

Overview of the role

Assisting individuals or organisations before or during career transitions to develop long and short term career strategies.

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Standard in development

L6: Career development professional Version 1.1

Title of occupation

Career development professional

UOS reference number

ST0694

Core and options

No

Level of occupation

Level 6

Occupational maps data

Route: Business and administration

Pathway: Human Resources

Cluster: Human resources professional

Typical duration of apprenticeship

24 months

Resubmission

No

Would your proposed apprenticeship standard replace an existing framework?

No

Does professional recognition exist for the occupation?

Yes

Regulated occupation

Is this a statutory regulated occupation?

No

Occupational summary

Career development professionals are typically found in educational settings, training organisations, careers and employment services and human resource or learning and development departments in both the public and the private sector.

The broad purpose of the occupation is to assist individuals as well as organisations before or during career transitions to develop long and short term career strategies. Transitions could include moving from education to employment, re-entering the labour market, resuming education, changing sectors, organisations or management roles, facing redundancy, and making pre-retirement decisions.

An employee in this occupation will be responsible for helping individuals assess their own strengths, values, beliefs, and situation and connect them meaningfully to the labour market and the education system. They are responsible for making professional judgements in the best interest of the client whilst adhering to the ethical practice required by the organisation or profession and acting in accordance with organisational policy and relevant legislation. A career development professional is required to act with autonomy, working independently, often on their own and in collaboration with other professionals, for example careers leaders, senior academics, social workers, course tutors, managers and HR professionals.

In their daily work, career development professionals will provide activities and services on an individual or group basis and these may be face-to-face or via on-line technology. They will help people make informed occupational choices, access decent work and facilitate sustainable development. They will interact with: clients with a range of needs and at different stages of their careers; training providers who support the development of skills and vocational training including those needed for sustainable development and the green

economy; schools, colleges and universities to support educational or occupational choices and labour market entry and progression; employers to broker employment opportunities including work experience and internships; and other support organisations, such as housing associations, health care providers and social services to address the client's wider needs, for example, accommodation and financial support.

They will exercise their responsibility thorough the provision of information, ideas, tools and resources, administration of assessment and self-assessment tools, career guidance interviews, career education programmes, career coaching, taster programmes, work-search programmes, outplacement, redundancy and transition services, retention and talent assessment reviews, career progression or promotion training, and other forms of career development related consultancy, research and professional development.

Typical job titles

Career adviser Career co-ordinator Career coach Career consultant Career development practitioner Career guidance counsellor Career leader Iag adviser Personal adviser Senior employability adviser

Are there any statutory / regulatory or other typical entry requirements?

No

Occupation duties

DUTY	KSBS
Duty 1 Reflect critically on their career development practice and service delivery, evaluating it against relevant theories, models, research and appropriate professional ethical standards in order to facilitate continuing professional development and ongoing service improvement	K1 K3 K4 K5 K6 K8 K16 K17 K25 K26 S1 S2 S3 S5 S9 S18 S19 B1 B2 B3 B4 B5
Duty 2 Collaborate with colleagues, internal and external stakeholders, employers and other service providers to negotiate, design, develop, organise and evaluate programmes of activities that equip clients with the career management skills, knowledge and resources they need for their career development	K2 K7 K8 K9 K10 K11 K14 K22 K23 S5 S6 S8 S9 S10 S11 S12 S16 S18 S20 B1 B2 B3 B4 B5 B6 B7 B8
Duty 3 Prioritise and manage workloads, making effective use of management information systems and wider technology	K1 K3 K12 K15 K17 K19 K24 K25 S4 S7 S8 S18 S19 S20 B8

