



Career Professionals in the 21st Century

A Blueprint of Learning Outcomes for Professional Roles in the UK Career Development Sector *and* an Introduction to the Qualification in Career Development

December 2016



Professional Roles in Career Development

Introduction

In a dynamic world with many challenges and opportunities for individuals and societies, assumptions about careers are being turned on their heads. It is no longer possible to rely on the career ladders and working patterns of the past. Young people and adults need to be competent career managers with the skills and knowledge to design their own career paths, and the confidence to respond to career challenges and changing circumstances as they emerge.

For young people and adults, being able to access support from someone who is professionally qualified to help individuals develop these skills is vital. In schools such support can come from career education programmes, access to employers and from career guidance provided by professionally qualified Career Advisers. For adults, career guidance may be accessed free of charge from government funded organisations or paid for privately from a career coach or consultant or provided by an employer as part of a talent management/employee development programme.

Career development services are of value to society

Research, such as 'The economic benefits of career guidance' (Hooley and Dodd 2015), demonstrates the value and impact of the profession and the importance of being able to advocate and articulate this to others. Hooley and Dodd's research says that the individual outcomes of career guidance for individuals are a building of skills and knowledge (human capital), an increase in their network (social capital) and an ability to transition from one part of their lives to the next. These three outcomes all affect the ability of an individual to find and keep work. When individuals are in appropriate work it can have important implications for the wider economy, e.g. increased labour market participation, decreased unemployment, an enhanced skills and knowledge base, and a more flexible and mobile labour market. There are also secondary benefits, such as improved health, decreased crime, increased GDP, tax revenue and decreased cost of benefits.

The Professional Role

Being a career development professional and helping people to maximise their human and social capital and make the most of the transitions throughout their working lives is a privilege. To be able to do this effectively requires professional training and

the ongoing maintenance and development of skills and knowledge throughout the career development professional's career. This complex role requires specialist skills and knowledge. The NICE Framework (2012) developed by a range of European universities articulates this well. Career development professionals should be:

- **Career information and assessment experts:** Helping individuals to assess their own strengths and connect them meaningfully to the labour market and the education system.
- **Career educators:** Using pedagogic approaches to develop individuals' career management skills.
- **Career counsellors:** Using counselling, coaching and advice work approaches to help individuals to understand their situation and to progress in the labour market and education system.
- **Programme and service managers:** Working with individuals and organisations to design and deliver career development programmes.
- **Social systems intervenors and developers:** Using networking, consultancy and advocacy skills to develop organisations and systems and help individuals to succeed within them.

All of this is underpinned by **Professionalism:** adopting professional values and ethical standards in all practice roles, developing and regulating relationships appropriately, engaging in continuous learning and critical thinking and advocating for the profession.

Career development professionals should be competent in all of these roles, although some may specialise in one or more of them.

These roles align with the National Occupational Standards: Career Development developed by the Career Development Institute (CDI) in 2014.

Blueprint of Learning Outcomes for Professional Roles in the Career Development Sector

To ensure that all professional level qualifications for the career development sector reflect these roles and holders are equipped to practice in any professional role in the sector, the Career Development Institute (CDI) has consulted upon and produced a Blueprint of Learning Outcomes for Professional Roles in the Career Development Sector.

The Qualification in Career Development (QCD), awarded by the CDI, is the first of these to be entirely based on the Blueprint and will be available from January 2017 and September 2017 at the following universities: Canterbury Christ Church (Chatham

In a dynamic world with many challenges and opportunities for individuals and societies, assumptions about careers are being turned on their heads.

and London); Coventry; Derby; Edinburgh Napier; Huddersfield; Nottingham Trent and West of Scotland. The QCD replaces the Qualification in Career Guidance/and Development.

