Career Development Professional Apprenticeship

Incorporating the OCR Level 6 Diploma in

Career Guidance and Development

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical learner might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated learner handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**BGU approval – date and outcome of last approval**	January 2021 Rev. 3 March 2025
2	**Next Scheduled Review Date: [Month/Year]**	In line with OCR Review schedule
3	**Programme Specification - Effective date: [Day/Month/Year]**	January 2021 Following a review of OCR qualifications OCR withdrew existing Career Guidance qualifications (**10215**) and replaced them with updated Career Guidance qualifications (**04664**), for first teaching in September 2021. The new specification (04664) was first taught to cohort 3 from May 2022.
4	**Version Number**	V1.0 (OCR Qualification number – 600/0806/4) V2.0 (OCR Qualification number 04664)

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of learners affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Programme Specification

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
Career Development Professional Apprenticeship	

1a	Programme Code
CDPA	

2	Brief Summary (for Marketing Purposes)

The Apprenticeship will enable learners to practice as a qualified Careers Professional. Learners will be able to register as a UK professional with the Careers Development Institute and gain an OCR awarded level 6 Careers Guidance and Development Diploma as part of their training.

Careers Development Professionals are typically found in education settings, training organisations, Careers and Employment Services and human resource/ learning and development departments in both the private and public sectors. The broad purpose of the occupation is to assist individuals before and during career transitions to develop long and short-term career strategies.

Learners will need to be employed in a setting where they are able to demonstrate the required Apprenticeship duties.

3	Awarding institution	OCR Institute for Apprenticeships and Technical Education (IfATE)/Skills England		
3a	Programme Length	**Full-Time** 24 months		
3b	Mode(s) of Study	Part-time blended		
4	Home Academic School	Business and Enterprise		
5	HECoS/UTT/UCAS code(s)	**HECoS**	**UTT/ITT** n/a	UCAS code n/a
6	Framework for HE Qualifications position of final award(s)	Level 6 OCR Diploma		
7	Alignment with University Credit Framework	N/A Higher and Degree Apprenticeships		
8	Compliance with University Assessment Regulations	Alignment of OCR and Ofqual regulations		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	Career Development Professional Apprenticeship Level 6
10a	Exit or Fall back Award title(s)	Individual unit credits claimed through OCR OCR Level 6 Diploma in Career Guidance and Development
10b	Pathway	Career Development Professional Apprenticeship
11	(i) Combined Honours Awards available eg: • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	N/A

	• BSc/BA (Hons) XX with YY		

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	N/A
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	N/A

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	OCR Career Guidance and Development Level 6 Diploma 04664 Qualification number: 603/7561/9 Ofsted Further Education and Skills Inspection [Further education and skills inspection handbook - GOV.UK](#)
15	Date and outcome of last PSRB approval/accreditation	December 2024
16	Expiry Date of PSRB approval	N/A

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
N/A	

18	Programme Aim

The main purpose of the Career Development Professional Apprenticeship is to provide people working in the Career Development field with a work-based route to developing professional competence as Career Development Professionals. This programme through its work based and academic components seeks to assist Career Development Professional Apprentices (CDPAs) to acquire the knowledge, skills, and behaviours (KSBs) required to progress towards Gateway and End Point Assessment (EPA) as a Career Development Professional Apprentice.

The OCR Level 6 Diploma Career Guidance and Development aims to:

- develop a high-level understanding of Career Guidance and Development
- develop skills and competences in Career Guidance and Development
- achieve a nationally recognised qualification
- prepare for employment in a specific occupational sector
- and continue professional development

The Career Development Professional Apprenticeship aims to provide learners with the necessary knowledge, skills, and behaviours to fulfil the Career Development Professional Occupational duties which are as follows:

Duty 1 Reflect critically on their development practice and service delivery, evaluating it against relevant theories, models, research and appropriate professional ethical standards in order to facilitate continuing professional development and on-going service improvement.

Duty 2 Collaborate with colleagues, internal and external stakeholders, employers and other service providers to negotiate, design, develop, organise and evaluate programmes of activities that equip

clients with the career management skills, knowledge and resources they need for their career development.

Duty 3 Prioritise and manage workloads, making effective use of management information systems and wider technology.

Duty 4 Motivate and equip clients to identify their short-term and long-term career development objectives and to develop plans to make progress in those objectives.

Duty 5 Enable clients to assess their strengths, values, beliefs, situation and preferences and to connect them to the requirements and rewards of opportunities within the education system and the labour market, inclusive of training, voluntary work and self-employment.

Duty 6 Design, plan, deliver and evaluate career-related learning activities using pedagogical approaches appropriate to the clients' educational level and the organisational context.

Duty 7 Prepare, conduct and evaluate structured career development interactions with clients using career counselling guidance, coaching and advice work approaches appropriate to the clients' needs and the organisational context.

Duty 8 Research, assess, organise, interpret and disseminate careers related and service delivery information, including labour market information (LMI) to meet the needs of clients, colleagues and other stakeholders.

Duty 9 Promote informed engagement with the career development service offer and enable clients to access wider career development and other support services.

Full standard information is available here:

https://www.instituteforapprenticeships.org/apprenticeship-standards/career-development-professional-v1-0

Further guidance for learners is provided in the OCR Level 6 Diploma Career Guidance and Development Guidance for Candidates:

Guidance for Learners 04664 (ocr.org.uk)

19	Programme Specific Outcomes

(a) **Final Award Learning Outcomes**

On successful completion of Career Development Professional Apprenticeship, Learners will be able to:

Occupation duties

Duty	Criteria for measuring performance	KSBs
Duty 1 Reflect critically on their career development practice and service delivery, evaluating it against relevant theories, models, research and appropriate professional ethical standards in order to facilitate continuing professional development and ongoing service improvement	A CDP should be able to demonstrate that they are able to: Critically evaluate own values, beliefs and their impact on practice Apply equality Legislation and related codes of practice within career development to professional practice. Demonstrate commitment continue to advance their knowledge and understanding, and to develop new skills to a high level. Critically appraise own professional practice and identify and use means of support for own development. Advocate for the career development profession. Demonstrate an appreciation of the uncertainty, ambiguity and limits of personal knowledge	K1 K2 K6 K9 K17 K18 K19 K20 S1 S4 S5 S9 S11 S17 B1 B4 B5
Duty 2 Collaborate with colleagues, internal and external stakeholders, employers and other service providers to negotiate, design, develop, organise and evaluate programmes of activities that equip clients with the career management skills,	A CDP should be able to demonstrate: An ability to apply the methods and techniques they have learned to review, plan and deliver activities/projects with clearly defined and measurable learning outcomes that use and blend relevant resources, client-focused techniques and approaches that best meet the needs of individuals and	K3 K4 K7 K12 K14 K15 K18 K19 S2 S3 S4 S5 S6 S7 S8 S9 S13 S1 B2 B4 B7

knowledge and resources they need for their career development	enable them to fully engage in their career development. An ability to communicate information, ideas, problems and solutions to both specialists and non-specialists	
Duty 3 Prioritise and manage workloads, making effective use of management information systems and wider technology	A CDP should be able to: Demonstrate a systematic understanding of, and an ability to adhere to, the organisation's systems and procedures, in particular in relation to referrals and the disclosure of information. Keep accurate and timely records in accordance with the requirements of the organization. Manage a caseload in accordance with the organisation's service level agreements. Critically evaluate policies, research and professional practice, and where appropriate propose new ways of working	K6 S2 S10 S13 S14 B8
Duty 4 Motivate and equip clients to identify their short-term and long-term career development objectives and to develop plans to make progress in those objectives	A CDP should be able to: Demonstrate that they are able to explain the value of lifelong learning to specialist and nonspecialist audiences Evidence their support of the development of career management skills in others through a range of established career intervention techniques e.g. one-to-one, group work,	K11 K18 S5 S6 S15 B3 B6

	presentations Identify, access, develop, maintain and critically evaluate interventions	
Duty 5 Enable clients to assess their strengths, values, beliefs, situation and preferences, and to connect them to the requirements and rewards of opportunities within the education system and the labour market, inclusive of training, voluntary work and self-employment.	A CDP should be able to: Demonstrate that they are able to support others in assessing their strengths and connect them in a meaningful way to the labour market and education system. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem	K7 K11 K13 S5 S16 B3 B6
Duty 6 Design, plan, deliver and evaluate career-related learning activities using pedagogical approaches appropriate to the clients' educational level and the organisational context	A CDP should be able to demonstrate a systematic understanding of career related theories, models and frameworks and pedagogic approaches, and to deploy their learning in professional practice	K3 K4 K5 S2 S3 S4 S6 B6
Duty 7 Prepare, conduct and evaluate structured career development interactions with clients using career counselling, guidance, coaching and advice work approaches appropriate to	A CDP should be able to demonstrate: A critical awareness of selection and recruitment processes, combined with a systematic understanding of the world of work, and the ability to work collaboratively and advocate on behalf of others. The ability to deal	K4 S4 S6 S7 S9 B5 B6

the clients' needs and the organisational context	with complex issues and make sound judgements in the absence of complete data	
Duty 8 Research, assess, organise, interpret and disseminate careers-related and service delivery information, including labour market information (LMI) to meet the needs of clients, colleagues and other stakeholders	A CDP should demonstrate a systematic understanding of, and ability to deploy established and emerging techniques of analysis and enquiry to obtain, interpret and tailor information to meet the needs of clients and others	K1 K2 K4 K6 K15 K16 K19 K21 S11 S12 S13 S18 S20 B4 B7
Duty 9 Promote informed engagement with the career development service offer and enable clients to access wider career development and other support services	A CDP should demonstrate a practical understanding of the policy framework, current research, and expectations of clients and organisations, which enables them to critically evaluate and promote wider career development services	K2 K7 K8 K10 K14 K19 K22 S7 S8 S9 S11 B1 B4 B5 B8

KSBs

Knowledge

K1: What constitutes being a professional in the career development sector and own role in influencing and informing policy; methods for recognising the impact of own values, beliefs, prejudices, bias and attitudes on own work practice, learning and development, why it is important to do so and the effective use of supervision in developing practice

K2: The rationale of equality Legislation and its major provisions, relevant ethical principles and codes of ethical practice and the consequences of not adhering to them

K3: Theories, models, frameworks and pedagogic approaches for the design and delivery of effective career learning curriculum that supports the development of career management skills, employability and entrepreneurialism.

