Career Advice Skills Curriculum

STEP EQF Knowledge, Skill and Competence Learning Outcomes

Relevant EQF levels for STEP are
- For Knowledge: 'L3 Knowledge of facts, principles, processes and general concepts, in a field of work or study or L4 Factual and theoretical knowledge in broad contexts within a field of work or study'
- For Skills: L6 'Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study'
- For competence: 'L4 Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities' or L5 'Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.'

Choosing L6 for knowledge would bring the required knowledge-learning above the level necessary for skilled delivery of an expert employment counselling service

Choosing L3 or L4 for skills would reduce the skills required for successful assessment to below the level required for delivery of an expert employment counselling service

The level of responsibility and autonomy required for advisors working within a structured and well-managed organisational environment is quite well described by L4. Advisors working without structured and ethical organisational support, or who are providing some degree of supervision for others will need to be qualified to L5 or above.

For a standard implementation of STEP within a structured and ethical organisational framework, we recommend EQF level 4 as the minimum for the whole course. However, in practice, the recommended EQF level for the course would be L5 or L6 as this level is most common and appropriate for training programmes in an employment advice domain within national educational systems.

Organisations implementing STEP within their own national or organisational framework should take advantage of their flexibility to propose qualifications and assessment arrangements that reflect the balance of knowledge, skills and competencies required of professional employment advisors.

In the context of EQF	Knowledge is *theoretical and/or factual*.	Skills are *cognitive* (involving logical, intuitive and creative thinking), and *practical* (involving the use of methods, materials, tools and instruments)	Competence is *responsibility and autonomy*.

Unit 1: Clients' beliefs about work	Knowledge	Skills	Competencies
	On successful completion of the unit the learner will be able to: 1. argue on the value of belief and confidence in supporting and also resulting from activity 2. demonstrate understanding of factors that influence clients' beliefs including – welfare provisions and active labour market policy – social environment – previous work history – personal confidence to achieve work 3. describe the relationships between disadvantage, employment and equality 4. recognise the impact of health and	On successful completion of the unit the learner will be able to: 1. ask clients the "right" questions about their beliefs, thoughts and attitudes to work and job opportunities 2. explore clients' beliefs about availability of work and help clients identify sources of work or information 3. encourage clients to express the benefit they would get from working and to assess the changes that employment would make to their personal circumstances 4. explore clients' abilities and experience 5. help clients to undertake their own	On successful completion of the unit the learner will be able to: 1. be responsible for developing clients' understanding of the value employment holds for them 2. be responsible for carrying out work-focussed interviews with a range of clients, to – explore their beliefs – encourage them to understand the operation of the labour market – develop beliefs and aspirations that are realistically achievable – enhance confidence to the level where concrete actions can be

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	disability on employment and vice versa 5. list and elaborate on applicable rules on employment and welfare, employment programmes 6. list the personal social & monetary benefits of suitable work the local or relevant sectoral labour market operation: − turnover of vacancies and jobs and related factors − recruitment methods in common use by employers − examples and types of jobs and employment sectors and related employee-competence requirements	activity to explore the labour market and alternative within or outside the labour market 6. provide selective positive feedback about work 7. challenge unfactual, erroneous or unhelpful beliefs in a supportive manner 8. provide relevant examples of success in finding and keeping work 9. consider any ethical conflict between personal choice and the demands of welfare legislation and programmes 10. distinguish rumour from fact and makes decisions based on reasonably available evidence	confidently undertaken. 3. work independently with clients in order to evince and develop clients' positive beliefs about − the availability of work − the benefits of work in relation to their own specific circumstances and the available labour market − their own ability to work − the requirements (official demands, personal needs) and choices between welfare, unemployment and employment. 4. work independently with clients in order to help clients make choices and develop positive beliefs using − personal interview − group discussion − supporting clients review their own experiences and priorities − labour-market related activities to develop their thinking.
Required Learning	These may be learned using skill exercises that apply both to this Unit and those listed below. Relevant knowledge may be acquired and understood in advance of skill practice or during skill demonstration to learners. Unit 6: Interpersonal communication skills Unit 8: Developing clients' self-efficacy		

	Unit 9: Design & application of group events / learning (if working in a group setting) Unit 11: Ethics

