

Knowledge, skills and behaviours required for competence in each duty, along with initial 'off the job training' related to these.

D1 - Reflect critically on their career development practice and service delivery, evaluating it against relevant theories, models, research and appropriate professional ethical standards in order to facilitate continuing professional development and ongoing service improvement

D1 Knowledge	D1 Skills	D1 Behaviour
K1 What constitutes being a professional in the career development sector and own role in influencing and informing policy; methods for recognising the impact of own values, beliefs, prejudices, bias and attitudes on own work practice, learning and development, why it is important to do so and the effective use of supervision in developing practice	S1 Reflection and self-evaluation: set and achieve target and objectives for professional development, based on self-assessment and feedback from line-management, peers and clients, and identify strategies to manage the effects of change on self and the development of a positive mental attitude.	B1 - Equality – Act in ways that are just and fair, promote access and inclusion, adhere to any legal requirements and obligations and to address and challenge inequities where encountered
K2 The rationale of equality legislation and its major provisions, relevant ethical principles and codes of ethical practice and the consequences of not adhering to them	S4 Select, tailor an apply theory, concepts and effective practice relevant to the role and client base	B4 - Competence – Recognise the limits of own professional expertise and act within the boundaries of training and experience, and adhere at all times to the ethical practice required by the organisation or profession. To participate in continuous professional development informed by reflective practice
K6 The purpose of caseload management and the provision of a holistic career offer, and the need for short and medium term tracking of client destinations to verify the impact of the service provider and a range of methods that can be used to monitor, evaluate and report on service effectiveness including, where appropriate the use of quality awards or	S5 Provide critical insight in the contemporary world of work and learning, and analyse the implications of these for clients	B5 - Confidentiality - Maintain confidentiality and security of individual and organisational information that meets relevant legal requirements and organisational policy

standard		
K9 Measures to safeguard young people and vulnerable adult, including the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required	S9 Adapt activities and collaborate with other professionals to ensure that activities support and do not discriminate against clients with additional needs or who experience disadvantage	
K17 The contribution of research to the body of knowledge in the profession and the concept and value of evidence-based practice	S11 Record and analyse the outcomes of referrals so that examples of success and failure can be monitored and shared	
K18 How the local, regional, national and international public policy framework, variations in external drivers (political, economic, legal, social and technological) and responses of learning organisations to changes in government policy can affect the context and provision of career learning and development	S17 Apply a knowledge and understanding of theories, models, frameworks and pedagogic approaches to support the development of an individual's career management skills	
K19 The different societal expectations related to career development (e.g. from the perspective of individual clients, policy-makers and employers) and ways in which career development providers incorporate legislation and guidance relating to equality, diversity, British values (where relevant), social justice and data protection into their policies and practice		
K20 The current policy and implications for practice with some awareness of the history and development of career development policy and practice in the U.K.; its purpose and the social		

and economic benefits, in particular its role in social mobility and raising aspirations		
K21 The changing context and range of employment, education and training provision available to clients and the relationships between the organisations within the sector in which the CDP is working		
D1 KSBs: K1, K2,K6, K9, K17,K18, K19, K20, K21 / S1, S4,S5, S9, S11, S17 / B1, B4, B5		
<p>D1 -Criteria for measuring performance - list the important performance considerations for employers in terms of how the work is to be done and to what standards</p> <p>- A CDP should be able to demonstrate that they are able to:</p> <ul style="list-style-type: none"> • Critically evaluate own values, beliefs and their impact on practice • Apply equality legislation and related codes of practice within career development to professional practice • Demonstrate commitment continue to advance their knowledge and understanding , and to develop new skills to a high level • Critically appraise own professional practice and identify and use means of support for own development • Advocate for the career development profession • Demonstrate an appreciation of the uncertainty, ambiguity and limits of personal knowledge 		
<p>D1 Off the job training</p> <p>To study the relevant professional body’s Code of Ethics (e.g. CDI, AGCAS), participate in professional discussion and undertake work-shadowing to develop a knowledge and understanding of what constitutes being a career development professional</p> <p>To conduct independent study and participate in professional discussion to develop a knowledge and understanding of equality legislation and related codes of practice within career development (e.g. the safety of children and vulnerable adults, confidentiality and disclosure of information, impartiality)</p> <p>Blended-learning (a combination of structured independent study via a virtual learning environment and classroom based learning / lectures) and role play to support the development of the skills of critical self-reflection and self-evaluation</p> <p>Blended-learning (a combination of structured independent study via a virtual learning environment and classroom based learning / lectures) to develop an understanding of theory, concepts, models, techniques and approaches to effective practice and new developments within these and their application to professional practice</p> <p>To create and maintain a personal learning and development plan with SMART action points which reflect the above</p>		

To build up a portfolio of evidence through assignments, reflective journal, work place observations, visit reports and independent research.

