UK Quality Code for Higher Education

Part A: Setting and maintaining academic standards

Contents

Preface

Subject benchmark statements in the higher education sector provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing such qualifications should be able to demonstrate. Subject benchmark statements form part of the UK Quality Code for Higher Education.[1]

This subject benchmark statement relates to master's programmes in career guidance and development in Scotland and is set at Level 11 in the Scottish Credit and Qualifications Framework.[2]

Subject benchmark statements are used for a variety of purposes. Primarily they are an important external source of reference for higher education providers when new programmes are being designed and developed in a subject area. They provide general guidance for articulating the learning outcomes associated with specific programmes but are not a specification of a detailed curriculum in the subject.

Subject benchmark statements also provide support to higher education providers in pursuit of internal quality assurance. They enable the learning outcomes specified for a particular programme to be reviewed and evaluated against agreed general expectations about standards. Subject benchmark statements allow for flexibility and innovation in programme design and can stimulate academic discussion and debate on the content of new and existing programmes within an agreed overall conceptual framework. Subject benchmark statements also provide support to higher education institutions engaged in the Enhancement-led Institutional Review (ELIR)[3] process as they can be used to review learning outcomes specified for a particular programme against agreed expectations about standards.

QAA publishes and distributes this subject benchmark statement and other subject benchmark statements developed by similar subject-specific groups. The subject benchmark statement will also be of interest to students working towards a qualification in career guidance and development, career guidance practitioners themselves who may be reflecting on their own professional development, managers and mentors in employing organisations, those who supervise placements and provide opportunities for practice-based learning, those who are responsible for the quality assurance of career guidance services and members of other associated professions.

Joint statement from Skills Development Scotland, QAA Scotland and the Career Development Institute

Skills Development Scotland, the Career Development Institute and QAA Scotland are delighted to publish this revised subject benchmark statement for a master's level qualification in career guidance and development.

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[1] The UK Quality Code for Higher Education in available at: www.qaa.ac.uk/qualitycode.
[2] The Scottish Credit and Qualifications Framework is available at: www.scqf.org.uk.
[3] More information about Enhancement-led Institutional Review is available at: www.qaa.ac.uk/InstitutionReports/types-of-review/Pages/ELIR.aspx.

Since the benchmark statement was first published in 2007, the nature and range of career information, advice and guidance services in Scotland has changed dramatically, and there is widespread recognition that related qualifications also need to keep pace.

The publication of the *Career Information, Advice and Guidance in Scotland* framework in March 2011 signalled the beginning of a modernised, multi-channel approach that will continue to evolve. A key principle underpinning this new approach is the promotion of career management skills which will assist individuals to secure fulfilling careers throughout their lives and develop 'career resilience'.

Alongside developments in policy and delivery there has been the establishment in April 2013 of a new UK-wide professional body, the Career Development Institute (CDI), building on the heritage of four founding organisations already engaged in the sector. The CDI offers a single voice for career development professionals, supporting their ongoing learning and accrediting standards. The CDI's UK Register of Career Development Professionals is set to create a recognised digest of practitioners who are qualified to deliver high quality services across a diverse group of guidance advisers, career educators and career coaches.

This subject benchmark statement has been produced to ensure that the postgraduate qualification in career guidance and development continues to respond to these changes and to meet the needs of Scotland's people.

In addition, in higher education in Scotland, the Quality Enhancement Framework developed by QAA Scotland aims to support the identification, sharing and dissemination of good practice in learning and teaching, and to focus on the continuous enhancement of the student experience and this has included the development of qualifications and new ways of learning in higher education for a student population whose profile is changing. The revised subject benchmark statement supports this process by providing a robust framework for developing qualifications that produce competent, reflective practitioners who are responsive to the needs of individuals progressing in the twenty-first century labour market.

The statement has been revised following extensive consultation with key stakeholders with an interest in career guidance, development and management and draws on best practice in standards and competency frameworks in the UK and internationally as well as reflecting developments in policy across the UK.

This publication is a joint undertaking by QAA Scotland, Skills Development Scotland, the Career Development Institute, the career guidance profession and the higher education institutions delivering career guidance programmes in Scotland and has been developed within the context of the Scottish Credit and Qualifications Framework (SCQF).

Signed on behalf of Skills Development Scotland
Danny Logue, Operations Director

Signed on behalf of the Career Development Institute
Karen O'Donoghue, CDI President

Signed on behalf of QAA Scotland
Bill Harvey, Director, QAA Scotland

December 2013

1   Introduction: the purpose of the subject benchmark statement

1.1   The purpose of this subject benchmark statement is to identify the key knowledge, skills and attitudes expected of students undertaking professional courses in career guidance and development in Scotland and to provide guidelines for higher education institutions in developing and reviewing their career guidance qualifications.

