During 2014 the Career Development Institute (CDI) secured funding to expand and refresh the National Occupational Standards: Career Development (NOS: CD).

Following consultation with employers, practitioners and stakeholders from across the sector and the four nations the revised NOS: CD were published in November 2014.

Critically this piece of work recognised the wider definition of the career development sector reflected by the CDI membership and the standards now include the roles of career educators and talent management practitioners.

As the professional body for the sector, it is important that we offer support to employers in using these NOS so that in turn you can support your practitioners to deliver effective services to clients.

We believe that using the NOS: CD effectively will contribute to the ongoing professionalisation of the sector by encouraging a standardised, consistent and quality approach to workforce recruitment and development and organisational performance management.

The purpose of this guide is to provide suggestions, examples and templates of how you can use the updated NOS:CD in the key areas of workforce development and performance management.

Elements of the text can be used with the agreement of the Career Development Institute.
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1. What are NOS?

National Occupational Standards (or NOS) define best practice – the gold standard - within a sector or occupation. Sector Skills Councils (SSCs) and other standards setting organisations have a responsibility to work systematically with employers and other key partners across the UK to develop and refine NOS.

National: They apply to and are used across each of the four nations; they are developed using a UK wide approach; they are approved by agencies acting on behalf of the relevant government departments in each nation of the UK.

Occupational: They define the key functions someone should be able to carry out in an occupation.

Standards: They are the statements of effective performance for the activity delivered and the outcomes achieved; they represent a consensus view and description of best practice for each particular function; they are developed and agreed with a range of employers and stakeholders representing a sector area.

The NOS: Career Development

The Career Development NOS provide a strategic overview of the competencies required to fulfil the tasks carried out in the career development sector. The NOS do not describe specific job roles. Role definitions are normally based on a number of functions and relate to a number of standards. There is no expectation that a job role would encompass all the performance requirements across every standard, rather that specific jobs will utilise the appropriate standards.

Each standard comprises a number of performance criteria which an individual should demonstrate to be competent in the sector. Each standard also outlines the knowledge and understanding which underpin the standard.

The standards do not equate directly to qualifications, but are used to derive relevant competency based qualifications for the career development sector.
The Functional Map defines the key purpose of the sector; sub-divided functions and the individual standards that comprise these functions.

Following extensive consultation on the review of the standards carried out by CDI in 2014 two new standards were produced to fill identified gaps in the suite of NOS:

- Lead & Manage Career Development Work in an Organisation – This is particularly relevant for career educators operating in an education or training context or career development/talent management practitioners working for commercial businesses.
- Plan & Design the Service Offer – This is particularly pertinent for, but not exclusive to, practitioners in the private sector who are involved in negotiating service provision on a contractual/commercial bases to individuals, companies or educational establishments.

1.2 Benefits of National Occupational Standards

NOS can be used in a variety of ways by:

- Employers – organisation and workforce development
- Education & Training Providers – assessment and benchmarking, development and review of learning programmes
- Individuals – self-assessment, planning CPD, professional registration
- Career Development Practitioners – career information, advice and guidance and labour market analysis
- Profession & CDI – regulation of qualifications and institutions, identification of skill gaps
and requirements for training provision, public recognition of competence, production/endorsement of CDI resources, courses and events and the basis for the Career Development Sector Progression Pathway

Benefits associated with the use of National Occupational Standards include:

**Flexibility:** standards can make a valuable contribution to almost any human resource development purpose. Based on specific functions they can be used independently or in combination to meet a wide variety of needs and to support a number of activities e.g. recruitment (job descriptions/person specifications), performance management, talent management/succession planning.

**Dependability:** developed through national consultation, standards have widespread acceptability. They represent a nationally agreed benchmark, expressing competent performance throughout a sector. Use of standards also encourages a consistent, high quality approach to staff recruitment and development across the sector.

**Cost effective:** standards are free to obtain, and, being crown copyright, they can be adapted to meet organisational needs without implication. Using standards can make it easier to support human resource activity, as well as saving resource in terms of time, money and effort.

**Convenience:** approved NOS are stored on a national NOS database [http://nos.ukces.org](http://nos.ukces.org) and can be downloaded as and when required.

**Recognising achievement:** the nature of standards means that they can be used to recognise individual performance by indicating when a member of staff has reached the required level of competence.

