National Occupation Standards for Career Development

NOS Ref	Relevant NOS title
CLDCD01	Develop and apply understanding of theory and effective practice in career development
CLDCD02	Reflect on, develop and maintain own skills and practice in career development
CLDCD03	Build and maintain relationships with individuals to ensure a client-centred approach to career development
CLDCD04	Support individuals to identify and explore their career development needs and aspirations
CLDCD05	Enable individuals to set appropriate goals and career development objectives
CLDCD06	Plan and deliver individual and group development through career-related learning
CLDCD07	Enable individuals to use and apply information for career development
CLDCD08	Provide ongoing support to help individuals achieve their career goals and development objectives
CLDCD09	Help individuals evaluate their progress and achievement and plan for the future
CLDCD10	Lead and manage career development work
CLDCD11	Improve provision to individuals by collaborating with others
CLDCD12	Enable individuals to access referral opportunities
CLDCD13	Represent individuals' needs to others
CLDCD14	Plan and design the career development offer
CLDCD15	Promote the availability, value and effectiveness of the provision
CLDCD16	Monitor, evaluate and improve the effectiveness of the provision
CLDCD17	Plan and undertake research

Develop and apply understanding of theory and effective practice in career development

Overview	This standard is for career development practitioners.
	This standard is about developing your knowledge base of theories, concepts, techniques, models of effective practice and contextual information and relevant professional codes of practice/conduct - and using them to improve your own role and practice.
	The topics about which you develop and apply your understanding could include self-awareness, aspiration raising, opportunity awareness, motivation, confidence-building, empowerment, networking, transition and change management, decision-making and avoidance, action-planning, option- evaluation and identifying and accessing opportunities. They may also be related to career development practice, vocational behaviour or career management.

Develop and apply understanding of theory and effective practice in career development

Performance criteria

You must be able to:

1. develop understanding of theories, concepts, models and techniques relevant to own role and area of expertise
2. apply understanding of theory, concepts and effective practice in career development to own practice
3. tailor and adapt models and techniques to own role and career development practice
4. draw upon contextual knowledge resources, including relevant labour market intelligence, to inform career development practice
5. keep own knowledge base and practice up to date
6. continually review own practice based on developments in theory, concepts, models, techniques and approaches to effective practice
7. share effective practice with other practitioners
8. promote inclusivity, diversity and equality of opportunity

Develop and apply understanding of theory and effective practice in career development

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the range of topics you need to consider when developing and applying theory and effective practice in your role
7. sources of relevant theories, concepts, models and techniques and how to access them
8. sources of contextual information, including relevant local, regional, national and international labour market intelligence, and how to access them
9. ways to evaluate theories, concepts, models, techniques and contextual information for their usefulness and applicability
10. the contribution of evidence based practice to the development of theories, models, concepts and techniques
11. the purpose and application of research, reflection, self-evaluation and peer review in developing own practice
12. the individuals, groups and networks you can work with to improve your own and others' understanding of theory and practice and how to build relationships with them

Glossary

Career Development Information

Includes labour market intelligence (LMI) and other career or learning related information. It could relate to qualifications, learning and training opportunities, internships and placements, employment and career progression opportunities, support organisations or opportunities that can support the employability of individuals.

Delivery Methods

Examples include but are not limited to: individual meetings, group work, presentations, virtual or in person interactions.

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Provision

The career development activities offered by a team, service, organisation or sector.

Develop and apply understanding of theory and effective practice in career development

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Relevant Occupations	Careers Advisers and Vocational Guidance Specialists, Line Managers, Supervisors and Team Leaders; Education and training; Executive Coach; Functional Managers; Helpline Workers; HR Staff; Learning Mentor; Managers and leaders with responsibility for interagency working; Personnel, training and industrial relations managers ; Professional Occupations; Research Professionals; Teaching Professionals
Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Overview

This standard is for career development practitioners.

This standard is about reflecting on current practice, identifying own learning and development needs and taking part in continuing professional development to develop and maintain own knowledge, skills and practice in career development.

Performance criteria

You must be able to:

1. review and evaluate own skills, knowledge and career development practice against current performance requirements
2. identify trends and developments relevant to own skills, knowledge and career development practice
3. identify and critically reflect on how own values, beliefs and attitudes influence own career development practice
4. seek feedback to reflect on and evaluate own performance
5. promote inclusivity, diversity and equality of opportunity
6. address internal and external constraints that impact on own practice
7. plan and access development opportunities needed to keep own knowledge, skills and practice up to date and enable own work to be carried out more effectively
8. use records of own actions, development plans and progress to support and inform ongoing reflective practice
9. apply new knowledge and skills to consolidate learning and improve own practice
10. review the effectiveness of newly acquired knowledge and skills
11. engage positively with opportunities for support and supervision
12. share effective practice with other practitioners

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the benefits of continuously reflecting on, evaluating and developing the skills, knowledge, practice, efficiency and effectiveness of career development practice
7. the aims, values, policies, procedures, roles and ways of working of own organisation if applicable
8. the extent and limitations of the requirements and responsibilities associated with own role
9. organisational, team and own professional goals
10. current performance requirements relevant to own practice
11. the impact of values, beliefs and attitudes based on reflective practice and learning and development
12. methods to evaluate and review own skills, knowledge and practice
13. how to provide and act on feedback
14. ways to evaluate the effectiveness of learning resources and learning provision you have used
15. the benefits of sharing own learning and development

Glossary

Resources

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest

Provision

The career development activities offered by a team, service, organisation or sector.