K4: Resources available to support the delivery of career-related learning, how they can be applied to enhance career learning within organisations and methods of validation and evaluation.

K5: How people learn the different learning styles, group dynamics and interpersonal communication

K6: The purpose of caseload management and the provision of a holistic career offer, and the need for short and medium term tracking of client destinations to verify the impact of the service provider and a range of methods that can be used to monitor, evaluate and report on service effectiveness including, where appropriate the use of quality awards or standard

K7: The composition of the community network and partnerships, including the role of employers, statutory and voluntary agencies and how to use and access them.

K8: How to make an appropriate referral within the organisation and to agencies external to the organisation.

K9: Measures to safeguard young people and vulnerable adult, including the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required.

K10: How to identify, access, maintain and evaluate networks and support systems that are beneficial to the client and own personal support and developmental needs

K11: How to enable individuals to analyse their needs, aspirations and expectations

K12: Have a knowledge and understanding of career management and the related skills.

K13: Basic employment rights, the selection and recruitment processes, and tools used in the current labour market.

K14: The principles and roles of brokerage and advocacy, and different approaches to influencing, negotiation, co-ordination and persuasion.

K15: The meaning of career related information, including LMI and its use in career education and career guidance counselling and developmental contexts

K16: How to ensure career development information is managed and organised in a way that meets organisational requirements and is accessible to individuals

K17: The contribution of research to the body of knowledge in the profession and the concept and value of evidence-based practice

K18: How the local, regional, national and international public policy framework, variations in external drivers (political, economic, legal, social and technological) and responses of learning organisations to changes in government policy can affect the context and provision of career learning and development.

K19: The different societal expectations related to career development (e.g. from the perspective of individual clients, policymakers and employers) and ways in which career development providers incorporate Legislation and guidance relating to equality, diversity, British values (where relevant), social justice and data protection into their policies and practice.

K20: The current policy and implications for practice with some awareness of the history and development of career development policy and practice in the U.K.; its purpose and the social and economic benefits, in particular its role in social mobility and raising aspirations.

K21: The changing context and range of employment, education and training provision available to clients and the relationships between the organisations within the sector in which the CDP is working.

K22: Methods of raising awareness of interested parties about the evolving labour market and organisational career structure.

Skills

S1: Reflection and self-evaluation: set and achieve target and objectives for professional development, based on self-assessment and feedback from line-management, peers and clients, and identify strategies to manage the effects of change on self and the development of a positive mental attitude.

S2: Organise and deliver activities with clearly defined and measurable learning outcomes that use and blend relevant resources, client-focused techniques and approaches that best meet the needs of individuals and enable them to fully engage in their career development.

S3: Critically analyse and compare the major models of career-related curricula within the organisation, evaluate activities in relation to defined outcomes and plan how to improve them and their own performance.

S4: Select, tailor and apply theory, concepts and effective practice relevant to the role and client base.

S5: Provide critical insight in the contemporary world of work and learning and analyse the implications of these for clients.

S6: Explore and clarify expectations and agree the aim, purpose and scope of the career development activities with the client.

S7: Build and sustain positive and constructive working relationships, resolve conflicts constructively in ways that do not undermine confidence.

S8: Engage and sustain relationships with employers and opportunity providers, individually or as part of organisational networks.

S9: Adapt activities and collaborate with other professionals to ensure that activities support and do not discriminate against clients with additional needs or who experience disadvantage.

S10: Prioritise the needs of all clients and workloads in order to provide fair and balanced provision whilst maintaining personal well-being.

S11: Record and analyse the outcomes of referrals so that examples of success and failure can be monitored and shared.

S12: Maintain appropriate records of client interaction, to explain their use in helping clients to effect change and to satisfy organisational monitoring arrangements.

S13: Use information technology and web-based resources with confidence in the support of career development activities (digital literacy)

S14: Prioritise need and provide on-going support to clients through a variety of different types of intervention and media.

S15: Raise client awareness of options and broaden horizons by introducing them to unfamiliar new ideas and sources of information, challenge and support them in reframing their thinking and encouraging their career adaptability.

S16: Equip, empower and encourage clients to undertake an assessment of their knowledge, skills, abilities and characteristics.

S17: Apply a knowledge and understanding of theories, models, frameworks and pedagogic approaches to support the development of an individual's career management skills.

S18: Understand and make effective use of occupational information and local regional, national am international labour market intelligence, including its relationship to societal developments, e.g. technological trends, policymaking, potential bias or partiality.

S19: Equip clients to use technology effectively in their career management (digital literacy)

S20: Understand and apply appropriate research strategies to obtain, interpret and tailor information to meet the needs of clients and others, including the appropriate use of primary, and secondary sources, and information technology, e.g. social media and web-based information sources.

Behaviours

B1: Equality – Act in ways that are just and fair, promote access and inclusion, adhere to any legal requirements and obligations and to address and challenge inequities where encountered.

B2: Integrity – Exercise integrity, honesty and diligence – act with trustworthiness and transparency in the provision of services, management of expectations and the honouring of promises and arrangements

B3: Impartiality – Embed the principle of impartiality into the design and delivery of career development services so that advice is based on the best interests and potential of the client and giving them the freedom to develop their own career paths. Where impartiality is not possible this must be disclosed at the outset

B4: Competence – Recognise the limits of own professional expertise and act within the boundaries of training and experience and adhere at all times to the ethical practice required by the organisation or profession. To participate in continuous professional development informed by reflective practice.

B5: Confidentiality - Maintain confidentiality and security of individual and organisational information that meets relevant legal requirements and organisational policy.

B6: Duty of care to clients – Act in the best interest of the client and establish a purposeful and professional relationship. Communicate in ways that are appropriate for each individual, encouraging active engagement in the process and enabling individuals to be autonomous where possible. Agree and record a realistic achievable course of action that will help individuals to progress to meet their short, medium and long-term objectives.

B7: Duty of Care to colleagues – Foster good practice across the profession by maintaining professional and supportive relationships and being respectful of the contribution others make to the services and activities provided.

B8: Duty of care to organisations – Act in accordance with the organisation's policy and procedures when prioritising the workload, creating and maintaining records and making referrals

20	PGCE or Exit Award Learning Outcomes

As per OCR Apprenticeship Standard for Level 6 Diploma Career Professional Development:

Level 6 Career guidance and development (ocr.org.uk)

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Please note: Career Development Professional Apprentices (CDPAs) will typically take up to 24 months to complete the apprenticeship as they will not progress to gateway and End Point Assessment (EPA) until they are deemed to be working at or above the occupational standard and have compiled a portfolio of evidence. Throughout the apprenticeship the designated ASO will contact the CDPA on a regular basis to review the eportfolio evidence that the CDPA is collating against the standard for the portfolio of evidence.

This diagram summarises the various milestones within the apprenticeship journey.

The Apprenticeship is studied part time over 24 months, utilising a blended delivery model incorporating a thematic approach linked to the OCR units. The themes and corresponding OCR units are below:

Prepare – OCR Unit 1: Preparing to work in the career development sector.

Reflect – OCR Unit 2: Reflect on and improve professional practice.

Theory - OCR Unit 3: Career guidance and development theories and models

Practice - OCR Unit 4: Agree the purpose of client-centred career guidance interviews and maintain communication with clients and OCR Unit 5: Explore and agree the career guidance and development needs of clients.

Information - OCR Unit 6: Use career-related information with clients

Network - OCR Unit 7: Work with other agencies for the benefit of clients and own organization.

Learning – OCR Unit 19: Plan and design career related learning programmes

Caseload – OCR Unit 20: Manage a personal caseload/work responsibilities in the career development sector.

September Cohort starts and March cohort starts follow the same programme structure, tailored to their start dates:

September Start

Year 1; Trimester 1	Year 1; Trimester 2	Year 1; Trimester 3
Unit 1: Preparing to work in the career development sector		
Unit 2: Reflect on and improve professional practice		
	Unit 3: Career guidance and development theories and models	
	Unit 4: Agree the purpose of client-centred career interactions and maintain communication with clients	
		Unit 5: Explore and agree the career guidance and development needs of clients
		Unit 20: Manage a personal caseload/work responsibilities in the career development sector
Year 2; Trimester 1	**Year 2; Trimester 2**	**Year 2; Trimester 3**
Unit 2: Reflect on and improve professional practice		
Unit 3: Career guidance and development theories and models		Gateway
Unit 4: Agree the purpose of client-centred career interactions and maintain communication with clients		
Unit 5: Explore and agree the career guidance and development needs of clients		
Unit 6: Use career-related information with clients		
Unit 7: Work with other agencies for the benefit of clients and own organisation		
	Unit 19: Plan and design career-related learning programmes	

March Start

Year 1; Trimester 1	Year 1; Trimester 2	Year 1; Trimester 3
	Unit 1: Preparing to work in the career development sector	
	Unit 2: Reflect on and improve professional practice	
		Unit 3: Career guidance and development theories and models
Year 2; Trimester 1	**Year 2; Trimester 2**	**Year 2; Trimester 3**
Unit 2: Reflect on and improve professional practice		
Unit 3: Career guidance and development theories and models		
Unit 4: Agree the purpose of client-centred career interactions and maintain communication with clients		
Unit 5: Explore and agree the career guidance and development needs of clients		
	Unit 6: Use career-related information with clients	
		Unit 7: Work with other agencies for the benefit of clients and own organisation
Unit 20: Manage a personal caseload/work responsibilities in the career development sector		
Year 3; Trimester 1	**Year 3; Trimester 2**	**Year 3; Trimester 3**
Unit 2: Reflect on and improve professional practice	Gateway	Gateway
Unit 4: Agree the purpose of client-centred career interactions and maintain communication with clients		
Unit 5: Explore and agree the career guidance and development needs of clients		
Unit 6: Use career-related information with clients		
Unit 19: Plan and design career-related learning programmes		

NB Teaching continues for both cohorts to the end of July. e.g. for March 2025 starts, their last taught day of the academic year 2025/26 is 24th July 2026. For Sept 2025 starts, the last taught day of the academic year 2025/26 is 30th July 2026. There are also then tutorials and optional August workshops for both cohorts.

