

**NAEGA Conference 5<sup>th</sup> and 6<sup>th</sup> October 2010:  
Workshop Session 3: New Qualifications  
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**Qualification and Credit Framework Qualifications: a brief explanation**

**Award**

Has a value between 1 and 12 credits.

**Certificate**

Has a value between 13 and 36 credits.

**Diploma**

Has a value of more than 36 credits.

**Credit (Award of)**

A method of recognising learner achievement. Within the QCF, credit is awarded for the successful completion of units of assessment. One credit represents the notional equivalent of 10 hours of learning

**Credit level**

A description of the complexity of learning. Level descriptors for the Qualifications and Credit Framework (QCF) range from Entry level to level 8 and enable achievements to be located at a particular level in the framework.

**Guided learning hours**

The number of hours of teacher/lecturer/trainer-supervised or directed study time required to teach a unit. This can include aspects of blended learning.

**Units of assessment**

A unit is defined as a coherent and explicit set of learning outcomes and related assessment criteria, with a title, credit value and level. Within the Qualifications and Credit Framework (QCF) the term 'unit' refers to a unit of assessment. Units for the QCF share a common set of characteristics, are submitted on a template, and can be combined to support the creation of coherent programmes of learning and qualifications.

**Mandatory units** are those in which credit must be achieved in order to meet the requirements of a qualification.

**Optional units** are those that a learner may select in order to achieve credits that meet the requirements of a qualification.

## The three new qualifications for Career Information, Advice and Guidance for Adults in England

### Level 3 Award for Supporting clients to overcome barriers to learning and work

#### Audience

##### The wider associated network

In the wider associated network, practitioners and volunteers have a role in signposting clients for support in overcoming barriers to learning and work and may also offer other services such as providing career-related information and support with applying for learning and work. These services may on occasion be offered to groups of clients as well as on an individual basis.

##### Associated roles within different organisations

There are some practitioners working in other types of organisation who provide career information, advice, signposting for further support and support with applying for learning and work as part of a wider job role. For example FE Tutors, Work-based Learning Tutors and Library and Information staff. Such staff will access training relevant for their own sector but will also benefit from being able to access accredited training in specific aspects of career information, advice, applying for learning and work and signposting.

### Level 4 Diploma in Career Information and Advice

#### Audience

Consultation with the sector undertaken by Lifelong Learning UK as part of the development of the qualifications revealed that the services offered by staff in **para-professional roles** can vary with for example, some staff providing an information giving and referral role and others also doing this but also offering more in-depth support to clients including, for some staff, diagnosis and assessment of need.

The Level 4 Diploma in Career Information and Advice has therefore been designed with a core of mandatory units which will be applicable to **all para-professional staff** and then scope to take a wide range of optional units which will reflect the diversity of roles undertaken by staff. For example those staff who offer more in-depth support to clients may choose to take optional units on diagnosing and assessing client need and exploration and agreement of how to meet the career-related needs of clients. If they discover that the client requires career guidance they would then refer the client to those colleagues who provide career guidance interviews.

### Level 6 Diploma in Career Guidance and Development

#### Audience

The service of in-depth career guidance to clients with more complex and longer term needs or who are vocationally undecided which is provided by **professional level staff** is less diverse and therefore the *Level 6 Diploma in Career Guidance and Development* has a larger core of mandatory units with scope to then take some optional units to reflect different areas of activity within the role. This role involves the application of career guidance theories and models to practice in order to support those clients to make realistic and informed decisions and plans regarding new learning or training opportunities and career planning.

## Structure of the Qualifications

<b>Level 3 Award for Supporting clients to overcome barriers to learning and work</b>		
Total credit value of qualification: 6		
Credit value at Level 3	6	
Credit value of mandatory units	3	
Credit value of optional units	3	
<b>Mandatory units</b>	Credit level	Credit value
Signpost clients to relevant sources of information, advice and guidance to overcome barriers to learning and work	3	3
<b>Optional units</b>	Credit level	Credit value
Provide information to support clients to overcome any barriers to learning and work	3	3
Assist clients to apply for learning and work	3	3
Deliver career-related learning in groups	3	3
Learners must take the mandatory unit and one optional unit.		

