

**LEVEL 6 DIPLOMA**

**GUIDANCE FOR LEARNERS**

# **CAREER GUIDANCE AND DEVELOPMENT**

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# 1 Introduction

Welcome to the OCR Level 6 Diploma in Career Guidance and Development. This booklet contains important information about your qualification along with guidance on identifying evidence from your workplace duties to demonstrate your competence.

The OCR Level 6 Diploma in Career Guidance and Development demonstrates that you have the competence (the skills, knowledge and understanding) to carry out your duties to the required standard in your normal work situation. The qualification has been updated in association with the Careers Development Institute (CDi) who have responsibility for the National Occupational Standards. Both the structure of this qualification and the units from which it is constructed are approved by Ofqual. Your Awarding Organisation for this qualification is OCR (Oxford, Cambridge and RSA Examinations). Ofqual has accredited the OCR qualifications and you can find full accreditation details on the [OCR website](http://www.ofqual.gov.uk) and the [Register of Regulated Qualifications](http://www.ofqual.gov.uk/register-of-regulated-qualifications) for qualifications regulated by Ofqual and [QiW Wales](http://www.qiwa.wales) for qualifications that are eligible for funding in Wales.

## Definition of Key Terms

### Ofqual

The regulator of qualifications in England ([www.ofqual.gov.uk](http://www.ofqual.gov.uk)).

### Awarding Organisation (AO)

An organisation approved by the government to design and award qualifications which are accredited by Ofqual.

**OCR** (Oxford, Cambridge and RSA Examinations) is the awarding organisation for this Level 6 Diploma in Career Guidance and Development ([www.ocr.org.uk](http://www.ocr.org.uk)).

### Centre

An organisation which offers a qualification to learners (such as a school, college, training provider or workplace). Your centre will be the place where you have registered to take your qualification.

## 2 The qualification

### 2.1 What is the Diploma in Career Guidance and Development?

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The Level 6 Diploma in Career Guidance and Development has been specifically designed for those currently working, or preparing to work in professional roles providing career guidance and development to clients. It is aimed at those who are required to apply career guidance theories and models to practice in order to support clients to make realistic and informed decisions and plans for new learning or training opportunities and career planning. A core of mandatory units covers preparation for working in the careers guidance sector, awareness of career choice theories, and meeting the needs of clients. The wide range of optional units covers the diversity of roles undertaken by staff working in the sector.

This qualification aims to:

- Develop a high level understanding of Career Development
- Develop skills and competences in Career Development
- Achieve a nationally recognised qualification
- Prepare for employment in a specific occupational sector
- Continue professional development.

### 2.2 How do I know that this qualification is right for me?

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This qualification is designed for learners working in the career guidance sector wishing to gain an appropriate qualification for the purposes of their continued professional development.

This qualification is designed to reflect your work as you gain experience, specialise and seek promotion. Its purpose is to demonstrate that you have achieved the required level of competence and can maintain that standard as you carry out your duties consistently over a period of time. The diploma is work oriented and you must have the opportunity to demonstrate your competence with current work experience (either paid or voluntary).

This qualification has been designed to help you to develop and demonstrate the skills, knowledge and understanding you will need to help progression to further qualifications.

## 2.3 What do I have to do to achieve this qualification?

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The OCR Level 6 Diploma in Career Guidance and Development consists of a number of separate units and a credit value is given to each one.

There are seven mandatory units and an extra 19 optional units, each with its own credit value.

To achieve the qualification, you must achieve 60 credits in total. 48 credits will come from the seven mandatory units. The remaining 12 credits need to come from the optional units.

Certificates may be claimed for individual units but please discuss this with your assessor.

The following tables contain the groups of mandatory and optional units.

