cica

career industry council of australia

Guiding Principles for
Career Development Services and
Career Information Products

2nd Edition 2020

About the Career Industry Council of Australia

The Career Industry Council of Australia (CICA) is the national peak body representing the broad range of organisations and associations involved in providing career development services and programs throughout Australia.

Broadly, CICA focuses on quality assurance and contributes to systemic improvements in the quality of and access to career services for the benefit of all Australians across the lifespan and to the achievement of national policy priority outcomes.

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Introduction

The career development industry in Australia is characterised by its diversity. Service providers offer a distinctive range of services and products designed to meet the career development needs of users whose ages, circumstances and requirements vary enormously.

These *Guiding Principles for Career Development Services and Career Information Products* were designed to provide all those who offer such career development services and career information products with a clear and simple set of criteria with which to assess and continuously improve the quality of their services or products. Their widespread use will also enable clients to make judgements about the quality of the services and products they receive.

The *Guiding Principles* have been developed with considerable input from the career development industry, and education, training and employment systems in all States and Territories in Australia. They have also been shaped by other quality guidelines for career development services and information. In particular, the influence of the matrix Standard in the UK, the meta-criteria developed in Europe, and the US National Career Development Association (NCDA) guidelines on career information is gratefully acknowledged.

The *Guiding Principles for Career Development Services and Career Information Products* are presented in two segments, the first applying to career development services and the second to career information products.

The guiding principles form an important part of the national quality framework for career development in Australia. They fit alongside the Professional Standards for Australian Career Development Practitioners, and the Australian Blueprint for Career Development.

Together, these frameworks will ensure that career development services and products are of a consistent standard and are being continuously improved.

Glossary

The following definitions apply to terminology used throughout this publication.

Career development

The process of managing life, learning, work, leisure, and transitions across the lifespan in order to move towards a personally determined future.

Career development services

A wide range of programs and services provided in many different jurisdictions and delivery settings to stimulate career development learning in order that clients gain the knowledge, skills, attitudes and behaviours to manage their life, learning and work in self-directed ways.

Career information

Occupational and industry information, education and training information and social information related to the world of work sourced from resources such as computer-based career information delivery systems, the Internet, print and media materials, informational interviews, and workplace speakers.

Career development practitioner

Career Development Practitioners provide a wide variety of services to diverse client groups in order to foster their career development. Career Development Practitioners may deliver services in settings such as, but not limited to, schools, higher education (e.g., TAFE and universities), business organisations, government agencies and private practice in a range of formats including one-to-one, small groups, via the web, large classes and self-help materials. Such services may include, but are not limited to, career counselling, career advice, career education, job placement, employment services, recruitment, career coaching, training, mentoring and coordinating work experience or internships programs. Career Development Practitioners may work at either a Professional or Associate level.

Quality improvement

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. (McMahon 2004, 62)

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 et al 2003, in McMahon, 2004, 62)

The Vision

Since its establishment, the Career Industry Council of Australia has been responsible for the transformation of career guidance in Australia, including the publication of three major documents which have provide structure for quality improvement of career development. The first was the development of a learning framework called the *Australian Blueprint for Career Development.* The Blueprint is a nationally agreed prototype that specifies the competencies that people need to manage their careers. It enables the specification of career-specific learning outcomes for individuals.

The second major step was the development of *Professional Standards for Australian Career Development Practitioners.* The Professional Standards for Australian Career Development Practitioners are the systems and procedures that define the career industry, its membership and services. By recognising the skills and knowledge required of Career Development Practitioners, the Professional Standards guide entry into the field by providing a foundation for training and qualifications.

The *Guiding Principles for Career Development Services and Career Information Products* form another important part of the quality framework for career development in Australia (Figure 1), and will enable career development service providers and career information producers and clients to continuously improve and confidently promote the quality of their career development services and career information products.

Professional Standards for Australian
Career Development Practitioners

Quality Assurance
for the Career
Industry

Australian Blueprint for Career
Development

Guiding Principles for Career
Development Services and Career
Information

Figure 1. A Model of Quality Assurance for the Career Industry.

Who will use the Guiding Principles for Career Development Services?

The *Guiding Principles for Career Development Services* are intended to be useful for all funders and providers of career and transition services, including:

- Government departments and agencies from all jurisdictions
- Private companies and practitioners
- Schools
- Community-based organisations
- Education and training institutions
- Voluntary / not-for-profit organisations

Who will use the Guiding Principles for Career Information Products?

