



Career Development National Occupational Standards

Introduction

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Key purpose To assist individuals to develop the skills to make and manage their choices of occupation* and learning to fulfil their potential, and contribute to their personal wellbeing and social and financial success, as well as to society and the economic prosperity of the country.

*Choices of occupation can be in the context of employment, self employment or volunteering whether or not any of these include financial remuneration

Overview Lifelong Learning UK (LLUK) is the UK-wide standards setting body for the lifelong learning sector. We undertake work to create new National Occupational Standards (NOS) and update existing ones, through consultation with employers and stakeholders from relevant sectors and across the four nations.

The new Career Development National Occupational Standards (NOS) intend to define the competencies required to carry out the functions delivered by the career development workforce.

The NOS have been developed and reviewed against the recently developed functional map for Career Guidance (2010).

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

The standards do not equate directly to qualifications, but are used to derive relevant competency-based qualifications for the career development sector.

The standards have been devised based on effective practice for the definition of NOS. Each comprises a number of performance criteria which an individual should demonstrate to be competent in the sector. Each standard also has underpinning knowledge and understanding, although in the NOS there is not an immediate and direct relationship between an individual performance criterion and a knowledge and/or understanding statement; the latter underpin the whole of the standard.

Career Development National Occupational Standards

National context

It should be noted that there are differing structures and approaches to career development across the four nations of the UK. The NOS have been written to enable the differences to be accommodated and to enable different terminology to be applied as appropriate.

However, regardless of the national context, at the heart of career development is the client centred approach, with a focus on positive outcomes for the individuals or groups that a career development practitioner supports.

It is expected that effective practice in career development will be based on a specialist body of knowledge which supports the profession.

Principles and Values

The principles and values of those who work within career development were discussed during development of these NOS, and identified as integral to the way in which practitioners deliver career development and support opportunities to individuals and groups. Professional and membership bodies supporting the career guidance sector have developed various codes of practice and codes of ethics which capture this approach, and it is expected that the majority of the career development workforce will be aware of and working towards these existing codes.

Target group

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

Relevant occupations

At the end of each standard, reference is made to relevant occupations as defined by the Standard Occupational Classification (SOC) codes used across the UK. These do not reflect fully the range of occupations evident in the career development workforce, which encompasses work-based and education related services, private organisations, voluntary, public sector and community based services across the four nations. However the range of functions that are delivered by the sector as a whole is defined in the functional map.

Terminology

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

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

“Client-Centred” has been used to mean a nondirective method of putting the client at the centre of the process so they are empowered to make decisions about and drive their own development.

“Diversity” has been used to mean recognising and valuing difference. Difference includes age, gender, ethnicity, disability, sexuality, and religion. It also includes different shapes and structures of families.

“Equality” has been used to mean recognising people’s different needs, situations and goals and removes the barriers that limit what people can do and can be.

“Safeguarding” has been used to mean taking all reasonable measures to ensure that the risks of harm to children, young people and vulnerable adults’ welfare are minimised. Where there are concerns about welfare, all agencies take appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies. This term is used differently in the constituent nations of the UK.

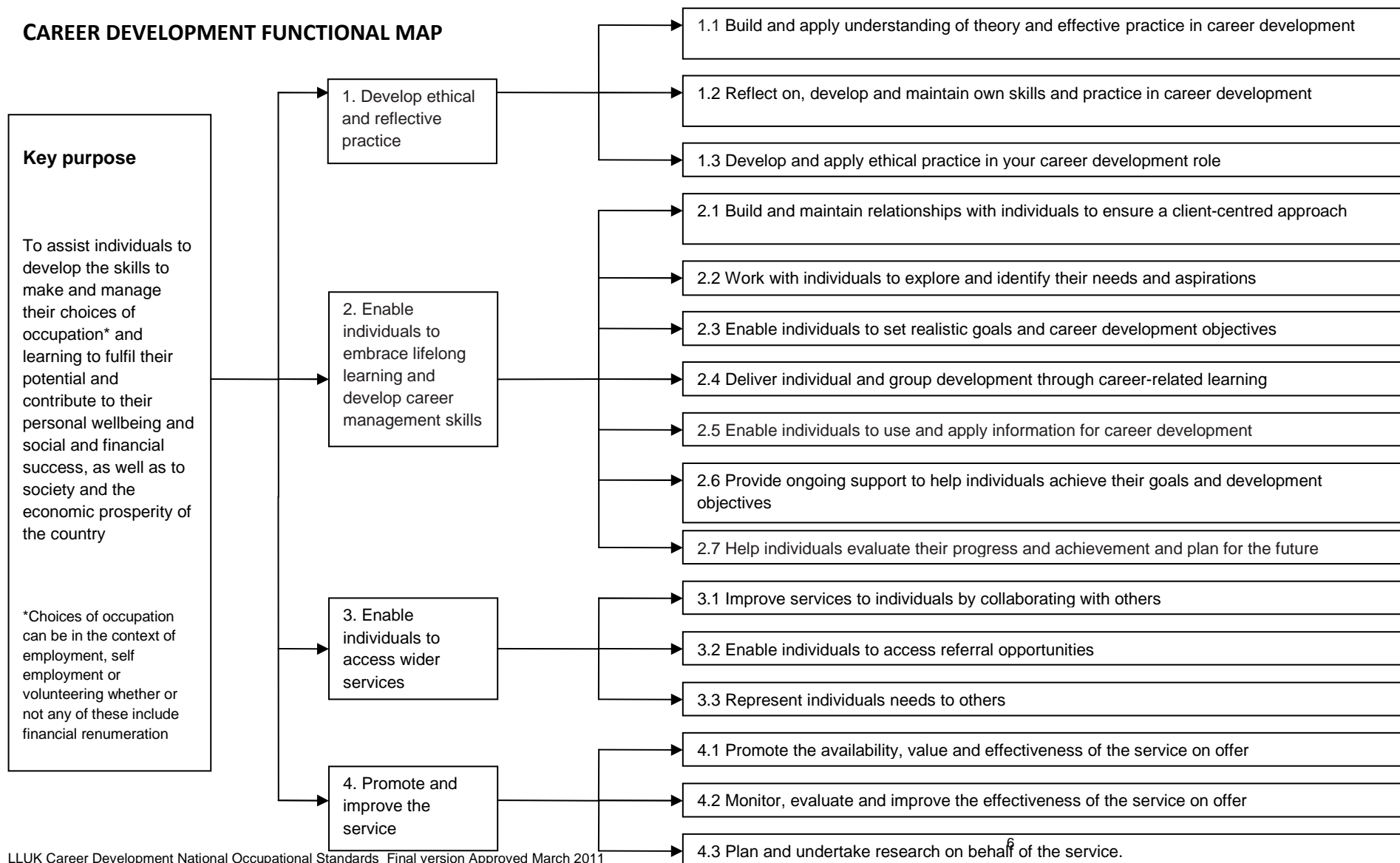
CAREER DEVELOPMENT FUNCTIONAL MAP (2011)

A functional map is a detailed description of the functions of a particular job role. It starts with a key purpose statement for the role which aims to summarise everything that individuals in the area of work aim to achieve as an outcome. The key purpose is followed by a series of strands describing the various functions in increasing detail, which identify what people need to do in order to achieve the key purpose. Functional maps are generally used to construct National Occupational Standards (NOS) and inform subsequent qualification frameworks.

This functional map is drawn from the final draft of the Functional Map for Career Guidance, which was developed by the sector during late 2010. This has been presented in a different 'horizontal' format to encourage recognition of the functions against the NOS.

In this functional map, the first level functions describe the main functions undertaken in the sector. The second level functions closely relate to the National Occupational Standards which have been endorsed through public review.

CAREER DEVELOPMENT FUNCTIONAL MAP



List of standards

1. Build and apply understanding of theory and effective practice in career development
2. Reflect on, develop and maintain own skills and practice in career development
3. Develop and apply ethical practice in your career development role
4. Build and maintain relationships with individuals to ensure a client-centred approach
5. Work with individuals to explore and identify their needs and aspirations
6. Enable individuals to set realistic goals and career development objectives
7. Deliver individual and group development through career-related learning
8. Enable individuals to use and apply information for career development
9. Provide ongoing support to help individuals achieve their goals and development objectives
10. Help individuals evaluate their progress and achievement and plan for the future
11. Improve services to individuals by collaborating with others
12. Enable individuals to access referral opportunities
13. Represent individuals' needs to others
14. Promote the availability, value and effectiveness of the service on offer
15. Monitor, evaluate and improve the effectiveness of the service on offer
16. Plan and undertake research on behalf of the service.

Signposting to other standards

Listed below are 'signposted' standards from other LLUK suites and from other SSCs/SSBs which cover additional functions in the career development workforce. Signposted standards can be sourced via the NOS Directory at www.ukstandards.co.uk

Learning and Development NOS		
No	Title	Commentary
LaD 04	Plan and prepare specific learning and development opportunities	This standard is about planning and preparing specific/individual formal and informal learning and development opportunities for individuals and groups.
LaD 06	Manage learning and development in groups	This standard is about using a range of methods to enable group members to learn and develop in a safe and supportive learning environment.
LaD 09	Assess learner achievement	This standard is about assessing learning and development against agreed criteria. It covers a range of different assessments including competence, knowledge and understanding and skills.

