



Qualification in Career Development Handbook 2020/21





Welcome

President, Career Development Institute

September 2020

The CDI is the single UK-wide *professional body* for everyone working in the fields of career education; career information, advice and guidance; career coaching, career consultancy and career management. We opened our doors on 2 April 2013.

As the professional body for the sector our aims are to support members to maintain their professionalism by helping them to:

- become qualified to a relevant level;
- adopt professional values and adhere to the CDI Code of Ethics;
- recognise the need to maintain and develop their own skills and knowledge;
- integrate current research and theory into practice;
- keep up to date with sectoral, societal and technological developments;
- publicly advocate for their profession in the interest of clients.

Our range of Member Benefits, such as our quarterly magazine, *Career Matters*, monthly CPD Newsletter, access to the *NICEC Journal* and News by Email have been designed to meet these needs as have our Training and Events, Conferences, Expert Online Training and free Webinar series, including Digital Bytes. Our dynamic website is a key element of our communications strategy and provides access to publications and reports; online booking for all CPD and a Members' Only Area which includes CPD Resources.

As the *awarding body* for the Qualification in Career Development we support universities to deliver a post graduate level programme to students which is responsive to the evolving needs of the sector and we moderate the QCD so that employers, stakeholders and clients are assured that the professional practice requirements have been met.

The CDI is the single UK-wide professional body for everyone working in the fields of career education; career information, advice and guidance; career coaching, career consultancy and career management.



The Qualification in Career Development (QCD)

is a UK-wide professional qualification which meets the entry requirements for the UK Register of Career Development Professionals. It covers both the theoretical base for career development and the practical application of theory in a work environment.

The aim of the QCD is to equip you with the qualities, skills, knowledge, professional values and personal awareness which will enable you to meet the needs of clients in a wide range of work settings. A significant element of the QCD is the work-based learning opportunities.

The qualification will also develop your ability to reflect on your practice and to identify your continuing professional development (CPD) needs. Reflective practice is more than simply evaluating or even critically analysing what you do. It is about considering how you apply the theory you have learned to practice, reflecting on how well this has worked and whether the theory is appropriate. In this way, theory may change over time through the experience of practice.

Although we are not a regulatory body we do promote the need for the appropriate qualification for the career development role being undertaken and have a Career Progression Pathway which explains this (see website). This is based on the National Occupational Standards: Career Development, which we refreshed and added to in 2014. The NOS: CD and the Blueprint of Learning Outcomes for Professional Roles in the Sector have also informed the development of new qualifications including the Modern and Technical Apprenticeships in Scotland and the Higher Apprenticeship: Career Development Professional which was published in England in May 2019.

At the request of the Government we are also custodians of the UK Register of Career Development Professionals. We encourage all career development professionals to join the Register to show that they are qualified to at least QCF level 6 or above/ SCQF Level 11, abide by the CDI Code of Ethics and maintain and develop their competence by undertaking, reflecting upon and recording on the CDI site a minimum of 25 hours CPD each year. We also promote the use of the word *Registered* in front of relevant job titles to promote the value of using professionally qualified practitioners, eg Registered Career Adviser.

The CDI is governed by a Board and has a Council of Regional Representatives and a Professional Standards Committee comprising members from the professional constituencies and *England, Northern Ireland, Scotland and Wales*.

Views from our 4700+ members, Professional Associates and Communities of Interest enable the CDI to lobby Governments and Assemblies on the value of career development services and to promote the need for relevantly qualified practitioners to provide these in whichever part of the sector they work.

We quality assure career development products and training via our Career Assured endorsement and annually celebrate the achievements of our members through the UK Career Development Awards.

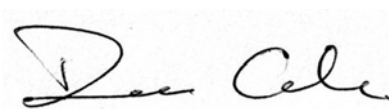
Vacancies for jobs throughout the sector can be found on our Careers in Careers Job Board. The site is very flexible and employers can load up their vacancies here and practitioners can add their CVs and apply for jobs directly.

Further information on all that we do can be found on the home page of the CDI website: <http://www.thecdi.net/Home>. Please look on the horizontal bar at the top of the home page and click on any of the tabs for further information.

