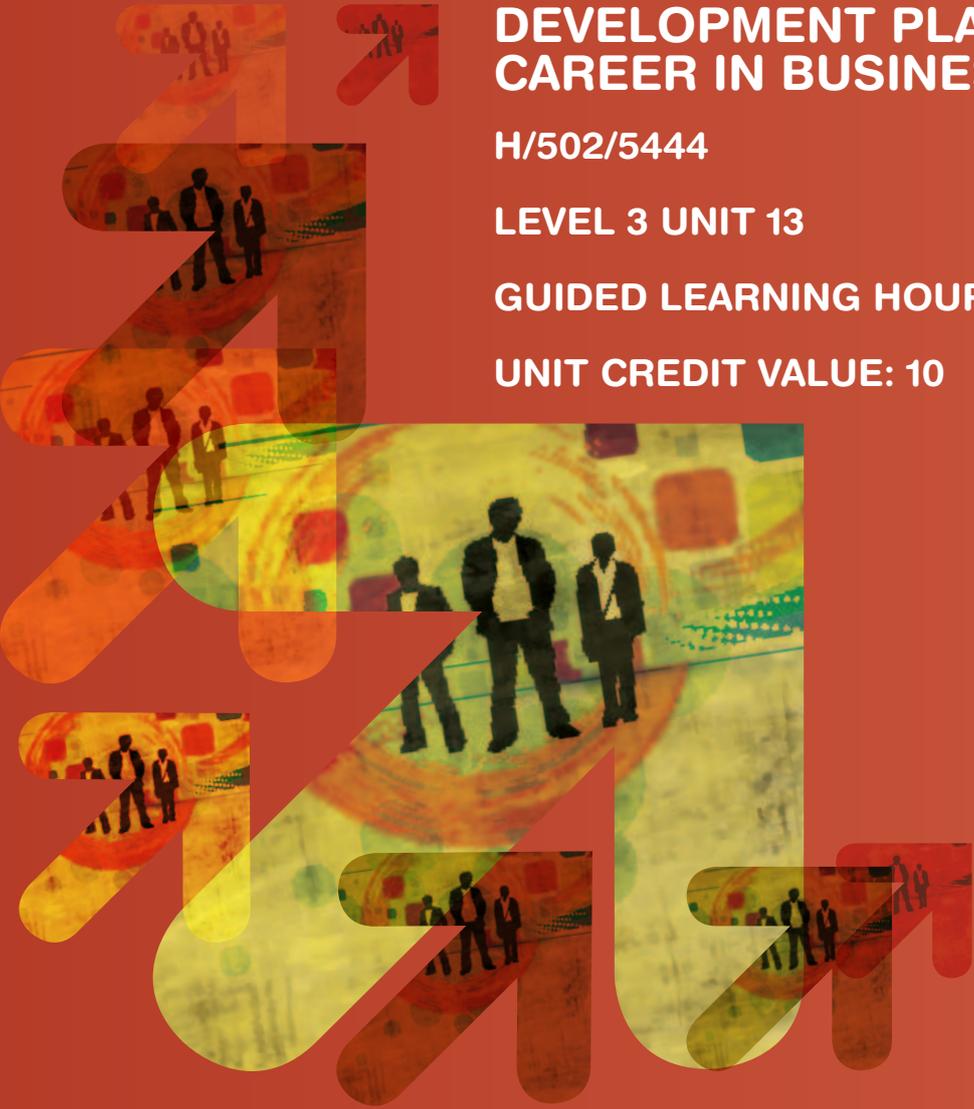




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OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS



DEVELOPMENT PLANNING FOR A CAREER IN BUSINESS

H/502/5444

LEVEL 3 UNIT 13

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



DEVELOPMENT PLANNING FOR A CAREER IN BUSINESS

H/502/5444

LEVEL 3 UNIT 13

PURPOSE OF THE UNIT

The unit will help learners to make effective career decisions within their chosen career pathway. Career management skills are particularly important as labour market conditions change and they enable learners to have a competitive edge against those who are unclear of their career path or of labour market conditions. Employability skills are of relevance to any qualification and the opportunity to demonstrate these skills is of value in preparation for employment. Continuous Professional Development is paramount to the progression and flexibility of an individual as an employee and this unit will help learners to understand the value of investing in training and development for their future prospects.