Business Link Broker NOS		
No	Title	Commentary
BL3	Manage a (business link) client portfolio	The standard is about managing a case load of clients so that organisational objectives are met, client journeys maintain momentum and exit strategies are developed.

Signposting to other standards

Libraries, Archives, records and information services management		
No	Title	Commentary
LARI MS 06	Supply information and materials	<p>This standard is about supplying information and materials which form a part of the service provision of many information management services. It includes identifying the information and materials loan requirements of the user through to the safe return of materials to the lending organisation or service. It recognises that the supply of information and materials may comprise documents, materials, artefacts and other items and users may have requirements from outside the organisation.</p> <p>The standard also addresses evaluation of the effectiveness and take-up of supply services on an ongoing basis, which is crucial to ensure service business and user needs.</p>

Community Arts NOS		
No	Title	Commentary
CCS 17	Contribute to safeguarding children, young people and vulnerable adults	<p>The standard is about ensuring that children, young people and vulnerable adults can take part in activities in a safe and supportive environment which is free from harassment, bullying, threats or other forms of abuse and ensuring that your own conduct does not have a negative impact or lead to accusations of abuse.</p>

Community Justice NOS		
No	Title	Commentary
BA7	Promote the interests of individuals and groups in the community	This standard is about campaigning and promoting to explain and assert the rights and roles of individuals and groups.

Career Development

National Occupational Standards

Signposting to other standards

Some whole suites of standards may be useful. Those standards within those suites that are most relevant have been listed but the whole suite should be considered for others of relevance.

Management and Leadership NOS		
No	Title	Commentary
B1	Develop and implement operational plans for your area of responsibility	This standard is about the way in which every organisation should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation
D6	Allocate and monitor the progress and quality of work in your area of responsibility	This standard is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments.
E2	Manage finance for your area of responsibility	This standard is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a master budget for your area and using this to monitor evaluate and control performance and take action to deal with identified variances.
E8	Manage physical resources	This standard is about ensuring the availability of the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in your area of responsibility. It involves identifying the resources required, making the business case to obtain these resources, planning how they will be used effectively, efficiently, sustainably, safely and securely, monitoring resource use and taking corrective action, if required.

Signposting to other standards

Face to face roles within operational delivery <i>(in government departments)</i>		
No	Title	Commentary
GOV F2F A1.1	Search databases and sources of information	This standard is about being able to obtain information efficiently using databases and other sources of information in accordance with organisational procedures/guidelines.
GOV F2F B1.7	Determine customer need and requirements over the telephone	This standard is about determining customer needs and requirements. It includes effective listening and appropriate questioning styles to obtain relevant information and understanding of customers' needs. The unit covers effective communication, providing appropriate advice and information to customers.
GOV F2F B1.2	Deal with customers face to face	This standard is about the skills you need to deal with your customer in person and face to face. When you are working with a customer in this way, good feelings about the way you look and behave can improve how your customer feels about the transaction and give them greater satisfaction. Whilst verbal communication is important, your focus on your customer and the relationship that is formed also depends on the non-verbal communication that takes place between you. You have many opportunities to impress your customer and your behaviour in this situation can make all the difference to customer behaviour and the satisfaction that they feel.
GOV F2F B1.1	Communicate information and knowledge	This standard is about communicating information and knowledge to a wide range of people. Effective communication requires a good understanding of the people you are communicating with, their needs, motivations and ways in which they prefer to communicate. It also requires careful planning, the use of a variety of techniques to retain people's interest and attention, and flexibility to adapt the communication in response to feedback and ensure people have received and understood the information and knowledge.

Signposting to other standards

Customer Service NOS		
No	Title	Commentary
A3	Communicate effectively with customers	To provide good customer service the individual needs to understand what customers want and how they feel. This means that they need to share information with them and listen carefully to them. Customers need to understand what the individual is telling them and what they are able to do for them. Communication is an essential skill for delivering good customer service.
B11	Improve the customer relationship	To improve relationships with your customers you need to deliver consistent and reliable customer service. In addition, customers need to feel that you genuinely want to give them high levels of service and that you make every possible effort to meet or exceed their expectations. This encourages loyalty from external customers or longer-term service partnerships with internal customers. You need to be proactive in your dealings with your customers and to respond professionally in all situations. You need to negotiate between your customers and your organisation or department in order to find some way of meeting your customers' expectations. In addition you need to make extra efforts to delight your customers by exceeding their customer service expectations.
B15	Build and maintain effective customer relations	Building and developing effective customer relations is a vital aspect of customer service. Strong customer relations will help your organisation to identify and understand your customers' expectations, encourage a way of working that is based on partnership and mutual trust, and establish and maintain customer loyalty. This unit is about establishing and maintaining such relations. For some organisations this means encouraging loyalty and repeat business from large numbers of customers. For others it is all about nurturing and relating to a smaller number of valued customers who make an important strategic contribution to your organisation's success. This unit is for you only if you are in a position to influence the way your organisation determines the level of service offered to different customers.

LLUK CrD01

Build and apply understanding of theory and effective practice in career development



Developed by	Lifelong Learning UK
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Version number	1.0
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Date approved	March 2011
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Indicative review date	2014
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Validity	Current
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Status	Original
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Originating organisation	Lifelong Learning UK
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Original URN	LLUK CrD00
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Relevant occupations	1139	Functional managers and directors n.e.c.
	1259	Managers and proprietors in other services n.e.c
	2150	Research and development managers
	2317	Senior professionals of educational establishments
	2318	Education advisers and school inspectors
	2319	Teaching and other educational professionals n.e.c.
	2429	Business, research and administrative professionals n.e.c.
	3561	Public services associate professionals
	3562	Human resources and industrial relations officers
	3563	Vocational and industrial trainers and instructors
	3564	Careers advisers and vocational guidance specialists
	6126	Educational support assistants
	7211	Call and contact centre occupations
	7214	Communication operators
	7219	Customer service occupations n.e.c.

Suite	Career Development
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Key words	advice, aspiration, career, client-centred, development, education, employ, goals, guidance, information, learn, need, objective
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Overview

This standard is about building your knowledge base of theories, concepts, techniques, models of effective practice and contextual information - and using them to improve your own role and practice.

The subjects about which you build and apply your understanding could include self-awareness, aspiration raising, opportunity awareness, motivation, confidence-building, empowerment, networking, transition and change management, decision-making and avoidance, action-planning, option-evaluation, finding out about and accessing opportunities. They may also be related to career guidance, vocational behaviour, career choice or career planning.

This standard is for career development practitioners.

LLUK CrD01

Build and apply understanding of theory and effective practice in career development

Performance criteria

You must be able to:

- P1. develop understanding of theories, concepts, models and techniques relevant to own role and area of expertise
- P2. evaluate theories, concepts and models of effective practice for their relevance and usefulness to own role
- P3. tailor and adapt models and techniques to own role and practice
- P4. base own practice on understanding of theory, concepts and effective practice relevant to role and client-base
- P5. draw upon contextual knowledge resources to inform advice and guidance practice
- P6. use appropriate methods to keep own knowledge base and practice up to date
- P7. continually review own practice based on new understanding of theory, concepts, models, techniques and approaches to effective practice
- P8. share effective practice with other practitioners.

LLUK CrD01

Build and apply understanding of theory and effective practice in career development

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. the range of subjects you need to consider when building and applying theory and effective practice in your role
- K4. the influences of emerging technologies on effective practice and its benefits and disadvantages
- K5. sources of relevant theories, concepts, models and techniques and how to access them
- K6. sources of contextual information, including local, regional, national and global labour market intelligence, and how to access them
- K7. ways to evaluate theories, concepts, models, techniques and contextual information for their usefulness and applicability
- K8. how to record and access the results of your findings
- K9. the role of evidence based practice in the development of career guidance theories, models, concepts and techniques
- K10. the purpose of research, reflection, self evaluation and peer review in developing own practice
- K11. the individuals, groups and networks you can work with to improve your own and others' understanding of theory and practice and how to build relationships with them.

LLUK CrD01

Build and apply understanding of theory and effective practice in career development

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Validity Current

Status Original

Originating organisation Lifelong Learning UK

Original URN LLUK CrD01

Relevant occupations

1139	Functional managers and directors n.e.c.
1259	Managers and proprietors in other services n.e.c.
2150	Research and development managers
2317	Senior professionals of educational establishments
2318	Education advisers and school inspectors
2319	Teaching and other educational professionals n.e.c.
2429	Business, research and administrative professionals n.e.c.
3561	Public services associate professionals
3562	Human resources and industrial relations officers
3563	Vocational and industrial trainers and instructors
3564	Careers advisers and vocational guidance specialists
6126	Educational support assistants
7211	Call and contact centre occupations
7214	Communication operators
7219	Customer service occupations n.e.c.