<http://www.thecdi.net/Getting-Qualified/Qualification-in-Career-Guidance/QCG-D-Contact-Details>

The Blueprint and the National Occupational Standards: Career Development can also be used to inform the content of any revisions to any of the existing qualifications currently accepted for the UK Register of Career Development Professionals: <http://www.thecdi.net/Professional-Register->

It will also inform the development of the Higher Apprenticeship Standard: Career Development Professional in England.

The following sections provide information on the Blueprint of Learning Outcomes for Professional Roles in the Career Development Sector and the Qualification in Career Development; and the Register of Career Development Professionals.

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1. Qualification in Career Development (QCD)

This is based on the CDI Blueprint of Learning Outcomes for Professional Roles in the Career Development Sector and contains sixteen Learning Outcomes and Recommended Content.

Students undertake the QCD alongside a range of post graduate qualifications in career guidance/development/management offered by the universities listed above. This post graduate level study means that students develop not only the skills of critical evaluation and analysis but also those of systematic and conceptual understanding and the ability to deal with complex issues methodically and creatively by synthesising information from a range of evaluated sources.

To be awarded the QCD, students compile a QCD Professional Report as part of their studies which is moderated by qualified and experienced CDI Moderators. This provides assurance to employers and clients that holders have met the QCD Learning Outcomes and the CDI requirements relating to

- professionalism;
- conducting client-focused career guidance interactions;
- facilitating career-related learning in groups;
- gathering, organising and using career-related information;
- undertaking relevant work-based learning as part of their studies.

This combination of post graduate and professional skills and knowledge will equip future leaders of the career development sector with the drive and capacity to develop and deliver services that will meet the ever increasing and divergent needs of clients in a globalised society.

2. UK Register of Career Development Professionals

Holders of the QCD can join the UK Register of Career Development Professionals which provides assurance to clients, employers and stakeholders of the level of qualification held, adherence to the CDI Code of Ethics and the undertaking, recording

and reflection on a minimum of 25 hours CPD each year in order to maintain and develop the skills and knowledge required to work at professional level in the sector. Registrants can call themselves a Registered Career Adviser or Registered Career Coach or a Registered Careers Co-ordinator etc., use the post nominals RCDP and a bespoke logo.

The Blueprint also covers Learning Outcomes which guide qualified practitioners on topics to consider for continuous professional development following their initial training.

3. Opportunities for employment and self-employment

Opportunities for working in the sector are increasing. These can include career education or career guidance/development roles working with: young people in schools and colleges; adults who are seeking employment, training or a change in career direction; students in Higher Education or young people and adults on training programmes.

Opportunities also exist for working in local authorities, the NHS, the secure estate, in work programmes and for private companies offering talent management, career management and career coaching services. With experience, more specialist roles can be attained such as working with clients who have special educational needs/difficulties or in management, research, lecturing, inspection or consultancy roles. Depending on employer requirements, holders of the QCD can also find employment across the world, as a qualification awarded by the UK professional body is held in high regard.

In England there has been a notable increase in the number of career development professionals who are self-employed and provide career development services to schools or career coaching and consultancy to adults.

Details of the types of role available in the sector can be found in the CDI Career Development Sector Progression Pathway.

<http://www.thecdi.net/Career-Development-Sector-Progression-Pathway>

To be awarded the QCD, students compile a QCD Professional Report as part of their studies.

Vacancies for jobs throughout the sector can be found on the CDI Jobs Board - Portico. The site is very flexible and employers can load up their vacancies here and practitioners can add their CVs and apply for jobs directly. <http://jobs.thecdi.net/>

4. Why join the career development profession?

Being a career development professional is a very rewarding career. Although many people entering work in the career development sector do so as a second career, the work is also suitable for those who have recently graduated. Recent research undertaken by the International Centre for Guidance Studies in partnership with the CDI, Cotterill, Hanson and Neary (2016) looked at why career changers moved into the career development sector. The respondents said:

"A position of great privilege." "Every day I'm able to help people in a very meaningful and tangible way." "This is one of the most challenging careers I have ever done or considered, however it is the most rewarding." "The challenges within education and the constant changes in opportunities and provision mean that you never stop learning." "I find it a rewarding, challenging and creative job. I keep learning and developing skills." "People who are driven to develop self and social awareness and who recognise the beauty, empowerment and necessity of lifelong learning will do well in career development work."

