

Unit Title: **Continuously improve career development work in an organisation**

OCR unit number: 22
 Level: 6
 Credit value: 6
 Guided learning hours: 40
 Unit reference number: D/505/2626

Unit aim and purpose

This unit aims to develop the learner's critical understanding of processes of reviewing, evaluating and developing career development work in an educational or training institution, such as a school, college, work-based training provider or university, or in a business setting or employing organisation, and to enable the learner to lead the continuous improvement of career development work in such organisations.

| Learning Outcomes | Assessment Criteria | Teaching Content |
|---|---|--|
| The Learner will: 1 Understand professional standards for career development work | The Learner can: 1.1 Critically comment on the professional standards relevant to their role in career development | <ul style="list-style-type: none"> The distinctive and respective uses of curriculum frameworks, quality awards and the matrix standard in setting standards for different aspects of career development work |
| 2 Understand the key research findings that demonstrate the value and impact of career development work | 2.1 Critically analyse research studies on the value and impact of career development work 2.2 Relate the findings of research studies on career development work to the strategic aims and objectives of own organisation | <ul style="list-style-type: none"> Examining relevant research studies and inspection reports and relating the findings and conclusions to policy and practice in own organisation |
| 3 Be able to undertake and lead reviews and evaluations of career development work | 3.1 Critically analyse frameworks and tools for monitoring, reviewing and evaluating career development work 3.2 Critically review and evaluate the impact of career development work in own organisation and | <ul style="list-style-type: none"> The inter-relationship between monitoring, review and evaluation and between programme development, staff development and organisation development Making effective use of curriculum frameworks, |

| Learning Outcomes | Assessment Criteria | Teaching Content |
|---|--|---|
| | prepare reports | quality awards and the matrix standards to examine career development work in own organisation and to prepare reports for senior leaders |
| 4 Be able to lead developments in career development work | 4.1 Critically evaluate theories of change management and development planning 4.2 Prepare improvement plans for career development work within own organisation, justifying the recommendations made 4.3 Implement improvement plans for career development work | <ul style="list-style-type: none"> • Utilising techniques such as SWOT analysis, force-field analysis, etc. to assess the climate for change • Drafting proposals for improvement • Managing the contributions of colleagues and members of staff to implement proposals |
| 5 Be able to lead and manage continuing professional development for colleagues involved in career development work | 5.1 Analyse, and comment on, training needs of colleagues involved in career development work 5.2 Plan and prepare training activities for colleagues, justifying the proposals 5.3 Review outcomes of training with colleagues, with regard to both the individual and the organisation | <ul style="list-style-type: none"> • Designing and undertaking training analyses • Working with colleagues to identify relevant CPD opportunities • Leading in-service training sessions for one or more members of staff • CPD reviews |

Assessment

This unit is centre-assessed and externally verified. In order to achieve the unit the learner must produce a portfolio of evidence drawn from the workplace and which will need to be made available to the external verifier.

Evidence requirements

In order to achieve this unit learners must demonstrate that they have met all of the stated learning outcomes and assessment criteria. All of the evidence must be generated in the workplace. Portfolios of work must be produced independently and centres must be able to confirm that the evidence is authentic.

Guidance on assessment and evidence requirements

Learners should consult their assessor to agree the most appropriate sources of evidence available in their working environment. Examples of possible sources of evidence are listed below but this list is not definitive or exhaustive and nor are any of the examples mandatory.

- Summary reports of reviews of own policy and practice against research and inspection findings
- Reports of self-reviews and evaluations of career development work in own organisation
- Quality award assessments
- Quality award achievement plans
- Development plans
- Action plans for implementing improvements
- Reflective log or journal
- Training plans
- CPD records for self and colleagues

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

| Occupational standards | Unit number | Title |
|--|---------------|---|
| Lifelong Learning UK Career Development NOS | LLUK CRD15 | Monitor, evaluate and improve the effectiveness of the service on offer |

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

| Functional Skills Standards | | | | | |
|-----------------------------|---|--------------|--|--|---|
| English | | Mathematics | | ICT | |
| Speaking and Listening | ✓ | Representing | | Use ICT systems | ✓ |
| Reading | ✓ | Analysing | | Find and select information | |
| Writing | ✓ | Interpreting | | Develop, present and communicate information | ✓ |

Resources

Andrews, D. (2011) *Careers Education in Schools* Stafford: Highflyers Publishing

Barnes, A., Bassot, B. and Chant, A. (2011) *An Introduction to Career Learning and Development 11-19: Perspectives, Practice and Possibilities* London: Routledge

Bassot, B., Barnes, A. & Chant, A. (2014) *A Practical Guide to Career Learning and Development: Innovation in Career Education 11-19*. London: Routledge.

Donoghue, J. (Ed.) 2008. *Better Practice: A guide to delivering effective career learning 11-19*. Godalming: AICE/ACEG/CESP

Edwards, A. and Barnes, A. (1997) *Effective Careers Education and Guidance* Stafford :Network Educational Press

Megginson, D. and Whitaker, V. (2007) *Continuing Professional Development* (2nd Ed) London: CIPD

<http://www.aceg.org.uk/wp-content/uploads/The-ACEG-Framework.pdf>

<http://matrixstandard.com/>

<http://www.careersengland.org.uk/quality.php>

<http://www.thecdi.net>

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .