AimHigher
CPD Support for
Careers Co-ordinators/Leaders
and Career Advisers

Interactive Workshop

Enhancing your professional practice

Claire Johnson

CDI Professional Development Manager

How to demonstrate that you are a professional

According to the Network for Innovation in Career Guidance and Counselling in Europe (NICE), three of the ways of demonstrating being a professional are:

- reflecting on practice;

- developing own competence continuously;

- integrating current theory and research into practice;

- publicly advocating for the profession in the interest of clients.

This workshop will enable you to think through how you currently do this and find out more about how the CDI as the professional body for the sector can support you.

Discussion

What do you do now

- to reflect on your practice?

- to develop own competence continuously?

- to integrate current theory and research into practice?

- to publicly advocate for the profession in the interest of clients?

What are the barriers?

What the CDI can do to help

Professional Skills and Knowledge and determining what needs developing

National
Occupational Standards
Describe what people need to do, know and
understand in their roles

- Theory and effective practice in career development
- Reflective Practice
- Working with individuals
- Working with groups
- Using information with clients
- Providing ongoing support
- Leading and managing career development work in an organisation

- Networking
- Referral
- Representing individuals' needs to others
- Planning and designing the service offer
- Promoting the availability, value and effectiveness of the service offer
- Monitoring, evaluating and improving the effectiveness of the service offer
- Planning and undertaking research on behalf of the service

Sources of help:
CPD Resources Area

HOME | HELP | CAREER MATTERS, THE NICEC JOURNAL AND OTHER PUBLICATIONS | **RESOURCES**

Ethical practice: how to make it a reality when you are an independent career coach or consultant CDI webinar (2016) with V Rowles & L Hambly

Professionalism: purpose, context, role and necessary competence for career development practice Recording of a webinar by Rachael Mulvey on the ELGPN website.

Emancipate yourselves from mental slavery Prof Tristram Hooley's inaugural lecture, including transcript, video and powerpoint (2015)

Energising CPD is a blogpost (PARN website, written by Career Innovation, 2016) encouraging integration of CPD with everyday work through an *Aim - Act - Involve* approach

How to build a meaningful career A. Kallo (2015) offers four strategies in Harvard Business Review

S.M.A.R.T. goals A YouTube animation on setting gools or objectives

Half-way through the year - time for reflection Denise Taylor's blog post on prioritising business and personal goals

Mindset: the new psychology of success C.Dweck (2006) This link is to a summary and worksheets based on the book with this title, and there's a **Mindset Animate** of a TED talk

Ireland's National Centre for Guidance in Education NCGE News 44 focuses on CPD; the article by S Neary includes a link (p.15) to a video of her conference presentation

CPD for HR CIPD podcast discussing the reasons for CPD and types of activity

Reflecting on practice within the context of guidance J McNiff & K O'Shea (2007) in NGCE News (article on page 6)

Reflexivity M Archer (2013) article for the International Sociological Association

Careers Debate, a LinkedIn group, is a place for questioning, debating and airing views about any aspect of career development

Reflective practice for careers development A basic guide and worksheets by R Alexander for University of the Highlands and Islands (2015)

Narrative techniques in reflective practice D Winter (2012) on Careers in Theory blog, including links to related topics

Ethics toolkit from New Zealand's Immigration Advisers Authority provides a multi-stage toolkit for thinking about how our beliefs, attitudes and values are formed, and how they are deployed in professional practice

Becoming a reflective practitioner A section within the OU course Learning to Teach (free of charge), with most content easily transferable to the career development context

Mindfulness research and resources from the Institute for Employment Studies, University of Sussex

RESOURCES

Guidelines for CPD and ethical practice

▶ Resources for CPD

NOS:CD01. Develop and apply understanding of theory and effective practice in career development

▶ NOS:CD02. Reflect on, develop and maintain own skills and practice in career development

▶ On-line resources

▶ Published (print) materials

▶ Live activities

NOS:CD03. Build and maintain relationships with individuals to ensure a client-centred approach to career development

NOS:CD04. Support individuals to identify and explore their career development needs and aspirations

NOS:CD05. Enable individuals to set appropriate goals and career development objectives

NOS:CD06. Plan and deliver individual and group development through career-related learning

NOS:CD07. Enable individuals to use and apply information for career development

NOS:CD08. Provide ongoing support to help individuals achieve their career goals and development objectives

Other Sources of Support for your CPD

- **A to Z of Careers** for ideas on different ways CPD can be undertaken.

- **CDI Communities of Interest** where you can ask questions and debate topics.

- **CDI Webinar Recordings** if you missed the free live sessions

- **Guides on online learning and accessing research** help you to find more sources of CPD.

- Don't forget that reading **Career Matters** and items in **News via Email** are also useful sources of CPD

- **CDI Training and Events, News & Resources** and **Getting Qualified** sections, including the CDI Academy and the **new CDI Certificate in Careers Leadership.**

- **CPD Monthly Newsletters (Back copies at: http://www.thecdi.net/News---Resources)**

Accredited Training as CPD
CDI Certificate in Careers Leadership

This certificate provides essential training for people who are either new to the careers leadership role or who have many years of experience and would like to have accreditation for their work. It comprises the QCF Level 6 units in:

- Lead and manage career development work in an organisation;

- Continuously improve career development work in an organisation;

- Plan and design career-related learning programmes.