5. Role of the Career Development Institute

The Career Development Institute is the UK-wide professional body for the career development sector. Our members (circa 4800) are career teachers/co-ordinators, career advisers, career coaches and career consultants working in the public, private, community and voluntary sectors.

Importantly the CDI is responsible for the UK Register of Career Development Professionals; the Career Development Sector Progression Pathway; the awarding body for the QCD; the National Occupational Standards: Career Development (NOS: CD); the Framework for Careers, Employability and Enterprise, Career Assured quality standard, and UK Career Development Awards.



We provide all the member services that you would expect of a professional body. We offer an extensive CPD programme with special rates for members; quarterly magazine; dynamic website with Members' Area, CPD Resources and a CPD recording system. Portico jobs board and fortnightly news emails. Critically we work with a wide range of stakeholders and government departments to improve career development services for adults and young people, speaking with one voice on behalf of the whole profession.

References

Cotterill, V., Hanson, J and Neary, S. (2016) A Career in Careers. Derby: International Centre for Guidance Studies. University of Derby.

Hooley, T. and Dodd, V. (2015). The economic benefits of career guidance. Careers England.

Schiersmann, C., Ertelt, B.J., Katsorov, J., Mulvey, R., Reid, H. and Weber, P. (Eds). (2012). NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals. Heidelberg: Heidelberg University.

Although many people entering work in the career development sector do so as a second career, the work is also suitable for recent graduates.

6. Blueprint for professional roles in the career development sector

Qualification in Career Development: learning outcomes and recommended content

NICE: Career information and assessment expert. Helping individuals to assess their own strengths and connect them meaningfully to the labour market and the education system.
NOS: CD - Enable individuals to embrace lifelong learning and develop career management skills.

Learning Outcome 1: Enable clients to access, interpret and utilise information relating to employment, education and training.

Recommended content

- a) Understand the rationale for clients developing information management skills
- b) Demonstrate knowledge and understanding of the information requirements of individuals using the service
- c) Interpret information and tailor it to the needs of clients and others
- d) Ensure that individuals can identify, access, interpret and utilise valid and current information that is relevant to them including the appropriate use of information technology e.g. social media and web-based information sources
- e) Demonstrate the effective use of occupational information and LMI
- f) Demonstrate understanding of the changing context and range of employment, education and training provision available to clients
- g) Demonstrate understanding of the selection and recruitment tools used in the current labour market
- h) Demonstrate critical insights into the contemporary world of work and learning and analyse the implications of these insights for individuals
- i) Broaden client awareness of options by introducing them to unfamiliar new ideas and sources of information

Learning Outcome 2: Gather, organise and use career-related information.

Recommended content

- a) Understand what is meant by career-related information and its use in career education and career guidance and development contexts
- b) Identify and critically evaluate the range, sources and types of information, which are, or should be, available to clients
- c) Apply appropriate research strategies to retrieve information and obtain the information needed, including the appropriate use of information technology e.g. social media and web-based information sources
- d) Understand how to ensure career development information is managed and organised in a way that meets organisational requirements and is accessible to individuals
- e) Demonstrate the use of primary and secondary methods to collect information about the labour market
- f) Demonstrate the ability to understand and interpret local, regional, national and international labour market intelligence including its relationship to societal developments, e.g. technological trends, policy-making
- g) Understand methods of raising awareness of interested parties about the evolving labour market and organisational career structures

NICE: Career educator. Using pedagogic approaches to develop individuals' career management skills.

NOS: CD Enable individuals to embrace lifelong learning and develop career management skills.

Learning Outcome 3: Understand and apply the principles of planning and design of career-related learning programmes.