Suite Career Development

Key words Career Development, Education, Employ, Learn, Build, Apply, Understanding, Knowledge, Theory, Concept, Technique, Model, Effective Practice, Contextual, Information, Role, Practice

LLUK CrD02

Reflect on, develop and maintain own skills and practice in career development



Overview

This standard is about reflecting on current practice, identifying own learning and development needs and taking part in continuing professional development.

This standard is for career development practitioners.

LLUK CrD02

Reflect on, develop and maintain own skills and practice in career development

Performance criteria

You must be able to:

- P1. review and evaluate own skills, knowledge and practice against current performance requirements
- P2. identify trends and developments relevant to own skills, knowledge and practice
- P3. identify and critically reflect on how own beliefs and attitudes influence own practice
- P4. seek feedback, collect information and continually reflect on own performance
- P5. assess the extent to which own practice is inclusive and promotes equality and diversity
- P6. address factors that impact negatively on own practice to reduce their affect on own practice
- P7. plan and access development needed to keep own knowledge, skills and practice up to date and carry out own work more effectively
- P8. use records of own actions, development plans and progress to support and inform ongoing reflective practice
- P9. apply new knowledge and skills to consolidate learning, improve own practice, and review the effectiveness of newly acquired knowledge and skills
- P10. engage positively with supervision
- P11. share knowledge, skills and improvements to practice with colleagues where it is likely to be of benefit.

LLUK CrD02

Reflect on, develop and maintain own skills and practice in career development

Knowledge and understanding

You need to know and understand:

- K1. the effect of continuously reflecting on, evaluating and developing, skills, knowledge, practice, efficiency and effectiveness on career development practice
- K2. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K3. the relationships between the organisations within the sector in which you are working
- K4. the aims, values, key policies, procedures, roles and ways of working of own organisation
- K5. the extent and limitations of the requirements and responsibilities associated with own role
- K6. organisational, team and own professional goals
- K7. current performance requirements relevant to own practice
- K8. methods for recognising the impact of own values, beliefs and attitudes on own work practice, learning and development and why it is important to do so
- K9. sources of information to inform a review of own skills, knowledge and practice
- K10. how to provide and act on constructive criticism when suggesting and receiving improvements to and from colleagues
- K11. the information that should be considered in the prioritisation of own learning and development needs
- K12. resources and methods of developing knowledge, skills and practice
- K13. ways to evaluate the effectiveness of learning resources and learning provision you have used
- K14. who to share information about your own learning and development with.

LLUK CrD02

Reflect on, develop and maintain own skills and practice in career development

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Validity Current

Status Original

Originating organisation Lifelong Learning UK

Original URN LLUK CrD02

Relevant occupations

1139	Functional managers and directors n.e.c.
1259	Managers and proprietors in other services n.e.c
2150	Research and development managers
2317	Senior professionals of educational establishments
2318	Education advisers and school inspectors
2319	Teaching and other educational professionals n.e.c.
2429	Business, research and administrative professionals n.e.c.
3561	Public services associate professionals
3562	Human resources and industrial relations officers
3563	Vocational and industrial trainers and instructors
3564	Careers advisers and vocational guidance specialists
6126	Educational support assistants
7211	Call and contact centre occupations
7214	Communication operators
7219	Customer service occupations n.e.c.

Suite Career Development

Key words Career, Development, Education, Employ, Learn, Reflect, Develop, Maintain, Skills, Practice, CPD, Continuing, Professional,

LLUK CrD03

Develop and apply ethical practice to your career development role



Overview

This standard is about ensuring professional practice adheres to the relevant ethical principles and codes of practice (including equality of opportunity) that apply to your role or profession.

This standard is for career development practitioners.

LLUK CrD03

Develop and apply ethical practice to your career development role

Performance criteria

You must be able to:

- P1. adhere to the ethical practice required of your role by your organisation or profession
- P2. confront and challenge your own assumptions about the opinions and behaviour of individuals
- P3. maintain impartiality when giving information, advice or guidance and objectively consider individuals' opinions and suggestions
- P4. encourage individual autonomy in making decisions and always act in individuals' best interests
- P5. recognise how your own ethics and behaviour appear to other people
- P6. proactively promote inclusivity, diversity and equality of opportunity
- P7. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour by self, other people or organisational processes
- P8. respect the privacy of individuals and maintain confidentiality and security of individual information that meets legal requirements
- P9. identify when there is a requirement to disclose confidential information
- P10. maintain an honest and transparent relationship with individuals
- P11. maintain the boundaries of relationships with individuals
- P12. meet requirements to safeguard young people or vulnerable adults
- P13. reflect on the impact of your ethical practice and behaviour when working with individuals and adapt them to improve outcomes in the future
- P14. participate in continuous professional development in order to improve professional competence, knowledge and skills.

LLUK CrD03

Develop and apply ethical practice to your career development role

Knowledge and understanding

You need to know and understand:

- K1. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
- K2. the effects of own practice and behaviour on others
- K3. the relationship between own beliefs, values and professional practice
- K4. how to impartially consider individuals' beliefs and opinions even when they differ to your own
- K5. how to encourage individuals' ownership of decisions
- K6. how to balance individuals' interests with the requirements of own organisation and other agencies
- K7. legislation and organisational requirements relating to equal opportunities, ethical practice, data protection, special needs and safeguarding
- K8. the sources of support available to you
- K9. strategies for upholding ethical practice and the challenges that have to be faced when upholding it
- K10. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required, particularly across multiple agencies
- K11. how to identify and act when there is clear evidence of serious risk to the individual, the welfare of others or where a law has been or is about to be broken,
- K12. the boundaries and limits of own professional expertise
- K13. how reflective practice can inform continuous professional development
- K14. how to ensure ethical practice when dealing with individuals and groups face to face or remotely by telephone or online.

LLUK CrD03

Develop and apply ethical practice to your career development role

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Validity Current

Status Original

Originating organisation Lifelong Learning UK

Original URN LLUK CrD03

Relevant occupations

1139	Functional managers and directors n.e.c.
1259	Managers and proprietors in other services n.e.c.
2150	Research and development managers
2317	Senior professionals of educational establishments
2318	Education advisers and school inspectors
2319	Teaching and other educational professionals n.e.c.
2429	Business, research and administrative professionals n.e.c.
3561	Public services associate professionals
3562	Human resources and industrial relations officers
3563	Vocational and industrial trainers and instructors
3564	Careers advisers and vocational guidance specialists
6126	Educational support assistants
7211	Call and contact centre occupations
7214	Communication operators
7219	Customer service occupations n.e.c.

Suite Career Development

Key words Career, Development, Education, Employ, Learn, Develop, Apply, Ethical, Practice, Principles, Codes, Role, Profession, Equality, Behaviour

LLUK CrD04

Build and maintain relationships with individuals to ensure a client-centred approach



Overview

This standard is about building and maintaining relationships with individuals to make sure they are at the centre of, and driving, their own development. Relationships can be built with individuals or groups in own workplace or another premises or remotely by telephone or online.

This standard is for career development practitioners.

LLUK CrD04

Build and maintain relationships with individuals to ensure a client-centred approach

Performance criteria

You must be able to:

- P1. ensure the immediate environment is appropriate and safe for both self and individuals
- P2. show respect for individuality and individuals' needs and preferences and that you value their point of view
- P3. discuss and agree the basis, benefits and boundaries for relationships with individuals
- P4. adapt your responses to individuals to show you value them and are aware of their own strengths as well as their needs
- P5. respond to individuals requests for information accurately within agreed boundaries
- P6. monitor the effect of career development on relationships with individuals to ensure their needs are being met and plan how to improve them and own performance in the future
- P7. make sure misunderstandings, disagreements and barriers to progression are dealt with promptly and sensitively in ways that maintain positive relationships
- P8. develop relationships in ways that enhance individuals' self esteem and self-confidence
- P9. communicate with individuals in ways that are appropriate to them
- P10. check that individuals have understood what you are trying to communicate
- P11. allow individuals to express themselves in their own time using their own words or chosen forms of communication
- P12. recognise when there are communication difficulties and adapt the way you communicate accordingly.

LLUK CrD04

Build and maintain relationships with individuals to ensure a client-centred approach

Knowledge and understanding

You need to know and understand:

- K1. relevant legal, statutory and organisational requirements, policies and procedures covering confidentiality and information sharing
- K2. the role and scope of the service in your local area, its boundaries and potential for growth
- K3. how to adapt your approach to work most effectively with individuals with different needs
- K4. the benefits of building relationships based on respect and recognition of individuals' strengths and individuality
- K5. how to ensure your practice supports appropriate participation by individuals regardless of their background, health, wellbeing and ability.
- K6. how to minimise adverse effects of location and environment on individual engagement
- K7. measures to ensure safety of self and individuals in different locations
- K8. measures to safeguard young people and vulnerable adults
- K9. methods of supporting and building individuals' self esteem, confidence and resilience
- K10. why it is important to set and agree boundaries for the relationship with individuals and how to do this effectively
- K11. the importance of sharing information and expertise for the benefit of individuals
- K12. the importance of non-judgmental/non stereotyped attitudes and approaches and how you ensure that these underpin your practice
- K13. what support you can seek when you are involved in conflict situations
- K14. principles of effective communication including active listening and clarifying understanding
- K15. how to adapt your approach to communication when dealing with individuals and groups face to face or remotely by telephone or online.

