



Qualification in Career Development

Handbook 2024/25





Welcome

President, Career Development Institute

September 2024

The CDI is the recognised UK-wide professional body for everyone working in the fields of career education; career information, advice and guidance; career coaching, career consultancy and career management. We opened our doors on 2 April 2013.

As the professional body for the sector our aims are to support members to maintain their professionalism by helping them to:

- become qualified to a relevant level;
- adopt professional values and adhere to the CDI Code of Ethics;
- recognise the need to maintain and develop their own skills and knowledge;
- integrate current research and theory into practice;

- keep up to date with sectoral, societal and technological developments;
- publicly advocate for their profession in the interest of clients.

Our range of Member Benefits, such as our quarterly magazine, *Career Matters*, monthly CPD Newsletter, access to the *NICEC Journal* and News by Email have been designed to meet these needs as have our Training and Events, Conferences, Expert Online Training and free Webinar series, including Digital Bytes. Our dynamic website is a key element of our communications strategy and provides access to publications and reports; online booking for all CPD and a Members' Only Area which includes CPD Resources.

As the *awarding body* for the Qualification in Career Development we support universities to deliver a post graduate level programme to students which is responsive to the evolving



needs of the sector and we moderate the QCD so that employers, stakeholders and clients are assured that the professional practice requirements have been met.

The Qualification in Career Development (QCD) is a UK-wide professional qualification which meets the entry requirements for the UK Register of Career Development Professionals. It covers both the theoretical base for career development and the practical application of theory in a work environment.

The aim of the QCD is to equip you with the qualities, skills, knowledge, professional values and personal awareness which will enable you to meet the needs of clients in a wide range of work settings. A significant element of the QCD is the work-based learning opportunities.

The qualification will also develop your ability to reflect on your practice and to identify your continuing professional development (CPD) needs. Reflective practice is more than simply evaluating or even critically analysing what you do. It is about considering how you apply the theory you have learned to practice, reflecting on how well this has worked and whether the theory is appropriate. In this way, theory may change over time through the experience of practice.

Although we are not a regulatory body we do promote the need for the appropriate qualification for the career development role being undertaken.

At the request of the Government we are also custodians of the UK Register of Career Development Professionals. We encourage all career development professionals to join the Register to show that they are qualified to at least QCF level 6 or above/SCQF Level 11, abide by the CDI Code of Ethics and maintain and develop their competence by undertaking, reflecting upon and recording on the CDI site a minimum of 25 hours CPD each year. We also promote the use of the word *Registered* in front of relevant job titles to promote the value of using professionally qualified practitioners, eg Registered Career Adviser.

The CDI is governed by a Board and has a Council of Regional Ethics and Professional Standards Committee comprising members from the professional constituencies and *England, Northern Ireland, Scotland and Wales*.

Views from our 5000+ members, Professional Associates and Communities of Interest enable the CDI to lobby Governments and Assemblies on the value of career development services and to promote the need for relevantly qualified practitioners to provide these in whichever part of the sector they work.

We quality assure career development products and training via our Career Assured endorsement and annually celebrate the achievements of our members through the UK Career Development Awards.

Vacancies for jobs throughout the sector can be found on our Careers in Careers Job Board. The site is very flexible and employers can load up their vacancies here and practitioners can add their CVs and apply for jobs directly.

Further information on all that we do can be found on the home page of the CDI website: <http://www.theccdi.net/Home>.



On a personal note, I am delighted that you're joining us at such an exciting time for our profession. I hope that you become as passionate about our sector as I am and that you enjoy your learning journey and career in careers beyond that. Do make the most of this experience and actively engage with myself and other members through all of the resources mentioned above, our professional practice community on Facebook <https://www.facebook.com/groups/CDPCoP/>. If you are based in Scotland you can also join the Facebook group Career development in Scotland: <https://www.facebook.com/groups/cdiscotland/>. CDI membership is a key part of my professional life, both providing the backdrop to continuous learning opportunities as well as the chance to meet with others who share our common passion to help others create happy and fulfilling working lives.