### Group A Mandatory units

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
1	Preparing to work in the career development sector	F/618/7253	6	4	40
2	Reflect on and improve professional practice	H/618/7276	6	6	40
3	Career guidance theory Career guidance and development theories and models	K/618/7277	12	6	90
4	Agree the purpose of client-centred career interactions and maintain communication with clients	M/618/7278	6	6	40
5	Explore and agree the career guidance and development needs of clients	T/618/7279	6	6	40
6	Use career-related information with clients	K/618/7280	6	6	40
7	Work with other organisations for the benefit of clients and own organisation	M/618/7281	6	6	40

## Group B Optional units

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
8	Use diagnostic and assessment tools with clients	T/618/7282	6	5	40
9	Source, evaluate and use Labour Market Intelligence (LMI) with clients	A/618/7283	3	6	20
10	Understand how to support specific client groups to overcome barriers to learning, training and work	H/618/7262	6	6	40
11	Engage with other relevant people to help clients to meet their career development needs	K/618/7263	3	4	20
12	Assist clients to apply for learning, training and work	M/618/7264	3	4	20
13	Provide on-going support to clients	T/618/7265	3	4	20
14	Promote career-related learning to clients	A/618/7266	6	4	40
15	Negotiate on behalf of clients	F/618/7267	6	5	40
16	Undertake research on behalf of the service	F/618/7284	6	6	40
17	Lead and manage career development work in an organisation	J/618/7285	9	6	60
18	Continuously improve career development work in an organisation	L/618/7286	6	6	40
19	Plan and design career-related learning programmes	R/618/7287	9	6	60
20	Manage a personal caseload/work responsibilities in the career development sector	L/618/7272	4	4	20
21	Enable clients to develop and evidence their employment-related skills	R/618/7273	6	6	40
22	Use digital technology in the career development sector	Y/618/7274	6	6	40
23	Plan, deliver and evaluate presentations	D/618/7275	6	4	40
24	Publicise and negotiate career development provision with external agencies or other departments within the same organisation	Y/618/7288	6	6	40
25	Use the expertise of employers and other organisations in the delivery of career learning/development activities	D/618/7289	6	6	40
26	Plan, deliver and evaluate career-related learning in groups	R/618/7290	6	6	60

## 2.4 What do the individual units look like?

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The units themselves are available on the OCR website.

Each unit contains the following information:

- The level at which the unit is set (as this is a level 6 qualification, the majority of the units are at level 6, but there are a few optional units at lower levels).
- The credit value for that unit – to achieve the full qualification, you need 60 credits, 48 from the mandatory units and 12 from the optional units. The credit values attached to each will help you choose which combination of units is right for you and meets the requirements of the qualification as a whole.
- Guided learning hours (GLH) – this is the recommended number of hours required for someone to deliver the unit to you – you may still need extra time outside the GLH in order to complete the unit.
- The unit purpose and aim – a brief summary of the unit which describes what the unit is about and will help you decide how the unit relates to your work.
- The learning outcomes – these are what the assessment is confirming that you should be able to do on completion of the unit.
- The assessment criteria – these detail what you must do while being assessed and are the things which you'll be required to provide evidence of in order to demonstrate that you can achieve the learning outcomes.
- Assessment – details of how the unit will be assessed (in this diploma, all assessment takes place internally within the centre, and is externally verified by OCR assessors).
- Evidence requirements – guidance on the recommended forms of evidence that may be available from your normal duties to prove that you are competent to the standard specified and which will be accepted as evidence for each of the assessment criteria. (Some observation of your performance by your assessor will be required.)

## 2.5 How do I choose which optional units to take?

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Your tutor/trainer/assessor is likely to provide guidance on which of the optional units which are most appropriate for you to take. When making the decision, think about which units are likely to apply most to your own personal job role. You also need to consider the credit value of each unit. Remember you need to gain at least 12 credits from the optional units.

## 2.6 What if I cannot gain enough credits for a full qualification?

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This qualification is very flexible and allows you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

## 2.7 What if I pick a combination of units which adds up to more than 60 credits?

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The achievement of 60 credits for the full Diploma qualification is a minimum – it does not matter if you choose a combination of units which comes to more than 60 credits.

