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This session will begin at: 10:45 BST

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EVOLVING EDUCATION & CAREERS

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Professionalisation of the Career Development Workforce
Presented by
Jan Ellis, Dr Siobhan Neary and Dr Mary McMahon

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Four-part presentation


1. Introduction to the Career Development Institute – UK wide professional body for the career development sector
2. Discussion around whether career development is in fact a profession – contexts, standards and identity
3. Focus on identity – how career development professionals construct that identity and the challenges to professional identity
4. Summary – what do we take from this? There is power in connecting globally as part of our commitment to developing professionalisation.

The Career Development Institute – UK-wide professional body




What Members Say
Video overview of the role of the CDI and benefits of membership, including free online CPD

[Find out more >](#)




Get In Touch
Email us with your questions about membership, CPD, qualifications, conferences, online training, webinars

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Level 6 Career Guidance And Development
We now offer the full L6 qualification with some online modules

[Find out more>](#)



Latest Job Vacancies
Careers sector job board - view and apply on line; employers can easily create accounts and add vacancies

[Find out more >](#)

October 2020

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CDI NW Regional Meeting - Taking careers online: practical guidance for effective online engagement
15 Oct 2020 16:00
Thursday 15th October 2020 - 04.00pm &...


[read more >](#)

Labour market intelligence, same or different? The career development professional and LMI post-Covid-19 (Expert Training Online)
20 Oct 2020 09:30
Wednesday 23rd September : 09:30 - 11.30 ...

[read more >](#)

Twitter Feed
RT @WorldWebb: Getting my @theCDI register #CPD log up-to-date and

Professional Register




Join the UK Register of Career Development Professional

If you are already a member, upgrade to the UK Register of Career Development Professionals [here >](#)

If you are not yet a CDI member, you can join as a Registered Professional member [here >](#)

Search The Register




Find a Registered Career Development Professional and Check the Register

Click [here](#) to find a Registered Career Development Professional providing services either digitally or face to face.

If you would like to check that someone is on the Register, ask them for their Membership number and use this to check their status [here >](#)

CDI News




10/09/2020
Inspiring Your Continuous Professional Development - September 2020

Recent months have raised many questions about the place of work in our lives, both in the sense of role and of location. Work is often stressful; unemployment is generally worse. This month offers...

[read more](#)

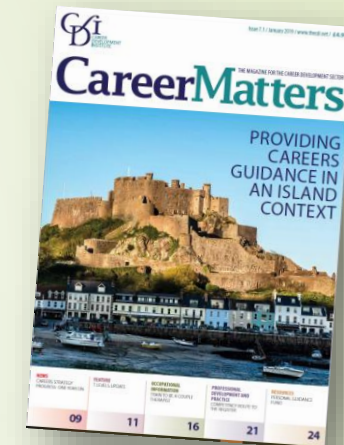
Sector News



30/09/2020
Adults in England without A-levels to get free college course

Adults without A-levels are to be offered a free college course to help boost their employment opportunities in the beleaguered post-Covid-19 economy.

[read more](#)





What we do




- Established in April 2014 as the UK-wide professional body for the career development sector
- Membership: over 4,800 members
- Key aim: ***To support and encourage the delivery of high quality career development services, through our work to develop the careers workforce***
- Providing services to members – CPD, publications, website
- Influencing political debate – lobbying and speaking on behalf of the sector
- Business development activities and active profile building – UK Career Development Awards and national conferences



How we build professionalism

- Code of ethics
 - Strong focus professional standards and professional development
 - Professional registration - custodian of the UK Register of Career Development Professionals
 - Qualifications - CDI owns the Qualification in Career Development (QCD)
 - CDI Academy - provides a wide range of accredited training courses for careers advisers, careers leaders and private sector career coaches
 - Broad programme of CPD, including *free* webinars and digital bytes, and priced masterclasses for members and non-members



Is career development a profession?: Considering context, standards, and identity


Mary McMahon

The University of Queensland, Australia



Brief history of career development

- Three interrelated factors
 - Social reform response to labour market transformation during the industrial revolution
 - Concern about the educational outcomes and school to work transitions of young people
 - A “soft policy instrument” (Hooley et al., 2018, p. 17; Watts, 1998, p. 5) for policy makers by serving their social inclusion, educational, and labour market policy agendas
- Social justice
- Primarily western



OECD international review of career guidance

- “career guidance is weakly professionalised in most countries” (OECD, 2004, p. 93)
- “In many countries insufficient training, inappropriate training, or both, constitute significant barriers to the capacity of career guidance services to contribute to the implementation of lifelong learning and active labour market policies.” (OECD, 2004, p. 93)



What is a profession?

- A profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to exercise this knowledge and skills in the interest of others

(Australian Council of Professions, 2003)



What is a profession?