Reflect on, develop and maintain own skills and practice in career development

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Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

CLDCD03

Build and maintain relationships with individuals to ensure a client-centred approach to career development

Overview

This standard is for career development practitioners.

This standard is about building and maintaining relationships with individuals to make sure they are at the centre of, and driving, their own development.

This could take place on a one to one basis or in groups, face to face or remotely/virtually.

Build and maintain relationships with individuals to ensure a client-centred approach to career development

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Performance criteria

You must be able to:

1. show respect for individuals' needs and preferences and that you value their point of view
2. discuss and agree the basis, benefits and boundaries for client-centred relationships with individuals
3. adapt your responses to individuals to show you are aware of their strengths as well as their needs
4. reflect on your relationships with individuals and adapt your approach to meet the evolving needs of individuals
5. make sure misunderstandings, disagreements and barriers to progression are dealt with promptly and sensitively in ways that maintain positive relationships
6. develop client-centred relationships in ways that enhance individuals' self- esteem, self-confidence and ability to take ownership of their own development
7. communicate with individuals in ways that are appropriate to them, including the use of technology where appropriate.
8. allow individuals to express themselves in their own time using their own words or chosen forms of communication
9. recognise when there are communication difficulties and adapt the way you communicate accordingly
10. act in ways that adhere to the ethical practice required within your organisation or profession
11. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
12. encourage individual autonomy in the career development process
13. promote inclusivity, diversity and equality of opportunity
14. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
15. demonstrate understanding of legal requirements, local procedures and your own accountability for safeguarding young people and vulnerable adults

Build and maintain relationships with individuals to ensure a client-centred approach to career development

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the role and scope of the provision in your local area
7. the benefits of building client-centred relationships based on respect and recognition of individuals' strengths and individuality
8. how to ensure your practice supports the needs of the individual
9. methods of supporting and building individuals' self- esteem, confidence and empowerment
10. why it is important to set and agree boundaries for the relationship with individuals and how to do this effectively
11. the importance of sharing information and expertise with others, where appropriate, for the benefit of individuals
12. the importance of non-judgmental/non stereotyped attitudes and approaches and how you ensure that these underpin your practice
13. what support you can seek when you are involved in conflict situations
14. principles of effective communication including how to adapt your approach to different contexts
15. how to encourage individuals' ownership of the career development process

Build and maintain relationships with individuals to ensure a client-centred approach to career development

Glossary

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Provision

The career development activities offered by a team, service, organisation or sector.

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Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Support individuals to identify and explore their career development needs and aspirations

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Overview

This standard is for career development practitioners.

This standard is about developing individuals' career management skills enabling them to identify and reflect on their own motivations, strengths, needs, aspirations, networks and career development goals.

This could take place on a one to one basis or in groups, face to face or remotely/virtually.

Support individuals to identify and explore their career development needs and aspirations

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Performance criteria

You must be able to:

1. support individuals to identify their expectations, strengths, needs and aspirations
2. communicate in ways that engage individuals and keep them motivated
3. give individuals enough opportunity to communicate, reflect and reach their own conclusions
4. use interventions and learning and development approaches that help individuals identify and develop their career management skills and employability skills.
5. motivate individuals to overcome barriers to progress and achievement
6. agree with individuals the actions needed, in relation to their needs and aspirations
7. record outcomes in line with organisational requirements
8. act in ways that adhere to the ethical practice required within your organisation or profession
9. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
10. encourage individual autonomy in the career development process
11. promote inclusivity, diversity and equality of opportunity
12. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
13. demonstrate understanding of legal requirements, local procedures and your own accountability for safeguarding young people and vulnerable adults

Support individuals to identify and explore their career development needs and aspirations

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. how individuals' internal and external influences can affect their development of career management skills
7. methods of probing, questioning and encouraging reflection to assess individuals' strengths, needs and aspirations
8. principles of effective communication
9. the strengths and weaknesses of different interventions, techniques and approaches for supporting individuals to develop effective career management skills
10. how to keep up-to-date with developments in interventions, technology, techniques and approaches and how to use them with individuals
11. the barriers to development and employment, how to recognise them and strategies to overcome them
12. how to manage individuals' needs within the limits of the provision offer
13. how to use and record results of chosen interventions, techniques and approaches
14. how to encourage individuals' ownership of the career development process
15. the boundaries and limits of own professional expertise

Support individuals to identify and explore their career development
needs and aspirations

Glossary

Technology

Hardware (devices/kit) and online methods/tools/apps which can be
used in the delivery and assessment of learning programmes.

Provision

The career development activities offered by a team, service,
organisation or sector.

Support individuals to identify and explore their career development
needs and aspirations

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Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Overview

This standard is for career development practitioners.