D2. Collaborate with colleagues, internal and external stakeholders, employers and other service providers to negotiate, design, develop, organise and evaluate programmes of activities that equip clients with the career management skills, knowledge and resources they need for their career development

D2 Knowledge	D2 Skills	D2 Behaviour
K3 Theories, models, frameworks and pedagogic approaches for the design and delivery of effective career learning curriculum that supports the development of career management skills, employability and entrepreneurialism	S2 Organise and deliver activities with clearly defined and measurable learning outcomes that use and blend relevant resources, client-focused techniques and approaches that best meet the needs of individuals and enable them to fully engage in their career development.	B2 - Integrity – Exercise integrity, honesty and diligence – act with trustworthiness and transparency in the provision of services, management of expectations and the honoring of promises and arrangements
K4 The range of resources available to support the delivery of career-related learning, how they can be applied to enhance career learning within organisations and methods of validation and evaluation	S3 Critically analyse and compare the major models of career-related curricula within the organisation, evaluate activities in relation to defined outcomes and plan how to improve them and their own performance	B4 - Competence – Recognise the limits of own professional expertise and act within the boundaries of training and experience, and adhere at all times to the ethical practice required by the organisation or profession. To participate in continuous professional development informed by reflective practice
K7 The composition of the community network and partnerships, including the role of statutory and voluntary agencies and how to use and access them	S4 Select, tailor an apply theory, concepts and effective practice relevant to the role and client base	B7 - Duty of Care to colleagues – To foster good practice across the profession by maintaining professional and supportive relationships, and being respectful of the contribution others make to the services and activities provided
K12 Career management and the related skills	S5 Provide critical insight in the contemporary world of work and learning, and analyse the	

	implications of these for clients	
K14 The principles and roles of brokerage and advocacy, and different approaches to influencing, negotiation, co-ordination and persuasion	S6 Explore and clarify expectations and agree the aim, purpose and scope of the career development activities with the client	
K15 The meaning of career related information, including LMI and its use in career education and career guidance counselling and developmental contexts	S7 Build and sustain positive and constructive working relationships, resolve conflicts constructively in ways that do not undermine confidence	
K18 How the local, regional, national and international public policy framework, variations in external drivers (political, economic, legal, social and technological) and responses of learning organisations to changes in government policy can affect the context and provision of career learning and development	S8 Work with employers and opportunity providers, individually or as part of organisational networks	
K19 The different societal expectations related to career development (e.g. from the perspective of individual clients, policy-makers and employers) and ways in which career development providers incorporate legislation and guidance relating to equality, diversity, British values (where relevant), social justice and data protection into their policies and practice	S9 Adapt activities and collaborate with other professionals to ensure that activities support and do not discriminate against clients with additional needs or who experience disadvantage	
K20 The current policy and implications for practice with some awareness of the history and development of career development policy and practice in the U.K.; its purpose and the social and economic benefits, in particular its role in	S13 Use information technology and web-based resources with confidence in the support of career development activities	

social mobility and raising aspirations		
K21 The changing context and range of employment, education and training provision available to clients and the relationships between the organisations within the sector in which the CDP is working	S14 Prioritise need and provide on-going support to clients through a variety of different types of intervention and media	
K22 Methods of raising awareness of interested parties about the evolving labour market and organisational career structure	S17 Apply a knowledge and understanding of theories, models, frameworks and pedagogic approaches to support the development of an individual's career management skills	
	S19 Equip clients to use technology effectively in their career management	

D2 KSBs: K3, K4, K7, K12, K14, K15, K18, K19. K20, K21, K22 / S2, S3, S4, S5, S6, S7, S8, S9, S13, S14, S17, S19 / B2, B4, B7