21b	Module Structure

To achieve this qualification, learners must achieve a total of 60 credits made up as follows:

48 credits from the 7 mandatory units in Group A and a minimum of 12 credits from the optional units in Group B. Further detail can be found on the OCR website: Career Guidance and Development Level 6 Diploma - 04664 - OCR This qualification is internally assessed by occupationally competent centre assessors and quality assured by occupationally competent internal quality assurance personnel and externally verified by OCR.

Within the BGU Curriculum Design for the CDPA, all Units are mandatory, there is no optionality and that all BGU learners will study pre-selected 'optional' units to form the required credits. and total 61 OCR Credits for completion of the Diploma. Themes and Units are used as interchangeable concepts in the CDPA, as each Theme relates directly to a specific unit. Units 1-7 are mandatory units and Units 19 & 20 come from the OCR optional unit's category, however, for BGUs purpose that there is no optionality and that all BGU learners will study Units 19 & 20 as pre-selected 'optional' units to form the required credits.

Theme:	Units covered (hyperlink to OCR spec):	Level:	Credit value:	GLH:	Links to other themes:
Prepare	Unit 1: Preparing to work in the career development sector	4	6	40	All
Reflect	Unit 2:Reflect on and improve professional practice	6	6	40	All
Theory	Unit 3: Career guidance and development theories and models	6	12	90	Prepare
Practice	Unit 4: Agree the purpose of client-centred career interactions, maintain	6	6	40	Theory

	communication with clients development needs of clients And Unit 5: Explore and agree the career guidance and development needs of clients	6	6	40	
Information	Unit 6: Use career-related information with clients	6	6	40	Practice & Learning
Network	Unit 7: 634203-work-with-other-agencies-for-the-benefit-of-clients-and-own-organisation.pdf (ocr.org.uk)	6	6	40	All
Learning	Unit 19: 634224-plan-and-design-career-related-learning-programmes.pdf (ocr.org.uk)	6	9	60	Practice & Information
Caseload Management	Unit 20: Manage a personal caseload/work responsibilities in the career development sector	4	4	20	All
				410 total	

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

This programme has been designed to equip Career Development Professional Apprentices (CDPAs) with the knowledge and skills that will empower them to improve their career development abilities. CDPAs are a key component of all types of business model where there is a workforce to support through Career Development changes. The broad purpose of this programme, in line with the standard, is to equip CDPAs to support, enable and empower their clients to consider career development decision making for their own continuing professional development within an organisation.

The curriculum has been designed in line with the OCR Learning Outcomes and Assessment Criteria for the Level 6 Diploma in Career Guidance and Development and aims to develop enquiring, critical and reflective Career Development Professionals who respond well to challenge, enabling them to contribute proactively to the Careers space within organisations, public life and statutory bodies. The programme embeds functional skills and actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

There are eight distinct Themes that compromise the programme, and each has been specifically curated to develop the CDPA's skills, knowledge and behaviours that compromise the CDPA standard, as well as reflecting the nine units that compromise the OCR Level 6 Diploma in Career Guidance and Development. To achieve this qualification, learners must achieve a total of 60 credits made up as follows: 48 credits from the 7 mandatory units in Group A and a minimum of 12 credits from the optional units in Group B.

This qualification is internally assessed by centre assessors and quality assured by internal quality assurance personnel and externally verified by OCR.

BGU programme design includes:

- Four taught days for each Theme, including: assignment days; workshops; professional practice and skills development sessions.

- Blended delivering incorporating eight on-campus days, one for each Theme and the other three days covered by online learning.

The blended strategy has been developed in response to learner and employer feedback, in addition to the findings of the Greater Lincolnshire LEP Employment and Skills Advisory Panel Local Skills Report (2021) (please see section 3.29)

https://www.greaterlincolnshirelep.co.uk/assets/documents/Greater_Lincolnshire_Local_Skills_Report_April_2 021.pdf. BGU is predominantly a regional training provider and the factors cited in the report, such as digital poverty and rurality, have influenced the decision to create a programme that meets with regional needs and expectations whilst addressing the skills gaps noted by the Greater Lincolnshire LEP Employment and Skills Advisory Panel. Ensuring that apprentices can access this CDPA via a blended strategy therefore opens up the opportunities to access this programme regardless of geographical challenges. Furthermore, work with employers to address digital poverty will prevail as employers will be required to demonstrate a commitment to supporting CDPAs to access the programme remotely whether that be through providing the technical resources for them to access this from a place of work or home, or the opportunity to come on to site at BGU to access this programme via the study spaces available such as the library.

In the workplace, CDPAs will develop their knowledge, skills and behaviours in line with the OCR Level 6 Diploma, CDPA Standard and their Individual Learning Plan (ILP). Workplace mentors will be required to understand the CDPA Standards requirements, and to support the CDPA's learning and development needs through 'on the job' and 'off the job' training. An apprenticeship requires 20% of an employee's time to be allocated for 'off the job' study. Off-the-job training must be directly relevant to the apprenticeship. It can include the following:

- the teaching of theory (for example, lectures, role playing, simulation exercises, online learning, and manufacturer training).

- practical training, shadowing, mentoring, industry visits, and participation in competitions; or

- learning support and time spent writing assessments/assignments.

Off-the-job training does not include:

- training to acquire knowledge, skills and behaviours that are not required in the standard or framework.

- progress reviews or on-programme assessment required for an apprenticeship framework standard; or training which takes place outside the apprentice's normal working hours.

- Please see https://www.gov.uk/guidance/apprenticeship-funding-rules for more information.

In line with the requirements of the apprenticeship programme, CDPAs are required to produce a portfolio of evidence to capture the requisite knowledge, skills and behaviours of a CDPA, as defined by the apprenticeship standard, in order to demonstrate the level of competence required for EPA. Throughout the duration of the programme, CDPAs will be encouraged to populate their e-portfolio of evidence to evidence their development by Theme tutors and their designated Apprenticeship Support Officer (ASO).

All CDPAs are assigned an ASO prior to the commencement of their programme. The ASO will be the main point of contact for the CDPA and their employer, alongside the Programme Leader, throughout the duration of the programme. The ASO will provide guidance and support relating to the apprenticeship as a whole throughout the duration of the programme. The ASO will support CDPAs to refine their e-portfolios in preparation for Gateway and will liaise with employers to determine when CDPAs can progress forward for EPA.

The curriculum is action centred and challenges CDPAs 'to do'. Core to the notion of 'doing' and acting is the spirit in which this activity should be 'done'. CDPAs on the programme will be challenged to act in line with the ethos of the ethical codes which surround carers work, focusing on the CDI Code of Ethics and the AGCAS Code of Ethics as two examples. Individual Themes embed this ethos in addition to the BGU Graduate Attributes. The curriculum is also reinforced by its commitment to uphold the CDI Code of Ethics:

Equity, Diversity and Inclusion
Members will actively promote equity and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination. Members will promote access to career development activities and services in a range of ways that are appropriate and ensure inclusion for all.

Accountability

Members are accountable for their career development activities and services and will submit themselves to whatever scrutiny is appropriate to their role, including the CDI Discipline and Complaints Procedure.

Autonomy

Members will encourage individual autonomy, enabling clients in making decisions in the individual's best interests.

Confidentiality

Members will respect the privacy of individuals. Career development interactions should be conducted in an agreed and suitably private environment. Clients must be informed of the limits of confidentiality and data-sharing at the outset. Disclosure of confidential information should only be made with informed consent or when required by law.

Competence and Continuous Professional Development

Members will maintain their professional competence, knowledge and skills through participation in continuous professional development informed by reflective practice and relevant national standards. Members will also represent their professional competencies, training and experience accurately and function within the boundaries of their training and expertise.

Duty of Care to Clients

Members have a moral and legal duty of care and will adopt a client centred approach agreed with the client.

Impartiality

Members will maintain awareness of any limitations on their impartiality, acknowledge potential impact and take a neutral and non-directive approach when working with clients. Where impartiality is not possible, members will declare this to the client promptly.

Transparency

Members will agree the purpose and approach to their career development services and activities in an open and transparent manner to gain trust and informed consent.

Trustworthiness

Members will act in accordance with the trust placed in them and honour agreements and promises.

Fitness to Practise

Members will embrace reflective practice and maintain their fitness to practise in terms of their personal integrity, physical and mental well-being.

CDPAs are encouraged to join the CDI as Student Members, CDPAs are expected to adhere to this code during their time on the programme and the programme has been designed in such a way that it promotes this ethos. The registration and certification fees payable to the CDI are not included within the apprenticeship fee. It is made clear that any additional fee for membership or registration will be payable by the CDPA or their employer.

As there is no pre-requisite to have studied careers previously, or to have acquired higher level qualifications, CDPAs will be supported to develop a wide range of study skills through engaging in a series of development activities hosted by the Hub. The Hub work closely with the programme team to support students to develop and enhance their digital and academic literacy throughout the programme. Learners who require additional support for English and Maths Functional for development, if negotiated as required by their employers, or additional needs will also receive a bespoke support package, as determined by their ASO and detailed in their Individual Learning Plan (ILP).

Throughout the duration of the apprenticeship, due consideration will be given to ethical guidelines, specifically concerning preserving anonymity of sensitive data and information presented as part of the assessment strategies and within the classroom environment. Full engagement with BGU's professional research community is expected and learners will seek appropriate ethical clearance where necessary through the ethics approval process in line with BGU's research ethics and integrity statement and BGU's Research Ethics Policy, which is available on the University website:

https://www.bishopg.ac.uk/about-bgu/policies-and-procedures

The programme structure aligns to the development of BGU Graduate Attributes as follows:

1: Academic Literacies – CDPAs are enabled to develop academic literacy through engagement with critically analysing and systematically evaluating and synthesizing original empirical research in their assignments. These skills are developed from the start of their programme and CDPAs are expected to develop their academic literacies throughout the duration of the programme. Additionally, assessments are specifically designed to support students in developing their academic competency, for example in critically evaluating their practice against theoretical models.