This standard is about working with individuals to set appropriate goals, objectives and action plans based on knowledge, skills, career, learning and support needs.

Development objectives could be related to self-awareness, aspiration raising, opportunity awareness, motivation, confidence-building, empowerment, entrepreneurship, networking, transition and change management, decision- making and avoidance, action-planning, option-evaluation and identifying and accessing opportunities.

This could take place on a one to one basis or in groups, face to face or remotely/virtually.

Performance criteria

You must be able to:

1. discuss and agree with individuals their needs and aspirations
2. support individuals to set appropriate and achievable goals and career development objectives to meet their needs and aspirations
3. communicate in ways that engage individuals and keep them motivated
4. give individuals enough opportunity to communicate, reflect and reach their own decisions
5. use interventions and learning and development approaches that help individuals develop their career management skills and employability skills.
6. support individuals to reflect on and improve their decision-making skills
7. enable individuals to identify and select courses of action that will help them progress to meet their goals and career development objectives
8. motivate individuals to overcome barriers to progress and achievement
9. help individuals to record goals, career development objectives and action plans in appropriate formats
10. record outcomes in line with organisational requirements
11. enable individuals to review progress and revise plans
12. act in ways that adhere to the ethical practice required within your organisation or profession
13. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
14. encourage individual autonomy in the career development process
15. promote inclusivity, diversity and equality of opportunity
16. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
17. demonstrate understanding of legal requirements, local procedures and your own accountability for safeguarding young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. how individuals' internal and external influences can affect their development of career management skills
7. techniques, theories and models to explore individuals' short-term and long- term needs and options
8. the range of opportunities that career development objectives may cover
9. the range of career development activities available to individuals
10. how to develop specific, measurable, achievable, appropriate and time-bound objectives and plans
11. the strengths and weaknesses of different interventions, techniques and approaches for supporting individuals to develop effective career management skills
12. how to keep up-to-date with developments in technology, interventions, techniques and approaches and how to use them with individuals
13. the barriers to development and employment, how to recognise them and strategies to overcome them
14. how to balance individuals' needs with the constraints and limitations of the provision
15. how to use and record results of chosen interventions, techniques and approaches
16. how to review goals and career development objectives
17. how to encourage individuals' ownership of the career development process

Glossary

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Provision

The career development activities offered by a team, service, organisation or sector.

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Relevant Occupations	Careers Advisers and Vocational Guidance Specialists, Line Managers, Supervisors and Team Leaders; Education and training; Executive Coach; Functional Managers; Helpline Workers; HR Staff; Learning Mentor; Managers and leaders with responsibility for interagency working; Personnel, training and industrial relations managers ; Professional Occupations; Research Professionals; Teaching Professionals
Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Plan and deliver individual and group development through career-related learning

Overview	This standard is for career development practitioners.
	This standard is about planning and delivering career-related learning activities. Activities could be related to self-awareness, aspiration raising, opportunity awareness, motivation, confidence-building, empowerment, entrepreneurship, networking, transition and change management, decision- making and avoidance, action-planning, option-evaluation, identifying and accessing opportunities.
	This could take place on a one to one basis or in groups, face to face or remotely/virtually.

Plan and deliver individual and group development through career-related learning

Performance criteria

You must be able to:

1. plan career-related learning activities that best meet the identified development needs of individuals within the resources available
2. use delivery strategies that increase confidence and promote the ability of individuals to take responsibility for their own development
3. agree clear and measurable outcomes with individuals
4. deliver career-related learning activities in ways that enable individuals to fully engage with their development
5. use appropriate strategies to manage group dynamics and behaviour and optimise learning for individuals
6. Use a range of delivery methods and techniques relevant and accessible to the audience.
7. tailor delivery methods and content to optimise the progression of individuals
8. support individuals to review their learning and manage their progression
9. use feedback to assess impact of learning and review career-related learning activities
10. maintain records of individual development that comply with relevant legislation and organisational requirements
11. act in ways that adhere to the ethical practice required within your organisation or profession
12. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
13. encourage individual autonomy in the career development process
14. promote inclusivity, diversity and equality of opportunity
15. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
16. demonstrate understanding of legal requirements, local procedures and your own accountability for safeguarding young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the range of opportunities that career-related learning and personal development may cover
7. the range of development methods available to individuals
8. different delivery strategies and how they affect individual motivation and take into account different learning styles
9. the potential of technology to improve delivery and how to overcome any limitations it presents
10. how to define clear and measurable outcomes for activities
11. the resources necessary for the different types of activity
12. how to minimise the adverse effects of location and environment on activities and individual engagement
13. the barriers to development and employment, how to recognise them and arrange activities to overcome them
14. how to involve individuals in planning, development and delivery of activities
15. how to evaluate activities using individuals' feedback and measurement against outcomes
16. how to encourage individuals' ownership of the career development process

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Glossary

Delivery Methods

Modes of engagement with career information, advice and guidance provision. Examples include but are not limited to: individual meetings, group work, presentations, virtual or in person interactions, use of online tools and apps.

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Resources

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest.

Plan and deliver individual and group development through career-related learning

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Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Overview

This standard is for career development practitioners.