1.2   Career guidance and development involves supporting individuals and groups to make effective and informed decisions about their future career and to implement and manage these decisions. The career development practitioner is consequently a facilitator, guide, mentor, coach and support to individuals facing career decisions.[4] Career guidance practitioners need to have the knowledge and skills to work with clients in the decision-making process, underpinned by a thorough knowledge and understanding of career development theories, career-related information, partnership working, the value of career-related learning and of the range and scope of learning and labour markets. Practitioners will also have a thorough understanding of equality, diversity, ethics and how attitudes and values can influence practice.

1.3   The OECD review of 2004 (*Career Guidance and Public Policy*)[5] provided the following definition of career guidance and development work, which remains valid.

> Career guidance refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organising it, systematising it, and making it available when and where people need it. (OECD, 2004: 19.)

1.4   Career guidance practitioners work with individuals of all abilities, ages and stages in life to help them fulfil their potential and access appropriate opportunities and may work through a range of channels, from face-to-face to web-based services. As well as working in educational settings, practitioners are involved in community engagement, workforce development and a wide range of partnership working.

1.5   Use of this subject benchmark statement will ensure that there is a consistent approach to the core content of courses designed to produce effective career guidance practitioners. Students successfully completing this learning will consequently be equipped to be effective, reflective practitioners able to drive forward policy and practice at the forefront of career guidance in Scotland.

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[4] National Careers Council (June 2013) *An Aspiration Nation: Creating a culture of change in careers provision*. National Careers Council - England.
[5] OECD - Organisation for Economic Cooperation and Development. *Career guidance and public policy: bridging the gap*. Paris: OECD, 2004.

2   Rationale for the review of the career guidance and development subject benchmark

2.1   The career guidance and development subject benchmark was first published by QAA Scotland in 2007 to reflect the significant changes in the delivery of career guidance services then taking place in Scotland, the focus on services for all ages and across a widening range of constituent organisations operating in the field of career advice and guidance, employability, inclusion and workforce development. It was produced by a group of subject specialists drawn from and acting on behalf of the subject community in Scotland, including the UK professional body, the Institute of Career Guidance, and there was the expectation that it would be subject to review within five years.

2.2   Like many disciplines and professions, career guidance and development is in a constant state of change. During the past five years there have been further significant developments in the field of career guidance and development in Scotland which suggested the need for a further detailed review. Careers Scotland, which supported the development of the first benchmark, was succeeded by Skills Development Scotland in 2008.[6] Skills Development Scotland has developed a *Career Management Framework*[7] with the aim of supporting individuals to develop their own career management skills as well as providing access to web-based services, and the Scottish Government has published a *Framework for Service Redesign and Improvement*[8] to guide the effective and efficient delivery of careers services. There are also significant developments in education as a consequence of *Curriculum for Excellence*[9] which have implications for the delivery of career education and guidance in schools. There have also been major developments in wider policy areas such as support for post-16 education, training and employment and support for young people. Key policy reference points are described in Appendix 1.

2.3   The career guidance profession in the UK has also undergone important changes with the reconstitution and relaunch of the professional body in 2013 as the Career Development Institute.[10] Finally, the Scottish Government published a new *Qualifications and Continuous Professional Development Framework for the Career Development Workforce in Scotland*[11] which recommended the regular review of career development qualifications.

> We recommend that relevant higher education institutions regularly review their career development qualifications taking into account the Framework's analysis of national priority development needs, the competencies and attributes in the generic role profiles and evidence based practice to ensure that people continue to be equipped with relevant skills and competencies. (Recommendation 5, page 45.)

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[6] Skills Development Scotland: www.skillsdevelopmentscotland.co.uk/about-us/who-we-are/
[7] *Career Management Skills Framework for Scotland* (2012) Skills Development Scotland, available at: www.skillsdevelopmentscotland.co.uk/media/1077801/cms%20framework%20with%20foreword%2012%20july%202012.pdf.
[8] *Career Information, Advice and Guidance in Scotland. A Framework for Service Redesign and Improvement* (2011) Scottish Government, available at: www.scotland.gov.uk/Publications/2011/03/11110615/0.
[9] *Curriculum for Excellence: Building the Curriculum 4 Skills for Learning, Skills for Life and Skills for Work* (2009) Education Scotland, available at: www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc4.asp.
[10] Career Development Institute: www.thecdi.net/Home
[11] 'A Qualifications and Continuous Professional Development Framework for the Career Development Workforce in Scotland' (2012) Scottish Government, available at: www.scotland.gov.uk/Publications/2012/07/5300/1.