2: Global Citizenship – CDPAs will develop a global perspective of Career Development through specific modules and activities, for example through engaging with different cultural and societal views on career development practice.

3: Information Literacy – Information literacy will be developed throughout the programme and CDPAs will be required to independently search for academic sources through, for example Worldcat and Google Scholar. Engagement with the BGU Library and The Hub will support CDPAs to develop these skills.

4: Digital Fluency – Assessments are designed to support CDPAs in developing digital fluency through a range of assessments including a narrated PowerPoint and through demonstrating digital literacy though observed interviews and group work sessions. In addition, students will be encouraged through their studies to engage in online forums and discussion groups. The teaching team and ASO will also model the use of technology through session delivery as appropriate.

5: Employability – Employability is a key focus of the course, and a balance has been sought between creating a vocational course while meeting the demands of level 6 study. As graduate attributes are embedded into all modules, it is anticipated that all CDPAs will further enhance their own employability skills and will model this within the workplace.

6: Being Enterprising – the course discipline coupled with the practical nature and characteristics of the course means that CDPAs are challenged to develop creative problem-solving skills through directed independent learning.

Length of programme

The Apprenticeship will take up to 24 months, with nineteen months of teaching for the Level 6 Diploma, prior to entering an end point assessment phase which takes around three months. The duration for each learner will differ depending on their previous careers sector experience, initial assessment and plan.

23	**Learning and Teaching Strategies**

Delivery overview:

• Induction – including course and programme information; initial assessment; enrolment.

• Course Duration –24 months to Gateway, followed by 3 months preparation for End Point Assessment.

• Individual Progress Reviews – in-between workshops

• Individual Tutorial support, assessment & feedback – face-to-face, on-line and telephone (integrated with Tripartite and Progress Reviews, with additional contacts in between, as required)

For each Theme dedicated delivery days both on campus and online cover the indicative guided learning hours required for each unit. See Appendix One for further detail.

Approach to Teaching

The underlying pedagogy (the method and practice of teaching) on this Apprenticeship is blended and active learning.

Blended learning is a form of teaching that constructively aligns classroom-based and virtual learning environments to enhance the experience (academic, intellectual, social, and emotional development) and outcomes (acquiring knowledge and grades) of the learner.

Active learning meanwhile is an approach to teaching that prioritizes the engagement of learners as active participants in their acquisition of knowledge, with learners invited to join the lecturer in the co-creation of information and expertise. You can read more about active learning here: https://www2.le.ac.uk/offices/lli/developing-learning-and-teaching/enhance/strategies/active-learning

Specifically, this Apprenticeship adopts what is called a 'station rotation' approach to blended learning. The station rotation model allows learners to rotate through different learning environments encompassing the classroom and online. The suggested rotation through the various learning environments is as follows:

OneFile (Pre-Classroom Virtual Learning) > On-Campus Learning > OneFile (Post-Classroom Virtual Learning).

Pre-Classroom Virtual Learning

Ideally, learners will have engaged with these learning materials before coming to campus, this virtual learning environment having been designed to introduce the teaching topic and ensure that original thinking and critical analysis has begun even before the learner has entered the classroom. In order to stimulate active learning each pre-classroom learning activity is interactive, with learners expected to answer questions related to the materials such that the lecturer can check learning is taking place.

Each week the pre-classroom virtual learning materials will consist of:

•   Required Pre-Reading (with questions to stimulate the acquisition of knowledge).

On-Campus Learning

The table below provides a broad overview of the schedule learners can expect in their classroom-based learning proceeded by an explanation of what students can expect in each session. For an in-depth exploration of the topics this module will explore, please consult the table on the final pages.

Time	Schedule
9.00-9.15	Welcome & Introduction
9.15-10.15	(Interactive) Lecture
10.15-10.30	Break
10.30-11.30	(Interactive) Lecture
11.30-12.00	Overview, Revision Activities, and Q&A
13.00-14.00	Seminar Activities
14.00-14.15	Break
14.15-15.00	Workshop Activities

What to Expect in your Sessions?

(Interactive) On-Campus Lectures

• The lectures on this Apprenticeship are designed to engage learners in active learning in which they join the lecturer in the co-creation of knowledge and expertise.

• The lectures therefore are different to the traditional format of passive learning in Universities in which lectures are used by the lecturer to impart information to students.

• In order to achieve this objective of active learning, lectures are interactive requiring regular learner participation in activity tasks.

• These activity tasks take many forms. Some will have been created by the lecturer with learners expected to complete the designated activity. Others will provide space for learners to engage in self-directed learning to retrieve relevant research to effectively contribute to the class-based learning of the entire cohort.

Seminar – Assignment Workshops and Professional Practice sessions

• The seminars on this module engage students in active learning with learners asked to participate in tasks and activities to enhance their learning as directed by the Lecturer.

• For example, activities learners might expect in seminars include case study discussion or document analysis, as well as other forms of enquiry or problem-based learning.

Workshop

• The workshops on this Apprenticeship will take two forms.

• The first form will be a delivered session by experts from the Hub, specifically Learning Development and Digital Learning. The aim of these session will be to develop or enhance academic skills relevant to successful completion of the coursework (Skills Development).

• The second form is the provision of space for students to engage in reflective practice and self- and peer supervision to discuss case studies of practice relevant to the taught theme (Professional Practice).

• In the second form, the lecturer will provide a suggested framework of activities the learner might engage with, but these are purely advisory, and it is within the learner's discretion to forge their own path towards independent learning.

Post-Classroom Virtual Learning

These materials are designed to reinforce learning that has taken place within previous session and provide space for learners to engage in wider self-reflection about what they have learnt. In order to stimulate active learning each pre-classroom learning activity is interactive, with learners expected to answer questions related to the materials such that the lecturer can check learning is taking place.

Each week the post-classroom virtual learning materials will consist of:

• Further Research (with questions to stimulate the acquisition of knowledge).

• Suggestions for Off the Job (OTJ) activities

• A reflective Journal entry on OneFile to support Learner Journey and reflective practice.

- These Asynchronous/ Directed Independent Learning/ OTJ (hrs) are fully details in a slide accompanying each PowerPoint for each session. For Example, Slide taken from Theory 3.1 PowerPoint:

OTJ Direction:

> **Identify one theory/ model from today that has inspired you and think about how you can use this in practice – mindmap this and add to your Reflective Journal entry for today's session on OneFile (2 hours)**
> **Independent learning – reading list, online resources, wider research (8 hours)**
> **Complete Assignment 3.1 (5 hours)**

Curriculum Overview (In-Depth)

Mapping of the apprenticeship standard, Functional Skills, British Values, Equality and Diversity, Prevent Duty and Safeguarding is incorporated into the design and delivery of the apprenticeship, and CDPAs will become familiar with a mapping slide (used on every PowerPoint) that is used across the programme in order to identify where there is an opportunity to develop their Knowledge, Skills and Behaviours or to develop their Portfolio of evidence, etc.

Reflective Practice is encouraged and embedded throughout the programme and is core to a CDPA's professional development. Reflective practice encourages CDPAs to make sense and meaning from their experiences and transforms insights into practical strategies for personal growth and future impact. In line with the Careers Development Institute (CDI) definition on reflective practice, this approach deepens learning. Reflective practice throughout the duration of the programme may be

captured and expressed in a variety of forms such as written spoken, or pictorial. Such reflections may be captured for formative or summative purposes and used as part of the portfolio for EPA purposes.

24	Assessment Strategies

Apprenticeship assessments provide opportunities for CDPAs to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual and transferable skills. A range of assessments are used which are relevant to the individual demands of the subject matter and enable CDPAs to participate in a varied and engaging educational and personal development experience. Assessments are used to appropriately test and encourage CDPAs to apply different areas of knowledge and demonstrate a wide range of skills. Innovative assessments that cater for an array of learning styles and preferences are a key feature of this programme, including observations of guidance interviewing and groupwork delivery practice in the workplace.

Across the programme, the workload for students is also carefully managed through the effective scheduling of assessments and the use of a consistent standardisation process.

Where practical assessment takes place, students are supported with skills development during taught sessions prior to delivery. This may include specialist digital input from The Hub. The Hub work closely with the programme team to support CDPAs to develop and enhance their digital and academic literacy throughout the programme. Group work is also used as a summative assessment strategy, as is direct observation of interview practice in line with the requirements of the OCR Unit specifications for the Level 6 Diploma in Career Guidance and Development.

CDPAs knowledge, skills and critical understanding of the subject will be assessed by a variety of methods as follows:

Assignment:	Method of Assessment:	Assessment Weighting per Unit:	Indicative assessment length:
(Unit 1) Prepare 1.1	Report	20%	1,000 words
(Unit 1) Prepare 1.2	Written Assignment	35%	1,500 words
(Unit 1) Prepare 1.3	Narrated PowerPoint	45%	20 minutes long

(Unit 2) Reflect 2.1	Written Assignment	35%	2,500 words
(Unit 2) Reflect 2.2	Online presentation	25%	10 minutes long
(Unit 2) Reflect 2.3	Written Assignment	40%	2,000 words
(Unit 3) Theory 3.1	Written Assignment	50%	3,000 words
(Unit 3) Theory 3.2	Written Assignment	50%	3,000 words
(Unit 4) Practice 4.1	Written Assignment	50%	2,500 words
(Units 4 & 5) Practice 5.1-5.4	4 x Observed Interviews including: reflection, Action Plans & case study	Submitted as a portfolio and therefore 100% (60% observation/ 30% reflective assignment/ 10% case study)	Tailored to Learner
(Unit 6) Information 6.1	Workbook	50%	2,800 words
(Unit 6) Information 6.2	1 x Observed Group Session and Case Study	50%	1,500 words
(Unit 7) Network 7.1	Report	50%	1,000 words
(Unit 7) Network 7.2	Case Study	50%	1,500 words
(Unit 19) Learning 19.1 & 19.2	Portfolio of Evidence & Case study	100%	5,000 words in total
(Unit 20) Caseload 20.1	Professional Discussion (Date and time to be agreed individually)	100%	40 minutes

Work will be marked in accordance with the Guidance on Marking and Moderation of Student work. file://bgc.local/staff-area/files/rgoodman/Downloads/Guidance-on-Marking-andModeration%20(2).pdf.

