



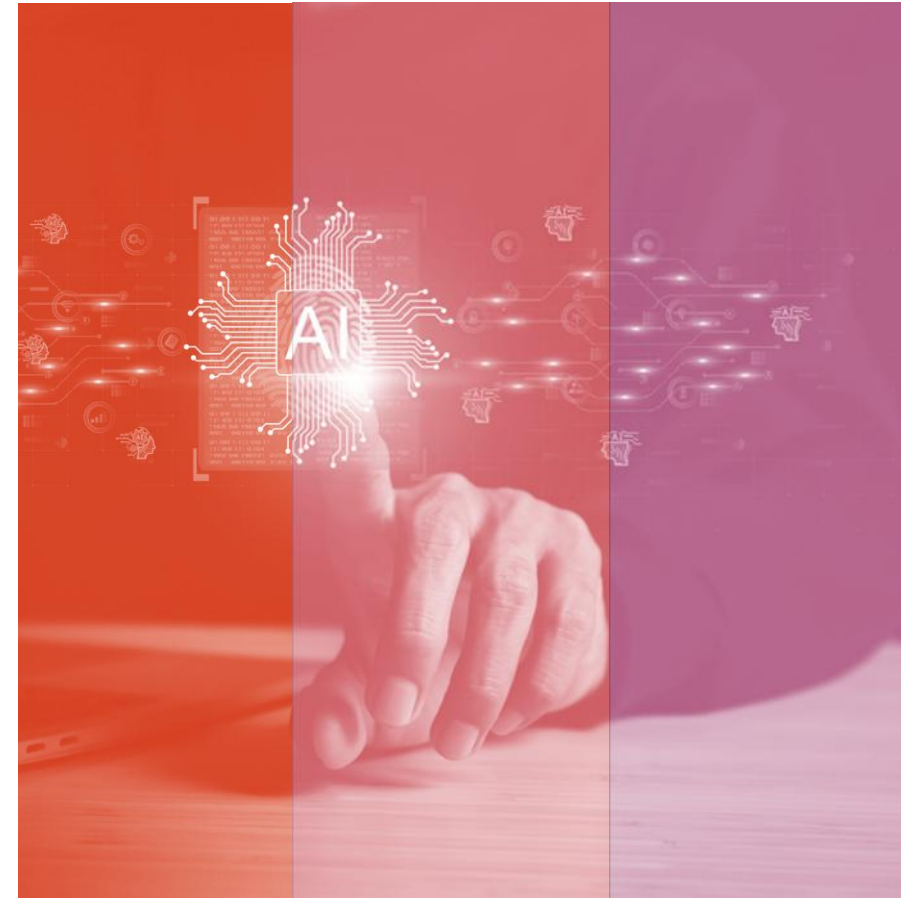
Gyrfa Cymru
Careers Wales



POST GUIDANCE NOTES -

AI'S EASIEST AND BIGGEST WIN

- Background
- Our solution
- Collateral benefits
 - Emails
 - Action plans
 - Referral forms
 - Assessment
 - Self-reflection
 - Wellbeing
- Our next steps...
 - Optimising the prompt
 - Building an agent
 - Training