	Knowledge	Skills	Competencies

Unit 2: Choice of Occupation	On successful completion of the unit the learner will be able to:
	1. describe the local or relevant sectoral labour market
	2. list different types of employment contract
	3. explain the effect of personal wishes and choices on selection of work
	4. distinguish differences between job titles, job descriptions, occupational requirements and job tasks
	5. describe the impact of working environments on job choice
	6. describe the impact of non-work aspects of employment such as travel, clothing and others on job choice
	7. describe suitable uses and risks of proprietary careers advice systems and databases.
		On successful completion of the unit the learner will demonstrate ability to:
		1. help clients discuss and explore:
		  – available or possible jobs
		  – suitable employers
		  – suitable occupations , comparing alternatives
		  – self-employment and partnerships, co-operatives
		  – the social and physical environment of work that would suit them
		  – the nature of possible employment contracts, including pay and conditions
		2. help clients recognise, evaluate and value their
		  – experiences
		  – qualifications
		  – wishes
		  – skills, talents
		  – personal preferences
		  – circumstances
		3. help clients think about time-scales, longer and shorter term goals
			On successful completion of the unit the learner will be able to take responsibility for:
			1. developing clients' ability to make realistic choices in the labour market
			2. conducting discussions and activities that
			  – help clients to make choices about a career and job
			  – encourage comparison of alternatives regarding the availability of work in the local labour market
			  – help clients choose occupations that are reasonably achievable in 'their' labour market
			  – help clients undertake activities that facilitate job-choice
			  – help clients to explore their personal ability, wishes and experience in relation to their job choices
			  – support clients in considering employment options such as
			    o including short term or temporary work
			    o self employment,

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		4. help client use their own information and contacts and sources to evaluate the availability of work in the local labour market 5. develop self-assessment by the client by evaluation of their ability against employer, job duties, work environment 6. encourage comparison of alternatives 7. provide ideas or information that may be relevant to their decisions for clients to think about 8. undertake only those formal test or assessment procedures that are supported by high quality evidence and which the advisor is qualified to administer	entrepreneurship o work practice or experience − apply suitable approaches to help clients make career choices by o conducting personal interviews o leading group discussions o supporting clients review their own talents, desires, experiences and priorities o supporting clients to develop their experiences and information through labour-market related activities o supporting clients in their search for information
Required Learning	These may be learned using skill exercises that apply both to this Unit and those listed below. Relevant knowledge may be acquired and understood in advance of skill practice or during skill demonstration to learners. Unit 6: Interpersonal communication skills Unit 8: Developing clients' self-efficacy Unit 9: Design & application of group events / learning (if working in a group setting) Unit 11: Ethics		

Unit 3: Finding a job	Knowledge	Skills	Competencies
	On successful completion of the unit the learner will be able to: 1. demonstrate comprehensive factual knowledge of the labour market in terms of: – networking – identifying information sources – listing job search techniques – researching the local or relevant sectoral labour market – understanding turnover of vacancies and jobs and related factors – listing recruitment methods in common use by employers – listing examples and types of jobs and employment sectors and related employee-competence requirements 2. acquire comprehensive factual knowledge of job search techniques. 3. demonstrate knowledge of how and when to provide factual information so that clients can make good use of it.	On successful completion of the unit the learner will demonstrate ability to: 1. help the client identify the right labour market information for their job choice 2. encourage development and use of client's own networks of contacts and sources of information – formal employment networks such as professional societies, clubs – informal contact networks such s friends and family 3. help a client with or introduce a job search management system including monitoring of – contacts – approaches made and responses – sources of information on vacancies – jobs sought – opportunities found – action taken – evaluation of the suitability of each job	On successful completion of the unit the learner will be able to take responsibility for: 1. developing clients' ability to gather information, manage their own sources and activities in locating a job in the labour market. 2. conducting discussions and activities that enable the client to a. identify the right labour market information for their occupational choice and support their activities with realistic self- and labour market-evaluation b. find a job to apply for – using various media – using personal contacts – using formal and informal networks c. find out about the job: – qualifications skills and experience needed – tasks to be done

		4. provide activity, training or experiences that enable the client to carry out effective job search using media which are new to them 5. help client by providing labour market information and guidance to supplement their own search 6. maintain active awareness of the local labour market 7. help the client prepare and carry out a plan to resolve any domestic, transport, health, financial or other personal issues in the transition to work	− social and physical environment − contract and pay − recruitment procedures d. record progress and appreciate the need for persistence, maintaining effort over time e. enhance knowledge and review choices and experiences 3. maintaining professional relationships with employers to obtain job information and notification of vacancies, and for 4. sharing information with team colleagues to enhance understanding about the labour market(s)
Required Learning	These may be learned using skill exercises that apply both to this Unit and those listed below. Relevant knowledge may be acquired and understood in advance of skill practice or during skill demonstration to learners. Unit 6: Interpersonal communication skills Unit 9: Design & application of group events / learning (if working in a group setting) Unit 11: Ethics Unit 8: Developing clients' self-efficacy Unit 10: Developing advisors' own Labour Market resources Unit 7: Planning		