The programme team undertake regular standardisation activities to ensure a consistent approach to marking and moderation. Less experienced members of the programme team will be supported to develop their skills by the Programme Leader for Business and the Internal Quality Assurer in addition to the designated Theme leader / senior members of the programme team.

Once CDPAs have completed their 'on-programme' activity, they can progress to the End-point Assessment Gateway (EPA). The 'on-programme' assessment strategies will support CDPAs to prepare for EPA and may provide opportunities to demonstrate the Knowledge, Skills and Behaviours of the occupational standard for the portfolio of evidence. CDPAs are therefore encouraged to map each assessment to the distinct Knowledge, Skills and Behaviours of the occupational standard where appropriate.

End Point Assessment (EPA) overview

Guidance relating to End-Point Assessment for the Career Development Professional can be found here:

https://www.instituteforapprenticeships.org/media/3049/st0694_career-development-professional_l6_plan-for-publication_070519.pdf

A summary of the EPA process is detailed below:

EPA summary table

On-programme (typically 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
End Point Assessment (EPA) Gateway	• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics Level 2 Apprentices must complete the following approved qualifications mandated in the standard: • A career-related qualification (minimum of 60 credits at level 6 or higher) approved by the Career Development Institute as giving eligibility to the Register of Career Development Professionals Apprentices must have: • Completed the programme of learning • Produced a portfolio that provides evidence of having met the KSBs. Details are provided in the section on Assessment Method 1: Professional Discussion (page 6). The format and structure of the portfolio needs to be agreed between the employer, the apprentice and the EPAO (e.g. hard copy or on-line). However, the content must be sufficient to evidence that the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 1: Professional Discussion (AM1). There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to AM1. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will be a minimum of 9 pieces (1 per duty) and a maximum of 12 pieces of evidence. The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills, and behaviours supported by appropriate evidence, including photographic evidence and work products, such as work instructions, safety documentation, company policies and procedures as appropriate to the activities. Progress review documentation, witness testimonies, and feedback from colleagues and/or clients should also be included. The apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy
End Point Assessment (EPA) Gateway	and procedures, although the end-point assessment organisation will provide further guidance on the content.
End Point Assessment (This would typically take 6 Months)	Assessment Method 1: Professional Discussion underpinned by a portfolio Assessment Method 2: Project - Written Assignment
Professional recognition	Aligns with recognition by: • The Career Development Institute

25	**Inclusive Practice and Personal Development Planning**

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. The University provides a Student Advice and Wellbeing service that assists students who have declared personal access needs or a known disability. The Student Advice and Wellbeing team work closely with the Business and Enterprise Programme

The Operational Lead and wider team including the Apprenticeship Support Officer (ASO) to identify specific actions to support effective learning and development for individuals who have declared personal access needs. The Student Advice and Wellbeing Team will refer apprentices to additional external services where appropriate. This may include a referral for a 'needs assessment'. Further details on needs assessments and Help for students with a learning difficulty, health problem or disability can be found here: https://www.gov.uk/disabled-students-allowance-dsa

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through The Hub. For example, Digital Learning support with skills development activities within the programme, and Learning Development are regularly signposted to all learners. Learners with identified additional needs via the APP are supported to access suitable support through both the Apprenticeship Support officer and the programme tutors. In accordance with BGU's Diversity and Equality Policy, the CDPA strives to reflect and value the diverse experiences which students bring to the course, and a diverse and inclusive curriculum.

All CDPAs are assigned an ASO for the duration of their programme. In addition, Theme Tutors strive to support individual learners' needs and to make any reasonable adjustments that learners may require. The Business and Enterprise team are confident in escalating concerns where required and with supporting learners in accessing additional support, whether academic or welfare related.

The subject area takes an inclusive approach to all learning and teaching activities.   Effective use is made of the e-portfolio system OneFile for learning and communication purposes. In addition, where appropriate, agreed alternative assessment tasks such as Professional Discussions and time-limits are provided according to individual access needs. (See: Code of Practice for the Assessment of Students, and Code of Practice for Students with Access Needs).

The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables individuals to identify career goals and construct actions plans to achieve them. In collaboration with their ASO and Career Readiness (BGUs Careers, Employability and Enterprise service) students can reflect on their academic progress and assessment results, engage with the BGU Graduate Attributes framework and the Graduate Attributes Excellence Award, and evidence additional academic and professional achievements.

26	Technology Enhanced Learning

The e-portfolio system OneFile is used throughout the programme with every Theme having a relevant resource area for each cohort. The resource areas are used to provide information on the schedule of teaching, announcements, and an extensive volume of supporting materials. These include reading materials that are continually reviewed and enhanced by Theme leaders in conjunction with the subject librarian.

Included within the Library Systems are access to journals and specific subject related learning resources. Theme specific elements are laid down within individual themes. Links to on-line digital resources podcasts and videos are also provided through e-portfolio system OneFile.

Lectures, seminars, and workshops use technology to support and enhance learning, and learners can expect to use a variety of digital applications. Visiting speakers may make virtual guest appearances and learners will benefit from online workshops, seminars, and lectures due to the nature of the programme. In addition, tutorials may be facilitated virtually through online applications. Learners will use technology to compile their portfolio as part of the EPA process.

27	Work-related Learning and/or Placement

This programme is a professional development programme that has been designed to equip Career Development Apprentices (CDPAs) with the knowledge and skills that will empower them to improve their career development abilities, lives, and futures. CDPAs are a key component of all types of business model where there is a workforce to support through Career Development changes.

Owing to the nature of this programme, opportunities for work-related learning arise at all levels within the programme through the core curriculum design. As apprentices, Career Development

Professionals are work based for the duration of their programme and must have a contract of employment that is long enough for them to complete their apprenticeship (this is typically at least 30 hours although where an apprentice works part-time BGU will work with the employer and the apprentice to determine the extended apprenticeship duration). Where apprentices work part- time they will typically undertake the Career Development Professional Apprenticeship Units (Themes) in line with he taught schedule for their cohort but may be granted additional time to complete their off-the-job training prior to progressing to the EPA Gateway. This may involve staggered delivery of certain units (Themes) across two cohorts, for example beginning with a March Cohort and completing with the following September's cohorts. Employers must support apprentices to spend 20% of their contracted hours off the job engaged on training, assessment, or associated activities. All applications will be considered on a case-by-case basis in line with the Apprenticeship Funding Rules. The Apprenticeship funding rules and guidance for employers can be accessed here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/975792/2 021_Employer_Rules_Version_5v1.0_FINAL__002_.pdf

Apprenticeship employment is required as part of the recruitment/enrolment process and will be checked and assured by the BGU Apprenticeship Team.

A summary of the typical occupation environment can be found within the Higher Apprenticeship Standard for Career Development Professionals:

Career development professional / Institute for Apprenticeships and Technical Education

Before the start of the apprenticeship, BGU will outline and agree a commitment statement with the employer and apprentice that outlines the specific commitments to the programme

28	Employability

The Career Development Professional Apprenticeship is powered by the Level 6 OCR Diploma in Career Guidance and Development. On completion of the Apprenticeship, learners will be eligible to apply to join the Register of Career Development Professionals of the Career Development Institute. They can also meet the statutory requirement for Level 6 qualified advisers to give careers guidance interviews as part of an organisations commitment to meeting Gatsby Benchmark Eight.

The Apprenticeship Standard has been designed by employers, working with the CDI, to develop the strategic skills and professional qualities of those responsible for the overall career development opportunities within and long-term sustainability of their organisations. A unique feature of the apprenticeship is the blend of employer-defined skills, knowledge and behaviour outcomes that are integrated and assessed as part of the academic programme and broader EPA.

As such, the Career Development Professional Apprenticeship has been designed to reflect the needs and views of employers as it maps to the apprenticeship standard. The programme delivery pattern has also been designed following employer consultation.

As this programme is a professional development programme for individuals in existing employment, it has been designed to enhance their employability by preparing them for transitioning into management roles withing careers and formalising their knowledge and skills within a qualification framework. Employability is therefore seen as an intrinsic aspect of the programme.

A commitment to levelling up and engaging with organisations to drive social mobility has been made by the programme team, and this approach and ethos will be core to developing the Business and Enterprise provision and a wider network of engaged, committed, and connected stakeholders. It is therefore anticipated that CDPAs may in the future become mentors and sponsors for undergraduates or apprentices on other programmes within the Business and Enterprise Portfolio at BGU.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Applicants for this programme will need to be resident in the UK and in employment.

Entry requirements are outlined by the Institute for Apprenticeships and Technical Education. However, individual employers will set the selection criteria for their CDPAs. This will involve previous careers experience, but not necessarily having previously undertaken an apprenticeship or qualifications. There are no upper age restrictions, although apprentices on the CDPA must be aged over 18 as a minimum.

Applications for this programme can only be made with the consent of the sponsoring employer, and the employer will be engaged from the outset. In instances where employers may wish to secure multiple places on the programme, they may be the initial enquirer as opposed to the proposed apprentice(s) and thus, all relevant information will be shared with the employers for them to determine whether to proceed with their initial enquiry. In all instances, employers must be engaged in the application process.

Eligibility requirements surrounding funding for apprentices can be located here:

https://www.gov.uk/guidance/apprenticeship-funding-rules

Each employer must:

- Identify apprentices that may be suitable for the CDPA.

- Ensure the apprentice is undertaking real work which is productive and gives apprentices opportunities to access develop, practice, and evidence knowledge and skills to meet the Standard.

- Allow the apprentice to attend external off-the-job training and assessment as part of their paid working hours.

- Take part in quarterly reviews and a formal annual review with BGU to review the apprentice's progress.

- Liaise with BGU regarding the end-point assessment and ensure employer participation in the panel.

- Be expected to employ an apprentice for the full duration of their apprenticeship.

- (In most cases) be expected to employ an apprentice for at least 30 hours per week.

Prior to start, the Apprenticeships Team will undertake eligibility checks, and a member of the programme team will meet with the prospective apprentice to undertake a skills scan /diagnostic to determine entry to study at the appropriate level.

All prospective students are required to have an interview with the Programme Leader or a member of the academic team before commencing the course (this includes a Teams interview) to determine their suitability and to assess whether the apprenticeship is a suitable route for them.

