

CORE PROGRAMME



Designing Career Learning Programmes

Day 2

Building on your understanding of the Careers Leader role from Day 1

THEORY

LMI

PARTNERSHIPS

Designing Careers Programmes

Welcome to Day 2

Focuses on designing an effective careers learning programme.
Building on your understanding of the Careers Leader role from Day 1

Learning Outcomes

Apply career learning theories

Understand professional responsibilities

Design career learning

Plan progression

Integrate Labour Market Information

Develop partnerships

What have you changed

**Complete the sentence
"Since Day One I have..."**

Teams Poll

Professional Practice Challenge

What happened after your discussion with your senior leader?

Professional Standards

CAREER DEVELOPMENT INSTITUTE
CODE OF ETHICS

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 suitable 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 for 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 before accepting work where to do so might compromise the best interests of clients.

Members have a duty of care to themselves, both in terms of their personal safety, personal safety and their capacity to practice 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 free from prejudice and 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 met and that there is maximum expectation of being met and honour agreements and promises.

Within the Code of Ethics where no specific guidelines or services have been provided, all career development activities and services are covered by this code regardless of how they are delivered, e.g. face to face or through technology (e.g. webinars).

A complete list of breaches of this Code of Ethics will be dealt with in accordance with the CDI Discipline and Complaints Procedure.

<https://www.bbc.co.uk/guides/ethics> for further information on the legal requirements (press on page 2000) link to specific legislation for each of the principles can be found at: <https://www.bbc.co.uk/guides/ethics>



Statutory guidance
Careers guidance and access for education and training providers
Updated 8 May 2025



Professional Standards and Ethics - Activity

Professional Standards in Education

Uphold high-quality teaching, learning & assessment

Maintain evidence-based practice

Commit to CPD (Continuing Professional Development)

