



**Australian Government**  
**Department of Education, Science and Training**



# **Scoping paper - Shaping a career development culture: Quality standards, quality practice, quality outcomes**

**Prepared by Mary McMahon  
for the Career Industry Council of Australia**

Written for the National Standards and Accreditation of Career Practitioners Project  
commissioned by  
the Department of Education, Science and Training

# **Scoping paper - Shaping a career development culture: Quality standards, quality practice, quality outcomes**

This paper has been written as part of the National Standards and Accreditation of Career Practitioners project commissioned through the Career Industry Council of Australia by the Australian Government Department of Education, Science and Training. The first draft of this document informed discussion at the National Forum for Career Practitioners, held in Sydney on 25-26 August 2004.

The views expressed in this report do not necessarily reflect the views of the Department of Education, Science and Training.

## Table of Contents

Executive Summary .....	1
1. The Context of Career Services .....	5
The Career Industry: Redefining Itself.....	6
A Trend Toward Quality Standards .....	7
Points to note.....	8
2. Shaping a Career Development Culture in Australia.....	9
Issues of quality.....	10
Points to Note .....	11
3. The Scope of this Project.....	12
4. International Quality Standards .....	13
International Association for Educational and Vocational Guidance (IAEVG).....	13
Points to Note .....	14
5. National Quality Standards.....	15
Republic of Ireland .....	15
Points to Note .....	16
Canada.....	16
The Process of Developing and Implementing Standards and Guidelines .....	17
The Standards and Guidelines.....	18
Implementation Case Study: Career Development Association of Alberta (CDAA) ...	19
The example of Quebec.....	20
Points to Note .....	21
United Kingdom.....	22
Points to Note .....	24
New Zealand .....	24
Points to Note .....	25
United States of America.....	26
Points to Note .....	27
6. Standards Guiding Australian Professional Associations .....	28
Australian Psychological Society Limited (APS) .....	29
Points to Note .....	30
The Australian Association of Social Workers (AASW).....	30
Points to Note .....	31
The Australian Institute of Welfare and Community Workers (AIWCW) .....	31
Points to Note .....	32
The National Employment Services Association Limited (NESA) .....	32
Points to Note .....	33
7. The Australian Career Industry.....	34
A Brief History of Standards in the Australian Career Industry .....	34
The Role of Career Practitioner Associations in Australia.....	35
The Career Industry Council of Australia (CICA) .....	36
Moving Towards Quality Standards.....	36
Member Associations of CICA.....	37
Standards of the CICA Member Associations .....	37
Career Association Case Studies .....	38
The Elite Performers Lifeskill Advisers Association (EPLAA).....	38
Australian Society of Rehabilitation Counsellors (ASORC) .....	38
Points to Note .....	39
8. The Development of Quality Standards: Emerging Themes .....	40

9.	Issues in Developing Quality Standards in the Australian Career Industry .....	41
	Industry Membership and Associated Terminology .....	41
	Development, Implementation and Maintenance of Quality Standards .....	42
	The Process.....	42
	The Nature of the Standards .....	42
	Administration, Management and Maintenance of the Standards.....	42
	The Stakeholders .....	43
	Practitioners.....	43
	CICA .....	43
	Practitioner Associations .....	44
	Policy Makers .....	44
	Consumers/Clients .....	44
	Parents .....	44
	Training Providers.....	45
	Employers of Career Practitioners.....	45
	Service Providers.....	45
	Business and Industry .....	46
10.	Conclusion .....	47
	Acknowledgements.....	48
	References.....	49
	Appendix 1: Glossary of terms.....	56
	Appendix 2: Table of Comparative Competencies.....	64
	Appendix 3: Entry-level Qualifications of Australian Career Practitioner Associations .....	66
	Appendix 4: Standards of Australian Career Practitioner Associations .....	70
	Appendix 5: Comparison of Quality Standards Across Career Case Studies.....	71

# Scoping paper - Shaping a career development culture: Quality standards, quality practice, quality outcomes

## Executive Summary

---

This project on national standards and accreditation of career practitioners is set against a background of unprecedented interest by governments nationally and internationally in the provision of career guidance services. Currently more is known about the policy and delivery of career guidance than at any other time in history. There is growing interest in the relationship between career guidance and public policy because the benefits of career guidance to individuals, society and the economy have been recognised. In this regard, strategic alliances are being formed between career guidance practitioners and policy makers in order that policy commitments relating to the provision of quality career services are enhanced. Such an alliance is evidenced in the collaboration between the Department of Education, Science and Training and the Career Industry Council of Australia on this project.

The context of career guidance has changed dramatically and with these changes have come challenges. For example, the emerging knowledge economy, a changed world of work and a shift toward the provision of career services across the lifespan, and technological change are challenging career guidance to redefine itself to maintain its relevance in the 21<sup>st</sup> century. At the same time, it has been recognised that the provision of career guidance contributes to the implementation of policies related to lifelong learning, the labour market and social equity, a consequence of which has been international reviews of career guidance such as that conducted by the Organisation for Economic Cooperation and Development (OECD). These reviews have highlighted inadequacies in the training and qualifications of career

practitioners in many countries including Australia. Thus, just at the time when demand for career services is increasing and the individual, social, and economic value of career guidance is being recognised, the industry finds itself needing to address quality standards issues and also redefine itself.

The development and implementation of quality standards has been on the agenda of the career industry in countries such as Canada, the United States of America, Ireland, New Zealand, and the United Kingdom for several years. Each has established quality standards to varying degrees in ways appropriate to their context. In general, in countries such as Canada where quality standards have varied throughout the industry and many practitioners do not have career-specific qualifications, the process of developing and implementing quality standards has involved extensive and time-consuming consultation processes with relevant stakeholders including practitioners. The intention of such processes is to gain commitment to the standards from practitioners through collaboration in the process. There is evidence in some countries such as Ireland and the United Kingdom that where there is collaboration between policy makers, practitioners, training providers and other stakeholders on quality standards that commitment to the standards and the career industry are strengthened.

In general quality standards include a code of ethics/professional conduct, career-specific entry-level qualifications, and continuing professional development. Included in most codes of ethics are processes for dealing with breaches of the code including dismissal and expulsion procedures. In addition, some

organisations such as the International Association for Educational and Vocational Guidance (IAEVG) have developed a framework of competencies that they believe underpin the work of career practitioners. Competency frameworks have several potential advantages. First, they are practical and provide a mechanism for recognising the skills and knowledge of practitioners already in the field. They may be used in the quality standards implementation process. However, associations such as the Career Development Association of Alberta that are implementing quality standards using competency frameworks are also recommending career-specific training. Second, they may be used to guide training providers on course content and inform employers about the appropriate skills and knowledge of practitioners. In addition, the International Association for Educational and Vocational Guidance suggests that competency frameworks may be a first step in redefining the industry in terms of the needs of the 21<sup>st</sup> century.

Australia, in the same way as many OECD countries, is also attaching increasing importance to lifelong learning and active employment policies as tools of economic growth and social equity. Effective information and guidance systems are essential to support the implementation of these policies. In addition, all citizens need to develop the skills to self-manage their careers. The establishment of quality standards in the career industry is a critical component of a “national quality approach” (MCEETYA, 2002a, p. iv) to a framework of career and transition services in Australia.

The Australian career industry is characterised by diversity in terms of its client groups, the sectors in which it operates, the nature of career services provided, and the training and qualifications of its practitioners, many of whom do not have career-specific qualifications. Several practitioner associations support practitioners through professional development activities such as conferences, seminars and workshops.

In general, the standards of these associations vary in relation to membership, codes of ethics/professional conduct/, and continuing professional development. Traditionally, these associations have played an important role in supporting practitioners through professional development activities. Their role has not been one of regulating entry into the industry.

Until recently the career industry was fragmented with no national body to represent the industry as a whole. Significantly, with the formation of the Career Industry Council of Australia (CICA), the landscape of the Australian career industry has changed. Specifically, it is a national body in which 12 practitioner associations are represented. CICA promotes a career development culture in Australia and is committed to the provision of quality career services. As a national body, CICA has a greater capacity to liaise and collaborate with policy makers and other stakeholders in the career industry.

The issue of quality standards is not new to the Australian career industry. However, previously developed national standards (e.g., NBEET, 1992) and those of single professional associations are not comprehensive enough for the industry as a whole and cannot simply be re-jigged and applied adequately at a national level. Similarly, models from other countries may provide examples of best practice but not be appropriate in their entirety in the Australian context.

Thus the challenge to the Australian career industry is to develop and implement quality standards that accommodate the context and diversity of the Australian career industry. Within an international and national context that recognises the potential of career services to assist with policies related to lifelong learning, the employment market and social equity, a firm foundation already exists. For example, CICA is committed to quality standards, and examples of quality standards already exist within Australia and overseas. A further strength of this

project is that it represents collaboration between policy makers and practitioners, specifically the Department of Education, Science and Training and CICA. While the process of developing and implementing quality standards in the Australian career industry will not be without its issues, the collaboration on which it is based is reflective of one of the strengths employed by other countries and other associations. The development of quality standards will contribute to the shaping of a career development culture where quality career services maximise the chance of quality career outcomes for Australians.

## Shaping a career development culture: Quality standards, quality practice, quality outcomes

This project on national standards and accreditation of career practitioners is set against a background of unprecedented interest by governments nationally and internationally in the provision of career guidance services. In the context of this paper, career guidance refers to information, guidance and counselling services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers (OECD, 2003a; Watts & Sultana, 2004). At an international level, the Organisation for Economic Cooperation and Development (OECD), the World Bank and the European Commission have all commissioned international reviews about career guidance. In addition, the United Nations Educational, Scientific and Cultural Organization (UNESCO) commissioned the writing of a Handbook on Career Counselling (UNESCO, 2002) as a follow up to the World Conference on Higher Education in order to assist organisations in developing countries establish career counselling services in higher education settings.

Currently more is known about the policy and delivery of career guidance than at any other time in history. Essentially these organisations are responding to growing international interest in the relationship between career guidance and public policy because it has been recognised that career guidance is both a private good, which means that it benefits individuals, and a public good, which means that it benefits society and government (Watts, 1999a). In this regard, it has been suggested that career guidance practitioners and policy makers form strategic alliances in order that policy commitments relating to the provision of

quality career services be enhanced (OECD, 2003a). Such an alliance is evidenced in the collaboration between the Department of Education, Science and Training (DEST) and the Career Industry Council of Australia (CICA) on this project.

In the context of this paper, quality standards refer to the systems and procedures developed by career practitioners and stakeholders in the career industry that:

- 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 in the industry
- create an agreed terminology for the industry (Adapted from National Steering Committee for Career Development Guidelines and Standards, 2004b).



# 1. The Context of Career Services

---

In a world where “new labour market entrants can expect to experience a succession of jobs in a number of industry sectors during their working lives” (Jarvis, 2003, p. 1), it is predicted that individuals may access career guidance and counselling services several times in a lifetime to assist them with career decision making and career transition. This view of lifelong career service provision is in contrast with the traditional model that still pervades and has focused predominantly on assisting young people transition from school and the unemployed to find work. In reflecting on the traditional model in the Irish context, McCarthy, Meade, Coyle, and Darbey (2001) observe that “At a strategic national level the current policy is based on a preventive model in the education sector, and a preventive and remedial model in the labour market ... At an operational level the policy and practice of institutions and organisations are a combination of preventive, reactive or remedial models” (p. 129). Their observations are also relevant to career service provision in many countries including Australia (Department of Education, Training and Youth Affairs, 2002). Watts and Fretwell (2004) suggest that such service provision is driven by what they describe as a “traditional reactive rationale” (p. 8). Such a model can no longer be countenanced.

More recently, there are signs that career guidance policy is witnessing an “emerging proactive rationale” (Watts & Fretwell, 2004, p. 8) where career services will be available to all on a lifelong basis. Increasingly career guidance is being seen as “an important part of a national strategy for lifelong learning and sustained employability, driven by individuals themselves” (Watts & Fretwell, 2004, p. 8). This shift in thinking about the nature and place of career guidance is related to the emergence of the knowledge economy. The knowledge economy refers to the overall economic structure that is emerging in society primarily as a result of the information technology revolution and

the increasing pace of technological change, and globalisation which is being driven by national and international deregulation and the communications revolution (Houghton & Sheehan, 2000). Innovation, education and learning underpin the knowledge economy (Houghton & Sheehan).

The transition to a knowledge economy creates new challenges for policy makers in relation to human resources development and guidance policies, systems and practices (Council of the European Union, 2004). In this regard, the Council of the European Union views high quality career guidance as a “key component of education, training and employability strategies” in its goal to become the world’s most dynamic knowledge based economy. The World Bank also has recognised the importance of career guidance in the context of lifelong learning in the global knowledge economy (World Bank, 2003). Thus, more than at any other time, career guidance is being viewed as an essential component of policy related to lifelong learning, the labour market and social equity (Watts & Sultana, 2004). Specifically, career guidance is being viewed as a human resource strategy “designed to improve economic efficiency, to reduce labour market failures, to respond to technological and economic change, and to enable the country concerned to compete effectively in global markets; as well as help address social equity, access, and democratisation by making citizens equally aware of opportunities” (Watts & Fretwell, 2004, p. 8).

Lifelong learning is viewed as a critical component of the knowledge economy. It provides a mechanism for maintaining a flexible and adaptable workforce capable of keeping pace with the challenges of global competition and rapid technological and organisational change (Guridi, Amondarain, Corral, & Bengoetxea, 2003). Lifelong learning implies a proactive approach on the part of individuals, which in turn is promoting a shift from supply

driven approaches to learning provision, to demand driven approaches. Supply driven approaches are determined by governments and training providers and are essentially product focused and not necessarily client focused or personalised. Demand-led approaches are driven by client needs and expectations, and suggest that change is needed to traditional service delivery models for them to remain relevant (Guridi, Amondarain, Corral, & Bengoetxea). In the knowledge economy, individuals are expected to proactively shape their careers as they move in and out of work and learning across their lives.

### ***The Career Industry: Redefining Itself***

Corresponding with policy, economic, and world of work changes, career practitioners are now providing services to a more diverse clientele that reflects, for example, greater cultural diversity and a lifespan focus (Grubb, 2002). In light of this significantly changed context, career guidance provision has been urged to change to keep pace with the changed world (Watts, 1996, 1999a). The International Association for Educational and Vocational Guidance (IAEVG, 2003) claims that “in order to be effective in today’s world, guidance practitioners need to master the competencies required to work in new cultural settings and socio-educational contexts associated with promoting educational, cultural, and social change” (p. 7). Currently it has been suggested that policies, systems and practices for career guidance do not match the demands of the knowledge based economy and society (IAEVG, 2004a). Savickas (1999) proposes that a new vision for career services delivery is needed that will strengthen career guidance and also its contribution to policy initiatives.

While legislation can provide a framework of guidance provision, practitioners have a crucial role to play in designing relevant services and programmes that will meet the increased demand of various client groups (Vuorinen, 2004). Sultana (2004) claims that the paradigm shift to lifelong

guidance requires career practitioners to develop new and advanced skills, and that professional and paraprofessional training has to be deeper and broader. He suggests that clients will want more informed support as they attempt to deal with an increasingly complex world. In this regard, Sultana comments that “guidance providers cannot face such complexity with mediocrity, and must increasingly pool and upgrade their knowledge, skills and resources to be of more effective service. Not to do so risks rendering guidance ineffective, or worse, irrelevant” (p. 109).

It has been suggested that policy makers work “more closely with guidance practitioners to shape the initial and further education and training qualifications” of guidance practitioners (OECD, 2003a, p. 138). McCarthy (2001) suggests that training has a dominant effect in establishing a professional identity, an interesting finding in light of the fact that many career practitioners have had no career-specific training (OECD, 2003a) with which to establish an identity in the industry. The OECD report went on to suggest that the development of comprehensive competency frameworks could represent a step toward the paradigm shift needed in the provision of career services as the competencies could guide the content of training programs (McCarthy, 2001). The IAEVG concurs, claiming that the development of its framework of career practitioner competencies represents the important first step in developing a professional profile that responds to the challenges and demands of society today. Thus, the training and qualifications of career practitioners may be seen in the context of redefining the profession so that it maintains its relevance in the knowledge economy and also in the context of accountable practice.

There is evidence in this redefinition of the career industry of the emergence of a career development culture. Up until comparatively recently career development and career practice was largely the domain of practitioners and

professional associations as it had been, to an extent, marginalised in policy and practice (OECD, 2003a). However, with the social transformation toward the knowledge economy and its focus on lifelong learning, career guidance has assumed a higher profile than ever before. Policy makers have recognised the important role of career guidance in assisting people to “move not only flexibly but also progressively within the world of learning and of work” (Watts, 1999b, p. 9) in order that they lead rich and fulfilling lives. As policy makers have promoted and provided a range of career services, consumers and the general public have also become increasingly aware of its value. Thus as access to career guidance is being broadened, belief in its value is permeating many levels of society. Corresponding with this, as closer alliances have been formed between policy makers, practitioners, service providers and consumers a greater need for accountability and quality standards has emerged.

### ***A Trend Toward Quality Standards***

The global market economy and the closer alignment of career practice with strategic government policy have resulted in calls for greater accountability and efficiency (Savickas, 1999) in career services. In particular, quality issues in career guidance have been the focus of much attention in recent reviews (OECD, 2003a; Watts & Sultana, 2004). Policy makers and practitioners have a vested interest in quality standards and a challenge facing both is to widen access to career guidance services while maintaining quality (Sweet, 2001). Plant (2001) suggests that quality standards be applied broadly across all facets of the industry including the qualifications and competencies of guidance personnel, occupational and educational information and products, and the delivery of guidance. He regards the issue of quality standards in the provision of print, computerized and internet-based information as less complicated. However, in regard to the delivery of guidance, Plant (2001) suggests that there is a range of methods available. While economic

cost/benefit measurements have been used, they have been described as “crude” in relation to career guidance, and broader approaches that supplement the economic measure tend to be preferred (Plant).

More recently, in keeping with the trend toward lifelong guidance systems and demand driven services, attention has focused on the need for quality standards from a citizen/consumer perspective to be developed at national level (IAEVG, 2004b). This is evidenced in the United Kingdom where the “matrix” quality standard focuses on consumers of guidance services rather than practitioners (Howard, Neary, & Rankin, 2002). Information, advice and guidance services are accredited against this standard in order to receive government funding (Sultana, 2004). The matrix standard focuses on delivery of service and managing the service.

Watts and Sultana identify seven issues that policy makers need to address in the creation and management of lifelong guidance systems including “developing better quality assurance mechanisms and linking these to the funding of services”, “developing stronger structures for strategic leadership”, and “working more closely with professional associations and training bodies to improve education and training for career guidance practitioners, preferably on a cross-sectoral basis, producing professionals who can manage guidance resources as well as be engaged in service delivery”. These issues are reflective of Plant’s (2004) suggestion that quality standards are best defined within a national framework. In addition, he claims that cross-sectoral co-operation is needed, and that to succeed, a broad national lead body must include all relevant partners including career practitioner associations, education and labour market authorities, and policy makers. To date, most attention in relation to quality standards has focused on the training and qualifications of career practitioners.