<b>Level 4 Diploma in Career Information and Advice</b>		
Total credit value of qualification: Minimum 45 credits		
Credit value at Level 4	45 credits	
Credit value of mandatory units	30	
Credit value of optional units	15	
<b>Mandatory units</b>	Credit level	Credit value
Preparing to work in the Career Information, Advice and Guidance Sector	4	6
Reflecting on practice and continuous professional development	4	6
Communicate with clients to determine their need for career information, advice and guidance	4	6
Awareness of career choice theories and concepts for supporting clients	4	6
Meeting the career-related information needs of clients	4	6
<b>Optional units</b>	Credit level	Credit value
Using diagnostic and assessment tools with clients	5	6
Exploration and agreement of how to meet the career-related needs of clients	4	6
Assist clients to review the achievement of a course of action	4	2
Operate within networks to support the delivery of the service	4	2
Refer clients to a range of internal and external sources to meet	4	2

their needs		
Use negotiation skills on behalf of clients	4	2
Use advocacy skills on behalf of clients	4	2
Understand how to support clients in particular circumstances to overcome barriers to learning, training and employment	4	3
Enable parents, family members, partners, guardians and advocates to support the client to meet their career-related needs	4	3
Assist clients to apply for learning and work	4	3
Provide on-going support to clients	4	2
Prepare to deliver services to clients in an outreach setting	4	2
Source, evaluate and use Labour Market Information (LMI) with clients	4	3
Obtain and organise career-related information including LMI	4	3
Promote career-related learning	4	6
Plan and deliver career-related learning in groups	4	6
Evaluate service provision	4	3
Undertake research on behalf of the service	6	6
<b>Management units</b>		
Leadership practice	5	7
Performance management	5	9
Managing facilities	5	2
Financial control	5	9
Project development and control	5	6
Obtain additional finance for the organisation	7	10
Learners must take the mandatory units and any combination of optional units totalling 15 credits.		

<b>Level 6 Diploma in Career Guidance and Development</b>		
Total credit value of qualification: Minimum 60 credits		
Credit value at Level 6	60 credits	
Credit value of mandatory units	45	
Credit value of optional units	15	
<b>Mandatory units</b>	Credit level	Credit value
Preparing to work in the Career Information, Advice and Guidance Sector	6	6
Reflecting on practice and continuous professional development	6	6
Agree the purpose of client-centred career guidance interviews and maintain communication with clients	6	6
Career Guidance Theory	6	9
Exploration and agreement of how to meet the career guidance and development needs of clients	6	6
Using Career and Labour Market Information with clients	6	6

Work with other agencies for the benefit of clients and own organisation	6	6
<b>Optional units</b>		
	<b>Credit level</b>	<b>Credit value</b>
Using Diagnostic and Assessment Tools with clients	5	6
Use advocacy skills on behalf of clients	6	2
Understand how to support clients in particular circumstances to overcome barriers to learning, training and employment	6	3
Enable parents, family members, partners, guardians and advocates to support the client to meet their career-related needs	6	3
Assist clients to apply for learning and work	4	3
Provide on-going support to clients	6	2
Prepare to deliver services to clients in an outreach setting	6	2
Source, evaluate and use Labour Market Information (LMI) with clients	6	3
Obtain and organise career-related information including LMI	4	3
Promote career-related learning	6	6
Plan and deliver career-related learning in groups	6	6
Evaluate service provision	6	3
Undertake research on behalf of the service	6	6
<b>Management units</b>		
Leadership practice	5	7
Performance management	5	9
Managing facilities	5	2
Financial control	5	9
Project development and control	5	6
Obtain additional finance for the organisation	7	10
Learners must take the mandatory units and any combination of optional units totalling 15 credits.		

### Continuous Professional Development

The research undertaken on behalf of LLUK during the development of these qualifications revealed that employers are very keen to have accredited continuous professional development (CPD) for their staff. All units within the various qualifications would provide relevant CPD opportunities and Unit Credit Awards should be available for all units.

