

**OCR Level 3 Award in Supporting Clients to overcome  
 Barriers to Learning and Work  
 OCR Level 4 Diploma in Career Information and Advice  
 OCR Level 6 Diploma in Career Guidance and Development**

**2012/2013**

**England and Wales**

**SEPTEMBER 2013**

**REPORT FOR PUBLICATION**

**1. The qualifications and standards**

- **Structure and content**

<p><b>Assessment Team:</b></p>	<p><b>Findings:</b>          During this year all assessors, with the exception of one, were found to be occupationally competent. In the case where the assessor was found not to be occupationally competent this is being addressed by the centre. The wording in the Centre Handbook has been amended to emphasise which qualifications a person has to hold in order to assess the Level 6 unit on Career Guidance Theory.</p> <p>Most assessors and internal verifiers are fully qualified; where they are not yet fully qualified they are working towards their qualification.</p> <p>Assessors and Internal Verifiers have undertaken relevant Continuous Professional Development. The training days on Career Guidance Theories offered by the ICG, now Career Development Institute, have proved popular.</p> <p>A number of centre staff attended the half day professional development sessions on Ideas and</p>
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	Approaches for Successful Delivery which were offered by OCR.
<b>Resources:</b>	<p><b>Findings:</b> Centres have made use of the resources provided by OCR, e.g. the document on career guidance theories and the maps which show the links between the qualifications and Learning and Skills Improvement Service: Career Learning for All Modules and the Labour Market On-line Learning Module produced by the University of Warwick.</p> <p>The majority of Centres offering 10215 have developed their own resources to support the delivery of the unit on Career Guidance Theories and some have bought in support or have enabled candidates to attend the two day training by the ICG/CDI.</p> <p>A few Centres have developed on-line training resources including the use of Moodle.</p> <p>All centres have developed more teaching/training resources for all units and a number of staff have attended ICG/CDI events and made use of websites such as the National Guidance Research Forum.</p> <p>All centres have provided details of how their equipment and accommodation comply with relevant legislation.</p>
<b>Candidate Support:</b>	<p><b>Findings:</b> Conversations between External Verifiers and candidates and examination of centre records have confirmed that all centres are providing information, advice and guidance about the qualifications to candidates, including information on the appeals procedure. Candidates have been very positive about the support they have received.</p> <p>All candidates, interviewed by the External Verifiers, have received clear and positive feedback from their assessors and good use has been made of assessment planning with the exception of one centre where this issue is being addressed.</p> <p>A wide range of assessment methods are being used by all centres which are appropriate to the needs of the candidates. Some External Verifiers have had discussions with centre staff to explain the use of the verbs especially in relation to the Level 6 unit on Career Guidance Theories.</p>
<b>Assessment and Verification:</b>	<p><b>Findings:</b> All centres continue to provide both formative and summative assessment and internal verification and</p>