On a personal note, I'm delighted that you're joining us at such an exciting time for our profession. I hope that you become as passionate about our sector as I am and that you enjoy your learning journey and career in careers beyond that. Do make the most of this experience and actively engage with myself and other members through all of the resources mentioned above, our professional practice community on Facebook (<https://www.facebook.com/groups/CDPCoP/>) and regional meetings in your area. CDI membership has always been a key part of my professional life, both for the continuous learning opportunities and the wonderful people I meet.

You are joining a profession that makes a massive difference to society. As a Career Professional, you'll be helping people to gain the skills and strategies that will help them take charge of their career and make the very best of it. It's not only the individuals you work with directly who will benefit though, what you do will help them interact better and be more effective in their organisations, their families and their communities.

I look forward to meeting you in one of our online communities and, I hope, in person at one of our conferences for student members. Do come up and say hello.



Dave Cordle, RCDP
Career Development Professional

As a student member of the CDI you have signed up to a Code of Ethics designed to safeguard the interests of consumers and to guide you in your work.

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1. Format of the QCD

Learning Outcomes

The QCD has six sections which are based on the Network for Innovation in Career Guidance & Counselling in Europe (NICE) Professional roles. Each contain Learning Outcomes which must be met. QCD centres do not necessarily deliver the QCD as these modules, but they have to ensure that their programmes meet all the Learning Outcomes.

Each Learning Outcome has statements that recommend what can be covered by each Learning Outcome. These are detailed on pages 6 -9.

1 - Career Information and Assessment Expert

(Helping individuals to assess their own strengths and connect them meaningfully to the labour market and the education system)

Learning outcomes

- 1 Enable clients to access, interpret and utilise information relating to employment, education and training.
- 2 Gather, organise and use career-related information.

2 - Career Educator

(Using pedagogic approaches to develop individuals' career management skills)

Learning outcomes

- 3 Understand and apply the principles of planning and design of career-related learning programmes.
- 4 Facilitate career-related learning activities in groups with a range of clients and others.

3 - 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)

Learning outcomes

- 5 Understand models of careers development, career-decision making theory and allied theoretical concepts.
- 6 Conduct client-focused career guidance interactions with a range of individuals.
- 7 Understand caseload management and the ongoing provision of support to clients.

4 - Programme and Service Manager

(Working with individuals and organisations to design and deliver career development programmes)

Learning outcome

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

5 - Social Systems Intervenor

(Using networking, consultancy and advocacy skills to develop organisations and systems and help individuals to succeed within them)

Learning outcome

- 9 Understand the principles, scope and practice of referral.
- 10 Work effectively in own organisation and within professional networks.
- 11 Manage working relationships.

6 - Professionalism

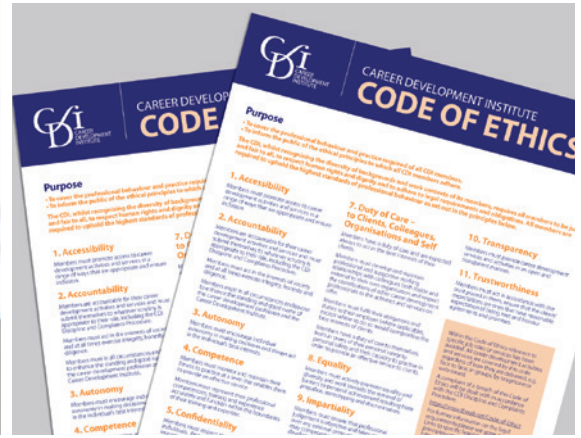
(Adopting professional values and ethical standards in all roles in practice, to develop and regulate relationships appropriately, engage in continuous learning and critical thinking and to advocate for the profession)

Learning outcomes

- 12 Evaluate own values, beliefs and their impact on own practice.
- 13 Understand equality legislation and related codes of practice within career development.
- 14 Demonstrate commitment to own training and continuing professional development.
- 15 Appraise own professional practice and identify and use means of support for own development.
- 16 Understand how to advocate for the career development profession.