The *Guiding Principles for Career Information Products* are intended to be useful for career information producers, including:

- Career development service providers
- Career development practitioners
- Professional associations
- Industry associations
- Recruitment agencies
- Publishers
- Researchers
- Education and training institutions.

The *Guiding Principles for Career Information Products* are also designed to apply to the producers of career development information products presented in any media.

How to use the Guiding Principles

These guiding principles are intended to assist organisations/individuals to improve their services or products. As a first step, the quality of your services and products can be evaluated using the simple self-assessment tools found at Appendices A and B.

Appendix A provides a self-assessment tool for those providing career development services, while the self-assessment tool in Appendix B will be useful for those producing career information products. Once areas for improvement have been identified, the next step might be to develop an action plan designed to improve the quality of the service or the product. The plan should clearly outline specific, measurable and attainable goals that could be linked to any wider organisational action plan that already exists.

Guiding Principles for Career Development Services

Definition and purpose

The *Guiding Principles for Career Development* Services are intended to be used as a quality improvement mechanism by individuals and organisations that fund, manage and / or provide career development services.

Services Principle 1: Promote awareness of the service and service goals

This principle is intended to promote awareness of the service and its goals, in order to ensure accessibility of information about the service.

Criteria for assessment

1.1   Service is adequately promoted within organisation/community so that people are aware of the existence/purpose of service

1.2   Service is promoted accurately, in accordance with the skill level of personnel and the availability of resources

1.3   Users are made aware of the specific purpose and goals of the service offered

1.4   Users are made aware of the limitations of the service and their own responsibilities for active input and engagement

1.5   The purpose and goals of the service are reiterated at multiple points throughout the process of service delivery

Services Principle 2: Ensure user entitlement

This principle is intended to place clients or users of the service at the centre of the service through the active promotion to the client of their rights, entitlements, avenues of redress and/or complaint.

Criteria for assessment

2.1   Users are made aware of their entitlement to professional and confidential service as recipients of career development services

2.2   Practicing staff possess appropriate skills and/or qualifications, and where appropriate meet the *Professional Standards for Career Development Practitioners*

2.3   Users are made aware of their right to make independent choices

2.4   Users are assisted in exploring their options and making choices

2.5   Users are provided with concrete outputs at each stage of service delivery indicating what the service is providing in terms of assisted movement toward their desired career outcome

2.6   Users are made aware of laws, policies and professional ethics that pertain to client rights; they are also made aware of the limits of confidentiality

2.7   Service providers avoid and/or disclose conflicts of interest, which might compromise the best interests of their clients

2.8   Fees/costs, if applicable, are disclosed up-front to the client/user

2.9   Users are made aware of their rights, entitlements, avenues of redress and/or complaint should they perceive the service to have been inappropriately delivered

Services Principle 3: Users/clients have access to career information and are assisted in their understanding of that

This principle is intended to ensure service providers actively promote the importance of career information literacy to their clients.

Criteria for assessment

3.1   Information used as part of service delivery is relevant and appropriate to the audience/client and the advertised purpose of the service

3.2   Information used as part of service delivery is appropriately contextualised and explained: e.g. occupational information is correlated with labour market and education and training information

3.3   The purpose of any information used is made clear to the audience/client

3.4   Any occupational, labour market or education and training information used as part of service delivery is confirmed as current and valid

3.5   Any take-away or take-home materials conform to the *Guiding Principles for Career Information Products* or else are accompanied by appropriate contextualising material and/or support.

Services Principle 4: Create channels for generating/incorporating user feedback

This principle is intended to encourage continuous dialogue between the expertise of the professional and the experience of the client. The channels for generating and incorporating user feedback will vary according to the service provided. This feedback should be used to ensure that the nature and quality of the service being delivered is commensurate with the rights, entitlements and expectations of the user (as outlined in Guiding Principles 1 and 2).

Criteria for assessment

4.1   Input from users in relation to service provision is encouraged, facilitated and recorded

4.2   Feedback from users is collected at multiple points throughout the process of engagement

4.3   User feedback is collected in multiple forms

4.4   Where appropriate, user feedback is incorporated and used to modify/improve service provision and methods of service provision

4.5   Incorporated feedback leads to demonstrable modification/improvement in service provision

4.6   Information is retained for appropriate periods of time for purposes of longitudinal analysis

4.7   Information is appropriately stored to preserve client privacy and confidentiality

Services Principle 5: Differentiate service provision to accommodate diversity

This principle is intended to ensure that service providers are capable of delivering services in multiple modes, formats and settings (that is, outside of the conventional consultation model); have the ability to engage creatively with difference; and can actively accommodate the needs of diverse groups.