After this point, a decision on the application will be made in conjunction with the apprenticeship team. The apprenticeship team (in conjunction with the delivery team) will confirm whether the individual (if made an offer to join the programme) can join the programme and the arrangements for this, including whether the potential apprentice can claim Recognition of Prior Certificated Learning (RCPL) or Recognition of Prior Experiential Learning (RPEL) upon entry to the programme.

All courses within BGU are committed to widening participation in Higher Education.

For learners that change job role or employment during the apprenticeship, BGU's apprenticeship team will help the learner and new employer explore potential options to enable the apprenticeship to continue. Before an apprenticeship can be transferred to a new employer there are several points to consider:

- Is the learner's new job role still appropriate for the apprenticeship standard? The training provider must ensure that the apprentice will have suitable off the job training opportunities as part of the new role that will continue to support the development of the learner's knowledge, skills and behaviours on the apprenticeship. The learner's job role will also provide opportunity for new knowledge and skills to be practice, which will also help generate

evidence for the end point assessment. If the learner's new job role is no longer suitable for the apprenticeship standard, the learner must be withdrawn from the programme.

- Is the new employer willing for the learner to continue the apprenticeship? The apprenticeship team will support the learner and can reach out to the key decision maker at the new employer to discuss the apprenticeship programme, off the job training requirements, funding compliance and the remaining programme fee. If the employer is not willing to take the apprenticeship on, the learner must be withdrawn from the programme.

  - It is important to note that some employers work exclusively with other training providers which may result in the learner continuing the apprenticeship elsewhere. If allowed, the apprenticeship team will submit a tender to the new employer to secure the possibility of a training contract.

- If the employer/apprenticeship transfer is agreed, BGU's apprenticeship team will work with the old employer and new employer to transfer the apprenticeship over on the Digital Apprenticeship Service (DAS) Account. The transfer should take place within 1 month of the old job ending on the new one starting to avoid funding errors. The learner will also receive a new Individual Training Plan and Apprenticeship Agreement once the transfer is confirmed. The employer will receive a Framework Agreement setting out the terms of their relationship with BGU.

- For apprentices experiencing redundancy and have completed less than 75% of the on-programme duration, there is a 12 week grace period to allow suitable employment to be found. The apprentice can continue learning on programme throughout grace period. If suitable employment cannot be found, the apprentice will be withdrawn from programme.

- For apprentices who are made redundant after completing 75% of the on-programme element of the apprenticeship, the ESFA will fund the remainder of the programme (including EPA) if suitable employment cannot be found. End Point Assessment Organisations (EPAOs) will be notified to allow reasonable adjustments to be made to assessment methods.

Apprentices who are made redundant are signposted to BGU's Careers Readiness for support with CV writing, interview practice and CIAG.

30	Programme Specific Management Arrangements

- General

The Apprenticeship Team will conduct the initial assessment of learners on entry to the programme and provide support and guidance in compiling the apprentice portfolio.

- Taught programme

The CDPA teaching team located within the Business and Enterprise Team will have oversight of programme delivery and arrangements, ensuring that the apprentice is given the opportunities to develop the Knowledge, Skills and Behaviours outlined in the Apprenticeship Standard and monitor learner progress during the on-programme period.

- Assessment and Internal Quality Assurance (IQA)

The CDPA teaching team located within the Business and Enterprise Team in consultation with the Apprenticeship team will identify a suitable End-Point Assessment Organisation (EPAO) drawn from the register of approved EPAO providers.

31	Staff Responsibilities

- General

All staff delivering within the subject area are suitably qualified to teach the units that comprise the programme, although staff specialise in their areas of interest and expertise. The delivery team are committed to developing, maintaining, and documenting their professional skills through ongoing CPD. Permanent members of the BGU Business and Enterprise Team will act as designated Theme leaders and personal tutors, whilst visiting tutors are employed to support module delivery. The Senior Lecturer on the CDPA also functions as Operational Lead.

Theme Tutors develop a teaching schedule based on the requirements of the related-module specification. Prior to the start of the semester of delivery, Module Tutors devise assessment tasks and draw-up Assignment Briefs that align with the Unit's Learning Outcomes. These are reviewed by the Programme Leader, Head of Programmes, EQA and IQA, and are made available through OneFile.

Marking is undertaken in line with the University's Code of Practice for the Assessment of Learners and the Guidance on Marking and Moderation.

All CDPAs are assigned an Apprenticeship Support Officer (ASO) prior to the commencement of their programme. The ASO will be the main point of contact for the CDPA and their employer alongside the Operational Lead throughout the duration of the programme. The ASO will provide guidance and support relating to the apprenticeship throughout the duration of the programme, this may include but will not be limited to, drawing up tripartite agreements and commitment statements, providing learners with opportunities to undertake skills gap analysis and undertaking tripartite reviews. The ASO will support CDPAs to build and develop their eportfolios in preparation for gateway and will liaise with employers to determine when CDPAs can progress forward for EPA.

The University is committed to maintaining the highest standards to protect and safeguard those individuals for whom it has responsibility. All members of the BGU community are responsible for Safeguarding. The Safeguarding Children and at-risk Adults Policy is designed to protect both those in a position of trust, and those for whom they have responsibility. It provides procedures to follow where there is concern for a child or an at-risk adult's welfare, including where an allegation is made about a member of the University. It also provides information to ensure that members of the University do not put children or at-risk adults in a vulnerable position. The policy is located on the University website: https://www.bishopg.ac.uk/about-bgu/policies-and-procedures

BGU will be inspected by Ofsted in line with the Guidance for inspectors carrying out inspections under the education inspection framework:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/I nspecting_safeguarding_in_early_years__education_and_skills.pd

32	Programme Specific Academic Learner Support

The Library Services team and Hub staff, specifically from Digital Learning and Learning Development, are available to learners to provide support in relation to academic literacies.

Active engagement with the wider professional services is key to an excellent learner experience. All learners within the subject area are assigned a ASO for the duration of their course. This is in addition to the support provided by the Theme Leaders and course tutors. Apprentices will also benefit from peer support through active engagement with their cohort and others from the wider BGU CDPA cohorts. Learners are closely monitored and supported during the first trimester of their programme.

The ASO will be the main point of contact for the CDPACDPA and their employer alongside the Programme Leader throughout the duration of the programme. The ASO will provide guidance and support relating to the apprenticeship throughout the duration of the programme, this may include but will not be limited to, drawing up tripartite agreements and commitment statements, providing learners with opportunities to undertake skills gap analysis and undertaking tripartite reviews. The ASO will support CDPAs to build and develop their e-portfolios in preparation for gateway and will liaise with employers to determine when CDPAs can progress forward for EPA.

In addition to the ASO, apprentices will have an allocated personal tutor as part of the Development and Career Plan process. This will be a member of the academic team delivering the programme. The Business and Enterprise Team take steps to ensure learners are appropriately academically equipped to pursue the programme of study. This is delivered through several embedded skills development sessions, as well as University level enhancement sessions supported by staff in The Hub.

If subject area academic staff feel it is necessary, they signpost learners towards additional support, whether academic or welfare related. BGU Student Advice and Wellbeing team will offer learners advice and guidance to learners in areas such as accessibility and disability support, funding, welfare and counselling, alongside access to a 24- hour online peer and professional support service. Career Readiness will support learners in terms of career education, guidance and information, supporting Apprentices to continue their broader professional development and enhance their employability prospects.

33	**Programme Specific Learner Evaluation**

OCR will undertake EQA visits twice a year as part of an evaluation process, which include speaking to learners on programme.

Programme Specific Evaluation

12-weekly 'voice surveys' will be completed with the employer and learner via JISC surveys for each Theme.

Learners will have the opportunity to complete BGU Learner Satisfaction Survey.

Through the Learners' Union Representative Feedback System (RFS), a formal procedure has been established to enable learners to contribute to the enhancement of the programme through their elected Learner Representative.

Learners' views and ideas for improvements are important to us and there are a number of opportunities for learners to contribute feedback and ideas to BGU to help to improve the learning experience.

These opportunities include:

✓   Informal discussions with personal and module tutors

✓   Cohort representative representation

✓   Module feedback surveys

✓   BGUSS

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Not applicable for this programme

SECTION G

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes									
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7		Unit 19	Unit 20
Academic Literacies	x	x	x	x	x	x	x		x	x
Global Citizenship	x	x	x	x	x	x	x		x	x
Information Literacy	x	x	x	x	x	x	x		x	x
Digital Fluency	x	x	x	x	x	x	x		x	x
Employability	x	x	x	x	x	x	x		x	x
Being Enterprising	x	x	x	x	x	x	x		x	x

Graduate Attributes

GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work
GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

SECTION H

<div align="right">

MAP 3

</div>

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification (Light/Minor - include level & title of modules & a brief description of modification) (Major - include details of change such as new routes, pathways etc)	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of learners who will be affected by the modification (eg learners entering Level 5 from September 2016 onward)

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

[see below]

KNOWLEDGE – the information, technical knowledge and 'know-how' that the individual needs to have and understand in order to successfully carry out the duties of a career development professional (the occupation). Green = ADO additions. Black from original 2019 mapping document.