The QCD has six sections which are based on the NICE Professional roles. Each contain Learning Outcomes which must be met.

Each Learning Outcome has Recommended Content which suggests what should be covered.



The Learning Outcomes in More Detail

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

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-focused techniques and approaches
- g) Evaluate activities in relation to defined outcomes and plan how to improve them and own performance in the future

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 stakeholders 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

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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

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

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

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

The qualification will also develop your ability to reflect on your practice and to identify your continuing professional development (CPD) needs.



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

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

All universities offering this qualification work closely with employers and CDI Moderators to ensure a rich, relevant and robust learning experience.

- 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

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

Documentation for each of the six interactions should include written evaluation by the student on his/her own performance and the assessor's judgements and feedback.





2. CDI Moderation

2.1 CDI Qualification in Career Development: Professional Report

The CDI requires you to submit a Professional Report in order to be awarded the Qualification in Career Development (in conjunction with your Master's/ Post Graduate Diploma).

The CDI accepts evidence built up from your written and practical course work, placement reports (where relevant) and self-reflection during your Master's/ Post Graduate Diploma.

Your university will give you further guidance on the compilation and structure of the QCD Professional Report.

Your QCD Professional Report must contain the following evidence:

1. A cover page stating your name, university, name of your Master's/Post Graduate Diploma and the start date of your qualification.
2. A statement to say that the contents are all your own work.
3. Table of contents e.g. name of the folder and what evidence each folder contains.
4. The mapping document produced by your university which shows where the QCD Learning Outcomes are covered by the Master's/Post Graduate Learning Outcomes.
5. The following completed table which shows where evidence for each of the Learning Outcomes can be found. This enables the QCD Moderator to check that everything has been covered. The Word document for you to use for this can be found at: <http://www.thecdi.net/Qualification-in-Career-Development>. You can also find a webinar about the Professional Report on the same page.

E.g.

Learning Outcome 1: Enable clients to access, interpret and utilise information relating to employment, education and training	Where evidence of this is located, e.g. name of assignment/ assessed interview with (type of client)
a) Understand the rationale for clients developing information management skills	LMI assignment
b) Demonstrate knowledge and understanding of the information requirements of individuals using the service	LMI assignment
c) Interpret information and tailor it to the needs of clients and others	Assessed interview with (type of client)
Etc.	

Some Learning Outcomes lend themselves best to direct assessment, where you will be given an assignment brief (such as an essay or case study for example)

6. QCD Required Evidence

The course centre will provide you with a document which shows how the Learning Outcomes of the QCD are met by the post graduate diploma or Master's degree you are studying.

Evidence	Meeting QCD
<p>Reflective Account and/or Professional Guided Discussion which shows your learning throughout the course; your understanding and own application of the <u>CDI Code of Ethics</u> and your future CPD needs once you have finished the course and how you intend to meet these.</p> <p><i>CDI Code of Ethics may alternatively be covered by an assignment.</i></p>	Learning Outcomes 12 a and c; 13 b; 14b, 15 b, c and d.
<p>Six (Four) successful career development interactions* For each of these you must include:</p> <ul style="list-style-type: none"> • The written Interview assessment document completed, signed and dated by an occupationally competent practitioner. ** • Your written reflection on the interview. • A recording of one of the six (four) interviews. <p>A log of the interviews stating client type, location, assessor name and date.</p> <p><i>One of the six (four) interviews must be by a means other than face to face in the same room as the client. Assessments should be with a range of clients, carried out at various stages during the year and where practical no more than one assessment per session. At least one of the assessments must be visually assessed either in real time or by video.</i></p>	Learning Outcome 6 a to k.
<p>Three (Two) Group Work Sessions* For each of these you must include:</p> <ul style="list-style-type: none"> • The written assessment document completed, signed and dated by an occupationally competent practitioner.** • Your written reflection on the group work session • Lesson plan • PowerPoint (if used) <p>One of the group work sessions can be a presentation. At least one of the assessed group work sessions must be with clients and not class peers. If necessary one group work session can be online.</p> <p>A log of the group work sessions stating client type, size of group, location, assessor name and date</p>	Learning Outcome 4
<p>Labour Market Information Organise, undertake and report on a visit that shows your ability to understand and interpret LMI. Or equivalent assignment or project.</p>	Learning Outcome 2
<p>Work Based Learning (WBL) Evidence of a minimum of 20 (10) days' WBL in a structured, supervised environment employing fully qualified career development professionals.</p>	All, as relevant
<p>Evidence of a further 10 days' WBL e.g. HE sessions (paid and unpaid), CDI Student Conference, training events, visiting placements of fellow students, Careers Fairs, employer visits to career companies/providers, networking events, voluntary organisations, charities, health and mental health and prisons. This can include virtual "attendance" and use of OERs</p> <p>Evidence must include (if relevant) a placement report by the student and one from the placement provider.</p> <p>Log of all 30 (20) days of WBL: dates, location and description of the activity and learning</p>	All, as relevant
<p>Copies of all Master's/Post Graduate Assignments Also include: Assessor Feedback and mark/grade awarded</p>	All, as relevant

