



Unit Title: Plan and design career related learning programmes

OCR unit number: Unit 23
 Level: 6
 Credit value: 5
 Guided learning hours: 20
 Unit reference number: T/505/2969

Unit aim and purpose

This unit aims to develop the learner’s critical understanding of how to plan and design a career related learning programme 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 plan, design and evaluate the career related learning programme and make recommendations for improvement.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Understand how the aims of career related learning fit into the overall aims of an identified learning institution	The Learner can: 1.1 Explain what the aims of career related learning are and how they link into the aims of an identified learning institution	<ul style="list-style-type: none"> The aims of career-related learning (careers education) The contribution that career-related learning can make to achieving the overall aims of the institution
2 Understand how career related learning is interpreted and delivered in different institutions	2.1 Identify the different models of career related learning 2.2 Critically analyse the different models and explain the advantages and disadvantages of each model	<ul style="list-style-type: none"> Models for organising career-related learning in the curriculum (e.g. discrete provision; integrated personal development course, tutorial programme, cross-curricular approaches, etc.) Advantages and disadvantages of each model, related to the impact on the individual’s experience of career-related learning
3 Understand how the aims of career related learning can be translated into programmes of learning and work.	3.1 Critically evaluate the various national initiatives that have included careers education and work related learning in recent decades	<ul style="list-style-type: none"> Overall frameworks for career-related learning (e.g. DOTS: self-awareness, opportunity awareness, decision-learning, transition

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	<p>resulting in published frameworks of learning outcomes and objectives</p>	<p>learning) and work-related learning (learning about work, learning for work, learning through work)</p> <ul style="list-style-type: none"> • Principles of curriculum planning and the distinction between aims, objectives and learning outcomes • Curriculum frameworks (e.g. CDI framework for career and work-related education) • Progression in career-related learning; differentiation in career-related learning
<p>4 Be able to design a career related learning programme of work.</p>	<p>4.1 Identify the key areas of content and where they may be covered or delivered in the curriculum, explaining their decisions</p> <p>4.2 Devise schemes of work, identifying content, teaching methodology, learning resources and assessment criteria</p>	<ul style="list-style-type: none"> • Applying a step-by-step approach to curriculum planning (clarifying the starting point; identifying learning needs; defining aims, objectives and outcomes; designing activities – content and methodology; planning for assessment) • Topics for career-related learning (e.g. identifying strengths and areas for development, researching and evaluating careers information, sources of advice and guidance, application skills, etc.) • Range of appropriate teaching methods (e.g. presentation, group discussion, structured worksheets, experiential) • Range of learning resources (e.g. published materials, self-produced materials, software) • Approaches to assessing career-related learning

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<p>5 Be able to identify and negotiate with others suitable delivery methods.</p>	<p>5.1 Investigate and identify a variety of delivery methods, discussing the extent to which each relates to a range of learning styles</p> <p>5.2 Negotiate with external partners to contribute to the delivery process</p> <p>5.3 Identify and meet staff development needs to enhance teaching, explaining how the identified needs have been met</p>	<ul style="list-style-type: none"> • Teaching methods and learning styles • Curriculum models • Identifying and making effective use of external partners • E-signing and undertaking training needs analyses • leading in-service training/briefing sessions for staff colleagues
<p>6 Be able to evaluate the career related learning programme and make recommendations for improvement.</p>	<p>6.1 Evaluate the effectiveness of the career related learning programme in meeting its objectives</p> <p>6.2 Recommend modifications to the programme, explaining how they will improve it</p>	<ul style="list-style-type: none"> • The relationship between assessment of career learning and evaluation • Levels of evaluation (feedback, impact on learning, impact on performance, impact on the organisation) • Evaluation principles and practice • Strategies for assessing career-related learning • Resenting development plans

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.

- Reports to senior leaders
- Proposals to curriculum managers
- Schemes of work for career-related learning, with commentary relating the programme to a selected
- Evaluation reports
- Development plans
- Programmes for staff training/agendas for staff briefings
- Examples of briefings and presentations
- Minutes of meetings with colleagues, and with external partners
- Reflective log, journal or statements
- Witness statements or testimonies
- Observation of performance (e.g. leading a planning meeting)
- Professional discussion
- Product evidence from the workplace (e.g. e-mails, student evaluation sheets)

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 be 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 CRD07	Deliver individual and group development through career-related
<i>This unit also relates to Functional Competency F1 (Provide Career Related Learning) in the Competency Framework for the Career Development Sector developed by the Careers Professional Alliance and adopted by the Career Development Institute (CDI).</i>		

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.

Bloom, B.S. (1984). *Taxonomy of Educational Objectives*. New York: Longman

Department for Children, Schools and Families (2010). *Careers Education Framework 7-19 (in Resources Pack to help schools/PRUs implement the Statutory Guidance on Impartial Careers Education)*. London: DCSF

Department for Education and Skills (2003). *Careers Education and Guidance in England: A National Framework 11-19*. London: DfES

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

Law, B. (1996). 'A career-learning theory' (chapter 3), 'Careers work in schools' (chapter 5) and 'Careers education in the curriculum' (chapter 12), in Watts, A.G., Law, B., Killeen, J., Kidd, J.M. & Hawthorn, R. *Rethinking careers education and guidance: Theory, policy and practice*. London: Routledge.

Law, B. (2001). 'New Thinking for Connexions and Citizenship' *Centre for Guidance Studies Occasional Paper*. Derby: CeGS

Nottingham Trent University (1997). *Perspectives on Career Planning: an occasional paper*. Nottingham: NTU

www.the CDI.net (for the ACEG Framework for careers and work-related education and the accompanying CDI Practical Guide)

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.