

## Nottingham Trent University Course Specification

<b>Basic Course Information</b>	
1. Awarding Institution:	Nottingham Trent University
2. School/Campus:	School of Social Sciences, City campus
3. Final Award, Course Title and Modes of Study:	MA Career Development – full-time Postgraduate Certificate in Career Development
4. Normal Duration:	MA 18 months; PG Cert 6 months
5. UCAS Code:	Not applicable

### 6. **Overview and general educational aims of the course**

#### **Course Overview**

The course is delivered on a blended learning platform with two distinct entry routes leading to either a Postgraduate Certificate (PG Cert), or a full Masters. Full Masters students will enter on a full-time basis and PG Cert students on a 'distance' basis. Transfer between the two modes (in either direction) will be permitted at key stages ie from full-time (Masters) to distance (PG Cert) after 30 credits, and from distance (PG Cert) to full-time (Masters) after 30 or 60 credits. Successful completion of four designated modules (totalling 120 credits) on the MA Career Development will result in eligible students being awarded the Qualification in Career Development from the Career Development Institute.

- Masters/full time has one start date – namely September
- PG Cert/distance has two starts – namely September and January

#### **The Course Team**

The School of Social Sciences at NTU has delivered successful career guidance courses since 1973 and has built upon this success to gain a national reputation in the field. The CDI has commended the course for its excellent teaching team and, while studying here, you will benefit from a broad spectrum of contemporary thinking and debate on careers education, information, advice, guidance and development (CEIAGD). Module leaders and lecturers have considerable expertise in the field of CEIACD, and all have been experienced practitioners in the career guidance sector before teaching in higher education.

The team are actively engaged in research and other professional activities, including delivering papers at conferences and training events, which enhances the students' learning experience. Examples of this include: a demonstration of blended learning approaches at the Trent Institute for Learning and Teaching 2016 Annual Conference; and presentation of a paper on exploration of how youth transition theory and practice can be utilised to foster employability at the Higher Education Academy Social Sciences Conference in December 2015. In October 2015 the course team were

awarded a CDI Career Development Award for Best Practice in the Use of Technology in Career Development. The award recognised the team's innovative use of technology in developing students' theoretical knowledge and career development skills. In the same year, a member of the team was shortlisted in for the AGCAS (Association of Graduate Careers Advisory Services) Award for Excellence in Employability.

Research informed teaching is assured by the involvement of members of the teaching team in research projects and higher degree research related to the modules they deliver. Research that the team is currently involved in not only enriches the curriculum content, but also feeds directly into the team's approaches to teaching and how skill development in this area is assessed. Examples of research activity includes: exploring 'help-seeking' behaviour and how an individual's motivation to seek help relates to expectations about the guidance interview and the guidance practitioner; exploring the use of peer-to-peer feedback in relation to one-to-one guidance skill development; joint research with the Department of Psychology to explore students' perceptions and confidence in relation to employability; and an action research project developing learning approaches to support students in their negotiation of personal and professional identity and the presentation/'performance' required to successfully navigate transition.

### **Course Aims**

The course aims to:

- Equip students with the skills, qualities and knowledge required of a professional practitioner, working within the career development sector, which will allow them to meet the needs of clients in a variety of settings.
- Meet professional standards in terms of professional values, personal awareness, and teaching and learning.
- Provide a curriculum that covers, and individually assesses, specifically identified topics approved by the CDI.

The course aims to produce students who:

- Have a comprehensive understanding of CEIAGD and a critical awareness of current issues, debates and insights in the discipline.
- Have the knowledge, skills and understanding of the principles, theories, methods and ethical requirements of career development and guidance practice.
- Are able to apply theory to practice in a range of professional contexts.
- Are able to undertake investigations into aspects of practice and make recommendations for enhancement of service delivery.
- Can contribute original ideas within the sector.
- Have acquired the skills required for professional practice within the career development sector.
- Are able to reflect upon practice and performance, and identify continuing

professional development (CPD) and personal development needs.

The aims of the course will enable you to develop attributes that are highly sought after by employers. You will develop the skills, integrity and commitment to make a positive impact on the sector and the profession. As a student on the course you will develop intellectual rigour and agility, initiative and creativity, enabling you to adapt and respond to the future needs of employers and clients.