Unit 4: Competing for work	Knowledge	Skills	Competencies

	On successful completion of the unit the learner will be able to demonstrate:
	1. comprehensive knowledge of the labour market
	    – recruitment methods
	    – networking
	    – information sources
	    – job search techniques
	    – the local or relevant sectoral labour market
	2. awareness of how to use cognitive rehearsal and practice to minimise performance stress and prepare for (inoculate against) failure.
	3. knowledge of how and when to provide factual information so that clients can make good use of it
	4. awareness (basic knowledge) of the use of psychometric and other formal test procedures by employers
	5. basic knowledge of recruitment and
		On successful completion of the unit the learner will demonstrate ability to:
		1. provide a variety of support to clients so that they are able to identify the methods, procedures and people involved in job selection even for unfamiliar occupations and sectors
		2. provide a variety of support to clients so that they are able to present themselves effectively in competitive applications that may involve
		    – correspondence
		    – preparing a CV
		    – formal or informal interviews and meetings
		    – networking
		    – social events
		    – computer tests, vocational skills tests, psychological profiles, prepared presentations
		    – dress codes and personal appearance
			On successful completion of the unit the learner will be able to take responsibility for:
			1. enabling clients to develop a personal action plan with a focus on work that covers all aspects of the competition for the chosen job and the personal preparation that may be needed
			2. providing clients with job competition skills through practice and training, including job application (interview etc) training, preparation, support and feedback
			3. supporting clients learning, practicing and involved in human networking as part of job competition
			4. supporting clients learning and practicing testing regimes used in job selection
			5. encouraging resilience and persistence after a client's failure to secure a job
			6. encouraging proactivity in networking with employers

employment legislation in force 6. knowledge of learning strategies to develop appropriate competitive behaviour in clients (e.g. networking, interview skills, test competence and others) 7. knowledge of career information sources, labour market data and information.	3. help clients undertake cognitive rehearsal of specific events 4. help clients practice difficult aspects of the test or competition 5. prepare clients for setbacks and continuing effort 6. develop review, self-assessment and plans for developing skills to compete with clients. 7. encourage resilience and persistence after a client's failure to secure a job.	7. encouraging cooperation with employers.
Required Learning	These may be learned using skill exercises that apply both to this Unit and those listed below. Relevant knowledge may be acquired and understood in advance of skill practice or during skill demonstration to learners. Unit 6: Interpersonal communication skills Unit 9: Design & application of group events / learning (if working in a group setting) Unit 11: Ethics Unit 8: Developing clients' self-efficacy Unit 10: Developing advisors' own Labour Market resource Unit 7: Planning Unit 3: Finding a job	

Unit 5: Keeping the job	Knowledge	Skills	Competencies

	On successful completion of the unit the learner will be able to:
	1. understand the personal, social and occupational factors relevant to the transition from unemployment to employment
	2. demonstrate knowledge of employment legislation and work-induction practices
	3. demonstrate practical knowledge of work or task adjustment
	4. demonstrate awareness of available support and training services.
	5. demonstrate understanding of the importance of pace and stamina to work capacity, and knowledge of techniques to build work capacity.
	6. demonstrate understanding of the importance of social aspects of the working environment and life to integration, confidence and performance at work.
		On successful completion of the unit the learner will demonstrate ability to:
		1. help the client learn about the job and its requirements
		2. help the client prepare and carry out a plan to resolve any domestic, transport, health, financial or other personal issues in the transition to work
		3. review progress with employer and client during and after the transition, as required by circumstances, providing necessary support
		4. evaluate the need for job adjustments or adaptations with the employer and client, and arrange for their provision
		5. provide or find means to give in-work support during learning and in-the-job practice, time limited or not, according to need
		6. guide clients and advocates with employers where necessary
			On successful completion of the unit the learner will be able to take responsibility for:
			1. helping the client prepare and carry out a plan for their transition into work that covers
			  − managing changes to personal life such as finances, transport, appearance, conduct, sleep and recreation, relationships, housing.
			  − acquisition of skills or competencies
			2. liaison with client and employer during and after the transition, as required by circumstances, providing necessary support through
			  − coaching
			  − negotiating job adjustments
			  − guiding managers and supervisors
			  − accessing other support or training services.

Required	These may be learned using skill exercises that apply both to this Unit and those listed below. Relevant knowledge may be acquired and		

Learning	understood in advance of skill practice or during skill demonstration to learners.
	Unit 6: Interpersonal communication skills
	Unit 7: Planning
	Unit 9: Design & application of group events / learning (if working in a group setting)
	Unit 11: Ethics
	Unit 8: Developing clients' self-efficacy
	Unit 10: Developing advisors' own Labour Market resource