LLUK CrD04

Build and maintain relationships with individuals to ensure a client-centred approach

Developed by	Lifelong Learning UK
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Version number	1.0
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Date approved	March 2011
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Indicative review date	2014
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Validity	Current
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Status	Original
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Originating organisation	Lifelong Learning UK
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Original URN	LLUK CrD04
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Relevant occupations	1139 Functional managers and directors n.e.c.
	1259 Managers and proprietors in other services n.e.c
	2150 Research and development managers
	2317 Senior professionals of educational establishments
	2318 Education advisers and school inspectors
	2319 Teaching and other educational professionals n.e.c.
	2429 Business, research and administrative professionals n.e.c.
	3561 Public services associate professionals
	3562 Human resources and industrial relations officers
	3563 Vocational and industrial trainers and instructors
	3564 Careers advisers and vocational guidance specialists
	6126 Educational support assistants
	7211 Call and contact centre occupations
	7214 Communication operators
	7219 Customer service occupations n.e.c.

Suite	Career Development
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Key words	Career, Development, Education, Employ, Learn, Build, Maintain, Relationship, Client-Centred, Individual, Group, Clients, Communicate, Communication,
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LLUK CrD05

Work with individuals to explore and identify their needs and aspirations



Overview

This standard is about developing individuals' self-awareness and enabling them to identify and reflect on their own motivations, needs and aspirations.

This could take place in own workplace or another premises or remotely by telephone or online.

This standard is for career development practitioners.

LLUK CrD05

Work with individuals to explore and identify their needs and aspirations

Performance criteria

You must be able to:

- P1. ensure the immediate environment is appropriate and safe for both self and individuals
- P2. enable individuals to analyse carefully their needs, aspirations and expectations
- P3. communicate in ways that engage individuals and keep them interested in the process
- P4. give individuals enough opportunity to talk, reflect and reach their own conclusions
- P5. summarise at key stages to check own and individuals' understanding
- P6. work in ways that encourage their independence and ownership of decisions
- P7. use interventions and learning and development approaches that help individuals develop their self awareness and approach to decision making
- P8. challenge individuals to learn about their needs and aspirations
- P9. increase individuals' awareness of their strengths, aptitudes and transferable skills
- P10. identify barriers and help individuals identify ways they can be overcome
- P11. agree with individuals the actions needed, in relation to their aspirations and motivations
- P12. record outcomes in line with organisational requirements
- P13. evaluate own interactions with individuals and plan how to improve them and own performance in the future.

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. how individuals' backgrounds, work history and educational achievement can affect their self awareness, decision making, motivation, opportunity awareness, confidence, aspirations and approach to learning
- K4. why it is important to find out about previous action plans and career development advice that individuals may have received
- K5. methods of probing, questioning and encouraging reflection to assess needs
- K6. appropriate language to use with individuals
- K7. different decision making techniques and how to build on individuals' practice to develop them
- K8. how to identify how realistic individuals needs are in relation to their abilities, personal profile and interests
- K9. why it is important to allow enough time for individuals to reach solutions and how to judge the amount of time they need
- K10. the strengths and weaknesses of different tools, tests, interventions, techniques and approaches and how to decide when it is appropriate to use them
- K11. how to use and record results of chosen tools, tests, interventions, techniques and approaches
- K12. how to analyse the effectiveness of tools, tests, interventions, techniques and approaches you have used
- K13. how to keep up-to-date with developments in tools, tests, interventions, techniques and approaches and their uses
- K14. the range of barriers to development and employment, including industry requirements, faced by some individuals
- K15. how to balance individuals' needs with the constraints and limitations of the service

LLUK CrD05

Work with individuals to explore and identify their needs and aspirations

- K16. what specialist services are available to support individuals and the processes to follow to refer individuals to them
- K17. how to manage the boundaries of the relationship and encourage independence of individuals
- K18. how to minimise adverse effects of the immediate environment on engagement of individuals
- K19. measures to ensure safety of self and individual
- K20. measures to safeguard young people or vulnerable adults
- K21. how to analyse and reflect on own interactions with individuals using their feedback and recorded outcomes

LLUK CrD05

Work with individuals to explore and identify their needs and aspirations

Developed by Lifelong Learning UK

Version number 1.0

Date approved March 2011

Indicative review date 2014

Validity Current

Status Original

Originating organisation Lifelong Learning UK

Original URN LLUK CrD05

Relevant occupations	1139	Functional managers and directors n.e.c.
	1259	Managers and proprietors in other services n.e.c
	2150	Research and development managers
	2317	Senior professionals of educational establishments
	2318	Education advisers and school inspectors
	2319	Teaching and other educational professionals n.e.c.
	2429	Business, research and administrative professionals n.e.c.
	3561	Public services associate professionals
	3562	Human resources and industrial relations officers
	3563	Vocational and industrial trainers and instructors
	3564	Careers advisers and vocational guidance specialists
	6126	Educational support assistants
	7211	Call and contact centre occupations
7214	Communication operators	
7219	Customer service occupations n.e.c.	

Suite Career Development

Key words Career, Development, Education, Employ, Learn, Explore, Identify, Needs, Aspirations, Individual, Client, Self-awareness, Motivation, Reflect

LLUK CrD06

Enable individuals to set realistic goals and career development objectives



Overview

This standard is about working with individuals to develop goals, objectives and personal action plans based on skills, career, learning and support needs.

Development objectives could be related to self-awareness, aspiration raising, opportunity awareness, motivation, confidence-building, empowerment, networking, transition and change management, decision-making and avoidance, action-planning, option-evaluation, finding out about and accessing opportunities. They may also be related to career guidance, vocational behaviour, career choice or career planning.

They could take place in own workplace or another premises or remotely by telephone or online.

This standard is for career development practitioners.

LLUK CrD06

Enable individuals to set realistic goals and career development objectives

Performance criteria

You must be able to:

- P1. determine with individuals how realistic their needs and aspirations are
- P2. help individuals set achievable goals and objectives to meet their aspirations and development needs
- P3. communicate in ways that engage individuals and keep them interested in the process
- P4. give individuals enough opportunity to talk, reflect and reach their own conclusions
- P5. help individuals reflect on and improve their decision-making abilities
- P6. enable individuals to select realistic and achievable courses of action that will help them progress to meet their goals and objectives
- P7. agree with individuals how barriers can be overcome
- P8. ensure immediate environment is appropriate and safe for both self and individuals
- P9. help individuals to record goals, development objectives and action plans in appropriate formats
- P10. maintain records of planning sessions that comply with legislation and organisational requirements
- P11. enable individuals to review progress and revise plans
- P12. review the effectiveness of planning sessions and how outcomes were achieved and plan how to improve them and own performance in the future.

LLUK CrD06

Enable individuals to set realistic goals and career development objectives

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. how individuals' backgrounds, work experience and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning
- K4. why it is important to find out about previous action plans and career development advice that individuals may have received
- K5. techniques, theories and models to explore individuals' short-term and long-term needs and options
- K6. the range of topics that career development objectives may cover
- K7. the range of development methods available to individuals
- K8. how to develop specific, measurable, achievable, realistic and time-bound objectives and plans
- K9. different decision-making techniques and how to build on individuals' practice to develop them
- K10. appropriate language to use with individuals
- K11. the range of barriers to development and employment faced by some individuals and how to overcome them
- K12. how to identify and present possible barriers and their solutions to individuals
- K13. how to minimise adverse effects of the immediate environment on individuals' engagement
- K14. measures to ensure safety of self and individuals
- K15. measures to safeguard young people or vulnerable adults,
- K16. legislation and organisational requirements relating to advice and guidance planning sessions including those relating to data protection and confidentiality
- K17. how to review success against goals and development objectives
- K18. how to analyse and reflect on planning sessions using participants' feedback and recorded outcomes.

LLUK CrD06

Enable individuals to set realistic goals and career development objectives

Developed by Lifelong Learning UK

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Date approved March 2011

Indicative review date 2014

Validity Current

Status Original

Originating organisation Lifelong Learning UK

Original URN LLUK CrD06

Relevant occupations

1139	Functional managers and directors n.e.c.
1259	Managers and proprietors in other services n.e.c.
2150	Research and development managers
2317	Senior professionals of educational establishments
2318	Education advisers and school inspectors
2319	Teaching and other educational professionals n.e.c.
2429	Business, research and administrative professionals n.e.c.
3561	Public services associate professionals
3562	Human resources and industrial relations officers
3563	Vocational and industrial trainers and instructors
3564	Careers advisers and vocational guidance specialists
6126	Educational support assistants
7211	Call and contact centre occupations
7214	Communication operators
7219	Customer service occupations n.e.c.