Criteria for assessment

5.1 Services are accessible to individuals from a range of cultural, social, economic and ethnic/minority backgrounds

5.2 Service providers demonstrate an understanding and appreciation of issues relating to cultural and social difference and, if relevant, possess appropriate training to address the specific needs of particular groups

5.3 Service providers show the capacity to adapt service provision in light of differences in socio-cultural understandings and/or practices

5.4 Service providers devise positive, creative solutions to communication problems created by social and cultural difference(s)

5.5 Service providers ensure that career information used in providing services is appropriate to the understanding of the client audience, and its practical relevance to the client is made explicit

Services Principle 6: Collaborate with other facilitators of career development

This principle is intended to encourage service providers to form links with other sources of career education and advice for clients, both formal and informal. This will serve to create greater consistency and coherence across the range of sites / instances where career development activities occur. These sources might include:

- *Schools, universities, colleges, TAFE colleges*
- *Employment and social services agencies*
- *Employers, and employer organisations*
- *Parents, friends and peers*
- *Community organisations, leisure organisations*
- *Trade unions.*

Criteria for assessment

6.1 Service providers demonstrate the capacity to network with other facilitators of career development

6.2 Service providers engage with wider networks of formal/informal support that clients may use as a source of career development advice

6.3 Service providers create and maintain constructive partnerships with other stakeholders in the career development process

6.4 Where appropriate, service providers incorporate feedback obtained from contact with wider support networks

6.5 Processes are in place for managing referrals between service providers

Services Principle 7: Provide staff with sufficient support to deliver a quality service

This principle is intended to ensure career practitioners are provided with sufficient professional support and resources to perform their work to a quality standard. This means having a systems approach to staff management, encompassing:

- *induction*
- *supervision*
- *provision of resources*

- *mentoring and development*
- *performance review*
- *job transition / promotion*
- *access to external support networks, and*
- *clear definition of boundaries and appropriate methods for referral*

Such support systems are indispensable to delivering a high quality of service, insofar as they furnish a culture of collegial professionalism that has positive flow-on effect for clients / users of the service.

Criteria for assessment

7.1   Staff are formally inducted into the service and made aware of their responsibilities and available support networks

7.2   Staff are adequately supervised and have access to support from senior staff if necessary

7.3   Staff have access to adequate (quality) resources to perform their roles effectively

7.4   Staff are involved in adequate mentoring and/or professional development programs which ensure ongoing learning

7.5   Staff have regular access to feedback on performance and service outcomes

7.6   Clearly defined boundaries for career development staff are in place and appropriate methods for referral are codified and understood

7.7   All of the above mechanisms are incorporated into a strategic/operational plan for delivery, which is open and transparent to all staff

Services Principle 8: Monitor outcomes of service provision

This principle is intended to guarantee that the monitoring process is transparent to all those involved (staff, clients, management, employing agency, etc.); that it takes into account all of the previous assessment criteria as performance indicators; and demonstrates the extent to which each of these criteria have been met. The findings of such a process should then serve as a basis for improving the service.

The monitoring system itself needs to be subject to sufficient professional oversight to ensure that quality is being properly measured, and that the findings of these measurements are being effectively re-incorporated into the structure of practice.

Criteria for assessment

8.1   Systems are in place for monitoring service outcomes

8.2   Findings of service monitoring are transparent to users, practitioners and relevant employers

8.3   Findings of monitoring process are acted upon to improve the service delivery

8.4   The monitoring system is itself subject to a regular evaluation process, to ensure that outcomes are being properly measured, and that the findings of these measurements are being incorporated into the structure of practice

Guiding Principles for Career Information Products

Definition and purpose

The *Guiding Principles for Career Information Products* are intended to be used as a quality improvement mechanism by individuals and organisations that fund, manage and / or provide career information products.

Career information comprises education and training information, labour market information and occupational and industry information—as well as more general exploratory material surrounding career as a developmental process. By bringing these elements together in a rigorous and systematic way, this information may be confidently used by individuals to assist in their career development process.