## 2.8 Do I need to pass all of the units?

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Information about the combination of units you will need to pass in order to achieve a full Level 6 Diploma in Career Guidance and Development is given in section 2.2 above. You must pass each of the mandatory units, and sufficient optional units as required in order to gain the diploma. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

## 2.9 Do I need to complete the units in any specific order?

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The qualification has been designed with the first seven mandatory units in a logical progressive order. You do not have to *achieve* these units in any particular order, but it is strongly advised that you study them in sequence where possible, especially if you are new to your role. Your trainer/tutor may choose to adopt a holistic approach to the delivery of the qualification – this will mean you are likely to look at more than one unit at a time, and explore the links between the units.



## 3 Assessment of the Units

### 3.1 How is the qualification assessed?

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All of the units are internally assessed by your centre's staff and externally verified by OCR assessors. The assessment will be carried out in your workplace. Your internal assessor will judge, from your evidence, whether or not you have reached the required standard. You will not have to take a formal written examination.

It is your assessor's role to satisfy themselves that evidence is available to meet all assessment criteria before they can decide that you have finished a unit. Where questioning has been used, your assessor must be satisfied that you will be competent under these conditions or in these types of situations in the workplace in the future.

You may claim evidence of prior learning and achievement as long as the evidence you present fully meets the criteria and you can prove that it is all your own work. It is important that your assessor is convinced that the competence you are claiming is still current (particularly in cases where, for instance, legislation has changed). If there are any doubts, extra evidence may be required, and your assessor should take steps to assess your competence directly.

It is important that you complete some form of initial assessment to identify the competence and knowledge that you already have, and any gaps on which you need to concentrate. This will help you to plan assessments as it allows your assessor to help you to understand where best to start identifying evidence. It will also identify any units that you will have difficulty completing.

Your assessor will need to agree a number of issues with you including:

- Finding the best sources of evidence to use for particular units
- Finding the best ways of assessing you
- Confirming suitable dates, times and places for your assessments to take place.

Your assessor will record their assessment planning and regularly give you feedback. When your assessor is satisfied that you have met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

## 3.2 What kind of evidence do I need to provide?

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Your **evidence** is the proof that your knowledge, understanding and skills meet the requirements of the qualification. It can be anything that proves:

- What you can do
- How well you can do it
- The level of knowledge you have in relation to what you do
- The level of understanding you have about what you do, how you do it and why you do it.

Your evidence could be in the form of:

- A case study
- A project
- A report, assignment or essay you have written to support your other evidence and relate it to your work role
- A reflective account of your own performance or of your application of theories in practice
- A record of oral and written questioning
- Records of professional discussions between you and your assessor
- Records of your assessor observing you carrying out your work
- Statements from witnesses about your competence
- Work products.

Some of the evidence to prove your skills, knowledge and understanding will be provided by your assessor observing you carry out your duties and writing a report on what they have observed. After your assessor has observed you, they will ask you questions to confirm what you know and understand. This assessor's report (one piece of evidence) could be enough evidence to fulfil a number of requirements of your qualification.

Statements written or verbally recorded by other people, which describe something you have done as part of your job, are called witness testimonies and are a useful source of evidence. They are particularly valuable if that person is an expert in their field and must include contact details.

You need evidence to prove that you:

- Can do all the things described in the assessment criteria
- Have provided the minimum evidence described in the assessment requirements

### 3.3 How much evidence do I need to provide?

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You do not have to produce a separate piece of evidence for each of the assessment criteria. Each piece of evidence should be matched to as many of these criteria as possible. The evidence you provide will be assessed (checked by your assessor against the unit requirements). Your assessor will want you to continue providing evidence until they are satisfied that there is enough consistent proof that you are competent. To be accepted as proof of your competence, your evidence must:

- Come from work you have carried out in a real work situation (paid or voluntary)
- Be your own work or relate to you
- Reflect what you can do now, not what you could do a few years ago or what you wish to do in the future.