On completion of this unit, learners will have assessed their skills and have completed an up-to-date personal development career plan relevant to a career in business. They will have a good understanding of the concept of transferable skills and the importance of continuing professional development.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know how to access career-related information	P1 identify sources of information related to the career path	M1 analyse the different sources of information available related to the career path	D1 evaluate Labour Market Information related to the career path
2 Be able to develop a personal career development plan	P2 complete a career plan identifying development needs		
	P3 carry out a skills audit to identify skills gaps		
	P4 create SMART targets for the career plan		
3 Be able to develop a range of transferable business skills at the appropriate level	P5 demonstrate transferable business skills	M2 analyse the strengths and weaknesses of own transferable business skills	D2 evaluate ways in which own transferable business skills can be improved
4 Understand methods of professional development and training	P6 discuss methods of continuing professional development and training relevant to the career plan	M3 analyse different methods of continuing professional development and training relevant to the career plan	

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning Outcome 1 Know how to access career-related information

- The process of information gathering; define issue; be clear about objective and subject area:
- Examples of where to find careers related information (e.g. Careers Advisers, online recruitment agencies, professional journals, Sector Skills Councils, careers libraries, networking with families and friends).
- Why Labour Market Information (LMI) is relevant to career choice.

Learning Outcome 2 Be able to develop a personal career development plan

- What a career plan is; i.e. where you are now, where do you want to be and how do you get there?
- Why having an understanding of personal values (e.g. ethics, social values) is relevant to career choice
- The importance of categorising objectives (e.g. short-term, long-term)
- How knowledge, skills, interests, qualifications, and experience can help to provide a basis for where you are now
- How to relate a careers profile to current skills in order to identify development needs
- Different types of plans including transitional plans
- Definitions of skills, i.e. competences
- Ranking skills
- Methods of skills auditing
- SMART objectives
- The importance of monitoring and reviewing the objectives within a career plan.

Learning Outcome 3 Be able to develop a range of transferable business skills at the appropriate level

- Definition of transferable skills
- Examples of transferable skills (e.g. project management, networking, selling and negotiation skills, group work skills).

Learning Outcome 4 Understand methods of professional development and training

- Continuing and Professional Development; short-term and long term
- Professional bodies, trade organisations, guilds, Sector Skills Councils etc, and how they support the professions
- The importance and relevance of being reflective when receiving structured or unstructured feedback on skills development
- Different types of training providers including public and private providers
- Different methods of training.

DELIVERY GUIDANCE

Learning Outcome 1

By the end of this learning outcome learners will know and understand how to identify and evaluate sources of information that are relevant to their career path. To start, learners should have an introduction about how and where to gather the information and what to do with it once they have it. Being able to research is a transferable skill; and this could introduce the concept to learners. In small groups the learners could identify different sources for information. Each group could select a source and investigate the types of information and guidance it offers. They could then feedback their information to the group and collate a comprehensive directory.

The learners could analyse the source and the information found. They could identify the strengths and weaknesses, plus be aware of any potential bias; for example who is funding the information and the primary purpose of the organisation.

Learners should be able to evaluate Labour Market Information in relation to their career path. The tutor could consider using activities to identify labour market information and how it can be used. The learners could be introduced to sector skills councils, professional bodies, trade organisations etc and investigate how they support specific professions and trades.

Learning Outcome 2

Learners should be able to create their own career development plan; this should include identifying their development needs and skill gaps, and ensuring that the targets they set are SMART. In small groups learners could discuss their personal career objectives, for example where they are now, where they would like to be in the future, and how do they plan on getting there.

A short-term development plan is usually considered as 1-2 years and a long-term plan 2-5 years. A standard career profile will outline the training and experience required and learners could then work out what they will need to do within specific time period, enabling them to determine their development needs.

Using the Careers Service or its' equivalent to support the development of the plan would provide an up-to-date

perspective on careers and employability. The learners could use computer aided guidance tools to support the process e.g. if a learner does not know what they want to do, they could undertake a careers interest inventory which would indicate relevant career choices. The tutor could also organise a "business tasters sessions' where professionals and experts are invited to come and discuss career pathways.