7. **Course outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

**Knowledge and understanding**

By the end of the course you should be able to:

**Postgraduate Certificate in Career Development:**

- Critically evaluate principles and perspectives relating to the concepts of professionalism and ethics, and reflect upon their influences on policy, organisation and career development practice.
- Critically appraise principles, practices, and processes underpinning effective partnership working.
- Critically evaluate CEAIGD practice in relation to international, national and local imperatives, policy dictates and contemporary career landscapes.

**Masters in Career Development:**

*All of the above and also*

- Show a critical appreciation of national and international career development theories in the context of guidance practice.
- Acquire, synthesise and critically evaluate career information including national and international labour market information, and appraise its relevance for client's and career guidance professionals.
- Critically evaluate the literature pertaining to research theory, principles, ethics and career development to inform your research topic/project and contribute to the enhancement of both service and personal development.

**Skills, qualities and attributes**

By the end of the course you should be able to:

**Postgraduate Certificate in Career Development:**

- Critically reflect upon national and international theories and approaches that underpin contemporary guidance.
- Apply and critically reflect upon ethical principles and a range of professional guidance skills aligned to the career development sector and sector standards.
- Critically reflect on own professional practice in order to contribute to the enhancement of service delivery.

## **Masters in Career Development:**

*All of the above and also*

- Critically reflect on own and others' professional practice in order to contribute to the enhancement of both service and personal development.
- Generate evidence which demonstrates ability to meet standards required for professional practice.
- Utilise advanced techniques of research and enquiry to develop and interpret knowledge to enable and contribute to learning and professional development in practice.
- Demonstrate the ability to design and execute a small scale piece of research which contributes to the development of professional knowledge advancing intellectual and creative endeavour.
- Demonstrate an advanced ability to communicate research findings in a manner appropriate for the research audience.

Interim awards are achieved when students are unable to complete the full Masters award but have accumulated either 60 credits (Postgraduate Certificate) or 120 credits (Postgraduate Diploma).

## **8. Teaching and learning methods**

A range of teaching and learning methods are used to support the development of the core knowledge and understanding required to enhance academic and theoretical understanding of CEIAGD, and to foster the development of the required skills for professional practice within the career development sector. Methods include:

- Lectures;
- Workshops for those undertaking the CPD/distance learning route;
- Online teaching and learning activities;
- Seminar groups for tutor and peer feedback on one-to-one and group skills based assessments;
- Individual tutorials;
- Group activities including discussion, presentations and enquiry-based exercises;
- Case study investigations from practice;
- Role-play and practise activities to develop skills relating to one-to-one guidance and group interactions (both facilitative group work and presentations);
- Observation in the workplace;
- Visual and audio input;
- Work related/work based activities; and
- Guest presentations from alumni and employers within the sector.

Interactive/group learning is a major method used within the modules for both face-to-face and online delivery. It is designed to enhance confidence in your own learning and future practice by enabling you to explore and develop

ideas and methods, which will inform your work as career development/guidance practitioners. It reflects the course aim to develop your understanding of the relationship between theories, concepts and practice.

The skills based elements of the course – one-to-one guidance interactions and group work - are a key aspect of the learning. The development of skills requires experiential learning and practise. This is undertaken in a number of ways, through a 'menu' of work related/work based activities:

- Simulation exercises/role plays - exercises where the objective is to provide you with opportunities for experiential learning related to specific aspects of career guidance practitioners' work/practice and skills, enabling students to 'practise' in a controlled environment and to be 'practised upon', and feedback from different perspectives to be provided;
- Practice and application of skills at University with peer and tutor feedback;
- Practice and application of skills through links to the University and school partners within the region - for example, engaging in one-to-one guidance interactions with students in Year 9 to Year 13, and undergraduates and/or postgraduates; delivering CV workshops
- Practice and application of skills through links to courses within the School of Sciences at NTU.

In addition, written assessments are applied to work-like and work related/work based experiences, in terms of evaluating and investigating aspects of career development/guidance areas of work. Students will also have opportunity to network with employers and practitioners at national career development events that are advertised through the course, such as, the CDI Student Conference; the Career Careers Research and Advisory Centre (CRAC) Decisions at 18 Conference; and the National Career Guidance Show.