DUTY	KSBS
Duty 4 Motivate and equip clients to identify their short-term and long-term career development objectives and to develop plans to make progress in those objectives	K13 K14 K15 K16 K20 K21 K22 K23 K24 S6 S9 S11 S12 S13 S14 S15 S17 S20 B1 B2 B3 B6
Duty 5 Enable clients to assess their strengths, values, beliefs, situation and preferences, and to connect them to the requirements and rewards of opportunities within the education system and the labour market, inclusive of training, voluntary work and self-employment.	K10 K14 K16 K20 K22 S5 S6 S11 S12 S13 S14 S15 S16 S17 S18 B1 B2 B3 B4 B6
Duty 6 Design, plan, deliver and evaluate career-related learning activities using pedagogical approaches appropriate to the clients' educational level and the organisational context	K13 K14 K15 K20 K22 S6 S8 S9 S10 S11 S17 B1 B2 B3 B5
Duty 7 Prepare, conduct and evaluate structured career development interactions with clients using career counselling, guidance, coaching and advice work approaches appropriate to the clients' needs and the organisational context	K5 K6 K7 K11 K13 K14 K17 K18 K22 K24 K25 S4 S5 S6 S8 S9 S10 S11 S13 S14 S15 S16 S17 S18 B5 B6 B8
Duty 8 Research, assess, organise, interpret and disseminate careers-related and service delivery information, including labour market information (LMI) to meet the needs of clients, colleagues and other stakeholders	K7 K20 K22 K24 K25 K26 S4 S11 S18 B4 B5 B7
Duty 9 Promote informed engagement with the career development service offer and enable clients to access wider career development and other support services	K3 K4 K8 K9 K11 K21 K22 K23 K24 S2 S3 S5 S18 B1 B2 B3 B4 B5

KSBS

Knowledge

K1: Methods of reflective practice for recognising the impact of own values, beliefs, prejudices, bias and attitudes on own professional practice and continuing development.

K2: Key policies, trends and developments related to career development in the UK and its role in raising aspirations and facilitating social mobility

K3: The competing drivers that underpin careers policy and practice and how organisations manage them.

K4: Own role in influencing and informing organisational, local and national policy and procedures that impact on the careers sector and professional practice.

K5: Equality legislation, codes of practice and British values, their purpose and the consequences of not adhering to them.

K6: Measures to safeguard including young people and vulnerable adults.

K7: Policies and processes for the disclosure of confidential information, including adherence to data protection regulations.

K8: The needs of stakeholders, for example clients, employers and policy makers, and how their expectations can be met.

K9: Community networks and partnerships, employers, statutory and voluntary agencies that are beneficial to the client as well as for own personal support and developmental needs.

K10: Communication methods and strategies to build and sustain positive relationships, resolve conflict, and facilitate the client's understanding.

K11: The principles and roles of brokerage and advocacy, including approaches to influencing, negotiation, co-ordination and persuasion.

K12: Referral and recording procedures within the organisation and to external agencies.

K13: Alternative approaches employed in clarifying expectations and agreeing the aim of the careers interaction, and how to prepare for the interaction.

K14: Theories, models, frameworks and delivery methods for career learning and career management.

K15: Key concepts and processes of group dynamics and how this may influence their practice.

K16: Techniques to help clients evaluate their knowledge, skills, abilities, and personal attributes, and to reflect on their needs, goals, and expectations.

K17: Employment rights and responsibilities including pay, hours, leave, working conditions and discrimination.

K18: The selection and recruitment processes and tools used in the labour market.

K19: Caseload management and methods for short-and medium-term tracking of client destinations.

K20: Resources, including digital, to support the delivery of career learning and career management. How they can be applied and methods of validation and evaluation.

K21: Education and training provision available to clients and the relationships between the organisations and within own organisation.

K22: Career related information, including the evolving labour market and labour market information, and its use in careers education and careers guidance counselling.

K23: Career paths and skills needed for sustainable development and the green economy and how careers services can facilitate sustainable development.

K24: Quality assurance practices and why they are important. For example, supervision, sampling and observation.

K25: Research methods techniques, tools, and procedures used to collect, analyse, and interpret data and the contribution of research to the body of knowledge in the profession, including the concept and value of evidence-based practice.

K26: Organisational requirements for the management of careers information.

Skills

S1: Set and work towards SMART targets and objectives for enhancing professional practice using models for reflective practice.

S2: The contexts in which career development activities are provided, the key policies and trends related to career development, and the social, personal and economic benefits of career development.

S3: Take action to enhance quality and effectiveness as a professional, providing justification.