*Points to note*

- Career guidance benefits individuals, society and governments.
- The provision of career guidance services is increasingly being viewed as a component of policies related to lifelong learning, the labour market and social equity.
- Demand for lifelong guidance provision has seen a shift away from the traditional client groups of school leavers and the unemployed.
- There is increasing demand for career guidance services across the lifespan.
- Career guidance services are moving away from supply driven approaches toward demand driven approaches.
- Career guidance needs to redefine itself in order to maintain relevance in the knowledge economy.
- Competency frameworks are useful in identifying the skills and knowledge needed by practitioners and informing training providers.
- Competency frameworks and training are useful in developing a professional profile.
- Quality standards have received much attention in recent reviews of career guidance.
- Most attention has focused on quality standards related to the training and qualifications of career practitioners.
- Cross-sectoral, collaborative approaches to the development of quality standards work best.

## 2. Shaping a Career Development Culture in Australia

---

Australia, in the same way as many OECD countries, is attaching increasing importance to lifelong learning and active employment policies as tools of economic growth and social equity. Effective information and guidance systems are essential to support the implementation of these policies, and all citizens need to develop the skills to self-manage their careers. This is reflected by the endorsement in 1998 by the National Careers Taskforce of a set of Principles for Career Education and Advisory Services, which it saw as having a “key role in helping people to become lifelong learners, able to move between work and learning and to adapt to new and challenging situations” (OECD, 2002, p. 4). Further, it was suggested that “A strategy for career development in Australia, at both national and state levels, could address three goals for all Australians: economic independence, social inclusion, and personal fulfilment. It would need to be supported by three means: community partnerships, appropriate quality-assurance mechanisms, and appropriate tagged funding” (OECD, 2002, p. 25).

There is evidence that Australia is assuming the “emerging proactive rationale” (Watts & Fretwell, 2004, p. 8) to the provision of career services in its more recent initiatives. For example, Government funded initiatives such as the national career information system, [myfuture.edu.au](http://myfuture.edu.au), and the Australian Blueprint for Career Development (Miles Morgan Australia, 2003) are reflective of a commitment to lifelong guidance for all citizens. More recently the Career and Transition Services Framework, designed to support young people in their transition through school and from school to post-school destinations (MCEETYA, 2003b), focuses on preparing young people with the skills needed to make decisions and navigate education, training and employment pathways. In essence, the framework is providing a foundation for young people that prepares them for

lifelong career management that includes accessing career services when needed. Programs such as the Career Planning Program, the Career and Transition pilots, and the Jobs Pathway Program all provide evidence of the role career guidance may play in achieving policy goals.

More recently, the House of Representatives Standing Committee on Education and Training (2004), in its report on vocational education in schools, made several recommendations in relation to career education. Specifically they recommended that:

- career education be a mandatory part of the core curriculum for the compulsory years of secondary schooling and that it should include a clearly defined and structured program, distinct from VET programs,
- all secondary schools have at least one full-time professional careers adviser, with appropriate specialist training, who can provide a dedicated career education service within the school and work with the VET coordinator,
- the professional development needs of careers educators be better met by:
  - private and public tertiary institutions providing additional and more accessible post-graduate courses; and
  - sufficient resourcing for teachers to access both formal courses and industry knowledge including:
    - state and territory support through salary continuity and release from teaching;
    - Commonwealth support in meeting formal course costs;
- in order to ensure consistency, transparency and accountability in the delivery of career education, a clear

set of national standards for the delivery of career education in schools, and a national system of reporting, be adopted by MCEETYA.

Further, in relation to teaching and professional development, the Committee recommended that the MCEETYA Taskforce on Teacher Quality and Educational Leadership (TQELT) pursue changes to teacher education programs to achieve a nationally consistent approach. This should include greater consideration of vocational education issues, including the need for:

- all pre-service teacher education to include some career education training.

These recommendations are interesting in several ways. First, in recognising the value of career guidance in preparing young people for the world of work, they reflect the link between policy goals and career guidance. Second, the importance of quality standards is reflected in the need for career-specific training for career practitioners and for national standards for the delivery of career education. This is reflective of an objective of the Career and Transition Services Framework which states that the services should be delivered by “professionally trained and committed staff” (MCEETYA, 2003b).

### ***Issues of quality***

The issue of quality standards is not new in the Australian setting. Indeed, the absence of standards guiding the provision of career services was identified as a significant flaw in Australia’s career development provision (OECD, 2003a). However, significant work has previously been undertaken in relation to quality standards. For example, the Australian Education Council (1992) produced a framework that outlined the goals of career education, outcomes and evaluative measures, a resource similar to that recently recommended by the House of Representatives Standing Committee. In addition, the National Board of Employment, Education and Training

(NBEET, 1992) developed a national training framework for career coordinators around six core dimensions that are consistent with current competency frameworks (see Appendix 2). A further example of previous Australian work on quality standards was the development of a quality framework for career education as a tool to analyse practice and inform future planning by the Australian Student Traineeship Foundation and the Career Education Association of Victoria (Willett, 1999). While all of these initiatives produced very useful resources, no process of implementation was developed for them and their potential was never fulfilled.

While many of the recommendations and resources of the 1990s became little more than rhetoric, the present context is significantly different in two important ways and therefore is more conducive to producing concrete outcomes. First, the career industry, through the Career Industry Council of Australia (CICA), is better positioned to provide a united voice for the industry and to collaborate with policy makers. Second, the Australian Government, through the Department of Education, Science and Training (DEST), has commissioned a comprehensive range of projects that complement each other as well as government policy.

DEST has already commissioned projects that complement recommendations such as those in the Career and Transition Services Framework and the House of Representatives Standing Committee report. For example, it has commissioned the development of a professional development package for providers of career and transition advice to young people that will enable people such as parents and helpers without training to gain a background in career services. As part of this project, training that will enable articulation toward post-graduate career-specific qualifications is also being implemented. In addition, the present project on qualifications and accreditation of career practitioners focuses on the development of quality standards within the career industry. A separate project will

provide 54 study and industry scholarships to career advisers in schools. More recently, the Australian Government Minister for Education, Science and Training, the Honourable Brendan Nelson MP, announced the Careers Education Lighthouse Schools Project (DEST, 2004) to highlight and reinforce high quality career education as an essential part of schooling in Australia.

This sustained, comprehensive and complementary approach exemplifies the “proactive rationale” that Watts and Fretwell (2004) suggest is appropriate for policy makers in positioning career services as part of a national strategy in relation to lifelong learning, the labour market and social equity. Complementing this is a proactive career industry that is committed to developing quality standards and promoting a career development culture in Australia (CICA, 2004). Thus it seems that both policy makers and practitioners are committed to the MCEETYA Taskforce recommendation to develop “a national approach to promote, establish and monitor quality outcomes for individuals and for the Australian economy, to establish what forms of career guidance best suit the Australian context and to identify any unevenness in the delivery of services in the different sectors” and to achieve a “national quality approach” (MCEETYA, 2002a, p. iv) to career services. Thus it seems that the small beginnings of a career development culture that will position Australia well in a global knowledge economy are emerging.

- A sustained and comprehensive range of Australian Government initiated projects will complement each other in achieving their goals.

#### *Points to Note*

- The OECD report identified the lack of quality standards as a weakness in Australian career service provision.
- Policy makers and the Career Industry Council of Australia are committed to developing quality standards in the career industry.
- Practitioners and policy-makers are collaborating on the development of quality standards.
- A comprehensive range of government policy initiatives will be complemented and enhanced by quality standards.

### 3. The Scope of this Project

---

It is against this background that the present project on national standards and accreditation of career practitioners has been established. Significantly the MCEETYA Taskforce discounted the option of maintaining the status quo in the career industry as it “would not meet Australia’s requirements for a national approach to increasing the quality of career guidance” (MCEETYA, 2002a, p. iv). In this regard, through the Career and Transition Services Working Group, they committed to “facilitating professional associations to develop nationally agreed standards for career professionals in all sectors” (p. iv) in order that a “national quality approach” (p. iv) to the provision of career services in Australia be developed. Such an approach is consistent with the goals of the Career Industry Council of Australia, one of which is to “Promote professional standards and practice within the career industry” (CICA, 2004b). In addition CICA is committed to facilitating “strategic liaisons with stakeholders and policy makers”.

While it is evident that a quality industry is desirable, the scope of this project focuses on national standards and accreditation of career practitioners. Clearly, appropriately trained and qualified career personnel can only complement and strengthen the provision of career development services and ensure the minimum level of consistency required to meet industry, government, economic and individual expectations in a globalised economy (McMahon, Patton, & Tatham, 2003).

Thus this project constitutes a very necessary step in a move towards a quality industry. The purpose of this scoping paper is to:

- identify current standards guiding career practitioners in Australia
- review international work on standards including examples of best practice and advise on how this work might be relevant to the development of national

standards and accreditation in the Australian context

- be informed by outcomes of national workshops, forums, and conferences 2000 - 2004
- identify the current membership requirements of professional career associations and bodies both nationally and internationally
- assess how prior learning or qualifications might be recognised and developed to fit within and meet the requirements of the quality standards
- identify the issues that need to be addressed in the development of national standards.

To achieve this purpose, this paper is structured around four main sections – international quality standards, national quality standards, standards guiding Australian professions, and the Australian career industry. Following this a number of themes related to the development and implementation of quality standards will be elaborated. A number of issues relating to the development and implementation of quality standards and accreditation in the Australian career industry will then be raised. Appendix 1 contains a glossary of terms relevant to this paper.



## 4. International Quality Standards

---

### ***International Association for Educational and Vocational Guidance (IAEVG)***

The International Association for Educational and Vocational Guidance is an international professional organisation concerned with the provision of quality services, research, and advocacy related to personal, educational and vocational choices. It has members in 60 countries and on all continents (IAEVG, 2004a). Its membership categories include individual members, association members, and supportive members. Individual members are guidance counsellors or any other professional person concerned with educational and vocational guidance. Association members include national or regional associations of guidance counsellors or whose aims involve educational and vocational guidance. Supportive members include ministries, institutions and organisations active in the field of educational and vocational guidance.

In 1995 the IAEVG adopted a set of Ethical Standards which it believes identifies the minimum essentials by which to gauge ethical behaviour (IAEVG, 1995). The standards relate to responsibilities to clients, colleagues and professional associates, government and other community agencies, research and related processes, and also responsibilities as an individual practitioner.

In addition to Ethical Standards, the IAEVG has published a set of International Competencies for Educational and Vocational Guidance Practitioners (IAEVG, 2003). The competencies were developed after an extensive consultation process and recognise the “wide variation across countries of training, and the roles and functions carried out by counsellors and other guidance practitioners” (p. 2). They are designed to “establish a common ground for practitioners and their clients across different countries, thereby gaining clarity on the competencies that undergird the profession” (p. 2). Further, the IAEVG

suggests that establishing a framework of competencies may develop a professional profile that is responsive to the needs of society (IAEVG).

The IAEVG competency framework identifies 11 core competencies and also specialised competencies in each of the areas of assessment, educational guidance, career development, counselling, information management, consultation and coordination, research and evaluation, program/service management, community capacity building, and placement. The IAEVG core competencies are:

- C1 Demonstrate appropriate ethical behaviour and professional conduct in the fulfilment of roles and responsibilities
- C2 Demonstrate advocacy and leadership in advancing clients learning, career development and personal concerns
- C3 Demonstrate awareness and appreciation of clients’ cultural differences to interact effectively with all populations
- C4 Integrate theory and research into practice in guidance, career development, counselling, and consultation
- C5 Skills to design, implement and evaluate guidance and counselling programs and interventions
- C6 Demonstrate awareness of his/her own capacity and limitations
- C7 Ability to communicate effectively with colleagues or clients, using the appropriate level of language
- C8 Knowledge of updated information on educational, training, employment trends, labour market, and social issues

- C9 Social and cross-cultural sensitiveness
- C10 Skills to cooperate effectively in a team of professionals
- C11 Demonstrate knowledge of lifelong career development process (IAEVG, 2003, p. 10).

*Points to Note*

- Membership is not based on qualifications.
- Membership is open to individuals and organisations who are concerned with educational and vocational guidance.
- Members are guided by a code of ethics.
- The association published a framework of International Competencies for Educational and Vocational Guidance Practitioners.
- The framework identifies 11 core competencies believed to underpin the work of all guidance practitioners and also competencies in 10 specialised areas which may apply to practitioners according to their work setting, client group and qualifications and training.
- An extensive consultation process was undertaken in order to identify the competencies.

## 5. National Quality Standards

---

While the recent reviews by the OECD, the World Bank, and the European Commission have brought the issue of quality standards into sharp focus, it has been on the agenda of professional career associations in many countries for several years. Various approaches have been taken. In essence, the nature of these approaches reflects the context of the country in which the quality standards were developed. For example, factors such as the diversity of the career guidance field, the number and structure of professional associations, centralised or decentralised organisations and processes, the history of professional associations, and the relationship between stakeholders such as professional associations, policy makers, government agencies, training providers and service providers have all played a role in shaping the quality standards.

The following case studies illustrate the factors that influence the development and nature of quality standards in various settings. In some ways, the case studies may be viewed on a continuum. At one end is the Canadian province of Quebec where strong regulatory structures are in place. At the other end, other parts of Canada, New Zealand, and the United Kingdom are attempting to develop standards in a diverse field of practice without existing structures. Located somewhere between these two ends of the continuum are Ireland and the United States of America which have regulatory structures through which they are attempting to come to terms with the diverse field (A. Watts, personal communication, August 18, 2004).

### ***Republic of Ireland***

Established in 1968, the Institute of Guidance Counsellors (IGC) is the professional body representing over 1000 guidance practitioners in Ireland (IGC, 2004a). It has 13 branches throughout Ireland. Members of the Institute provide guidance to adults and young people in a range of diverse settings and are expected

to comply with a Code of Ethics that defines ethical responsibilities related to competence, conduct, confidentiality, consent, testing and evaluation, and research (IGC, 2004b). In addition two appendices describe recommended procedures for ethical decision-making and data protection. The Institute also promotes standards for entry into the profession and for the practice of guidance and counselling.

To become a member of the IGC applicants must hold a primary degree and successfully complete one of the courses in career guidance and counselling approved for recognition by the Institute (IGC, 2004a). Several courses including masters level, graduate diploma level, and higher diploma level courses are acceptable for membership. There are two grades of membership, chartered and non-chartered. Chartered membership is available to those who have been qualified members for not less than four years during which time they have practised as a guidance counsellor. In addition they must have participated in on-going in-service training and branch activities. Nominations for chartered membership must be approved by the National Executive. Non-chartered membership includes qualified membership, student membership and retired membership. A qualified member meets the basic qualifications required for membership, that is a degree and successful completion of one of the courses in guidance and counselling approved for recognition by the Institute (IGC, 2004b).

Chartered and non-chartered membership is subject to annual review. To maintain membership, members are required to fulfil in-service training requirements (5 or 10 hours in a guidance related area), comply with the Code of Ethics, comply with the Branch annual review procedures and successfully complete one of the courses in guidance and counselling approved for recognition by the Institute (IGC, 2004b). Student membership is available to those studying in an Institute

approved course. Guidance counsellors working in secondary schools must have a teaching qualification and a post-graduate qualification in guidance and counselling, and teaching experience is desirable. Practitioners employed in the national employment service are also required to have qualifications in guidance and counselling (National Centre for Guidance in Education, 2004).

In Ireland, policy on guidance provision is developed at a central government level and implemented through agencies, organisations and institutions (McCarthy, Meade, Coyle, & Darbey, 2001). The Institute of Guidance Counsellors is actively involved in providing input into policy development as is the National Centre for Guidance in Education (NCGE). The NCGE is an agency of the Irish Department of Education and Science (NCGE, 2004). Its main roles are to support and develop guidance practice in all areas of education and to inform the policy of the Department in the field of guidance. In addition to providing support to the Department, the NCGE provides support to relevant organisations, agencies, and guidance practitioners in education including those in schools, higher education, youth outreach programmes, and those working with adults in education.

Because of the importance of the initial training of guidance counsellors to both the NCGE and the Department of Education and Science, the NCGE convened a Group in 1998 consisting of the Directors of the initial training programmes to share ideas and experiences and to support programme development (NCGE, 2004). At present the Group is working on developing guidelines for the recognition of guidance and counselling courses by the Department of Education and Science and the IGC. This provides an example of collaboration between policy makers, advisory groups, practitioners and training providers around the issue of quality standards. Such collaboration has resulted in the broadening of the range of guidance qualifications and training for different

guidance roles (McCarthy, Meade, Coyle, & Darbey, 2001). For example, the NCGE recently initiated the development of a course on “Educational Management of Adult Guidance” in response to a government white paper on lifelong learning which highlighted the need for adult educational guidance to assist lifelong learning (McCarthy, Meade, Coyle, & Darbey, 2001). The collaboration around qualifications and standards in guidance in Ireland evidences its importance to a range of sectors including professional associations, policy makers, advisory boards, service providers, and training providers, and demonstrates how policy, practice and professional needs may be accommodated.

#### *Points to Note*

- There is one main professional association to which all practitioners may belong.
- Policy is determined at a national level.
- The professional association includes career guidance specific entry-level post-graduate level qualifications as a requirement of membership.
- Several career guidance qualifications are approved by the professional association for membership.
- Members’ practice is guided by a code of ethics.
- Members are required to maintain a record of their continuing professional development activities which are reviewed each year.
- Many employing authorities require guidance counsellors to have specialist guidance and counselling qualifications consistent with those of the professional association.
- Close collaboration between key stakeholders has resulted in policy, practice and professional needs being met.

#### **Canada**

The first discussion in Canada in 1996 about whether standards and guidelines for career development practitioners should be developed marked the

beginning of a three phase development and implementation process that continues at the present time. “The main goal of the Canadian Standards and Guidelines for Career Development initiative is to spell out the competencies that service providers need in order to deliver comprehensive career services to clients across the lifespan” (National Steering Committee for Career Development Guidelines and Standards, 2004c).

Significantly, the standards and guidelines have been built from within the profession by people who deliver career development services. While this remains a strength of the Canadian Guidelines and Standards, it also reflects an inherent problem. Specifically, there is “a need for a stronger structure to house the further development and implementation of the Standards and Guidelines” (OECD, 2002b). The OECD Canada Country Note suggested that while the national steering committee structure had been effective during the development phase, the implementation phase may need a more robust structure (OECD). The establishment of a Sector Council in the career development field has been canvassed as a possible option. A further issue raised in the OECD Canada Country Note is the need for the development of organisational quality standards for service delivery in the field (OECD). Such standards would complement the professional standard and guidelines work already done.

The standards and guidelines initiative was funded by Human Resources Development Canada (HRDC) and matched by in-kind and cash contributions from career development partners (National Steering Committee for Career Development Guidelines and Standards). The development and implementation process and the standards and guidelines have been well documented and both will be described here. In addition, an implementation case study, that of the Career Development Association of Alberta, will be described. Following this, the example of Quebec will be presented to illustrate the strongest standards

identified anywhere in the OECD Review of career guidance policies (OECD, 2002).

### **The Process of Developing and Implementing Standards and Guidelines**

The steering committee responsible for the development of the standards and guidelines adopted a stewardship model rather than a representative model (Hiebert, 2001). Thus rather than being the official voices of the organisations or associations to which they belonged, members presented their own perspectives on the basis of their professional work in the field (Hiebert). The mission of the standards and guidelines process has been “to create and implement Canadian standards and guidelines for career development practitioners that are built on consultation and consensus and recognize promising practices and the diverse roles and skills sets of practitioners in the field” (National Steering Committee for Career Development Guidelines and Standards, 2004a). Mindful of this mission and the diversity of the industry, a process was undertaken that:

- utilises an inclusive, open process built on collaboration and consultation
- recognises prior learning
- recognises the diverse needs within the career development sector
- recognises the diverse skill sets of practitioners in the field in a way that leaves them validated and includes existing promising practices (National Steering Committee for Career Development Guidelines and Standards).