Duty/ Theme	Knowledge	OCR Core Units (1-7) – Learning Outcomes	OCR Additional Units (19 & 20) LOs
D1 – Reflect Theory Prepare D8- Information Learning	K1 What constitutes being a professional in the career development sector and own role in influencing and informing policy; methods for recognising the impact of own values, beliefs, prejudices, bias and attitudes on own work practice, learning and development, why it is important to do so and the effective use of supervision in developing practice	Unit 1 (1.3) Unit 2 Unit 6 (1.3, 2.2)	Unit 19 (1.2)

D1 – Reflect Theory Prepare D8- Information Learning- Information D9- Network- Network	K2	The rationale of equality legislation and its major provisions, relevant ethical principles and codes of ethical practice and the consequences of not adhering to them	Unit 1 (1.5, 1.6) Unit 6 (1.3, **2.3**)	Unit 19 (4.1, 5.2, 6.1, 6.2)
D2- Network D6- Practice Learning- Learning	K3	Theories, models, frameworks and pedagogic approaches for the design and delivery of effective career learning curriculum that supports the development of career management skills, employability and entrepreneurialism	Unit 3 (All) Unit 6 (1.1, 1.2, 1.3, 2.3, 2.4)	Unit 19 (1.1, 1.2, 3.1, 3.2, 4.1, 6.1, 6.2, 7.2)

D2- Network D6- Practice Learning- Learning D7- Practice Learning Theory- Practice Learning D8- Information Learning- Information	K4 Resources available to support the delivery of career-related learning, how they can be applied to enhance career learning within organisations and methods of validation and evaluation	Unit 6 (1.1, 1.2, 1.3, 2.1, 2.2, 2.3)	Unit 19 (4.1, 5.1, 5.2, 6.1, 6.2, 7.2, 8.1, 8.2)
D6- Practice Learning- Learning	K5 Know how people learn, the different learning styles, group dynamics and interpersonal communication	Unit 3 (1.3, 1.4, 2.1, 2.2, 5.1, 5.2) Unit 5 Unit 6 (2.3, 2.4)	Unit 19 (1.1, 1.2)

D1- Prepare Reflect Theory D3- Caseload D8- Information Learning- Information	K6 The purpose of caseload management and the provision of a holistic career offer, and the need for short and medium term tracking of client destinations to verify the impact of the service provider and a range of methods that can be used to monitor, evaluate and report on service effectiveness including, where appropriate the use of quality awards or standard	Unit 1 (2.3, 3.2, 3.4) Unit 5 Unit 6 (1.2, 1.3, 2.2)	Unit 19 (8.1, 8.2) Unit 20 (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)
D2-Network D5- Practice Learning- Practice D9- Network- Network	K7 The composition of the community network and partnerships, including the role of employers, statutory and voluntary agencies and how to use and access them	Unit 7 (1.1, 1.2, 2.1, 2.2, 3.1, 3.2)	Unit 19 (5.1, 5.2, 6.1, 6.2, 7.1, 7.2)
D9- Network	K8 How to make an appropriate referral within the organisation and to agencies external to the organisation	Unit 1 (2.3, 3.4) Unit 7 (5.2, 6.1, 6.2, 6.3)	Unit 20 (1.2, 3.4)

D1- Prepare Reflect Theory	K9 Measures to safeguard young people and vulnerable adult, including the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required	Unit 1 (4.1, 5.2)	Unit 20 (1.2, 2.4, 3.4)
D9- Network	K10 How to identify, access, maintain and evaluate networks and support systems that are beneficial to the client and own personal support and developmental needs	Unit 7 (1.1, 1.2, 2.3, 3.1, 3.2, 4.1, 5.1, 5.2)	Unit 19 (7.2)
D4- Practice Learning D5- Practice Learning	K11 How to enable individuals to analyse their needs, aspirations and expectations	Unit 3 (2.1, 2.2, 3.1, 3.2, 5.1, 5.2) Unit 4 Unit 5 Unit 6 (2.3, 2.4)	Unit 19 (2.1, 4.1, 6.1, 6.2)
D2- Network	K12 Have a knowledge and understanding of career management and the related skills	Unit 3 (2.1, 2.2, 3.1, 5.1, 5.2) Unit 4 Unit 5	Unit 19 (1.1, 1.2, 4.1, 6.1, 6.2
D5- Practice Learning	K13 Basic employment rights, the selection and recruitment processes, and tools used in the current labour market	Unit 6 (1.1, 1.2, 1.3)	Unit 19 (5.1, 5.2)

D2- Network D9- Network	K14 The principles and roles of brokerage and advocacy, and different approaches to influencing, negotiation, co-ordination and persuasion	Unit 7 (2.3, 4.1)	Unit 19 (3.1, 3.1, 7.2)
D2- Network D8- Information Learning	K15 The meaning of career related information, including LMI and its use in career education and career guidance counselling and developmental contexts	Unit 6 (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4)	Unit 19 (5.2, 6.1, 6.2)
D8- Information Learning	K16 How to ensure career development information is managed and organised in a way that meets organisational requirements and is accessible to individuals	Unit 1 (3.2, 3.4) Unit 6 (2.1, 2.2, 2.5)	Unit 19 (2.1, 6.1, 6.2) Unit 20 (1.1,1.2, 2.1, 2.2)
D1- Prepare Reflect Theory	K17 The contribution of research to the body of knowledge in the profession and the concept and value of evidence-based practice	Unit 1 (5.2) Unit 3 (4.1)	

D1- Prepare Reflect Theory D2- Network D4- Practice Learning	K18 How the local, regional, national and international public policy framework, variations in external drivers (political, economic, legal, social and technological) and responses of learning organisations to changes in government policy can affect the context and provision of career learning and development	Unit 1 (1.2, 4.1, 5.2) Unit 7 (3.1, 3.2, 5.1,5.2) Unit 6 (1.1, 1.2, 1.3)	Unit 19 (4.1, 6.1, 6.2)
D1- Prepare Reflect Theory D2- Network D8- Information Learning D9- Network	K19 The different societal expectations related to career development (e.g. from the perspective of individual clients, policymakers and employers) and ways in which career development providers incorporate legislation and guidance relating to equality, diversity, British values (where relevant), social justice and data protection into their policies and practice	Unit 1 (1.1, 1.3, 4.1, 5.2) Unit 7 (3.1, 3.2, 5.1,5.2) Unit 6 (2.2, 2.3	Unit 19 (4.1, 6.1, 6.2)

D1- Prepare Reflect Theory D2- Network	K20 The current policy and implications for practice with some awareness of the history and development of career development policy and practice in the U.K.; its purpose and the social and economic benefits, in particular its role in social mobility and raising aspirations	Unit 1 (1.1, 1.3, 4.1) Unit 7 (2.1, 2.2, 3.1, 3.2, 5.1,5.2)	Unit 19 (4.1, 6.1, 6.2)
D1- Prepare Reflect Theory D2- Network D8- Information Learning	K21 The changing context and range of employment, education and training provision available to clients and the relationships between the organisations within the sector in which the CDP is working	Unit 1 (1.1, 4.1) Unit 7 (2.1, 2.2, 3.1, 3.2, 5.1,5.2) Unit 6 (1.1, 1.2, 1.3)	Unit 19 (5.1, 5.2, 6.1, 6.2, 7.2)
D2- Network D9- Network	K22 Methods of raising awareness of interested parties about the evolving labour market and organisational career structure	Unit 1 (2.3, 4.1) Unit 7 (2.1, 2.2, 3.1, 3.2, 5.1,5.2) Unit 6 (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4)	Unit 19 (5.1, 5.2, 6.1, 6.2, 7.1, 7.2)

SKILLS – the practical application of knowledge needed to successfully undertake the duties that make up to occupation.

Duty/ Theme	Skills	OCR Core Units (1-7) – Learning Outcomes	OCR Additional Units (19 & 20) LOs
D1- Prepare Reflect Theory	S1 Reflection and self-evaluation: set and achieve target and objectives for professional development, based on self-assessment and feedback from line-management, peers and clients, and identify strategies to manage the effects of change on self and the development of a positive mental attitude.	Unit 2	
D2- Network D3- Caseload D6- Practice Learning	S2 Organise and deliver activities with clearly defined and measurable learning outcomes that use and blend relevant resources, client-focused techniques and approaches that best meet the needs of individuals and enable them to fully engage in their career development.	Unit 3 (3.3) Unit 4 (4.3) Unit 5	Unit 19 (4.1, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2) Unit 20 (2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)

D2- Network D6- Practice Learning	S3 Critically analyse and compare the major models of career-related curricula within the organisation, evaluate activities in relation to defined outcomes and plan how to improve them and their own performance	Unit 2 (2.3, 2.4) Unit 3 (3.2) Unit 4 (4.1) Unit 5	Unit 19 (3.1, 3.2, 6.1, 6.2, 8.1, 8.2)
D1- Prepare Reflect Theory D2- Network D6- Practice Learning D7- Practice Learning Theory	S4 Select, tailor an apply theory, concepts and effective practice relevant to the role and client base	Unit 3 (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2, 6.1, 6.2) Unit 4 (4.3) Unit 5	Unit 19 (1.2, 1.2, 3.1, 3.2, 4.1, 5.2, 6.1, 6.2, 7.2, 8.1, 8.2)

D1- Prepare Reflect Theory D2- Network D4- Practice Learning D5- Practice Learning	S5 Provide critical insight in the contemporary world of work and learning, and analyse the implications of these for clients	Unit 3 (All) Unit 4 Unit 5 (5.6) Unit 6 (1.1, 1.2, 2.1, 2.3, 2.4)	Unit 19 (5.1, 5.2)
D2- Network D4- Practice Learning D6- Practice Learning D7- Practice Learning Theory	S6 Explore and clarify expectations and agree the aim, purpose and scope of the career development activities with the client	Unit 4 (4.1) Unit 5 (5.1)	Unit 19 (2.1, 8.1, 8.2)
D2- Network D7- Practice Learning Theory D9- Network	S7 Build and sustain positive and constructive working relationships, resolve conflicts constructively in ways that do not undermine confidence	Unit 4 (4.4) Unit 5 (5.5) Unit 7 (2.3, 4.1, 5.1, 5.2)	Unit 19 (7.1, 7.2)

D2- Network D9- Network	S8 Engage and sustain relationships with employers and opportunity providers, individually or as part of organisational networks	Unit 7 (5.1, 5.2) Unit 6 (1.1, 2.1)	Unit 19 (7.1, 7.2)
D1- Prepare Reflect Theory D2- Network D9- Network	S9 Adapt activities and collaborate with other professionals to ensure that activities support and do not discriminate against clients with additional needs or who experience disadvantage	Unit 1 (1.2, 1.3, 2.3, 5.2) Unit 5 Unit 7 (5.1, 5.2, 6.1, 6.2, 6.3)	Unit 19 (6.1, 6.2, 7.1, 7.2)
D3- Caseload	S10 Prioritise the needs of all clients and workloads in order to provide fair and balanced provision whilst maintaining personal well-being	Unit 1 (1.2, 1.3, 5.2) Unit 2 (2.4) Unit 4 (4.3) Unit 5 (5.3, 5.6)	Unit 20 (1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)
D1- Prepare Reflect Theory D8- Information Learning D9- Network	S11 Record and analyse the outcomes of referrals so that examples of success and failure can be monitored and shared	Unit 1 (3.4) Unit 7 (6.1, 6.2, 6.3)	Unit 20 (1.3, 1.4, 3.2, 3.3, 3.4, 3.5)