This standard is about sourcing, evaluating, storing and maintaining information to meet individuals' needs and enabling them to identify, access, interpret and use the information for career development.

Career development information includes labour market intelligence (LMI) and other career or learning related information. It could relate to qualifications, learning and training opportunities, internships and placements, employment and career progression opportunities, support organisations or opportunities that can support the employability of individuals.

Performance criteria

You must be able to:

1. identify and assess the career development information requirements of individuals
2. signpost and, where relevant, obtain career development information on behalf of individuals which meets their needs
3. monitor career development information for currency, accuracy and relevance to individuals
4. source new career development information that meets individual and organisational needs
5. ensure that individuals can access and identify valid and current career development information that is relevant to them including through social media
6. identify what support individuals need to find the career development information they require
7. assist individuals to access, interpret and use career development information appropriately
8. store career development information in a way that meets organisational requirements and is accessible to individuals
9. act in ways that adhere to the ethical practice required within your organisation or profession
10. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
11. encourage individual autonomy in the career development process
12. promote inclusivity, diversity and equality of opportunity
13. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
14. demonstrate understanding of legal requirements, local procedures and your own accountability for safeguarding young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the career development information requirements of individuals using the provision
7. the techniques and tools to support individuals searching for career development information
8. the range of information available on local, regional, national and international labour markets
9. where to find career development information and how technology can support information retrieval
10. how to distinguish between different types of career development information including marketing information
11. the value and sources of quality-assured career development information
12. how to access and appropriately use social media
13. appropriate methods of structuring and presenting career development information
14. how to support individuals to develop information interpretation skills
15. additional support available for individuals with specific needs
16. how to encourage individuals' ownership of the career development process

Glossary

Career Development Information

Includes labour market intelligence (LMI) and other career or learning related information. It could relate to qualifications, learning and training opportunities, internships and placements, employment and career progression opportunities, support organisations or opportunities that can enable the career development of individuals.

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Provision

The career development activities offered by a team, service, organisation or sector.

Enable individuals to use and apply information for career development

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Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Provide ongoing support to help individuals achieve their career goals and development objectives

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Overview

This standard is for career development practitioners.

This standard is about providing ongoing support to help individuals achieve their goals and development objectives. Support may be from yourself, other organisations and a wider network of interested parties.

Performance criteria

You must be able to:

1. agree with individuals the ongoing support that will best meet their needs and which takes account of their own situation
2. help individuals define requirements from ongoing support
3. encourage individuals' independence and ownership of their career development
4. discuss and agree the basis, benefits and boundaries of your role in supporting individuals
5. refer individuals to organisations which meet their needs and for whose support they are eligible where appropriate
6. enable individuals to identify and engage interested parties in supporting them in their ongoing development including through referral where appropriate
7. engage individuals and interested parties, where appropriate, and keep them motivated and clear about individuals' goals and development objectives
8. motivate individuals to overcome barriers to progress and achievement
9. balance the need to share information to aid individuals' progression with security and confidentiality requirements
10. record relevant support and development information in line with organisational requirements
11. evaluate the impact of support and plan improvements as required
12. act in ways that adhere to the ethical practice required within your organisation or profession
13. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
14. encourage individual autonomy in the career development process
15. promote inclusivity, diversity and equality of opportunity
16. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
17. demonstrate understanding of legal requirements, local procedures and your own accountability for safeguarding young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. how to identify individuals' support needs and balance them with the constraints and limitations of the provision
7. the remit, limitations and boundaries of your role and your organisation in providing ongoing support
8. what specialist services are available to support individuals and the processes to follow to refer individuals to them where appropriate
9. the interested parties that may support individuals, the specific role that each can play and the benefits of involving them
10. how to encourage and gain agreement between individuals and other interested parties about the nature, method and frequency of support they will give to individuals
11. how to take on board the views of all parties involved without losing focus on individuals' needs, goals and development objectives
12. the interventions and approaches to help interested parties improve their support to individuals where appropriate
13. the barriers that interested parties may encounter when supporting individuals and ways to overcome these
14. the barriers to development and employment, how to recognise them and strategies to overcome them
15. how to manage the boundaries of the relationship and encourage individual independence
16. the range of communication techniques and how they can be used during ongoing support
17. the potential of technology to improve delivery and how to overcome any limitations it presents
18. methods to effectively measure the outcomes of individuals' achievement against their goals and development objectives

19. how to encourage individuals' ownership of the career development process

Provide ongoing support to help individuals achieve their career goals and development objectives

Glossary

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Provision

The career development activities offered by a team, service, organisation or sector.

Provide ongoing support to help individuals achieve their career goals and development objectives

Developed by	CLD Standards Council Scotland
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Validity	Current
Status	Original
Originating Organisation	CDI
Original URN	CDICRD08
Relevant Occupations	Careers Advisers and Vocational Guidance Specialists, Line Managers, Supervisors and Team Leaders; Education and training; Executive Coach; Functional Managers; Helpline Workers; HR Staff; Learning Mentor; Managers and leaders with responsibility for interagency working; Personnel, training and industrial relations managers ; Professional Occupations; Research Professionals; Teaching Professionals
Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Help individuals evaluate their progress and achievement and plan for the future

Overview

This standard is for career development practitioners.