For those undertaking the Qualification in Career Development (QCD) Professional Standards module, the CDI stipulates that students must complete twenty days of work based learning that takes place in a structured, supervised environment employing fully qualified career development professionals and a further ten days being undertaken in more flexible work based learning situations, such as career fairs, conferences and visits. It is anticipated that some students opting for this module will be employed within the sector and will undertake work based learning in their own place of work. For those who are not, they will need to secure an appropriate workplace setting. Support will be provided by the University to help you find and manage the work experience in line with course requirements.

The course team are experienced in developing and delivering online curricula. The methods employed provide you with opportunities to engage in synchronous and asynchronous learning; enabling the development of, and

reflection upon, your theoretical knowledge and career development skills. By deploying carefully staged activities to facilitate progressively ambitious learning, a key feature of the learning experience is that, though at a distance from the University's campus, you are able to learn from each other, as well as from the tutors, in a safe and supportive environment. Through these activities you are able to develop a course identity and a sense of belonging, which is a critical aspect of distance learning.

You will engage in research discussions as part of teaching and learning activities across the course in order to address course and module learning outcomes that require critical appreciation of a range of theoretical perspectives relating to career guidance and development. You are encouraged to engage in learning of current research across a range of disciplines that have application for career guidance and development. As a Student Member of the CDI you will have access to CDI events, webinars, conferences and courses. CDI learning outcomes require you to have an appreciation of research and inquiry skills. These skills are taught within the course to support your critical appreciation of the research undertaken within the field and the theoretical perspectives that inform career guidance and development practice. You will have opportunity to undertake empirical research, and contribute to existing knowledge, through the Research Dissertation/Service Evaluation assessment, with opportunity to publish your work in sector publications.

Personalisation of learning is fostered on the course in relation to choice given to content area for assessment tasks and engagement with work based learning providers to support you in 'engineering' your own career. The teaching and learning methods, for example generating case studies and participation in discussion forums, enable the personalisation of learning.

## 9. **Assessment methods**

It is an overarching assumption of the assessment strategy that all assessments contribute to, as distinct from merely validating, students' learning. To this end, the assessment methods are varied and accommodate a variety of learning styles and preferences: from skills development; to reflection; to critical analysis; and evaluation. Some assessment methods are stipulated by the CDI, as indicated below. Assessment methods are appropriate to the intended learning outcomes. They are linked to work related/work based learning activities undertaken during the academic year. This ensures that research for assessments is reflective of the current policies and agendas underpinning the practice of career development and guidance.

The assessment methods are outlined below and, where relevant, the requirements stipulated by the CDI for achievement of the QCD are indicated:

- **Individual guidance interactions** – the CDI stipulates that *students must achieve six successful interview assessments from a recommended twelve attempts.*
- **Group activities** – the CDI stipulates that *students must achieve three*

*successful group works, from a recommended six attempts, with no more than one presentation being used for assessment.*

- **Reflective accounts** – students explore the concepts of reflective and reflexive practice, which is an important feature of professional discretion and ethical practice, and is critical when working with uncertainty. As such, reflection is a core aspect of this vocational course. Assignments include a Reflective Case Study, a Reflective Journal, and a Reflective Account.
- **Investigative report** in the area of frameworks for practice and career related learning. Students will evaluate and critique aspects of a career related curriculum, and partnership working within this context, utilising insights from theoretical and policy perspectives.
- A **research project** relating to labour market information. Students will conduct a small-scale piece of labour market research based on a set of clearly articulated research questions, utilising the research undertaken to produce LMI in a format relevant to the needs of a particular client group eg social media, poster, PowerPoint presentation, leaflets, interactive resource etc.
- A **Portfolio of Evidence** as stipulated by the CDI. The Report is used to record and store the evidence of the achievement of each of the sixteen QCD Learning Outcomes as set out by the CDI. As such, the Portfolio is assessed in the QCG Professional Standards module but the content is informed by the teaching carried out across the first four modules studied.
- **Research Dissertation or Service Evaluation** – students undertaking the full Masters (and those transferring on to the course with a relevant PG Dip) will complete either a Research Dissertation or a Service Evaluation. The Dissertation provides students with an opportunity to make an original contribution to knowledge and understanding in career development professional practice. The Service Evaluation will enable students to reflect on real world concerns of professional organisations.

Assessment hand-in dates are considered in relation to the timetabling of the content of the modules. As much as possible assessments are spread across the academic year. All work is returned marked within 15 working days (excluding bank holidays and University closure days).