Unit 6: Interpersonal communication skills	Knowledge	Skills	Competencies

	On successful completion of the unit the learner will be able to demonstrate awareness and basic theoretical grounding sufficient to provide a guide to daily practice in:
	1. the function of respect and trust in helping relationships
	2. client-centred counselling and guidance
	3. active learning
	4. use of communication tools for effective and efficient interaction such as active listening techniques, empathy, personal awareness.
		On successful completion of the unit the learner will demonstrate ability to:
		1. use these communication skills appropriately
		   a. listening, appreciating, not talking too much
		   b. asking open questions
		   c. using simple, double-sided or emphatic reflection to enhance positive
		     - skills
		     - attitudes & beliefs
		     - actions
		     - knowledge
		   d. summarising, reviewing
		   e. probing and exploring
		   f. re-framing negative situations to find the positive
		   g. emphasising effort as much as results
		   h. explaining failure as practice &
			On successful completion of the unit the learner will be able to take responsibility for:
			1. carrying out effective work-focussed interviews with clients
			   − using advanced active listening & exploring to understand clients' situations and needs
			   − supporting clients' preparation for and execution of work-focussed activities
			   − providing information to clients in a helpful, acceptable and usable way
			   − dealing with objections and problems, and work with difficult people
			2. managing necessary case / client records, confidentiality and disclosure
			3. liaison and co-operations with other support workers and specialists (e.g.

| | | | effect
i. providing concrete and immediate feedback, and selective feedback with a focus on work
j. providing corrective feedback giving attention to :
- the event / action
- not the person
- giving information
- not criticising
2. communicate in ways that develop clients' own preparations, plans, confidence, ability and resilience through cognitive rehearsal (thinking through activities, options, responses to events)
3. provide information in a helpful and useful way, when the client is receptive to it and able to use it
4. deal constructively with objections and problems, and work with difficult people
5. use face to face or telephone methods
6. work with specialists (e.g. health, social workers)
7. apply the preparation & planning, interview, goal, explore, evaluate, | health, social workers)
4. where required by working practices, developing, leading groups of clients in co-operative work teams or groups.

The learner will also be able to:
5. focus communication on employment and employment related issues while recognising the importance of personal matters and individual diversions. |

		planning (PIGEEP) cycle to work-focussed interviews	
Required Learning	These may be learned using skill exercises that apply both to this Unit and others. Relevant knowledge may be acquired and understood in advance of skill practice or during skill demonstration to learners. Unit 8: Developing clients' self-efficacy Note that Unit 8 and Unit 6 are required for each other: theoretical and skill-practice input can usefully be provided by learning sessions designed to cover both Units. Unit 9: Design & application of group events / learning (if working in a group setting) Unit 11: Ethics		

Unit 7: Planning	Knowledge	Skills	Competencies
	On successful completion of the unit the learner will be able to demonstrate basic knowledge, sufficient to guide practice, of: 1. commonly used tools and methods in inter-personal action planning 2. value of goal setting 3. risks of over-difficult goals 4. reality-checking 5. use of achievable and proximate goals 6. use of self-efficacy measures to estimate achievability and effort 7. SMART planning with complex, incomplete information and uncertainty	On successful completion of the unit the learner will demonstrate ability to: 1. gather and analyse information with clients 2. keep a focus on work and the labour market while exploring personal and social influences on clients' choices 3. develop trust and enable clients to analyse and resolve personal issues 4. divide issues & problems into manageable pieces, address or postpone difficult issues as needed 5. challenge unhelpful or wrong ideas and beliefs without loss of trust and confidence 6. explore options and work out activities and short term goals 7. grade plan tasks to accommodate client's confidence levels 8. help clients check the feasibility or achievability of plans 9. assist clients to choose their goals 10. help clients work with uncertainty 11. provide information to help clients make decisions	On successful completion of the unit the learner will be able to take responsibility for using work-focussed interviewing or group work, applying interpersonal communication skills to help the client create, execute and review personal plans to assist any aspect of the job-search development, including helping clients to − recognise diverse influences and aspects of their situation − make decisions and decide on goals that are realistic and attainable, checking against real-life demands and circumstances − identify actions that are achievable and helpful to their goals − plan what they need to do to achieve their goals − take action to discover information that is needed for their decision-making − focus their thinking and planning on an employment outcome − identify and resolve problems in achieving the goals

		12. help clients develop SMART plans which are also flexible and adapt to change 13. help clients review progress and adjust activities	− develop and adjust their goals and strategies for reaching them as time and experience unfold − adjustment for and to work and provisions of in-work support
Required Learning	These may be learned using skill exercises that apply both to this Unit and others. Relevant knowledge may be acquired and understood in advance of skill practice or during skill demonstration to learners. Unit 6: Interpersonal communication skills Unit 8: Developing clients' self-efficacy Unit 9: Design & application of group events / learning (if working in a group setting) Unit 11: Ethics		