This standard is about helping individuals to evaluate their progress and achievement against goals and development objectives, identify barriers and adapt their plans for the future.

The process should enable individuals to develop the skills to review their own progress and implement their development objectives.

Help individuals evaluate their progress and achievement and plan for the future

Performance criteria

You must be able to:

1. provide opportunities for individuals to obtain feedback on progress
2. help individuals to apply the career management skills they have developed and recognise those they still require to develop
3. enable individuals to review the effectiveness of the methods they are using to plan for the future
4. encourage individuals to identify any barriers to progress and achievement
5. motivate individuals to overcome barriers to progress and achievement
6. enable individuals to review the ongoing relevance of goals and development objectives
7. enable individuals to update revised goals, development objectives and action plans in appropriate formats
8. evaluate the effectiveness of work with individuals, how their outcomes were achieved and plan improvements as required
9. act in ways that adhere to the ethical practice required within your organisation or profession
10. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
11. encourage individual autonomy in the career development process
12. promote inclusivity, diversity and equality of opportunity
13. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
14. demonstrate understanding of legal requirement, local procedures and own accountability for safeguarding young people and vulnerable adults

Help individuals evaluate their progress and achievement and plan for the future

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the process of progress review, different types and ways of giving feedback
7. the positive effect on motivation of recognising achievements
8. how to measure success against goals and development objectives
9. how to establish what action has and has not been taken and the reasons why
10. how, why and what account should be taken of prior learning and experience
11. the barriers to development and employment, how to recognise them and strategies to overcome them
12. the potential of technology to improve support and how to overcome any limitations it presents
13. why goals and objectives may need to change
14. appropriate sources of specialist support within and outside the organisation to meet the specific needs of individuals
15. how to encourage individuals' ownership of the career development process

Glossary

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

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Originating Organisation	CDI
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Relevant Occupations	Careers Advisers and Vocational Guidance Specialists, Line Managers, Supervisors and Team Leaders; Education and training; Executive Coach; Functional Managers; Helpline Workers; HR Staff; Learning Mentor; Managers and leaders with responsibility for interagency working; Personnel, training and industrial relations managers ; Professional Occupations; Research Professionals; Teaching Professionals
Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Lead and manage career development work

Overview

This standard is for career development practitioners.

This standard is about leading and managing career development work in an educational, training or rehabilitation institution, such as a school, college, work- based training provider, university or secure estate, or in a community setting or employing organisation. It relates to leading and managing provision of career development work as appropriate to your role.

The provision of career development work could include careers information, advice and guidance, coaching and career-related learning.

Lead and manage career development work

Performance criteria

You must be able to:

1. negotiate with senior leaders and managers on policy, priorities and resources for career development work
2. design and plan, individually or with others, an overall programme of career development work
3. manage the contributions of staff with responsibilities for delivering elements of career development work
4. prepare, manage and account for budgets for career development work
5. oversee the establishment, maintenance and development of comprehensive, up to date and accessible careers information provision
6. work with staff within the organisation to identify individuals' advice and guidance needs, and refer individuals to advisers working in, and with, the organisation
7. negotiate or commission careers information, advice and guidance services from external providers where warranted
8. secure effective partnerships with others in own organisation to contribute to the programme of career development work
9. secure effective partnerships with employers, education and training providers and other external agencies to contribute to the career development work in the organisation where appropriate
10. analyse the training needs of staff involved in career development work
11. plan and lead training and briefing sessions for staff and review the impact of training
12. review and evaluate the overall provision of career development work in the organisation, using relevant and appropriate quality frameworks
13. manage continuous improvement, change and innovation in career development practice within the organisation
14. act in ways that adhere to the ethical practice required within your organisation or profession
15. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
16. encourage individual autonomy in the career development process
17. promote inclusivity, diversity and equality of opportunity
18. maintain confidentiality and security of individual information that

meets relevant legal requirements and organisational policies
19. demonstrate understanding of legal requirements, local procedures and on accountability for safeguarding young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the sources of advice, support and new ideas for career development work
7. the main components of career development work
8. the range of people, internal and external to the organisation, who could contribute to career development work, and their respective roles
9. the resources needed to deliver career development work
10. the sources of careers information
11. how to design programmes of work for career-related learning
12. the principles of partnership working
13. how to prepare a specification for information, advice and guidance provision
14. how to commission careers information, advice and guidance provision where appropriate
15. the main quality frameworks for career development work
16. how to monitor, review and evaluate career development practice
17. the potential of technology to improve delivery and how to overcome any limitations it presents
18. how to structure and write a development and improvement plan
19. how to analyse staff training needs and identify the most effective approaches to staff training
20. how to lead on change management and innovation within the organisation
21. how to encourage individuals' ownership of the career development process

Glossary

Resources

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest

Provision

The career development activities offered by a team, service, organisation or sector.