	<p>where necessary have set up new systems to record this more clearly and to keep the records up to date.</p> <p>Overall the level of assessment has been good with assessors paying attention to the verbs in the assessment criteria and employing a range of assessment methods as well as making good use of workplace evidence.</p> <p>Standardisation meetings are now being held in most centres and this has been addressed in the centre where this was not happening. These meetings include feedback of External Verifier Reports and any actions to be taken.</p> <p>More use is being made of e-portfolios and audio recordings across the Centres.</p> <p>There are good examples of detailed assessment planning and good use is also being made of workplace evidence.</p> <p>A few centres have required guidance about:</p> <ul style="list-style-type: none"> <li>○ the types of evidence which are acceptable, especially concerning use of assignment and case studies for the career guidance theories units</li> <li>○ suitable evidence for the units on Labour Market Information/Intelligence.</li> <li>○ interpretation of the mapping documents</li> <li>○ entry requirements for the CDI Register of Career Development Professionals</li> <li>○ claiming DCS if a centre does not deliver all of the units</li> <li>○ use of Skype for assessed interviews</li> <li>○ requirements for the Level 6 unit on Reflective Practice</li> <li>○ the new units on Careers Education</li> <li>○ legislation to cover in the Level 4 Diploma</li> <li>○ diagnostic and assessment tools to cover in the Level 6 Diploma.</li> </ul> <p>These queries have been responded to by the Chief Verifier and Qualifications Manager.</p> <p>A few centres have been reminded of the need for relevant signatures on candidate documentation and more accurate recording on the Evidence Record Sheets.</p> <p>All centres are now more aware of the distinction between the levels of the verbs used in the QCF qualifications and are paying more attention to words such as <i>Critically evaluate</i>, etc.</p> <p>Queries about occupational competence have been resolved by a statement in the Centre Handbooks which</p>
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	<p>clarifies the position.</p> <p><b>Sanctions</b></p> <p>Where sanctions had to be applied these related to the following:</p> <ul style="list-style-type: none"> <li>○ ratio of assessors to candidates</li> <li>○ occupational competence of assessor</li> <li>○ countersigning of unqualified assessor documents</li> <li>○ depth of analysis in coverage of assessment criteria</li> <li>○ producing and reviewing assessment plans</li> <li>○ breadth of internal verification sampling</li> <li>○ effective communication across the team</li> <li>○ observation of active assessors</li> <li>○ candidates signing the ERS before completion.</li> </ul>
<p><b>Management Systems and Records:</b></p>	<p><b>Findings:</b></p> <p>Most of the reports checked showed good management support, systems and records including proof of access to fair assessment and the monitoring of achievements in relation to diversity and equality.</p> <p>External Verifiers have met the Assessors and Internal Verifiers for the qualifications and have discussed their roles and responsibilities and communication methods used both within the team and with OCR.</p> <p>There have been no problems reported in the use of Interchange.</p> <p>Any queries about the qualification have either been answered by the External Verifier during the visit or have been referred to the Chief Verifier/Qualifications Manager who has then responded to the External Verifier.</p> <p>Centres have systems in place to solicit feedback from candidates and are increasing the use of feedback from employers about the quality and effectiveness of the qualification provision.</p>
<p><b>Assessment Summary:</b></p>	<p><b>Findings:</b></p> <p>Centres continue to offer thorough assessment and internal verification of these qualifications and in many cases have been praised by their candidates on the quality of the candidate support on offer.</p> <p>The portfolios requested by the External Verifiers were all made available at all visits and have included candidates who are new to the qualification, mid qualification and who have completed. All portfolios sampled covered a range of assessment methods.</p>

## 2. Sector Developments

The Government has recommended that practitioners providing career guidance and development should be qualified to at least Level 6. As a result of this, the Career Development Institute has set the level for entry to the Register of Career Development Professionals at Level 6.

Those people who already hold an NVQ 4 in Advice and Guidance or Learning Development Support Services (undertaken in a career guidance context) will be allowed conditional entry to the Register provided that they attain the Level 6 units in Career Guidance Theories, Reflective Practice and Labour Market Information (or the equivalent HE Modules) within two years of registering. The cut off date for conditional registration is 1<sup>st</sup> May 2014. This has already resulted in a number of candidates registering with centres for these three units.

The Career Development Institute\* website allows members to record their Continuous Professional Development which is a requirement of their registration. Completion of units from the CIAGD qualifications is one of the sources of CPD suggested on the site. Case Studies on the site also show how people can progress from one level of qualification to another and also from other qualifications such as the ones in Employment Related Services.

The CDI covers a much broader range of career development professionals than simply career guidance practitioners and it is now looking at non-traditional qualifications that will be acceptable for entry to the Register. The report on this is due to be available in September/October 2013.

As Careers Educators form part of the membership of the CDI and there is now a requirement for schools to provide face to face CIAGD to pupils, OCR has recently launched three new Level 6 units designed for use primarily by Careers Educators/Managers.

In conclusion, the above changes and developments in the sector can be seen as an opportunity to further develop the qualifications in order for them to appeal to a wider range of people working in the career development sector. OCR, via its links with the Career Development Institute is well positioned to keep abreast of these developments and to plan its marketing strategy and further supporting product development accordingly.

\*The Careers Profession Alliance is made up the Institute of Careers Guidance; Association for Careers Education and Guidance; National Association for Educational Guidance for Adults and the Association of Career Professionals International. The remit of the organisation is to bring together the professional bodies engaged in career development in the UK to create a careers profession comparable to other Chartered professions, both in public standing and in the rigour of its supervision of members. The vision for the CPA is to achieve: A profession that inspires confidence in the public, dedicated to delivering high quality career development activities and services that help individuals achieve their full potential and support economic productivity while ensuring equality of opportunity for all.