You are joining a profession that makes a massive difference to the economy, society and individual wellbeing in all its senses. As a Career Professional, you'll be helping people to gain the self belief that will help them take charge of their career and make the very best of it. It is not only the individuals you work with directly who will benefit. What you do will help them interact better and contribute more to their organisations, families and communities.

I look forward to meeting you online or face to face.

Peter Robertson
CDI President

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1. Format of the Qualification in Career Development (QCD)

The Qualification in Career Development has eight Learning Outcomes. These are taken from the [CDI Blueprint of Learning Outcomes for Professional Roles in the Career Development Sector \(2021\)](#). The Blueprint was written following consultation with employers across the UK, all members of the CDI's Professional Standards Committee and QCD Course Leaders.

Meeting these QCD Learning Outcomes shows that you have the **skills and knowledge** needed to work in any part of the career development sector. QCD centres do not necessarily deliver the QCD as these modules, but they have to ensure that their programmes meet all the QCD Learning Outcomes.

To demonstrate the **breadth of the role of the career development professional**, the eight QCD Learning Outcomes appear below under each of the Network for Innovation in Career Guidance & Counselling in Europe (NICE) Professional role headings.

Career Information and Assessment: supporting people in attaining relevant information about themselves (e.g. their interests, talents and competences), the labour market, and educational or vocational options – depending on their individual information needs.

Learning Outcome 1: *Demonstrate critical understanding of issues relating to the production, application and client use of sources of career and labour market information and assessment tools and techniques.*

Careers education: supporting people in developing their career management competences.

Learning Outcome 2: *Demonstrate critical understanding of principles of learning design and apply them to a range of career-related learning activities.*

Career Counselling: supporting people in making sense of the situations they are experiencing, working through issues towards solutions, making career decisions, and realising personal change.

Learning Outcome 3: *Demonstrate critical understanding of theoretical approaches to the study of career development from a range of disciplinary areas.*

Learning Outcome 4: *Utilise and critique a range of approaches and techniques for conducting client-focused career development interactions with individuals using a variety of delivery modes.*

Career Service Management: managing and assuring the quality of own work.

Learning Outcome 5: *Demonstrate critical understanding of the development of contemporary career-related policy and its impact on service delivery and practice.*

Social Systems Interventions: supporting people and organisations in designing and developing adequate career pathways

Learning Outcome 6: *Demonstrate critical understanding and awareness of professional networks and partnership working.*

Professionalism: adopting professional values and ethical standards in all practice roles, developing and regulating relationships appropriately, engaging in continuous learning and critical thinking and advocating for the profession.

Learning Outcome 7: *Demonstrate critical understanding of personal values and beliefs, ethical and legal issues and their application to career development practice.*

Learning Outcome 8: *Demonstrate a commitment to continuous professional development as a career development practitioner.*

2. CDI Moderation

2.1 CDI Qualification in Career Development: Professional Report

The CDI requires you to submit a QCD Professional Report in order to be awarded the Qualification in Career Development (in conjunction with your Master's/Post Graduate Diploma).

The CDI accepts evidence built up from your written and practical course work, placement reports (where relevant) and self-reflection during your Master's/Post Graduate Diploma.

Your university will give you further guidance on the compilation and structure of the QCD Professional Report.

Your QCD Professional Report must contain the following evidence:

1. A cover page stating your name, university, name of your Master's/Post Graduate Diploma and the start date of your qualification.
2. A statement to say that the contents are all your own work.
3. Table of contents e.g. name of the folder and what evidence each folder contains.
4. The mapping document produced by your university which shows where the QCD Learning Outcomes are covered by the Master's/Post Graduate Learning Outcomes.