Unit 8: Developing clients' self-efficacy	Knowledge	Skills	Competencies
	On successful completion of the unit the learner will be able to demonstrate basic awareness of: 1. evidence in support self-efficacy as a predictor of achievement and effort 2. difference between self-efficacy and other personal characteristics including self-confidence, self-esteem, locus of control, personality traits, and others that may be raised by learners 3. the major influencers of self-efficacy 4. use of Likert scales in conversation 5. use of non-scale responses to Likert scale questions / propositions 6. use of self-efficacy judgements to differentiate alternative course of action, or to identify achievable tasks.	On successful completion of the unit the learner will demonstrate ability to: 1. evaluate clients' and learners' existing self-efficacy for relevant tasks using Likert scales or conversational responses 2. help clients identify activities and goals that are achievable 3. help clients divide difficult tasks into smaller, achievable tasks 4. provide opportunities to rehearse in practice or in thoughts 5. provide graduated learning / progressive approximation experiences and activities to acquire & show mastery 6. review self-efficacy evaluations by clients with relevant feedback 7. provide models, demonstrations and guides to clients 8. provide material to encourage belief in the importance of learning or activity by clients 9. recognise or provide supportive social	On successful completion of the unit the learner will be able to take responsibility for: 1. applying self-efficacy-building techniques during work-focussed interviews, with clients and employers in a variety of settings − helping clients value their abilities and talents − helping clients select immediate goals and action − helping clients develop their own abilities − providing feedback and feed-forward to clients 2. The learner will be able to apply measures of clients' and employers (supervisors and managers) own self-efficacy to encourage their independent and confident action − within clients' job search practice − within client's practice of competition for work

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		and environmental factors for clients.	− during planning and review of action − to enhance resilience against setbacks and against prejudice − planning for and during the transition to work and keeping the job − to enhance personal ability and potential.
Required Learning	These may be learned using skill exercises that apply both to this Unit and those listed below. Relevant knowledge may be acquired and understood in advance of skill practice or during skill demonstration to learners. Unit 6: Interpersonal communication skills Note that Unit 8 and Unit 6 are required for each other: theoretical and skill-practice input can usefully be provided by learning sessions designed to cover both Units. Unit 9: Design & application of group events / learning (if working in a group setting) Unit 11: Ethics		

Unit 9: Design & application of group events / learning	Knowledge	Skills	Competencies

	On successful completion of the unit the learner will be able to demonstrate:
	1. knowledge of techniques of learning, tuition and feedback in informal group learning settings including
	   – purpose and use of learning needs analysis
	   – error-less learning
	   – group feedback
	   – encouraging participation and debate
	   – support for individuals of lower or higher confidence
	   – practical skill development.
	2. knowledge of the simple use and application of
	   – Learning Needs Analysis
	   – design of learning and discovery events for groups of clients
		On successful completion of the unit the learner will demonstrate ability to:
		1. select and engage suitable clients
		2. carry out a basic Learning Needs Analysis that accounts for prior ability and experience
		3. include skills, and, competencies in group activities
		4. give guidance on why skills and tasks are required
		5. apply errorless learning principles
		6. provide feedback during and after group events, personally and in the group
		7. include direct experience of skills being learned, observation of the skills by models or live examples of the target behaviours, rationale and argument and social support
		8. use micro-skill rehearsal to build complex skills, leading to mastery in real-
			On successful completion of the unit the learner will be able to take responsibility for:
			1. creating, planning and leading groups of clients in co-operative work-focussed activities, to create
			   – learning or working environments for clients or
			   – groups for mutual support encouragement and motivation
			2. using a simple Learning Needs Analysis
			3. designing learning and discovery events for groups of clients
			4. leading the group in structured and mutually supportive activities focussed on employment
			5. applying various skill and confidence-building methods according to the needs of the group
			6. designing and delivering to groups with unique requirements (e.g. disabled

		life settings 9. monitor and respond to clients confidence and performance 10. ensure clients are active in their personal and shared learning 11. support individuals with low self-efficacy in the group 12. recognise and provide for individuals of high-self efficacy in the group 13. provide individual tuition and guidance 14. set up and support permanent or semi-permanent action learning sets 15. respond to the group and individuals' skill and stage of learning 16. include experience, reflection, theory building and exploration in the group events 17. encourage real life application of learned skills or plans 18. provide post-group support and monitoring 19. provide an accessible environment and group resources responding to individual and group needs 20. include clients in evaluation and review.	people, migrants) 7. reviewing the use and effectiveness of group activities and taking action.
Required Learning	These may be learned using skill exercises that apply both to this Unit and others. Relevant knowledge may be acquired and understood in advance of skill practice or during skill demonstration to learners.		

	Unit 6: Interpersonal communication skills Unit 8: Developing clients' self-efficacy Unit 11: Ethics Creation and use of E-learning tools & methods are not included in this curriculum.