D2 Criteria for measuring performance – list the important performance considerations for employers in terms of how the work is to be done and to what standards

A CDP should be able to demonstrate:

- An ability to apply the methods and techniques they have learned to review, plan and deliver activities/projects with clearly defined and measurable learning outcomes that use and blend relevant resources, client-focused techniques and approaches that best meet the needs of individuals and enable them to fully engage in their career development.
- An ability to communicate information, ideas, problems and solutions to both specialists and non-specialists

D2 Off the job training

Supported learning and practical workshops to gain a knowledge and understanding of group work theory and techniques, curriculum planning and schemes of work

Independent research to identify and gain a knowledge and understanding of career learning resources

Practical workshops to develop an understanding of negotiation and advocacy models and techniques

D3. Prioritise and manage workloads, making effective use of management information systems and wider technology

D3 Knowledge	D3 Skills	D3 Behaviour
K6 The purpose of caseload management and the provision of a holistic career offer, and the need for short and medium term tracking of client destinations to verify the impact of the service provider and a range of methods that can be used to monitor, evaluate and report on service effectiveness including, where appropriate the use of quality awards or standard	S2 Organise and deliver activities with clearly defined and measurable learning outcomes that use and blend relevant resources, client-focused techniques and approaches that best meet the needs of individuals and enable them to fully engage in their career development	B8 - Duty of care to organisations – Act in accordance with the organisation’s policy and procedures when prioritising the workload, creating and maintaining records and making referrals
	S10 Prioritise the needs of all clients and workloads in order to provide fair and balanced provision whilst maintaining personal well-being	
	S13 Use information technology and web-based resources with confidence in the support of career development activities	
	S14 Prioritise need and provide on-going support to clients through a variety of different types of intervention and media	
D3 KSBs: K6 /S2, S10, S13, S14 / B8		
<p>D3 Criteria for measuring performance – list the important performance considerations for employers in terms of how the work is to be done and to what standards</p> <p>A CDP should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a systematic understanding of, and an ability to adhere to, the organisation’s systems and procedures, in particular in relation to referrals and the disclosure of information • Keep accurate and timely records in accordance with the requirements of the organisation 		

- Manage a caseload in accordance with the organisation’s service level agreements
- Critically evaluate policies, research and professional practice, and where appropriate propose new ways of working

D3 Off the job training

Mentoring to acquire sufficient knowledge and understanding of the organisation’s procedures and practices to be able to prioritise and manage their workload effectively

Workshop(s) to learn how to make an appropriate referrals both within the organisation and to external agencies

Workshop(s) to gain a full understanding of organisation’s systems and procedures, including the inputting and analysis of data, and data protection

D4. Motivate and equip clients to identify their short-term and long-term career development objectives and to develop plans to make progress in those objectives

D4 Knowledge	D4 Skills	D4 Behaviour
K11 How to enable individuals to analyse their needs, aspirations and expectations	S5 Provide critical insight in the contemporary world of work and learning, and analyse the implications of these for clients	B3 - Impartiality – Embed the principle of impartiality into the design and delivery of career development services so that advice is based on the best interests and potential of the client, and giving them the freedom to develop their own career paths. Where impartiality is not possible this must be disclosed at the outset
K18 How the local, regional, national and international public policy framework, variations in external drivers (political, economic, legal, social and technological) and responses of learning organisations to changes in government policy can affect the context and provision of career learning and development	S6 Explore and clarify expectations and agree the aim, purpose and scope of the career development activities with the client	B6 - Duty of care to clients – Act in the best interest of the client and establish a purposeful and professional relationship. To communicate with individuals in ways that are appropriate to them and encourage active engagement in the process that also enables individuals to be autonomous where possible and select and record a realistic achievable course of action that will help them progress to meet their short, medium and long-term objectives
	S15 Raise client awareness of options and	

	<p>broaden horizons by introducing them to unfamiliar new ideas and sources of information, challenge and support then in reframing their thinking and encouraging their career adaptability</p>	
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D4 KSBs: K11, K18 / S5, S6, S15 / B3, B6

D4 Criteria for measuring performance – list the important performance considerations for employers in terms of how the work is to be done and to what standards

