



Programme Specification

Career Development [Online]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Career Development [Online]

Highest award: PGDip Career Development

Interim award: PGCert Career Development

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

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 current entry requirements see UWE website.

For implementation from: 01 September 2026

Programme code: L55A62

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, and to equip participants with the professional practitioner skills that are recognised by the career development profession.

The Postgraduate Diploma builds on prior learning and meets the academic standards for the CDI-awarded Qualification in Career Development.

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 and techniques to enable them to provide career guidance and support their clients' needs related to career development, career decision-making and career planning.

The programme is suitable for those who are already employed in a career development role and also to those who are aspiring to enter the field of career development and wish to gain a postgraduate qualification which incorporates some skills practice within an academic programme.

Features of the programme: A forward looking approach to career development equipping participants for current and future developments in the field, including a 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 Postgraduate Diploma builds on the learning at Postgraduate Certificate level and aims to deepen and apply understanding of career development theory, frameworks for practice and relevant policy and legislation to inform professional practice.

The programme aims to develop knowledge, understanding and application of:

Professional career guidance skills underpinned by relevant contemporary theory and the CDI Code of Ethics to meet the career development needs of clients in a range of contexts;

Principles and theory related to the practice of delivering inclusive, engaging and developmental careers education, information, advice and guidance to individuals and groups;

Contemporary policy issues for career development in respect of education, employment and training options within a changing UK and international landscape.

And foster in participants an enquiring approach and an ability to:

Evaluate the impact of career education, information, advice and guidance for groups and individuals ;

Develop an ethical, reflective and research-informed approach to career development practice;

Embrace digital technology to create safe, yet stimulating environments for career guidance and career-related learning;

Adapt to a range of contexts and apply practice to a different client groups; and

Reflect on practice and identify continuing professional development and personal development needs.

Programme Learning Outcomes:

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

Programme Learning Outcomes**PO1. Postgraduate Certificate**

Critically evaluate personal values, beliefs, ethical considerations and theory related to career and enterprise development to inform practice and planning to enable continuing professional development.

PO2. Postgraduate Certificate

Critically review, organise and apply labour and career-related information to support the needs of clients appropriate to context.

PO3. Postgraduate Certificate

Apply theory to conduct individual career development interactions with individuals and within group learning contexts.

PO4. Postgraduate Diploma

Conduct inclusive client-focussed career guidance interviews based on a comprehensive understanding of relevant models and theory.

PO5. Postgraduate Diploma

Plan, design and deliver inclusive career-related learning activities to large and small groups, based on relevant theories of learning and teaching.

PO6. Postgraduate Diploma

Critically review and evaluate the use of professional networks and partnership working.

PO7. Postgraduate Diploma

Critically evaluate wider concepts and contexts relevant to the field of career development practice.

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 ethical and inclusive guidance skills, designing engaging group sessions, creative design and technological skills, professional communication, research and analysis, networking and commitment to reflective practice and professional development.

It is intended that the assessment tasks will promote new ways of thinking about career development practice 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 Career Development Institute, providing access to a range of further professional development opportunities.

Part B: Programme Structure

Year 1

Participants are required to achieve the three 30 credit modules in the Year 1 - 'Frameworks for Career and Enterprise Development' (UTLGVP-30-M), 'Careers and Enterprise in Practice' (UTLGVQ-30-M), and 'Careers Guidance Theory and Practice' (UTLGXA-30-M). Exceptions to this may apply if applicants provide sufficient evidence of prior learning and experience.

In order to achieve the PG Certificate Career Development, a student must have passed: 'Frameworks for Career and Enterprise Development' (UTLGVP-30-M) and 'Careers and Enterprise in Practice' (UTLGVQ-30-M).

Year 1 Compulsory Modules

The student must take 90 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTLGVQ-30-M	Careers and Enterprise in Practice 2026-27	30
UTLGXA-30-M	Careers Guidance Theory and Practice 2026-27	30
UTLGVP-30-M	Frameworks for Career and Enterprise Development 2026-27	30

Year 2

Participants are required to achieve the 30 credit module in Year 2: Careers and Enterprise in Context' (UTLGXB-30-M).

Year 2 Compulsory Modules

The student must take 30 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTLGXB-30-M	Careers and Enterprise in Context 2027-28	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Completion of this practice-oriented programme, which is approved by the CDI 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 the current National Occupational Standards for Career Development, as maintained by the CDI.

Part E: Regulations

Approved to UWE Academic Regulations and Procedures.