6. QCD Required Evidence

Evidence	Meeting QCD
<p>Reflective Account and/or Professional Guided Discussion which shows your learning throughout the course and your understanding and <u>own application of the CDI Code of Ethics</u>.</p> <p>A document detailing your future CPD needs once you have finished the course and how you intend to meet these. <i>CDI Code of Ethics may alternatively be covered by an assignment.</i></p>	Learning Outcomes 7 and 8
<p>Formally Assessed One-to-One Career Guidance Practice</p> <p>Three one-to-one career guidance sessions with clients which are assessed as competent by an occupationally competent practitioner. These can take place on placement or in another appropriate setting.</p> <ul style="list-style-type: none"> • The written interview assessment document completed, signed and dated by an occupationally competent practitioner. • A written self-assessment and critical reflection on each of the three one-to-one career guidance interactions including actions for future practice. • A copy of the action plan created with the client.* • A recording of at least one of the three interviews. • A log of the interviews stating client type, location, assessor name and date. <p><i>* If action plans are produced but cannot be shared as part of the QCD Professional Report/Portfolio of evidence, the assessment documentation must cover how competence was demonstrated in producing the action plan. Assessments should be with a range of clients, carried out at various stages during the year and where practical no more than one assessment per session.</i></p> <p>Non-Assessed One-to-One Career Guidance Practice</p> <p>An additional three one-to-one career guidance sessions undertaken at the university, on placement or another appropriate setting which are either audio or video recorded by the student with the consent of the participant.</p> <ul style="list-style-type: none"> • A written self-assessment and critical reflection on each of the three one-to-one career guidance interactions including actions for future practice. • Recordings of each of these sessions to be included in the QCD Professional Report/Portfolio. <p><i>These non-assessed interviews can include one to one career guidance interviews with peers as part of the practical element of the course.</i></p> <p><i>Ideally one of the assessed or non-assessed one-to-one career guidance sessions should be by online with the client (with or without camera), by telephone or by email.</i></p>	Learning Outcomes 3 and 4
<p>Group Work</p> <p>Two group work sessions which are assessed as competent by an occupationally competent practitioner. These sessions can take place on placement, in the university or another appropriate setting.</p> <ul style="list-style-type: none"> • The written assessment document completed, signed and dated by an occupationally competent practitioner. • A written self-assessment and critical reflection on each of the two group work sessions including identification of actions for future practice. • A detailed session plan including aims and learning outcomes as appropriate. • Resources and materials used (including PowerPoint if used). • A log of the group work sessions stating client type, size of group, location, assessor name and date. <p>These groupwork sessions can be an interactive presentation, a facilitated workshop style session, a group-based career development session with peers or a group session with clients on a career development topic. Sessions can be online, in person, and in the case of presentations designed as an asynchronous activity. Ideally one of the sessions should be with clients.</p>	Learning Outcome 2 and 4
<p>Labour Market Information</p> <p>Organise, undertake and report on a visit that shows your ability to understand and interpret LMI. Or equivalent assignment or project.</p>	Learning Outcome 1
<p>Work Based Learning (WBL)</p> <p>Evidence of a minimum of 20 days' WBL in a structured, supervised environment employing fully qualified career development professionals.</p>	All, as relevant
<p>Evidence of a further 10 days' WBL e.g. HE sessions (paid and unpaid), CDI Student Conference, training events, visiting placements of fellow students, Careers Fairs, employer visits to career companies/providers, networking events, voluntary organisations, charities, health and mental health and prisons. This can include virtual "attendance" and use of OERs</p> <p>Evidence must include (if relevant) a placement report by the student and one from the placement provider.</p> <p>Log of all 30 days of WBL: dates, location and and reflection on the activity and learning.</p>	All, as relevant
<p>Copies of all Master's/Post Graduate Assignments</p> <p>Also include: Assessor Feedback and mark/grade awarded</p>	All, as relevant

*The CDI recommendation is that the six interviews should be from no more than twelve attempts and the two group sessions from no more than six attempts. Course centres are required to state the maximum number of attempts permitted in accordance with their institutional procedures.