### Overview of the units of assessment

The units listed below are offered within the following qualifications:

Level 3 Award for Supporting clients to overcome barriers to learning and work

Level 4 Diploma in Career Information and Advice

Level 6 Diploma in Career Guidance and Development

	Level 3	Level 4	Level 6	Credit Value
<b>Mandatory Units</b>				
Signpost clients to relevant sources of information, advice and guidance to overcome barriers to learning and work	X			3
Preparing to work in the Career Information, Advice and Guidance Sector		X	X	6
Reflecting on practice and continuous professional development		X	X	6
Communicate with clients to determine their need for career information, advice and guidance		X		6
Awareness of career choice theories and concepts for supporting clients		X		6
Meeting the career-related information needs of clients		X		6
Agree the purpose of client-centred career guidance interviews and maintain communication with clients			X	6
Career Guidance Theory			X	9
Exploration and agreement of how to meet the career guidance and development needs of clients			X	6
Using Career and Labour Market Information with clients			X	6
Work with other agencies for the benefit of clients and own organisation			X	6
<b>Optional units</b>				
Using diagnostic and assessment tools with clients ( <b>Level 5</b> )		X	X	6
Provide information to support clients to overcome any barriers to learning and work	X			3
Assist clients to apply for learning and work	X	X	X	3
Deliver career-related learning in groups	X			3
Plan and deliver career-related learning in groups		X	X	6
Exploration and agreement of how to meet the career-related needs of clients		X		6
Assist clients to review the achievement of a course of action		X		2
Operate within networks to support the delivery of the service		X		2
Refer clients to a range of internal and external sources to meet their needs		X		2
Use negotiation skills on behalf of clients		X		2
Use advocacy skills on behalf of clients		X	X	2

Understand how to support clients in particular circumstances to overcome barriers to learning, training and employment		X	X	3
Enable parents, family members, partners, guardians and advocates to support the client to meet their career-related needs		X	X	3
Provide on-going support to clients		X	X	2
Prepare to deliver services to clients in an outreach setting		X	X	2
Source, evaluate and use Labour Market Information (LMI) with clients		X	X	3
Obtain and organise career-related information including LMI		X	X	3
Promote career-related learning		X	X	6
Evaluate service provision		X	X	3
Undertake research on behalf of the service		X	X	6
The first five management units are offered at Level 5 and the final one at Level 7 and exist already on the National Database of Accredited Qualifications				
Leadership practice		X	X	7
Performance management		X	X	9
Managing facilities		X	X	2
Financial control		X	X	9
Project development and control		X	X	6
Obtain additional finance for the organisation		X	X	10

Further details of all of the qualifications can be found in:

**Awarding Organisation Guidance**

<http://www.lluk.org/documents/careerguidanceawardingorganisationguidance.pdf>

**Guidance for Employers**

<http://www.lluk.org/guidance-for-employers-in-adult-career-information-advice-and-guidance-sector-in-england.htm>

Further details of all of the products produced by Lifelong Learning UK can be found at:

<http://www.lluk.org/career-guidance.htm>

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## Examples of units

### Level 3 Award for Supporting clients to overcome barriers to learning and work

<b>Title</b>		<b>Signpost clients to relevant sources of information, advice and guidance to overcome barriers to learning and work</b>
<b>Level</b>	<b>3</b>	
<b>Credit value</b>	<b>3</b>	
<b>Learning outcomes</b>		<b>Assessment criteria</b>
<b>01 Understand how to determine the information, advice and guidance needs of clients</b>		<p>1.1 Identify a range of questioning techniques used to establish the needs of clients</p> <p>1.2 Identify a range of techniques used to agree the needs of clients</p>
<b>02 Understand a range of barriers to learning and work and sources of information for overcoming them</b>		<p>2.1 Explain a range of barriers to learning and work</p> <p>2.2 Explain where clients can access information, advice and guidance to enable them to overcome barriers to learning and work</p>
<b>03. Determine the information, advice and guidance needs of clients</b>		<p>3.1 Question clients to find out what information, advice or guidance they require to overcome their barriers to learning and work</p> <p>3.2 Agree with clients what their information, advice or guidance needs are</p>
<b>04. Signpost clients to a range of internal and external sources to meet their career-related needs, including ways to overcome any barriers to learning and work</b>		<p>4.1 Explain to clients the information that own service can provide to meet their information, advice and guidance needs</p> <p>4.2 Explain to clients the information that other services can provide to meet their information, advice and guidance needs</p> <p>4.3 Signpost clients to the relevant sources of information, advice and guidance to enable them to overcome their barriers to learning and work</p> <p>4.4 Record the signposting of clients using organisational procedures</p>
<b>05 Review own practice in signposting</b>		5.1 Review how the interaction with