Products Principle 1: Career information products make their purpose explicit

Criteria for assessment

1.1   The intended purpose of the information as career information is clearly stated in a location appropriate to form of media

Products Principle 2: Career information products are consistent with current career development theory

Criteria for assessment

2.1   The publication contains appropriate introductory and/or explanatory material, consistent with current career development theory, on exploring career options; assessing one's skills and abilities; and making effective career decisions

Products Principle 3: The relationships between key data streams are made clear

Criteria for assessment

3.1   The publication incorporates and clearly shows the relationship between the three main data streams of career information:

- Education and training information
- Occupational and industry information
- Labour market information

Products Principle 4: Education and training information is verified by reliable sources

Criteria for assessment

4.1   Specific education and training information (qualifications, courses, etc.) is confirmed through direct contact with providers of education and training, checking, where appropriate:

- Currency of advertised courses
- Current employment opportunities related to qualifications
- Currency of education and training registration status

4.2   Records are kept of person contacted, position within organisation and date contacted

Products Principle 5: Occupational and industry information is verified by reliable sources

Criteria for assessment

5.1   Occupational and industry information is confirmed through direct contact with:

- Relevant industry organisations
- Key employer groups, or
- Appropriately experienced persons currently working in the occupational or industry field

5.2   Records are kept of person contacted, role/position within field/organisation and date contacted

Products Principle 6: Occupational information is comprehensive

Criteria for assessment

6.1   Occupational information is cross-referenced to encompass related skills- based occupations and intra- and cross-sectoral opportunities for career transition. It also indicates trends toward emergent industry and/or occupational developments

Products Principle 7: Labour market information is derived from reliable data

Criteria for assessment

7.1   Labour market information is obtained from reliable sources of statistical and quantitative data. It should be consistent with current Australian Bureau of Statistics (ABS) labour market figures (or equivalent agency for overseas and/or global data). The information should indicate current and/or emergent trends in sector growth/decline and related skills shortages

7.2   Records must be kept of sources used to obtain labour market information, date accessed, and currency of information at time of production

Products Principle 8: Authors of information are identified

Criteria for assessment

8.1   Authors of information — including corporate or organisational authors— are listed in a location appropriate to form of media. For example, acknowledgements/title page in print texts, homepage [or preferably each separate page] for web material

Products Principle 9: Limitations of the data are acknowledged

Criteria for assessment

9.1   In relation to all types of information (education and training, labour market and occupational and industry) any limitations are indicated; and anecdotal information is clearly differentiated from factual information

Products Principle 10: Currency of information is indicated

Criteria for assessment

10.1   The text clearly indicates currency of all empirical data, for example "data current as of . . .", in a location appropriate to form of media. For example, acknowledgements/title page in print texts, homepage [or preferably each separate page] for web material

Products Principle 11: Information users are referred to multiple sources

Criteria for assessment

11.1   Text refers to other points of contact and appropriate sources for further information if needed/desired

Products Principle 12: Terms are clearly defined

Criteria for assessment

12.1   Jargon or technical terms are adequately qualified/defined for a general audience

Products Principle 13: All text and imagery assist understanding

Criteria for assessment

13.1   The use of graphics, illustrations, dramatic re-enactments or animated sequences serves to assist and facilitate client understanding of the information presented

Products Principle 14: Products are free of extraneous material

Criteria for assessment

14.1   Advertising and promotional material incorporated into career information products is free of extraneous non-career related material

Products Principle 15: Information is free of stereotyping

Criteria for assessment

15.1   Information presented is free of stereotyping on the basis of race, culture, ethnicity, gender, sexuality, age, nationality, religion and disability

References

McMahon, Mary. (2004). "Scoping Paper – Shaping a Career Development Culture: Quality Standards, Quality Practice, Quality Outcomes." Prepared for CICA, the National Standards and Accreditation of Career Practitioners Project and the Department of Education, Science and Training.

National Career Development Association. (2006). "Guidelines for the Preparation and Evaluation of Career and Occupational Information Literature"; "Guidelines for the Preparation and Evaluation of Video Career Media"; "Career Software Review Guidelines"; "Guidelines for the Use of the Internet for Delivery of Career Counseling and Career Planning Services." http://www.ncda.org

Appendix A
Self Assessment Tool for Guiding Principles for Career Development Services

Services Principle 1: Promote awareness of the service and service goals

	Criteria	Self Assessment	Evidence
1.1	Service is adequately promoted within organisation/ community so that people are aware of the existence/purpose of service	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
1.2	Service is promoted accurately, in accordance with the skill level of personnel and the availability of resources	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
1.3	Users are made aware of the specific purpose and goals of the service offered	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
1.4	Users are made aware of the limitations of the service and their own responsibilities for active input and engagement	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
1.5	The purpose and goals of the service are reiterated at multiple points throughout the process of service delivery	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Services Principle 2: Ensure user entitlement