D8- Information Learning	S12 Maintain appropriate records of client interaction, to explain their use in helping clients to effect change and to satisfy organisational monitoring arrangements	Unit 1 (3.4) Unit 5 (5.5) Unit 6 (2.5)	Unit 19 (8.1, 8.2) Unit 20 (1.2, 2.1, 2.2, 2.3, 2.4,)
D2- Network D3- Caseload D8- Information Learning	S13 Use information technology and web-based resources with confidence in the support of career development activities (digital literacy)	Unit 4 (4.2) Unit 6 (1.1, 1.2, 1.3, 2.2)	Unit 19 (5.2. 6.2)
D2- Network D3- Caseload	S14 Prioritise need and provide on-going support to clients through a variety of different types of intervention and media	Unit 5 (5.3)	Unit 19 (6.1, 6.2)
D4- Practice Learning	S15 Raise client awareness of options and broaden horizons by introducing them to unfamiliar new ideas and sources of information, challenge and support then in reframing their thinking and encouraging their career adaptability	Unit 3 (2.2, 3.1, 5.2) Unit 5 (5.1) Unit 6 (1.1, 1.2, 1.3, 2.2, 2.3, 2.4) Unit 7 (2.1, 5.1, 6.1, 6.2)	Unit 19 (5.1, 5.2, 6.1, 6.2, 7.1
D5- Practice Learning	S16 Equip, empower and encourage clients to undertake an assessment of their knowledge, skills, abilities and characteristics	Unit 5	Unit 19 (6.1, 6.2, 8.1, 8.2)

D1- Prepare Reflect Theory D2- Network	S17 Apply a knowledge and understanding of theories, models, frameworks and pedagogic approaches to support the development of an individual's career management skills	Unit 3 (All) Unit 4 (4.1) Unit 5 (5.1)	Unit 19 (1.1, 1.2, 3.1, 3.2, 4.1, 6.1, 6.2, 7.1)
D8- Information Learning	S18 Understand and make effective use of occupational information and local regional, national and international labour market intelligence, including its relationship to societal developments, e.g. technological trends, policymaking, potential bias or partiality	Unit 6 (1.1, 1.2, 2.1, 2.4) Unit 7 (2.1, 5.1)	Unit 19 (5.2)
D2- Network	S19 Equip clients to use technology effectively in their career management (digital literacy)	Unit 6 (2.3, 2.4)	Unit 19 (6.1, 6.2)

D8- Information Learning	S20 Understand and apply appropriate research strategies to obtain, interpret and tailor information to meet the needs of clients and others, including the appropriate use of primary, and secondary sources, and information technology, e.g. social media and web-based information sources	Unit 6 (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4)	Unit 19 (1.2, 3.2, 4,1, 5.1, 5.2, 6.1, 6.2, 7.1)

BEHAVIOURS – mind sets, attitudes or approaches required for competence generally across the entire occupation

Duty	Behaviour	OCR Core Units (1-7) – Learning Outcomes	OCR Additional Units (19 & 20) LOs
D1- Prepare Reflect Theory D9- Network	**B1 - Equality** – Act in ways that are just and fair, promote access and inclusion, adhere to any legal requirements and obligations and to address and challenge inequities were encountered	Unit 1 (5.2) Unit 2 (2.4)	Unit 19 (4.1, 6.1, 6.2) Unit 20 (2.1, 3.1, 3.2)
D2- Network D7- Practice Learning Theory	**B2 - Integrity** – Exercise integrity, honesty and diligence – act with trustworthiness and transparency in the provision of services, management of expectations and the honoring of promises and arrangements	Unit 1 (5.2) Unit 2 (2.4)	Unit 19 (4.1, 6.1, 6.2, 7.1) Unit 20 (1.4)

D4- Practice Learning D5- Practice Learning	**B3 - Impartiality** – Embed the principle of impartiality into the design and delivery of career development services so that advice is based on the best interests and potential of the client and giving them the freedom to develop their own career paths. Where impartiality is not possible this must be disclosed at the outset	Unit 1 (5.2) Unit 2 (2.4)	Unit 19 1.1, 1.2, (4.1, 6.1, 6.2) Unit 20 (2.1, 4.6, 4.7)
D1- Prepare Reflect Theory D2- Network D8- Information Learning D9- Network	**B4 - Competence –** Recognise the limits of own professional expertise and act within the boundaries of training and experience and adhere at all times to the ethical practice required by the organisation or profession. To participate in continuous professional development informed by reflective practice	Unit 1 (2.3, 5.2) Unit 2 (2.4, 2.5) Unit 7 (3.1, 3.2) Unit 6 (1.3, 2.2)	Unit 19 (4.1, 6.1, 6.2, 7.1, 8.1, 8.2) Unit 20 (2.3, 2.4, 3.1, 3.2, 4.7)

D1- Prepare Reflect Theory D7- Practice Learning Theory D9- Network	**B5 - Confidentiality** - Maintain confidentiality and security of individual and organisational information that meets relevant legal requirements and organisational policy	Unit 1 (5.2) Unit 2 (2.4)	Unit 20 (2.1)
D4- Practice Learning D5- Practice Learning D6- Practice Learning D7- Practice Learning Theory	**B6 - Duty of care to clients** – Act in the best interest of the client and establish a purposeful and professional relationship. Communicate in ways that are appropriate for each individual, encouraging active engagement in the process and enabling individuals to be autonomous where possible. Agree and record a realistic achievable course of action that will help individuals to progress to meet their short, medium and long-term objectives.	Unit 1 (5.2) Unit 2 (2.4) Unit 4 (4.4) Unit 5 (5.5)	Unit 19 (4.1, 6.1, 6.2, 7.1) Unit 20 (2.1, 3.1, 3.2, 3.3)

D7- Practice Learning Theory D8-Information	**B7 - Duty of Care to colleagues –** Foster good practice across the profession by maintaining professional and supportive relationships, and being respectful of the contribution others make to the services and activities provided	Unit 1 (3.1, 5.2) Unit 2 (2.4)	Unit 19 (4.1, 6.1, 6.2, 7.1) Unit 20 (2.1, 2.4, 3.4)
D3- Caseload D9- Network	**B8 - Duty of care to organisations –** Act in accordance with the organisation's policy and procedures when prioritising the workload, creating and maintaining records and making referrals	Unit 1 (3.4, 5.2) Unit 2 (2.4)	Unit 19 (2.1, 4.1, 6.1, 6.2, 7.1) Unit 20 (1.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7))

Appendix One: Indicative breakdown of the programme timeline and delivery hours

Learner Taught Hours:

Prepare = 24 in total
Reflect = 22.5 in total
Theory = 43 in total
Practice = 51 in total
Information = 33 in total
Network = 16 in total
Learning = 20 in total
Caseload = 12 in total
221.5 taught hours per learner

These hours include:
- Online taught days
- On campus taught days
- Online skills development sessions
- Online Professional Practice
- Online Assignment workshops

Each learner averages 12 hours per month of teaching, predominantly online (3 hours each week). This includes one day, roughly every quarter, face to face on campus.

In accordance with the delivery plan outlined in Section 23, GLH are complete to full hours require by the OCR specification through a combination of off the job directed activity and asynchronous learning. The table below gives a breakdown by Theme:

Theme	Element	Taught Duration (hours)	Indicative Asynchronous/ Directed Independent Learning/ OTJ hours
Prepare (GLH 40)	1.1 taught day	6	2
	1.2 taught day	3	2
	1.3 taught day	3	2
	1.3 skills development	3	2
	Professional Practice	3	2
	Assignment workshop x 3	6 in total	2
		24 in total	**16 in total**
Reflect(GLH 40)	2.1 taught day	6	4
	2.3 taught day	2.5	4
	2.2 skills development	2	4
	Professional Practice	2	2
	Assignment workshop x 2	10 in total	3.5
		22.5 in total	**17.5 in total**
Theory (GLH 90)	3.1 taught day	6	15
	3.2 taught day	10	20
	Skills development	7	4
	Professional Practice	4	4
	Assignment workshop x 2	10 in total	4
		43 in total	**47 in total**
Practice(GLH 80)	4.1 taught	6	3
	4.1 Skills development	7	3
	4.1 Prof Practice	2	3

Theme	Element	Taught Duration (hrs)	Asynchronous/ Directed Independent Learning/ OTJ (hrs)
	4.1 Assignment workshop	5	3
	5.1 taught	6	3
	5.1 Skills development	7	3
	5.1 Prof Practice	2	3
	5.1 Assignment workshop	5	3
	Theory into Practice Skills Development day	7	3
	Observation	8 hours per learner	2
		51 in total	**29 in total**
Information (GLH 40)	6.1 taught day	6	1
	6.1 Prof Practice	2	1
	6.1 Assignment workshop	5	1
	6.2 taught day	6	1
	6.2 Assignment workshop	5	1
	Observation	8 hours per learner	1
	6.2 Professional practice	2	1
		33 in total	**7 in total**
Network(GLH 40)	7.1 taught day	5	6
	7.1 assignment workshop	5	6
	7.1 Professional practice	2	6
	7.1 skills development	4	6
		16 in total	**24 in total**

Theme	Element	Taught Duration (hrs)	Asynchronous/ Directed Independent Learning/ OTJ (hrs)
Learning (GLH 60)	19.1 taught day	6	10
	19.1 Skills development	2	10
	19.2 taught day	6	10
	19.2 Professional practice	2	5
	Assignment workshops	4	5
		20 in total	**40 in total**
Caseload (GLH 20)	20.1 taught day	4	2
	20.1 Skills development	2	2
	20.1 Prof Practice	1	2
	20.1 Assignment workshop	5	2
		12 in total	**8 in total**
Total: 410		**Total: 221.5 taught hours per learner**	**Total: 188.5 Asynchronous/ Directed Independent Learning/ OTJ (hrs) per learner**