Suite Career Development

Key words Career, Development, Education, Employ, Learn, Goals, Objectives, Action Plan, Skills, Support, Needs

LLUK CrD07

Deliver individual and group development through career-related learning



Overview

This standard is about planning and delivering previously identified career-related learning activities. Activities could be related to self-awareness, aspiration raising, opportunity awareness, motivation, confidence-building, empowerment, networking, transition and change management, decision-making and avoidance, action-planning, option-evaluation, finding out about and accessing opportunities. They may also be related to career guidance, vocational behaviour, career choice or career planning.

They could be delivered on an individual or group basis in own workplace or another premises or remotely by telephone or online.

This standard is for career development practitioners.

LLUK CrD07

Deliver individual and group development through career-related learning

Performance criteria

You must be able to:

- P1. plan activities that best meet the identified development needs of individuals
- P2. plan activities that take account of the situation of individuals and the resources available
- P3. use delivery strategies that increase confidence and promote the ability of individuals to take responsibility for their own development
- P4. design activities that increase the skills of individuals to obtain and analyse labour market information that is relevant to them in the future
- P5. agree clear and measurable outcomes with individuals
- P6. deliver activities in ways that enthuse and motivate individuals to fully engage with their development
- P7. use communication methods during delivery that individuals can understand and which support their development
- P8. tailor delivery methods and content to maximise the progression of individuals
- P9. use feedback from individuals to inform and direct activities
- P10. ensure immediate environment is appropriate and safe for both self and individuals
- P11. maintain records of individual development that comply with legislation and organisational requirements
- P12. evaluate activities and plan how to improve them and own performance in the future.

LLUK CrD07

Deliver individual and group development through career-related learning

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. how different delivery strategies can improve individuals' career management skills and attitude to lifelong learning
- K4. the range of topics that career-related learning and personal development may cover
- K5. ways to present labour market information that is accessible to individuals in the future
- K6. the range of development methods available to individuals
- K7. the structure and rationale of activities in learning, training, voluntary, community and work-based settings
- K8. different delivery strategies and their benefits and disadvantages including their effects on learning style and individual motivation
- K9. the potential of emerging technologies to improve delivery and ways to overcome any limitations
- K10. how to identify which delivery strategy will be most effective for participants
- K11. how to define clear and measurable outcomes for activities
- K12. the resources necessary for the different types of activity
- K13. how to minimise the adverse effects of location and environment on activities and individual engagement
- K14. measures to ensure safety of self and individuals in different locations
- K15. measures to safeguard young people and vulnerable adults
- K16. the benefits and disadvantages of group learning and individual learning
- K17. the range of communication techniques, tools and aides and how they can be used to engage participants
- K18. approaches that enthuse and motivate different groups of individuals
- K19. the range of barriers to development and employment faced by some individuals and how to arrange activities to overcome them

LLUK CrD07

Deliver individual and group development through career-related learning

- K20. how to involve individuals in planning, development and delivery of activities
- K21. legislation and organisational requirements relating to activities including those relating to data protection and confidentiality
- K22. how to promote equality and inclusivity and support diversity when planning and delivering activities
- K23. how to evaluate activities using individuals' feedback and measurement against outcomes.

LLUK CrD07

Deliver individual and group development through career-related learning

Developed by	Lifelong Learning UK
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Version number	1.0
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Date approved	March 2011
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Indicative review date	2014
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Validity	Current
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Status	Original
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Originating organisation	Lifelong Learning UK
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Original URN	LLUK CrD07
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Relevant occupations	1139	Functional managers and directors n.e.c.
	1259	Managers and proprietors in other services n.e.c
	2150	Research and development managers
	2317	Senior professionals of educational establishments
	2318	Education advisers and school inspectors
	2319	Teaching and other educational professionals n.e.c.
	2429	Business, research and administrative professionals n.e.c.
	3561	Public services associate professionals
	3562	Human resources and industrial relations officers
	3563	Vocational and industrial trainers and instructors
	3564	Careers advisers and vocational guidance specialists
	6126	Educational support assistants
	7211	Call and contact centre occupations
	7214	Communication operators
	7219	Customer service occupations n.e.c.

Suite	Career Development
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Key words	Career, Development, Education, Employ, Learn, Plan, Deliver, Career-related, Activity, Activities, Individual, Group,
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LLUK CrD08

Enable individuals to use and apply information for career development



Overview

This standard is about sourcing, evaluating, storing and maintaining information to meet individuals' needs and supporting them to identify, access, interpret and use the information.

The information could be labour market information (LMI) or other career and educational related information. It could be in relation to courses, placements, job or employment opportunities, support organisations or opportunities that can support the employability of individuals.

This standard is for career development practitioners.

LLUK CrD08

Enable individuals to use and apply information for career development

Performance criteria

You must be able to:

- P1. identify and assess the information requirements of individuals
- P2. obtain information on behalf of individuals which meets their needs
- P3. monitor information for currency and relevance to individuals
- P4. create new information that meets individual and organisation needs
- P5. ensure that individuals can access and identify valid and current information that is relevant to them
- P6. identify what support individuals need to find the information they require
- P7. assist individuals with specific needs to access and interpret information so it is useful to them
- P8. help individuals to identify the relevance of information and what they can use it for
- P9. enable individuals to understand the value of managing information effectively
- P10. make sure information is stored in a way that meets organisational requirements and is accessible to individuals
- P11. evaluate information activity and plan how to improve it and own performance in the future.

LLUK CrD08

Enable individuals to use and apply information for career development

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. the information requirements of individuals using the service
- K4. legal and organisational requirements relating to the organisation, storage, retrieval and interpretation of information
- K5. tools and aids to support individuals searching for information and how to use them
- K6. the range of information available on local, regional, national and international labour markets
- K7. where to find information and the tools and technologies to use to source it
- K8. how to distinguish between valid information and marketing information
- K9. the value of quality-assured information and where to access it
- K10. how emerging technologies can support information gathering and maintenance
- K11. appropriate methods of structuring and presenting new information
- K12. the importance of recognising individuals' needs when helping them access information
- K13. how to develop appropriate guidance and support to help individuals develop information interpretation skills
- K14. ways to provide support on a one to one basis
- K15. additional support available for individuals with specific needs and the processes to follow to refer individuals to them
- K16. how to access and safely use a range of electronic and social networking resources
- K17. how to minimise adverse effects of location and environment on individual engagement
- K18. measures to ensure safety of self and individuals
- K19. measures to safeguard young people or vulnerable adults
- K20. how to evaluate activities using individuals' feedback and measurement against outcomes.

LLUK CrD08

Enable individuals to use and apply information for career development

Developed by	Lifelong Learning UK	
Version number	1.0	
Date approved	March 2011	
Indicative review date	2014	
Validity	Current	
Status	Original	
Originating organisation	Lifelong Learning UK	
Original URN	LLUK CrD08	
Relevant occupations	1139	Functional managers and directors n.e.c.
	1259	Managers and proprietors in other services n.e.c.
	2150	Research and development managers
	2317	Senior professionals of educational establishments
	2318	Education advisers and school inspectors
	2319	Teaching and other educational professionals n.e.c.
	2429	Business, research and administrative professionals n.e.c.
	3561	Public services associate professionals
	3562	Human resources and industrial relations officers
	3563	Vocational and industrial trainers and instructors
	3564	Careers advisers and vocational guidance specialists
	6126	Educational support assistants
	7211	Call and contact centre occupations
	7214	Communication operators
	7219	Customer service occupations n.e.c.
Suite	Career Development	
Key words	Career, Development, Education, Employ, Learn, Information, Use, Apply, Identify, Access, Interpret, Source, Evaluate, Store, Maintain, LMI, Labour Market Information	

LLUK CrD09

Provide ongoing support to help individuals achieve their goals and development objectives



Overview

This standard is about providing ongoing support to help individuals achieve their goals and development objectives. Support may be from yourself, other organisations and a wider network of interested parties including family members, guardians, carers, peers and advocates.

This standard is for career development practitioners.

LLUK CrD09

Provide ongoing support to help individuals achieve their goals and development objectives

Performance criteria

You must be able to:

- P1. agree with individuals the ongoing support that will best meet their needs and which takes account of their own situation
- P2. help individuals define realistic requirements from ongoing support
- P3. work in ways that encourage individuals' independence and ownership of the process
- P4. discuss and agree the basis, benefits and boundaries of your role in supporting individuals
- P5. refer individuals to organisations which meet their needs and for whose support they are eligible
- P6. enable individuals to identify and engage interested parties in supporting them in their ongoing development
- P7. give support to interested parties to enable them to support individuals in their ongoing development
- P8. communicate in ways that engage individuals and interested parties and keep them motivated and clear about individuals' goals and development targets
- P9. treat individuals and interested parties with empathy and respect
- P10. balance the need to share information to aid individuals' progression with security and confidentiality requirements
- P11. ensure environment is appropriate and safe for both self and individuals
- P12. record relevant support and development information in line with organisational requirements
- P13. establish the impact on individuals of support provided by self, other organisations and interested parties
- P14. evaluate ongoing support and plan how to improve it and own performance in the future.