DIOLCH / THANK YOU

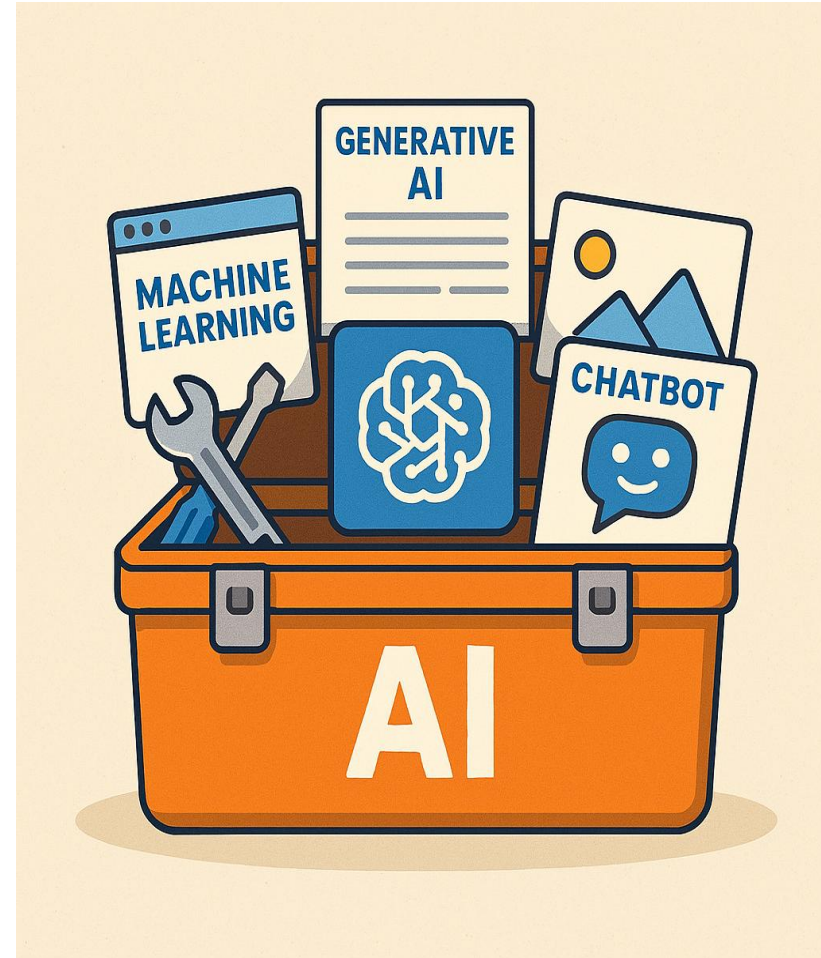
Exploring Ethical use of AI in CIAG

Design Delivery & Impact

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National Policy and Professional Practice Team

The Need



The Design / Process



Gyrfa Cymru
Careers Wales



Edinburgh Napier
UNIVERSITY



Consultation



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 recognises the diversity of its members, all members will be just and fair to all, respect human rights and dignity and adhere to legal requirements and obligations.

Members will develop and maintain professional and support 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.

In all circumstances members will endeavour to enhance the standing and good name of the career development profession and the Career Development Institute.

All members agree and commit to upholding the highest standards of professional behaviour as set out in these principles.

1. Equity, Diversity and Inclusion

Members will actively promote equity and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination. Members will promote actions for career development activities and services in a range of ways that are appropriate and ensure inclusion for all.

2. Accountability

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

3. Autonomy

Members will encourage individual autonomy, enabling clients to make decisions in the individual's best interests.

4. Confidentiality

Members will respect the privacy of individuals. Career development interactions 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.

5. Competence and Continuous Professional Development

Members will maintain their professional competence, knowledge and skills through participation in continuous professional development informed by reflective practice and relevant national standards. Members will also support their professional competence, training and experience accordingly and function within the boundaries of their training and expertise.

6. Duty of Care to Clients

Members have a moral and legal duty of care and will adopt a client centred approach agreed with the client.

7. Impartiality

Members will maintain awareness of any limitations on their impartiality, acknowledge potential impact and take a neutral and non-directive approach when working with clients. Where impartiality is not possible, members will declare this to the client promptly.

8. Transparency

Members will agree the purpose and approach to their career development services and activities in an open and informed manner to gain trust and informed consent.

9. Trustworthiness

Members will act in accordance with the trust placed in them and honour agreements and promises.

10. Fitness to Practise

Members will embrace reflective practice and maintain their fitness to practise in terms of their personal integrity, physical and mental well-being.

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.

The CDI is committed to excellent practice and ethical principles.

As members and clients are increasingly supported by digital technologies and Artificial Intelligence (AI), the CDI recommends that members commit to remaining current and have a critical understanding of emerging technologies and their application to practice.