2.4   The original benchmark was developed from a review of existing qualification standards and competences, both within the UK and internationally, and this revised benchmark has similarly drawn on a range of other qualifications frameworks which are detailed in Appendix 1 to inform its redesign. Given that the original benchmark was produced by a working group consisting of representatives from across the career guidance community in Scotland, including further and higher education, a similar benchmarking group was established to conduct this review and the membership is outlined in Appendix 2. This revised benchmark statement is a result of the review process and has been informed by the group's knowledge and understanding of the key current policy drivers which underpin career guidance and development service delivery in Scotland. These policies are listed in Appendix 1.

3   Core and transferable skills

3.1   The benchmark statement has been developed to represent the knowledge, skills and personal values required to operate as competent career guidance practitioners. In addition, students will also develop a range of generic or core skills around critical analysis, communication, self-reflection, autonomy and working with others. These knowledge and skills have been explicitly designed to relate to the SCQF at Level 11.[12]

3.2   The characteristics of a Level 11 qualification are as follows:

Knowledge and understanding

- Knowledge that covers and integrates most, if not all, of the main areas of the subject/discipline/sector - including their features, boundaries, terminology and conventions.
- A critical understanding of the principal theories, concepts and principles.
- A critical understanding of a range of specialised theories, concepts and principles.
- Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront.
- A critical awareness of current issues in a subject/discipline/sector and one or more specialisms.

Applied knowledge and skills

- In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
- In using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by developments.
- In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.
- In planning and executing a significant project of research, investigation or development.
- In demonstrating originality and/or creativity, including in practices.
- To practise in a wide and often unpredictable variety of professional level contexts.

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[12] Scottish Credit and Qualifications Framework, available at: www.scqf.org.uk.

Generic cognitive skills

- Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in the subject/discipline/sector.
- Identify, conceptualise and define new and abstract problems and issues.
- Develop original and creative responses to problems and issues.
- Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector.
- Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.

Communication, ICT and numeracy skills

- Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:
  - communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise
  - communicate with peers, more senior colleagues and specialists
  - use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose
  - undertake critical evaluations of a wide range of numerical and graphical data.

Autonomy, accountability and working with others

- Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:
  - communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise
  - communicate with peers, more senior colleagues and specialists
  - use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose
  - undertake critical evaluations of a wide range of numerical and graphical data.

4   Values and commitment

4.1   A qualification in Career Guidance and Development needs to comprise three interlinked sets of competences, namely knowledge, skills and personal values. The European Centre for the Development of Vocational Training (CEDEFOP) publication, *Career Guidance Practitioner competences and qualification routes in Europe*[13] defines competences as:

- cognitive: 'involving the use of theory and concepts, as well as informal tacit knowledge gained experientially'
- functional: 'involving those things that a person should be able to do when they are functioning in a given area of work, learning or social activity'
- personal: 'involving knowing how to conduct oneself in a specific situation'
- ethical: 'involving the possession of certain personal and professional values'.

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[13] 'Professionalising career guidance. Practitioner competences and qualification routes in Europe' (2009) CEDEFOP (European Centre for the Development of Vocational Training): Luxembourg: Office for Official Publications of the European Communities, available at: www.cedefop.europa.eu/en/Files/5193_EN.PDF.

4.2   The first publication of this benchmark included competences in knowledge and understanding and skills and abilities (that is cognitive and functional statements) and a number of statements relating to values and commitment (the personal and the ethical). The working group for these revised standards decided that while statements relating to values and commitment were central to the qualification it would be better to provide these in a general statement of values and commitment that should underpin all aspects of learning that relate to this benchmark.

4.3   Those undertaking a career guidance and development qualification must be able to demonstrate, through their knowledge, understanding, skills and abilities, that they are committed to:

- ethical practice:
  - working ethically
  - accepting opinions and beliefs that differ from their own
  - challenging others in cases of unethical or oppressive behaviour
- excellent professional practice:
  - engaging with clients in an open, honest and impartial way
  - empowering clients to take decisions that are right for them
  - trying innovative techniques to engage individuals and groups in career related activities
  - widening clients' horizons
  - helping clients to understand opportunity structures
  - working within the boundaries of professional competence
  - respecting confidentiality and always seeking permission in cases of referral
  - making appropriate referral of clients to other sources of support and accepting the right of clients to request referral to another adviser
  - engaging proactively and creatively with employers and other opportunity providers
  - partnership working with other organisations to build trust, mutual understanding and effective working relationships that benefit clients
- reflective practice and professional development:
  - engaging in constructive professional dialogue
  - exploring new or unfamiliar ideas and experiences
  - being reflective and professional
  - engaging in personal improvement and continuous professional development
  - sharing both positive and negative experiences with others
  - recognising, valuing and learning from the skills and expertise of colleagues in own and other agencies
  - keeping up to date with and exploring the contribution that theory can make to practice
  - keeping up to date with developments in public policy and their impact on practice.