Integrating
current theory and research
into practice

Sources of research

- **Education and Employers Research:**

http://www.educationandemployers.org/research-main/

- **NICEC Journal – free to CDI members**
- **Institute for Employment Research:**

http://www2.warwick.ac.uk/fac/soc/ier/

- **International Centre for Guidance Studies**

https://www.derby.ac.uk/research/icegs/

- *Coming soon:* **Research section in the CDI Resources Area**
- **British Journal of Guidance and Counselling**

Events

- **Days like today**
- NICEC/CDI: **At the Cutting Edge - Research into Practice Series**
- **CDI Annual Conference:** 4th and 5th December 2017

Activities

- Becoming a Practitioner Researcher

2017 the CDI Year of Advocating for the career development profession

The CPD newsletter in April focused on advocating for the profession and included the following ideas:

Vocation, Vocation, Vocation (p23-32) in which Bill Law challenges us to define our credibility, our expertise, our connectedness and our independence.

Economic Benefits of Career Guidance in which (Hooley & Dodd, 2015) trace the benefits from the individual level (income), to secondary level (increased tax payments and saved benefit and health costs) and to national macro-economic benefits.

Looking specifically at schools, Cost to the Economy of Government Policy on Career Guidance (Taylor, 2013) argues for better funding for career education.

Career guidance, health and well-being is discussed by Peter Robertson in Career Matters January 2017 This follows from a longer article The well-being outcomes of career guidance (Robertson, 2013 in British Journal of Guidance and Counselling) which is available free-of-charge on the BJGC website.

2017 the CDI Year of Advocating for the career development profession (continued)

- **Advocating benefits to schools and their students**: Good career guidance has benefits for schools as well as their students. An OECD study found a ' relationship between participation in career development activities and more positive attitudes towards the utility of schooling'. In the UK, the Gatsby Guide to Good Career Guidance notes benefits including better motivation leading to higher attainment and reduced drop-out rates (section 5.4).

- **Social justice:** A good starting point is the opening editorial by Hooley and Sultana in the NICEC Journal 36 (April 2016) All six articles in this issue of the NICEC Journal address the same theme.

- Older workers want career development not retirement planning is the headline of an ACAS blog, reporting research by Ashridge Executive Education . Arguments for the benefit of addressing the career development needs of older people were developed by the Mid-Life Career Review . Useful resources for career practitioners in meeting the needs of older workers were developed during the project.

UK Register of
Career Development Professionals

- **Register is the sector equivalent of Chartered Status**

- **Proof that you hold a QCF Level 6 or above /SCQF Level 11 qualification in career development**

- **Adherence to the Code of Ethics**

- **25 hours CPD requirement**

- **Use of the post nominal RCDP and logo to confirm and promote registered status and the use of the word *Registered* before your job title**

- **Find a Career Development Professional**

And finally.................
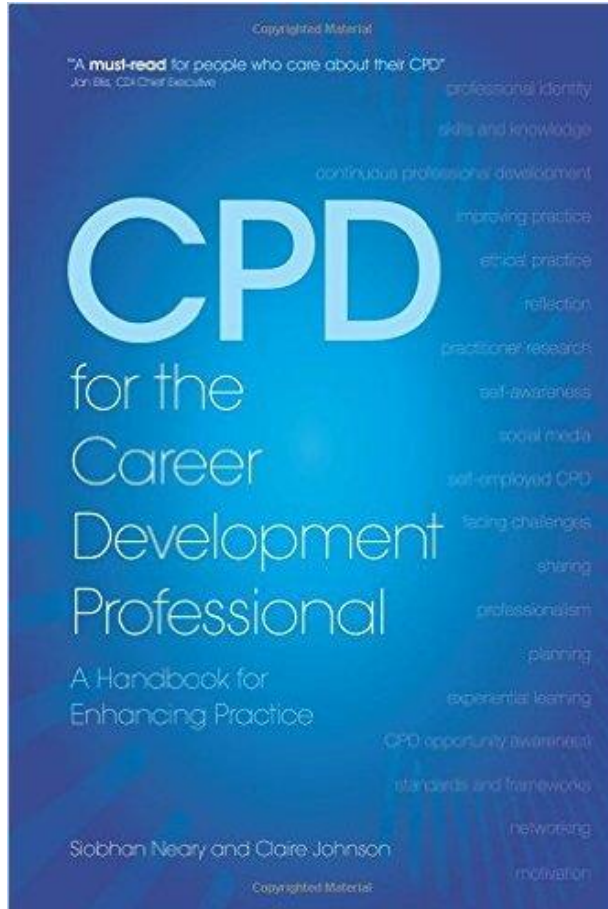
Chapters

1. CPD in the career development sector

2. Being a professional in the career development sector

3. Reflecting on practice

4. Becoming a practitioner researcher

5. CPD for self employed practitioners

6. The internet, social media and international CPD opportunities

7. National Occupational Standards and Competence Frameworks

8. A- Z of CPD and developing your own career

9. Moving on – what are you going to do next?