<b>clients</b>	<p>clients met their information needs.</p> <p>5.2 Identify areas for improvement in own signposting practice and how these can be met.</p>
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#### Level 4 Diploma in Career Information and Advice

<b>Title</b>	<b>Communicating with clients to determine their need for career information, advice and guidance</b>	
<b>Level</b>	<b>4</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>01 Understand a range of interviewing skills used to determine the client need for career information, advice and guidance</b>	<p>1.1 Identify a range of interviewing skills used to establish the needs of clients</p> <p>1.2 Identify a range of techniques used to establish what the interview will involve</p> <p>1.3 Identify a range of ways to tailor the interview to suit the needs, characteristics and location of clients</p>	
<b>02 Understand how to use a range of media to communicate with clients</b>	<p>2.1 Agree with clients the purpose of the interview and what will be involved</p> <p>2.2 Determine the range of media that is available for use in communicating with clients</p> <p>2.3 Explain the advantages and disadvantages of using different types of media with clients</p> <p>2.4 Explain the techniques that are used when communicating with clients using a range of media</p>	
<b>03 Communicate with clients, using a range of media, to determine their need for career information, advice and guidance</b>	<p>3.1 Question clients to establish the their need for career information, advice and guidance</p> <p>3.2 Maintain communication with clients in a way which takes into account their individual characteristics, needs and location</p> <p>3.3 Reflect back the clients'</p>	

	<p>responses in order to check own understanding</p> <p>3.4 Summarise the points made throughout the interview</p> <p>3.5 Agree the clients' needs and how these will be met</p> <p>3.6 Record the outcome of the interviews with clients using organisational procedures</p>
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<b>Title</b>	<b>Awareness of career choice theories and concepts for supporting clients</b>	
<b>Level</b>	<b>4</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>01. Understand a range of career choice theories</b>	<p>1.1 Review a range of career choice theories</p> <p>1.2 Evaluate the range of ways used by clients to make career decisions</p> <p>1.3 Evaluate a range of ways to enable clients to develop self-awareness</p> <p>1.4 Evaluate a range of ways to enable clients to develop decision-making skills</p> <p>1.5 Evaluate a range of ways to enable clients to develop opportunity awareness</p>	
<b>02. Understand a range of concepts for supporting clients</b>	<p>2.1 Compare the concepts of supporting, enabling and empowerment</p> <p>2.2 Explain ways to support clients develop skills to enable them to take advantage of unplanned events</p>	
<b>03. Understand how to motivate and raise the aspiration of clients</b>	<p>3.1 Review the techniques used to motivate clients</p> <p>3.2 Review techniques to raise the aspirations of clients</p>	

<b>Title</b>		<b>Meeting the career-related information needs of clients</b>
<b>Level</b>	<b>4</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>		<b>Assessment criteria</b>
<b>01 Understand a range of career-related information including electronic information and labour market information</b>		<p>1.1 Evaluate a range of paper-based career-related information</p> <p>1.2 Evaluate a range of electronic career-related information</p> <p>1.3 Evaluate a range of labour market information</p> <p>1.4 Evaluate a range of ways to ensure that career-related information is fit for purpose and up to date</p>
<b>02. Enable clients to access and use career-related information</b>		<p>2.1 Agree the career-related information needs with clients</p> <p>2.2 Source the required career-related information</p> <p>2.3 Ensure the career-related information is fit for purpose and up to date</p> <p>2.4 Interpret and tailor the information to meet the needs of clients</p> <p>2.5 Provide the career-related information to clients</p> <p>2.6 Enable clients to access and use the information in relation to their own immediate needs.</p> <p>2.7 Explain to clients how to access career-related information in the future</p> <p>2.8 Record the provision of the career-related information to clients using organisational procedures</p>
<b>03. Signpost clients to a range of external sources to meet their career-related information needs</b>		<p>3.1 Explain to clients the career-related information that other services can provide to meet their needs</p>

	<p>3.2 Signpost clients to the relevant alternative sources of information, advice and guidance</p> <p>3.3 Record the signposting of clients using organisational procedures</p>
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### Level 6 Diploma in Career Guidance and Development