5   Levels and exit points

5.1   This benchmark has been devised for professional qualifications at postgraduate and master's levels (SCQF Level 11) in career guidance and development in Scotland, offered through both initial training and as a feature of continuing professional development. Candidates undertaking this learning will be equipped, as a result, to be effective, reflective, skilled, committed and knowledgeable career guidance practitioners with the capacity to work in a diverse range of career guidance and development roles.

5.2   The benchmark can be used to design learning programmes in higher education that lead to the postgraduate certificate, postgraduate diploma and master's awards. Standards 1 to 7 relate to postgraduate certificate and diploma awards and standard 8 to master's awards, though certain aspects of standard 8, which relates to undertaking research activities, may well feature at Postgraduate Certificate and Diploma level.

5.3   The postgraduate diploma is recognised in Scotland as the established initial professional qualification for those aspiring to work as career guidance practitioners.[14] It is recognised as such by the Career Development Institute (CDI), the professional body for the career guidance profession in the UK. The CDI approves universities offering the postgraduate diploma in combination with their professional award, the Qualification in Career Guidance and Development, and monitors the quality of programme content and delivery.[15]

6   Assessment guidance

6.1   The benchmark statement in this document defines the scope and nature of the learning outcomes expected of postgraduate and master's level students in the field of career guidance and development. Although assessment should be strongly guided by these learning outcomes, they do not represent a checklist for formal assessment. There are a number of reasons for this.

- Some statements relate to learning that should take place but does not lend itself to formal assessment. These may be best addressed by observation on placement, class-based discussion, interaction with practitioners and private study. This may include processes that take place over a long period of time (such as managing caseloads, or handling relationships with partner agencies); work beyond their current professional boundaries (such as conducting practice with clients with complex and sensitive needs, or handling discrimination complaints); work beyond the level of responsibility that a student can reasonably be offered (leading services; operating performance management and quality assurance systems).
- The student assessment load needs to be consistent with both institutional policy and best practice in the sector. It also needs to be proportionate to the credit rating of the qualification to be awarded: 60 credits for the postgraduate certificate, 120 credits for the postgraduate diploma, and 180 credits for the master's.
- Assessment design needs to reconcile the breadth required by professional practice with the depth and integration required by study at SCQF level 11. Assessment design must also be flexible enough to adapt to current issues, particularly in areas that change more rapidly such as government policy and use of new technology in guidance.

6.2   For these reasons the benchmark statement provides strong guidance for assessment design, but do not represent a specification for assessment. Some discretion must be left to higher education institutions to design assessments appropriately. The assessment design process should be informed by dialogue with key professional stakeholders and employers of guidance practitioners to ensure its currency and relevance.

[14] 'A Qualifications and Continuous Professional Development Framework for the Career Development Workforce in Scotland' (2012) Scottish Government, available at: www.scotland.gov.uk/Publications/2012/07/5300/1.
[15] www.thecdi.net/Home

7　Practical experience

7.1　Gaining access to practical experience is fundamental to the achievement of this qualification at all levels. The knowledge, understanding, professional skills and ethics required of career guidance practitioners are integrated through and reflected in the qualification. Programmes should be designed to include this and integration between academic input and practice-based learning should be as productive and seamless as possible to ensure a balance in programme delivery. At the postgraduate diploma level there is also a requirement from the professional body for students to undertake periods of placement. Practical experiences should not only allow for practice in individual interventions, group work and research skills but reflect the context of practice, including the range of partnership working, career information and labour market intelligence and the impact of policy and theory on the delivery of career guidance and development.

8　Continuous professional development

8.1　While the focus in the benchmark is on qualifications located in higher education institutions it can be used to support continuous professional development (CPD) activities after initial training. Effective CPD is a commitment to professionalism. Undertaking CPD evidences that individuals have taken responsibility for ensuring they continue to have the knowledge and skills required to practice as an effective reflective practitioner to meet the challenges of the ever-changing career guidance sector.

8.2　CPD is a combination of approaches and interventions that help individuals manage their own learning for which they must take personal responsibility. A cycle of reflection, planning, learning and review will enable practitioners to secure value from their learning and consider how to integrate new skills and learning into practical outcomes. Learning should always be linked to action, theory and practice.

8.3　CPD can include a range of different experiences including formal study, peer networking, coaching and mentoring. An underpinning principle should be that practitioners must understand why they are participating in the activity and what they expect to get out of it.

8.4　Career guidance practitioners should undertake a mix of CPD activities that will enhance their personal learning and development needs and refresh and extend their learning throughout their careers. Individuals should use their professional judgement to determine the learning interventions appropriate to their needs as their career progresses.