A CDP should be able to:

- Demonstrate that they are able to explain the value of lifelong learning to specialist and non-specialist audiences
- Evidence their support of the development of career management skills in others through a range of established career intervention techniques e.g. one-to-one, group work, presentations.
- Identify, access, develop, maintain and critically evaluate networks

D4 Off the job training

Lectures, role play and simulation exercises to understand and develop career management skills

Blended-learning (a combination of structured independent study via a virtual learning environment and classroom based learning / lectures) to gain a knowledge and understanding of relevant theory, models and frameworks that underpin a range of interventions

Work shadowing, education/employment visits to review and further develop networking skills

D5. Enable clients to assess their strengths and preferences and to connect them to the requirements and rewards of opportunities within the labour market and education system

D5 Knowledge	D5 Skills	D5 Behaviour
K7 The composition of the community network and partnerships, including the role of statutory and voluntary agencies and how to	S5 Provide critical insight in the contemporary world of work and learning, and analyse the implications of these for clients	B3 - Impartiality – Embed the principle of impartiality into the design and delivery of career development services so that advice is based on the best interests and potential of the client, and

use and access them		giving them the freedom to develop their own career paths. Where impartiality is not possible this must be disclosed at the outset
K11 How to enable individuals to analyse their needs, aspirations and expectations	S16 Equip, empower and encourage clients to undertake an assessment of their knowledge, skills, abilities and characteristics	B6 - Duty of care to clients – Act in the best interest of the client and establish a purposeful and professional relationship. To communicate with individuals in ways that are appropriate to them and encourage active engagement in the process that also enables individuals to be autonomous where possible and select and record a realistic achievable course of action that will help them progress to meet their short, medium and long-term objectives
K13 Basic employment rights, the selection and recruitment processes, and tools used in the current labour market		
D5 KSBs: K7, K11, K13 / S5, S16 / B3, B6		
<p>D5 Criteria for measuring performance – list the important performance considerations for employers in terms of how the work is to be done and to what standards</p> <p>A CDP should be able to:</p> <ul style="list-style-type: none"> • Demonstrate that they are able to support others in assessing their strengths and connect them in a meaningful way to the labour market and education system • Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem 		
<p>Off the job training</p> <p>Mentoring to support the apprentice in helping individuals to assess their own strengths and to connect them meaningfully to the labour market and education system</p>		

Blended learning and simulation exercises to explore models of assessment and empowerment

D6. Design, plan, deliver and evaluate career-related learning activities using pedagogical approaches appropriate to the clients' educational level and the organisational context

D6 Knowledge	D6 Skills	D6 Behaviour
K3 Theories, models, frameworks and pedagogic approaches for the design and delivery of effective career learning curriculum that supports the development of career management skills, employability and entrepreneurialism	S2 Organise and deliver activities with clearly defined and measurable learning outcomes that use and blend relevant resources, client-focused techniques and approaches that best meet the needs of individuals and enable them to fully engage in their career development.	B6 - Duty of care to clients – Act in the best interest of the client and establish a purposeful and professional relationship. To communicate with individuals in ways that are appropriate to them and encourage active engagement in the process that also enables individuals to be autonomous where possible and select and record a realistic achievable course of action that will help them progress to meet their short, medium and long-term objectives
K4 The range of resources available to support the delivery of career-related learning, how they can be applied to enhance career learning within organisations and methods of validation and evaluation	S3 Critically analyse and compare the major models of career-related curricula within the organisation, evaluate activities in relation to defined outcomes and plan how to improve them and their own performance	
K5 How people learn and different learning styles, and group dynamics and interpersonal communication	S4 Select, tailor an apply theory, concepts and effective practice relevant to the role and client base	
	S6 Explore and clarify expectations and agree the aim, purpose and scope of the career development activities with the client	
D6 KSBs: K3, K4, K5 / S2, S3, S4, S6 / B6		
D6 Criteria for measuring performance – list the important performance considerations for employers in terms of how the work is to be done and to what		

<p>standards</p> <p>A CDP should be able to demonstrate a systematic understanding of career related theories, models and frameworks and pedagogic approaches, and to deploy their learning in professional practice</p>
<p>Off the job training</p> <p>Blended-learning (a combination of structured independent study via a virtual learning environment and classroom based learning / lectures) to gain a knowledge and understanding of relevant theory, models and frameworks</p> <p>Workshops, role play and simulation exercises to apply learning to professional practice</p>