Recommended content

- a) Understand theories, models and frameworks for the design and delivery of an effective career learning curriculum
- b) Understand the scope, rationale and purpose of employability and enterprise education
- c) Critically analyse and compare the major modes of delivery of career-related curricula including delivery within the whole school
- d) Understand how career-related learning can support the development of career management skills
- e) Understand the range of resources that are available to support the delivery of career-related learning and the delivery of career learning programmes
- f) Demonstrate understanding of concepts / methods of validation and evaluation, and how they can be applied to the enhancement of career learning within organisations.
- g) Demonstrate understanding of the potential impact of career learning
- h) Demonstrate understanding of how external drivers (political, economic, social and technological) impact on career learning
- i) Understand the role of opportunity providers, other education, employment and training providers and relevant stakeholders in career-related learning programmes

Learning Outcome 4: Facilitate career-related learning activities in groups with a range of clients and others.

Recommended content

- a) Describe and justify the rationale for facilitating groups
- b) Define clear and measurable learning outcomes and plan activities including the use and blend of relevant resources that best meet the identified development needs of individuals.
- c) Deliver activities in ways that enable individuals to fully engage with their development
- d) Understand group dynamics and interpersonal communication
- e) Understand how people learn and different learning styles
- f) Demonstrate the use of appropriate and client-focussed techniques and approaches
- g) Evaluate activities in relation to defined outcomes and plan how to improve them and own performance in the future

NICE: Career counsellor. Using counselling and advice work approaches to help individuals to understand their situation and to progress in the labour market and education system.
NOS: CD Enable individuals to embrace lifelong learning and develop career management skills.

Learning Outcome 5: Understand models of career development, career-decision making theory and allied theoretical concepts.

Recommended content

- a) Develop understanding of theories, concepts, models and techniques relevant to own role and area of expertise
- b) Select, tailor and apply understanding of theory, concepts and effective practice relevant to role and client base
- c) Demonstrate understanding of the range of ways in which clients respond to change and manage transitions
- d) Review and reflect on own practice based on understanding of theory, concepts, models, techniques and approaches to effective practice and new developments within these
- e) Understand the influence that interested parties, e.g. parents, family, teachers, organisational stake holders can have on clients' career plans
- f) Demonstrate knowledge and understanding of the strengths and weaknesses of different diagnostic tools, tests, assessments, interventions, techniques and approaches and how to decide when it is appropriate to use them
- g) Understand the processes involved in helping clients to plan, manage, implement and review their career throughout their lives
- h) Understand the ways in which people can research, attract and secure career opportunities e.g. happenstance /social media/networking

Learning Outcome 6: Conduct client-focused career guidance interactions with a range of individuals.

Recommended content

- a) Demonstrate knowledge and understanding of the techniques which can be used with individuals and the situations in which they may be applicable
- b) Demonstrate knowledge and understanding of how individuals' backgrounds, work history and educational achievement can affect their self-awareness, decision making, motivation, opportunity awareness, confidence, aspirations and approach to learning
- c) Understand concepts and approaches for working with different target groups and for dealing with questions of diversity, age, gender and culture
- d) Make adequate preparations for the intervention including making initial contact with the client and gathering relevant information
- e) Communicate with individuals in ways that are appropriate to them and encourage active engagement in the process
- f) Establish a purposeful and professional relationship between practitioner and client
- g) Explore and clarify expectations and agree the aim, purpose and scope of the interview with the client
- h) Enable individuals to analyse carefully their needs, aspirations and expectations
- i) Challenge and support clients to reframe their thinking, broaden their horizons and encourage their career adaptability
- j) Enable individuals to be autonomous where possible and select and record realistic and achievable courses of action that will help them progress to meet their short/medium and long term goals and objectives
- k) Demonstrate knowledge and understanding of how to analyse and reflect on own practice using individuals' feedback and recorded outcomes
- l) Explain and justify the role, purpose, and use of client records in helping clients to effect change and in monitoring their progress
- m) Demonstrate knowledge and understanding of how to adapt the approach to communication when dealing with individuals and groups face to face or remotely by telephone or online
- n) Demonstrate techniques and approaches when using technology within the intervention
- o) Manage the time available for the intervention in the best interests of the client

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Learning Outcome 7: Understand caseload management and the ongoing provision of support to clients.

