



## **Programme Specification**

### **Career Development [Distance]**

Version: 2025-26, v2.0, 27 Mar 2025

#### **Contents**

<b>Programme Specification.....</b>	<b>1</b>
<b>Section 1: Key Programme Details.....</b>	<b>2</b>
Part A: Programme Information .....	2
<b>Section 2: Programme Overview, Aims and Learning Outcomes .....</b>	<b>2</b>
Part A: Programme Overview, Aims and Learning Outcomes .....	2
Part B: Programme Structure.....	6
Part C: Higher Education Achievement Record (HEAR) Synopsis .....	7
Part D: External Reference Points and Benchmarks .....	7
Part E: Regulations .....	7

## **Section 1: Key Programme Details**

### **Part A: Programme Information**

**Programme title:** Career Development [Distance]

**Highest award:** PGCert Career Development

**Awarding institution:** UWE

**Teaching institutions:** UWE

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Education and Childhood, College of Health, Science & Society

**Professional, statutory or regulatory bodies:**

Career Development Institute (CDI)

**Modes of delivery:** Distance without attendance

**Entry requirements:**

**For implementation from:** 01 September 2025

**Programme code:** L55062

## **Section 2: Programme Overview, Aims and Learning Outcomes**

### **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** This Level 7 part-time programme aims to provide a comprehensive understanding and application of contemporary career development practice,

applicable to a range of professional contexts.

As well as developing a critical awareness of contemporary and ethical issues related to career development, the programme aims to provide participants with theoretical perspectives and practical models to enable them to support their clients' needs related to career development, career decision-making and career planning.

The programme includes two unique features not found explicitly in other comparable programmes: How to design and deliver career and enterprise activities to large groups of learners, addressing the need to develop better informed and more confident learning and teaching skills; and how to design and deliver enterprise education, reflecting the need for career development practitioners to have a stronger understanding of enterprise, both as a future-proofing skill-set in demand by employers, and as a viable employment option in a modern economy.

The programme provides a solid foundation for those who wish to become fully qualified careers guidance practitioners and progress onto a programme which includes the CDI Qualification in Career Development. As such, the programme has been designed both for those aspiring to enter the field of career development, and for those who are already employed in a career development or related role, in a range of contexts, who are looking for Continuing Professional Development opportunities (CPD).

**Features of the programme:** Distinctive features of the programme include:

A forward looking approach to career development equipping participants for current and future developments in the field, including a strong focus on how to design and deliver enterprise education. This reflects the need for career development practitioners to have a stronger understanding of enterprise, both as a future-proofing skill-set in demand by employers and as a viable employment option in a modern economy.

Co-design and delivery of the programme between the departments of Careers and Enterprise, and Education, drawing on subject and pedagogic expertise. In

particular, there is a focus on how to design and deliver careers and enterprise activities to large groups of learners, addressing the need to develop better informed and more confident learning and teaching skills.

Online learning, central to which is the development of a community of practice, so participants learn from each other as well as from course input and their own reflections.

**Educational Aims:** The purpose of this programme is to develop knowledge and understanding of:

The principles of planning and design of programmes of career development in a professional context

Contemporary policy issues for career development in respect of employment, education and training and to foster in participants the ability to:

Embed within their practice equality legislation and related codes of practice

Develop an ethical and reflective approach to career development work

Work effectively within their own career and enterprise development context and with professional networks, and manage working relationships

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Critically evaluate theory related to career and enterprise development to inform practice
- PO2. Evaluate own values and beliefs and their impact on own practice

- PO3. Critically review, organise and use labour and career-related information in order to best support the needs of clients appropriate to context
- PO4. Apply appropriate theory to help clients to access, interpret and utilise information relating to employment, education and training options
- PO5. Conduct client-focused career-related interactions with a range of individuals
- PO6. Design and deliver career-related learning activities in groups with a range of clients
- PO7. Interpret and apply within their own context the principles, scope and practice of referral
- PO8. Appraise own professional practice and plan for continuing professional development

**Assessment strategy:** This programme employs an assessment strategy which reflects the design of the programme as a coherent whole by enabling participants to develop academic and professional knowledge and understanding, combined with personal and professional skills and competence.

The assessments balance the academic standards of higher education study with the creation of practice-oriented assessment outputs which demonstrate professional ability and competencies, including technological and digital skills.

The assessment tasks align to the programme learning outcomes in that they will enable participants to demonstrate contextual knowledge and understanding, underpinned by academic theory, related to relevant policy and career-related learning. At the same time, they will retain a strong focus on professional skills development, as participants will demonstrate a client-centred approach to their practice that is ethical, reflexive and ensures professional integrity.

By aligning the assessment tasks to the aims and philosophy of the programme as a whole, it is expected that this will have a positive impact on learning gain and engagement with the learning process. Furthermore the varied assessment tasks will develop a range of core professional skills and behaviours which underpin the

specialist skills and knowledge, such as creative design and technological skills, professional communication, research and analysis, networking and commitment to professional development.

It is intended that the assessment tasks will promote new ways of thinking about career development and challenge preconceptions and existing practice. This in turn should encourage practice which is forward-thinking and critically engages with developments related to career and enterprise development policy and practice. By linking assessment tasks to real world practice, the authenticity of the assessments will aid the professional identity of participants and the production of digital artefacts will increase participants' digital capacity as an in-demand professional skill.

Authentic and varied assessment tasks will foster participant engagement and success, and this variety will enhance the inclusivity of the learning experience. Effective support through the online learning and interaction environments will ensure that participants are provided with the support required to enable assessment success.

**Student support:** Participants on the course are eligible for student membership of the CDI, providing access to a range of further professional development opportunities.

Please note that CDI membership fees incur a separate cost and must be paid directly to the CDI. More information can be found here:

<https://www.thecdi.net/Membership-Categories>

## **Part B: Programme Structure**

### **Year 1**

The student must take 60 credits from the modules in Year 1.

**Year 1 Compulsory Modules**

Participants are required to achieve both 'Frameworks for Career and Enterprise Development' (UTLGVP-30-M) and 'Careers and Enterprise in Practice' (UTLGVQ-30-M) to be awarded the PGCert.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTLGVQ-30-M	Careers and Enterprise in Practice 2025-26	30
UTLGVP-30-M	Frameworks for Career and Enterprise Development 2025-26	30

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

Completion of this practice-oriented programme, which is approved by the CDI (subject to validation) means that graduates are equipped with personal skills and professional competencies, underpinned by research-informed academic knowledge and understanding. With a focus on appraising and further developing their own professional practice, this programme provides graduates with the opportunity to seek professional futures where they may have a positive impact on the lives of others. In keeping with the UWE 2030 strategy, the programme prepares graduates to be ambitious, collaborative, innovative, inclusive and enterprising in their mind-set, ready and able to face future challenges and seek innovative solutions.

**Part D: External Reference Points and Benchmarks**

In the absence of a QAA Subject Benchmark Statement for Career Development, we have chosen to align the learning outcomes to many of the current National Occupational Standards for Career Development, as maintained by the CDI, and also to many of the learning outcomes for the CDI-awarded Qualification in Career Development.

**Part E: Regulations**

Approved to University Regulations and Procedures.