#### **Formative Assessment:**

Formative tasks are set within all modules to enable students to practise/prepare and gain feedback on aspects related to the summative assessment. In relation to summative written assignments students are set tasks, such as case studies and enquiry based exercises, which relate to summative assessments. For skills based assessments opportunities are provided to practise one-to-one guidance and group work skills. This is undertaken via teaching and learning activities but also via opportunities to practise during work related/work based activities. Students also receive peer feedback on skill based assessments in small groups as part of the

teaching and learning. Students are given the opportunity to submit interviews for formative assessment and can access face-to-face or telephone feedback in relation to this.

## 10. **Course structure and curriculum**

The course is delivered on a blended learning platform with two distinct entry routes leading to either a Postgraduate Certificate (PG Cert), or a full Masters.

Masters/full time has one start date (including students who transfer into the course with an appropriate PG Dip (120 credits) – namely September

PG Cert/distance has two starts – namely September and January

As a student on the **full Masters**, you will enter on a full-time basis. The modules studied are outlined below:

### Core Modules

- Ethical Stances and Professional Practices – 30 credits
- Frameworks for Professional Practice – 30 credits
- Career Development Theory and Guidance Practice – 30 credits

### Optional Modules (one of the following two):

- Qualification in Career Development Professional Standards – 30 credits
- Labour Market Information – 30 credits

Core Module (also taken by students who transfer on to the course with an appropriate PG Dip):

- Research Methods and Dissertation or Service Evaluation – 60 credits

As a student on the **PG Cert** you will study on a 'distance' basis and complete 60 credits of the Masters. The modules studied are outlined below:

- Ethical Stances and Professional Practices – 30 credits
- Frameworks for Professional Practice – 30 credits

On completion of the PG Cert, you can graduate or transfer on to full Masters to complete the remaining 120 credits and be awarded a full Masters qualification. The mode of delivery for the PG Cert route is blended, comprising online teaching and learning activities and face-to-face workshop days. Workshops will be timetabled at appropriate stages of learning and taught conterminously with the full-time route.

Module descriptors can be found on the course details on the NTU website.

The flexibility of the curriculum offers choice of a full-time or distance mode of learning and options to develop specialisms, reflecting the needs of learners wishing to enter employment within the sector, and those who are already



employed within and requiring CPD opportunities.

If you are studying on the full-time Masters route you will also be studying on a blended learning platform. This model differs from the PG Cert in that, for the first 90 credits of the module, there is a greater proportion of face-to-face input supported by online teaching and learning activities. You will need to attend the University for one day a week and commit, at minimum, another day a week to online or practise activities. At the point of 90 credits being accumulated - at the end of the Spring term - the proportion of time allocated to online activities will increase while the number of taught input days will decrease. This occurs at the point where you have a choice to opt for one of two modules: Qualification in Career Development Professional Standards; or Labour Market Information. At this point you will be engaging in more guided and independent study, and work based learning for the QCD route.

A choice of modules has been offered at this stage of the learning – after accumulating 90 credits - as a response to CDI developments and the production of a Blueprint of Learning Outcomes for Professional Roles in the UK Career Development Sector (2016). The Blueprint is informed by the NICE (Network for Innovation in Career Guidance and Counselling in Europe) Framework, which recognises five broad career development roles, which professionals should be competent in, although some may specialise in one or more of them. The module choice reflects this ethos and offers students a choice for greater ‘specialisation’ in one area or another – primarily those wanting to develop further specialism in guidance (counsellor and educator as indicated in the Blueprint) or information and assessment. Successful completion of the QCD Professional Standards will result in students achieving the Qualification in Career Development awarded by the CDI.

If you successfully complete the full Masters, or the PG Cert (either as a full award or an exit award of the full Masters), or the PG Dip (exit award of the full Masters having chosen either the QCD Professional Standards or the LMI options), you will be eligible to join the UK Register of Career Development Professionals. Eligibility is subject to members being professionally qualified in a career development subject to a minimum of Level 6, adhering to the CDI Code of Ethics, and undertaking and recording a minimum of 25 hours CPD each year.

Students progressing through the MA will undertake a 60 credit module in Research Methods and Dissertation/Service Evaluation. Students can enrol on to the Masters provision at this point as part of a ‘top-up’ to their PG Diploma. Details of Accredited Prior Learning (APL) can be found on the course website page.