**Occupational competence: i.e. hold a Diploma in Career Guidance; Qualification in Career Guidance/Development; QCF Level 6 Diploma in Career Guidance and Development or the S/NVQ 4 in Advice and Guidance/LDSS plus the three QCF Level 6 units/HE modules specified by the CDI. Exceptions to this will be at the discretion of the CDI Lead Moderator.

N.B. It is good practice to keep a separate back up copy of your QCD Professional Report. In some universities you will be asked to submit your QCD Professional Report using the university's system and you will not have access to this once you complete your qualification.



3. Student Membership of the Career Development Institute

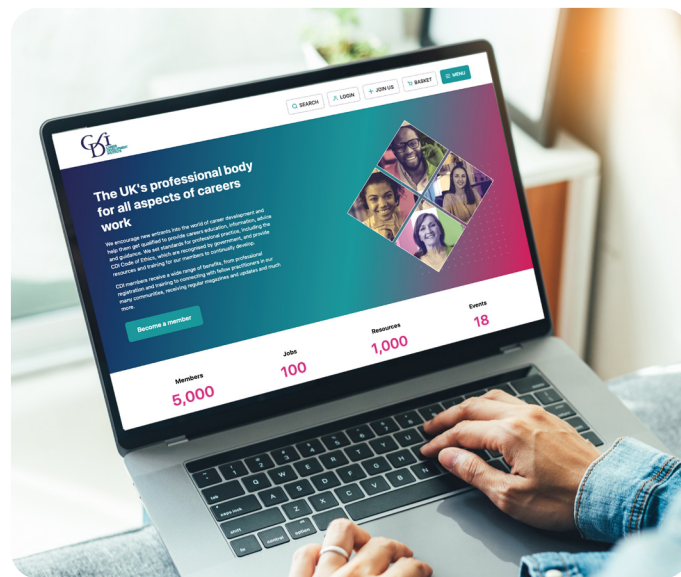
It is a requirement of your registration for the QCD that you are a student member of the Career Development Institute (CDI), and we would like to welcome you into membership. The CDI is the largest and most influential professional body in the UK career development sector, as well as the Awarding Body for your qualification. We represent the interests of our members, who are drawn from all sectors of the career development profession.

Our priority is to keep you updated on career development issues that will affect the future of your own career. Further details about the benefits of student membership and the work of the CDI can be found on the CDI website at www.thecdi.net.

When you have passed the QCD you can upgrade to full Membership of the Career Development Institute and join the UK Register of Career Development Professionals. Registration with the professional body will be important as you progress in your career, and will give you access to support, ongoing training and professional development, networking opportunities and a sense

of solidarity with others in the profession.

The CDI lobbies at the highest level for the development of the profession, and is in regular contact with ministers and policy-makers.



The benefits of being a Student Member of the CDI

Cost for Student Members= £55. Cost for Full Members = £105.

- Monthly News by Email, featuring CDI News; Sector News; CDI Training and Events; Research and Reports; Resources; International information; How to get involved and Careers in Careers Vacancies.
- Quarterly magazine - Career Matters, featuring articles of interest from across the career development sector.
- CPD Resources Area - information on online, published and face to face CPD activities.
- Monthly CPD Newsletter.
- Free attendance at the CDI Student Conferences in Scotland and England. Dates and whether face to face or virtual to be confirmed.
- Access to a free electronic copy of the NICEC Journal in April and October each year.
- Weekly Careers in Careers email advertising vacancies and a link to the full Careers in Careers site where many more vacancies are advertised.
- Facebook Community of Practice: Career Development Professionals, Career Development in Scotland and CDI Community of Practice: Careers Leaders
- Access to a wide range of professional development opportunities from initial training to ongoing, accredited CPD.
- Access for free to CDI Webinars and Digital Bytes and costed Expert Training Online.
- Discounted rates for CDI events and conferences.
- Invitation to attend two, free to members research focused development days, organised with the support of NICEC.
- Student membership certificate and use of the CDI Student Member logo.

 www.facebook.com/theCDI

 bit.ly/CDIInkin

 [x@theCDI](https://twitter.com/theCDI)

Our Regional Representatives are active in various areas around the UK, and organise free networking and training events at various times in the year.