Promote inclusivity, equality & safeguarding

Collaborate across schools, colleges, employers & agencies

CDI Code of Ethics – Key Principles

Client-centred practice → act in the best interests of learners

Impartiality → provide unbiased, balanced guidance

Confidentiality → respect privacy and data protection

Transparency → be open about boundaries and limitations

Professional Integrity → honest, accountable, evidence-led

Respect & Equality → promote diversity, fairness and inclusion

Reflection

Complete Professional Standards self-audit

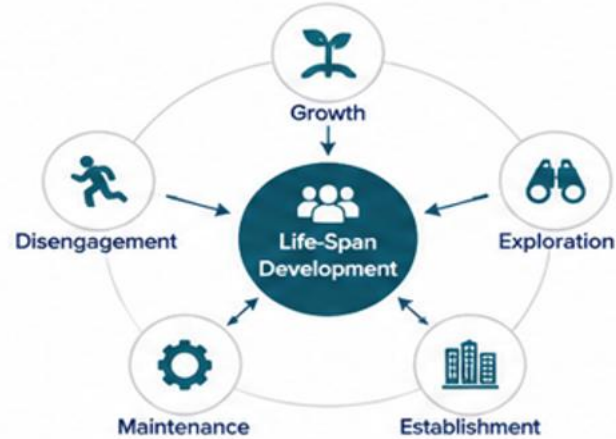
Career Learning Theories

Key theories that inform career learning and development

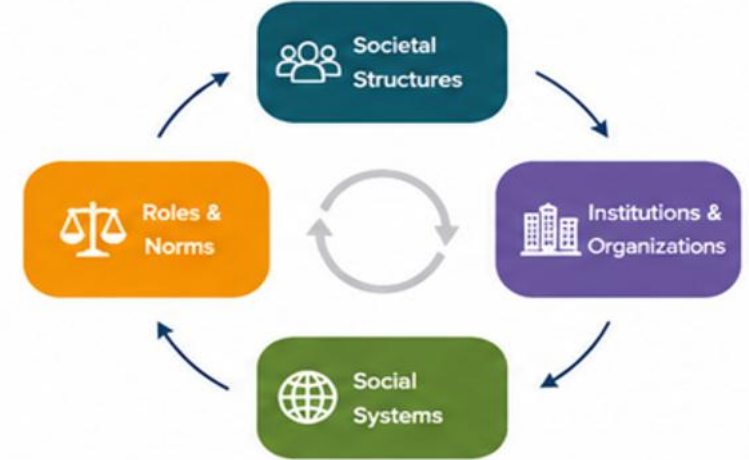
Differentialism – Trait & Factor Theory



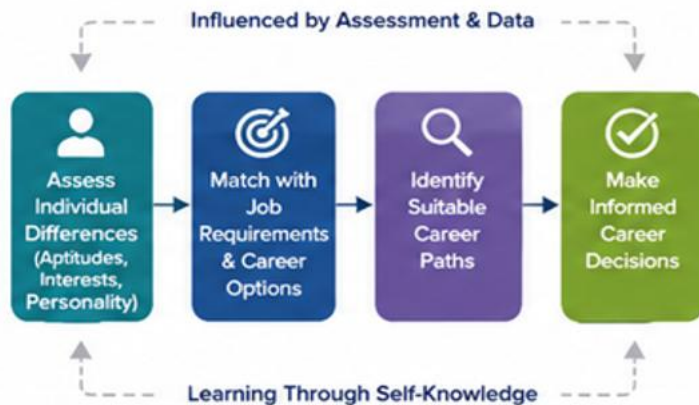
Developmentalism – Lifespan Development Theory



Structuralism – Systems Theory



Differentialism in Career Learning



Developmentalism in Career Learning



Adapting Across Life Stages and Transitions

Structuralism in Career Learning



Context • Systems • Opportunities • Outcomes

Career Learning Theories

Key theories that inform career learning and development

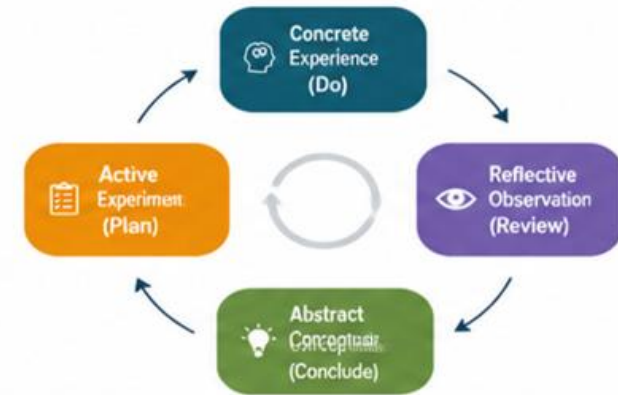
Law & Watts – DOTS Model



Bill Law – Community Interaction Theory



Kolb – Experiential Learning Cycle



Social Cognitive Career Theory (SCCT)
Lent, Brown & Hackett



Savickas – Career Construction Theory



Building a life story and adapting to change

Krumboltz – Planned Happenstance Theory



Chance events + Prepared mind = Opportunity

Career in Action Theory

(Developed by Mark L. Savickas)



Building a life story and adapting to change

What is it?	A theory that focuses on developing adaptive resources (adapt-abilities) to manage career tasks, transitions and change.
Key idea	Individuals construct their careers by building the four adapt-abilities to deal with current and future career development tasks.
Why it is important	• Helps individuals prepare for the future. • Supports proactive career planning and decision-making. • Builds resilience and adaptability in a changing world of work.
Implications for career learning	Career learning should provide opportunities and experiences that develop all four adapt-abilities across different stages of a learner's journey.

Key idea:

Career success depends on how well individuals adapt to change by using the four adapt-abilities of concern, control, curiosity and confidence.

Social Emancipatory Theory

(Developed by Freire, 1970s; applied to career learning)



Career learning is a tool for personal empowerment and social change.

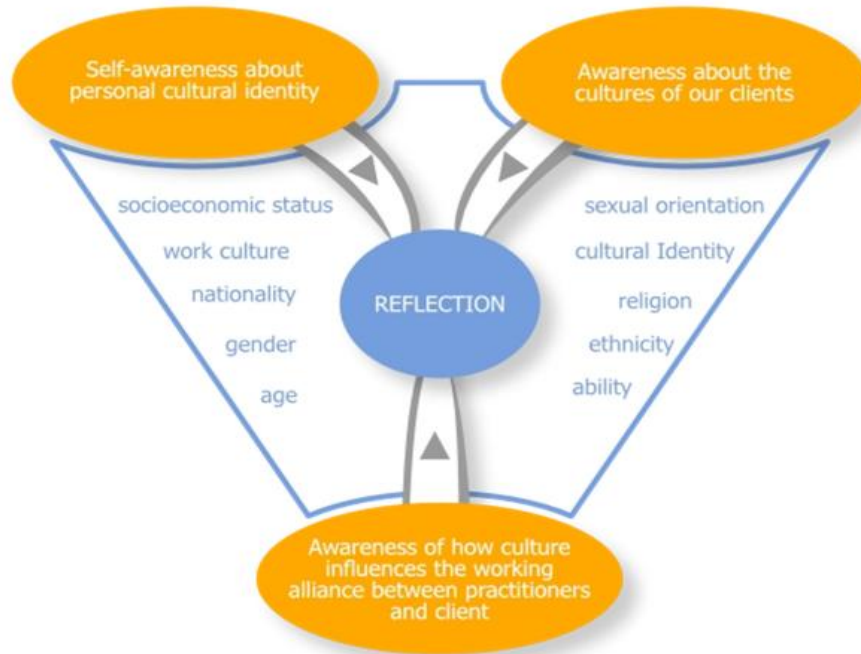
What is it?	A theory that sees career learning as a means of promoting social justice and equity, by challenging oppression and empowering individuals and communities.
Key idea	Learners develop critical awareness and take action to transform their own lives and the systems that create inequality.
Why it is important	• Helps challenge stereotypes, discrimination and barriers. • Promotes inclusion, equality and diversity. • Empowers learners to shape their own futures and communities.
Implications for career learning	Career learning should be inclusive, culturally responsive and empowering. It should encourage learners to question, reflect and act, and support them to overcome barriers and create opportunities for themselves and others.