Also with this mission in mind, a three phase process was designed to develop and implement the standards and guidelines.

The first phase of the process involved developing a basic framework and then conducting consultations with members of the career development community across Canada to determine whether to proceed. Overwhelming support indicated that the

process should continue. The second phase of the process involved developing and validating the content of the standards and guidelines through additional consultation. Throughout this phase links were maintained with the community through a Stakeholder Liaison and Advisory Council and a draft of the standards and guidelines was distributed throughout the community for endorsement. Widespread support for the standards and guidelines resulted in their launch in 2001.

The third phase of the process may be described as an implementation phase. Essentially this phase has two foci. The first is to gather information on applying the standards and guidelines in a variety of settings through field testing and to make suggestions for further improvement. Field tests have examined the application of the standards and guidelines in a number of areas including training, self-assessment, human resources development, quality assurance, professional associations, policy development, research and program development, and marketing (Hiebert, 2002). The second is to facilitate the use of the standards and guidelines throughout the career development community by developing and launching marketing materials. To this end, materials that are available online have been prepared for use with in the community. These include PowerPoint presentations, self-assessment tools, a practical guide to applying the standards, and examples of promising practices (National Steering Committee for Career Development Guidelines and Standards, 2004a). Throughout the process, an extensive communication strategy including newsletters kept the career development community involved with the project (Hiebert, 2001).

### **The Standards and Guidelines**

The findings of the initial career development community consultation informed the structure of the framework which consists of two types of competencies and a code of ethics. The

consultation determined that the focus would be on the competencies needed to provide direct quality services to clients rather than the training they had done. The focus on competencies, or the activities performed by practitioners made it easily understood by them and also by clients. It also recognised that practitioners develop competencies in various ways including formal training and accommodated prior learning assessment and recognition.

In essence, the Code of Ethics provides the foundation for the Canadian standards and guidelines. Intended as “a practical guide for professional behaviour and practice for those who offer direct service in career development and to inform the public which career development practitioners serve” (National Steering Committee for Career Development Guidelines and Standards, 2004b, p. 3), the Code of Ethics focuses on three areas that are reflective of the breadth of the field and the core competencies, specifically:

- ethical principles for professional competency and conduct
- ethical principles for career development practitioner-client relationships
- ethical principles for professional relationships.

In addition a section of the Code describes an ethical decision-making model.

The core competencies emphasise the skills, knowledge and attitudes required by all career development practitioners regardless of their client group or the nature of their work. The core competencies are grouped under the broad categories of:

- professional behaviour
- interpersonal competence
- career development knowledge
- needs assessment and referral.

Within each of these categories a number of core competencies are identified. For

each of the competencies, an explanation of why it is important is provided as well as examples of how the competency may be demonstrated (National Steering Committee for Career Development Guidelines and Standards, 2004a).

In addition to the core competencies, six areas of specialisation have been recognised. These areas are reflective of the diverse range of work undertaken by career development practitioners and illustrate the additional skills, knowledge, and attitudes required depending on the type of work setting and the client group being served. The areas of specialisation are:

- assessment
- facilitated individual and group learning
- career counselling
- information and resource management
- work development
- community capacity building (National Steering Committee for Career Development Guidelines and Standards).

In a similar way to the core competencies, within each of these specialisations a number of competencies have been identified, their importance described, and examples provided of how the competency may be demonstrated.

It is hoped that the Canadian standards and guidelines will result in:

- increased quality assurance of services to the public
- career development defined as a legitimate specialisation
- a foundation for defining career development and training in career development
- a means for creating a common voice and vocabulary for career development (National Steering Committee for Career Development Guidelines and Standards, 2004a).

In addition, the competencies may suggest the content of training courses and of professional development activities.

### **Implementation Case Study: Career Development Association of Alberta (CDAA)**

While the development of the Canadian standards and guidelines represents a national initiative, there is no national body that could assume responsibility for implementation which ultimately rests with career development associations and organisations. The Career Development Association of Alberta (CDAA) is one such association. Since 1995, career development practitioners in Alberta have been active in the formation of a professional association and moving towards the establishment of professional certification standards. In 1997, the CDAA was founded and incorporated and took over the leadership role in this initiative (CDAA, 2004). The mission of the CDAA is to advance the career development profession in Alberta and ensure the highest quality of career development services to the public. To this end the CDAA has been an active stakeholder in the development of the Canadian Standards and Guidelines for Career Practitioners.

Since its incorporation, the CDAA has been taking steps toward having career development recognised as a profession. Its first achievement toward this goal was the adoption of a Code of Ethics. Members also agreed that the CDAA should move toward a certification process for career development practitioners. Extensive consultation and discussion with, and feedback from members have been undertaken to arrive at the present model. The term Certified Career Development Professional (CCDP) has been adopted as the title for members who undertake the certification process.

It has been agreed by members that the criteria for certification include ethics, competencies, a combination of career-specific education plus experience, a grandfather clause, security clearance,

references and certification renewal (CDAA, 2004). The basis for assessment of competencies will be the on-line competencies program, "Taking charge: Self-assessment for professional growth" (National Steering Committee for Career Development Guidelines and Standards, 2004a) developed as part of the Canadian Standards and Guidelines for Career Practitioners project. Members have agreed that CCDPs will need to renew their certification every three years by documenting their continuous learning experiences over the period (CDAA).

For a period of one year after launching the certification process, a grandfather clause will enable all CDAA members to apply for professional certification that offers an alternative to the combination of education plus experience provided that they meet the other criteria. In addition, they will be required to complete a course or seminar in ethics and professional conduct and a course or seminar in career development theories if they have not completed such courses in their formal education.

The certification process is currently being trialled with a group of volunteers. The CDAA has developed a funding arrangement with the Alberta Human Resources and Employment Department, established management and administration procedures and appropriate personnel have been appointed (CDAA Certification/Registration Committee, 2004). In particular, a registrar who oversees the process and evaluators who independently review applications and make recommendations to the assessment committee have been appointed. The role of the assessment committee is to make final determination about whether the certification criteria are met and also to function as an appeal body. Evaluation of the certification process trial will enable refinement of the process and procedures.

### **The example of Quebec**

The Canadian province of Quebec provides the example of the strongest

standards identified anywhere in the OECD Review of career guidance policies (OECD, 2002). The profession of counsellor is legally regulated in Quebec, and any one who wants to practice as a vocational counsellor, career counsellor or guidance counsellor must be a member of l'Ordre des Conseillers et des Conseillères en Orientation et des Psychoéducateurs et Psychoéducatrices du Québec (OCCOPPQ), the Professional Order of Guidance Counsellors (Bezanson & O'Reilly, 2002; OECD, 2002). Since 1963, counselling has been one of 45 orders which regulate a select number of professions in the province. Practitioners may not use the title counsellor unless they are registered members of the Order.

Almost two-thirds of the members work in either the education sector or in non-government organisations in the employability sector (OCCOPPQ, 2004a). Members must have a master's degree in guidance and counselling and submit themselves to periodic professional inspections (OECD, 2002b). Automatic admission is granted to candidates who have completed one of four masters level programs in career counselling. Agreements are made between l'Ordre and the University Departments offering those programs which are then endorsed and legislated. Candidates who come from another university or from another educational program (e.g., psychology) may gain membership if they can demonstrate equivalence of their study program (Turcotte, 2004). Requirements for equivalency are specified by l'Ordre and include theoretical and practical knowledge of human dynamics, human work dynamics, and the relationship between people and work (methods specific to counselling) and a period of practical experience (Turcotte). Most course credit must come from courses dealing with the relationship between people and work, and study must have taken into account counselling concerns such as new market needs, sexism, discrimination, rehabilitation, etc. (Turcotte). "Those licensed to practise must:



- respect a code of ethics
- adhere to standards of practice
- take continuing education
- submit to professional inspections
- face disciplinary measures in cases of malpractice or violation of the code of ethics” (Bezanson & O’Reilly, 2002, p. 67).

The Code of Ethics of Guidance Counsellors and Psychoeducators is the professional code that guides the practice of members of l’Ordre. It contains six sections titled General provisions, Duties and obligations towards the public, Duties and obligations towards clients, Duties and obligations towards the profession, Restrictions and obligations with respect to advertising, and Graphic symbol of the Ordre des Conseillers et Conseillères en Orientation et des Psychoéducateurs et Psychoéducatrices du Québec (OCCOPPQ, 2004b). In addition, a “regulation respecting records, consulting rooms and other offices, and the cessation of practice” (OCCOPPQ, 2004c) is published to guide members.

l’Ordre did not participate in the first two stages of the development of the Canadian Standards and Guidelines, but is now participating in the third stage in the application of the competencies via the counselling specialisation (L. Bezanson, personal communication, September 14, 2004).

#### *Points to Note*

- There is no national career practitioner association in Canada.
- Professional associations are essentially province (state) based and set their own entry-level qualifications for members. These may vary between associations, as evidenced by the examples of the CDAA and the Ordre des Conseillers et Conseillères d’Orientation et des Psychoéducateurs et Psychoéducatrices du Québec.
- Career practitioners come from a range of backgrounds. Not all have degree level qualifications. Not all have career guidance specific

- qualifications. In addition, they work in diverse settings with a range of clients.
- l’Ordre demonstrates the highest level of standards identified in the OECD review, and is the only example in that review where use of the term guidance counsellor is legally regulated.
  - The profession has agreed on a set of Canadian Standards and Guidelines for Career Development.
  - The standards and guidelines have been built from within the profession by practitioners who deliver career development services as a result of an extensive consultation process undertaken over a period of several years.
  - The initiative was funded by Human Resources Development Canada (HRDC) and matched by in-kind and cash contributions from career development partners.
  - The Standards and Guidelines are built around a framework that includes a Code of Ethics, a set of identified core competencies and a set of specialist competencies.
  - Implementation of the Standards and Guidelines will be conducted by a range of career development stakeholders including professional associations and service providers.
  - High levels of support have been provided by the National Steering Committee.
  - Implementation is currently being trialed in some professional associations in consultation with their members.
  - l’Ordre did not participate in the development of the Canadian Standards and Guidelines until the implementation stage, where it is applying the competencies of the counselling specialisation.
  - An implementation process conducted in stages has been favoured by the Career Development Association of Alberta (CDAA).
  - The CDAA has consulted extensively with its members about implementation of the standards and the trial.

- The trial is being funded by a provincial department.
- A grandfather clause extending for one year enables all existing members to be eligible for certification.

### **United Kingdom**

The majority of career guidance practitioners in the United Kingdom work within publicly funded agencies. The Institute of Career Guidance (ICG) is the largest professional organisation for the career guidance sector, as well as the awarding body for qualifications in career guidance (ICG, 2004b). Members of the ICG are drawn from all sectors of the career guidance profession including secondary, further and higher education, youth work, the Careers Service, Employment Service, private practice, industry and the voluntary sector (ICG, 2004a). The majority of members work for the statutory services which are all government funded.

The ICG maintains close links with government departments in the four countries of the United Kingdom and with other bodies such as the National Institute for Careers Education and Counselling (NICEC) and the Careers Research and Advisory Centre (CRAC). In some cases, these links take the form of Partnership Strategic Agreements or contractual arrangements (S. Holden, personal communication, July 27, 2004). In addition, the ICG is a member of the Federation of Professional Associations in Guidance. The Federation publishes a Statement of Common Ethical Principles (Federation of Professional Associations in Guidance, 2004). Each of its member associations abide by their own code of ethics which incorporate the minimum core requirements identified by the Federation.

The ICG has adopted its own Code of Ethical Practice (ICG, 2003) and procedures for dealing with complaints. There are several levels of membership including full member and associate member. Full members are required to subscribe to the Institute's code of ethics

and hold a qualification recognised by the ICG. Associate members are also required to subscribe to the Institute's Code of Ethical Practice and have a role that includes guidance. In general, associate members do not hold a professional guidance qualification required for full membership, but may be studying for the Qualification in Career Guidance or hold another guidance qualification. Full members may apply to join a Register of Guidance Practitioners provided that they have "recent relevant career guidance experience and show that they are undertaking guidance-focused continuous professional development" (ICG, 2004a, p. 8). The Institute has recently piloted a continuing professional development framework that it is currently evaluating (S. Holden, personal communication, July 9, 2004).

The ICG became the awarding body for the Qualification in Careers Guidance (QCG) in 2001 (ICG, 2004a). In this capacity, the Institute registers all students on the QCG courses, awards their certificates, and monitors the approval process for the systems and procedures in all QCG centres. The QCG is a university based course equivalent to one year of full time study. Normally students are required to have a prior degree before undertaking the QCG. In addition to the QCG, career advisers in the Connexions Service, the service which provides a support service to young people aged 13 – 19, are required to complete the National Vocational Qualification Level 4 in Advice and Guidance.

The National Vocational Qualifications (NVQs) are based on National Occupational Standards and "describe the level and breadth of performance that is expected of anyone working in the industry or sector which the NVQ covers", (Oxford Cambridge and RSA Examinations, 2002). NVQs in advice and guidance are aimed primarily at people who are employed or seeking employment in the advice and guidance sector and are developed by CAMPAG, the national organisation for education and training standards setting in Advice, Advocacy,

Counselling, Guidance, Mediation, and Psychotherapy. Detailed descriptions of what is required of candidates are described in the NVQs. The qualifications have been accepted by the Qualifications and Curriculum Authority (QCA) for inclusion in the National Qualifications Framework. The qualifications are awarded through Oxford Cambridge and RSA Examinations (OCR), a body established by the University of Cambridge Local Examinations Syndicate and RSA Examinations Board (OCR, 2001).

There are three NVQs in Advice and Guidance (Levels 2, 3, and 4) which are made up of a number of units, some of which are mandatory and some of which are optional (OCR, 2001). Advice Guidance and Advocacy Level 2 is designed for those who are in administrative or customer service positions who are aiming to become practitioners (OCR). Advice, Guidance and Advocacy Level 3 is designed for practitioners who work directly with clients, disseminating information advice, and some level of guidance (OCR). Advice, Guidance and Advocacy Level 4 is designed for fully experienced practitioners, particularly in guidance advocacy and who may have management responsibilities (OCR).

More recently, a project to pilot an NVQ Level 4 in Careers Education and Guidance has been conducted by the Department for Education and Skills. The OCR has been contracted by the Department as the Awarding Body responsible for awarding the qualification, and for the development of the necessary systems, documentation and procedures. The Award was originally designed for careers coordinators as it concentrates on the coordination of careers education and guidance rather than the actual delivery of careers lessons (NVQ Level 4 in Careers Education and Guidance). However, it may also be undertaken by school and college personnel such as careers coordinators, information officers, and careers support staff.

In addition to quality standards for career practitioners, progress has been made in the United Kingdom to promote standards for career services and organisations. These initiatives have been undertaken by The Guidance Council, “a registered charity that aims to raise people’s awareness of their right to quality support services to help them make informed choices about learning and work” (Hughes, 2004, p. 24). Since its formation in 1993, the work of The Guidance Council has been founded on a code of principles (The Guidance Council, 2004). In 1995, it commissioned and published a report on the feasibility of quality assurance standards for guidance services in all sectors. The focus of the project was on clients rather than practitioners (Hawthorn, 1995) and resulted in a complex and detailed set of standards (R. Hawthorn, personal communication, June 24, 2004).

Those standards have been revised and simplified into the “matrix” standard (Howard, Neary, & Rankin, 2002). The standard is organised around 10 precepts, of which five are about delivery of service and five are about managing the service. These may be demonstrated through 54 performance measures. The matrix standard is a national quality standard for organisations delivering information, advice and guidance services for learning and work, and is maintained and promoted by the ENTO, formerly the Employment National Training Organisation (Matrix quality standard, 2003). The purpose of the matrix quality standard “is to identify the essential features of successful delivery of any information, advice and guidance service, regardless of context or sector and to provide key indicators by which organisations can measure their current activities. It will, therefore, help organisations to “raise their game” where necessary and help them to keep high standards as well as continuously improve their service” (Matrix quality standard, 2003).

In 1999 the Guidance Accreditation Board was established, independent of the Guidance Council, to ensure objectivity and impartiality in the assessment of the

matrix quality standard. "Accreditation by the Guidance Accreditation Board is the only way of demonstrating that organisations have proved that they are meeting the matrix Standard. Success at assessment leads to the award of the matrix Quality Mark" (Matrix quality standard, 2003). The benefits of the matrix standards are that they enable organisation to:

- ensure consistency and clarity
- create quality benchmarks and standards
- use resources efficiently and effectively
- match skills with needs, thus increasing efficiency and speed of response
- motivate staff
- gain national recognition through accreditation (Matrix quality standard, 2003).

#### *Points to Note*

- There is one main professional association to which all practitioners may belong.
- The professional association also accredits the postgraduate Qualification in Career Guidance.
- Increasingly policy is determined within the four countries of the United Kingdom, England, Scotland, Wales and Northern Ireland.
- The professional association includes career guidance specific entry-level post-graduate level qualifications as a requirement of membership.
- Members' practice is guided by a code of ethics.
- Members are required to maintain a record of their continuing professional development activities.
- Many employing authorities require guidance counsellors to have specialist guidance and counselling qualifications consistent with those of the professional association.
- Standards have also been developed for organisations delivering information, advice and guidance services for learning and work.

- Close collaboration between key stakeholders has resulted in policy, practice and professional needs being met.

#### ***New Zealand***

In New Zealand there are two national career associations, the Careers and Transition Education Association (Aotearoa) (CATE) and the Career Practitioners Association of New Zealand (CPANZ). A third association, the New Zealand Association of Counsellors also has a small membership of career counsellors.

CATE aims to provide a resource network for career and transition educators for the dissemination and exchange of ideas, courses, programs and information (CATE (Aotearoa), 2004). CATE also engages in discussion with government departments and other bodies associated with transition. Membership of CATE is by subscription payable either by individual practitioners or by schools. There are no entry requirements. CATE has not developed a code of ethics.

Formed in 1997, CPANZ intended to unite a diverse range of people working in career and related fields (CPANZ, 2004). One of the major aims of CPANZ is to promote and develop professional standards including the endorsement of quality training programs. To this end, it developed a Code of Ethics that outlines members' responsibilities to clients and the community, as well as their own professional responsibilities (CPANZ, 2000).

There are two levels of membership in CPANZ, professional membership and associate membership. Professional membership of CPANZ requires either a Level 7 New Zealand Qualifications Authority (NZQA) tertiary qualification or a Level 6 NZQA specialist career qualification, plus practice in the career industry, professional development and two referees' reports one of which is from a CPANZ professional member. In a survey of CPANZ members, Furbish

(2002) found that while most respondents held a tertiary qualification, only one-quarter had a career-specific qualification. Associate membership requirements include current study towards a recognised tertiary qualification and professional development or practice in the career industry, plus professional development and referees' reports.

All members, professional and associate, are required to complete a minimum of 50 hours of professional development per subscription year if applying for or renewing membership (CPANZ, 2004). Professional development activities must be relevant to the career industry and cover a range of different activities including professional reading, conferences, professional supervision and academic study. Members are advised to keep a journal of their professional activities including the date, nature of activity, provider and amount of time spent.