Recommended content

- a) Understand the purpose of caseload management and the provision of a holistic career offer
- b) Understand how to manage caseloads, prioritise need and provide on-going support to clients through a variety of different types of intervention and media
- c) Demonstrate an understanding of the intended impact of career development activities on clients and of how to measure this
- d) Understand the need for short and medium term tracking of client destinations to verify the impact of the service provided

NICE: Programme and service manager. Working with individuals and organisations to design and deliver career development programmes.
NOS: CD Promote and improve the service offer.

Learning Outcome 8: Understand the contemporary policy issues for career development in respect of employment, education and training.

Recommended content

- a) Demonstrate understanding of the history and development of career development policy and practice in the UK
- b) Understand the role of career development in raising aspiration, lifelong learning and workforce development
- c) Demonstrate knowledge and understanding of the local, regional, national and international public policy framework in which you are operating and how any changes can affect your role
- d) Demonstrate understanding of the responses of learning organisations to government policies including any statutory requirements and the role of the practitioner in supporting learning organisations in meeting these requirements
- e) Demonstrate understanding of the context of career development in relation to social and economic policy
- f) Understand the principles and skills associated in negotiating service level provision
- g) Demonstrate understanding of the impact of the organisational context and task on the nature of career development provided
- h) Demonstrate understanding of the use of data in career development practice
- i) Understand the range of methods that can be used to monitor, evaluate and report on service effectiveness including, where appropriate the use of quality awards or standards

NICE: Social systems intervenor and developer. Using networking, consultancy and advocacy skills to develop organisations and systems and help individuals to succeed within them.
NOS: CD Enable individuals to access wider services.

Learning Outcome 9: Understand the principles, scope and practice of referral.

Recommended content

- a) Demonstrate knowledge and understanding of what specialist services are available to support individuals and the processes to follow to refer individuals to them
- b) Demonstrate understanding of the requirement to record and analyse the outcomes of referral so that examples of success and failure can be monitored and shared
- c) Demonstrate knowledge and understanding of the services offered by other organisations and how to use and access them and the co-ordination required
- d) Demonstrate knowledge and understanding of the boundaries and limits of own professional expertise
- e) Demonstrate awareness that some particular groups, e.g. SEND clients, economically disadvantaged clients, clients who are in care or left care, young carers, offenders and ex-offenders, clients with mental health issues and clients from ethnic minorities may have additional needs and the value of working with others to support these clients

Learning Outcome 10: Work effectively in own organisation and within professional networks.

Recommended content

- a) Demonstrate knowledge and understanding of the relationships between the organisations within the sector in which you are working
- b) Identify how to create, access, maintain and evaluate networks for the benefit of clients and own personal support and development
- c) Demonstrate understanding of the composition of the community network and partnerships including the role of statutory and voluntary agencies, other professional and specialist support agencies and volunteers to clients
- d) Understand how to work with employers, employer networks, where relevant Local Enterprise Partnerships and other opportunity providers e.g. to open up opportunities and support clients to succeed in the labour market
- e) Demonstrate understanding of how to maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
- f) Understand the role of brokerage and advocacy in the removal of barriers to learning and progression

Learning Outcome 11: Manage working relationships.

Recommended content

- a) Demonstrate ability to build and sustain constructive working relationships
- b) Recognise, value and learn from the skills and expertise of colleagues in own and other agencies
- c) Understand approaches to influencing, negotiation, co-ordination and persuasion.
- d) Demonstrate understanding of the principles of effective partnership and team working, brokerage and advocacy
- e) Demonstrate knowledge and understanding of how to resolve conflicts constructively in ways that do not undermine confidence
- f) Identify appropriate support systems when working relationships approach conflict situations

NICE: Professionalism. Describes the core competence of professionals to adopt professional values and ethical standards in all roles in their practice, to develop and regulate relationships appropriately, to engage in continuous learning and critical thinking and to advocate for their profession.

