Career Information and Advice Career Guidance and Development

Sample Learner Evidence with commentary

OCR Level 4 Diploma in Career Advice and Information
Entry code 04663

OCR Level 6 Diploma in Career Guidance and Development
Entry code 04664

Contents

Introduction

This is a guide for tutors, assessors and learners to help with the command word requirements of both the Level 4 and 6 careers qualifications. It includes sample learner evidence which are genuine responses to learning outcome criteria. The Chief Verifier has provided a commentary detailing if the sample learner evidence demonstrates enough competency for the command verb and depth requirements of the criterion.

Reproduction of Learners' Work

The learners' work within this document is reproduced for free of charge distribution to tutors in order to help them prepare learners for assessment.

Sample learner evidence 1

Analyse

The sample learner evidence below was produced as part of an assignment set for Unit 5 of the legacy Level 6 qualification.

The evidence was a typed response to learning outcome criteria 2.2 which required learners to '**analyse** ways to include clients in the planning of career guidance and development options'.

The Chief Verifier has provided a commentary on the evidence provided.

Unit 05: Level 6 legacy qualification
Learning outcome criteria 2.2 - Analyse ways to include clients in the planning of career guidance and development options

Learner evidence

After spending time with a client discussing ideas, applying a sense of realism, helping the client become more self-aware of themselves and their opportunities, we come to the final stage where, as an adviser, we want to support the client to make the next steps. It is important to gauge the client's motivation and to give sufficient time to cover the learning and development from the session and to decide on next steps. It is not a rushed process and needs equal consideration.

Summaries across the whole process are a good way to engage and include the client, not just in this final stage, which helps to clarify where the client is and helps me to assess whether I have picked up all the right signals and client information. Reflection and surmising enables the client to stop and think about their options and can potentially allow them time to realise the adviser has misinterpreted information, and this can be picked up at any stage during the intervention process if reflection is used throughout.

Agreeing SMART targets with a client (which they create themselves with the support and prompting of the adviser where necessary) helps the client to look at their next steps realistically and with a more rounded view of why the particular targets have been agreed to. Working within education involves a lot of action planning/targets and focus progression. At times, students/clients can become overwhelmed or may not understand why a particular task has been agrees upon. In setting these out with the SMART target framework in mind, the client has more of a breakdown of why each target has been set. That being said, it is not essential for each client to make a whole host of targets, even if they come up with one which is agreed upon, that is sufficient for that client, at that time and in line with their personal goals and circumstances.

The decision making stage is about engaging the client, rather than an adviser leading the discussion, this can include prompting the client to choose targets that they might want to work on in their own time in order to progress and move ahead. In doing this the client takes

ownership and empowerment as they are required to take responsibility of their own decisions and plans moving forward.

Instilling ownership is equally beneficial to the client in the sense that they will feel more confident working in an independent capacity (where applicable and appropriate) which is a skill that is required for the client to be able to go on and develop in their career further. It is important for the client to understand that the adviser will not be with them throughout their whole career journey and therefore establishing ownership is very important.

Unit 05: Level 6 legacy qualification

Learning outcome criteria 2.2 - Analyse ways to include clients in the planning of career guidance and development options

Chief Verifier Commentary

The typed evidence completed for the criteria has a wide coverage and offers depth of analysis. It has focused not just on how to include clients in the planning of options, but also looked at the process of working with clients to reach this point. It also links effectively to some of the key foundations of careers guidance, notably engaging the client, avoiding leading them and empowering them to make realistic choices.

The learner has looked at the impact of summarising and reflection, SMART and engaging clients to be involved. The key points have been identified and outlined in a focused way.

The learner could have added further detail through reference to personal experience and examples. That being said the learner has provided sufficient content and the criteria has been met.

Sample learner evidence 2

Evaluate

The sample learner evidence below was produced as part of an assignment set for Unit 1 of the legacy Level 4/6 qualifications.

The evidence was a typed response to learning outcome criteria 1.4 which required learners to '**evaluate** methods to keep up to date with developments in the sector'.

The Chief Verifier has provided a commentary on the sample learner evidence provided.

Unit 01: Level 4/6 legacy qualifications
Learning outcome criteria 1.4 - Evaluate methods to keep up to date with developments in the sector

Learner evidence

On a day to day basis I keep up to date by watching the BBC Breakfast news and getting updates on my mobile phone. I also read newspaper articles and research the internet to help with completing assignments as part of my Level 6 Diploma. As part of my Level 6 I also attend virtual workshops where I learn about relevant topics e.g. career theory and share best practice ideas with other learners. Recently educational and training providers have provided virtual events and tours which have supported currency of knowledge on opportunities.

I also use the following methods and formats to develop my CPD.

Using social media to include LinkedIn; Facebook; Instagram; Twitter and a more recent phenomena, Tik Tok, to stay in-touch with fellow professionals and to hear about local and national developments.

Reading In house publications, accessing the organisational website and networking within the organisation. This is done through virtual weekly team meetings and company CPD events.