D7. Prepare, conduct and evaluate structured career development interactions with clients using career counselling, guidance, coaching and advice work approaches appropriate to the clients’ needs and the organisational context

D7 Knowledge	D7 Skills	D7 Behaviour
K4 The range of resources available to support the delivery of career-related learning, how they can be applied to enhance career learning within organisations and methods of validation and evaluation	S4 Select, tailor and apply theory, concepts and effective practice relevant to the role and client base	B2 - Integrity – Exercise integrity, honesty and diligence – act with trustworthiness and transparency in the provision of services, management of expectations and the honoring of promises and arrangements
	S6 Explore and clarify expectations and agree the aim, purpose and scope of the career development activities with the client	B5 - Confidentiality - Maintain confidentiality and security of individual and organisational information that meets relevant legal requirements and organisational policy
	S7 Build and sustain positive and constructive working relationships, resolve conflicts constructively in ways that do not undermine confidence	B6 - Duty of care to clients – Act in the best interest of the client and establish a purposeful and professional relationship. To communicate with individuals in ways that are appropriate to them and encourage active engagement in the process that also enables individuals to be autonomous where possible and select and record a realistic achievable course of action that will help them progress to meet their short,

		medium and long-term objectives
D7 KSBS: K4 / S4, S6, S7 / B5, B6		
<p>D7 Criteria for measuring performance – list the important performance considerations for employers in terms of how the work is to be done and to what standards</p> <p>A CDP should be able to demonstrate:</p> <ul style="list-style-type: none"> • A critical awareness of selection and recruitment processes, combined with a systematic understanding of the world of work, and the ability to work collaboratively and advocate on behalf of others • The ability to deal with complex issues and make sound judgements in the absence of complete data 		
<p>D7 Off the job training</p> <p>Blended-learning (a combination of structured independent study via a virtual learning environment and classroom based learning / lectures) to gain a knowledge and understanding of counselling, coaching and advisory work approaches to inform professional practice</p> <p>Learning support, employment visits, independent research to develop a knowledge and understanding of the labour market and be able to identify, analyse and communicate labour market information</p> <p>Workshops and simulation exercises to gain a knowledge and understanding of the principles of brokerage and advocacy and different approaches to influencing, negotiation, co-ordination and persuasions</p>		

D8. Research, assess, organise, interpret and disseminate careers-related and service delivery information, including labour market information (LMI) to meet the needs of clients, colleagues and other stakeholders

D8 Knowledge	D8 Skills	D8 Behaviour
K1 What constitutes being a professional in the career development sector and own role in influencing and informing policy; methods for recognising the impact of own values, beliefs, prejudices, bias and attitudes on own work practice, learning and development, why it is important to do so and the effective use of	S11 Record and analyse the outcomes of referrals so that examples of success and failure can be monitored and shared	B4 - Competence – Recognise the limits of own professional expertise and act within the boundaries of training and experience, and adhere at all times to the ethical practice required by the organisation or profession. To participate in continuous professional development informed by reflective practice

supervision in developing practice		
K2 The rationale of equality legislation and its major provisions, relevant ethical principles and codes of ethical practice and the consequences of not adhering to them	S12 Maintain appropriate records of client interaction, to explain their use in helping clients to effect change and to satisfy organisational monitoring arrangements	B7 - Duty of Care to colleagues – Foster good practice across the profession by maintaining professional and supportive relationships, and being respectful of the contribution others make to the services and activities provided
K4 The range of resources available to support the delivery of career-related learning, how they can be applied to enhance career learning within organisations and methods of validation and evaluation	S13 Use information technology and web-based resources with confidence in the support of career development activities	
K6 The purpose of caseload management and the provision of a holistic career offer, and the need for short and medium term tracking of client destinations to verify the impact of the service provider and a range of methods that can be used to monitor, evaluate and report on service effectiveness including, where appropriate the use of quality awards or standard	S18 Make effective use of occupational information and local regional, national and international labour market intelligence, including its relationship to societal developments, e.g. technological trends, policy-making	
K15 The meaning of career related information, including LMI and its use in career education and career guidance counselling and developmental contexts	S20 Apply appropriate research strategies to obtain, interpret and tailor information to meet the needs of clients and others, including the appropriate use of primary, and secondary sources, and information technology, e.g. social media and web-based information sources	