Key idea:

Social emancipation in career learning means empowering individuals to challenge inequality and work toward a more just and inclusive society.

Modern Career Development Theory

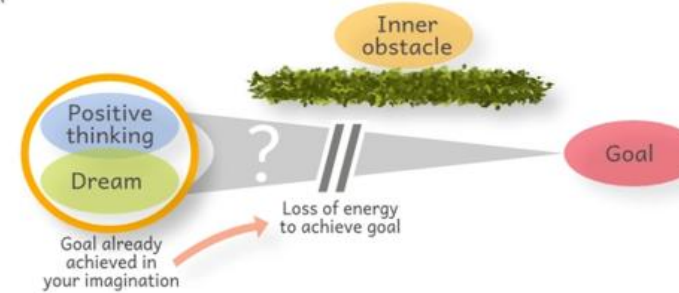
Culture-Infused Career Counselling Model (CICC)
Nancy Arthur 2013



The WOOP Model
Gabriele Oettingen, 2014

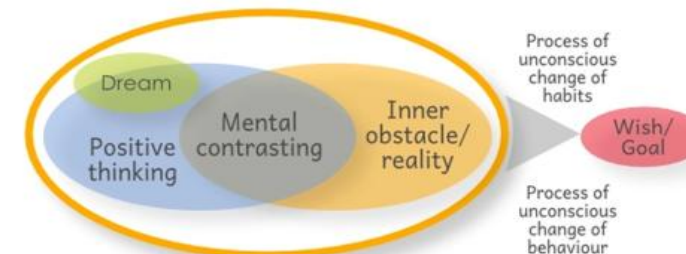
Positive thinking and Oettingen's critique

Figure A



The WOOP Model - theory

Figure B



Theory into Practice



Reflection

Which theory best supports your current programme?

Labour Market Information

Why does it matter?

Understanding the full range of pathways

Education

Training

Employment

Self-Employment

Volunteering

Gap Year

**Where and when do learners encounter these pathways within your programme?
Are there any gaps or points where one route is given greater prominence than another?**

LMI in your Programme

1

Where is LMI currently incorporated?

2

Is it current?

3

local, regional and national?

4

accessible to different learners?

5

used progressively across year groups?

6

linked to curriculum learning?

7

used to challenge assumptions and stereotypes?

8

What would you improve?

LMI Activity

I want to be

Partnerships



SLT, Teaching & Support Staff

Nobody Delivers Careers Alone



Partnerships in Practice – Activity

A local employer offers to come into school and give a general presentation to

Year 10 about their company.

Purpose?

Learner need?

Preparation?

Follow-up?

Jordan's Employer Offer

1

Different Views in School



When I mention the offer to colleagues, I get mixed reactions.

One teacher says we should say yes straight away because students need to hear from employers.

Another colleague says a large talk could work well in assembly time and would be easy to organise.

But someone else questions whether a one-off presentation to the whole year group would really engage students.

The SENDCO asks how accessible the session would be for students with additional needs, and whether the employer would be able to adapt their approach.

A subject teacher suggests that, instead of a general talk, the employer might support a more interactive session or link their input to curriculum learning.