**Improving performance:** the definition of knowledge and competence within standards can help to identify development needs and provides guidance for improving performance where there may be any shortfall. Standards can also be used to identify organisational training needs and support change management.

**Raising potential:** using standards as a framework to support career development can raise individual aspiration, by demonstrating related or new areas where there is the potential to develop and improve skills. They can also be used to grow the business by linking training and development policy to business objectives.

It is commonly considered that the use of standards has a positive impact on productivity. Although this is difficult to measure, the use of the standards, by individuals and managers as well as at an organisational level, has significant potential to improve service delivery and can contribute to professionalisation throughout the workforce.
2. Using the Standards


2.1 Supporting: Personal Development

Standards can be used by individuals to:

- Help ensure work reflects good practice by supporting activities associated with self-appraisal and benchmarking
- Identify areas for personal development as part of planned continuous professional development (CPD)
- Provide a framework for collecting evidence of work performance
- Support recognition of achievement and performance, by providing evidence towards meeting the requirements of professional development schemes including entry to the UK Register of Career Development Professionals
- Stimulate constructive and objective feedback from peers and/or managers by using the standards for structured discussions
- Identify potential career progression pathways, within and beyond the career development sector e.g. the CDI Career Development Sector Progression Pathway

2.2 Supporting: Performance Management Activities

Effective performance management can help to achieve high levels of organisational performance, and involves a number of tools and processes such as target-setting, supervision, performance review, appraisal and feedback.

Performance management can help individuals not just to understand what is expected of them as a team member but also to recognise how they contribute to achieving organisational goals.

There are distinct advantages to using standards to support performance management activities:

- Standards can be readily adapted to meet the specific needs of individual organisations without losing robustness or integrity
- Standards are flexible e.g. the suite of Career Development NOS is broken down into a number of individual standards that describe discrete functions. Standards from across a number of different suites can be combined to cover any role in a team, irrespective of the combination of functions in their role
- Standards can be adapted to support the whole performance management process bringing consistency and co-ordination to a variety of often disparate activities.

Standards can be used to support organisational objectives and to assist in day to day management activities, such as:

- Managing organisational change, for example by ensuring that staff have the competence to deliver new activities or roles
- Addressing new and emerging developments such as advances in information and "green" technologies
- Providing a framework for adapting organisational procedures and systems
- Designing, delivering and evaluating training
- Appraising performance against an agreed benchmark
- Inducting new members of staff
- Meeting the indicators for external accreditation such as Matrix or quality awards for schools and colleges accredited by the Quality in Careers Standard (QICS)

2.3 Supporting: Development of the Workforce

Workforce development as a process can help organisations achieve the talent required to enable quality of service and support future business productivity and success. It includes activities associated with ensuring staff have the skills they need for their role and is related to performance management.

Workforce development activities that standards can contribute to include:

- Designing and implementing recruitment and selection processes
- Quality assuring staff performance across the organisation through staff review and development schemes
- Designing and implementing organisational training needs analyses and plans
- Meeting the indicators for external accreditation such as Investors in People
- Planning workforce requirements including talent management and succession planning
3. Developing a Role Profile

A role profile captures a set of competences that are most relevant to a particular job. Role profiles are a useful way of looking at the functions required either for a specific role or across a range of roles. By comparing role profiles the commonalities and differences between roles can be clearly highlighted. The outcomes of this comparison can be used by organisations and individuals for a range of practical purposes. For instance whilst the information could be used by a manager or organisation to identify common work functions in order to plan training and development activities; it could also be used by an individual to assist in plotting career progression pathways and identifying skills and knowledge that would need to be obtained to move from one role to another.

Using Standards to Develop a Role Profile

a. Determine the purpose and requirements of the job
Start by identifying the job role – what tasks, activities and relationships with others does it involve?

This information may already be in a job description, however check that it is up-to-date and adequately reflects the work activity.