To contact your Regional Representative, please contact the Head of Professional Development and Standards at the CDI (t: 01384 445631, e: sue.alder@thecdi.net)

4. Joining the UK Register of Career Development Professionals

4.1 Join the Register

When you have achieved the Qualification in Career Development you will hold a qualification that is recognised across the UK and which meets the qualification requirement for the UK Register of Career Development Professionals.

To join the Register please contact the CDI Head of Professional Development and Standards, sue.alder@thecdi.net. or Finance Assistant and Office Manager, lyn.burgess@thecdi.net

Joining the Register costs £55 with an annual renewal fee of £25 provided that you are a full CDI member.

Being on the Register is the sector equivalent to Chartered Status and provides proof of the level of qualification held, that you adhere to the Code of Ethics and that you maintain your CPD. Many employers are now requesting that practitioners hold such qualifications and being on the Register is a means of proving this. Other benefits include:

- Using the letters RCDP after your name
- Using the Registered Professional logo on printed materials and websites

- Being able to call yourself a Registered Career Adviser, Registered Career Coach etc
- Being able to place a profile on the Find a Registered Career Development Professional page of the CDI website where potential employers and customers can find details of the services you provide
- Access to a dedicated area of the CDI website where you must record your 25 hours of CPD
- Access to a network of similarly qualified and experienced experts across the whole career development sector both in the UK and internationally

4.2 Continuous Professional Development (CPD)

Undertaking and recording an annual minimum of 25 hours of CPD is a requirement once you are on the Register and this is checked every year. CPD can be undertaken in a range of different ways and it is important that you reflect on what you have learned and how this has influenced your practice.

The CPD part of the website allows you to plan, record and reflect on your CPD and produce reports which you can use when discussing your CPD with your line-manager or when applying for other roles. Below is an example of what 25 hours of CPD could look like:

Method of CPD	CPD Hours (indicative)
Attending a full day CPD event either in person or virtually	7
Reading articles in the NICEC Journal or Career Matters	2
Accessing a webinar either live or a recording	1
Taking part in Expert Online Training	2
Reading Monthly CPD Newsletter and undertaking some activities	2
Researching information for a session you are delivering	2
Reading CDI News via Email and following up some of the links for further information	2
Attending a networking event (virtual or in person) e.g. CDI Community of Practice	2
Researching and writing an article for a journal	4
Researching a discussion topic to share with colleagues at a meeting	1

You can choose whatever methods of CPD are appropriate for you but you must reflect on it and record your CPD fully on the website in order for it to count. An A to Z of CPD ideas appears in the CPD Resources section of the website. Here you can also find information on online, published and face to face CPD opportunities as well as back issues of Career Matters, CPD Newsletters and the NICEC Journal. There are also copies of Master's dissertations and PhD theses available.

CPD can also include undertaking further qualifications including post graduate qualifications. An up to date list of post graduate qualifications of relevance to the sector is available on the CDI website.

For further information about the Register and CPD opportunities please contact the CDI Head of Professional Development and Standards, sue.alder@thecdi.net.

QCD Regulations

A	General	(paras A1 – 12)
B	Eligibility	(paras B1 – 3)
C	Procedures relating to Full Time Courses	
	Introduction	(para C1)
	Eligibility	(para C2)
	Student Registration	(para C3)
	Determination of Results	(para C4)
	Review of Results	(para C5)
	Certification of Results	(para C6)
D	Procedures relating to Part Time Courses	
	Introduction	(para D1)
	Student Registration	(para D2)
	Determination of Results	(para D3)
	Review of Results	(para D4)
	Certification of Results	(para D5)
E	Use of Descriptive Letters	(para E1)
F	Interpretation	(para F1 – 2)

Appendix A Course Centres and Course Leaders

Appendix B QCD Moderators

A. General

A1 The Qualification in Career Development is recognised as being appropriate for career development professionals in England, Scotland, Wales and Northern Ireland. The awarding body for the QCD is the Career Development Institute (CDI).