N.B. We have reduced the requirements slightly in the light of restrictions due to the Covid-19 crisis. These appear in pink in brackets next to the original requirements and apply to students who are either starting or continuing their studies from September 2020 or January 2021 only.

*The CDI recommendation is that the six (four) interviews should be from no more than twelve attempts and the three (two) group sessions from no more than six attempts. Course centres are required to state the maximum number of attempts permitted in accordance with their institutional procedures.

**Occupational competence: i.e. hold a Diploma in Career Guidance; Qualification in Career Guidance/Development; QCF level 6 Diploma in Career Guidance and Development or the S/NVQ 4 in Advice and Guidance/LDSS plus the three QCF Level 6 units/HE modules specified by the CDI. Exceptions to this will be at the discretion of the CDI Lead Moderator, Claire Johnson.

N.B. It is good practice to keep a separate back up copy of your QCD Professional Report. In some universities you will be asked to submit your QCD

Professional Report using the university's system and you will not have access to this once you complete your qualification.

Placements

If you are required to source your own placements you can find a useful document at: <https://www.thecdi.net/Qualification-in-Career-Development>.

Confidentiality: please remove all identifying references to client names before submitting your Professional Report. There is no need to redact names of organisations. All CDI Moderators abide by the CDI Code of Ethics and respect the confidentiality of any information presented to them for the purposes of moderation.



It is a requirement of your registration for the QCD that you are a student member of the Career Development Institute (CDI), and we would like to welcome you into membership

3. Student Membership of the Career Development Institute

It is a requirement of your registration for the QCD that you are a student member of the Career Development Institute (CDI), and we would like to welcome you into membership. The CDI is the largest and most influential professional body in the UK career development sector, as well as the Awarding Body for your qualification. We represent

the interests of our members, who are drawn from all sectors of the career development profession.

Our priority is to keep you updated on career development issues that will affect the future of your own career. Further details about the benefits of student membership and the work of the CDI can be found on the CDI website at www.thecdi.net.

When your student membership expires you can then upgrade to full Membership of the Career Development Institute and join the UK Register of Career Development Professionals. Registration with the professional body will be important as you progress in your career, and will give you access to support, ongoing training and professional development, networking opportunities and a sense of solidarity with others in the profession.

The CDI lobbies at the highest level for the development of the profession, and is in regular contact with ministers and policy-makers.

The Career Development Institute is the largest and most influential professional body in the UK career development sector

The benefits of being a Student Member of the CDI

Cost for Student Members= £55. Cost for Full Members = £105.