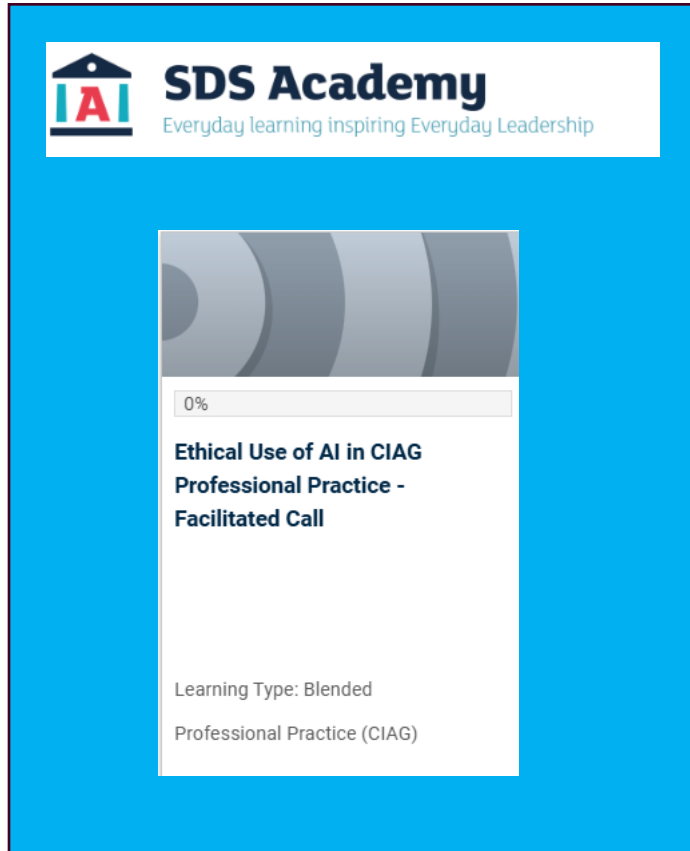
As a supervision/observer, can play a vital role in supporting excellent and ethical practice, the CDI recommends that, where relevant and available, CDI members take advantage of this support.

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



Building the learning

Delivery



SDS Academy
Everyday learning inspiring Everyday Leadership

0%

**Ethical Use of AI in CIAG
Professional Practice -
Facilitated Call**

Learning Type: Blended
Professional Practice (CIAG)



Career Development Practitioner- what we can do that is more than generative AI tools can:

Client Centred, ethical practice (always trauma informed)

Empathy, unconditional positive regard, congruence

Responsiveness in the moment

Contracting and re contracting for purpose through identification of need

Enable identification, development and use of Career Management Skills

No boundaries to curiosity

Enable, support and create career learning

Ability to challenge, reflect, question and actively listen

Motivate and encourage

Be reflective - to always evolve and develop our practice

What we discovered



Young people are uncertain about the impact of AI on their career path

“No impact as it is manual labour”
– No or little impact

“It could completely remove the need of my job”
– Limit job opportunities

“I believe AI would assist young people to find a career suited to them, with it possibly scanning the internet and accurately, providing job suggestions more likely to suit the young person.”
– Careers advice

“Being in the creative arts, it is slightly concerning how AI may be used to create “art” for free, although conversely it only consolidates the value of real human performance and art. I’m concerned about how AI may be used in the arts, although I believe that, in terms of music, a robot or machine will never replace a live human being giving a recital or playing a gig.”
- Use of AI in creative industries



Skills
Development
Scotland

Thank You

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FUTURE TRACK PROGRESSION PLAN



Your Career Goal

You've said you would like to:

- Study Psychology at university
- Become a mental health therapist or work in a role where you help people with the situations they deal with

FUTURE TRACK PROGRESSION PLAN



Your Career Plan – Archie (Age 16)

About You

- You're 16 and studying Light Vehicle Maintenance and Repair Principles – IMI Level 2 Certificate.

AI generated progression plans

FUTURE TRACK

PROGRESSION PLAN



FUTURE TRACK

PROGRESSION PLAN



Your Career Direction 🎯

You're **16**, studying **Animal Care/Animal Studies – Level 2 (FE)** at Sparsholt.