There may be other incidental activities associated with the role that should be included.

b. Identify the standards that relate to the role
Taking each task, duty or responsibility in turn look through the list of standards and identify those that appear most relevant. For each standard identified examine the summary, outcomes of effective performance and knowledge to identify the most relevant. In some cases standards will match individual tasks, duties or responsibilities well. In other cases:

- Some standards will be applicable to more than one task, duty or responsibility
- Some tasks, duties or responsibilities require more than one standard for complete coverage
- There are no standards appropriate to that task, duty or responsibility in the Career Development specialist suite of NOS

c. Identify standards from other sectors where required
Decide whether the tasks, duties or responsibilities being considered are likely to be covered in a different set of standards. NOS exist for a wide range of functional areas across a number of sectors. Use the NOS Database at http://nos.ukces.org to search for appropriate standards for the tasks, duties or responsibilities not already covered. Additionally look at the supporting document on the database for the NOS: CD Signposting to Other Standards.

d. Produce a role profile for the job
Once all the relevant standards are identified, a draft role profile can be produced, i.e. a list of the competent performance as derived from the standards that relate to the particular role.

The knowledge derived from the relevant standard can also help to inform a person specification or any minimum requirements for the role.

A role profile should be reviewed periodically to ensure that it continues to reflect the job role in question.
### Example Role Profile

N.B. This is provided for exemplar purposes only since individual role profiles will vary depending on the content of, and circumstances that relate to, individual jobs.

## CAREER ADVISER OR COACH

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>NOS URN/Reference</th>
<th>Title of Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess individuals’ abilities, interests and achievements</td>
<td>CDI CrD03</td>
<td>Build &amp; maintain relationships with individuals to ensure a client-centred approach to career development</td>
</tr>
<tr>
<td></td>
<td>CDI CrD04</td>
<td>Support individuals to identify and explore their career development needs and aspirations</td>
</tr>
<tr>
<td>Assist individuals to identify short and/or long term goals based on their needs</td>
<td>CDI CrD04</td>
<td>Support individuals to identify and explore their career development needs and aspirations</td>
</tr>
<tr>
<td></td>
<td>CDI CrD05</td>
<td>Enable individuals to set appropriate goals and career development objectives</td>
</tr>
<tr>
<td>Assist individuals to access quality educational, occupational and labour market information and interpret it effectively for themselves</td>
<td>CDI CrD04</td>
<td>Support individuals to identify and explore their career development needs and aspirations</td>
</tr>
<tr>
<td></td>
<td>CDI CrD05</td>
<td>Enable individuals to set appropriate goals and career development objectives</td>
</tr>
<tr>
<td></td>
<td>CDI CrD07</td>
<td>Enable individuals to use and apply information for career development</td>
</tr>
<tr>
<td>Assist individuals to make informed and appropriate choices</td>
<td>CDI CrD05</td>
<td>Enable individuals to set appropriate goals and career development objectives</td>
</tr>
<tr>
<td>Assist individuals to develop effective career management skills</td>
<td>CDI CrD08</td>
<td>Provide ongoing support to help individuals achieve their career goals and development objectives</td>
</tr>
<tr>
<td></td>
<td>CDI CrD09</td>
<td>Help individuals evaluate their progress and achievement and plan for the future</td>
</tr>
<tr>
<td>Keep up to date with occupational and labour market information and new developments in education, training and industry</td>
<td>CDI CrD02</td>
<td>Reflect on, develop and maintain own skills and practice in career development</td>
</tr>
<tr>
<td></td>
<td>CDI CrD17</td>
<td>Plan and undertake research on behalf of the service</td>
</tr>
<tr>
<td>Engage in continuous professional development</td>
<td>CDI CrD01</td>
<td>Develop and apply understanding of theory and effective practice in career development</td>
</tr>
<tr>
<td></td>
<td>CDI CrD02</td>
<td>Reflect on, develop and maintain own skills and practice in career development</td>
</tr>
</tbody>
</table>
4. Recruitment and Selection

Standards can be used to support every stage of the recruitment process. The use of common standards throughout the recruitment process contributes to the development of integrated recruitment procedures which can be closely linked to organisational objectives and the management of performance.

Basing recruitment practice on standards can support a fair and impartial approach by drawing on objective criteria which directly support competence. Revising existing job descriptions against standards provides an opportunity for benchmarking against other organisations and may indicate areas which have been inadvertently omitted or are no longer relevant.

Examples of the use of standards in recruitment and selection processes include writing job descriptions, preparing job advertisements and selection.