	Criteria	Self Assessment	Evidence
2.1	Users are made aware of their entitlement to professional and confidential service as recipients of career development services	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
2.2	Practicing staff possess appropriate skills and/or qualifications, and where appropriate meet the Professional Standards for Australian Career Development Practitioners	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
2.3	Users are made aware of their right to make independent choices	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Criteria		Self Assessment	Evidence
2.4	Users are assisted in exploring their options and making choices	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
2.5	Users are provided with concrete outputs at each stage of service delivery indicating what the service is providing in terms of assisted movement toward their desired career outcome	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
2.6	Users are made aware of laws, policies and professional ethics that pertain to client rights; they are also made aware of the limits of confidentiality	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
2.7	Service providers avoid and/or disclose conflicts of interest, which might compromise the best interests of their clients	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
2.8	Fees/costs, if applicable, are disclosed up-front to the client/user	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
2.9	Users are made aware of their rights, entitlements, avenues of redress and/or complaint should they perceive the service to have been inappropriately delivered	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Services Principle 3: Users/clients have access to career information and are assisted in their understanding of that information

Criteria		Self Assessment	Evidence
3.1	Information used as part of service delivery is relevant and appropriate to the audience/client and the advertised purpose of the service	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
3.2	Information used as part of service delivery is appropriately contextualised and explained: e.g. occupational information is correlated with labour market and education and training information	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Criteria		Self Assessment	Evidence
3.3	The purpose of any information used is made clear to the audience/client	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
3.4	Any occupational, labour market or education and training information used as part of service delivery is confirmed as current and valid	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
3.5	Any take-away or take-home materials conform to the Guiding Principles for Career Information Products or else are accompanied by appropriate contextualising material and/or support	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Services Principle 4: Create channels for generating/incorporating user feedback

Criteria		Self Assessment	Evidence
4.1	Input from users in relation to service provision is encouraged, facilitated and recorded	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
4.2	Feedback from users is collected at multiple points throughout the process of engagement	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
4.3	User feedback is collected in multiple forms	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
4.4	Where appropriate, user feedback is incorporated and used to modify/improve service provision and methods of service provision	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
4.5	Incorporated feedback leads to demonstrable modification/improvement in service provision	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
4.6	Information is retained for appropriate periods of time for purposes of longitudinal analysis	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
4.7	Information is appropriately stored to preserve client privacy and confidentiality	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Services Principle 5: Differentiate service provision to accommodate diversity

	Criteria	Self Assessment	Evidence
5.1	Services are accessible to individuals from a range of cultural, social, economic and ethnic/minority backgrounds	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
5.2	Service providers demonstrate an understanding and appreciation of issues relating to cultural and social difference and, if relevant, possess appropriate training to address the specific needs of particular groups	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
5.3	Service providers show the capacity to adapt service provision in light of differences in socio-cultural understandings and/or practices	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
5.4	Service providers devise positive, creative solutions to communication problems created by social and cultural difference(s)	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
5.5	Service providers ensure that career information used in providing services is appropriate to the understanding of the client audience, and its practical relevance to the client is made explicit	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Services Principle 6: Collaborate with other facilitators of career development

	Criteria	Self Assessment	Evidence
6.1	Service providers demonstrate the capacity to network with other facilitators of career development	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
6.2	Service providers engage with wider networks of formal/informal support that clients may use as a source of career development advice	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
6.3	Service providers create and maintain constructive partnerships with other	☐ Meet Fully ☐ Meet Partially	

Criteria	Self Assessment	Evidence
stakeholders in the career development process	☐ Do Not Meet	
6.4 Where appropriate, service providers incorporate feedback obtained from contact with wider support networks	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
6.5 Processes are in place for managing referrals between service providers	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Services Principle 7: Provide staff with sufficient support to deliver a quality service

Criteria	Self Assessment	Evidence
7.1 Staff are formally inducted into the service and made aware of their responsibilities and available support networks	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
7.2 Staff are adequately supervised and have access to support from senior staff if necessary	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
7.3 Staff have access to adequate (quality) resources to perform their roles effectively	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
7.4 Staff are involved in adequate mentoring and/or professional development programs which ensure ongoing learning	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
7.5 Staff have regular access to feedback on performance and service outcomes	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
7.6 Clearly defined boundaries for career development staff are in place and appropriate methods for referral are codified and understood	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
7.7 All of the above mechanisms are incorporated into a strategic/operational plan for delivery, which is open and transparent to all staff.	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Services Principle 8: Monitor outcomes of service provision