You've said:

- You're **not really enjoying** the course
- You **struggle with the amount of written work** and wish there were **more days with the animals**
- You **really want to work for the RSPCA**, or another job helping animals
- You got **grade 3 in GCSE English** and **haven't re-sat Maths yet**
- There's **nothing major limiting** what jobs or courses you can do

Your pathway is mainly **vocational** – hands-on, job-focused, especially around **animal care and welfare** 🐾

1. Understanding RSPCA-type Jobs 🐶 🐱

RSPCA and similar animal welfare jobs often include:

- **Animal Care Assistant / Animal Welfare Assistant** – feeding, cleaning, handling, basic health checks
- **Inspector / Animal Rescue Officer** – investigating cruelty/neglect, rescuing animals (this usually needs more qualifications and experience)
- **Rehoming / Kennel / Cattery roles** – caring for animals and helping match them to new homes

For most animal welfare roles, employers usually look for:

- A **Level 2 or Level 3 animal qualification** (you're on Level 2 now ✅)
- **Good animal handling experience** (you're already building this ✅)
- **English and Maths at grade 4** (or equivalent) – this is where you need to focus ❗

Key point: You're already on the right type of course for animal care, but to open more doors (especially RSPCA or Level 3 courses), you'll need to **sort English and Maths** alongside your animal experience.

2. Your Main Challenges Right Now

You've said:

- There is **a lot of work** and you **struggle to finish it**
- You'd like **more practical time with animals**

This tells me:

- You probably do better with **practical, hands-on learning** than long written tasks
- You might need **extra support with written work/English** so the workload feels more manageable

Actions you can take now:

1. **Talk to your tutor** about the workload
 - Ask if there is any **study support**, extra help sessions, or ways to **break tasks into smaller chunks**
2. **Ask about Learning Support**
 - If you find reading/writing hard, you might be able to get **extra help, adjustments or support sessions**

3. English and Maths – Essential for Your Next Step


To move on to **Level 3 courses** like T Levels or advanced animal courses, and to be more employable for places like the RSPCA, you'll **need at least grade 4 in both English and Maths**.

You currently have:

- **English: grade 3**
- **Maths: not yet re-sat**

Because of this, a **big priority** for you should be:

- **Re-sit GCSE English** to try and get **grade 4**
- **Start/re-sit GCSE Maths** and work towards **grade 4**

 You **cannot get onto a Level 3 T Level** (like Animal Management T Levels) **without at least a grade 4 in both English and Maths**.

What you can do now

- Use [Century](#) – this is Sparsholt's online system for **GCSE resits**.
 - Ask your tutor or English/Maths teacher to make sure you're **set up on Century**
 - Try to do **a bit on Century each week** to build your skills

Focusing on English and Maths now will:

- Make your **course work feel easier**

4. Next Course Steps After Level 2 🐾

5. Building Experience for RSPCA-Type Work 📁 🐾

6. Making Your Current Course Work Better for You ✅

7. If You Ever Feel Unsure About Your Exact Job 🔍

8. Support from Sparsholt

You don't have to figure this all out alone.

Sparsholt support: you can [chat to CiCi](#) our careers-advice chatbot for videos and information on animal jobs (including welfare roles), or [book a one-to-one appointment](#) with a careers adviser if you want to talk to someone in person.

They can:

- Check **entry requirements** for RSPCA-type jobs
-
- Help you plan **English/Maths resits**
 - Talk through **course options** after your Level 2
-

9. Your Action Plan – Next 6–12 Months

Over the next few weeks

1. Speak to your tutor

- Explain you're **finding the workload heavy** and want to **work for the RSPCA**
- Ask about **extra support** and **any animal-related work experience**

2. Sort your English and Maths

- Make sure you're set up on [Century](#)
- Aim to do **small, regular practice** each week

This year

3. Try to arrange some animal volunteering or experience

- Even a few hours a week/over holidays helps your CV a lot

4. Keep track of what you enjoy most

- Notice which parts of your course you like (e.g. handling, welfare, behaviour)
 - This will help decide if you go towards **welfare, behaviour, vet nursing, or another animal route** later
-

Final Thoughts

You:

- Care deeply about **helping animals** 🐾
- Already have **some animal experience**
- Are on a **relevant Level 2 course**

Your biggest keys now are:

- **Stick with your animal experience**
- **Improve English and Maths** (aim for grade 4 using [Century](#))
- **Look for animal volunteering/work experience**

Do you want me to next:

- Help you plan **what to say to your tutor** about support and your RSPCA goal, or

- Break down **possible RSPCA career paths** (e.g. assistant vs inspector) and what each one needs?

This plan was generated using AI so please check important details independently.

 Share your Progression Plan



CAREERS

INFORMATION

SPARSHOLT
CAMPUS

SPARSHOLT
COLLEGE GROUP