NOS: CD Develop ethical and reflective practice.

Learning Outcome 12: Evaluate own values, beliefs and their impact on own practice.

Recommended content

- a) Demonstrate knowledge and understanding of the methods for recognising the impact of own values, beliefs, prejudice, bias and attitudes on own work practice, learning and development and why it is important to do so
- b) Identify and critically evaluate how own beliefs and attitudes including unconscious competence/bias influence own practice
- c) Adhere to the ethical practice required of your role by your organisation or profession
- d) Demonstrate understanding of how to manage individuals' needs within the limits of the service offer
- e) Demonstrate understanding of the effective use of supervision in developing practice

Learning Outcome 13: Understand equality legislation and related codes of practice within career development.

Recommended content

- a) Explain the rationale of equality legislation and its major provisions
- b) Demonstrate understanding of the ways in which career development providers incorporate legislation and guidance relating to equality, diversity, British values (where relevant), the Prevent Agenda, social justice and data protection into their policies and practice
- c) Demonstrate knowledge and understanding of the relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
- d) Demonstrate understanding of the implications of equality and diversity on professional practice
- e) Understand measures to safeguard young people and vulnerable adults
- f) Understand the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required

Learning Outcome 14 : Demonstrate commitment to own training and continuing professional development

Recommended content

- a) Explain what constitutes being a professional in the career development sector
- b) Set and achieve targets and objectives for professional development, based on self-assessment and feedback from assessors, peers, clients and supervisors.
- c) Engage in development activities and disseminate information learnt to colleagues and others
- d) Understand the contribution of research to the body of knowledge in the profession
- e) Understand the concept and value of evidence based practice
- f) Demonstrate understanding of research methods
- g) Use records of own actions, development plans and progress to support and inform ongoing reflective practice
- h) Evaluate a range of different types of resources used for continuing professional development

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Learning Outcome 15: Appraise own professional practice and identify and use means of support for own development.

Recommended content

- a) Understand theories of reflective practice, and the role of these in relation to professional practice
- b) Develop and apply the skills of self-reflection and self-evaluation
- c) Review the effectiveness of own work and how outcomes were achieved by seeking feedback, collecting information and continually reflect on own performance.
- d) Plan how to improve own performance in the future
- e) Identify strategies to manage the effects of change on self and the development of positive mental attitude
- f) Share knowledge, skills and improvements to practice with colleagues where it is likely to be of benefit

Learning Outcome 16: Understand how to advocate for the career development profession

Recommended content

- a) Demonstrate understanding of the role, purpose, social and economic benefits of career-development
- b) Understand how to promote the value of career development to individuals, learning providers, stakeholders and policy makers
- c) Understand the different societal expectations related to career development (e.g. from the perspectives of individual clients, policy-makers and employers)
- d) Understand own role in the influencing and informing policy
- e) Understand the role of career development in social mobility and the raising of aspiration

There is also a wide range of online, published and face to face CPD opportunities listed under the seventeen National Occupational Standards on the CDI website

7. Post Initial Training: Continuous Professional Development

As the QCD is integrated within the delivery of post graduate qualifications in career guidance/development/ management some of the following Learning Outcomes may be covered as part of the post graduate provision but due to time and resource constraints these are not a requirement for the QCD. They can however be used to inform the continuous professional development planning of career development professionals who can choose relevant ones, depending on what was covered during their initial training and the subsequent demands of their role. They can then source appropriate CPD opportunities e.g. those offered by the Career Development Institute.

<http://www.thecdi.net/Skills-Training-Events> and <http://www.thecdi.net/GettingQualified>

There is also a wide range of online, published and face to face CPD opportunities listed under the seventeen National Occupational Standards: Career Development in the members' only section of the CDI website.