	Criteria	Self Assessment	Evidence
8.1	Systems are in place for monitoring service outcomes	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
8.2	Findings of service monitoring are transparent to users, practitioners and relevant employers	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
8.3	Findings of monitoring process are acted upon to improve the service delivery	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
8.4	The monitoring system is itself subject to a regular evaluation process, to ensure that outcomes are being properly measured, and that the findings of these measurements are being incorporated into the structure of practice	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Appendix B
Self Assessment Tool for Guiding Principles for Career Information Products

Products Principle 1: Career information products make their purpose explicit

Criteria	Self Assessment	Evidence
1.1 The intended purpose of the information as career information is clearly stated in a location appropriate to form of media	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 2: Career information products are consistent with current career development theory

Criteria	Self Assessment	Evidence
2.1 The publication contains appropriate introductory and/or explanatory material, consistent with current career development theory, on exploring career options; assessing one's skills and abilities; and making effective career decisions	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 3: The relationships between key data streams are made clear

Criteria	Self Assessment	Evidence
3.1 The publication incorporates and clearly shows the relationship between the three main data streams of career information: education and training information; occupational and industry information; and labour market information	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 4: Education and training information is verified by reliable sources

Criteria	Self Assessment	Evidence
4.1 Specific education and training information qualifications, courses, etc., is confirmed through direct contact with providers of	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Criteria	Self Assessment	Evidence
education and training, checking, where appropriate: currency of advertised courses; current employment opportunities related to qualifications; currency of education and training registration status		
4.2 Records are kept of person contacted, position within organisation and date contacted	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 5: Occupational and industry information is verified by reliable sources

Criteria	Self Assessment	Evidence
5.1 Occupational and industry information is confirmed through direct contact with relevant industry organisations; key employer groups; or appropriately experienced persons currently working in the occupational or industry field	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
5.2 Records are kept of person contacted, role/position within field/organisation and date contacted	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 6: Occupational information is comprehensive

Criteria	Self Assessment	Evidence
6.1 Occupational information is cross-referenced to encompass related skills-based occupations and intra- and cross-sectoral opportunities for career transition. It also indicates trends toward emergent industry and/or occupational development.	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 7: Labour market information is derived from reliable data

	Criteria	Self Assessment	Evidence
7.1	Labour market information is obtained from reliable sources of statistical and quantitative data. It should be consistent with current Australian Bureau of Statistics (ABS) labour market figures (or equivalent agency for overseas and/or global data). The information should indicate current and/or emergent trends in sector growth/decline and related skills shortages	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	
7.2	Records must be kept of sources used to obtain labour market information, date accessed, and currency of information at time of production	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 8: Authors of information are identified

	Criteria	Self Assessment	Evidence
8.1	Authors of information — including corporate or organisational authors—are listed in a location appropriate to form of media. For example, acknowledgements/title page in print texts, homepage [or preferably each separate page] for web material	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 9: Limitations of the data are acknowledged

	Criteria	Self Assessment	Evidence
9.1	In relation to all types of information (education and training, labour market and occupational and industry) any limitations are indicated; and anecdotal	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Criteria	Self Assessment	Evidence
information is clearly differentiated from factual information		

Products Principle 10: Currency of information is indicated

Criteria	Self Assessment	Evidence
10.1 The text clearly indicates currency of all empirical data, for example "data current as of . . .", in a location appropriate to form of media. For example, acknowledgements/title page in print texts, homepage [or preferably each separate page] for web material	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 11: Information users are referred to multiple sources

Criteria	Self Assessment	Evidence
11.1 Text refers to other points of contact and appropriate sources for further information if needed/desired	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 12: Terms are clearly defined

Criteria	Self Assessment	Evidence
12.1 Jargon or technical terms are adequately qualified/defined for a general audience	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 13: All text and imagery assist understanding

Criteria	Self Assessment	Evidence
13.1 The use of graphics, illustrations, dramatic re-enactments or animated sequences serves to assist and facilitate client understanding of the information presented	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 14: Products are free of extraneous material

Criteria	Self Assessment	Evidence
14.1 Advertising and promotional material incorporated into career information products is free of extraneous non- career related material	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

Products Principle 15: Information is free of stereotyping

Criteria	Self Assessment	Evidence
15.1 Information presented is free of stereotyping on the basis of race, culture, ethnicity, gender, sexuality, age, nationality, religion and disability	☐ Meet Fully ☐ Meet Partially ☐ Do Not Meet	

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