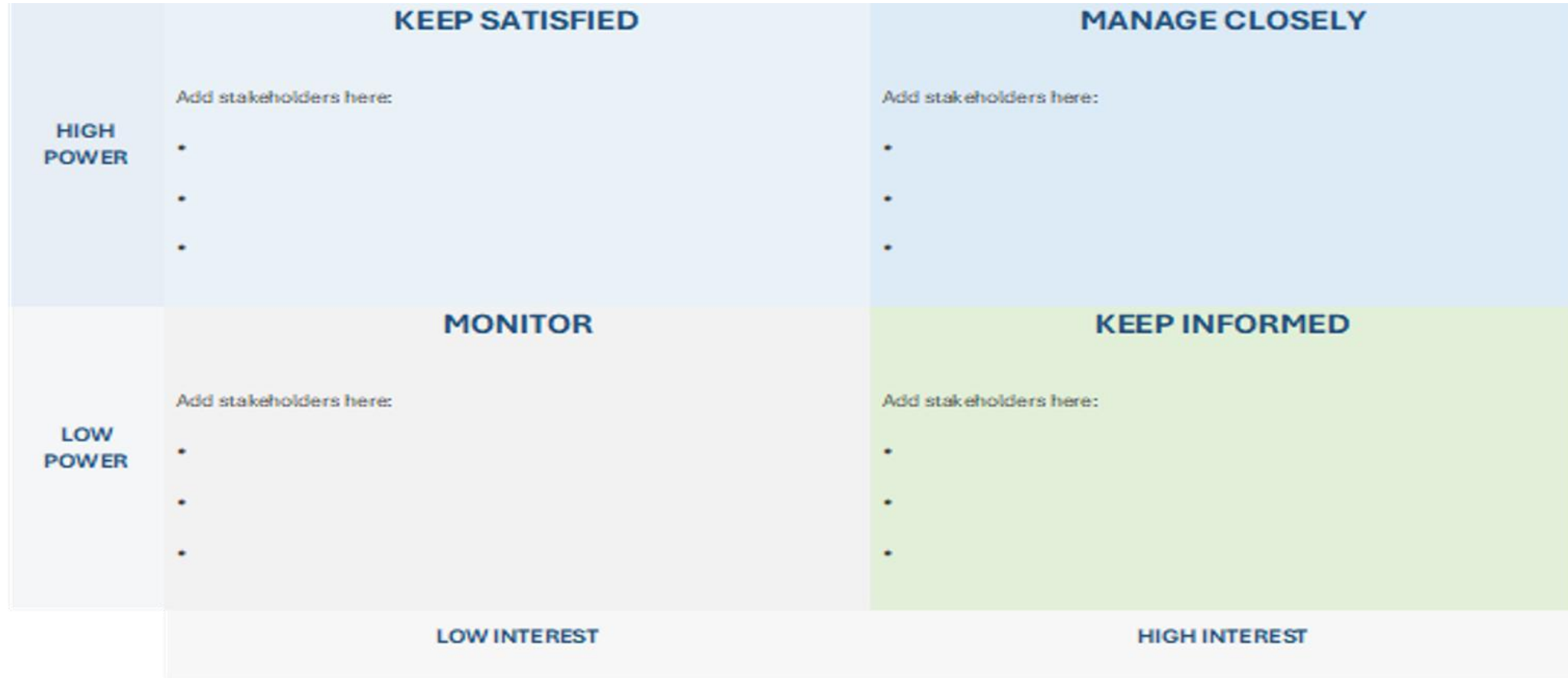
It becomes clear that this is not just about fitting something into the calendar. I need to think about quality, relevance and purpose.

2

3

4

Power-Interest Grid



Negotiating Partnerships



Reflection & Challenge

Key Learning

Three biggest takeaways.

Questions – Now that you have completed Day 2

Question 1

1. What's the most important thing you've learned from the session and your discussions today? Is there something you'd like to celebrate or recognise in your practice?

Question 2

2. Has today highlighted a gap or something you'd like to put in place? What, when and how?

Question 3

3. What support do you need from leadership or others to address immediate priorities? What discussions should you have with your line manager to move forward?

Next steps and moving forward

- How can you harness these ideas and make them part of your strategic careers plan?
- Now consider three strategic aims (you may want to create more) for planning your careers development programme.

Accreditation & Assessment

- Unit 18 Assessment Criteria - 18.2.1 / 18.2.2 <https://youtu.be/xnb5vY-4NLw>
- Unit 19 Assessment Criteria - 19.1.1 / 19.1.2 - <https://youtu.be/57j17Gdwgh8>
- Unit 19 Assessment Criteria - 19.5.1 - <https://youtu.be/tRenBz1Sg9E>
- Unit 19 Assessment Criteria - 19.5.2 - <https://youtu.be/y1mFsnxFpWo>