Partly in response to the number of people entering the industry without qualifications a Career Industry Advisory Group was established in the mid-1990s. A further impetus to the formation of this group was the development of the New Zealand Qualifications Framework (L. Gray, personal communication, July 25, 2004). A writer was employed to develop the career qualification courses after consultation with identified interest groups. By the late 1990s, qualifications in career practice were accredited at Level 6, Diploma level, and Levels 3 and 4, Certificate level within New Zealand's national qualifications framework. The take-up rate of these qualifications has not been high (L. Gray, personal communication, July 25, 2004). In addition, graduate certificate and graduate diploma courses are available at tertiary institutions in New Zealand. Traditionally in New Zealand, there has not been extensive consultation between training providers, CPANZ, and employers (R. Booth, personal communication, July 19, 2004). However, several employers require that their new employees are CPANZ members.

In reflecting on the New Zealand career industry, Furbish (2003) noted that "the existence of a professional association itself is insufficient for a profession to exist. Professional status is not properly gained by mere self-designation by those engaged in the occupation. Although self-perception of membership in a profession is necessary, external and objective standards must also exist" (p. 4). He goes on to suggest that while the New Zealand career industry satisfies some of the essential elements of a profession, it has not yet fully attained professional status. In recommending the establishment of standards and consultation with stakeholders, he also observes that the resources needed for validating or accrediting the qualifications of CPANZ members are currently beyond those possessed by that organisation.

#### *Points to Note*

- Career practitioners come from a range of backgrounds. Not all have degree level qualifications. Not all have career guidance specific qualifications. In addition, they work in a range of settings with a range of clients.
- There are two main professional associations to which practitioners may belong, CATE which represents the school sector, and CPANZ which is more broadly based.
- CATE has no code of ethics or entry-level qualifications.
- CPANZ has a Code of Ethics.
- CPANZ includes entry-level post-graduate qualifications as a requirement of membership, however, there is no requirement for them to be career guidance specific.
- Approximately one-quarter of CPANZ members have a career guidance specific qualification.
- Members are required to maintain a record of their continuing professional development activities to retain their membership.
- The resources needed to establish and validate the qualifications of members may currently be beyond those currently possessed by CPANZ.

- Employing authorities generally do not require career practitioners to have specialist guidance and counselling qualifications.
- Qualifications in career practice have been developed within the New Zealand Qualifications Framework, but there has been little take-up of these qualifications.
- Little collaboration has occurred to date between the professional associations, employers, policy makers and training providers.

### **United States of America**

The National Career Development Association (NCDA) is a division of the American Counseling Association and “the premier association for career counsellors and other career services providers” (NCDA, 2004b). The NCDA has a long history. First founded as the National Vocational Guidance Association, it became the NCDA in 1985. The NCDA promotes career development across the lifespan and supports a membership that delivers career services to diverse groups in many settings. It has been actively involved in the development of standards for career counsellors and career development facilitators. It promotes ethical standards in relation to career practice in general, the counselling relationship, measurement and evaluation, research and publication, consultation, private practices and procedures for processing ethical complaints (NCDA, 2003). These standards are periodically updated by the ethics committee of the NCDA.

The NCDA has four levels of membership (NCDA, 2004b). Professional members join through the American Counseling Association and hold a master’s degree or higher in counselling or a closely related field. Regular members join through the NCDA directly and are those who have an interest or involvement in career development and a desire to uphold the mission and principles of the NCDA. The other two categories are student members and retired members. In addition, members may apply for special

membership categories such as Fellow, Master Career Counsellor, and Master Career Development Professional. The NCDA has developed a set of Career Counselling Competencies intended to represent the minimum competencies necessary to perform effectively as a career counsellor (NCDA, 1997). The competencies may also serve as a guide for course development and training programs. Each competency is briefly described and includes a set of performance indicators. The NCDA career counselling competencies are:

- career development theory
- individual and group counselling skills
- individual and group assessment
- information/resources
- program promotion, management and implementation
- coaching, consultation and performance improvement
- diverse populations
- supervision
- ethical/legal issues
- research/evaluation
- technology.

In addition, the NCDA has developed a set of Career Development Facilitator Competencies (NCDA, 2004a). The notion of a Career Development Facilitator recognises that many practitioners providing career assistance are not career counsellors but may be, for example, job search trainers, career coaches, employment and placement specialists, and human resource coordinators. The competencies for career development facilitators are:

- helping skills
- diverse populations
- ethical and legal issues
- consultation
- assessment
- labour market information and resources
- technology
- employability skills
- training clients and peers
- program management and implementation

- promotion and public relations.

A Career Development Facilitator credential was developed “to provide training specifications and credentialing for these career providers. The goal was to define and differentiate two levels of career practice” (NCDA, 2004a). In addition to education and work experience, career development facilitators are required to complete an approved 120 hours Career Development Facilitator course that includes classroom training and field experience. The word “Global” has recently been added to the title of the course (Global Career Development Facilitator course) to reflect its growing popularity and its availability in several countries. The credential is awarded through the Center for Credentialing and Education, a subsidiary of the National Board for Certified Counselors in the United States. The NCDA actively promotes the Career Development Facilitator Credential. In so doing, its role includes facilitating curriculum development, coordinating Career Development Facilitator Instructor training through a network of Master Trainers, and maintaining a register of Programs and Instructors.

- The association promotes the link between the competencies and training courses.
- The association actively promotes a Career Development Facilitator Credential.

### *Points to Note*

- Career practitioners come from a range of backgrounds. Not all have degree level qualifications. Not all have career guidance specific qualifications. In addition, they work in a range of settings with a range of clients.
- There is one main professional association to which career practitioners may belong.
- The professional association includes guidance and counselling specific entry-level post-graduate qualifications as a requirement of professional membership.
- Members' practice is guided by a code of ethics.
- The association has identified a set of career counsellor competencies and also a set of career development facilitator competencies.

## 6. Standards Guiding Australian Professional Associations

---

As evidenced in the previous case studies, practitioners in career guidance frequently have little or no training or education in career development and career guidance. More commonly, individuals move into the career industry with a background in a related field such as psychology, teaching, or social work. Even though such a background may provide skills and knowledge that are transferable to the career industry, it does not guarantee an appropriate theoretical and practical background in the provision of career services nor does it recognise the extensive theoretical, practice and research foundation on which the career industry is based. Thus the career industry has been described as loosely professionalised (OECD, 2003a).

An understanding of what constitutes a profession is provided by Professions Australia who define professions as “a disciplined group of individuals who adhere to ethical standards and uphold themselves to, 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” (Professions Australia, 2004).

Professions Australia is the registered business name of the Australian Council of Professions Limited. Constituted in 1971, the Council has worked since that time to “maintain and advance the standards and status of the professions in the community generally and to uphold and advance the honour and reputation of the professions and the integrity and standing of the members thereof” (Professions Australia, 2004). Member organisations are diverse and include Engineers Australia, the Royal Australian Institute of Architects, the Australian Dental Association, the Audiological Society of Australia, the Australasian

Podiatry Council, and the Institute of Actuaries of Australia.

High priority is given by Professions Australia and its member organisations to:

- continuous monitoring of the ethical standards of professionals, responding to community comment and societal changes
- increasing emphasis on material considerations which could erode the quality of professional services and prejudice valuable community goals
- higher education for professionals, in view of the community need for qualified professional services
- encouraging continuing professional development and updating of professional knowledge for all professions
- encouraging the use of Australian professionals in countries overseas, especially in developing countries
- contributing to the recognition by governments and the community of the need to maintain as a ‘public good’ the highest levels of professional practice (Professions Australia, 2004).

Professions Australia stresses the importance of a code of ethics to govern the activities of professions. It claims that “Such codes require behaviour and practice beyond the personal moral obligations of an individual. They define and demand high standards of behaviour in respect of services provided to the public and in dealing with professional colleagues. Further these codes are enforced by the profession and are acknowledged by the community” (Professions Australia, 2004).

Professions such as teaching, psychology and social work from which career practitioners are commonly drawn, have quality standards in place that, in general, align with the guidelines set down by Professions Australia. Essentially they monitor entry into the profession, ethical



standards and the upskilling of members through continuing professional development. Many career practitioners would be aware of and comply with the professional requirements of such professional bodies. By the standards of Professions Australia it is possible that some career practitioners could be in the contradictory situation of belonging to a profession on the basis of their primary qualification and membership of a professional body and to the career industry which is at best loosely professionalised (OECD, 2003a). Thus many career practitioners may be professionals in a field other than career guidance and counselling.

The Australian Psychological Society Limited and the Australian Association of Social Workers are professional organisations which provide examples of quality standard frameworks that guide Australian professions and would be familiar to many in the career industry. These organisations have long histories of monitoring standards within their professions and of refining them in response to the changing environment in which their members work. The teaching profession is currently facing new challenges around professional standards with the publication of A National Framework for Professional Standards for Teaching (Ministerial Council on Education, Employment Training and Youth Affairs, 2003). Unlike these previous examples of associations representing singular occupational titles, that is psychologist, social worker, or teacher, The Australian Institute of Welfare and Community Workers has responded to the challenge of quality standards in a field represented by a range of occupational titles.

More recently, new and emerging occupations and associations from diverse fields have attended to quality standards issues. For example, the Rural Industries Research and Development Corporation (RIRDC) provides an example of a project to investigate accreditation of the emerging profession of advisers and consultants in agriculture, natural resource

management and related sectors (RIRDC, 2002). More recently formed associations such as the National Employment Services Association Limited have recognised the need for, and begun development of, a quality standards framework.

The following case studies provide examples of how the issue of quality standards has been addressed in a range of Australian professional associations. The first two case studies, the Australian Psychological Society and the Australian Association of Social Workers, provide examples of standards in professions with which many Australian career practitioners may be familiar. The third case study, that of the Australian Institute of Welfare and Community Workers, provides an example of standards in a profession as diverse as that of the career profession. The final case study, the National Employment Services Association, provides an example of the introduction of standards to a professional association.

### ***Australian Psychological Society Limited (APS)***

The Australian Psychological Society is the largest professional association for psychologists in Australia (APS, 2004). The APS strives to promote quality psychological practice, and foster learning and growth, by setting high standards of professional education and conduct. The APS has four grades of membership including Associate Member, Member, Fellow, and Honorary Fellow (APS). The grade of Associate Member is available to people who have completed an APS accredited four-year sequence of study in psychology. The grade of Member is often referred to as full Membership and is available to people who have completed an APS accredited six-year sequence of study in psychology. The grades of Fellow and Honorary Fellow are awarded to members who have made significant contributions to the Society and to the advancement of psychological knowledge or practice. All members are required to adhere to the APS Code of Ethics that also includes complaints procedures. In

addition, the APS publishes a number of position statements on topics such as “reporting results from IQ assessments” to guide members in their practice. These are available on the APS website.

APS members may choose to join one of nine Colleges which focus on a particular area of specialisation, specifically clinical, clinical neuropsychology, community, counselling, educational and developmental, forensic, health, organisational or sports psychology. Since June 1997, College members have been required to participate in Professional Development (PD) to maintain their College membership. From 1 June 2004, in a revision of the membership rules, the requirement to participate in Professional Development has been extended to all members and associate members. Essentially the PD program requires all members and associate members to accumulate 60 PD points over a two year cycle and to complete and submit a PD log sheet. A description of possible PD activities and point allocation is contained on the APS website (APS, 2004). The PD model has evolved through feedback from members and the work of the Professional Development Advisory Group. In addition, the APS has conducted information sessions in each state to inform members about this new requirement.

The APS assists Australian universities in developing courses in psychology and accredits courses in psychology. University courses in psychology are accredited once they meet the standards outlined in the APS Accreditation Guidelines. The accreditation process ensures that the standards of university training are maintained and remain rigorous and that the courses provide suitable preparation for students to enter the profession (APS, 2004). Students must complete accredited courses to be accepted for registration.

In addition to accrediting university psychology programs, the APS also endorses PD activities. APS Units and any organisations or professionals seeking APS endorsement for a professional

development activity are to check whether it fulfils the criteria of a PD activity. For example, at the broadest level, at least three quarters of the content of a PD activity must be psychological in nature and at least half of the presenters must be psychologists (APS, 2004).

#### *Points to Note*

- There is one main professional association to which all practitioners may belong.
- The professional association accredits university psychology courses.
- The professional association also endorses professional development activities.
- All members must hold an approved qualification.
- Members' practice is guided by a code of ethics.
- The code of ethics and membership requirements are reviewed, refined or changed as appropriate.
- Members are required to maintain a record of their continuing professional development activities in a log book which is submitted every two years.
- Close collaboration between the APS and key stakeholders such as training providers has resulted in practice and professional needs being met.
- The association publishes a number of policy statements to guide members.

#### ***The Australian Association of Social Workers (AASW)***

The Australian Association of Social Workers (AASW), the professional representative body of social workers in Australia, was formed in 1946 at the federal level (AASW, 2004). Eligibility for membership for Australian-trained social workers is decided on the basis of the applicant's completed Bachelor of Social Work program (AASW). Social work programs across Australia are regularly reviewed by the AASW and either approved or not approved as offering eligibility for membership (AASW). The AASW's Code of Ethics sets the standard for ethical practice for social workers in Australia.

In recognition of the changing and competitive environment in which social workers are employed, AASW has required its members to engage in Continuing Professional Education (CPE) since 1997 as part of the association's self-regulation strategy. In a revision to the membership requirements, since July 2000, members have been required to earn 150 points or more by engaging in recognised CPE activities over a two-year cycle (AASW, 2004). Members are supplied with a logbook to record the CPE activities. When renewing their membership, members sign a declaration confirming that they have complied with the CPE requirements for the previous cycle. Members who complete the requirements regarding CPE are eligible to be recognised as accredited social workers. The AASW is currently negotiating with major national, state and local employers to recognise the title Accredited Social Worker in recruitment, selection and promotion (AASW). AASW is also implementing a process of "Appellation" whereby CPE programs may be approved on the basis of its relevance to effective social work practice. CPE activities that receive appellation will receive double points for member participants.

### *Points to Note*

- There is one main professional association to which all practitioners may belong.
- The professional association accredits university social work programs.
- The professional association is implementing a process for approving professional development activities.
- All members must hold an approved qualification.
- Members' practice is guided by a code of ethics.
- The code of ethics and membership requirements are reviewed, refined or changed as appropriate.
- Members are required to maintain a record of their continuing professional development activities and confirm in their membership renewal that they

have complied with the CPE requirements.

- Members who maintain the continuing professional development requirement will be termed Accredited Social Workers.
- The association is negotiating with employers to recognise this as the preferred standard for employment as a social worker.

### ***The Australian Institute of Welfare and Community Workers (AIWCW)***

The Australian Institute of Welfare and Community Workers is the recognised professional body for welfare and community workers in Australia and was founded in 1969. Welfare and community workers are employed in diverse settings including hospitals and welfare agencies, and have a range of occupational titles including community worker, project officer, counsellor, case manager, residential care co-ordinator, and child protection worker.

The AIWCW has played a major role in the establishment of formalised training for welfare and community workers and is generally recognised as the body for registration and accreditation of courses designed to meet the training needs of the welfare and community worker profession (AIWCW, 2004). In this regard, it is involved with welfare and community work related Advisory Boards and Course Committees, Industry Training Advisory Boards, national projects such as the development of competency standards and assessment of overseas qualifications and experience. AIWCW publishes a list of Accredited/Approved Courses on its website. The term "approved" has been used in preference to the term "accredited" since 1999.

There are five levels of membership (AIWCW, 2002). Eligibility for full membership is by one of two pathways. The first pathway, (A), requires completion of an AIWCW Approved Course at an Approved Campus. Approved Courses are at least the equivalent of an Australian Qualification Framework (AQF) diploma or

higher and contain a curriculum related to generic welfare work. In addition, they include at least 400 hours of professionally supervised fieldwork. The second pathway, (B), requires evidence of an Other Relevant Qualification, professional experience, and attainment of the AIWCW Core Competencies. In addition, there are membership categories for non-practising full members, student members, volunteer members, affiliate members, and organisational members whose work has related to welfare and community work for at least 12 months. The AIWCW has identified seven Core Competencies, each of which is further sub-divided into a number of elements (AIWCW). Applicants using pathway B for full membership are required to provide evidence that they meet the requirements of each competency.

AIWCW has also adopted a Code of Ethics (AIWCW, 2002). Following a general introduction to the code is a section titled Principles that describes five key principles underlying the Code. Also included in the Code of Ethics are sections titled Responsibilities to clients and client Groups, Responsibilities to colleagues, Responsibilities to employers and employing organisations, Responsibilities to the profession, and Responsibilities of the profession.

#### *Points to Note*

- AIWCW represents a diverse group of professionals who work in a range of occupations in a range of settings.
  - There is one main professional association to which all practitioners may belong.
  - The work of volunteers is acknowledged in the membership categories.
  - The Institute accredits/approves courses that meet the training needs of the welfare and community worker profession.
  - All full members must hold an approved qualification or an equivalent of an approved qualification.
  - Members' practice is guided by a code of ethics.
- The code of ethics and membership requirements are reviewed, refined or changed as appropriate.

#### ***The National Employment Services Association Limited (NESA)***

The National Employment Services Association Limited (NESA) was established in October 1997 by a cross section of individuals and organisations from the private, community and not-for-profit sectors of the employment services industry (NESA, 2004). NESA is a not-for-profit organisation dedicated to the development and improvement of the employment services industry. NESA was founded to provide a united national voice for the industry, and to provide the means for the industry to address common issues and needs. Membership is open to organisations and individuals directly involved in the provision of employment services to employers and individual jobseekers, and to organisations supporting these bodies (NESA). While the original intention of NESA was to have two colleges, one for organisational membership and one for individual membership, the reality is that membership has largely been organisational (S. Sinclair, personal communication, July 22, 2004). As a national association, NESA serves the dual role of representing the industry and supporting its organisations and personnel to provide the highest quality of service to unemployed jobseekers and employers (National Employment Services Association).

Among the values that underpin the strategic directions and operations of NESA is professionalism which is characterised by excellence in standards, promotion of best practice, and encouragement of high quality service delivery (to jobseekers, employers and government). Related to the value it places on professionalism, NESA has been engaged in the development of a quality standards framework. Based on a business excellence framework, NESA's quality framework will be capable of aligning with its member organisations'

strategic plans (S. Sinclair, personal communication, July 22, 2004). NESA anticipates that its quality framework, an industry owned initiative, will be released by late 2005, after a development process spanning four years and involving extensive consultation with the member organisations. Resourcing the quality standards project has presented significant challenges in terms of cost and personnel (S. Sinclair, personal communication, July 22, 2004). A future challenge for NESA will be “buy in” by its member organisations.

*Points to Note*

- The association represents predominantly organisations rather than individual practitioners.
- The association is developing a quality standards framework.
- The framework will be an industry owned initiative as it has been developed after a period of extensive consultation.
- Development of the quality standards framework has been time consuming.
- Resourcing the development of the framework has been a challenge.

## 7. The Australian Career Industry

---

One of the most striking features about the landscape of the Australian career industry is its diversity (Department of Education, Training and Youth Affairs, 2002). This is reflected in the range of occupational titles found in the industry, the nature and needs of the client groups served, and the sectors in which career work is located. Occupational titles include career counsellor, guidance counsellor, career adviser, career teacher, career practitioner, career and transition adviser, and more recently titles such as career coach and life coach. The diversity of client groups is reflected in the many sectors in which career services are provided including schools, transition programs, technical and further education (TAFE) institutes, universities, job network services, and the private guidance sector (OECD, 2002). In Australia, the private guidance sector is strong and has been boosted by “government policies to contract out public services which are free to the user” (OECD, p. 12). Some of these such as the Career Planning Program are directly guidance related while others such as employment related services may include guidance related elements.