Writing Job Descriptions and Advertisements

a. Develop the overall purpose of the job
It is important to be clear about the contribution that the job holder is expected to make to the achievement of team and organisational objectives. Establish the purpose of the job and where it fits in the organisation. Be clear why the job is being created.

b. Identify relevant standards
Identify the standards that are relevant to the job role in Career Development suite and others as appropriate. Consider whether there are duties that cover related areas such as learning and development, mentoring or generic areas such as leadership and management, administration or customer service. Search for these other NOS on the NOS Database http://nos.ukces.org and look at the supporting document for the NOS: CD Signposting to Other Standards.

c. Identify duties and responsibilities
Collect together all the individual standards needed (this may be from various suites). Look through each standard in turn. In most cases the titles of standards or titles of elements will readily lend themselves to headings for main duties and responsibilities. The titles of standards can be adapted to reflect levels of responsibility. For example, Standard CDI CrD16 from the Career Development NOS “Monitor, evaluate and improve the effectiveness of the service” could be adapted to “Contribute to the monitoring, evaluation and improvement of the effectiveness of the service”.

d. Develop a person specification
Evaluate the relevant standards and identify the key skills and knowledge required to perform competently in the job.

The required skills can be inferred from the performance criteria contained in the standards - “be able to ...” and the knowledge will be listed separately. Mark whether the skills and knowledge identified are essential or desirable so candidates who could develop into the role are not excluded.

Include information about the experience and qualifications required of the job holder.

A list of qualifications of relevance for the UK Register of Career Development Professionals is available at: http://www.thecdi.net/Professional-Register-

The relevant level of qualification recommended for roles across the sector appears in the Career Development Sector Progression Pathway Map in Section 8 of this document.

e. Complete the job description/advert
Add outstanding information to the job description or advert such as terms and conditions, organisational information and remuneration package.

Informing Selection Procedures

Standards can be used to assist the process of selection for recruitment purposes, whatever the method, or combination of methods employed. Using standards in selection processes can enable a clear focus on what the job holder is required to do and how they should do it, enabling suitable selection criteria to be identified and prioritised.

Depending on the selection method, different parts of the standard will be of value. For example:

When developing questions for an interview, the outcomes of effective performance and knowledge listings can be used to provide the basis for questions. For example, standard CD1 CrD06 of the Career Development NOS “Plan and deliver individual and group development through career-related learning” requires individuals to know and understand “how to define clear and measurable outcomes for activities” (KU6). This can be translated into questions such as “Can you tell me about a time when you planned and delivered career-related learning through a group session? What methods did you use to measure the effectiveness of your intervention?”

If psychometric questionnaires/assessment centre techniques are used as part of the selection process then some behaviours in the standards can be used to help select tests e.g., in Standard CD1 CrD04 “Support individuals to identify and explore their career development needs and aspirations” challenging prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour is listed in the...
performance criteria. A psychometric test which explored these aspects of an applicant’s personality could be appropriate here.

Throughout the recruitment process, standards can be used to inform content. Phrases within standards can be adapted or adjusted to reflect the style of different organisations.

5. Performance Management and Staff Appraisal

Performance management, staff induction and development are most effective when they help the job-holder to understand what is expected of them and address any specific learning and development needs. Standards can support the supervision and development process helping employees to understand where they fit within the organisation; what is expected of them and play an active part in identifying their development needs.

The following sets out the key steps involved in using standards to help with performance management, induction and development:

a. Agree targets/objectives
Team members should be working towards objectives that are consistent with those of the organisation and that also recognise the individual’s own aims and ambitions. Agree objectives with team members that are SMART (specific, measurable, agreed, realistic and time bound).

b. Identify relevant standards
Identify the standards that are relevant to each objective. Use the list of standard titles from each relevant set of standards as well as those from other sets of standards, as appropriate.

Reviewing the standards in more detail will help to develop a common understanding of the standards of performance required, highlight areas where the individual is not confident or lacks knowledge or skills, and help identify where support or resources are required to achieve objectives.

c. Agree support required
Identify appropriate activities to help team members achieve their objectives.

Team members may require additional support or resources such as further training, coaching, mentoring, or access to learning resources or IT systems.

The Management and Leadership standard CFAMLDB 13 ‘Support individuals to develop and maintain their performance’ provides the national standard for this function.

The CDI website is a useful source of information on Training and Events. http://www.thecdi.net/Developing-Yourself

During 2015 the CDI Resources section will be developed to include sources of CPD categorised under each of the seventeen NOS: the CDI Resources.

d. Supervise performance
Team members can use relevant standards to plan activities and working methods and to evaluate their own performance. Review meetings between the individual and the manager/team leader provide opportunities to explore progress, to use the standards to focus on any problems or issues arising, and to identify and plan ways of addressing these.