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Unit 10: Developing advisors' own Labour Market resources	Knowledge	Skills	Competencies
	On successful completion of the unit the learner will be able to: 1. demonstrate knowledge of the local or sectoral contacts, business, professional or occupational groups and related networking 2. understand the variety of and notable changes in the local or sectoral labour market 3. demonstrate awareness of the limitations of statistical sources in searching for accurate local or sectoral labour market information. 4. recognise the limitations of official and employers' documentation about jobs and real work tasks, activities 5. understand of the limitations of job profiles and classifications, databases and career advice or guidance procedures and personality testing	On successful completion of the unit the learner will demonstrate ability to: 1. visit a range of workplaces to observe and learn 2. make personal contact with employers 3. develop own awareness of the job opportunities, employers, workplaces 4. participate in networks and social groupings of employers 5. learn about employers' requirements, staffing and related issues 6. use diverse sources of information 7. assist employers with recruitment through personal guidance 8. assist employers with recruitment through group recruitment, training, pre-employment preparation and similar projects 9. evaluate the availability of work in the local labour market, by sector,	On successful completion of the unit the learner will be able to take responsibility for working independently and as an advisory team to: 1. develop contacts, knowledge, and involvement about and with real businesses 2. develop and maintain an appreciation of the workings and diversity of the local labour market 3. learn about recruitment methods applied by employers in various sectors and occupations 4. work with employers to provide recruitment opportunities for clients 5. make a business case for employing clients, to employers 6. evaluate jobs with clients and employers 7. suggest practical job adjustments and aids to employment

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	6. demonstrate awareness of basic legislation in the field of education and employment	occupation and employer
		10. analyse jobs from direct observations and first-hand reports as well as documentation
		11. compare each individual client's ability and talent to the evaluated job
		12. provide guidance to employers on recruitment and in-work support and adjustments
		13. learn about and advise
		    – large enterprises
		    – public services
		    – small enterprises
		    – self-employment and informal employment
		    – various types of employment contract
			8. provide transitional and ongoing in-work support to clients and employers.

Required Learning	These may be learned using skill exercises that apply both to this Unit and others. Relevant knowledge may be acquired and understood in advance of skill practice or during skill demonstration to learners. Unit 6: Interpersonal communication skills Unit 9: Design & application of group events / learning (if working in a group setting) Unit 11: Ethics	

Unit 11: Ethics	Knowledge	Skills	Competencies

	On successful completion of the unit the learner will be able to demonstrate awareness of:
	1. the universal declaration of human rights (UDHR)
	2. the personal and democratic rights of individuals within the jurisdiction of the country including
	   – rights of individuals to make personal choices
	   – rights of individuals to accessible information and experience to inform their choices
	   – duties of individuals and employers
	   – duties of advisors towards clients and towards their employer
	   – circumstances when rights and duties conflict and choice and activity may be constrained
	   – impact of cultural and social factors on employers, advisors and on clients
	3. the different and overlapping professional groups, qualifications and practices that may be encountered
		On successful completion of the unit the learner will demonstrate ability to:
		1. show respect and understanding for different cultures and views
		2. show respect and concern for individual human rights
		3. work within own professional competence
		4. apply evidence-based practice
		5. put the client's interest and benefit above others', within limits of safety and respect
		6. encourage and support informed decision and choices
		7. avoid possible harmful actions
		8. deal with conflicts of interest
		9. manage confidentiality
		10. manage risks to personal safety and property
		11. observe personal propriety both in own actions and in dealing with others
		12. evaluate the ethical standards of the service being provided.
			On successful completion of the unit the learner will be able to take responsibility for providing an employment advice service that:
			1. demonstrates respect and trust
			   – for individuals
			   – for employers
			   – across social, cultural, racial and other differences
			   – subject to respect for fundamental individual rights
			2. works within the limits of its own professional qualification and competence
			3. puts the client's interest and benefit above others'
			4. encourages and supports informed decision and choices by the client
			5. deals ethically with conflicts of interest
			6. recognises and deal ethically with conflicts of goals between clients and organisations or services
			7. manages confidentiality
			8. manages risks to personal safety and property

	during work as an employment advisor 4. the concepts of effective, ineffective or harmful intervention in the lives of clients 5. the nature and ownership of personal, social and organizational or legislative power within the advisory relationship.		9. applies evidence-based practice 10. evaluates and improves the service being provided
Required Learning	These may be learned using skill exercises that apply both to this Unit and those listed below. Relevant knowledge may be acquired and understood in advance of skill practice or during skill demonstration to learners. Unit 6: Interpersonal communication skills Unit 9: Design & application of group events / learning (if working in a group setting) Unit 12: Theory Note that Unit 11 and Unit 12 are required for each other: input can usefully be provided by learning sessions designed to cover both Units.		