#### **11. Admission to the course**

##### **Entry requirements.**

For current information regarding all entry requirements for this course, please see the ‘Applying’ tab on the NTU course information web page.

For APL arrangements please visit the course page on the NTU website.

## 12. **Support for learning**

You will participate in an induction programme, which will enable you to familiarise yourself with the course structure and content, University services, resources, policies and guidance relevant to newly enrolled students. There is also an induction activity that will encourage you to upload audio introductions of yourself that is first modelled by course team members. This activity is two-fold in making initial introductions and also familiarising you with the technology and method for uploading recorded one-to-one guidance interactions. Presentations from Learner Support Services and Library Liaison Services are available within the induction activity. The School's Careers Consultant and Employability Adviser have close links with the course and their role and accessibility is clearly outlined.

Social integration is a key element of the course and the curriculum. Peer relations are supported through a range collaborative teaching and learning activities, which are supported by 'scaffolded' learning as well as the teaching and learning environment – reflected in the curriculum content – that fosters student-centred, facilitative learning. Student feedback has highlighted this area as a particular strength of the course. Delivery for full-time and 'distance' learning cohorts are integrated on workshop days, and some of the online activities and discussion fora were appropriate.

The opportunity for personalised learning promotes inclusivity within the curriculum. If you have a disability and/or learning difficulty, or your first language is not English, adaptations are made accordingly wherever appropriate. All students who have declared a disability as part of their application are referred to Student Support Services and an Action Plan is drawn up detailing additional support requirements that are then forwarded to the Course Leader. The Course Leader will meet with the student to ensure the actions relevant to teaching and learning, and outlined in the Action Plan arrangements, are in place.

All students have electronic access to the University policies and procedures and the Course Handbook is annually updated, which is referred to, and made accessible, during the induction activity. The Course Handbook includes information on: the course structure; module descriptions indicating where learning outcomes are assessed; assessment details including submission; information relating to responsibilities as a student; information regarding staff contact details; and information as to how to notify the University of exceptional circumstances, which might impact on university work. The course team provides academic guidance in relation to all assessed work within Module Handbooks, and via oral and written assignment briefings.

You are informed and encouraged to make use of the range of learning resources and facilities available to all NTU students. You will be made aware

of these resources as part of the induction programme, which is reinforced throughout the course at appropriate times. There is a Learner Support Service that is available to support you in developing and enhancing your academic learning and writing. Students have arranged for bespoke delivery of Learner Support group workshops on topic areas relevant to the student group.

Lectures rooms are recently refurbished as part of a University-wide refurbishment and you have access to teaching and learning facilities appropriate to a twenty-first century learning environment. You will have access to the School's media room, which provides opportunities for you to visually record your one-to-one guidance practise in order to aid your learning. Recording equipment is also available for group work practise and assessment undertaken at the University.

The NTU online library ensures that those studying at a distance have access to relevant and current literature. You can also book in to library tutorials and tours.

You will have access to a range of PCs and IT software. While studying at the University, you can download a free copy of Student Office 365 including Microsoft Work, PowerPoint, Excel and more. Free Wi-Fi access is available on campus. You can also sync your NTU timetable to a mobile device and locate the nearest available PC with a PC availability tool and via digital screens across the campus. There is also technician support available to help you get started and resolve any IT issues you may experience.

### **13. Graduate destinations/employability**

The course equips you for employment within the career and employability sector. As such, employability is a core theme throughout the course. The theoretical perspectives and concepts relating to career development, occupational choice, career planning and transition are key elements within the course. You will not only apply these perspectives to guidance practice but you will also be encouraged to apply them to yourself in order to assist you in managing your own employability.

The course team has strong links with the Employability Centre at NTU and the Careers Consultant linked to the School of Social Sciences. You will have access to this resource in relation to your own transition into employment. Both the Careers Consultant and Employability Co-ordinator, via the Course Leader, alert students to opportunities and events relevant to the career guidance profession. The course team also have strong links with employers in the sector who alert the Course Leader of vacancies in their organisations/institutions.