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Lead and manage career development work

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Relevant Occupations	Careers Advisers and Vocational Guidance Specialists, Line Managers, Supervisors and Team Leaders; Education and training; Executive Coach; Functional Managers; Helpline Workers; HR Staff; Learning Mentor; Managers and leaders with responsibility for interagency working; Personnel, training and industrial relations managers ; Professional Occupations; Research Professionals; Teaching Professionals
Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Overview

This standard is for career development practitioners.

This standard focuses on improving provision through collaboration with others. It is concerned with developing effective inter-agency working arrangements, between different organisations and individuals offering services or sources of specialist support, to best meet the needs of and optimise outcomes for individuals.

Performance criteria

You must be able to:

1. develop shared aims that your own and other organisations can support
2. identify and work with people in other organisations who are empowered to take forward joint work
3. negotiate and agree protocols for co-operative working that minimise duplication and maximise benefits to individuals
4. develop joint plans that enable the achievement of agreed objectives and cost effective delivery of provision
5. ensure plans appropriately utilise the skills and expertise of the people and organisations involved
6. share information and communicate effectively with others
7. identify and measure the resource implications of collaborative working including staffing costs
8. monitor shared information and resources in line with relevant quality standards
9. develop protocols to deal with breakdown in communication and resolve interagency conflict
10. evaluate the impact on individuals of collaboration arrangements and plan improvements as required
11. act in ways that adhere to the ethical practice required within your organisation or profession
12. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
13. encourage individual autonomy in the career development process
14. promote inclusivity, diversity and equality of opportunity
15. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
16. demonstrate understanding of legal requirements, local procedures and own accountability for safeguarding young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the services offered by others, how they relate to the provision offered by your own organisation, and how to use and access them
7. how to approach partners in ways that promote confidence and trust, and the importance of this to effective working relationships
8. how to align organisational aims
9. how to influence others to consider new ideas and ways of working
10. why it is important to have protocols for inter-agency working and the key areas that such protocols should cover
11. why it is important to agree with other organisations how resources should be shared cost effectively
12. the principles and methods of joint and multi-disciplinary working
13. how to assess the risks of joint working and ways to minimise these
14. how to identify appropriate partners and their potential contributions to joint and multi-disciplinary working
15. the importance of effective communication and information sharing
16. the potential of technology to improve delivery and how to overcome any limitations it presents
17. how to identify and measure the resource implications, including staffing costs, of collaborative working
18. how to give feedback, prevent and resolve conflicts constructively
19. methods for evaluating the effectiveness of working with others

Glossary

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Provision

The career development activities offered by a team, service, organisation or sector.

Resources

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest

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Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Enable individuals to access referral opportunities

Overview

This standard is for career development practitioners.

This standard is about how to support individuals to access referral opportunities and how to ensure that referrals have a positive impact on their career development.

Performance criteria

You must be able to:

1. recommend referrals to individuals which best meet their needs and for which they are eligible
2. help individuals define their expectations of referral opportunities
3. provide individuals with sufficient information and time for reflection when committing to referrals
4. support individuals to follow up suitable referral opportunities
5. establish effective partnerships with others to optimise referral opportunities and channels for handover feedback
6. recognise and respect the roles and responsibilities of others in the referral process
7. seek feedback from individuals and, where appropriate, others on referrals made
8. record and follow up referrals in line with organisational requirements
9. evaluate the impact of referrals and plan improvements as required
10. act in ways that adhere to the ethical practice required within your organisation or profession
11. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
12. encourage individual autonomy in the career development process
13. promote inclusivity, diversity and equality of opportunity
14. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
15. demonstrate understanding of legal requirements, local procedures and own accountability for safeguarding young people and vulnerable adults

Enable individuals to access referral opportunities

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. barriers that individuals may face for which they may need specialist support
7. appropriate sources of specialist support within and outside the organisation to meet the specific needs of individuals
8. relevant local, regional, national and international organisations within the public, private and voluntary sectors that it may be appropriate to refer individuals to
9. the potential of technology to improve delivery and how to overcome any limitations it presents
10. eligibility criteria and decision-making processes of the individuals and organisations you are referring individuals to
11. when it is appropriate to share information with others
12. how to identify the nature and level of support individuals require from the services to which you are referring them
13. ways to approach individuals about referral needs whilst respecting their values, rights and privacy
14. how to empower individuals to enable them to access services from other individuals or organisations
15. how to analyse and reflect on referral activities using participants' feedback and recorded outcomes.
16. how to encourage individuals' ownership of the career development process

Enable individuals to access referral opportunities

Glossary

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Enable individuals to access referral opportunities

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Relevant Occupations	Careers Advisers and Vocational Guidance Specialists, Line Managers, Supervisors and Team Leaders; Education and training; Executive Coach; Functional Managers; Helpline Workers; HR Staff; Learning Mentor; Managers and leaders with responsibility for interagency working; Personnel, training and industrial relations managers ; Professional Occupations; Research Professionals; Teaching Professionals
Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Overview

This standard is for career development practitioners.

This standard is about representing individuals' needs to others through advocacy, negotiation and mediation.