Unit 12: Theory of employment disadvantage and disability	Knowledge	Skills	Competencies
	On successful completion of the unit the learner will be able to demonstrate awareness of: 1. the basic evidence for self-efficacy as a mechanism of effort and achievement, and the influences on individuals' self-efficacy in employment-search settings 2. the criticisms that are relevant to psychological and career profiling systems and employment-guidance services 3. the concepts of 'deadweight', 'substitution', 'creaming', 'parking' and relate them to the service being provided 4. the differences between evidence, policy, practice and theory 5. different levels of quality of evidence 6. the social and political rationale that underlies the service being provided	On successful completion of the unit the learner will demonstrate ability to: 1. apply a rational and defensible, ethical definition of disadvantage for use within the service provided 2. apply reasoning based on the concept of self-efficacy to provision of services to clients 3. recognise doubtful inferences from evidence 4. apply basic statistical thinking to evaluate and formulate criticism of evidence 5. apply critical thinking to statements, analyses, policies, evidence and promotions 6. apply evidence-based practice and adapts to new good-quality evidence 7. find and make use of the main official sources of statistics to think about and develop the service being provided,	On successful completion of the unit the learner will be able to demonstrate autonomous ability to: 1. define and discuss the concepts of disability and disadvantage in employment 2. understand both the social nature of disability and disadvantage 3. understand practical aspects of disability and disadvantage, and how they impact on labour market capability 4. understand and apply the concept of evidence-based practice and, where evidence is lacking, how to make best use of information 5. understand and show critical or sceptical appreciation of the influence and evidential status of policy, programmes, promotional materials and expert or current opinion 6. critically evaluate relevant statistics and

| | | while remaining critical and independent
8. express views and join discussion on the policies, design and provision of employment services, using evidence and ethics to support a viewpoint. | policies from official sources
7. understand and contribute to debate on the provision of employment services
8. change or adapt their own practice in response to new evidence that may affect
   – own beliefs
   – programmes provided to clients
   – legislation
   – materials and methods
9. understand how harm may be done by inappropriate interventions with clients. |
| **Required Learning** | These may be learned using skill exercises that apply both to this Unit and those listed below. Relevant knowledge may be acquired and understood in advance of skill practice or during skill demonstration to learners.
Unit 6: Interpersonal communication skills
Unit 9: Design & application of group events / learning (if working in a group setting)
Unit 11: Ethics
Note that Unit 11 and Unit 12 are required for each other: input can usefully be provided by learning sessions designed to cover both Units. | | |

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Assessment Procedure

<u>Skills assessment</u>

The STEP Programme is concerned with the acquisition and demonstration of skills to act as an advisor to clients and employers. Assessment for competence is to be shown by performance of those skills. Learners / candidates will present concrete evidence for the assessor to judge their competence to work in real-life advisory situations.

The Knowledge, Skills and Competence statements in each Unit will provide the standards used in assessing competence.

A STEP programme assessment begins when the candidate supplies the first piece of evidence and is complete when the last piece has been provided and the assessor has reached conclusions about competence in each of the modules and provided feedback to the candidate.

Candidates are not required to wait to collect or submit evidence, though they may do so if their course and work make it appropriate.

Assessors may ask candidates to send or make available their evidence at convenient times, and to avoid delay.

Candidates are not required to attend training in order to submit evidence of competence.

The STEP Programme is not assessment of ability to
- pass examinations consisting of answers to set questions
- carry out academic study
- present research or other academic papers
- participate in training for any set period of time
- have any specific attendance record at a training course
- write, other than writing necessary to the job: for example case histories, case records
- manipulate other than very basic statistics.

and these criteria, while they may appear in other related qualifications, are not to be considered in evaluating a candidate's competence for a STEP award. These abilities will undoubtedly help learners to acquire skills and express themselves. But they are not the object of assessment, and learners should be provided with every opportunity to demonstrate the target skills without being hampered or misjudged on account of a lack of academic fluency.

Learners will be asked to present evidence of their ability, and so will need to compile evidence statements and case studies, and will need to interact with the assessor while a critical evaluation of their ability is undertaken. Learners who are not familiar and comfortable with such procedures may find it difficult to organise and present the evidence, but still possess the necessary skills.

Tutors and assessors should provide support and guidance to enable learners to present their best evidence, while not providing the evidence for them, using the assessment procedure neither as remedial teaching nor as a substitute for genuine self-generated evidence.

Methods of assessment

The STEP Programme methods of assessment are those which best enable the assessor to judge real-life competence of the candidate. They will include:

In vivo assessment

Observation of candidates 'at work' with employers and clients is the most desirable form of assessment because it gives direct evidence of skill in use in a real-life setting.

Video and audio recording of good quality may be used in addition to in-person observation.

In vivo assessment must be accompanied by the written consent of the client or employer, or their legal guardian as the case requires. The information and forms for seeking consent must include explicit guarantees of confidentiality.

Use of simulation

Simulation may be used where real-work 'in vivo' observation is not possible. Simulation must be as close as possible to the real-work environment, and will involve a competent actor interacting with the learners / candidate under observation by the assessor. A suitable background 'script' and behavioural guidance will be provided to the actor.