A2 Full and part time post-graduate courses are available for students seeking the award of the QCD. The QCD consists of an approved course of study at certain Universities approved by the CDI.

A3 The course is intensive and vocationally orientated, involving both professional skills training and theoretical studies in the context of career guidance and counselling, employment and education and related areas.

A4 The CDI has prepared a QCD Handbook that sets out the Learning Outcomes and related assessment provisions that are applicable to the QCD.

A5 A copy of the QCD Handbook will be distributed to each student at the beginning of the course. The QCD Handbook is designed to assist students to record, monitor and reflect on their learning experiences whilst undertaking the QCD. It provides a written record of the work to be undertaken together with continuous appraisal and review, and has been designed to help both students and those responsible for the supervision of their learning.

A6 To help maintain standards and comparability the CDI:

- approves teaching institutions offering the QCD against common criteria;
- appoints moderators to the teaching institutions offering approved courses;
- approves the systems and procedures used to assess students.

A7 Requests for information about individual courses and application forms should be directed to the teaching institution concerned. A list of approved courses is at Appendix A.

A8 Students attending such a course should obtain from the teaching institution as soon as possible a copy of the assessment procedure for their particular course.

- A9 Holders of the QCD are accepted as Full Members of the CDI and may use the letters MCDI after their name once membership has been confirmed by the CDI.
- A10 The QCD meets the qualification requirement for entry to the UK Register of Career Development Professionals.
- A11 All students are required to register as Student Members of the CDI.
- A12 The CDI reserves the right not to award the QCD in cases of serious professional or academic misconduct by a student or the non payment of the CDI student membership and QCD fees.

B. Definitions

B1 **Occupationally Competent Practitioner**

A person who holds a Diploma in Career Guidance/Qualification in Career Guidance/Development/full Level 6 Diploma in Career Guidance and Development or the S/NVQ 4 in Advice and Guidance/LDSS plus the three Level 6 units of HE modules specified by the CDI. Exceptions to this can be discussed with the CDI Lead Moderator.

B2 **Clients: one to one career guidance practice**

People of any age who are in genuine need of career guidance which results in an agreed action plan. These sessions must

involve career guidance and not simply be interactions where careers information and advice are given. Clients cannot be partners or family members or friends. Simulations/role-play are not acceptable.

B3 **Clients: formally assessed group work practice**

People of any age who will benefit from learning about a career development topic. A group must be 3 people or more and should involve an interactive approach.

B4 **Peers**

Fellow students following the same qualification.

B5 **Settings**

This can include placements, the university or any setting where career development activities take place.

B6 Students must be able to satisfy the teaching institution that they are likely to be able to reach the academic standard required.

B7 The CDI encourages teaching institutions to consider applicants without a degree, and to provide additional study skills to support such applicants.

B8 Admission to a course is also dependent upon satisfying the selection procedure of the teaching institution concerned, whose decision shall be final.



C. Procedures Relating To Full Time Courses

C1 Students must complete a one-year full-time course approved by the CDI at a teaching institution.

C2 Eligibility

The regulations governing eligibility to commence the QCD are as set out in paragraphs B1 – B3.

C3 Student Registration

Students are required to register with the CDI within one month of commencing their QCD course, and to pay a QCD registration fee of £310 and the CDI Student Membership fee of £55. Applications for late registration will be considered, but acceptance may be subject to payment of an additional fee.

C4 Determination of Results

The teaching institution will agree with CDI the result for each student, taking full account of the assessment procedure for the course and in accordance with the results procedure specified by the institution. An additional appeal may be made to the CDI.

C5 Appeals Relating to Results

The teaching institution is entirely responsible for appeals relating to results. Students should make themselves familiar with the appeals procedures published by their teaching institution. No additional appeal may be made to the CDI.