Performance management, staff induction and development are most effective when they help the job-holder to understand what is expected of them and address any specific learning and development needs.
An example of how standards can be used as part of a self-assessment checklist/basis for performance appraisal discussions is as follows:

### CDI CrD04 Support individuals to identify and explore their career development needs and aspirations

For each item give yourself a rating of 1 - 10

<table>
<thead>
<tr>
<th>Knowledge &amp; Understanding</th>
<th>To what extent do I possess these?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will understand:</td>
<td></td>
</tr>
<tr>
<td>Legal, organisational and policy requirements relevant to your role and the activities being carried out</td>
<td></td>
</tr>
<tr>
<td>How individuals’ internal and external influences can affect their development of career management skills</td>
<td></td>
</tr>
<tr>
<td>Methods of probing, questioning and encouraging reflection to assess individuals’ strengths, needs and aspirations</td>
<td></td>
</tr>
<tr>
<td>Principles of effective communication</td>
<td></td>
</tr>
<tr>
<td>The strengths and weaknesses of different interventions, techniques and approaches for supporting individuals to develop effective career management skills</td>
<td></td>
</tr>
<tr>
<td>How to keep up-to-date with developments in interventions, techniques and approaches and how to use them with individuals</td>
<td></td>
</tr>
<tr>
<td>The barriers to development and employment, how to recognise them and strategies to overcome them</td>
<td></td>
</tr>
<tr>
<td>How to manage individuals’ needs within the limits of the service offer</td>
<td></td>
</tr>
<tr>
<td>How to use and record results of chosen interventions, techniques and approaches</td>
<td></td>
</tr>
<tr>
<td>Relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them</td>
<td></td>
</tr>
<tr>
<td>How to encourage individuals’ ownership of the career development process</td>
<td></td>
</tr>
<tr>
<td>The boundaries and limits of own professional expertise</td>
<td></td>
</tr>
<tr>
<td>The boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required</td>
<td></td>
</tr>
<tr>
<td>Measures to safeguard young people and vulnerable adults</td>
<td></td>
</tr>
</tbody>
</table>
### CDI CrD04 Support individuals to identify and explore their career development needs and aspirations

For each item give yourself a rating of 1 - 10

<table>
<thead>
<tr>
<th>Skills</th>
<th>To what extent do I possess these?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to:</td>
<td></td>
</tr>
<tr>
<td>Support individuals to identify their expectations, strengths, needs and aspirations</td>
<td></td>
</tr>
<tr>
<td>Communicate in ways that engage individuals and keep them motivated</td>
<td></td>
</tr>
<tr>
<td>Give individuals enough opportunity to communicate, reflect and reach their own conclusions</td>
<td></td>
</tr>
<tr>
<td>Use interventions and learning and development approaches that help individuals identify and develop their career management skills</td>
<td></td>
</tr>
<tr>
<td>Motivate individuals to overcome barriers to progress and achievement</td>
<td></td>
</tr>
<tr>
<td>Agree with individuals the actions needed in relation to their needs and aspirations</td>
<td></td>
</tr>
<tr>
<td>Record outcomes in line with organisational requirements</td>
<td></td>
</tr>
<tr>
<td>Act in ways that adhere to the ethical practice required within your organisation or profession</td>
<td></td>
</tr>
<tr>
<td>Challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour</td>
<td></td>
</tr>
<tr>
<td>Encourage individual autonomy in the career development process</td>
<td></td>
</tr>
<tr>
<td>Promote inclusivity, diversity and equality of opportunity</td>
<td></td>
</tr>
<tr>
<td>Maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies</td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of legal requirements, local procedures and your own accountability for safeguarding young people and vulnerable adults</td>
<td></td>
</tr>
</tbody>
</table>

### What do I need to do to move along the scale? (This will form basis of CPD Plan)

If rating overall is “7” or more please provide evidence (including any coaching/support of others)
6. Supporting Continuous Professional Development

Standards can support continuous professional development (CPD) activities in a variety of ways. This section looks at how standards can help management of CPD activities. It looks at the contribution of standards in:

- Planning for CPD
- Identifying professional development needs to achieve CPD related goals
- Organising professional development activities to meet identified needs
- Recording and reviewing CPD activities.