<p>K16 How to ensure career development information is managed and organised in a way that meets organisational requirements and is accessible to individuals</p>		
<p>K19 The different societal expectations related to career development (e.g. from the perspective of individual clients, policy-makers and employers) and ways in which career development providers incorporate legislation and guidance relating to equality, diversity, British values (where relevant), social justice and data protection into their policies and practice</p>		
<p>K21 The changing context and range of employment, education and training provision available to clients and the relationships between the organisations within the sector in which the CDP is working</p>		
<p>D8 KSBs: K1, K2, K4, K6, K15, K16, K19, K21 / S11, S12, S13, S18, S20</p>		
<p>D8 Criteria for measuring performance – list the important performance considerations for employers in terms of how the work is to be done and to what standards</p> <ul style="list-style-type: none"> • A CDP should demonstrate a systematic understanding of, and ability to deploy established and emerging techniques of analysis and enquiry to obtain, interpret and tailor information to meet the needs of clients and others 		
<p>D8 Off the job training</p> <p>Supported learning, employment visits, independent research to develop a knowledge and be able to identify, analyse and communicate labour market information, alongside the development of their skills in the use of technical and on-line resources</p>		

D9. Promote informed engagement with the career development service offer and enable clients to access wider career development and other support services

D9 Knowledge	D9 Skills	D9 Behaviour
K2 The rationale of equality legislation and its major provisions, relevant ethical principles and codes of ethical practice and the consequences of not adhering to them	S7 Build and sustain positive and constructive working relationships, resolve conflicts constructively in ways that do not undermine confidence	B1 - Equality – Act in ways that are just and fair, promote access and inclusion, adhere to any legal requirements and obligations and to address and challenge inequities where encountered
K7 The composition of the community network and partnerships, including the role of statutory and voluntary agencies and how to use and access them	S8 Work with employers and opportunity providers, individually or as part of organisational networks	B4 - Competence – Recognise the limits of own professional expertise and act within the boundaries of training and experience, and adhere at all times to the ethical practice required by the organisation or profession. To participate in continuous professional development informed by reflective practice
K8 How to make an appropriate referral within the organisation and to agencies external to the organisation	S9 Adapt activities and collaborate with other professionals to ensure that activities support and do not discriminate against clients with additional needs or who experience disadvantage	B5 - Confidentiality - Maintain confidentiality and security of individual and organisational information that meets relevant legal requirements and organisational policy
K10 How to identify, access, maintain and evaluate networks and support systems that are beneficial to the client and own personal support and developmental needs	S11 Record and analyse the outcomes of referrals so that examples of success and failure can be monitored and shared	B8 - Duty of care to organisations – Act in accordance with the organisation’s policy and procedures when prioritising the workload, creating and maintaining records and making referrals
K14 The principles and roles of brokerage and advocacy, and different approaches to influencing, negotiation, co-ordination and persuasion		

<p>K19 The different societal expectations related to career development (e.g. from the perspective of individual clients, policy-makers and employers) and ways in which career development providers incorporate legislation and guidance relating to equality, diversity, British values (where relevant), social justice and data protection into their policies and practice</p>		
<p>K22 Methods of raising awareness of interested parties about the evolving labour market and organisational career structure</p>		
<p>D9 KSBs: K2, K7, K8, K10, K14, K19, K22 / S7, S8, S9, S11 / B1, B4, B5, B8</p>		
<p>D9 Criteria for measuring performance – list the important performance considerations for employers in terms of how the work is to be done and to what standards</p> <ul style="list-style-type: none"> • A CDP should demonstrate a practical understanding of the policy framework, current research, and expectations of clients and organisations, that enables them to critically evaluate and promote wider career development services 		
<p>D9 Off the job training</p> <p>Supported learning and independent research to enable the apprentice to acquire a knowledge and understanding of national, local and company policy, societal expectations relating to ‘career’ and the history and current context of career development and practice in the U.K.</p>		