C6 Certification of Results

The University will notify each student of their result as soon after the conclusion of the course as is practicable and will notify employing organisations as appropriate. Each successful student will subsequently receive a formal document certifying completion of the QCD from the CDI.

D. Procedures Relating To Part Time or Blended Learning Courses

D1 Introduction

D1.1 The regulations governing eligibility to commence the QCD are as set out in paragraphs B1 – B4.

D1.2 Part-time or blended learning courses will equate with full time courses in terms of the amount of work covered, the quality of assessment and the quality of the end product.

D1.3 The award of the QCD depends on the successful completion of the course.

D1.4 The QCD is set out in the form of a number of Learning Outcomes, all of which must be completed over the duration of the part-time course.

D2 Student Registration

The regulations governing registration for the QCD are as set out in paragraph C3.

D3 Determination of Results

The teaching institution will agree with CDI the result for each student, taking full account of the assessment procedure for the course and in accordance with the results procedure specified by the institution.

D4 Appeals Relating to Results

The teaching institution is entirely responsible for appeals relating to results. Students should make themselves familiar with the appeals procedures published by their teaching institution. No additional appeal may be made to the CDI.

D5 Certification of Results

The University will notify each student of their result as soon after the conclusion of the course as is practicable and will notify employing organisations as appropriate. Each successful student will subsequently receive a formal document certifying completion of the QCD from the CDI.

E Use of Descriptive Letters

E1 Candidates awarded the Qualification in Career Development are entitled to use the descriptive letters 'QCD'.

F. Interpretation

F1 The CDI reserves to itself all questions as to the interpretation of its regulations, and the right to vary the regulations as it may deem desirable. Decisions of the CDI in respect of the award of the QCD shall be final.

F2 In these regulations 'CDI' means the Career Development Institute.

Appendix A

Course Centres and Course Leaders

Canterbury Christ Church University

Leader: Emma Harrison - emma.harrison@canterbury.ac.uk

University of Derby

Leader: Tom Staunton - t.staunton@derby.ac.uk

Edinburgh Napier University

Leader: Susan Meldrum - s.meldrum@napier.ac.uk

University of Huddersfield

Leader: Jodie Boyd - j.boyd@hud.ac.uk

University of the West of Scotland

Leader: Emma Bolger - emma.bolger@uws.ac.uk

University of the West of England

Leader: Kate Colechin - kate.colechin@uwe.ac.uk

Appendix B

QCD Course Moderators

Sue Alder - sue.alder@theccdi.net

Peter Beven - peterbeven@gmail.com

Marion Edwards - marion.edwards@theccdi.net

Purpose

- To cover the professional behaviour and practice required of all CDI members.
- To inform the public of the ethical principles to which all CDI members adhere.

The CDI recognises the diversity of backgrounds and work contexts of its members. All members will be just and fair to all, respect human rights and dignity and adhere to legal requirements and obligations.

Members will develop and maintain professional and supportive working relationships with colleagues both inside and external to their own organisation and respect the contributions of other career development professionals to the activities and services on offer.

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

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

1. Equity, Diversity and Inclusion

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

2. Accountability

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

3. Autonomy

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

4. Confidentiality

Members will respect the privacy of individuals. Career development interactions should be conducted in an agreed and suitably private environment. Clients must be informed of the limits of confidentiality and data-sharing at the outset. Disclosure of confidential information should only be made with informed consent or when required by law.

5. Competence and Continuous Professional Development

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

6. Duty of Care to Clients

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

7. Impartiality

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

8. Transparency

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

9. Trustworthiness

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

10. Fitness to Practise

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

Within the Code of Ethics reference to specific job roles or services has been avoided. All career development activities and services are covered by this code.

The CDI is committed to excellent practice and ethical principles.

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

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

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



Notes



Ground Floor,
Cophall House,
1 New Road,
Stourbridge,
West Midlands
DY8 1PH

e: hq@thecdi.net
t: 01384 445627

thecdi.net