- Fortnightly News by Email, featuring CDI News; Sector News; CDI Training and Events; Research and Reports; Resources; International information; How to get involved and Careers in Careers Vacancies.
- Quarterly magazine - Career Matters, featuring articles of interest from across the career development sector.
- CPD Resources Area - information on online, published and face to face CPD activities.
- Monthly CPD Newsletter.
- Free attendance at the CDI Student Conference in Scotland in January/February 2021 and in England in April 2021. Dates and whether face to face or virtual to be confirmed.
- Access to a free electronic copy of the NICEC Journal in April and October each year.
- Weekly Careers in Careers email advertising vacancies and a link to the full Careers in Careers site where many more vacancies are advertised.
- Facebook Community of Practice: Career Development Professionals and CDI Community of Practice: Careers Leaders
- Electronic communications; Social networking - Twitter @theCDI and Student LinkedIn group and a range of other LinkedIn Communities of Interest.
- Access to a wide range of professional development opportunities from initial training to ongoing, accredited CPD.
- Access for free to CDI Webinars and Digital Bytes and costed Expert Training Online.
- Discounted rates for CDI events and conferences.
- Invitation to attend two, free to members research focused development days, organised with the support of NICEC.
- Student membership certificate and use of the CDI Student Member logo.



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bit.ly/CDIInkin



Twitter:
twitter.com/theCDI

Our Regional Representatives are active in various areas around the UK, and organise free networking and training events at various times in the year.

<https://www.thecdi.net/Regional-Meetings-Calendar>

To contact your Regional Representative, please contact the Professional Development Manager at the CDI (m: 07947 385003, e: claire.johnson@thecdi.net.)

Your Membership Services Manager, Dan Hope
dan.hope@thecdi.net

4. Joining the UK Register of Career Development Professionals

4.1 Join the Register

When you have achieved the Qualification in Career Development you will hold a qualification that is recognised across the UK and which meets the qualification requirement for the UK Register of Career Development Professionals.

To join the Register please contact the CDI Professional Development Manager, claire.johnson@thecdi.net or Membership Services assistant, lyn.burgess@thecdi.net

Joining the Register costs £55 with an annual renewal fee of £25 provided that you are a full CDI member.

Being on the Register is the sector equivalent to Chartered Status and provides proof of the level of qualification held, that you adhere to the Code of Ethics and that you maintain your CPD. Many employers are now requesting that practitioners hold such qualifications and being on the Register is a means of proving this. Other benefits include:

- Using the letters RCDP after your name
- Using the Registered Professional logo on printed

materials and websites

- Lapel badge
- Being able to call yourself a Registered Career Adviser, Registered Career Coach etc
- Being able to place a profile on the Find a Registered Career Development Professional page of the CDI website where potential employers and customers can find details of the services you provide
- Access to a dedicated area of the CDI website where you must record your 25 hours of CPD
- Access to a network of similarly qualified and experienced experts across the whole career development sector both in the UK and internationally

4.2 Continuous Professional Development (CPD)

Undertaking and recording an annual minimum of 25 hours of CPD is a requirement of being on the Register and this is checked each year by the Professional Development Manager. CPD can be undertaken in a range of different ways and it is important that you reflect on what you have learned and how this has influenced your practice.

The CPD part of the website allows you to plan, record and reflect on your CPD and produce reports which you can use when discussing your CPD with your line-manager or when applying for other roles. Below is an example of what 25 hours of CPD could look like:

Being on the Register is the sector equivalent to Chartered Status and provides proof of the level of qualification held.

Method of CPD	CPD Hours (indicative)
Attending a full day CPD event either in person or virtually	7
Reading articles in the NICEC Journal or Career Matters	2
Accessing a webinar either live or a recording	1
Taking part in Expert Online Training	2
Reading Monthly CPD Newsletter and undertaking some activities	2
Researching information for a session you are delivering	2
Reading CDI News via Email and following up some of the links for further information	2
Attending a networking event (virtual or in person) e.g. CDI Community of Practice	2
Researching and writing an article for a journal	4
Researching a discussion topic to share with colleagues at a meeting	1

You can choose whatever methods of CPD are appropriate for you but you must reflect on it and record your CPD fully on the website in order for it to count. An A to Z of CPD ideas appears in the CPD Resources section of the website. Here you can also find information on online, published and face to face CPD opportunities as well as back issues of Career Matters, CPD Newsletters and the NICEC Journal. There are also copies of Master's dissertations and PhD theses available.

CPD can also include undertaking further qualifications including post graduate qualifications. An up to date list of post graduate qualifications of relevance to the sector is available on the CDI website.