LLUK CrD09

Provide ongoing support to help individuals achieve their goals and development objectives

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. how to identify individuals' support needs and balance them with the constraints and limitations of the service
- K4. the remit, limitations and boundaries of your role and your organisation in providing ongoing support
- K5. what specialist services are available to support individuals and the processes to follow to refer individuals to them
- K6. interested parties that may support individuals, the specific role that each can play and the benefits of involving them
- K7. how to encourage and gain agreement between individuals and other interested parties about the nature, method and frequency of support they will give to individuals
- K8. how to take on board the views of all parties involved without losing focus on individuals needs, goals and development targets
- K9. the tools or methods to help interested parties improve their support to individuals
- K10. barriers that interested parties may encounter when supporting individuals and ways to overcome these
- K11. the benefits and disadvantages of the tools and methods that interested parties can draw on when supporting individuals
- K12. the range of barriers to development and employment faced by some individuals, how to recognise them and how to arrange ongoing support to overcome them
- K13. how to manage the boundaries of the relationship and encourage individual independence
- K14. the range of communication techniques and how they can be used to engage individuals and interested parties during ongoing support

LLUK CrD09

Provide ongoing support to help individuals achieve their goals and development objectives

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- K15. how to minimise adverse effects of environment on individual engagement
 - K16. measures to ensure safety of self and individuals
 - K17. measures to safeguard young people or vulnerable adults
 - K18. legislation and organisational requirements relating to ongoing support including those relating to the recording of information, transfer of information, data protection and confidentiality.
 - K19. methods to effectively measure the outcomes of individuals' achievement against their goals and development objectives
 - K20. how to analyse and reflect on own interactions with individuals using their and others' feedback and recorded outcomes.

LLUK CrD09

Provide ongoing support to help individuals achieve their goals and development objectives

Developed by	Lifelong Learning UK
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Version number	1.0
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Date approved	March 2011
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Indicative review date	2014
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Validity	Current
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Status	Original
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Originating organisation	Lifelong Learning UK
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Original URN	LLUK CrD09
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Relevant occupations	1139	Functional managers and directors n.e.c.
	1259	Managers and proprietors in other services n.e.c
	2150	Research and development managers
	2317	Senior professionals of educational establishments
	2318	Education advisers and school inspectors
	2319	Teaching and other educational professionals n.e.c.
	2429	Business, research and administrative professionals n.e.c.
	3561	Public services associate professionals
	3562	Human resources and industrial relations officers
	3563	Vocational and industrial trainers and instructors
	3564	Careers advisers and vocational guidance specialists
	6126	Educational support assistants
	7211	Call and contact centre occupations
	7214	Communication operators
	7219	Customer service occupations n.e.c.

Suite	Career Development
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Key words	Career, Development, Education, Employ, Learn, Support, Ongoing, Individual, Client, Refer, Network, Family, Friend
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LLUK CrD10

Help individuals evaluate their progress and achievement and plan for the future



Overview

This standard is about enabling individuals to evaluate their progress, measure their success, identify barriers and adapt their plans for the future.

This standard is for career development practitioners.

LLUK CrD10

Help individuals evaluate their progress and achievement and plan for the future

Performance criteria

You must be able to:

- P1. ensure location and environment is appropriate and safe for both self and individuals
- P2. provide suitable opportunities for individuals to obtain feedback on progress
- P3. enable individuals to recognise and celebrate what they have achieved
- P4. enable individuals to review the effectiveness of the methods they are using to carry out their action plan
- P5. encourage individuals to identify any barriers to progress and achievement
- P6. motivate individuals to overcome barriers to progress and achievement
- P7. help individuals review the ongoing applicability of goals and development objectives
- P8. help individuals record revised goals, development objectives and action plans in appropriate formats
- P9. maintain records of work with individuals that comply with legislation and organisational requirements
- P10. review the effectiveness of work with individuals and how outcomes were achieved and plan how to improve them and own performance in the future.

LLUK CrD10

Help individuals evaluate their progress and achievement and plan for the future

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. how to minimise adverse effects of location and environment on individual engagement
- K4. how often individuals should review progress and what type of feedback they will need
- K5. techniques to evaluate achievement and progress of a course of action
- K6. the effect on motivation of recognising achievements
- K7. how to measure success against goals and development objectives
- K8. how to establish what action has and has not been taken and the reasons why
- K9. how prior learning and experience should be taken account of
- K10. the range of barriers to progress faced by some individuals and how to identify and present them and their solutions to individuals
- K11. techniques which can be used with individuals and the situations in which they may be applicable
- K12. why goals and objectives may need to change
- K13. common and appropriate sources of specialist support within and outside the organisation for particular circumstances encountered by individuals
- K14. measures to ensure safety of self and individuals
- K15. measures to safeguard young people or vulnerable adults
- K16. legislation and organisational requirements including those relating to data protection and confidentiality
- K17. how to analyse and reflect on own practice using individuals' feedback and recorded outcomes.

LLUK CrD10

Help individuals evaluate their progress and achievement and plan for the future

Developed by	Lifelong Learning UK
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Version number	1.0
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Date approved	March 2011
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Indicative review date	2014
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Validity	Current
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Status	Original
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Originating organisation	Lifelong Learning UK
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Original URN	LLUK CrD010
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Relevant occupations	1139	Functional managers and directors n.e.c.
	1259	Managers and proprietors in other services n.e.c.
	2150	Research and development managers
	2317	Senior professionals of educational establishments
	2318	Education advisers and school inspectors
	2319	Teaching and other educational professionals n.e.c.
	2429	Business, research and administrative professionals n.e.c.
	3561	Public services associate professionals
	3562	Human resources and industrial relations officers
	3563	Vocational and industrial trainers and instructors
	3564	Careers advisers and vocational guidance specialists
	6126	Educational support assistants
	7211	Call and contact centre occupations
	7214	Communication operators
	7219	Customer service occupations n.e.c.

Suite	Career Development
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Key words	Career, Development, Education, Employ, Learn, Evaluate, Progress, Plan, Measure, Success, Feedback, Review
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LLUK CrD11

Improve services to individuals by collaborating with others



Overview

This standard is concerned with developing effective inter-agency working arrangements between different organisations offering support or sources of specialist support to maximise outcomes for individuals

This standard is for career development practitioners.

LLUK CrD11

Improve services to individuals by collaborating with others

Performance criteria

You must be able to:

- P1. develop shared aims that your own and other organisations can support
- P2. work with people in other organisations who are in a position to take joint work forward
- P3. work in line with local, regional, national and international initiatives
- P4. negotiate and agree protocols for co-operative working that minimise duplication and maximise benefits to individuals
- P5. develop joint plans that enable the achievement of agreed objectives and cost effective delivery of services
- P6. make sure plans maximise the skills and expertise of the people and organisations involved
- P7. develop protocols and methods of communicating and sharing information that balance individuals' progression with security and confidentiality requirements
- P8. communicate with people in other organisations at appropriate times, frequency, level of detail and in ways they can understand
- P9. monitor shared information and resources in line with quality standards
- P10. develop protocols to deal with breakdown in communication and resolve interagency conflict
- P11. record collaboration arrangements in line with organisational requirements
- P12. establish the impact on individuals of collaboration arrangements
- P13. evaluate collaboration activity and plan how to improve it and own performance in the future.

LLUK CrD11

Improve services to individuals by collaborating with others

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. the services offered by other organisations, how they relate to the service offered by your own organisation, and how to use and access them
- K4. how to approach partners in ways that promote confidence and trust, and the importance of this to effective working relationships
- K5. how to align and pull out the common threads in different visions and aims
- K6. how to influence others to consider new ideas and ways of working
- K7. why it is important to have protocols for inter-agency working and the key areas that such protocols should cover
- K8. why it is important to agree with other organisations how scarce resources should be shared
- K9. the principles and methods of joint and multi-disciplinary working
- K10. how to assess the risks of joint working and ways to minimise these
- K11. how to identify the strengths and weaknesses of different individuals and organisations
- K12. the importance of clarifying roles and responsibilities, including reporting mechanisms
- K13. the benefits of sharing knowledge and information with partners
- K14. why it is important to communicate regularly and formally
- K15. how to ensure that information to be shared is clear and easily understandable, with specialist language clarified
- K16. how to identify and measure the resource implications, including people's time, of collaborative working
- K17. how to resolve conflicts constructively in ways that do not undermine confidence
- K18. how to give positive feedback to partners, whilst valuing different working practices
- K19. legal and organisational requirements and protocols related to working

LLUK CrD11

Improve services to individuals by collaborating with others

with and sharing information with other organisations

K20. methods and appropriate timing for evaluating the effectiveness of working with other organisations

K21. how to analyse and reflect on own interactions with other organisations using partner feedback and recorded outcomes.