<b>Title</b>	<b>Preparing to work in the Career Information, Advice and Guidance Sector</b>	
<b>Level</b>	<b>6</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>01. Understand the Career Information, Advice and Guidance sector</b>	<p>1.1 Critically evaluate the key components of the sector</p> <p>1.2 Critically analyse the social, personal and economic benefits of career guidance</p> <p>1.3 Critically analyse the impact of key trends and developments in the sector</p> <p>1.4 Review current policy contexts which impact on the sector</p> <p>1.5 Critically evaluate methods of keeping up-to-date with developments in the sector.</p>	
<b>02. Understand own CIAG organisation</b>	<p>2.1 Critically analyse the aims and values of the organisation</p> <p>2.2 Critically evaluate the key policies and procedures of the organisation</p>	
<b>03. Understand roles and ways of working within the CIAG organisation</b>	<p>3.1 Analyse own role, responsibilities and boundaries in the organisation</p> <p>3.2 Compare the roles other than own role performed in the organisation</p> <p>3.3 Critically evaluate the role of stakeholders within the organisation</p> <p>3.4 Recommend ways to develop and sustain productive working relationships with colleagues in the organisation</p>	

	<p>3.5 Critically evaluate ways to plan, organise and manage own work role within organisational requirements</p> <p>3.6 Specify the range of ways used to ensure that safe and suitable environments are provided for the provision of services to clients</p>
<p><b>04. Understand how key legislation, professional codes of practice, ethical principles and the principles of diversity, equality and inclusion impact on own practice and the work of the organisation</b></p>	<p>4.1 Assess ways to apply relevant current legislative requirements to own practice</p> <p>4.2 Determine how relevant professional codes of practice apply to own practice</p> <p>4.3 Determine how ethical principles apply to own practice</p> <p>4.4 Determine how the principles of diversity and equality impact on own practice</p> <p>4.5 Assess ways to promote inclusion</p>

<b>Title</b>	<b>Career Guidance Theory</b>	
<b>Level</b>	<b>6</b>	
<b>Credit value</b>	<b>9</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<p><b>01. Understand a range of career guidance theories</b></p>	<p>1.1 Critically analyse the value of career guidance theories in maintaining and developing effective career guidance</p> <p>1.2 Critically evaluate a range of theories of vocational behaviour</p> <p>1.3 Critically evaluate a range of theories of career choice, decision making and avoidance</p> <p>1.4 Critically evaluate a range of theories of career learning</p> <p>1.5 Critically evaluate a range of theories of transition</p> <p>1.6 Critically evaluate a range of motivational theories and techniques</p>	

<b>02. Understand a range of concepts and models for supporting clients in their career planning and development</b>	<p>2.1 Critically evaluate concepts of supporting, enabling and empowerment</p> <p>2.2 Critically evaluate a range of theories on how people learn</p> <p>2.3 Critically evaluate a range of ways of managing change including ways to support clients develop skills to enable them to take advantage of unplanned events</p> <p>2.4 Critically evaluate a range of different models for supporting clients in their career planning/development</p> <p>2.5 Critically evaluate the ways to apply and tailor theories, concepts and models to own role and practice</p>
<b>03. Understand the role of research in informing and developing career guidance practice</b>	<p>3.1 Critically analyse the role of evidence-based practice in the development of career guidance theories, models and concepts</p> <p>3.2 Critically analyse the purpose of research in developing own practice</p> <p>3.3 Critically evaluate different ways of keeping up to date with development in theory and practice of relevance to the sector</p>

<b>Title</b>	<b>Exploration and agreement of how to meet the career guidance and development needs of clients</b>	
<b>Level</b>	<b>6</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>01 Understand career guidance techniques used to explore and agree client needs and to identify and agree options to meet those needs</b>	<p>1.1 Critically evaluate a range of techniques for exploring and agreeing the needs of clients, including those initially presented by clients and also their longer term needs</p> <p>1.2 Critically evaluate a range of techniques used to identify and</p>	