For further information about the Register and CPD opportunities please contact the CDI Professional Development Manager, claire.johnson@thecdi.net

QCD Regulations

A	General	(paras A1 – 12)
B	Eligibility	(paras B1 – 3)
C	Procedures relating to Full Time Courses	
	Introduction	(para C1)
	Eligibility	(para C2)
	Student Registration	(para C3)
	Determination of Results	(para C4)
	Review of Results	(para C5)
	Certification of Results	(para C6)
D	Procedures relating to Part Time Courses	
	Introduction	(para D1)
	Student Registration	(para D2)
	Determination of Results	(para D3)
	Review of Results	(para D4)
	Certification of Results	(para D5)
E	Use of Descriptive Letters	(para E1)
F	Interpretation	(para F1 – 2)

The QCD is recognised as being appropriate for career development practitioners across the UK.

Appendix A Course Centres and Course Leaders

Appendix B QCD Moderators

A. General

- A1 The Qualification in Career Development is recognised as being appropriate for career development practitioners in England, Scotland, Wales and Northern Ireland. The awarding body for the QCD is the Career Development Institute (CDI).
- A2 Full and part time post-graduate courses are available for students seeking the award of the QCD. The QCD consists of an approved course of study at certain Universities approved by the CDI.
- A3 The course is intensive and vocationally orientated, involving both professional skills training and theoretical studies in the context of career guidance and counselling, employment and education and related areas.
- A4 The CDI has prepared a QCD Handbook that sets out the Learning Outcomes and related assessment provisions that are applicable to the QCD.

- A5 A copy of the QCD Handbook will be distributed to each student at the beginning of the course. The QCD Handbook is designed to assist students to record, monitor and reflect on their learning experiences whilst undertaking the QCD. It provides a written record of the work to be undertaken together with continuous appraisal and review, and has been designed to help both students and those responsible for the supervision of their learning.
- A6 To help maintain standards and comparability the CDI:
- approves teaching institutions offering the QCD against common criteria;
 - appoints moderators to the teaching institutions offering approved courses;
 - approves the systems and procedures used to assess students.
- A7 Requests for information about individual courses and application forms should be directed to the teaching institution concerned. A list of approved courses is at Appendix A.
- A8 Students attending such a course should obtain from the teaching institution as soon as possible a copy of the assessment procedure for their particular course.

- A9 Holders of the QCD are accepted as Full Members of the CDI and may use the letters MCDI after their name once membership has been confirmed by the CDI.
- A10 The QCD meets the qualification requirement for entry to the UK Register of Career Development Professionals.
- A11 All students are required to register as Student Members of the CDI.
- A12 The CDI reserves the right not to award the QCD in cases of serious professional or academic misconduct by a student or the non payment of the CDI student membership and QCD fees.

B. Eligibility

- B1 Students must be able to satisfy the teaching institution that they are likely to be able to reach the academic standard required.
- B2 The CDI encourages teaching institutions to consider applicants without a degree, and to provide additional study skills to support such applicants.
- B3 Admission to a course is also dependent upon satisfying the selection procedure of the teaching institution concerned, whose decision shall be final.

C. Procedures Relating To Full Time Courses

- C1 Students must complete a one-year full-time course approved by the CDI at a teaching institution.
- C2 **Eligibility**
The regulations governing eligibility to commence the QCD are as set out in paragraphs B1 – B3.
- C3 **Student Registration**
Students are required to register with the CDI within one month of commencing their QCD course, and to pay a QCD registration fee of £310 and the CDI Student Membership fee of £55. Applications for late registration will be considered, but acceptance may be subject to payment of an additional fee. Students undertaking a blended learning approach may pay their QCD registration fees at a later date subject to agreement between the university and the CDI. Such students must be a student member of the CDI within one month of commencing their programme.
- C4 **Determination of Results**
The teaching institution will agree with CDI the result for each student, taking full account of the assessment procedure for the course and in accordance with the results procedure specified by the institution.



Each successful student will subsequently receive a formal document certifying completion of the QCD from the CDI.

We truly hope that you enjoy undertaking this qualification and feel able to make the most of this experience.