LLUK CrD11

Improve services to individuals by collaborating with others

Developed by	Lifelong Learning UK	
Version number	1.0	
Date approved	March 2011	
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Validity	Current	
Status	Original	
Originating organisation	Lifelong Learning UK	
Original URN	LLUK CrD011	
Relevant occupations	1139	Functional managers and directors n.e.c.
	1259	Managers and proprietors in other services n.e.c
	2150	Research and development managers
	2317	Senior professionals of educational establishments
	2318	Education advisers and school inspectors
	2319	Teaching and other educational professionals n.e.c.
	2429	Business, research and administrative professionals n.e.c.
	3561	Public services associate professionals
	3562	Human resources and industrial relations officers
	3563	Vocational and industrial trainers and instructors
	3564	Careers advisers and vocational guidance specialists
	6126	Educational support assistants
	7211	Call and contact centre occupations
	7214	Communication operators
	7219	Customer service occupations n.e.c.
Suite	Career Development	
Key words	Career, Development, Education, Employ, Learn, Collaborate, Service, Individual, Client, Inter-agency, Partnership, Specialist, Support, Other Organisation	

Overview

This standard is about how to refer individuals to other individuals and organisations and how to ensure that referrals have a positive impact on their overall experience.

This standard is for career development practitioners.

LLUK CrD12

Enable individuals to access referral opportunities

Performance criteria

You must be able to:

- P1. recommend referrals to individuals which best meet their needs and for which they are eligible
- P2. make sure individuals understand how impartial referrals made by your organisation are
- P3. help individuals define realistic requirements from referral opportunities
- P4. ensure individuals have sufficient information and time for reflection when committing to referrals
- P5. work in ways that encourage individuals' independence and ownership of decisions
- P6. maintain the confidence of individuals and respect confidentiality
- P7. encourage individuals to follow up referral opportunities
- P8. establish effective partnerships with colleagues and partners to optimise referral opportunities
- P9. balance the need to share information to aid individuals' progression with security and confidentiality requirements
- P10. recognise and respect the roles and responsibilities of colleagues and partners
- P11. ensure working environment is appropriate and safe for both self and individuals
- P12. record referrals in line with organisational requirements
- P13. establish the impact on individuals of referrals they have followed up
- P14. evaluate referral activity and plan how to improve it and own performance in the future.

LLUK CrD12

Enable individuals to access referral opportunities

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. barriers that individuals may face for which they may need specialist support
- K4. common and appropriate sources of specialist support within and outside the organisation for particular circumstances encountered by individuals
- K5. key national, regional and local organisations within the public, private and voluntary sectors that it may be appropriate to refer individuals to
- K6. eligibility criteria and decision-making processes of the individuals and organisations you are referring individuals to
- K7. your organisation's requirements in relation to which organisations you can and can't refer individuals to
- K8. when it is appropriate to share information with others
- K9. how to identify the nature and level of support individuals require from the services to which you are referring them
- K10. ways to approach individuals about referral needs whilst respecting individual values, rights and privacy
- K11. the levels and boundaries of your responsibility in making assessments about the referral needs of individuals
- K12. the benefits of involving individuals in referral decisions
- K13. how to give confidence to individuals to enable them to access services from other individuals or organisations
- K14. ways to encourage individuals to evaluate the effectiveness of referral activities
- K15. measures to ensure safety of self and individuals in different locations
- K16. measures to safeguard young people and vulnerable adults, legislative and organisational requirements governing data protection, confidentiality and copyright, and how to seek advice on the requirements

LLUK CrD12

Enable individuals to access referral opportunities

- K17. methods and appropriate timing for evaluating the effectiveness of referral activities
- K18. how to analyse and reflect on referral activities using participants' feedback and recorded outcomes.

LLUK CrD12

Enable individuals to access referral opportunities

Developed by	Lifelong Learning UK	
Version number	1.0	
Date approved	March 2011	
Indicative review date	2014	
Validity	Current	
Status	Original	
Originating organisation	Lifelong Learning UK	
Original URN	LLUK CrD012	
Relevant occupations	<div>1139 Functional managers and directors n.e.c.</div> <div>1259 Managers and proprietors in other services n.e.c</div> <div>2150 Research and development managers</div> <div>2317 Senior professionals of educational establishments</div> <div>2318 Education advisers and school inspectors</div> <div>2319 Teaching and other educational professionals n.e.c.</div> <div>2429 Business, research and administrative professionals n.e.c.</div> <div>3561 Public services associate professionals</div> <div>3562 Human resources and industrial relations officers</div> <div>3563 Vocational and industrial trainers and instructors</div> <div>3564 Careers advisers and vocational guidance specialists</div> <div>6126 Educational support assistants</div> <div>7211 Call and contact centre occupations</div> <div>7214 Communication operators</div> <div>7219 Customer service occupations n.e.c.</div>	
Suite	Career Development	
Key words	Career, Development, Education, Employ, Learn, Refer, Refer, Access, Individual, Client, Specialist, Support, Other Organisation, Partner	

Overview

This standard is about how to advocate, negotiate and mediate on behalf of individuals.

This standard is for career development practitioners.

LLUK CrD13

Represent individuals' needs to others

Performance criteria

You must be able to:

- P1. work with individuals to collect sufficient and correct information to represent their interests
- P2. work in ways that encourage individuals' independence and ownership of decisions
- P3. make sure individuals have realistic expectations of the results of representation on their behalf
- P4. use external services to represent individuals when it is in their best interests
- P5. agree realistic contingencies and fall back positions with individuals
- P6. present individuals interests clearly and effectively to others
- P7. negotiate within boundaries agreed with individuals
- P8. offer constructive suggestions for resolution of issues
- P9. consult with individuals at suitable points to ensure agreements meet their requirements
- P10. ensure working environment is appropriate and safe for both self and individuals
- P11. record agreements using organisational procedures
- P12. review the effectiveness of representation activities and how outcomes were achieved
- P13. plan how to improve representation activities and own performance in the future.

LLUK CrD13

Represent individuals' needs to others

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. the principles of negotiation, advocacy and mediation and when each might be used
- K4. how to assess the potential results of representation
- K5. the advantages and disadvantages of the external services that can be contacted to pursue the interests of individuals
- K6. how to evaluate the complexity and level of the representation required to best meet individuals' interests
- K7. the range of skills, techniques and strategies used in representing individuals
- K8. how to evaluate your own knowledge, skills and experience in representing individuals against those required
- K9. the information necessary to represent individuals
- K10. how to identify errors and contradictions in information relating to individuals
- K11. how to identify and present key aspects of individuals' requirements
- K12. appropriate language to use with individuals and others
- K13. how decisions are agreed and the systems for recording them
- K14. how to minimise the adverse effects of location and economic situation on individuals' engagement
- K15. measures to ensure safety of self and individuals in different locations
- K16. measures to safeguard young people and vulnerable adults
- K17. legislation and organisational requirements relating to representation including those relating to equality, data protection and confidentiality
- K18. how to analyse and reflect on representation activities using individuals' feedback and recorded outcomes.

LLUK CrD13

Represent individuals' needs to others

Developed by	Lifelong Learning UK	
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Date approved	March 2011	
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Validity	Current	
Status	Original	
Originating organisation	Lifelong Learning UK	
Original URN	LLUK CrD013	
Relevant occupations	1139	Functional managers and directors n.e.c.
	1259	Managers and proprietors in other services n.e.c
	2150	Research and development managers
	2317	Senior professionals of educational establishments
	2318	Education advisers and school inspectors
	2319	Teaching and other educational professionals n.e.c.
	2429	Business, research and administrative professionals n.e.c.
	3561	Public services associate professionals
	3562	Human resources and industrial relations officers
	3563	Vocational and industrial trainers and instructors
	3564	Careers advisers and vocational guidance specialists
	6126	Educational support assistants
	7211	Call and contact centre occupations
	7214	Communication operators
	7219	Customer service occupations n.e.c.
Suite	Career Development	
Key words	Career, Development, Education, Employ, Learn, Advocate, Negotiate, Mediate, Represent, Individual, Client	

LLUK CrD14

Promote the availability, value and effectiveness of the service on offer



Overview

This standard is about engaging with people internal and external to your organisation to promote, and encourage them to see, the benefits of the service on offer. These people could be potential or existing service-users, people in organisations such as businesses or local authorities and others such as advocates and other influencers who it is important understand the service on offer and what it involves.

This standard is for career development practitioners.