Traditionally entry into the industry for practitioners has not been on the basis of prior occupation specific qualifications and training as it is in other professions such as teaching, social work and psychology. Rather, in the absence of any agreed qualification standards for career practitioners, a tradition of employers determining, largely on the basis of undefined “suitable qualifications”, who enters and works in the industry has become established practice. Similarly, anyone may enter the career industry as a private practitioner or consultant. This situation has resulted in many career practitioners having no career-specific training or qualifications and many also working in isolation from peers. As there are “no nationally endorsed professional standards” (Department of Education, Training and Youth Affairs, 2002, p. 53), this undesirable situation has perpetuated.

### ***A Brief History of Standards in the Australian Career Industry***

The issue of the training and qualifications of career practitioners has dominated Australian discussion on standards within the career industry for over a decade. Two constant themes have emerged from this discussion. The first is the number of calls that have been made for improved training for career practitioners, and the second is a lack of change in this regard. These themes are reflected in the history of the report, *Strengthening Careers Education in Schools* (National Board of Employment Education and Training, NBEET, 1991), which recommended the development of appropriate inservice education and training courses for career coordinators, the term used to describe people responsible for coordinating and implementing career education programs. The report argued that appropriate education and training of career coordinators is integral to the provision of informed and comprehensive career education for students in schools. Further, the report recognised the lack of consistency in quality and levels of existing courses and the ability of career coordinators to access those courses.

Significantly, an outcome of the NBEET report was a project to develop a national training framework for career coordinators. After an extensive consultation process, the framework was published in 1992 (NBEET). Detailed in this framework were six core dimensions or units that were to constitute training for career coordinators, specifically:

- professional knowledge and practice
- career education and career guidance
- counselling and career counselling
- curriculum and program development
- information and resources
- organisation, management and consultation.

For each of these units, a list of key elements or competency units and performance criteria were identified.

The development of the national training framework by NBEET is consistent with the recommendations of the recent OECD report that there is a need for competency frameworks for professional staff and support staff working in the career guidance industry (OECD, 2003a). Significantly, despite the fact that the NBEET framework is now more than ten years old, its units and competencies are consistent with those developed more recently at an international level (see Appendix 2). Indeed, the NBEET (1991, 1992) publications still provide a useful and relevant foundation for any future work related to the development of quality standards in Australia.

While the publication of the national training framework has guided the development of some career training programs, it has not been applied extensively and no further refinement of it has been undertaken (Patton, 2002). Several authors have reflected on this situation. For example, McCowan and Hyndman (1998) highlighted the ad hoc nature of training in Australia for the provision of career services, and more recently the OECD review on career guidance in Australia claimed that “the extent of professional training in the guidance field in Australia is widely felt to be inadequate” (Miles Morgan Australia, 2002, p. 22), noting that such inadequacy was present in all sectors of the industry not just in schools. In a similar vein, Splete and Hutton (1995) concluded that there is a clear need to advance training provision for career practitioners, a sentiment that was echoed by Patton (2001) who suggested that “it is imperative that professionalism of the industry demands appropriate qualifications that adhere to the competencies” of the NBEET report (p. 16). Similar critique of training and qualifications in the career industry has been evident for over a decade to the present time where demand for career development support is greater than ever before, the context and nature of that support is more complex, and the need for appropriately prepared career practitioners is greater than ever before (Patton, 2002).

This situation was reflected in the report prepared for the OECD (2002) which concluded that practitioners in the career field come from a variety of backgrounds including psychology, education, human resource management and social work with no formal qualifications in career development, a finding that concurs with that of Watts (1994) in his overview of occupational profiles of vocational counsellors in Europe. In this regard, the OECD (2002) Country Note on Australia concluded that “too often, qualifications from apparently related fields seem to be regarded as proxies for guidance qualifications without any verification of whether they assure the requisite competences or not. This risks undermining the field’s credibility in the eyes of fellow professionals and the general public” (p. 22). In terms of the continuum of standards mentioned previously in this paper in the introduction to the section on national quality standards, Australia is in a similar situation to Canada, New Zealand, and the United Kingdom, all of which are attempting to develop national quality standards without any pre-existing structure (A. Watts, personal communication, August 18, 2004). For over a decade this undesirable situation has permeated career development services in Australia and the training and qualifications of those working in the career field in Australia have remained grossly inadequate.

### ***The Role of Career Practitioner Associations in Australia***

Recognition of the learning and professional development needs of career practitioners working in the undesirable situation of having no background or training in their occupational roles prompted the formation of a number of career practitioner associations. The primary purpose of these associations is to support the professional development and networking needs of practitioners. These associations have made an important contribution to the quality of career education and guidance through professional development activities such as conferences, seminars, workshops

and, in some cases, their entry requirements (Department of Education, Training and Youth Affairs, 2002). However, their role has not traditionally been to monitor and control entry into the industry. Rather it has been to support those already admitted to the industry. As professional organisations representing particular constituencies, their focus on inclusion and professional development has made a significant contribution to raising the knowledge and skills base of practitioners in the Australian career industry. The nature of the associations reflects the diversity of the industry with each representing a particular constituency. Thus, for most of its history, the Australian career industry has not had a national or united voice.

### ***The Career Industry Council of Australia (CICA)***

More recently, the career practitioner associations have united to form the Career Industry Council of Australia (CICA). This represents a significant difference between the Australian career landscape of the early 1990s and 2004. Incorporated in 2003, CICA is a not for profit entity (CICA, 2004a). CICA is a unique collaboration of career practitioner associations. CICA members are national and state based associations who are represented on the council by their presidents or nominees. Practitioners of the member associations work across the spectrum of sectors including education, commerce, industry, government, community, rehabilitation, elite performance and private practice.

As the national representative body of career practitioner organisations, CICA's vision is to promote a career development culture within the Australian community. The formation of CICA came as a response to a need for national leadership in the career development field in Australia. CICA provides a voice for the industry that is considered and comprehensive and in turn is a focal point for government and other organisations that may also be interested in promoting the career industry in Australia. Such

leadership could not be provided by any one of the member associations because of the variety of constituents each represents. Importantly, CICA presents one voice for the career industry while keeping in mind the needs of its member organisations. CICA works to:

- consult and collaborate with relevant stakeholders
- enhance collegiality within the career industry to achieve agreed goals
- facilitate strategic liaisons with stakeholders and policy makers
- develop community awareness of the concept, benefit and value of career development
- promote professional standards and practice within the career industry
- enhance relationships within the international career development community (CICA, 2004b).

The formation of CICA has established for the first time in Australia a peak career body with whom policy makers can liaise. Internationally, such an interface between policy and practice is seen as critical in shaping the future of the career industry and positioning it in relation to policy imperatives such as lifelong learning, skills shortages, social inclusion, and unemployment (OECD, 2003a). Indeed CICA has already developed links with Australian government departments such as the Department of Education, Science and Training (DEST). CICA's involvement with DEST has also resulted in representation of the industry on national committees including the myfuture Advisory Committee and the Transition from School Taskforce thus enabling career practitioners to have a voice in policy development.

### ***Moving Towards Quality Standards***

As evidenced previously, CICA is committed to promoting professional standards and practice within the career industry. As the national representative body of career practitioner associations, CICA has a much greater capacity to commit to this task and work across the industry than any of the member



organisations which represent particular constituencies. In light of the OECD findings (OECD, 2003a) DEST is also aware that the qualifications and training of career guidance practitioners is an area in need of attention. In this regard, DEST has recently tendered for the production of a professional development package for providers of career and transition advice to young people. Further, DEST is collaborating with CICA on, and funding the current project on the development of national standards and accreditation in the career industry.

### *Member Associations of CICA*

The Career Industry Council of Australia comprises 11 member associations, specifically the:

- Australian Association of Career Counsellors (AACC)
- Australian Capital Territory Career Education Association (ACTCEA)
- Career Advisers Association of New South Wales (CAANSW)
- Career Educators Association of the Northern Territory (CEANT)
- Career Education Association of Victoria (CEAV)
- Career Education Association of Western Australia (CEAWA)
- Elite Performers Lifeskill Advisers Association (EPLAA)
- Graduate Careers Council of Australia (GCCA)
- National Association of Graduate Careers Advisory Services (NAGCAS)
- Queensland Association of Student Advisers (QASA)
- Queensland Guidance and Counselling Association (QGCA).

Three of these associations, EPLAA, GCCA, and NAGCAS, represent service providers in particular sections of the industry. Members of EPLAA provide lifeskill development services to elite performers. GCCA monitors the supply of, and demand for, new graduates in Australia in association with the higher education sector, government and business. NAGCAS members staff graduate career advisory services.

Membership of all other associations comprises individual practitioners who work in the career industry in a range of occupations and provide services to diverse client groups in a range of settings. Recently, the Australian Society of Rehabilitation Counsellors (ASORC) withdrew its membership of CICA. This situation reflects a lack of clarity that exists in the Australian career industry about who belongs. Reference to the work of ASORC in relation to quality standards will still be included in this report.

### *Standards of the CICA Member Associations*

As mentioned previously, eight of the member associations represent individual members. Their entry-level requirements range on a scale from self-nomination with no prerequisite qualifications or experience through to industry specific postgraduate qualifications, prior industry experience, and complementary qualifications and training (See Appendix 3). Three associations require members to have an undergraduate degree with one requiring that it be specific to their occupational specialisation. One association requires its members to have an occupational specific postgraduate qualification.

In addition to entry-level requirements, standards such as Codes of Ethics/Professional Standards/Conduct, identified competencies, continuing professional development and complaints procedures or procedures for dismissal or expulsion of members guide the conduct of members of some associations (see Appendix 4). Three of the CICA member associations have published Codes of Ethics, and a fourth expects its members to comply with the ethical standards of the employing university. One of the associations, AACC has identified core competencies required by their members. ASORC has also identified competencies and uses them to inform the content of approved training courses. The AACC has adapted the IAEVG competencies and intends to use them as part of its membership requirements. Six

associations have dismissal or expulsion procedures. One association, the AACC, is currently developing and trialing a policy on continuing professional development being related to membership renewal. During the trial, members are recording their professional activities in a currency logbook downloadable from the members section of the AACC website.

### **Career Association Case Studies**

The standards described previously are reflective of the finding of the OECD review of career guidance across 14 countries that the industry is loosely professionalised (OECD, 2003a). While individual career practitioner associations have attended to quality standards to some degree, there is no consistent standard across the industry. In particular, the issue of career-specific qualifications and training has been little attended to. The standards work of two professional associations, EPLAA and ASORC, warrant further consideration as both have moved toward accrediting or approving entry-level qualifications in their particular sectors. Each will now be described.

#### *The Elite Performers Lifeskill Advisers Association (EPLAA)*

The Elite Performers Lifeskill Advisers Association (EPLAA) includes a membership of organisations who represent the elite performance industry, specifically sport and the performing arts, and who also represent professionals providing lifeskill development to elite performers, or deliver lifeskill development services to elite performers, or are involved in the development of such programs, or demonstrate significant interest in the industry of lifeskill development for elite performers (EPLAA, 2004b). Members of the association are guided by a code of conduct that sets standards for members in relation to responsibility, competence, anti-discrimination, confidentiality, boundaries, referral networks, and public statements and advertising. In addition, the EPLAA constitution sets out the processes for dealing with breaches of its Code of Conduct (EPLAA, 2003).

One of the major achievements of EPLAA has been the establishment of an industry training standard. In this regard, EPLAA recognises the Graduate Certificate in Career Counselling for Elite Performers conducted by Victoria University (Victoria University, 2004) as providing the international benchmark standards for professionals working within the industry (EPLAA, 2004a). Development of this course was funded by the Australian National Training Authority (ANTA) and is a crown copyright course. To be eligible for study in this course students must already have completed an undergraduate degree in human movements, education, sports science, welfare or psychology, or a related area and have two years experience in the field. The course is offered online through TAFEVC and also includes a five-day compulsory residential school. Students who have successfully completed the course may apply for entry to the Graduate Diploma in Careers Education and Development at Royal Melbourne Institute of Technology.

#### *Australian Society of Rehabilitation Counsellors (ASORC)*

The Australian Society of Rehabilitation Counsellors (ASORC) is the peak body for the rehabilitation profession in Australia (ASORC, 2004). As such, it sets the standards of training and practice throughout Australia. ASORC participates in course development and accreditation and sets the standards of practice for rehabilitation counselling (ASORC, 2004). ASORC has 5 state branches and a national executive. Its membership categories include full members, associate members, and student members. Full members are required to have completed an approved course in rehabilitation counselling and worked as a rehabilitation counsellor for twelve months under the supervision of an ASORC member. Associate members possess the required academic qualification but do not meet the employment or supervision requirements for full membership. Student membership is available to students currently studying in an ASORC accredited course. All members are expected to comply with the

ASORC Code of Ethics (ASORC, 2000) which includes general ethical standards, and standards in relation to clients, client employers or prospective employers, other rehabilitation counsellors, other professionals, his/her employer, agency or supervisor, the community, and the maintenance of professional competency. In addition, the Code of Ethics provides guidelines for complaints procedures.

ASORC has also developed a set of Core Competencies for the profession of Rehabilitation Counselling which recognises the diversity of the profession and may serve as a model for employers (ASORC, 1995). In addition, the core competencies may be used as a guide for educators in determining appropriate training curricula. The ASORC competency framework identifies 13 core areas “which reflect general areas of skill and knowledge deemed to be integral for the performance of rehabilitation counselling” (ASORC, 1995, p. 2). Each of the core areas is described briefly and the competencies required in each are listed. In addition to the competencies a specific set of 10 personal qualities is listed that all rehabilitation counsellors are expected to demonstrate (ASORC). ASORC also specifies 16 key knowledge areas that accredited courses are required to cover.

- Membership of the Australian career industry is uncertain.
- The Career Industry Council of Australia affords the opportunity of a leadership role for the Australian career industry.
- CICA’s membership comprises 11 career practitioner associations.
- CICA is committed to the promotion of professional standards and practice within the career industry.

### *Points to Note*

- The Australia career industry is diverse.
- Entry into the industry has traditionally been through employment rather than career-specific qualifications and training.
- Practitioners are represented by several career practitioner associations.
- The role of the career practitioner associations has primarily been one of support for those already working in the industry rather than one of monitoring entry into the industry.
- Each association has developed its own standards.
- Standards vary across associations.
- There is no agreed terminology across the Australian career industry.

## 8. The Development of Quality Standards: Emerging Themes

---

The case studies presented throughout this paper illustrate the diversity with which countries and professional associations have approached the issue of quality standards in the career industry. Throughout these case studies several themes have emerged that seem indicative of successful development and implementation of quality standards. In general:

- quality standards generally reflect the context in which they were developed
  - extensive consultation with practitioners and stakeholders increases the likelihood that standards will be accepted
  - where practitioners feel they have been consulted, there is a greater sense of ownership of the standards and a greater likelihood that they will be adopted
  - standards should accommodate diversity in the industry in terms of levels of work and specialised work
  - the development and implementation of standards is a time-consuming process
  - a strategy for communicating with practitioner organisations and practitioners to keep them informed of, and involved with, the development process is vital
  - providing support and information for practitioners during the implementation phase is also vital
  - the development of quality standards is best facilitated by appropriate resourcing (e.g., personnel) and funding;
  - collaboration between practitioner organisations, employers and policy makers on quality standards strengthens the industry
  - implementing quality standards in stages or phases facilitates an inclusive process
  - quality standards need to be maintained, revised and updated
- either by practitioner associations or by an accrediting body
  - practitioner associations may have an important role to play in the development, implementation and monitoring of standards
  - quality standards generally involve entry-level qualifications or training, codes of ethics or professional conduct, and continuing professional development (see Appendix 5)
  - a framework of competencies is a mechanism for recognising the attitudes, skills and knowledge of practitioners already working in a traditionally unregulated industry
  - a framework of competencies accommodates prior learning whether formal or informal
  - a framework of competencies may guide training providers in their course content and inform employers of the appropriate attitudes, skills and knowledge of career practitioners
  - a framework of competencies is not a substitute for career-specific training and qualifications
  - appropriate career-specific qualifications and training raise the professional profile of the industry
  - maintenance of standards is an ongoing task for practitioners.

## 9. Issues in Developing Quality Standards in the Australian Career Industry

---

The case studies provided in this paper and the themes outlined previously provide a context within which quality standards and accreditation of career practitioners will be developed in Australia. The paper has served to identify some indicators of the foundation on which quality standards will be built and also some issues that will need attention. The foundation will be discussed first, followed by the issues.

The foundation on which quality standards will be built is already exhibiting elements of successful processes employed in other countries and associations specifically:

- an international and national context that is recognising the potential of career services to assist with policies related to lifelong learning, the employment market and social equity
- a national industry body, the Career Industry Council of Australia, that has a commitment to quality
- representation within CICA of most of the career practitioner associations
- collaboration between DEST and CICA on this project
- examples of quality standards already existing in the Australian career industry
- examples of quality standards from other organisations and countries.

Essentially four sets of issues emerge. The first centres around industry membership and associated terminology. For example, career guidance is commonly used in the United Kingdom and career development is commonly used in Canada. There is no such agreed term in Australia.

The second set of issues relates to the development and implementation of the quality standards. In particular, issues related to the development and implementation process and the nature of the standards arise.

The third set of issues relates to the administration, management and maintenance of the standards. In particular, issues around the appropriate structures for administering and managing the standards and maintaining them in the long term arise.

The fourth set of issues relates to stakeholders in the quality standards. Identified stakeholders include practitioners, CICA, practitioner associations, policy makers, consumers/clients, parents, training providers, employers of career practitioners, service providers, business and industry groups. In particular, issues arise in relation to the role stakeholder groups will play in the short term in the development and implementation of the standards and over the longer term in relation to ongoing maintenance of the standards.

A brief description of each issue will be provided followed by questions. The list is not exhaustive and is intended as a discussion stimulus only. While the case studies presented in this paper provide a range of examples and suggestions, the issues need to be considered in the context of the Australia career industry.

### ***Industry Membership and Associated Terminology***

A fundamental issue in developing quality standards in the Australian career industry is to define it, and in so doing define its membership and terminology. For example, the terms career guidance and career development are used interchangeably. Further, the terms career and careers are both used in describing positions and practices, for example career adviser and careers education. While some variation in terminology, such as that associated with occupational specialisations within the industry, is acceptable, agreement on such overarching terms is necessarily an

important element of quality standards. Common and agreed understandings on terminology will build understanding across the industry and with stakeholder groups. Further, common understandings will help to define the industry and thereby its membership. Some questions to be considered are:

- What is the nature of the work undertaken by those in the career industry?
- What should the overarching terms for the Australian industry be and how should they be defined?
- Is membership of the industry broader than that reflected in the CICA membership?
- How could other potential members be invited into or included in the industry?

### ***Development, Implementation and Maintenance of Quality Standards***

#### *The Process*

As evidenced in the case studies, development and implementation of quality standards takes time and in other countries, for example Canada, has progressed through several stages. Further, such processes have been collaborative and inclusive and effective communication strategies have been employed. Some questions to be considered are:

- What should the development and implementation process look like in Australia?
- What is a realistic time-frame?
- What would any stages/phases of the process take into account?
- How might the process take into account the nature of the industry at present, for example, many practitioners have extensive experience in the industry but do not have career-specific qualifications?
- How are the practitioners and other stakeholders to be involved?
- How are practitioners and other stakeholders to be kept informed?
- What trialling/feedback processes, if any, should be built into the process?