9   Benchmark standards for a master's level qualification in Career Guidance and Development

9.1   The following pages contain the benchmark statements which represent the standard of knowledge, understanding, skills and abilities of students engaged in master's-level study in career guidance and development in Scotland. Students should have achieved standards 1 to 7 by the time they complete the postgraduate diploma and standard 8 by the time they complete the master's.

9.2   The standards:

1   Ethical and professional practice

2   Career development theory

3   Career guidance practice

4   Career guidance policy

5   Career-related information and learning

6   Partnership working

7   Labour market intelligence

8   Career guidance research

Standard number	Standard name	Description	
1	**Ethical and professional practice**	This standard is concerned with the critical analysis of ethical practice and the factors that can undermine this, managing own personal beliefs and values to ensure professional practice is upheld, the importance of reflective practice and developing a thorough knowledge and understanding of legislation, policies and practice relating to equality and diversity.	
Knowledge and understanding		**Skills and abilities**	
By the end of this programme of study, students will be able to demonstrate a knowledge and critical understanding of:		**By the end of this programme of study, students will be able to use a significant range of skills, techniques and practices to:**	
1a	the ethical principles that apply to career guidance and development interventions	1(i)	plan strategies and resources that uphold and promote ethical practice and equality and diversity
1b	strategies for upholding ethical practice and professional standards, including the role of professional bodies	1(ii)	critically analyse and constructively challenge unethical or oppressive behaviour/practice in others
1c	factors that can undermine ethical practice, including prejudice and bias	1(iii)	evaluate, challenge and effectively manage own values, beliefs and reactions to demonstrate a commitment to ethical practice
1d	the concepts of rights, responsibilities and entitlements in the career guidance and development process	1(iv)	give and receive effective feedback to analyse the competence and performance of self and others
1e	the rationale for and major provisions of legislation and codes of practice relating to equality and diversity	1(v)	gather evidence of and analyse own performance from a range of sources and set targets and objectives for own professional development
1f	how service providers and practitioners demonstrate equality and diversity principles and legislation in their policy and practice	1(vi)	effectively use appropriate systems of supervision and support, including peer support
1g	the relationship between personal beliefs, values and professional practice	1 (vii)	build and sustain effective working relationships
1h	the boundaries and limitations of own professional expertise and competence		
1i	what is meant by reflective practice and continuous improvement		
1j	sources of evidence and feedback to appraise own performance		
1k	the importance of continuous professional development to		

	maintain knowledge, skills and practice and manage the effects of change
1l	how to manage own work in an organisational context, including the potential for conflict in values and ethics

Standard number	Standard name	Description	
2	**Career development theory**	This standard relates to the theoretical perspectives that underpin career guidance practice, derived from psychology, sociology and other social sciences. It encompasses concepts of how career choices are made and career development through the lifespan.	
Knowledge and understanding		**Skills and abilities**	
By the end of this programme of study, students will be able to demonstrate a knowledge and critical understanding of:		**By the end of this programme of study, students will be able to use a significant range of skills, techniques and practices to:**	
2a	the concept and value of evidence-based practice	2(i)	critically evaluate the contribution of theory to practice
2b	models of career guidance and development interventions and their value in maintaining and developing high quality career guidance practice	2(ii)	apply theory to own role and practice
2c	underpinning theoretical bases to career guidance and development, including psychology, sociology and other social sciences	2(iii)	assess the career development needs of clients
2d	theories of career choice, decision making, motivation and transition		
2e	the range and use of diagnostic and assessment tools in career guidance and development		
2f	the implications of different theoretical perspectives on practice		
2g	the influence of family, context, personal circumstances and social networks on client career decision making		

Standard number	Standard name	Description	
3	**Career guidance practice**	This standard covers the main communication, interpersonal skills and knowledge required for effective career guidance work. This includes counselling, coaching, person-centred, motivational and goal-orientated techniques and models, the ability to work with a range of clients throughout the lifespan, the ability to assess the appropriate strategies to help decision making through face to face (including group work and presentation skills) and e-based interactions.	
Knowledge and understanding		**Skills and abilities**	
By the end of this programme of study, students will be able to demonstrate a knowledge and critical understanding of:		**By the end of this programme of study, students will be able to use a significant range of skills, techniques and practices to:**	
3a	the different types of individual career guidance interventions and what they aim to achieve	3(i)	critically evaluate the use of models and interventions in person-centred practice
3b	the concept of person-centred practice, including the place of counselling and coaching techniques in career guidance and development	3(ii)	tailor the individual intervention to suit the context, needs and characteristics of the client
3c	appropriate models/approaches for the different types of individual interventions in career guidance, including face-to-face, web based and use of social media	3(iii)	assess client need and compare, contrast and practice use of a range of appropriate tools and techniques or resources to meet that need
3d	tools and techniques for identifying individual client needs	3(iv)	establish, maintain and develop effective communication within the individual intervention in accordance with the principles of ethical practice
3e	legislation and organisational requirements, including those relating to data protection and confidentiality	3(v)	reach agreement with the client on the aim, purpose and scope of the intervention
3f	strategies that encourage clients to be actively engaged in the career guidance process	3(vi)	challenge and support clients to reframe their thinking, broaden their horizons and encourage their career adaptability
3g	how to help clients to develop their own career management skills and proactive asset-based personal responsibility and resilience in managing their career	3(vii)	encourage clients to be actively engaged in the career planning process, including setting and reviewing agreed goals
3h	how to manage cases and caseloads and provide ongoing support to clients	3(viii)	identify and agree with the client a course of action to resolve their needs