C5 Appeals Relating to Results

The teaching institution is entirely responsible for appeals relating to results. Students should make themselves familiar with the appeals procedures published by their teaching institution. No additional appeal may be made to the CDI.

C6 Certification of Results

The University will notify each student of their result as soon after the conclusion of the course as is practicable and will notify employing organisations as appropriate. Each successful student will subsequently receive a formal document certifying completion of the QCD from the CDI.

D. Procedures Relating To Part Time or Blended Learning Courses

D1 Introduction

D1.1 The regulations governing eligibility to commence the QCD are as set out in paragraphs B1 – B3.

D1.2 Part-time or blended learning courses will equate with full time courses in terms of the amount of work covered, the quality of assessment and the quality of the end product.

D1.3 The award of the QCD depends on the successful completion of the course.

D1.4 The QCD is set out in the form of a number of Learning Outcomes, all of which must be completed over the duration of the part-time course.

D2 Student Registration

The regulations governing registration for the QCD are as set out in paragraph C3.

D3 Determination of Results

The teaching institution will agree with CDI the result for each student, taking full account of the assessment procedure for the course and in accordance with the results procedure specified by the institution

D4 Appeals Relating to Results

The teaching institution is entirely responsible for appeals relating to results. Students should make themselves familiar with the appeals procedures published by their teaching institution. No additional appeal may be made to the CDI.

D5 Certification of Results

The University will notify each student of their result as soon after the conclusion of the course as is practicable and will notify employing organisations as appropriate. Each successful student will subsequently receive a formal document certifying completion of the QCD from the CDI.

E Use of Descriptive Letters

E1 Candidates awarded the Qualification in Career Development are entitled to use the descriptive letters 'QCD'.

F. Interpretation

F1 The CDI reserves to itself all questions as to the interpretation of its regulations, and the right to vary the regulations as it may deem desirable. Decisions of the CDI in respect of the award of the QCD shall be final.

F2 In these regulations 'CDI' means the Career Development Institute.

Appendix A

Course Centres and Course Leaders

Canterbury Christ Church University

Leader: Anne Chant - anne.chant@canterbury.ac.uk

Coventry University

Leader: Dexter du Boulay - hsx382@coventry.ac.uk

University of Derby

Leader: Nicki Moore - n.moore@derby.ac.uk

Edinburgh Napier University

Leader: Susan Meldrum - s.meldrum@napier.ac.uk

University of Huddersfield

Leader: Jodie Boyd - j.boyd@hud.ac.uk

University of the West of Scotland

Leader: Marjorie McCrory - Marjorie.McCrory@uws.ac.uk

Nottingham Trent University

Leader: Jo Mc Fadden - jo.mcfadden@ntu.ac.uk

Appendix B

QCD Course Moderators

Claire Johnson - claire.johnson@theccdi.net

Peter Beven - peterbeven@gmail.com

Marion Edwards - marion.edwards@theccdi.net

Purpose

- To cover the professional behaviour and practice required of all CDI members.
- To inform the public of the ethical principles to which all CDI members adhere.

The CDI, whilst recognising the diversity of backgrounds and work contexts of its members, requires all members to be just and fair to all, to respect human rights and dignity and to adhere to legal requirements and obligations. All members are required to uphold the highest standards of professional behaviour as set out in the principles below.

1. Accessibility

Members must promote access to career development activities and services in a range of ways that are appropriate and ensure inclusion.

2. Accountability

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

Members must act in the interests of society and at all times exercise integrity, honesty and diligence.

Members must in all circumstances endeavour to enhance the standing and good name of the career development profession and the Career Development Institute.

3. Autonomy

Members must encourage individual autonomy in making decisions and always act in the individual's best interests.

4. Competence

Members must monitor and maintain their fitness to practice at a level that enables them to provide an effective service.

Members must represent their professional competencies, training and experience accurately and function within the boundaries of their training and expertise.

5. Confidentiality

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

6. Continuous Professional Development

Members must maintain their professional competence, knowledge and skills through participation in continuous professional

development informed by reflective practice and the National Occupational Standards: Career Development.