- ▶ A profession must have the following elements:
 - ▶ A systematic body of theory or knowledge
 - ▶ Authority and credibility
 - ▶ Community sanction, or regulation and control of its members
 - ▶ Code of ethics
 - ▶ Professional culture, or a culture of values, norms and symbols

(Greenwood, 1957)

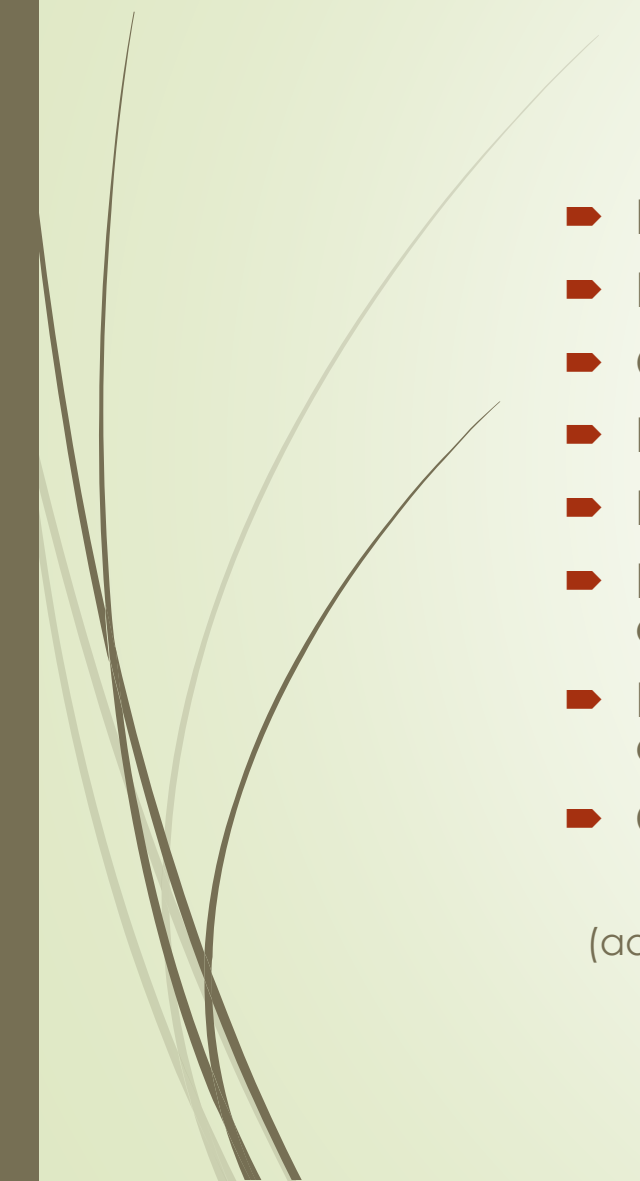
Professionalisation

5 Es of professionalisation

Education	<ul style="list-style-type: none">• technical and professional requirements to practice<ul style="list-style-type: none">• entry-level formal qualifications or certification• ongoing education; continuing professional development
Ethics	<ul style="list-style-type: none">• professional & ethical practice & conduct clients can expect<ul style="list-style-type: none">• negotiated through the professional community governing a profession• expected to improve consumer protection
Experience	<ul style="list-style-type: none">• personal capabilities and expectations of experience required to practice as a professional in a professional area
Examination	<ul style="list-style-type: none">• the mechanism to assess and assure to the community the elements above<ul style="list-style-type: none">• expectations of regular assurance e.g., compliance and professional audit expectations
Entity	<ul style="list-style-type: none">• an entity that oversees and administers professional entry, professional standards and compliance on behalf of the public e.g., a professional association



Professional standards


- 
- Define the career industry, its membership and its services
 - Recognise the diverse skills and knowledge of career practitioners
 - Guide practitioner entry into the industry
 - Provide a foundation for designing career practitioner training
 - Provide quality assurance to the public and other stakeholders
 - Establish a benchmark against which career practitioners can be assessed, evaluated and judged by their peers and by others
 - Require career practitioners to undertake continuing professional development
 - Create an agreed terminology for the industry

(adapted from National Steering Committee for Career Development Guidelines & Standards, 2004)



Professional standards

- Elements of the Professional Standards
 - Terminology
 - Membership of the Profession
 - A Code of Ethics
 - Entry-Level Qualifications
 - Continuing Professional Development (CPD)
 - Competency Guidelines



Is career development a profession? What about context?

- Entry to the profession
- Multiple titles
- Public acceptance of the profession
- Internationalisation of career guidance



Professional identity

- how people define themselves in professional work roles (O'Reilly, et al., 2020)
- manifests in the connection between professional people and professional occupations
- associated with specialist knowledge and expertise related to initial professional learning at university level, ongoing professional development (Billett, 2014) and membership in a professional organisation (Lester, 2009)
- reflected in the titles professionals use to define their roles (Oen & Cooper, 1988)
- titles delineate role tasks, express expertise, and convey meaning to others (Golant et al., 2015; Grant et al., 2014)



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Thank you

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Constructing professional identity through adopting critical perspectives