Learners need to understand the importance of an accurate and realistic self-assessment of their skills. This could include being aware of the difference between self-assessment ranking options and external ranking options (how we perceive ourselves and how others perceive us). Careers employability related DVDs could be a useful tool to demonstrate a skill and its' development. Learners could then carry out a self audit in order to identify skills gaps. Learners should understand that early identification of a particular skill for development will enable them to practice and improve and therefore consequently build their confidence in the skill. This will support them when applying for work, and performing within the workplace.

Learners need to practice devising SMART objectives for their career plan. They should also understand the importance of monitoring and reviewing objectives within a career plan as circumstances change throughout the duration of the plan. They should view the plan and therefore the objectives as a working document that can evolve and change throughout time.

Learning Outcome 3

Learners must understand the concept of transferable business skills, be able to demonstrate a range of skills and appreciate how these skills can improve their attractiveness in the workplace. In small groups learners could identify a range of transferable business skills and discuss how they are utilised within business, why they are important and why they are transferable. An awareness of how these skills are included in formal assessment for different types of jobs could encourage learners to practice and develop their skills. In small groups learners could investigate how these skills can be developed. Learners could identify how to personally develop their own skills and incorporate this information within their own career development plan. The learner could be encouraged to reflect and review their skills development whenever they have had an opportunity. Learners should be aware of the importance of selecting the appropriate skills

for development and how this could improve their success in the future.

Learning Outcome 4

Learners must understand the different methods of continuous professional development that is available to them, and how it will assist them within their career path. Learners could investigate different methods of continuous professional development in relation to:

- Professional and Trade Bodies provision: skills development, networking, career advancement opportunities, receiving up-to-date information
- Sector Skills Councils provision: industry specific information, training, qualifications endorsement

Learners should appreciate that in order to progress in a career the above information will keep them ahead of the game, and when applying for a job or promotion, taking part in continuous professional development would prove advantageous, or in some cases be a requirement for their chosen profession.

The tutor could arrange for speakers from local training providers, career agencies or HR personnel to discuss the types of professional development available. Learners could research the types of professional development required for specific job roles, or a role that they are interested in.

Learners must be able to compare and contrast different methods of continuing professional development. This could include: the price, what the profession requires, what is appropriate for updating and developing skills and experiences. They should be able to use this information to choose methods appropriate for themselves and for their career. It is important to differentiate between 'what they need to have' (e.g. licence to practice type qualifications) and what would be 'nice to have'.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

P1

Scenario: You have been asked to collate information for a new careers information application (app) related to the selected career path

Your task is to:

- Individually research and identify sources of careers information for the career path
- **M1** Analyse the different sources of information available related to the career path
- **D1** Evaluate the relevance of Labour Market Information related to the career path

P2, P3, P4

Scenario: For your own professional progression, you decide to assess your skills and develop a personal career plan.

Your task is to:

- Carry out a skills audit to identify skills gaps
- Complete a career development plan identifying development needs using SMART objectives

Guidance: skills audit manually or by a computer aided guidance skills package is equally appropriate

P5

Scenario: You attend an assessment centre for a business trainee programme. The main skills the assessors are looking for are transferable business skills.

Your task is to demonstrate a range of transferable business skills e.g.:

- Group work skills
- Negotiation skills
- Project management skills
- **M2** Analyse the strengths and weaknesses of your own transferable business skills
- **D2** Evaluate ways in which your own transferable business skills can be improved

Guidance: Tutors could choose which transferable skills are most relevant to the learner. For D2 learners are expected to link their conclusions to their career plan to help develop the transferable skills they identified.

P6

Scenario: A friend is interested in the same career path as you but is unclear on how to choose and access continual professional development and training.

Your task is to:

- Discuss methods of continuing and professional development relevant to the career plan
- **M3** Analyse methods of continuing professional development and training relevant to the career plan

Guidance: For M3 learners should provide evidence of understanding the process of decision making skills when analysing their options. Their choices should be of relevance to their chosen career

LINKS to NOS

CfA BAD322 Analyse and report data (Partial)

CfA BAA626 Plan how to manage and improve own performance in a business environment (Partial)

CfA M&LA2 Manage your own resources and professional development (Partial)



CONTACT US

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