### 3.4 How should I record my evidence?

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You may decide to keep some of your evidence in a file (a portfolio of evidence) or you may want to record what the evidence is and where it can be found. This is called signposting evidence. Your portfolio can be paper based or in an electronic format. The important thing to remember about evidence is that it must be available for your assessor to assess and for other people (called internal and external verifiers) to refer to in the future.

In some situations, the work that you are involved with may include confidential information relating to your organisation's clients. It may not be appropriate to include this information in your portfolio of evidence.

If the evidence contains confidential information, this information could be removed from the document before it is submitted as evidence. If the evidence takes the form of a document which is reporting on confidentiality sensitive details throughout, you could either:

- Signpost the evidence within your portfolio (as long as it would be available for your assessor, internal verifier and external verifier to see) or
- Your assessor could provide an observation report of what they have seen and how it shows that you are competent. This observation report would then form part of the evidence in your portfolio.

We have designed a Record of Achievement form for you to keep track of your unit achievements. There is also an Evidence Record Sheet which allows you, your assessor and the internal and external verifiers to see which assessment criterion (or criteria) each piece of evidence refers to. This form (or an alternative to it) is mandatory – you must keep a record of what has been assessed and where it can be found. Your assessor may give you alternative forms to use. This is acceptable as long as they include all the information needed.

You must keep your evidence record sheets (or alternatives that your assessor may give you) together in a file (either paper or electronic). It is your record of which evidence has been assessed and accepted by your assessor as proof of your competence and it details where it can be found. Your assessor will help you prepare this information.

The OCR Record of Achievement Log and Evidence Record Sheets can be found on our website [www.ocr.org.uk](http://www.ocr.org.uk).

## **Summary**

When collecting evidence, the following guidance will help you:

- Think about what activities you do in your current role and match these to the units specified for your qualification.
- Identify evidence that you could gather naturally while carrying out your everyday work and cross reference these to as many assessment criteria as possible (either within the same unit or across other units). Apply a single piece of evidence to as many units as possible. This is not only economical in terms of collecting evidence, but it also gives a more holistic, or rounded, picture of your competence.
- Go for quality rather than quantity. Well chosen pieces of evidence can count for much more than a vast amount of evidence which only loosely applies.
- Mix the types of evidence you offer. A good mixture containing some observation of practice, some products of your work, some witness reports and so on, leads to a more streamlined, better-balanced approach which is more convincing to your assessor.
- Choose evidence which reflects your current competence. Evidence can come from things you did in the past, but your assessor must be convinced that the evidence you offer reflects your current competence.
- Do not include reference materials (such as company policies and training materials) as evidence, because they do not demonstrate your competence.
- You can also use your assessor's records of your assessment as evidence.
- You do not have to keep all evidence in a paper portfolio. If evidence is located somewhere else, for example, in a filing cabinet, or on a computer disk, record what the evidence is and where the evidence is located. The location of evidence needs to be clearly signposted on your evidence record sheet.
- You may find it useful to include a copy of your curriculum vitae (CV) with your evidence to show your previous qualifications and work history.
- Confidential and unavailable evidence. Your assessor should have access to this type of evidence to assess your competence. However, in some cases your assessor's description of the evidence they have seen will be more suitable, depending on the type of evidence.
- Discuss your planned evidence with your assessor regularly.

### 3.5 Access to assessment

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We have tried to make sure that no unnecessary access restrictions will slow down your progress. You must have the same chances as everyone else to prove your competence and collect evidence. If you need mechanical, electronic or other aids to show your competence, please talk to your assessor about this. You can use aids as long as they are generally commercially available, and it is practical to use them during your normal work.

### 3.6 Assessment review/appeals

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We do not think that you will ever have to use our appeals procedure, but if you wish to appeal a decision then please refer to [OCR Administration area - Post result services](#).