	agree a range of options to meet the needs of clients
<b>02 Understand career guidance techniques used to enable clients to select and plan a course of action</b>	<p>2.1 Critically evaluate a range of career guidance techniques used to enable the client to select a course of action</p> <p>2.2 Critically evaluate a range of techniques used to agree and plan specific, measurable, achievable realistic and time-bound action plans for clients that cover their career guidance and development needs</p> <p>2.3 Critically evaluate the different formats used for the production of action plans for clients</p>
<b>03 Explore and agree the career guidance and development needs of clients</b>	<p>3.1 Explore clients' initial and longer term career guidance and development needs, using a range of techniques and career guidance theories and models</p> <p>3.2 Determine with clients how realistic their needs are, using a range of techniques and career guidance theories and models</p> <p>3.3 Agree the clients' career guidance and development needs, using a range of techniques and career guidance theories and models</p>
<b>04 Identify and agree a range of options to meet the clients' career guidance and development needs</b>	<p>4.1 Explore the options for meeting clients' career guidance and development needs, using a range of techniques and career guidance theories and models</p> <p>4.2 Agree the options to be used to meet the clients' career guidance and development needs, using a range of techniques and career guidance theories and models</p>
<b>05 Enable clients to select a course of action</b>	<p>5.1 Enable clients to look at how each option meets their needs, using a range of techniques and career guidance theories and models</p> <p>5.2 Agree the course of action with</p>

	clients
<b>06 Agree, plan and produce an action plan for clients</b>	<p>6.1 Agree the content of the action plan with clients, including specific, measurable, achievable and realistic actions and associated timescales</p> <p>6.2 Agree with clients how any barriers to implementation of the action plan can be overcome.</p> <p>6.2 Produce an action plan with clients including how to overcome any barriers to implementation</p> <p>6.4 Record the action plans and outcomes of the career guidance interview using organisational procedures</p> <p>6.5 Review the effectiveness of interventions and how outcomes were achieved</p>
<b>07. Review their achievement of a career-related course of action with clients</b>	<p>7.1 Enable clients to review the progress of their career-related course of action</p> <p>7.2 Produce a revised plan of action if needed with clients</p>

<b>Title</b>	<b>Using Career and Labour Market Information with clients</b>	
<b>Level</b>	<b>6</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>01 Understand career-related information in relation to education, training, employment, lifelong learning opportunities and the labour market</b>	<p>1.1 Critically analyse the role of career-related information, including Labour Market Information in career guidance</p> <p>1.2 Critically evaluate a range of information on the education and training systems in England, the rest of the UK and Europe to clients, learning providers and employers</p> <p>1.3 Critically evaluate a range of information on labour market opportunities and trends in England, the rest of the UK and Europe to clients, learning providers and employers</p>	



	<p>1.2 Critically evaluate the range, sources and types of career-related information available, including electronic information</p> <p>1.3 Critically evaluate a range of ways to ensure that career-related information is fit for purpose and up to date</p>
<p><b>02. Enable the client to access and use career-related information</b></p>	<p>2.1 Agree the career-related information needs with clients</p> <p>2.2 Source the required information</p> <p>2.3 Ensure that the information is fit for purpose and up to date</p> <p>2.4 Interpret and tailor the information to meet the needs of clients</p> <p>2.5 Provide the career-related information to clients</p> <p>2.6 Enable clients to access and use the information in relation to their own immediate needs.</p> <p>2.6 Explain to clients how to access career-related information in the future</p> <p>2.7 Record the provision of the career-related information to clients using organisational procedures</p>

Applicable to both the Level 4 and Level 6 Diplomas

<b>Title</b>		<b>Use Diagnostic and Assessment Tools with clients</b>
<b>Level</b>	<b>5</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>		<b>Assessment criteria</b>
<b>01. Understand the purpose and application of assessment and diagnostic tools</b>		<p>1.1 Explain the reasons for diagnosing and assessing the needs of clients</p> <p>1.2 Explain the purpose of a range of assessment and diagnostic tools</p> <p>1.3 Evaluate a range of diagnostic and assessment tools used with clients to diagnose and assess their needs</p>
<b>02. Be able to use diagnostic and assessment tools with clients</b>		<p>2.1 Question clients to determine which diagnostic or assessment tool would be appropriate for their needs</p> <p>2.2 Determine which diagnostic or assessment tool to use with clients</p> <p>2.3 Explain the use of the diagnostic or assessment tool to clients</p> <p>2.4 Use the diagnostic or assessment tool with clients</p> <p>2.5 Analyse and interpret the results of diagnostic and assessment tools</p> <p>2.6 Explain the results of diagnostic and assessment tools to clients</p> <p>2.7 Agree the results of diagnostic and assessment tools with clients</p>