- How will “buy in”, that is practitioners complying with the quality standards and accreditation process, be encouraged/facilitated?

#### *The Nature of the Standards*

As evidenced in other associations and countries, quality standards may include a code of ethics/professional conduct, career-specific entry-level qualifications, and continuing professional development. Some countries and associations have also developed competency frameworks. Some questions to be considered are:

- What should quality standards in the Australian career industry include?
- What benefits may be gained, if any, from a competency framework?
- What might be the relationship between career-specific entry-level qualifications and competency frameworks?
- How might different specialisations within the industry be recognised?
- How might different levels of career industry workers be accommodated, for example paraprofessional workers and professional workers?
- How are practitioners who comply with the standards to be distinguished from those in the industry who don't, for example should terms such as certified or accredited be used? If so, what might those terms be?

### ***Administration, Management and Maintenance of the Standards***

As evidenced in the case studies, these issues centre around who manages the development and implementation phase. There are also issues related to resourcing the development and implementation of standards. Also important is the issue of who monitors the standards in regard to membership, amendments and changes to standards, complaints procedures etc. These issues take into account the Australian context of one national practitioner council, CICA, to which 11 associations belong. Each of these associations has their own existing

membership and standards. Some questions to be considered are:

- Who manages the development of the standards?
- Who manages the implementation of the standards?
- Who manages the ongoing maintenance of the standards?
- Who manages the accreditation process? For example, can it be done within the existing industry structure or is there a need for another body and if so what is the organisation and function of that body?
- How is the process of developing the quality standards to be resourced, for example personnel and funding?
- What is the role of the practitioner associations?
- What is the role of CICA?
- What is the relationship between the stakeholders and how should it be managed?

### ***The Stakeholders***

While the quality standards and accreditation process essentially relates to practitioners, their successful development and implementation necessarily involves and affects other key stakeholders. In listing stakeholder groups, it is recognised that some people may belong to more than one stakeholder group. For example, a practitioner may belong to a practitioner association and also be a training provider and a parent. Thus their interest in quality standards may be multi-faceted.

### ***Practitioners***

As a collective, career practitioners represent a richness and diversity of talent. However, as individuals, many practitioners have no career-specific qualifications or training. Rather they bring with them skills and knowledge from related fields. The introduction of quality standards to a previously unregulated industry will prompt a range of responses in people. For example, at an intellectual level, the notion of quality standards may sound plausible and defensible. However, at a personal level, the notion of quality

standards may be threatening. Considering the issues career practitioners may face is fundamental to this project. Some questions to be considered are:

- What are the benefits of quality standards for career practitioners?
- What may be the concerns of career practitioners?
- What processes/strategies may allay practitioners' concerns?
- What role may practitioners play in the development and implementation of the standards?
- How will practitioners be informed about the quality standards?
- What incentives are needed for practitioners to commit to quality standards?
- How could practitioners demonstrate their compliance with quality standards?
- What difference will quality standards make to career practice?

### ***CICA***

CICA, in collaboration with DEST, is a partner in the quality standards and accreditation process at this stage. As the national industry council, the promotion of quality standards, as expressed in its mission statement is critical to CICA. Some questions to be considered are:

- What are the benefits of quality standards to CICA?
- What are the concerns CICA may have about quality standards?
- What processes/strategies may allay their concerns?
- What role could CICA take in the development and implementation of quality standards?
- Is there a role for CICA in the maintenance of the standards and accreditation process? If so, is such a role consistent with CICA's strategic plan, vision and mission statement? If not, who will take this responsibility?

### *Practitioner Associations*

Practitioner associations represent particular constituencies and have their own entry requirements and standards. Many practitioners identify with these associations. In some ways the issues practitioners may face will be reflected in the issues the practitioner associations may face. Some questions to be considered are:

- What are the benefits to practitioner associations of quality standards?
- What are the concerns practitioner associations may have about quality standards?
- What processes/strategies may allay their concerns?
- What role may practitioner associations play in the development and implementation of the standards?
- How will practitioner associations be informed about the quality standards?
- What incentives are needed for practitioner associations to commit to quality standards?

### *Policy Makers*

Policy makers have an investment in the quality standards and accreditation process as their career services are reliant on the employment of appropriately trained practitioners. Policy makers may work at national, state/territory or local level, and in a range of large and small government departments, bodies and agencies. Some questions to be considered are:

- What are the benefits of quality standards to policy makers?
- What are the concerns policy makers may have about quality standards?
- What processes/strategies may allay their concerns?
- What role may policy makers play in the development and implementation of quality standards?
- How will policy makers be informed about the quality standards?

### *Consumers/Clients*

To date, consumers/clients have received career services from practitioners working in an unregulated industry. In a regulated industry, what might the difference be for consumers/clients? Some questions to be considered are:

- What are the benefits of quality standards to consumers/clients?
- What are the concerns consumers/clients may have about quality standards?
- What processes/strategies may allay their concerns?
- What role could consumers/clients take in the development and implementation of quality standards?
- How will consumers/clients be informed about the quality standards?
- How will consumers/clients know which practitioners comply with the standards and which don't?
- Why would consumers/clients choose a practitioner who complies with the quality standards, for example what could they expect from these practitioners that they may not get from others?
- Is there a need for a client charter of rights and responsibilities?

### *Parents*

Parents are vitally interested in the career services available to their children. In addition, parents are an important influence on their children's career development. They sometimes attend activities such as career information evenings and career interviews and are concerned that their children receive appropriate, accurate and up-to-date information. Some questions to be considered are:

- What are the benefits of quality standards to parents?
- What are the concerns parents may have about quality standards?
- What processes/strategies may allay their concerns?



- What role could parents take in the development and implementation of quality standards?
- How will parents be informed about the quality standards?
- What do parents need to know about quality standards?

### *Training Providers*

Training providers belong to the career industry and prepare practitioners for work in it. Quality standards may affect them at a personal level and may also influence their training programs. Some questions to be considered are:

- What are the benefits of quality standards to training providers?
- What are the concerns training providers may have about quality standards?
- What processes/strategies may allay their concerns?
- What role could training providers take in the development and implementation of quality standards?
- How will training providers be informed about the quality standards?
- What difference will quality standards make to training?
- How would the development of a competency framework be viewed by training providers?
- Should training courses be accredited? If so, by whom and on what basis?
- Should training providers comply with the quality standards of the industry? Should there be a higher/different standard that training providers should meet?

### *Employers of Career Practitioners*

Employers determine who they employ. Up until now, the career industry has been unregulated and there have been no guidelines on the training and qualifications that may constitute an appropriate background for work in the career field. In this regard, quality standards will provide some guidelines. Some questions to be considered are:

- What are the benefits of quality standards to employers of career practitioners?
- What are the concerns employers of career practitioners may have about quality standards?
- What processes/strategies may allay their concerns?
- What role could employers of career practitioners take in the development and implementation of quality standards?
- How will employers of career practitioners be informed about the quality standards?
- How will employers of career practitioners know which practitioners comply with the standards and which don't?
- Why would employers of career practitioners employ a practitioner who complies with the quality standards, for example what could they expect from these practitioners that they may not get from others?

### *Service Providers*

Australia has many career service providers including a large number of private practitioners. Some questions to be considered are:

- What are the benefits of quality standards to service providers?
- What are the concerns service providers may have about quality standards?
- What processes/strategies may allay their concerns?
- What role could service providers take in the development and implementation of quality standards?
- How will service providers be informed about the quality standards?
- Should service providers comply with the quality standards of the industry? Should there be a separate standard that service providers should meet?
- Should service providers be accredited? If so, by whom and on what basis?

### *Business and Industry*

Business and industry provide information that is used in career services and employ individuals who may have accessed career services. In addition, they may offer career development programs to their staff. Some questions to be considered are:

- What are the benefits of quality standards to business and industry?
- What are the concerns that business and industry may have about quality standards?
- What processes/strategies may allay their concerns?
- What role could business and industry take in the development and implementation of quality standards?
- How will business and industry be informed about the quality standards?

## 10. Conclusion

---

Internationally and nationally, there has been renewed interest in career guidance as it benefits individuals and also society and the economy. Closer links are being forged between policy makers and practitioners. This has corresponded with a shift toward the knowledge economy where lifelong learning is regarded as critical. Increasingly, career guidance is being viewed as essential to the implementation of policies related to lifelong learning, the employment market and social equity.

Just at the time when the value of career guidance is being recognised and there is a closer alignment between practitioners and policy makers, several international reviews have been critical of the training and qualifications of career practitioners. In this context, career guidance is under pressure to redefine itself in relation to its potential role in the knowledge economy and also to develop quality standards. The Australian career industry has not been immune from this process. It is in that context that the present project on national standards and accreditation of career practitioners has been commissioned.

The issue of quality standards applies to all facets of the career industry including the qualifications and training of practitioners, guidance service delivery, and occupational and educational information and products. To date, as evidenced throughout this paper, most international attention on quality standards has focused on the qualifications and training of career practitioners. In that regard Australia is no different. However, there is also evidence, that as standards related to the training and qualifications of career practitioners are addressed, attention may then be directed towards other quality standard issues such as guidance service provision. Thus, the present project may represent the beginning of a quality standards journey into all facets of the Australian career industry.

As evidenced in this paper, much work has already been done in relation to the standards of career practitioners. The case studies presented in this paper provide a range of examples from which the present project may learn. Ultimately, as evidenced in the case studies, quality standards must reflect the context in which they are developed. In addition, development and implementation processes that are inclusive, collaborative, and consultative increase practitioners' sense of ownership of the standards and the likelihood that standards will be accepted and adopted.

The development of quality standards will contribute to the shaping of a career development culture where quality career services maximise the chance of quality career outcomes for Australians. The significance of the present project cannot be underestimated.

## Acknowledgements

---

Sincere thanks are expressed to the following people who have willingly provided information for this report.

Lynne Bezanson, Canadian Career Development Foundation, Canada

Russell Booth, Career Services Rapuara, New Zealand

Leela Darvall, Department of Education and Training, Victoria, Australia

Liz Gray, Career Services Rapuara, New Zealand

Ruth Hawthorne, National Institute for Careers Education and Counselling, United Kingdom

Sue Holden, Institute of Career Guidance, United Kingdom

Niel Jacobsen, Rural Skills Australia, Australia

Peter McIlveen, University of Southern Queensland, Australia

Julie Milne, Alberta Human Resources and Employment, Canada

Sue Mortlock, Wellington Institute of Technology, New Zealand

Anne Parkinson, The Guidance Council, United Kingdom

Sharon Pearson, Institute of Career Guidance, United Kingdom

Peter Plant, Danish University of Education, Denmark

Sally Sinclair, National Employment Services Association, Australia

Paul Stevens, Worklife, Australia

Peter Tatham, University of Tasmania, Australia

Michel Turcotte, l'Ordre des Conseillers et des Conseillères en Orientation et des Psychoéducateurs et Psychoéducatrices du Québec (OCCOPPQ), Canada

Tony Watts, National Institute for Careers Education and Counselling, United Kingdom

## References

---

- Australian Association of Social Workers. (2002). Continuing professional education policy planner logbook, 14. Retrieved July 21, 2004, from [http://www.aasw.asn.au/adobe/about/CPE\\_logbook2002\\_04.pdf](http://www.aasw.asn.au/adobe/about/CPE_logbook2002_04.pdf)
- Australian Association of Social Workers. (2004). *Australian Association of Social Workers*. Retrieved July 21, 2004, from <http://www.aasw.asn.au/>
- Australian Education Council. (1992). *Australian schools: National goals, student, school and system outcomes and evaluative arrangements*. Canberra: Australian Education Council.
- Australian Institute of Welfare and Community Workers. (2002). *General information*. Retrieved September 23, 2004, from <http://www.aiwcw.org.au>
- Australian Psychological Society. (2004). The Australian Psychological Society. Retrieved July 23, 2004, from <http://www.psychology.org.au/>
- Australian Society of Rehabilitation Counsellors. (1995). *Core competencies for the profession of rehabilitation counselling*. Brisbane, Australia: Australian Society of Rehabilitation Counsellors.
- Australian Society of Rehabilitation Counsellors. (2000). *Code of ethics*. Brisbane, Australia: Australian Society of Rehabilitation Counsellors.
- Australian Society of Rehabilitation Counsellors. (2004). *Rehabilitation counselling*. Brisbane, Australia: Australian Society of Rehabilitation Counsellors. Retrieved August 2, 2004, from <http://www.asorc.org.au/rehab.html>
- Bezanson, L., & O'Reilly, E. (2002). Career development and public policy in Canada. In L. Bezanson & E. O'Reilly (Eds.), *Making waves: Volume 2 Connecting career development with public policy* (pp. 54-70). Ottawa, Canada: Canadian Career Development Foundation.
- Canadian Career Development Foundation. (2002). *Career development: A primer and glossary*. Ottawa, Canada: Author.
- Career Advisers Association of New South Wales. (2004). Policy statement. Retrieved August 15, 2004, from <http://www.caa.nsw.edu.au/>
- Career Development Association of Alberta. (2004). *Professional certification*. Retrieved June 4, 2004, from <http://www.careerdevelopment.ab.ca/cgi-bin/MasterPFP.cgi?doc=self&top=self>
- Career Development Association of Alberta Certification/Registration Committee. (2004) *Report on pilot project*. Unpublished manuscript.
- Career Industry Council of Australia (2004a). *About CICA*. Retrieved July 30, 2004, from <http://www.cica.org.au>
- Career Industry Council of Australia (2004b). *Mission statement*. Retrieved July 30, 2004, from <http://www.cica.org.au>
- Career Practitioners Association of New Zealand. (2000). *Code of ethics for career practitioners*. Retrieved June 8, 2004, from <http://www.cpanz.org.nz/code.htm>
- Career Practitioners Association of New Zealand. (2004). *About us*. Retrieved June 8, 2004, from <http://www.cpanz.org.nz/aboutus.htm>
- Careers and Transition Education Association (Aotearoa) (2004). *About CATE home page*. Retrieved July 25, 2004, from <http://www.cate.co.nz>

- Commission of the European Communities. (2000). *Commission Staff Working Paper A Memorandum on Lifelong Learning*. Brussels. Retrieved February 14, 2003, from <http://europa.eu.int/comm/education/life/memoen.pdf>
- Council of the European Union. (2004). *Introductory note*. Retrieved July, 23, 2004, from <http://www.Trainingvillage.gr.etv/#>
- Department of Education, Science and Training. (2004). *Media release*. Retrieved July 27, 2004, from <http://www.dest.gov.au/Ministers/Media/Nelson/2004/07/n823270704.asp>
- Department of Education, Training and Youth Affairs. (2002). Career development in Australia. In L. Bezanson & E. O'Reilly (Eds.), *Making waves: Volume 2 Connecting career development with public policy* (pp. 47-53). Ottawa, Canada: Canadian Career Development Foundation.
- Elite Performers Lifeskill Advisers Association. (2001). *Code of Conduct*. Retrieved August 3, 2004, from <http://www.eplaa.org.au/HTML/codofconduct.htm>
- Elite Performers Lifeskill Advisers Association. (2003). *Constitution*. Retrieved August 3, 2004, from [http://www.eplaa.org.au/Source/EPLAA\\_Constitution.pdf](http://www.eplaa.org.au/Source/EPLAA_Constitution.pdf)
- Elite Performers Lifeskill Advisers Association. (2004a). *Development*. Retrieved August 3, 2004, from <http://www.eplaa.org.au/HTML/development.htm#>
- Elite Performers Lifeskill Advisers Association. (2004b). *Membership*. Retrieved August 3, 2004, from <http://www.eplaa.org.au/HTML/membership.html>
- Federation of Professional Associations in Guidance. (2004). *Federation statement of common ethical principles*. Retrieved August 4, 2004, from <http://www.fedpig.com/>
- Furbish, D. (2002). A snapshot of New Zealand career practitioners. *Australian Journal of Career Development*, 11 (2), 13-17.
- Furbish, D. (2003, October). *Considerations about the professionalisation of New Zealand career practice*. Paper presented at Career Practitioners Association of New Zealand 3<sup>rd</sup> Biennial conference, Auckland, New Zealand. Retrieved June 8, 2004, from <http://www.cpanz.org.nz/docs03/Furbish.pdf>
- Grubb, W. N. (2002). *An occupation in harmony: The role of markets and governments in career information and guidance*. Retrieved January 10, 2004, from <http://www.oecd.org/dataoecd/32/37/1954694.pdf>
- Guridi, J. R., Amodarain, J., Corral, J. A., & Begoetxea, J. (2003, October). *Demand led financing of lifelong learning*. Paper presented at the Organisation for Economic Cooperation and Development Conference, Bonn, Germany.
- Hawthorn, R. (1995). *First steps: A quality standards framework for guidance across all sectors*. London: National Advisory Council for Careers and Educational Guidance.
- Henderson, L., Hignett, K., Sadler, J., Hawthorn, R., & Plant, P. (2004). Study on quality guidelines and criteria in guidance. Retrieved September 28, 2004, [http://cedefop.communityzero.com/lifelong\\_guidance](http://cedefop.communityzero.com/lifelong_guidance)
- Hiebert, B. (2001, January). *Canadian standards for career development practitioners: Focus on implementation*. Paper presented at the National Consultation on Career Development, Toronto, Canada. Retrieved July 3, 2004, from <http://www.contactpoint.ca/html/natcon-conat.html>
- Hiebert, B. (2002). *Into the field: The Canadian standards applied*. Paper presented at the National Consultation on Career Development, Toronto, Canada. Retrieved July 3, 2004, from <http://www.contactpoint.ca/html/natcon-conat.html>