Standards are intended to complement and not to compete with, or replace, professional registration schemes (for example the UK Register of Career Development Professionals) or competency frameworks that are appropriate or required for some roles. Standards can support the entire CPD process, but they do not have to be used in their entirety.

a. Planning for CPD

Planning is an important aspect of managing the CPD process. It is important to understand why development activities are being undertaken, the type of development activities that are acceptable and the form of evidence or type of records that will be required to demonstrate achievements. During the planning stage consider collecting:

- Documentation relating to the recognition of CPD activities. If someone belongs to a professional or membership association which has guidelines or mandatory requirements relating to CPD, like the CDI, be clear what these entail. Refer to www.thecdi.net for information on the professional register for the career development sector.
- Documentation relating to the CPD goal. If the goal is to acquire appropriate experience to apply for a post, know exactly what type of skills or qualifications are required.
- Standards that relate to the management of continuing professional development activities. An example of a useful standard for staff in the career development sector is Management and Leadership NOS CFAMLA 1: Manage your own Resources.

During planning activities use standards to complement existing structures where it would appear to be beneficial. The contribution standards can make will differ according to circumstance and any relevant professional frameworks.
b. Identifying professional development needs

As standards describe what individuals have to do and know to carry out activities effectively, any gaps between the skills and knowledge and those which individual standards describe will indicate development needs.

In planning CPD, decide if personal development needs will be identified:

- In relation to carrying out the current work role
- In order to maximise progression opportunities or access other career routes
- In order to develop a new skill or adopt additional responsibilities.

When identifying development needs, look at the requirements of the whole role, and use standards to develop a role profile which covers the full range of activities undertaken.

Alternatively if the need is to develop a new skill, the process of identifying development needs will be a simpler one, and only one standard may be needed.

c. Organising professional development activities

Professional development takes place throughout a person’s working life and may take a range of forms. This is clearly acknowledged by many professional or membership associations, like the CDI, which recognise a wide range of learning activities.

In terms of collecting evidence, the range of possibilities provides ample opportunity for all staff members to show how they have developed in their role. Helpful guidance or regulatory requirements may already be in place through professional or membership bodies. Check out the CDI requirements at www.thecdi.net

The list below gives some examples of how standards can be used to support the process.

- **Plan the approach to CPD activities and the methods to be used for different areas.** It may be appropriate to include a mix of activities to meet different needs:
  - Formal training courses, for professional accreditation
  - Private study/professional research, to improve knowledge and understanding
  - Work achievements, to demonstrate good practice
  - Work shadowing or mentoring, for on-the-job learning and Development
- **Support reflective learning** - The performance outcomes associated with standards can be used as prompts to reflect on the various activities that have been carried out. Looking through the role profile, or focussing on selected standards, can support reflection on how work which is relevant to a particular project or task has contributed to professional development.

For each outcome statement make a note of what has been learned, irrespective of whether the standard indicated was achieved. In reflective practice, the important thing is to understand what was learned from undertaking the associated work activity, rather than focussing on whether it was carried out well or not.

d. Recording CPD activities

The CDI provides a system for the recording of achievements and development activities. Even if not used throughout the CPD process these tools can still act as an aide memoire for the workplace activities undertaken as well as development activities that were required in order to support work performance.

Looking through a copy of the standard associated with specific workplace activity, after the activity has been carried out, is a simple way of keeping track of work related learning and development. This data could then be transferred to learning or development records.
Standards can make an important contribution to the change management process, by showing how organisations need to change and develop to improve services and meet skills gaps. They can be shared with staff to help create a collective vision of the competences required for success. Standards support staff development and encourage workforce participation through transparent goals. They can later be used to measure effectiveness and can act as a form of recognition for the achievement of results.

Some of the ways that standards can assist organisational change are listed below. The guidance is relevant to managing change in teams or departments within organisations, as well as managing change throughout an organisation as a whole.

Standards from the generic Management and Leadership NOS suite include three NOS in the suite which are specifically dedicated to change:

- CFAMLC 4: Lead change
- CFAMLC 5: Plan change
- CFAMLC 6: Implement change

### a. Assessing workforce/ staff competence

Once objectives are clear and decisions on the change that is needed in the organisation/department/team have been made, standards can be used to check the degree to which staff have the skills and knowledge required to undertake their future work roles.