Being a student member of the sector body-CDI and having access to 'Career Matters', webinars and podcasts.

Being involved in local networks developed by the CEC e.g. Careers Hubs and schools partnerships.

Using government websites e.g. Gov UK and ONS for economic and policy updates.

Having access to research papers through such organisations as the NGRF and the ICeGS

Of the methods and formats I use I prefer internet based sources. This is because they are easy to access from home, are current and it allows for instant access in a visual format which is my preferred learning style. The only negatives are around the legitimacy and validity of the sources, the sheer volume of information options available and sometimes the reliability of technology.

Unit 01: Level 4/6 legacy qualifications

1.4 Evaluate methods to keep up to date with developments in the sector

Chief Verifier Commentary

The piece of evidence produced by the learner has relevant content and examples of the methods used to keep up-to-date with developments within the sector. The learner has explained each method to a certain level with some mention of how they are used. However I would have liked to have seen more detail provided for each relating to the purpose and value to them as a career development professional. This would have supported the evaluation as required within the criteria wording.

The learner within the last paragraph has applied some evaluation looking briefly at internet sources and use. In itself it is on the right lines but again needs more depth. This needs to be further enhanced to include looking at the strengths and weaknesses of each method outlined within the produced evidence, to be sufficient and to develop reflective learning.

I would recommend the learner produces a table format which will give focus and produce two to three points to justify the strengths and weaknesses of each method.

If using abbreviations can the full title be stated, please for confirmation e.g. CDI is the Career Development Institute.

- The typed work is not yet competent and requires the additions highlighted above.

Sample learner evidence 3

Critically Evaluate

The sample learner evidence below was produced as part of an assignment set for Unit 18/20 of the legacy Level 4/6 qualifications.

The evidence was a typed response to learning outcome criteria 2.1 which required learners to '**critically evaluate** research methods used in careers information, advice and guidance services'.

The Chief Verifier has provided a commentary on the sample learner evidence provided.

Unit 18/20: Level 4/6 legacy qualifications

Learning outcome criteria 2.1 - Critically evaluate research methods used in careers information, advice and guidance services

Learner evidence

When conducting research in any capacity, the first task is to assess the appropriate method to use. The method a researcher uses will need to take into account the setting in which the research will take place, the type of information, which is required, and the availability and limitations of practically of carrying out the research.

There are several factors to take into consideration when choosing research methods, which helpfully listed by the NGRF[1]:

- Identify appropriate criteria by which to judge the validity of the guidance project
  - *What is the research aiming to find? The method will need to match the purpose of the research.*
- Approximate and estimate time involved, necessary materials and the quantities in which they are required, costs of the research, etc.
  - *How long with collecting the data take? Are there any costs involved such as travel costs, incentives, costs for materials etc.?*
- Identify design principles relevant to the chosen research area
  - *What type of data needs to be collected, is it qualitative, quantitative or a mixture of both? Which methods will produce data of this kind?*
- Identify the major issues or problems in the specific research area
  - *How practical is it for the data to be collected? What problems might be encountered in accessing data? What ethical issues may arise? How can the validity of the data be verified?*
- Demonstrate the ability to re-formulate research design in response to unexpected circumstances
  - *Is there a contingency plan for the method to be altered if needed? How flexible is the original plan, and are there any ways it can be changed if unexpected circumstances arise, to avoid the research having to be stopped completely?*

- Synthesise material, evidence and arguments to select appropriate procedures for the project
  - *Taking into account these factors, which methods will be used?*

Different methods of research

There are a range of research methods for practitioners to use from which will produce different types of data. The two types of data are qualitative and quantitative. The first concerns data which is narrative and descriptive. It tends to take the form of written evidence, and is often used in research where there is a small sample. Quantitative data concerns numerical information, and tends to take the form of graphs, charts, and can be used to describe larger samples. The types of methods could include interviews/observation, questionnaires/surveys and secondary data.

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[1]Developing your Research Skills: Selecting Appropriating Methods and Procedures, 2014, National Guidance Research Forum, Available at http://www2.warwick.ac.uk/fac/soc/ier/ngrf/effectiveguidance/research/research_skills/ , Accessed 01/02/17

Unit 18/20: Level 4/6 legacy qualifications

Learning outcome criteria 2.1 - Critically evaluate research methods used in careers information, advice and guidance services

Chief Verifier Commentary

The typed evidence produced and submitted by the learner has some interesting content on factors to consider when deciding on research methods. There is a level of explanation and analysis which uses a valid source which is fully referenced. The content would support the criteria.

However, the critical evaluation of research methods is not covered with only a passing reference to them in the final paragraph.

The learner needs to consider each method mentioned and to assess their strengths and weaknesses when undertaking research and provide a personal perspective or judgement which could be based on experience, facts or views of other parties. It also needs to have reference to application within a careers organisation or service.

The typed work is not yet competent and requires the additions highlighted above.