Simulation may be used to identify specific items from the Skills Outcome statements and Quality Assurance Frameworks, but if this is done there should also be at least one simulation of a complex or comprehensive demonstration of skill in a more life-like setting.

Case studies

Case studies may be provided by the candidate to provide additional evidence of practice and of their understanding and reasoning during practice. Case studies may be evaluated as is or with the addition of an assessor-candidate discussion or review.

Assessor Review

On completion of the submission of evidence, the assessor may choose, or the candidate may ask, to review the candidate's submission with them in a formal review. The assessor and candidate will be able to

- clarify understanding of the evidence
- add interpretation of the evidence
- check the suitability of the evidence for application to the various Knowledge, Skills and Competence statements
- decide what additional evidence may be needed.

Assessor duties

Assessors must

- ensure that the evidence they assess is original to the candidate. A candidate's signature with witness from their manager or other person in a position of authority is usually sufficient
- observe the evidence themselves in person

- apply the Knowledge, Skills and Competence statements
- record their findings in the forms provided
- provide their written conclusions on the forms provided to candidate and if requested by the candidate to their tutor(s)
- provide feedback to candidates at each stage of assessment to help them
  - develop plans to tackle areas of weakness
  - understand where additional evidence is needed
  - work out how best to get and to present evidence
- provide general, not individual (unless requested by the candidate), feedback to tutors and course designers
- avoid overlap between teaching and assessment duties, and where it does inevitably occur there must be
  - opportunity for candidates to request a second opinion independent of the tutor
  - review of the work of assessors by external independent qualified person.

Use with other Qualifications

In many countries and in different vocational or educational qualification regimes there is a legislative requirement to
- study for a set minimum period of time
- have a certain level of attendance
- sit examination(s) using essays, multiple choice questionnaires, theses
- achieve a fixed standard of education, such as a higher degree or a recognised professional qualification.

These requirements do not necessarily indicate ability to apply the skills taught in the STEP programme, unless the programme and its quality criteria are fully implemented within a course.

Respecting the autonomy of different qualification regimes, promoters of courses that employ the STEP programme should
- award STEP certificates to learners who have been assessed under STEP quality controls *in addition to* any the requirements of other qualification or
- incorporate STEP quality controls within other qualifications or

and in either case apply a valid assessment of competence measuring actual performance against the learning objectives of STEP.

Prior learning and ability

People who are competent in using STEP skills may be assessed for a STEP certificate, as defined above
- separately from any other qualification or assessment
- within another qualification or assessment provided STEP criteria are met
- without additional training where they are able to present evidence for assessment showing that they already have the necessary skills.

The holding of another qualification does not exempt applicants from the assessment requirements of STEP.

The holding of a particular post or job does not exempt applicants from the assessment requirements of STEP.

Evidence and observations submitted

[This form or one similar should record all the materials submitted by the candidate. Notes on the quality and relevance to Knowledge, Skills and Competence statements should be recorded here.]

Training Centre:

Dates: from	to	place

Examination number	Examiner

Candidate:

Title	First name	Last name

Reference, date	Description	Notes
	Real-life Observation(s)	
	Simulations / role play(s)	
	Case study(ies)	
	Review with examiner	
	Other(s)	
	Prior learning & experience	

General Remarks

Examiner Signature		Date	

STEP Assessment record

<table>
<tr><td colspan="3">STEP Assessment record
[This form or one like it should be used to record the evidence submitted against the Learning Units (1 to 12). Assessors should make reference to the Knowledge, Skills and Competence statements.]</td></tr>
<tr><td colspan="3">Candidate name:</td></tr>
<tr><td>Unit</td><td>Evidence provided, with comments in relation to Skills Outcome statements and Quality Assurance Frameworks</td><td>Date when Unit Standard is met</td></tr>
<tr><td>1. Clients' beliefs about work</td><td></td><td></td></tr>
<tr><td>2. Choice of Occupation</td><td></td><td></td></tr>
<tr><td>3. Finding a job</td><td></td><td></td></tr>
<tr><td>4. Competing for work</td><td></td><td></td></tr>
<tr><td>5. Keeping the job</td><td></td><td></td></tr>
<tr><td>6. Interpersonal communication skills</td><td></td><td></td></tr>
<tr><td>7. Planning</td><td></td><td></td></tr>
<tr><td>8. Developing clients' self-efficacy</td><td></td><td></td></tr>
<tr><td>9. Design & application of group events / learning</td><td></td><td></td></tr>
<tr><td>10. Developing advisors' own Labour Market resources</td><td></td><td></td></tr>
<tr><td>11. Ethics</td><td></td><td></td></tr>
</table>

12. Theory			
Examiner Signature		**Date**	