Performance criteria

You must be able to:

1. work with individuals to collect sufficient information to represent their interests
2. ensure individuals have realistic expectations of the results of representation on their behalf
3. recognise the differences between advocacy, negotiation and mediation and when each might be used
4. identify contradictory information relating to individuals and resolve this with them
5. use external services to represent individuals when it is in their best interests
6. agree realistic contingency plans with individuals
7. present individuals interests clearly and effectively to others
8. negotiate within boundaries agreed with individuals
9. offer constructive suggestions for resolution of issues
10. consult with individuals at suitable points to ensure agreements meet their requirements
11. record agreements using organisational procedures
12. evaluate the effectiveness of representation activities and plan improvements as required
13. act in ways that adhere to the ethical practice required within your organisation or profession
14. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
15. encourage individual autonomy in the career development process
16. promote inclusivity, diversity and equality of opportunity
17. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
18. demonstrate understanding of legal requirements, local procedures and own accountability for safeguarding young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the principles of negotiation, advocacy and mediation and when each might be used
7. how to assess the effectiveness of representation activities
8. the advantages and disadvantages of engaging with external services to represent the interests of individuals
9. how to assess the level of representation required to best meet individuals' interests
10. the range of skills, techniques and strategies used in representing individuals
11. the potential of technology to improve delivery and how to overcome any limitations it presents
12. the information necessary to represent individuals
13. how to identify contradictory information relating to individuals
14. how to identify and present key aspects of individuals' requirements
15. how decisions are agreed and the systems for recording them
16. how to analyse and reflect on representation activities using individuals' feedback and recorded outcomes
17. how to encourage individuals' ownership of the career development process

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Glossary

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Represent individuals' needs to others

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Relevant Occupations	Careers Advisers and Vocational Guidance Specialists, Line Managers, Supervisors and Team Leaders; Education and training; Executive Coach; Functional Managers; Helpline Workers; HR Staff; Learning Mentor; Managers and leaders with responsibility for interagency working; Personnel, training and industrial relations managers ; Professional Occupations; Research Professionals; Teaching Professionals
Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Plan and design the career development offer

Overview

This standard is for career development practitioners.

This standard is about understanding the market needs and requirements for career development and being able to provide a provision that is relevant, valued and sustainable. It includes planning, designing and negotiating the content and scope of delivery.

Performance criteria

You must be able to:

1. identify the need and market for career development provision
2. consult with clients and organisations to identify and explore their specific requirements
3. plan and design a core provision offer based on need, best practice and practitioner skills and knowledge within resources available
4. communicate, influence and negotiate with clients and organisations on how the provision offer can best meet their needs and provide most value
5. identify the outcomes and appropriate measures of success for proposed interventions
6. agree with clients and organisations appropriate contracts, proposals or agreements to define scope, budget and compliance with professional standards and code of ethics
7. work in collaboration with clients and organisations to design the provision content, and identify how it links with other interventions
8. work in collaboration with clients and organisations to plan, deliver, monitor and evaluate the provision
9. train others as required to deliver the provision offer
10. evaluate effectiveness of provision offer and plan improvements as required
11. act in ways that adhere to the ethical practice required within your organisation or profession
12. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
13. encourage individual autonomy in the career development process
14. promote inclusivity, diversity and equality of opportunity
15. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
16. demonstrate understanding of legal requirements, local procedures and own accountability for safeguarding young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the current and emerging needs for career development provision and the range of clients and stakeholders
7. how to provide evidence of the benefits that career development provision offer to a range of clients and stakeholder groups
8. the key components of an effective career development provision offer
9. how to plan and design the career development provision offer to meet different needs and contexts
10. measures and indicators of success, and how to agree these for the provision provided
11. how to write a proposal or contract that defines the scope, costs and quality assurance for the provision on offer
12. awareness of a range of career development resources and techniques to deliver the provision offer
13. the value and range of learning approaches
14. how to coach, train and mentor others to deliver aspects of the career development provision
15. how to encourage individuals' ownership of the career development process
16. the potential of technology to improve delivery and how to overcome any limitations it presents

Glossary

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Resources

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest

Provision

The career development activities offered by a team, service, organisation or sector.

Stakeholders

All those who have an interest in career development activities.

Plan and design the career development offer

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Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Promote the availability, value and effectiveness of the provision

Overview	This standard is for career development practitioners.

This standard is about engaging with people internal and external to your organisation to promote the availability, effectiveness and value of the provision on offer. These people could be potential or existing service-users, employers and stakeholders and other interested parties. They could include advocates and other influencers who understand the provision on offer and its value to individuals. Those internal to the organisation could be those with particular areas of expertise that support promoting the provision offer.