- Houghton, J., & Sheehan, P. (2000). *A primer on the knowledge economy*. Melbourne: Centre for Strategic Economic Studies, Victoria University. Retrieved July 23, 2004, from <http://www.cfses.com/documents/knowledgeeconprimer.pdf>
- House of Representatives Standing Committee on Education and Training. (2004). *Learning to work: Inquiry into vocational education in schools*. Retrieved August 7, 2004, from <http://www.aph.gov.au/house/committee/edt/ves/report.htm>
- Howard, K., Neary, S, & Rankin, P. (2002). *A guide to the matrix standard for higher education services*. Retrieved June 6, 2004, from <http://www.guidancecouncil.com>
- Hughes, D. (2004). *Investing in career: Prosperity for citizens, windfalls for governments*. Retrieved July 27, 2004, from <http://www.guidancecouncil.com>
- Institute of Career Guidance. (2003). *A code of ethical practice for members of the institute of career guidance*. (Available from Institute of Career Guidance, 3<sup>rd</sup> Floor, Copthall House, 1 New road, Stourbridge, DY88 1PH)
- Institute of Career Guidance. (2004a). *A career in careers guidance*. (Available from Institute of Career Guidance, 3<sup>rd</sup> Floor, Copthall House, 1 New road, Stourbridge, DY88 1PH).
- Institute of Career Guidance. (2004b). Institute of Career Guidance. Retrieved June 4, 2004, from <http://www.icg-uk.org>
- Institute of Guidance Counsellors. (2004a). *Institute of Guidance Counsellors*. Retrieved June 10, 2004, from <http://www.igc-edu.ie>
- Institute of Guidance Counsellors. (2004b). *Institute of Guidance Counsellors constitution and code of ethics*. Retrieved July 25, 2004, from <http://www.igc-edu.ie/constitution2004.htm>
- International Association for Educational and Vocational Guidance. (1995). *IAEVG ethical standards*. Retrieved June 15, 2004, from <http://www.iaevg.org/iaevg/nav.cfm?lang=2&menu=1&submenu=2>
- International Association for Educational and Vocational Guidance. (2003). *International competencies for educational and vocational guidance practitioners*. Retrieved June 15, 2004, from <http://www.iaevg.org/crc/files/CQS-final%20Report-draft%208111.doc>
- International Association for Educational and Vocational Guidance. (2004a). *About IAEVG*. Retrieved June 15, 2004, from <http://www.iaevg.org/iaevg/nav.cfm?lang=2&menu=1&submenu=1>
- International Association for Educational and Vocational Guidance. (2004b). EU council resolution on its way. *Newsletter*, 49, 1-2.
- Jarvis, P. (2003). *Career Management Paradigm Shift: Prosperity for Citizens, Windfall for Governments*. Retrieved October 22, 2004 from <http://www.lifework.ca/ACAREERMANAGEMENTPARADIGM12-02.doc>
- Knight, A., & Nestor, M. (2000). *A glossary of Australian vocational education and training terms*. Leabrook, Australia: National Centre for Vocational Education Research Ltd. Retrieved July 3, 2004, from <http://www.ncver.edu.au>
- l'Ordre des Conseillers et des Conseillères en Orientation et des Psychoéducateurs et Psychoéducatrices du Québec (OCCOPPQ). (2004a). *Répartition des 2213 conseillers et conseillères d'orientation selon les milieux de travail*. Unpublished manuscript.
- l'Ordre des Conseillers et des Conseillères en Orientation et des Psychoéducateurs et Psychoéducatrices du Québec (OCCOPPQ). (2004b). *Ordre*. Retrieved October 5, 2004, from <http://www.occoppq.qc.ca/ordre/mission.shtml>



- l'Ordre des Conseillers et des Conseillères en Orientation et des Psychoéducateurs et Psychoéducatrices du Québec (OCCOPQ). (2004c). *Regulation respecting records, consulting rooms and other offices, and the cessation of practice*. Unpublished manuscript.
- Matrix quality standard for information advice and guidance services. (2003). Retrieved September 28, 2004, <http://www.matrix-quality-standard.com/main/home.asp>
- McCarthy, J. (2001). The skills, training and qualifications of guidance workers. Retrieved January 10, 2004, from <http://www.oecd.org/dataoecd/36/24/2698214.pdf>
- McCarthy, J., & Coyle, B. (1999). Career development services in Ireland. In B. Hiebert & L. Bezanson (Eds.), *Making waves: Career development and public policy* (pp. 202-220). Ottawa, Canada: Canadian Career Development Foundation.
- McCarthy, J., Meade, C., Coyle, B., & Darbey, L. (2001). Career development in the Republic of Ireland. In L. Bezanson & E. O'Reilly (Eds.), *Making waves: Volume 2 Connecting career development with public policy* (pp. 127-133). Ottawa, Canada: Canadian Career Development Foundation.
- McCowan, C., & Hyndman, K. (1998). A career advisory system for Australia? Summary of a review. *Australian Journal of Career Development*, 7(1), 35-41.
- McCowan, C., McKenzie, M., Medford, L., & Smith, N. (2001). Career in the South Pacific. *Australian Journal of Career Development*, 10(3), 28-34.
- McMahon, M., Patton, W., Tatham, P. (2003). *Managing life, learning and work in the 21<sup>st</sup> century: Issues informing the design of an Australian blueprint for career development*. Subiaco, Australia: Miles Morgan Australia. Retrieved May 9, 2003, from [www.milesmorgan.com.au](http://www.milesmorgan.com.au)
- McMahon, M., Wright, M., & McClenaghan, L. (2004). *AACC National Executive Committee Quality Framework and Standards Sub-Committee Report*. Author.
- Miles Morgan Australia. (2002). *Career service in Australia: Supporting people's transitions across the lifespan*. Canberra: Department of Education, Science and Training.
- Miles Morgan Australia. (2003). *Australian Blueprint for Career Development*. Retrieved July 28, 2004, from <http://www.milesmorgan.com.au>
- Ministerial Council for Employment, Education, Training and Youth Affairs. (1998). *National principles for career education*. Canberra: Author.
- Ministerial Council for Employment, Education, Training and Youth Affairs. (1999). *The Adelaide declaration on national goals for schooling in the twenty-first century*. Retrieved July, 23, 2004, from <http://www.mceetya.edu.au/adeldec.htm>
- Ministerial Council for Employment, Education, Training and Youth Affairs. (2001). *Transition from Schools Task Force Terms of Reference*. Retrieved February 14, 2003, from <http://www.curriculum.edu.au/mceetya/taskfrce/task2213.htm>
- Ministerial Council for Employment, Education, Training and Youth Affairs. (2002a). *Report of the MCEETYA taskforce on transition from school*. Canberra: Author.
- Ministerial Council for Employment, Education, Training and Youth Affairs. (2002b). *Stepping forward: Improving pathways for all young people*. Retrieved February 14, 2003, from <http://www.curriculum.edu.au/mceetya/forward/vision.htm>
- Ministerial Council for Employment, Education, Training and Youth Affairs. (2003a). *A national framework for professional standards in teaching*. Retrieved September, 23, 2004, from [http://www.mceetya.edu.au/pdf/national\\_framework.pdf](http://www.mceetya.edu.au/pdf/national_framework.pdf)



- Ministerial Council for Employment, Education, Training and Youth Affairs. (2003b). *Career and Transition Services Framework*. Retrieved June 26, 2004, from <http://www.mceetya.edu.au/public/career.htm>
- National Board of Employment Education and Training. (1991). *Strengthening careers education in Australian schools*. Canberra: Australian Government Publishing Service.
- National Board of Employment Education and Training. (1992). *A national training framework for careers coordinators*. Canberra: Australian Government Publishing Service.
- National Career Development Association. (1997). *Career counselling competencies (Revised version, 1997)*. Retrieved July 26, 2004, from <http://www.ncda.org/pdf/counselingcompetencies.pdf>
- National Career Development Association. (2003). *National Career Development Association Ethical standards (Revised 2003)*. Retrieved July 26, 2004, from <http://www.ncda.org>
- National Career Development Association. (2004a). *Career development facilitator competencies*. Retrieved July 26, 2004, from <http://www.ncda.org/pdf/counselingcompetencies.pdf>
- National Career Development Association. (2004b). *National Career Development Association*. Retrieved June 15, 2004, from <http://www.ncda.org>
- National Centre for Guidance in Education. (2004). *National Centre for Guidance in Education*. Retrieved June 10, 2004, from <http://www.ncge.ie/index.htm>
- National Employment Services Association Limited. (2004). *National Employment Services Association*. Retrieved July 21, 2004, from <http://www.nesa.com.au/>
- National Steering Committee for Career Development Guidelines and Standards. (2004a). *Canadian standards and guidelines for career development practitioners*. Retrieved July 3, 2004, from <http://www.career-dev-guidelines.org>
- National Steering Committee for Career Development Guidelines and Standards. (2004b). *Canadian standards and guidelines for career development practitioners Code of ethics*. Retrieved July 3, 2004, from <http://www.career-dev-guidelines.org>
- National Steering Committee for Career Development Guidelines and Standards. (2004c). *Canadian standards and guidelines for career development practitioners Snapshot*. Retrieved July 3, 2004, from <http://www.career-dev-guidelines.org>
- NVQ Level 4 in Careers Education and Guidance. (n.d.). Retrieved September 28, 2004, from <http://dev.cegnet.co.uk/resource/content/files/589.doc>
- Organisation for Economic Cooperation and Development. (2002a). *OECD Review of career guidance policies Australia country note*. Retrieved June 4, 2004, from <http://www.oecd.org/dataoecd/17/47/1948341.pdf>
- Organisation for Economic Cooperation and Development. (2002b). *OECD Review of career guidance policies Canada country note*. Retrieved September 28, 2004, from <http://www.oecd.org/dataoecd/9/41/1963039.pdf>
- Organisation for Economic Cooperation and Development. (2002c). *OECD Review of career guidance policies Ireland country note*. Retrieved September 28, 2004, from <http://www.oecd.org.dataoecd/21/63/1934462.pdf>
- Organisation for Economic Cooperation and Development. (2003a). *Career guidance and public policy: Bridging the gap*. Retrieved January 10, 2004, from <http://www.oecd.org>

- Organisation for Economic Cooperation and Development. (2003b). *OECD Review of career guidance policies United Kingdom country note*. Retrieved September 28, 2004, from <http://www.oecd.org/dataoecd/34/9/4522836.pdf>
- Oxford, Cambridge and RSA Examinations. (2001). *OCR Advice and Guidance NVQS Levels 2, 3 and 4*. Retrieved September 28, 2004, from <http://www.ocr.org.uk/OCR/WebSite/Data/Publication/Datasheets,%20Factsheets,%20Overviews%20&%20Information%20Briefs/cquartetOCRTempFileLfd9k7UiKh.pdf>
- Oxford, Cambridge and RSA Examinations. (2002). *OCR Level 4 NVQ in Careers Education and Guidance*. Retrieved September 28, 2004, from [http://www.ocr.org.uk/OCR/WebSite/Data/Publication/Datasheets%2c%20Factsheets%2c%20Overviews%20%26%20Information%20Briefs/OCR\\_Level\\_76157.pdf](http://www.ocr.org.uk/OCR/WebSite/Data/Publication/Datasheets%2c%20Factsheets%2c%20Overviews%20%26%20Information%20Briefs/OCR_Level_76157.pdf)
- Patton, W. (2001). Career education: what we know, what we need to know. *Australian Journal of Career Development*, 10(3), 13-19.
- Patton, W. (2002). Training for career development professionals: Responding to supply and demand in the next decade. *Australian Journal of Career Development*, 11(3), 56-62.
- Patton, W., & McMahon, M. (1999). *Systems theory and career development: A new relationship*. Pacific Grove, CA: Brooks/Cole.
- Plant, P. (2001). *Quality in careers guidance*. Retrieved January 10, 2004, from <http://www.oecd.org/dataoecd/35/47/2698228.pdf>
- Plant, P. (2004). Quality in career guidance: Issues and methods. *International Journal for Educational and Vocational Guidance*, (in press).
- Professions Australia. (2004). *About Professions Australia*. Retrieved July 15, 2004, from <http://www.professions.com.au/body.cfm?subID=41>
- Rural Industries Research and Development Corporation. (2002). *Towards professional accreditation for advisers and consultants in agriculture, natural resource management and related sectors*. Retrieved August, 31, 2004, from [http://www.rirdc.gov.au/reports/HCC/02\\_104sum.html](http://www.rirdc.gov.au/reports/HCC/02_104sum.html)
- Savickas, M. L. (1999). Career development and public policy: The role of values, theory and research. In B. Hiebert, & L. Bezanson (Eds.), *Making waves: Career development and public policy* (pp. 52-68). Ottawa, Canada: Canadian Career Development Foundation.
- Splete, H., & Hutton, D. (1995). Training needs of career development counsellors and facilitators. *Australian Journal of Career Development*, 4(2), 43-46.
- Sultana, R. G. (2004). *Guidance policies in the knowledge society: Trends, challenges and responses across Europe. A CEDEFOP synthesis report*. Retrieved July 27, 2004, from [http://www.trainingvillage.gr/etv/Projects\\_Networks/Guidance/Career\\_Guidance\\_Survey/Synthesis\\_report.asp](http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/Career_Guidance_Survey/Synthesis_report.asp)
- Sweet, R. (2001). Career information, guidance and counselling services: Policy perspectives. *Australian Journal of Career Development*, 10(2), 11-14.
- The Australian Psychological Society Limited. (2004). *The Australian Psychological Society Limited*. Retrieved July 22, 2004, from <http://www.psychology.org.au>
- The Guidance Council. (2004). *Our code of principles*. Retrieved July 27, 2004, from [http://www.guidancecouncil.com/about/code\\_of\\_principles.php](http://www.guidancecouncil.com/about/code_of_principles.php)
- Turcotte, M. (2004) *Admission requirements at the Ordre des Conseillers et des Conseillères en Orientation et des Psychoéducateurs et Psychoéducatrices du Québec (OCCOPPQ) for the career counsellor*. Unpublished manuscript.

- United Nations Educational, Scientific and Cultural Organisation. (2002). *Handbook on career counselling*. Paris: Author.
- Victoria University. (2004). *Graduate certificate in career counselling for elite performers*. Retrieved August 3, 2004, from [http://www.eplaa.org.au/Source/EPLAA\\_Constitution.pdf](http://www.eplaa.org.au/Source/EPLAA_Constitution.pdf)
- Vuorinen, R. (2004, April). *Connecting policy and practice: Informing and influencing policy development – A Case study in Finland*. Paper presented at the Meeting of Education Ministers – Guidance and Counselling, Dublin, Ireland.
- Watts, A. G. (1994). Occupational profiles of vocational counsellors in Europe. *Journal of Counseling and Development*, 73, 44-53.
- Watts, A. G. (1996). Toward a policy of lifelong career development: A transatlantic perspective. *The Career Development Quarterly*, 45(1), 41-53.
- Watts, A. G. (1999a). The economic and social benefits of career guidance. *Educational and Vocational Guidance Bulletin*, 63, 12-19.
- Watts, A. G. (1999b). *Reshaping career development for the 21<sup>st</sup> century*. Derby, UK: Centre for Guidance Studies, University of Derby.
- Watts, A. G., & Fretwell, D. H. (2004). *Public policies for career development*. Retrieved July 21, 2004, from [http://www.trainingvillage.gr/etu/up/oad/Projects-Networks/Guidance/Policy\\_review\\_survey/Synthesis\\_reports/World\\_Bank\\_discussion\\_paper.pdf](http://www.trainingvillage.gr/etu/up/oad/Projects-Networks/Guidance/Policy_review_survey/Synthesis_reports/World_Bank_discussion_paper.pdf)
- Watts, A. G., & Sultana, R. G. (2004). Career guidance policies in 37 countries: Contrasts and common themes. *International Journal for Educational and Vocational Guidance*, (in press).
- Willett, J. (1999). *Careers education quality framework*. Canberra: Department of Education, Training and Youth Affairs.
- World Bank. (2003). *Lifelong learning in the global knowledge economy: Challenges for developing countries*. Washington, DC: World Bank.

## Appendix 1: Glossary of terms

---

### Accreditation

The process by which a course or training program is officially recognised and approved. Under the Australian Qualifications Framework, accreditation of courses and customised qualifications occurs only where no relevant training packages exist (Knight & Nestor, 2000, p. 1)

### Accrediting authority

An organisation with the authority and responsibility for accrediting courses and training programs (Knight & Nestor, 2000, p. 1)

### Advanced standing (also called status or credit)

Recognition granted to a student on the basis of previous study (credit transfer) and/or experience (recognition of prior learning), exempting the student from a particular course, subject or module (Knight & Nestor, 2000, p. 3)

### Areas of specialisation

Additional skills, knowledge, and attitudes that may be required depending on the type of work setting and the client groups that are being served (National Steering Committee for Career Development Guidelines and Standards, 2004b)

### Articulation

The arrangements which facilitate the movement or progression of students from one course to another, or from one education and training sector to another (Knight & Nestor, 2000, p. 5)

### Assessment

The process of gathering and judging evidence in order to decide whether a person has achieved a standard or competency (Knight & Nestor, 2000, p. 5)

### Australian Qualifications Framework (abbreviation AQF)

A nationally consistent set of qualifications for all post-compulsory education and training in Australia (Knight & Nestor, 2000, p. 7)

### Best practice

Management practices and work processes that lead to outstanding or top-class performance and provide examples for others (Knight & Nestor, 2000, p. 9)

### Career

A lifestyle concept that involves the sequence of work, learning and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic: unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles. (National Steering Committee for Career Development Guidelines and Standards, 2004b)

### Career adviser

Career advisers provide a service that facilitates career decision-making. In addition they provide timely and authoritative advice and information to students, colleagues

and parents for use in school programs. (Career Advisers Association of New South Wales, 2004)

#### Career counselling

An individual or group process which emphasises self-awareness and understanding, and facilitates people to develop a satisfying and meaningful life work direction as a basis to guide learning, work and transition decisions, as well as manage responses to changing work and learning environments over the lifespan (National Steering Committee for Career Development Guidelines and Standards, 2004b)

#### Career development

The lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving future (National Steering Committee for Career Development Guidelines and Standards, 2004b)

#### Career development practitioner

An umbrella term that refers to any direct service provider in the career development field. This includes but is not limited to: career counsellors, employment counsellors, career educators, career information specialists, career management consultants, career practitioners, rehabilitation counsellors, work development officers, employment support workers, work experience coordinators, job developers, placement coordinators, career coaches, and vocational rehabilitation workers. (National Steering Committee for Career Development Guidelines and Standards, 2004b)

Any direct service provider who plays a part in facilitating learning that fosters career development. (Miles Morgan Australia, 2003, p. 12)

#### Career development services

A wide range of programs and services provided in many different jurisdictions and delivery settings. Their object is to assist individuals to gain the knowledge, skills, attitudes and behaviours to manage their life, learning, and work in self-directed ways. (Canadian Career Development Foundation, 2002)

#### Career education

The development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life (Ministerial Council for Employment, Education, Training and Youth Affairs, 1998)

#### Career educator

A career educator works with individuals or groups in educational settings to assist them to learn career development knowledge, skills and applications. Career educators help youth and adult learners to construct their careers through acquiring knowledge and skills that will enable them to identify, choose, plan and prepare for learning, training, work and other life-roles. (National Steering Committee for Career Development Guidelines and Standards, 2004b)

### Career guidance

Services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers (OECD, 2004; Watts & Sultana, 2004)

A range of interventions including career education and counselling, that help people to move from a general understanding of life and work to a specific understanding of the realistic learning and work options that are open to them (Miles Morgan Australia, 2003, p. 12)

### Career information

Information (print, electronic, personal contacts and other resources) that assists the process of career development. Career information includes occupational and industry information, education and training information and social information related to the world of work (Miles Morgan Australia, 2003, p. 12)

### Career information services

A variety of resources that provide current, unbiased information about work roles, educational programs and work opportunities. Such resources include computer-based career information delivery systems, the Internet, print and media materials, informational interviews, workplace speakers and more (Miles Morgan Australia, 2003, p. 13)

### Career practitioner

Career practitioners facilitate the ability of clients to take charge of their own career development by assisting them in the process of identifying and assessing resources, planning, and managing for their career-life development (National Steering Committee for Career Development Guidelines and Standards, 2004b)

### Code of ethics

A practical guide for professional behaviour and practice for those who offer direct service in career development and to inform the public which career development practitioners serve (National Steering Committee for Career Development Guidelines and Standards, 2004b)

### Competency (also competence)

The ability to perform tasks and duties to the standard expected in employment (Knight & Nestor, 2000, p. 11)

### Competency-based assessment (abbreviation CBA)

The gathering and judging of evidence in order to decide whether a person has achieved a standard of competence (Knight & Nestor, 2000, p. 12)

### Competency-based training (abbreviation CBT)

Training which develops the skills, knowledge and attitudes required to achieve competency standards (Knight & Nestor, 2000, p. 12)