3i	techniques for supporting clients to develop and implement their career plans	3(ix)	make an appropriate record of the intervention and explain its role and purpose to the client
3j	how to evaluate the effectiveness and measure the impact of career guidance interventions	3(x)	plan and design group work that is appropriate to the needs of the target audience
3k	the principles and processes of effective signposting, referral and advocacy	3(xi)	deliver and facilitate group work that is person-centred and maximises opportunities for learning
3l	the rationale for working with groups in a career guidance and development context and the differences between group work and presentations	3(xii)	how to apply counselling techniques such as motivational and solution-focused approaches and group guidance
3m	how to plan and deliver interactive and participative group work that is responsive to the needs of the audience and maximises learning	3(xiii)	critically evaluate the effectiveness and efficiency of work with groups to inform the group work planning process
3n	strategies for managing group dynamics, including challenging behaviour, to develop and sustain effective working relationships		
3o	a range of group work methods (including use of ICT) and their relative merits		
3p	how to evaluate the effectiveness of group work sessions		

Standard number	Standard name	Description	
4	**Career guidance policy**	This standard locates career guidance services in a public policy environment, including employment and education policy. The focus is on how government social policy shapes career guidance provision and determines its priorities, and structures for delivery.	
Knowledge and understanding		**Skills and abilities**	
By the end of this programme of study, students will be able to demonstrate a knowledge and critical understanding of:		**By the end of this programme of study, students will be able to use a significant range of skills, techniques and practices to:**	
4a	the history and development of career education and guidance policy and practice in the UK	4(i)	critically evaluate the effect of social policy on career guidance practice
4b	the purpose, aims and benefits of career-related learning within the curriculum of secondary and tertiary education and in training and employment settings	4(ii)	promote inclusion, lifelong learning and employability
4c	the delivery of career guidance services in a range of policy and operational contexts including within the UK, the EU and beyond		
4d	the public policy on career guidance, employability, lifelong learning and economic development within the UK and how guidance organisations respond to this		
4e	the causes and nature of social exclusion and its relationship to social policy		
4f	inclusion strategies for vulnerable individuals and groups		
4g	the benefits of career guidance - personal, social and economic		

Standard number	Standard name	Description	
5	Career-related information and learning	This standard is concerned with the management, delivery and evaluation of career-related information and learning in a range of settings. This includes strategies and resources for supporting clients who are making career development choices through the lifespan.	
Knowledge and understanding		**Skills and abilities**	
By the end of this programme of study, students will be able to demonstrate a knowledge and critical understanding of:		**By the end of this programme of study, students will be able to use a significant range of skills, techniques and practices to:**	
5a	what is meant by career-related information and its use in a career guidance and development context	5(i)	identify the career-related information needs of a range of service users
5b	the rationale for clients developing information management skills	5(ii)	critically evaluate the range, sources and quality of the career-related information that is available to clients
5c	the guidelines and frameworks relating to the provision of career-related information	5(iii)	interpret information and tailor it to the needs of clients and their key influencers
5d	how to assist clients to access, interpret and evaluate career related information, including web based resources	5(iv)	support clients to access, interpret and use career related information independently using a variety of media
5e	the implications of legislation on equality and diversity for access to career-related information	5(v)	research, collect and collate career-related information using various methodologies and technologies
5f	the range of resources that are available to support the delivery of career-related learning and the major modes of delivery of career learning programmes	5(vi)	understand, interpret and use local, national and international qualifications frameworks
5g	how to promote the benefits of career-related learning and career management skills with individuals, education and training providers and employers	5(vii)	demonstrate the capability to widen clients' horizons by introducing them to unfamiliar new ideas and sources of information
5h	how career guidance and development practitioners support career-related learning in a range of settings	5(viii)	participate in the design and delivery of career-related learning programmes and activities in a range of settings
5i	how people learn and different learning styles	5(ix)	use technology and innovative techniques to deliver career-related learning

