



## **National Standards and Accreditation of Career Practitioners Project**

### **Briefing Paper 6: Competency Frameworks**

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

*This paper is the sixth in a series of briefing papers that will be distributed by CICA to all career practitioners who belong to the member associations of CICA. The purpose of these papers is to assist career practitioners to be well informed and updated on the project. All papers produced in the project maybe downloaded from the CICA website: [www.cica.org.au](http://www.cica.org.au)*

#### **Background**

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. Below are explanations of a number of terms common to competency frameworks and this project.

#### ***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, 2004)

#### ***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, 2004)

#### **Why do we need a competency framework?**

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. Second, they may be used to guide training providers on course content and inform employers about the appropriate skills and knowledge of practitioners.

#### **Information gathered in Stages 1 and 2**

Most participants at the Forum and in the Consultation were in favour of the development of a competency framework. The consultation revealed that most participants favoured differentiation of core competencies between professional and practitioner categories. Over half of the respondents were in favour of the development of specialised competencies.

#### **How have competency frameworks been implemented elsewhere?**

Appendix 1 contains examples of competency frameworks adopted by a number of career practitioner organisations. Elements such as these will be considered by CICA.

#### **The Task Ahead**

A consultation process conducted by Miles Morgan will identify core and specialist competencies and entry level training. Practitioners from all of the CICA member associations will be invited to participate in the consultation.

#### **References**

CICA, July, 2005

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>

### Appendix 1: Comparison of 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 (National Steering Committee for Career Development Guidelines and Standards, 2004a)</b>	<b>NCDA Career Counselling Competencies (1997)</b>	<b>NCDA Career Development Facilitator Competencies (2003)</b>	<b>NBEET Career Coordinator Competencies (1992)</b>	<b>AACC Skills and Knowledge (2004)</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	1. Appropriate ethical behavior and professional conduct and commitment to lifelong learning in the fulfillment of roles and responsibilities
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	2. Advocacy and leadership in advancing clients' learning, career development and life/work transitions
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	3. Awareness and appreciation of and sensitivity to clients' social and cultural differences in order to interact effectively with all populations
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	4. Ability to integrate theory and research into practice

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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	5. Skills to design, implement and evaluate guidance and counselling programs and interventions
C6 Demonstrate awareness of his/her own capacity and limitations	Interpersonal Competence	Supervision	7. Consultation/supervision	Professional knowledge and practice	6. Awareness of his/her own capacity, limitations and learning needs
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	7. Ability to communicate appropriately and effectively with colleagues or clients
C8 Knowledge of updated information on educational, training, employment trends, labour 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	8. Knowledge of updated information on educational, training, employment trends, labor market, and social issues
C9 Social and cross-cultural sensitiveness	Interpersonal Competence	Diverse populations	3. Working with diverse populations	Professional knowledge and practice	9. Skills to cooperate effectively in a team of professionals
C10 Skills to cooperate effectively in a team of	Professional Behaviour Interpersonal	Coaching, consultation and performance	7. Consultation/supervision 12. Promotion and public	Organisation, management and	10. Knowledge of lifelong career

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professionals	Competence	improvement	relations	consultation	development process
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)