### Competency standard

An industry-determined specification of performance which sets out the skills, knowledge and attitudes to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of

elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package. (Knight & Nestor, 2000, p. 12)

#### Continuing professional development

The ongoing maintenance and growth of professional excellence through participation in learning activities which are planned and implemented to achieve excellence for the benefits of participants, clients and the community (AASW, 2002)

#### Core competency

The skills, knowledge, and attitudes that all career development practitioners require regardless of their employment setting (National Steering Committee for Career Development Guidelines and Standards, 2004b)

#### Credential

Formal certification issued for successful achievement of a defined set of outcomes, e.g., successful completion of a course in recognition of having achieved particular knowledge, skills or competencies; successful completion of an apprenticeship or traineeship. See also qualification. (Knight & Nestor, 2000, p. 13)

#### Credit (also called status or advanced standing)

The acknowledgement that a person has satisfied the requirements of a module (subject) or unit of competency either through previous study (credit transfer) or through work or life experience (recognition or prior learning). The granting of credit exempts the student from that part of the course. (Knight & Nestor, 2000, p. 13)

#### Credit transfer

The granting of status or credit by an institution or training organisation to students for modules (subjects) or units of competency completed at the same or another institution or training organisation (Knight & Nestor, 2000, p. 13)

#### Curriculum

The specifications for a course or subject (module) which describe all the learning experiences a student undergoes, generally including objectives, content, intended learning outcomes, teaching methodology, recommended or prescribed assessment tasks, assessment exemplars, etc. (Knight & Nestor, 2000, p. 13)

#### Employability skills

Generic skills and attributes that are required to gain employment and may be transferred from one situation to another (Miles Morgan Australia, 2003. p. 13)

#### Entry-level skill

A skill required to commence employment in an organisation or more generally, to gain entry to the workforce (Knight & Nestor, 2000, p. 17)

#### Entry-level training (abbreviation ELT)

Training undertaken to gain entry into the workforce or further vocational education and training (Knight & Nestor, 2000, p. 17)

#### Entry requirements

The qualifications, knowledge, skills or experience required for entry to an education or training program (Knight & Nestor, 2000, p. 17)

#### Evaluation

The process or results of an assessment or appraisal in relation to stated objectives, standards, or criteria; in vocational education or training may be applied to organisations, programs, policies, courses, etc. (Knight & Nestor, 2000, p. 18)

#### Flexible delivery

A range of approaches to providing education and training, giving learners greater choices of when, where and how they learn. Flexible delivery may involve distance education, mixed-mode delivery, online education, self-paced learning, self-directed learning etc. (Knight & Nestor, 2000, p. 18)

#### Flexible learning

The provision of a range of learning modes or methods, giving learners greater choice of when, where, and how they learn (Knight & Nestor, 2000, p. 18)

#### Further education (abbreviation FE)

Post-secondary education, including higher education, adult education, and vocational education and training (Knight & Nestor, 2000, p. 19)

#### Key competency

Any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry. The Finn Report (1991) identified six key areas of competence which were subsequently developed by the Mayer committee (1992) into seven key competencies: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology. (Knight & Nestor, 2000, p. 23)

#### Learning

Learning is a holistic process involving thinking, feeling, perceiving, and behaving as individuals relate with past experience and ongoing interaction with the world throughout their lives (Patton & McMahon, 1999)

#### Lifelong learning

All purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge skills and competence (Community of the European Communities, 2000)

The process of acquiring knowledge or skills throughout life via education, training, work and general life experience (Knight & Nestor, 2000, p. 24)

#### Logbook

A record kept by a person of the knowledge, skills or competencies attained during on- or off-the-job training (Knight & Nestor, 2000, p. 24)



#### Minimum competency

An essential skill for a given age, grade, or level of performance (Knight & Nestor, 2000, p. 25)

#### National Training Framework (abbreviation NTF)

The component parts of the vocational education and training system – national competency standards, national qualifications and national assessment guidelines – and their relationship to each other including implementation, quality assurance and recognition strategies and procedures. Endorsed training packages provide the implementation tools. (Knight & Nestor, 2000, p. 27)

#### Open entry

An admissions policy in which there are minimal entry criteria or in which standard selection criteria are relaxed or waived (Knight & Nestor, 2000, p. 30)

#### Performance criteria

The part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent (Knight & Nestor, 2000, p. 31)

#### Portable skill

A skill or competency that can be transferred from one work context to another (Knight & Nestor, 2000, p. 31)

#### Prior learning assessment and recognition

A systematic process that involves the identification, documentation, assessment and recognition of competencies (knowledge, skills and attitudes) that have been developed through many formal and informal means (e.g., work experience, training, independent study, volunteer activities, travelling and hobbies). The recognition can be used toward the requirements of an academic or training program, occupational certification or labour market entry. (National Steering Committee for Career Development Guidelines and Standards, 2004b)

#### Profession

A profession is a disciplined group of individuals who adhere to ethical standards and uphold themselves to, 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 (Professions Australia, 2004)

#### Qualification

Certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies (Knight & Nestor, 2000, p. 32)

#### Quality (under Australian Recognition Framework arrangements)

The level of satisfaction with and effectiveness of vocational education and training organisations, their products and services, established through conformity with the requirements set by clients and stakeholders (Knight & Nestor, 2000, p. 33)

### Quality assurance

The systems and procedures designed and implemented by an organisation to ensure that its products and services are of a consistent standard and are being continuously improved (Knight & Nestor, 2000, p. 33)

A procedure by which a service is monitored against specified quality standards (the degree of excellence of the service) and if it does not conform with those, some sanctions are in place that requires the service to improve (Henderson, Hignett, Sadler, Hawthorn, Plant, 2003)

### Quality guidelines

Statements or other indications of policy or procedure for service delivery or professional practice, intended to help a service or practitioner determine a course of action and reflect on the quality of their work (Henderson, Hignett, Sadler, Hawthorn, Plant, 2003)

### Quality standards

Carefully defined targets for separate aspects of service delivery or professional practice, in a form that allows performance to be assessed (Henderson, Hignett, Sadler, Hawthorn, Plant, 2003)

The systems and procedures developed by career practitioners and stakeholders in the career industry that:

- 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 in the industry
- create an agreed terminology for the industry (adapted from National Steering Committee for Career Development Guidelines and Standards, 2004b)

### Quality system

A management system designed to ensure that an organisation's products and services always meet or exceed defined quality standards and are subject to continuous improvement (Knight & Nestor, 2000, p. 33)

### Recognition of prior learning (abbreviation RPL)

The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module (Knight & Nestor, 2000, p. 33)

### Self-assessment

A process in which learners or organisations assess their own performance against particular standards or criteria; (in competency-based training) a process in which learners assess their own performance against competency standards; (in quality endorsement) a process in which an organisation assesses the extent to which it satisfies the criteria for quality endorsement, identifying opportunities for improvement (Knight & Nestor, 2000, p. 35)

### Skill

An ability to perform a particular mental or physical activity which may be developed by training or practice (Knight & Nestor, 2000, p. 35)

### Skill formation

The development of skills or competencies which are relevant to the workforce (Knight & Nestor, 2000, p. 35)

### Skill recognition

The recognition or acknowledgement of the validity of skills and qualifications by educational institutions, professional bodies, employers, registration authorities and other organisations (Knight & Nestor, 2000, p. 35)

### Skills transfer

The transfer of skills or competencies from one work context to another (Knight & Nestor, 2000, p. 36)

### Total quality management (abbreviation TQM)

A management system with a focus on customer satisfaction, involving a systematic approach to ensuring that products and services always meet defined standards and are subject to continuous improvement (Knight & Nestor, 2000, p. 39)

### Training program

A set of education and training activities designed to achieve a specific vocational outcome, e.g., a course, module (subject), on-the-job training etc. (Knight & Nestor, 2000, p. 39)

### Transition adviser

Transition advisers organise resources and offer assistance so that individuals can make successful transitions through school to work or further education and training. (Miles Morgan Australia, 2003, p. 13)

### Transition program

A program, class or course designed to prepare people for the transfer from one level of education to the next, or from education to the workforce (Knight & Nestor, 2000, p. 39)

### Upskilling

Improving skills, e.g., by further education and training (Knight & Nestor, 2000, p. 41)

### Work

A set of activities with an intended set of outcomes, from which it is hoped a person will derive personal satisfaction. It is not necessarily tied to paid employment. It can encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering. (Miles Morgan Australia, 2003, p. 14)

## Appendix 2: Table of Comparative Competencies

The table below depicts the competencies identified in the case study examples. The Core Competencies of the IAEVG, the only international case study, have been used as the point of comparison. As evidenced in the table, there is considerable agreement across the competencies adopted by the case study examples.

<b>IAEVG Core Competencies (2003)</b>	<b>Canada</b>	<b>NCDCA Career Counselling Competencies (1997)</b>	<b>NCDCA Career Development Facilitator Competencies (2003)</b>	<b>NBEET Career Coordinator Competencies (1992)</b>
C1 Demonstrate appropriate ethical behaviour and professional conduct in the fulfillment of roles and responsibilities	Professional Behaviour	Supervision Ethical and legal issues	5. Ethical and legal issues 7. Consultation/supervision	Professional knowledge and practice
C2 Demonstrate advocacy and leadership in advancing clients learning, career development and personal concerns	Professional Behaviour	Coaching, consultation and performance improvement.	1. Helping skills 6. Employability skills 8. Training clients and peers	Counselling and career counselling
C3 Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations	Interpersonal Competence	Diverse populations	3. Working with diverse populations	Professional knowledge and practice
C4 Integrate theory and research into practice in guidance, career development, counselling, and consultation	Career Development Knowledge	Career development theory Research/evaluation	9. Career development theories and models	Professional knowledge and practice
C5 Skills to design, implement and evaluate guidance and counselling programs and interventions	Needs Assessment and Referral Career Development Knowledge	Individual and group counselling skills Individual and group assessment Program promotion, management and implementation Research/evaluation Technology	1. Helping skills 4. Technology and career development 10. Program management and implementation 11. Assessment	Curriculum and program design Professional knowledge and practice Career education and career guidance

<b>IAEVG Core Competencies (2003)</b>	<b>Canada</b>	<b>NCDCA Career Counselling Competencies (1997)</b>	<b>NCDCA Career Development Facilitator Competencies (2003)</b>	<b>NBEET Career Coordinator Competencies (1992)</b>
C6 Demonstrate awareness of his/her own capacity and limitations	Interpersonal Competence	Supervision	7. Consultation/supervision	Professional knowledge and practice
C7 Ability to communicate effectively with colleagues or clients, using the appropriate level of language	Interpersonal Competence	Diverse populations Technology	1. Helping skills 7. Consultation/supervision 8. Training clients and peers 12. Promotion and public relations	Professional knowledge and practice Counselling and career counselling
C8 Knowledge of updated information on educational, training, employment trends, labor market, and social issues	Professional Behaviour	Information/resources Technology	2. Labour market and information and resources 4. Technology and career development 6. Employability skills	Information and resources
C9 Social and cross-cultural sensitiveness	Interpersonal Competence	Diverse populations	3. Working with diverse populations	Professional knowledge and practice
C10 Skills to cooperate effectively in a team of professionals	Professional Behaviour Interpersonal Competence	Coaching, consultation and performance improvement	7. Consultation/supervision 12. Promotion and public relations	Organisation, management and consultation
C11 Demonstrate knowledge of lifelong career development process	Career Development Knowledge	Career development theory	4. Technology and career development 6. Employability skills	Professional knowledge and practice

(Adapted from McMahon, Wright, & McClenaghan, 2004)

## Appendix 3: Entry-level Qualifications of Australian Career Practitioner Associations

This table depicts entry-level qualifications of Australian career practitioner associations. Entry-level qualifications range from none to post-graduate occupation specific qualifications. These qualifications are reflective of the associations' traditional role of providing professional development and support to practitioners already admitted to the industry. They have not traditionally had a role of monitoring entry into the profession.

Association/ Membership levels (if applicable)	Entry-level requirements (Individual membership)				
	Tertiary Qualification (Any)	Tertiary Qualification (Occupation specific)	Post-Graduate Qualification (Guidance/ Counselling/Career)	Work Experience/ Supervised practice	Other
<b>AACC</b> Professional	Degree  Or No tertiary qualification			& one year in a career counselling position  Or work in the area of career counselling for a minimum of five years at the time of application	Or career counsellors without tertiary qualifications and with less than five years experience may choose to demonstrate their competencies to become professional members
Associate				work as career counsellors or who have an interest in this field and who are not eligible initially to become professional members	
Fellowship					a member will have been a professional member for at least four continuous years and will have accrued a minimum of 100 fellowship points
<b>ACTCEA *</b>					
<b>ASORC **</b> Full		approved tertiary qualification in rehabilitation counselling		& work as a rehabilitation counsellor or in an equivalent position & undergo supervision by a full member of ASORC	

Shaping a career development culture: quality standards, quality practice, quality outcomes

Association/ Membership levels (if applicable)	Entry-level requirements (Individual membership)				
	Tertiary Qualification (Any)	Tertiary Qualification (Occupation specific)	Post-Graduate Qualification (Guidance/ Counselling/Career)	Work Experience/ Supervised practice	Other
Associate		approved tertiary qualification in rehabilitation counselling		& Applicants for full membership who are undergoing supervision	& Applicants who possess the required academic qualification but who do not meet the requirements for full membership
Student					currently enrolled in an ASORC accredited course in rehabilitation counselling
<b>CAANSW</b> Full members				(i) Professional educators involved in career education as approved by the executive (ii) Teachers involved in career education from Department and non-government schools	
Associate				persons who do not meet membership requirements but desire to assist in attaining the objectives of the Association	
<b>CEANT</b>					Nomination by two members of the association
<b>CEAV *</b>					
<b>CEAWA *</b>					
<b>QASA</b> Ordinary	degree			& Involvement with career guidance, counselling or education	Or Qualifications and experience deemed appropriate by the management committee and laid down in the By-laws
Associate					Don't have the qualifications to be ordinary members but support the objectives of the association

Shaping a career development culture: quality standards, quality practice, quality outcomes

Association/ Membership levels (if applicable)	Entry-level requirements (Individual membership)				
	Tertiary Qualification (Any)	Tertiary Qualification (Occupation specific)	Post-Graduate Qualification (Guidance/ Counselling/Career)	Work Experience/ Supervised practice	Other
<b>QGCA</b> Ordinary Member	Degree		& completed a course of post-graduate tertiary training which included studies in guidance and counselling practices and is recognised by the Executive as suitable training for guidance and counselling duties	& performed duties recognised by the Executive as quality guidance and counselling practices for a period equivalent to a minimum of (12) twelve months full time	& teacher training and experience  Or have other training and/or practical experience which the Executive recognises as suitable for membership of the Association
Associate Member					subscribe to the objects of the Association and wish to receive publications and participate in Association activities, but who are ineligible for ordinary membership
<b>EPLAA</b> Full					any organisation which: • Represents the elite performance industry; AND • Represents professionals practicing in the field of the provision of lifeskill development services to elite performers; OR • Delivers lifeskill development services to elite performers; OR • Is involved in the development of such programs; OR • Demonstrates significant interest in the industry of lifeskill development for elite performers



Shaping a career development culture: quality standards, quality practice, quality outcomes

Association/ Membership levels (if applicable)	Entry-level requirements (Individual membership)				
	Tertiary Qualification (Any)	Tertiary Qualification (Occupation specific)	Post-Graduate Qualification (Guidance/ Counselling/Career)	Work Experience/ Supervised practice	Other
Associate					does not meet the qualifications for admission as a Full Member
<b>GCCA</b> Associate Full Corporate					
<b>NAGCAS</b>				Employment in university career service	

AACC: Australian Association of Career Counsellors  
 ACTCEA: Australian Capital Territory Career Education Association  
 ASORC\*\*: Australian Society of Rehabilitation Counsellors  
 CAANSW: Career Advisers Association of New South Wales  
 CEANT: Career Educators Association of the Northern Territory  
 CEAV: Career Education Association of Victoria

CEAWA: Career Education Association of Western Australia  
 EPLAA: Elite Performers Lifeskill Advisers Association  
 GCCA: Graduate Careers Council of Australia  
 NAGCAS: National Association of Graduate Careers Advisory Services  
 QASA: Queensland Association of Student Advisers  
 QGCA: Queensland Guidance and Counselling Association

\* ACTCEA, CEAV, CEAWA, and GCCA do not require entry-level qualifications

\*\* - ASORC is no longer a member of CICA

## Appendix 4: Standards of Australian Career Practitioner Associations

The table below depicts the standards of career practitioner associations in Australia. That so few have developed standards is reflective of their traditional role of providing professional development and support to practitioners already admitted to the industry. They have not traditionally had a role of monitoring entry into the profession.

	<b>Code of Ethics/ Professional Conduct</b>	<b>Identified competencies</b>	<b>Continuing professional development (to maintain membership)</b>	<b>Complaints procedures/ Procedures for dismissal/ expulsion of members</b>
AACC	Yes	Yes	Trial underway	Yes
ACTCEA	NA	NA	NA	NA
ASORC*	Yes	Yes	NA	Yes
CAANSW	NA	NA	NA	Yes
CEANT	NA	NA	NA	Yes
CEAV	NA	NA	NA	NA
CEAWA	NA	NA	NA	NA
EPLAA	Yes	NA	NA	NA
GCCA	NA	NA	NA	NA
NAGCAS	Yes – that relevant to the employing university	NA	NA	Yes
QASA	NA	NA	NA	NA
QGCA	Yes	NA	NA	Yes

NA: Not applicable or not available

AACC: Australian Association of Career Counsellors

ACTCEA: Australian Capital Territory Career Education Association

ASORC\*\*: Australian Society of Rehabilitation Counsellors

CAANSW: Career Advisers Association of New South Wales

CEANT: Career Educators Association of the Northern Territory

CEAV: Career Education Association of Victoria

CEAWA: Career Education Association of Western Australia

EPLAA: Elite Performers Lifeskill Advisers Association

GCCA: Graduate Careers Council of Australia

NAGCAS: National Association of Graduate Careers Advisory Services

QASA: Queensland Association of Student Advisers

QGCA: Queensland Guidance and Counselling Association

\* - ASORC is no longer a member of CICA

## Appendix 5: Comparison of Quality Standards Across Career Case Studies

The table below illustrates the nature of quality standards existing in the career practitioner associations featured in the case studies presented in this paper. All have a code of ethics and require a tertiary level entry qualification, usually a degree. Most also require a career-specific qualification for membership and continuing professional development. Some associations also endorse certain qualifications, with some taking on the role of accrediting body for those qualifications.

	<b>Code of ethics</b>	<b>Entry-level tertiary qualification (Degree level or higher)</b>	<b>Career-specific tertiary qualification</b>	<b>Continuing professional development</b>	<b>Career associations that accredit career-specific courses</b>	<b>Endorsement of tertiary qualifications by career association</b>
Canada (CDAA)	✓	✓	✓	✓	CDAA	NA
United States of America (NCDA)	✓	✓	NA	NA	NA	✓
Ireland (IGC)	✓	✓	✓	✓	IGC	✓
United Kingdom (ICG)	✓	✓	✓	✓	ICG	✓
New Zealand (CPANZ)	✓	✓	NA	✓	NA	NA
Australia - EPLAA	✓	✓	✓	NA	EPLAA	✓
Australia -ASORC*	✓	✓	✓	NA	ASORC	✓

NA: Not applicable or not available

\* - ASORC is no longer a member of CICA