5j	how to design and evaluate the impact of career related learning programmes and identify gaps in provision	5(x)	critically evaluate the effectiveness and efficiency of career-related learning programmes
5k	how career related learning can support the development of career management skills		

Standard number	Standard name	Description		
6	**Partnership working**	This standard addresses the benefits and risks of collaborative working, the identification of relevant individuals and organisations and the skills required to ensure effective partnership working. With a focus on positive outcomes and enhanced service delivery, partnership working is effective when individuals have a shared vision of a common goal and a shared understanding of the risk and rewards of collaboration.		
Knowledge and understanding			**Skills and abilities**	
By the end of this programme of study, students will be able to demonstrate a knowledge and critical understanding of:			**By the end of this programme of study, students will be able to use a significant range of skills, techniques and practices to:**	
6a	the principles and collaborative advantage of partnership working		6(i)	build and sustain effective working relationships with others, internal and external
6b	different types and methods of collaborative working, both formal and informal		6(ii)	share experience, knowledge, information and expertise with others and recognise, value and learn from this
6c	the range of potential key partners and partnerships in a career guidance and development context		6(iii)	identify and realise opportunities to work collaboratively
6d	the services offered by other organisations and interested parties and how to access them		6(iv)	demonstrate negotiation skills with partner organisations
6e	the key policy developments that impact on partnership working, including organisational change			
6f	methods to help build the capacity of partners			
6g	the individuals, communities and organisations likely to form one's own network			
6h	the need to record and share issues with other agencies, including the outcomes of referral			
6i	the agencies with key roles in helping to overcome or remove barriers to client progressing in their career			
6j	the practitioner's brokerage role in removing barriers to learning and progression			

Standard number	Standard name	Description	
7	**Labour market intelligence**	This standard focuses on the range of labour market information and intelligence that is available and the need to respond to a fast moving labour market and economic environment. It addresses the need to ensure available labour market data is integrated into career guidance provision. Practitioners must ensure that analyses, interpretations and conclusions are robust and meaningful and based on quality data from reliable sources.	
Knowledge and understanding		**Skills and abilities**	
By the end of this programme of study, students will be able to demonstrate a knowledge and critical understanding of:		**By the end of this programme of study, students will be able to use a significant range of skills, techniques and practices to:**	
7a	education, employment and training policies and systems to promote employability and skills	7(i)	liaise with opportunity providers and engage proactively with education, employment and training providers
7b	the operation of local, regional, national and international labour markets	7(ii)	facilitate understanding between career guidance and development professionals and labour and learning providers
7c	the role of publicly funded and sector-specific agencies in promoting training and employment opportunities	7(iii)	critically evaluate the range and appropriateness of labour market information and intelligence
7d	the role of career guidance in lifelong learning and workforce development	7(iv)	engage in critical enquiry into/ investigate aspects of the labour market
7e	how to source, interpret and present labour market information and intelligence, including sectoral trends, to a range of audiences	7(v)	explain and interpret labour market information, intelligence and trends to a range of audiences, including clients and partners
7f	how to manage the use of labour market information and intelligence	7(vi)	support clients in understanding the links and constraints between their aspirations and available opportunities
7g	how to network with employers and other opportunity providers to open up opportunities		

Standard number	Standard name	Description
8	**Career guidance research**	Within a CEIAGD context, research is based on a critical enquiry into aspects of professional practice, the application of theory to practice or a detailed investigation into areas of policy and partnership working. This reflects skills and knowledge of a range of research methods, the evaluation and analysis of results, implications for practice and the contribution to the body of knowledge in career guidance.

Knowledge and understanding		**Skills and abilities**	
By the end of this programme of study, students will be able to demonstrate a knowledge and critical understanding of:		**By the end of this programme of study, students will be able to use a significant range of skills, techniques and practices to:**	
8a	the concept and value of evidence-based practice	8(i)	contribute to the body of knowledge in the profession
8b	the contribution of research to the body of knowledge in the profession	8(ii)	apply appropriate research strategies
8c	the rationale, principles and methods of critical enquiry	8(iii)	complete a substantial empirical research project at the forefront of the discipline of career guidance and development
8d	the ethics of empirical research, including the process of seeking and receiving ethical approval to conduct research		
8e	research design and methodology		
8f	statistical techniques and questionnaire and survey design		
8g	the design and presentation of a literature review		
8h	how to document and communicate research results		
8i	how to conduct a critical discussion and analysis		

Appendix 1: Key qualifications and policy reference points

Qualifications

QAA Scotland (2007) *Scottish Subject Benchmark Statement - Career guidance*, available at:www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Scottish-subject-benchmark-statement---Career-guidance-.aspx