Siobhan Neary
University of Derby, England

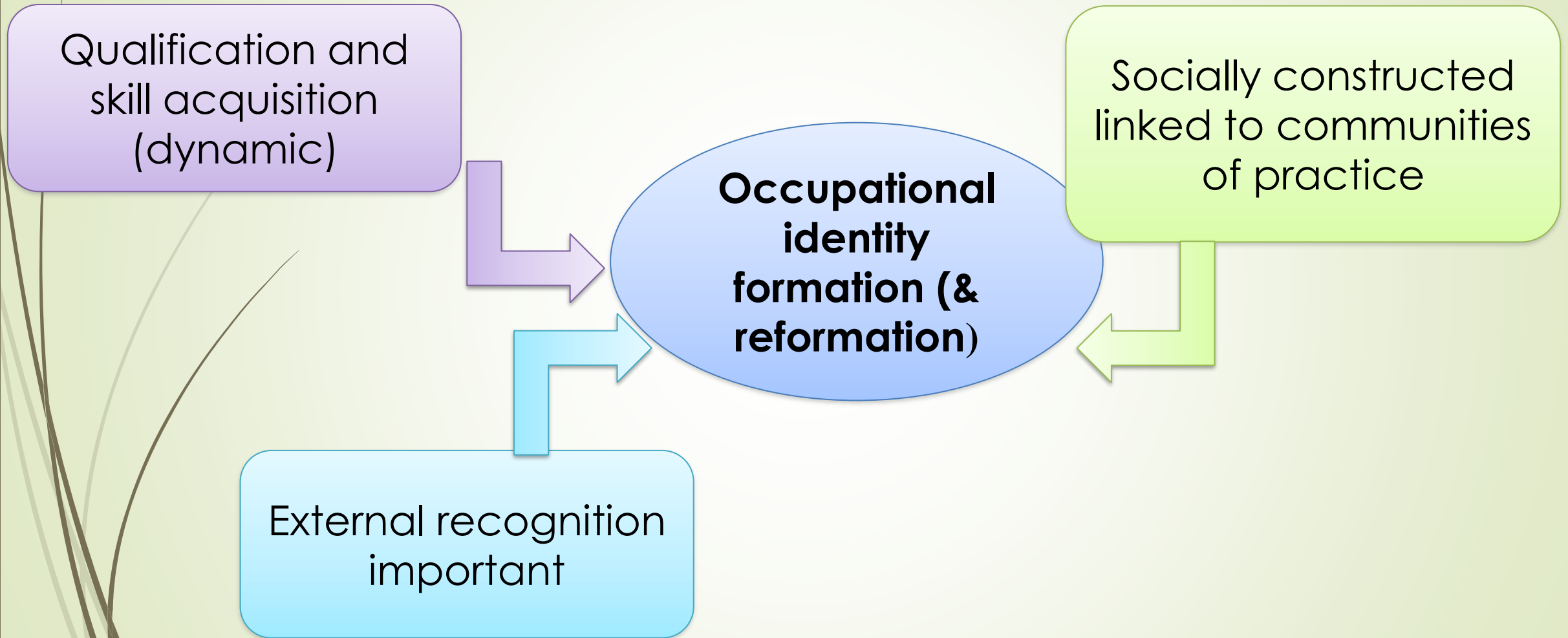
Influences on professional identity



Ibarra (1999)
suggests that
professional
identity evolves
through
socialisation and
observation of
peers.

Beijaard, Verloop and
Vermunt (2004)

Contributors to Identity Formation



Brown, A (1997)

Factors contributing to professional identity

- Critical reflexion
- Empowerment and autonomy
- Learning (Bimrose et al, 2019)
- Nomenclature (Neary, 2014)
- Intellectual engagement-contributing to the evidence base
- Societal value and recognition
- Increased professional pride
- Belonging (Colley et al, 2007)





Challenges to professional identity

- Lack of cohesion across career guidance settings ie HE, Youth, Adult, Private practice
- Decentralisation – multi-professional teams
- Exerting expertise
- Anomie – isolation
- Lack of community
- Dominance of neoliberal agenda's – targets, payment by results



How do we create a sense of belonging?

- Critical and intellectual engagement in our profession
 - Practitioner research
 - Critical challenge
 - Emancipatory careers education and guidance (Bengtsson, 2018)
 - Openness to evolving and developing practice
- Contributing to global networks
- Congressive approach to practice which focuses on society and community, collaboration and cooperation, rather than ingressive approaches which are individualistic, competitive and adversarial (Cheng, 2020)



Moving forward

“Professional identity is not static but fluid; it is strongly influenced by how we see ourselves, how we perceive others perceive us and how we are viewed by society at large”. (Neary, 2014)

- Global recognition (Gough & Neary, 2020)
 - Similar issues
 - Shared experiences
- Opportunities resulting from lockdown
 - Global community i.e. Cedefop, Web based CPD, opportunity
 - Connectivity with practitioners
 - Shared agenda and learning
 - Digital practice
 - Access to CPD through digital
- Individual and collective professional identity



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Thank you

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Final thoughts

- Professionalisation and professional identity are important issues for our sector
- Working collectively and globally – there is power of reaching out and connecting with other career development professionals
- Taking individual responsibility for your own CPD
- Developing the profession and perceptions so career development supports the many not just the few
- Promote the evidence base - what we do makes a difference
- Professional career guidance more important than ever



■ Thank you

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Audience Q & A
Thank you for joining us for this session.

Talk about the conference #EducationandCareers #CareerChat

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