](#)

Establishing demand for the development of new units, qualifications and an Apprenticeship/Modern Apprenticeship Framework for the Career Development sector across the UK*

[The Scottish Labour Market Information and Intelligence Framework](#)

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Labour Market Information, Information Technologies and Information Advice and Guidance

[Helping Individuals to Succeed: Transforming Career Guidance](#)

Valuing Young People: Principles and connections to support young people achieve their potential

Draft ICG Professional Development Committee Paper: 'Definition of a competent, qualified career guidance practitioner'*

* Not published electronically

ANNEX G

SUMMARY OF CAREER DEVELOPMENT ROLE PROFILES AND EXISTING RELATED QUALIFICATIONS ON THE SCQF

11	Key worker	Careers adviser	Education guidance adviser	PG Certificate in Career Guidance and Development*	PG Diploma in Career Guidance and Development	Certificate in Professional Practice****	MSc in Career Guidance and Development	PG Certificate in Adult Guidance	PG Diploma in Adult Guidance	MSc in Adult Guidance		CLD post-graduate degrees			
10													CLD undergraduate degrees		
9												SVQ4 Learning and Development	CLD certificates	PDA's in Inclusiveness	
8							SVQ4 in Advice and Guidance**						SVQ3 Learning and Development		
7		Employability adviser				SVQ3 in Advice and Guidance							HNC Working with Communities		
6		First contact adviser													
5															
ROLE PROFILE				CORE QUALIFICATIONS***				SPECIALIST QUALIFICATIONS			POTENTIALLY RELEVANT				

* Certificate in Careers Guidance Theory is also available. It is a customised version of the Post Graduate Certificate in Career Development

** SVQ in Advice and Guidance at Level 4 is a mix of units at SCQF Levels 7 and 8

*** SVQ in Advice and Guidance Support at Level 2 not included as not levelled on SCQF

**** It is not yet formally levelled on the SCQF, but given its link to the QCQD it is expected to be at SCQF Level 11

ANNEX H

SUMMARY OF CAREER DEVELOPMENT ROLE PROFILES AND RECOMMENDED RELATED QUALIFICATIONS ON THE SCQF

11	Key worker	Careers adviser	Education guidance adviser	PG Certificate in Career Guidance and Development*	PG Diploma in Career Guidance and Development	Certificate in Professional Practice**	MSc in Career Guidance and Development	PG Certificate in Adult Guidance	PG Diploma in Adult Guidance	MSc in Adult Guidance		CLD post-graduate degrees		
10													CLD undergraduate degrees	
9												SVQ4 Learning and Development	CLD certificates	PDA's in Inclusiveness
8									PDA in Supported Employment			SVQ3 Learning and Development		
7		Employability adviser				NEW qualification recommended				PDA in Supported Employment			HNC Working with Communities	
6		First contact adviser												
5														
ROLE PROFILE				CORE QUALIFICATIONS				SPECIALIST QUALIFICATIONS			POTENTIALLY RELEVANT			

* Certificate in Careers Guidance Theory is also available. It is a customised version of the Post Graduate Certificate in Career Development

** It is not yet formally levelled on the SCQF, but given its link to the QCQD it is expected to be at SCQF Level 11.



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