Performance criteria

You must be able to:

1. define promotional or positioning requirements that will best meet the needs of the provision on offer
2. identify clear goals and measurable outcomes for promotional or positioning activity
3. plan activity that promotes the availability, value and effectiveness of the provision on offer
4. use information that is relevant to and engages the target audience
5. use promotional or positioning methods that meet the needs of the provision within resources available
6. use feedback from the target audience to inform and direct future promotional or positioning activity
7. maintain records of promotional or positioning activity that comply with relevant legislation and organisational requirements
8. evaluate promotional or positioning activity and plan improvements as required
9. act in ways that adhere to the ethical practice required within your organisation or profession
10. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
11. encourage individual autonomy in the career development process
12. promote inclusivity, diversity and equality of opportunity
13. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
14. demonstrate understanding of legal requirements, local procedures and your own accountability for safeguarding young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the range of people internal and external to your organisation that promotional or positioning activity may be aimed at
7. how to identify prospective service-users and key influencers and their information needs
8. the relative merits of different promotional and positioning methods including the use of a range of media
9. the value of relationship-building in promoting the provision on offer including expectation management
10. how appropriate media can be used in a positive way to engage individuals in accordance with organisational policies
11. the potential of technology to improve provision promotion and how to overcome any limitations it presents
12. sources of evidence on the availability, value and effectiveness of the provision on offer
13. the value of external endorsements to the provision
14. how to analyse and reflect on promotional activity using feedback from target audience and recorded outcomes and plan improvements as required.
15. how to encourage individuals' ownership of the career development process

Glossary

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Resources

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest

Provision

The career development activities offered by a team, service, organisation or sector.

Stakeholders

All those who have an interest in career development activities.

Promote the availability, value and effectiveness of the provision

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Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Monitor, evaluate and improve the effectiveness of the provision

Overview	This standard is for career development practitioners.
	This standard is about measuring the impact of provision and refining it using user-feedback and other information. It focuses on monitoring, evaluating and improving the provision offer building on strengths and addressing areas for development.

Performance criteria

You must be able to:

1. act in ways that adhere to the ethical practice required within your organisation or profession
2. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
3. use monitoring and evaluation methods that will provide accurate and useful information and which are relevant to the target group
4. collect feedback internally and externally in ways that will encourage honest, open and constructive responses
5. analyse and interpret monitoring and evaluation information
6. collate and store information in ways that comply with relevant legislation and organisational requirements
7. monitor and evaluate provision effectiveness and impact at times and intervals that will provide the most realistic results
8. report on and disseminate evaluation results
9. identify improvements or modifications to the provision that are supported by evaluation findings and which will benefit the provision
10. involve the relevant people in agreeing to or implementing improvements or modifications
11. agree clear goals and measurable outcomes for improvements or modifications
12. promote inclusivity, diversity and equality of opportunity

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. different sources of information on which to base monitoring and evaluation and their relative merits
7. the usefulness of feedback and involvement in the co-design of provision
8. how to collect and interpret management data and feedback
9. how to differentiate between evaluation of quality and impact measurement
10. the range of methods that can be used to monitor and evaluate provision effectiveness and measure provision impact
11. the potential of technology to improve monitoring and evaluation and how to overcome any limitations it presents
12. which monitoring and evaluation methods to select to obtain the required information
13. continuous improvement processes
14. the impact of the provision on specific client groups
15. how to interpret evaluation results to identify areas for provision improvement
16. how to produce and disseminate evaluation results

Glossary

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

Provision

The career development activities offered by a team, service, organisation or sector.

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Suite	Career Development
Keywords	advice, aspiration, career, client-centred, development, education, employment, equality, ethical, goals, group, individual, information, labour market, learn, motivation, needs, network, objective, partnership, plan, practice, refer, reflect, theory

Plan and undertake research

Overview   This standard is for career development practitioners.

This standard is about planning and undertaking research on local, national or international career development information and practice to improve the information and resources available to individuals and practitioners. Research could be about theory and practice in career development or the learning and labour markets.

Performance criteria

You must be able to:

1. explain the research brief, the information required, how it will be used and how it needs to be presented when planning research
2. identify, and secure access to, resources that enable accurate analysis of information collected
3. apply appropriate and ethical research methods and strategies to obtain information when undertaking research
4. collect data relevant to the aims of the research plan
5. collate, analyse and present information to meet the research brief
6. maintain records of sources, search techniques and strategies together with the results of your research that comply with relevant legislation and organisational procedures
7. analyse and disseminate outcomes
8. identify possible further sources of information and evaluate for relevance and appropriateness
9. evaluate research activity and plan improvements for future research as required.
10. act in ways that adhere to the ethical practice required within your organisation or profession
11. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
12. promote inclusivity, diversity and equality of opportunity
13. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
3. the boundaries and limits of own professional expertise
4. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
5. measures to safeguard young people and vulnerable adults
6. the requirements of a research brief
7. how to apply research and analysis within your working context
8. effective research practice and the techniques, tools and sources available to your working context
9. how research data is used by organisations
10. how to evaluate research data for relevance, quality and usefulness
11. research tools and techniques appropriate to your area of expertise
12. the potential of technology to improve research and how to overcome any limitations it presents
13. how to methodically manage the research process so that sources can be cited and work repeated as required
14. how to evaluate research activities using colleagues' feedback and measurement against outcomes

Glossary

Career Development Information

Includes labour market intelligence (LMI) and other career or learning related information. It could relate to qualifications, learning and training opportunities, internships and placements, employment and career progression opportunities, support organisations or opportunities that can enable the career development of individuals.

Resources

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest

Technology

Hardware (devices/kit) and online methods/tools/apps which can be used in the delivery and assessment of learning programmes.

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