## 4 Glossary of Terms

<b>Analyse</b>	Examine in very close detail: identify important points and chief features.
<b>Critically analyse</b>	Consider the claims of theorists, governments, authorities etc, what they are based on and how far they seem to apply to a given situation.
<b>Apply</b>	Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context.
<b>Assess</b>	Offer a reasoned judgement of the standard/quality of situation/skills informed by relevant facts.
<b>Compare</b>	Identify similarities and differences.
<b>Consider</b>	To think about the content of a topic, options and what to do next.
<b>Contrast</b>	Identify differences.
<b>Critique</b>	To subjectively review information/views and offer different perspectives.
<b>Demonstrate</b>	Show in an explicit way.
<b>Define</b>	State or describe the nature, scope or meaning.
<b>Deliver</b>	To provide information or activity.
<b>Describe</b>	Give an account, including all the relevant characteristics, qualities, or events.
<b>Determine</b>	Find out, decide, e.g. what is relevant. To find a solution by following a set of procedures or to obtain a numerical value by carrying out a series of calculations.
<b>Discuss</b>	Give an account that addresses a range of ideas and arguments.
<b>Establish</b>	To show something is true by confirming or determining the facts.
<b>Evaluate</b>	Assess the worth, importance or usefulness of something, using evidence.
<b>Critically evaluate</b>	Outline the criteria used to guide your assessment of which theories, opinions, models or items are preferable and then weigh arguments for and against something, assessing the strength of the evidence on both sides.
<b>Examine(d)</b>	To look at, inspect, or scrutinise carefully, or in detail. Investigate closely.
<b>Explain</b>	To give account of the purposes or reasons.
<b>Explore</b>	To find out about something such as a process or theory.
<b>Identify</b>	Recognise, list, name or otherwise characterise.
<b>Inform</b>	To provide through different formats facts, information or speculation.
<b>Interpret</b>	Translate information into recognisable form. Convey one's understanding to others, e.g. in a performance. Explain the meaning of something.
<b>Justify</b>	Present a reasoned case for actions or decisions made.
<b>Measure</b>	Establish a value using a suitable measuring instrument or technique.
<b>Monitor</b>	A method or way of checking a process or progress of an activity or record keeping.
<b>Negotiate</b>	To overcome an obstacle by discussion and compromise to reach agreement.
<b>Outline</b>	A description setting out main characteristics/points.
<b>Plan</b>	Consider, set out and communicate what is to be done.
<b>Present</b>	Produce an exposition/resumé for an audience, e.g. at the conclusion of the project to demonstrate what has been done and the outcome.
<b>Promote</b>	Work for/urge the adoption of/support/progress, e.g. a particular course of

	action/solution.
<b>Recommend</b>	Suggest/put forward as being appropriate, with reasons why.
<b>Reflect</b>	Look back upon and appraise, relate to, e.g. to stated aims. Give contemplative, balanced consideration to an issue or action.
<b>Research</b>	Investigation into and study of materials and sources to establish facts and reach conclusions.
<b>Review</b>	Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not.
<b>Summarise</b>	To sum up or to put things into your own words or to create a précis of the information discussed.
<b>Understand</b>	To interpret and make sense of the meaning of different forms of communicated information or views.
<b>Use</b>	Apply the information provided or apply prior learning. To put into service or action. Employ for a given purpose.
<b>On-going support</b>	Support clients on an ongoing basis to help them to progress their plan of action This could be where the client is working directly with you or where a particular aspect of their case has been referred to another service.
<b>Referral</b>	Determining a more detailed picture of the needs of the client and then obtaining a booked appointment for the client with another agency, where the referring agency for reasons of specialism or capacity is unable to assist the client further.
<b>Signposting</b>	Where a client is simply directed to one or more appropriate sources of information, advice or guidance. An example of this would be giving the client telephone numbers of local agencies.



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