Upon graduating from the course there are a range of job roles you can enter within the Career Development and Employability Sector, which align to the job roles outlined in the CDI's Blueprint of Learning Outcomes for Professional Roles in the UK Career Development Sector:

- **Career information and assessment experts:** Helping individuals to assess their own strengths and connect them meaningfully to the labour market and the education system.
- **Career educators:** Using pedagogic approaches to develop individuals' career management skills.
- **Career counsellors:** Using counselling, coaching and advice work approaches to help individuals to understand their situation and to progress in the labour market and education system.
- **Programme and service managers:** Working with individuals and organisations to design and deliver career development programmes.
- **Social systems intervenors and developers:** Using networking, consultancy and advocacy skills to develop organisations and systems and help individuals to succeed within them.
- **Professionalism** – an advanced function of having a critical appreciation of research processes in order to complete a substantial empirical research project at the forefront of the discipline of career guidance and development.

The course graduate destinations are excellent with students progressing into the sector immediately upon graduation from their studies. Consistently, with each consecutive year, students gain employment in a range of roles within the career guidance and employability sector. Graduates gain professional career guidance and employability posts, primarily within statutory, further and higher education in a variety of roles, such as: Career Development Adviser (with a research focus); Career and Higher Education Adviser; Careers/IAG (Information, Advice and Guidance) Adviser; Career Management Consultant; European Partnerships Assistant; International Recruitment Officer; IAG/Careers Co-ordinator; Career Coach; and Diagnostic Officer. Destinations also include career education, guidance and employability roles in the Probation Service and adult services; Careers Advisers within the health sector; self-employed Careers and Employability Consultants; and Support and Welfare Advisers within a range of voluntary and community organisations. The destinations of previous cohorts illustrates the role the design of curriculum plays in preparing graduates from the course for (re)entering the labour market.

#### 14. **Course standards and quality**

The course uses the existing quality management systems to keep all aspects of the course under review and ensures that it complies with the University's quality standards policy and procedures, and the policies within the School of Social Sciences. The External Examiner report – which and is made available to you in the course learning room on NOW (NTU Online Workspace) - ensures that the course continues to successfully comply with a range of academic standards. Both the External Examiner's and the CDI Internal Moderator's reports feed into the quality processes and are considered in relation to the Course Action Plan.

As students, you play a key part in evaluating the course, your studies and the quality of your learning experience. You are represented at the Course

Committee, which meets once a term to discuss a range of course issues. Student representatives have an opportunity to feedback to the course team and are encouraged to report the views of the whole student group. Supporting student representatives and encouraging their contribution is an integral part of the on-going development of the course. It is the responsibility of the Course Committee, led by the Course Leader, to ensure that the student 'voice' has opportunity to be heard and is responded to. Course Representatives are actively encouraged to contact all students, including those studying at a 'distance', to ensure your views are recorded at Course Committees.

Module Leaders undertake module evaluation and share the findings and their responses with you. Additionally, there is a course evaluation that takes place towards the end of the course.

Your involvement is not tokenistic – it is an important part of the course's philosophy that aims to get to know you well and helps to ensure that you feel valued and involved. The commitment to eliciting and encouraging feedback will enable the course team to not only evaluate the teaching and the course as a whole, but it will be a crucial source of ideas to shape and continue to evolve the course so that it continues to meet your needs and the needs of future students, and provide you with a positive and constructive learning experience.

15. **Assessment regulations**

This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:

The QCD is awarded by the CDI and, as such, those opting for the QCD Professional Standards award need to address the learning outcomes and fulfil the assessment requirements set out by both the University and the CDI. Assessment requirements of the professional body are incorporated into the assessment requirements set out in section 9. These will also be detailed in the Course Handbook. The CDI stipulate that there is no compensation between modules and no compensation available for skills based assessments.

16. **Additional Information**

Collaborative partner(s):

Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements:

The course team have taken care to ensure that the course outcomes are appropriate to Masters Level. The QAA document, Characteristics Statement: Masters Degrees, which links to the Frameworks for Higher Education Qualifications of the UK Awarding Bodies (The Qualifications Framework), has been consulted in designing the course. The course outcomes also address the learning outcomes outlined by the CDI for the

Qualification in Career Development (QCD).

Course recognised by:  
Date this course specification approved:

Career Development Institute  
May 2017

Any additional information:

All students intending to study the QCD Professional Standards module, having completed 90 credits, must register with the CDI and become a Student Member upon enrolling on to this Module. Students can opt to become Student Members of the CDI at the start of the course. Registration and student membership fees incur a separate cost and must be paid direct to the CDI. This will be made clear within course documentation and induction, and details will be made available via marketing materials from the CDI upon starting the course.