Career Educator

- Critically evaluate the effectiveness of the contribution of employers to career education in own organisation and generate an action plan for developing employability and enterprise education
- Describe the legal and organisational responsibilities involved in planning and delivering work that involves engaging with employers
- List the principal elements of a career development programme and analyse how they are provided in own organisation
- Review, in overview, the provision of career development in own organisation and prepare an action plan for its further development

Career Counsellor

- Understand specific advanced approaches and process theories to career counselling/counseling interview concepts and techniques
- For example Cognitive behavioural, person-focussed approach, systemic counselling, solution-focused counselling, psychodynamically informed career coaching, coaching, life designing, narrative approaches, support of self-organisation, information processing methodology, problem management approach.

Programme and Service Manager

- Understand how to agree with clients and organisations appropriate contracts for the delivery of a career development service
- Understand how to market/advertise career development services and ensure compliance with relevant legislation
- Identify the key components of a policy statement for career development
- Justify how career development can contribute to the strategic objectives of own organisation
- Undertake a critical review and evaluation of career development in own organisation
- Prepare a development plan for improving career development in own organisation
- Describe different models for managing career development in organisations
- Evaluate the arrangements for managing career development in own organisation and recommend changes for improvement
- Understand how to plan and lead in-service training for own staff colleagues
- Understand how to identify the need for career development services
- Understand how to consult with clients and organisations to identify and explore their specific requirements
- Understand how to present evidence to secure the services which best meet clients' needs
- Understand how to plan and design a core service offer based on need, best practice and practitioner skills and knowledge within resources available
- Understand how to communicate, influence and negotiate with clients and organisations on how the service offer can best meet their needs and provide most value
- Understand how to work in collaboration with clients and organisations to design the service content, and identify how it links with other interventions
- Understand how to manage the resources of the organisation in relation to career development activities
- Understand how to assess and evaluate the quality of career development activities in the organisation
- Understand theories of change management/organisational development
- Understand how the aims of career-related learning fit into the overall aims of an identified learning institution

Social Systems Intervenor and Developer

- Understand theories and approaches to co-ordinating services inside different types of organisation (e.g. private, public employment services, further training) and as part of human resource management
- Understand the theories on the development and the effects of social capital and networking
- Understand the concepts of SEND
- Describe the main opportunities available for individuals with SEND
- Understand inclusion strategies for vulnerable individuals and groups
- Understand how to promote inclusion, lifelong learning and employability
- Understand how to negotiate and agree protocols for co-operative working that minimise duplication and maximise benefits to individuals
- Understand how to identify and measure the resource implications of collaborative working including staffing costs
- Understand how to evaluate the impact on individuals of collaboration arrangements and plan improvements as required
- Understand the psychological processes which impact on client/organisational/ coach relationships

Professionalism

- Understand the rationale and principles and methods of critical enquiry
- Understand the ethics of empirical research, including the process of seeking and receiving ethical approval to conduct research
- Understand research design and methodology
- Understand statistical techniques and questionnaire and survey design
- Understand the design and presentation of a literature review
- Understand how to document and communicate research results
- Understand how to conduct a critical discussion and analysis
- Complete a substantial empirical research project at the forefront of the discipline of career guidance and development
- Evaluate research activity and plan improvements for future research as required
- Undertake research and continuous professional development to develop expertise in the career development field



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Join Us

The Career Development Institute (CDI) is the new UK-wide professional membership body for the career development sector. Our members are careers advisers, careers educators, career coaches, career managers and other professionals working in the public, private, voluntary and community sectors.

Launched in April 2013, we are a new, contemporary body, with a growing membership of over 4800 individual members and affiliate organisations.

We have a key role to play in influencing UK careers and skills policy and a clear purpose to improve and assure the quality and availability of career development opportunities for all throughout the UK.

Joining is easy

For full details of the member benefits, including joining the UK Register of Career Development Professionals, visit www.thecdi.net

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