7. Duty of Care – to Clients, Colleagues, Organisations and Self

Members have a duty of care and are expected always to act in the best interests of their clients.

Members must develop and maintain professional and supportive working relationships with colleagues both inside and external to their own organisation and respect the contributions of other career development professionals to the activities and services on offer.

Members must fulfil their obligations and duties to their employer (where applicable), except where to do so would compromise the best interests of clients.

Members have a duty of care to themselves, both in terms of their personal integrity, personal safety and their capacity to practise in order to provide an effective service to clients.

8. Equality

Members must actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination.

9. Impartiality

Members must ensure that professional judgement is objective and takes precedence over any external pressures or factors that may compromise the impartiality of career development activities and services.

In doing so, members must ensure that advice is based solely on the best interests of and potential benefits to the client.

Where impartiality is not possible this must be declared to the client at the outset.

10. Transparency

Members must provide career development services and activities in an open and transparent manner.

11. Trustworthiness

Members must act in accordance with the trust placed in them, ensure that the clients' expectations are ones that have reasonable expectation of being met and honour agreements and promises.

Within the Code of Ethics reference to specific job roles or services has been avoided. All career development activities and services are covered by this code regardless of how they are delivered, e.g. face to face, in groups, by telephone or web-based.

A complaint of a breach of this Code of Ethics will be dealt with in accordance with the CDI Discipline and Complaints Procedure.

<https://www.thecdi.net/Code-of-Ethics>

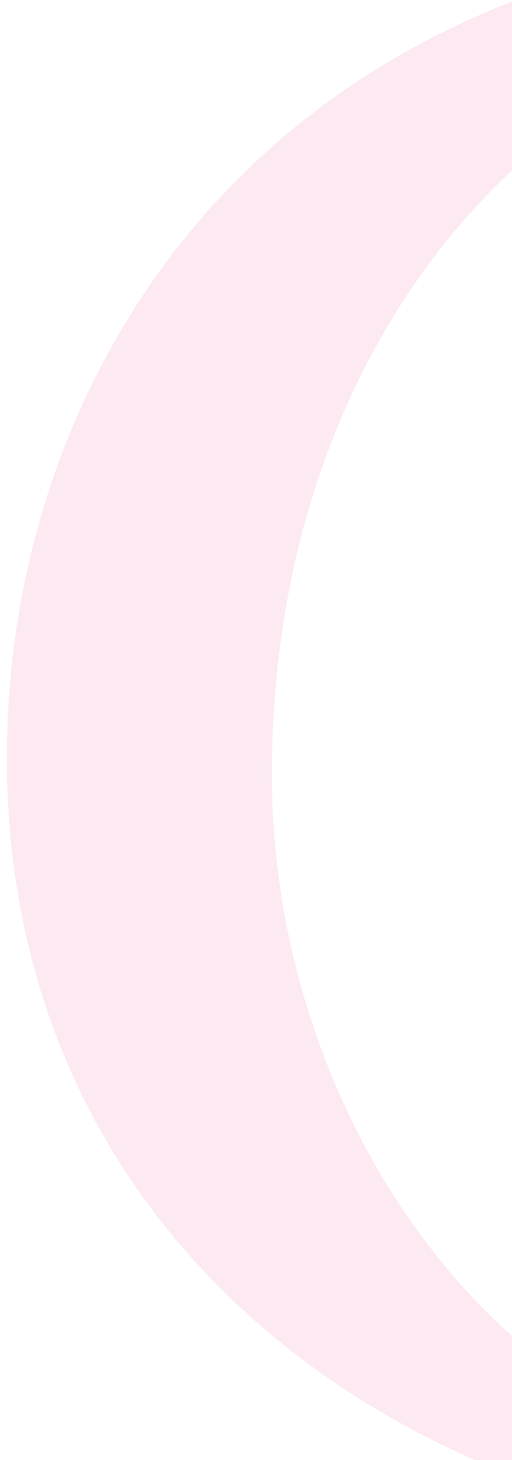
For further information on the legal requirements please see www.gov.uk. Links to specific legislation for each of the principles can be found at: <https://www.thecdi.net/Code-of->





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