Identify the standards that cover the activities which must be carried out. Staff competence will then need to be assessed against the identified standards.

The assessment should be completed in line with organisational procedures, which may involve interviews, staff self-assessment and/or managerial appraisal. The standards can be used equally well with any of these methods.

### b. Meeting development needs

Standards are particularly useful in planning how learning and development needs can be met. Use standards to identify the needs of individuals - by looking at the results of individual assessments identify common areas across teams, departments or the organisation as a whole.

As part of the change management programme ensure that managers involved in supporting staff through the transition process possess the required change management skills. Management and Leadership NOS include the standards for planning, leading and implementing change.

### c. Developing systems for monitoring and assessing progress

Revisit the standards to check how effective learning and development activities have been. Alternatively use the lists of performance outcomes and knowledge to check progress on a more continual basis by integrating standards throughout the organisational quality assurance process.

For example, using the standards as part of a regular staff appraisal process will enable the same nationally agreed indicators to form the basis for discussions between managers and staff.

### d. Communicating the vision for the future

Once the required competences are identified, as described above, use the standards to help staff understand the change required in work procedures as well as skills. Demonstrating that the programme to develop competence is directly related to goals and objectives can help staff appreciate the necessity for change.

Providing staff with the opportunity to help take responsibility for their own development is likely to encourage participation and commitment to change.
8. Supporting Career Progression

Standards provide a common language to describe the various functions which are performed across the sector. As such they can be used to see where the same functions are performed in different roles at either the same or a higher level.

By using the Standards and the Career Development Sector Progression Pathway employers can see the various routes which can be taken by staff to progress further in their careers within the organisation. When recruiting new staff the Pathway can also be used to see when staff who have worked in a different part of the sector will be likely to have the skills and knowledge required for a new role.

To help employers and practitioners see where career progression is possible the CDI has developed a Career Development Sector Progression Pathway. This uses the seventeen NOS: CD as the common denominator for all career development functions performed across the whole sector. The Pathway also includes managerial roles and for these generic Management and Leadership standards are used.

National Occupational Standards: Career Development are:

1. Develop and apply understanding of theory and effective practice in career development
2. Reflect on, develop and maintain own skills and practice in career development
3. Build and maintain relationships with individuals to ensure a client-centred approach to career development
4. Support individuals to identify and explore their career development needs and aspirations
5. Enable individuals to set appropriate goals and career development objectives
6. Deliver individual and group development through career-related learning
7. Enable individuals to use and apply information for career development
8. Provide ongoing support to help individuals achieve their career goals and development objectives
9. Help individuals evaluate their progress and achievement and plan for the future
10. Lead and manage career development work in an organisation
11. Improve services to individuals by collaborating with others
12. Enable individuals to access referral opportunities
13. Represent individuals’ needs to others
14. Plan and design the service offer
15. Promote the availability, value and effectiveness of the service offer
16. Monitor, evaluate and improve the effectiveness of the service offer
17. Plan and undertake research on behalf of the service

Every role in the sector is based upon a person performing varying combinations of the above.

The level of the role is determined by specified qualification levels:

- QCF Level 3/SCQF 6 for the First Contact roles
- QCF Level 4/SCQF 8/7 for the Support Roles
- QCF Level 6+/SCQF Level 11/ICCI Certification for the Practitioner Roles; Specialist Practitioner Roles; Research and Technical roles
- QCF Level 6+/SCQF Level 11/Experience for Manager and Senior Manager roles

The Pathway Map shows the:

- Different branches of the sector: Career Education; Career Guidance/ Development and Career Coaching/Talent Management;
- Roles: First Contact; Support; Practitioner; Specialist Practitioner; Manager; Senior Manager; Research/Technical and Specialist Role: Lecturer; Consultancy; Inspectorate;
- Qualification levels and where career mobility is possible.

By clicking on each role on the Map, accompanying information is accessed which shows the functions which can be performed, the actual qualifications which are of relevance and sources of further information e.g. Portico and the Getting Qualified section of the CDI site as well as a link to the full NOS.
Further Information
For further information relating to the content of this Guide please contact
the Career Development Institute, 01384 376464.

As an employer in the career development sector you will be passionate
about providing high quality services to your clients and will want to
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the CDI as an Affiliate Organisation or as an individual member:
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