LLUK CrD14

Promote the availability, value and effectiveness of the service on offer

Performance criteria

You must be able to:

- P1. define promotional requirements that will best meet the needs of the service on offer
- P2. agree clear goals and measurable outcomes for promotional activity
- P3. agree roles and responsibilities for promotional activity that will get best results
- P4. plan promotional activity that promote the availability, value and effectiveness of the service on offer
- P5. use information that is relevant to and engages the target audience
- P6. use promotional methods that suit the time, resources available, needs of the service on offer and target audience availability
- P7. use feedback from the target audience to inform and direct promotional activity
- P8. maintain records of promotional activity that comply with legislation and organisational requirements
- P9. evaluate promotional activity and plan how to improve it and own performance in the future.

LLUK CrD14

Promote the availability, value and effectiveness of the service on offer

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. the range of people internal and external to your organisation that promotional activity may be aimed at
- K4. the ongoing, scheduled campaigns and ad-hoc promotional requirements related to the service on offer
- K5. how to identify what people already know and need to know about the service on offer
- K6. how to identify prospective service-users
- K7. how to decide when promotional activity may be appropriate
- K8. the benefits and disadvantages of the different promotional methods including the use of emerging technologies
- K9. the value of relationship-building in promoting the service on offer
- K10. the value of word-of-mouth and stories based on real people in promotional activity
- K11. how social networking media can be used in a positive way to promote to and engage individuals
- K12. motivational techniques that can be used to engage an audience when promoting the service on offer
- K13. the purpose, aims, benefits and policy context of the service on offer
- K14. accurate sources of information about the availability, value and effectiveness of the service on offer
- K15. the value of kite marks for the service to organisation and staff
- K16. legislation and organisational requirements relating to promotional activity
- K17. how to promote equality and support diversity when planning and delivering promotional activity
- K18. methods and appropriate timing for evaluating the effectiveness of promotional activity
- K19. how to analyse and reflect on promotional activity using feedback from target audience and recorded outcomes.

LLUK CrD14

Promote the availability, value and effectiveness of the service on offer

Developed by Lifelong Learning UK

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Indicative review date 2014

Validity Current

Status Original

Originating organisation Lifelong Learning UK

Original URN LLUK CrD014

Relevant occupations

1139	Functional managers and directors n.e.c.
1259	Managers and proprietors in other services n.e.c.
2150	Research and development managers
2317	Senior professionals of educational establishments
2318	Education advisers and school inspectors
2319	Teaching and other educational professionals n.e.c.
2429	Business, research and administrative professionals n.e.c.
3561	Public services associate professionals
3562	Human resources and industrial relations officers
3563	Vocational and industrial trainers and instructors
3564	Careers advisers and vocational guidance specialists
6126	Educational support assistants
7211	Call and contact centre occupations
7214	Communication operators
7219	Customer service occupations n.e.c.

Suite Career Development

Key words Career, Development, Education, Employ, Learn, Promote, Value, Effective, Service, Offer, Engage, Benefits, Availability

LLUK CrD15

Monitor, evaluate and improve the effectiveness of the service on offer



Overview

This standard is about measuring the impact of services and refining services using user-feedback and other information.

This standard is for career development practitioners.

LLUK CrD15

Monitor, evaluate and improve the effectiveness of the service on offer

Performance criteria

You must be able to:

- P1. use monitoring and evaluation methods that will provide the most accurate and useful information and which are relevant to the individual group
- P2. collect individual feedback in ways that will encourage honest, open and constructive responses
- P3. impartially analyse and interpret monitoring and evaluation information
- P4. collate and store information in ways that comply with legislation and organisational requirements
- P5. measure and evaluate service effectiveness at times and intervals that will provide the most realistic results
- P6. report on evaluation results in ways that can be easily understood by recipients
- P7. disseminate evaluation results to the people that need to see them
- P8. identify improvements or modifications to the service that are supported by evaluation findings and which will benefit the service
- P9. involve the relevant people in agreeing to or implementing improvements or modifications
- P10. agree clear goals and measurable outcomes for improvements or modifications
- P11. evaluate and reflect on monitoring and evaluation activities and plan how to improve.

LLUK CrD15

Monitor, evaluate and improve the effectiveness of the service on offer

Knowledge and understanding

You need to know and understand:

- K1. different sources of information on which to base monitoring and evaluation and their benefits and disadvantages
- K2. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K3. the relationships between the organisations within the sector in which you are working
- K4. the impact of labour market intelligence and public policy on the service
- K5. the usefulness of individuals' feedback and involvement in the co-design of services
- K6. how to collect and interpret individuals' feedback and views
- K7. the different uses of qualitative and quantitative information and how to collect them
- K8. the range of methods that can be used to monitor and evaluate service effectiveness and measure service impact
- K9. when to use existing monitoring and evaluation methods and when to design new ones
- K10. processes of continuous improvement that can contribute to evaluation
- K11. how to interpret evaluation results to identify service improvements
- K12. formats and contents of evaluation reports and how to produce them
- K13. who the results of evaluations should be disseminated to
- K14. legislation and organisational requirements relating to service monitoring and evaluation, including those relating to data protection and confidentiality
- K15. how to promote equality and support diversity when monitoring and evaluating service effectiveness
- K16. how individual feedback and measurement against outcomes can be used to evaluate monitoring and evaluation activities.

LLUK CrD15

Monitor, evaluate and improve the effectiveness of the service on offer

Developed by Lifelong Learning UK

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Indicative review date 2014

Validity Current

Status Original

Originating organisation Lifelong Learning UK

Original URN LLUK CrD015

Relevant occupations

1139	Functional managers and directors n.e.c.
1259	Managers and proprietors in other services n.e.c.
2150	Research and development managers
2317	Senior professionals of educational establishments
2318	Education advisers and school inspectors
2319	Teaching and other educational professionals n.e.c.
2429	Business, research and administrative professionals n.e.c.
3561	Public services associate professionals
3562	Human resources and industrial relations officers
3563	Vocational and industrial trainers and instructors
3564	Careers advisers and vocational guidance specialists
6126	Educational support assistants
7211	Call and contact centre occupations
7214	Communication operators
7219	Customer service occupations n.e.c.

Suite Career Development

Key words Career, Development, Education, Employ, Learn, Monitor, Evaluate, Impact, Improve, Effect, Service, Offer, Improve, Refine, Feedback

LLUK CrD16

Plan and undertake research on behalf of the service



Overview

This standard is about researching local, national or international career development information and practice to improve the information and resources available to individuals and practitioners. Research could be about career, learning or the labour market information.

This standard is for career development practitioners.

LLUK CrD16

Plan and undertake research on behalf of the service

Performance criteria

You must be able to:

- P1. ensure you are clear on the information required, how it will be used and how it needs to be presented
- P2. evaluate and ensure access to appropriate electronic and physical resources
- P3. identify the appropriate sources, systems and tools to use
- P4. apply appropriate research strategies to retrieve information and obtain the information needed
- P5. evaluate the information retrieved for relevance
- P6. synthesise, organise, analyse, assess and present information to meet the research brief
- P7. use tools and techniques that enable accurate analysis of information located through research
- P8. maintain records of sources, search techniques and strategies together with the results of your research that comply with legislation and organisational procedures
- P9. evaluate new sources of information for relevance and appropriateness
- P10. share your research and analysis with your colleagues
- P11. evaluate research activities and plan how to improve them and own performance in the future.

LLUK CrD16

Plan and undertake research on behalf of the service

Knowledge and understanding

You need to know and understand:

- K1. the local, regional, national and international public policy framework in which you are operating and its effect on your role
- K2. the relationships between the organisations within the sector in which you are working
- K3. how to take and clarify a research brief
- K4. when research and analysis are used in your organisation
- K5. effective practice in research techniques and the tools and sources available to your organisation
- K6. how organisations use research, e.g. for business and competitor intelligence
- K7. sources of information including labour market information
- K8. how to evaluate a source for relevance, quality and usefulness
- K9. research tools and techniques appropriate to your area of expertise
- K10. how to manage the research process methodically so that sources can be cited and work repeated if and when needed
- K11. legal requirements that may apply to the use of the information you find including copyright, data protection, intellectual property and confidentiality
- K12. how to evaluate research activities using colleagues' feedback and measurement against outcomes
- K13. legislation relating to data protection and how it impacts on research.

LLUK CrD16

Plan and undertake research on behalf of the service

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Version number 1.0

Date approved March 2011

Indicative review date 2014

Validity Current

Status Original

Originating organisation Lifelong Learning UK

Original URN LLUK CrD016

Relevant occupations

1139	Functional managers and directors n.e.c.
1259	Managers and proprietors in other services n.e.c.
2150	Research and development managers
2317	Senior professionals of educational establishments
2318	Education advisers and school inspectors
2319	Teaching and other educational professionals n.e.c.
2429	Business, research and administrative professionals n.e.c.
3561	Public services associate professionals
3562	Human resources and industrial relations officers
3563	Vocational and industrial trainers and instructors
3564	Careers advisers and vocational guidance specialists
6126	Educational support assistants
7211	Call and contact centre occupations
7214	Communication operators
7219	Customer service occupations n.e.c.

Suite Career Development

Key words Career, Development, Education, Employ, Learn, Research, Plan, Labour Market Information, LMI, Information