- S4:** Adhere to equality legislation, codes of practice and British values, and support and promote adherence within education, training and employment.
- S5:** Build and sustain positive and constructive working relationships with clients, employers and providers, resolve conflicts protecting confidence.
- S6:** Support the client to adapt their behaviour to economic and environmental changes and recognise the scope for sustainable outcomes in their actions and approaches.
- S7:** Make, record and analyse the outcomes of referrals so that examples of success and failure can be monitored and shared.
- S8:** Organise and deliver interactions with a client centred approach, including one-to-one careers interviews, with clearly defined and measurable outcomes.
- S9:** Select, tailor and apply theory, concepts and delivery methods to support the needs of clients.
- S10:** Adapt activities and collaborate with other professionals to support clients in ways that best meet their needs.
- S11:** Use information technology and digital resources to support career learning activities.
- S12:** Explore and clarify expectations and agree the aim, purpose and scope of the careers intervention with the client.
- S13:** Raise awareness of options by introducing clients to new ideas and sources of information.
- S14:** Encourage career adaptability by challenging and supporting clients to consider new ideas and opportunities.
- S15:** Support the client to use diagnostic tools or methods to assess their knowledge, skills, abilities and characteristics and assessment methods.
- S16:** Support the client to use technology effectively in their career management.
- S17:** Utilise occupational information and local regional, national and international labour market intelligence, including awareness of its potential bias or partiality.
- S18:** Utilise research strategies and techniques to obtain, interpret, tailor and present information to meet the needs of clients and others.
- S19:** Manage workloads and maintain records of client interaction in order to provide fair and balanced provision whilst maintaining personal well-being.
- S20:** Prioritise need and provide on-going support to the client through a variety of interventions and media, including the use of artificial intelligence.

Behaviours

- B1:** Equity, Diversity and Inclusion – Act in ways that are just and fair, promote equity and diversity, adhere to any statutory requirements and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination.
- B2:** Integrity – Exercise integrity, honesty and diligence – act with trustworthiness and transparency in the provision of services, management of expectations and the honouring of promises and arrangements.
- B3:** Impartiality – Embed the principle of impartiality into the design and delivery of career development services activities so that advice is based on the best interests and potential of the client, and giving them the freedom to develop their own career paths. Where impartiality is not possible this must be disclosed at the outset.
- B4:** Competence – Act within the boundaries of training and professional expertise adhering at all times to the ethical practice required by the organisation or profession. Take personal responsibility for continuous professional development informed by reflective practice and a critical understanding of the application of emerging research, theories and technologies.
- B5:** Confidentiality – Maintain confidentiality and security of individual and organisational information that meets relevant legal requirements and organisational policy.

B6: Duty of care to clients – Act in the best interest of the client and establish a purposeful and professional relationship. Communicate in ways that are appropriate for each individual, encouraging active engagement in the process and enabling individuals to be autonomous where possible.

B7: Duty of Care to colleagues – Foster good practice across the profession by maintaining professional and supportive relationships, and being respectful of the contribution others make to the services and activities provided.

B8: Duty of care to organisations – Act in accordance with the organisation's policy and procedures when prioritising the workload, creating and maintaining records and making referrals.

Qualifications

English and maths

English and maths qualifications must be completed in line with the [apprenticeship funding rules](#).

Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

Yes

Other mandatory qualifications

L6 Career Guidance and Development (TBC)

Level: 6 (non-degree qualification)

Professional recognition

This standard aligns with the following professional recognition:

- Career Development Institute for UK Register of Career Development Professionals

Involved employers

Hertfordshire County Council, Complete Careers, Education Development Trust, Progress Careers, Careers England, Pathway CTM, Birmingham Metropolitan College, Progress Careers, Priory Federation of Academies Trust, University of Lancaster, Inspiration Trust, Futures Advice (Nottingham), Arden University, CareerWave, Chailey School, Arden University

Other involved stakeholders

The CDI, Suffolk County Council, Progress Minded, AC Training, Warwick University, Ixion Holdings, Prospects, Careers and Enterprise Company, Association of Graduate Careers Advisory Services (AGCAS), Bishop Grosseteste University

Subject sector area

15.3 Business management