Subject benchmark statements relating to professional qualifications awarded in Scotland, available at:
www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Scottishbenchmarkstatements.aspx

Scottish Government (2012) *A Qualifications and Continuous Professional Development Framework for the Career Development Workforce in Scotland*. available at:
www.scotland.gov.uk/Publications/2012/07/5300/1

Careers Profession Alliance (April 2012) *Blueprint for the Register of Career Development Professionals and Career Progression Framework*, available at:
www.icg-uk.org/write/CPA_Blueprint_for_Professional_Register_-_Final_(V3).pdf

Lifelong Learning UK (2011) *Career Development National Occupational Standards*, available at:
http://readingroom.skillsfundingagency.bis.gov.uk/sfa/nextstep/frameworkstandardsandguidance/LLUK%20NOS%20Full%20Suite.pdf

OECD (2004) *Career guidance: a handbook for policy makers.* Paris: Organisation for Economic Cooperation and Development; European Commission.
www.oecd.org/dataoecd/53/53/34060761.pdf

QAA Scotland (2001) *Framework for qualifications of higher education institutions in Scotland*, available at:
www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQscotland.pdf

European Centre for the Development of Vocational Training (2009) *Professionalising career guidance. Practitioner competences and qualification routes in Europe*, available at:
http://www.cedefop.europa.eu/en/Files/5193_EN.PDF

Institute of Career Guidance (2001) QCG *Learning Outcomes.*

Scottish Credit and Qualifications Framework (August 2012) *Revised Level Descriptors*, available at: www.scqf.org.uk/

Erasmus Network for Innovation in Career Guidance and Counselling in Europe (2012) *Tuning Handbook - Tools for the Design and Development of Degree Programmes in Career Guidance and Counselling in Europe*.

Policy (career guidance)

National Careers Council (June 2013) *An Aspiration Nation: Creating a culture of change in careers provision.*

Scottish Government (April 2010) *16+ Learning Choices Policy and Practice Framework: Supporting all young people into positive and sustained destinations*, available at: www.scotland.gov.uk/Publications/2010/03/30180354/0

Scottish Government (2011) *Career Information, Advice and Guidance in Scotland. A Framework for Service Redesign and Improvement*, available at: www.scotland.gov.uk/Publications/2011/03/11110615/0

Skills Development Scotland (2012) *Career Management Skills Framework for Scotland*, available at: www.skillsdevelopmentscotland.co.uk/media/1077801/cms%20framework%20with%20foreword%2012%20july%202012.pdf

Education Scotland (2009) *Curriculum for Excellence: Building the Curriculum 4 Skills for Learning, Skills for Life and Skills for Work*, available at: www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc4.asp

Policy (general)

Scottish Government (2010) *Accelerating the Recovery and Increasing Sustainable Economic Growth. Skills for Scotland (refreshed)*, available at: www.scotland.gov.uk/Publications/2010/10/04125111/0

Scottish Government (June 2012) *Action for Jobs - Supporting Young Scots into Work: Scotland's Youth Employment Strategy* available at: www.scotland.gov.uk/Resource/0039/00396371.pdf

Scottish Government (2011) *Delivering our Ambitions for Post 16 Education: Putting Learners at the Centre*, available at: www.scotland.gov.uk/Resource/Doc/357943/0120971.pdf

Scottish Government (2008) *A Guide to Getting it right for every child*, available at: www.scotland.gov.uk/gettingitright

Scottish Government (2006) *More Choices More Chances: A Strategy to reduce the Proportion of Young People not in Education, Employment or Training in Scotland*, available at: www.scotland.gov.uk/Publications/2006/06/13100205/0

Scottish Government (November 2012) *Opportunities for All: Supporting all young people to participate in post-16 learning, training or work*, available at: www.scotland.gov.uk/Resource/0040/00408815.pdf

Scottish Government (March 2012) *The Scottish Labour Market Information and Intelligence (LMI) Framework*, available at: www.scotland.gov.uk/Resource/0038/00389485.pdf

Appendix 2: Membership of subject benchmark review group, 2013

Graham Allan	Lecturer in Career Guidance and Development	University of the West of Scotland
Mike Bartle	Guidance Manager and Chair of Guidance Community of Practice, Scotland's Colleges	Dundee College
Nancy Burns Sharon Kelly	Head of Youth and Learning Area Manager	Jobs and Business Glasgow Skills Development Scotland
Abigail Kinsella	Development Officer	Glasgow City Council
Ann Livey	Careers Service Manager	University of the West of Scotland
Janet Moffett	Lecturer in Career Guidance and Development	University of the West of Scotland
Peter Robertson	Lecturer in Career Guidance and Development	Edinburgh Napier University
David Setchell Liz Thomson	Scottish and Irish Director Moderator	Inspiring Futures Career Development Institute