

# **Guiding Principles** for Career Development Services and Career Information Products

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**The career development industry in Australia is characterised by its diversity. Career development practitioners work across a wide range of settings, supporting clients of all ages, backgrounds, and career development needs. As the field evolves, particularly with the rise of digital tools and Artificial Intelligence (AI) including Generative AI, practitioners face new opportunities and responsibilities in how they deliver services and recommend resources.**

The Guiding Principles for Career Development Services and Career Information Products are designed to support career development practitioners in evaluating the tools, resources, and services they use with clients. These principles provide a clear and practical framework to help practitioners determine whether services and products, including emerging digital solutions, are ethical, evidence-informed, inclusive, and fit-for-purpose in an increasingly technology-driven environment.

Originally developed with input from the career development industry and education, training, and employment systems across all Australian States and Territories, the Guiding Principles have also been shaped by international best practice. They directly align with the mission of the Career Industry Council of Australia to promote quality, ethical, and inclusive career development for all Australians through national leadership, advocacy, and the advancement of professional standards.

The document is presented in two sections; one focused on career development services and the other on career information products. These principles complement the Professional Standards for Australian Career Development Practitioners and the Australian Blueprint for Career Development, forming a robust framework for professional practice.

Together, these frameworks assist practitioners to make confident, informed decisions in a rapidly changing environment, ensuring that the career development support offered to clients remains high-quality, ethical, and future-focused.

# Australian Career Development Frameworks

Since its establishment, the Career Industry Council of Australia has been responsible for transforming career development in Australia, through the publication of three framework documents that provide a structure for the quality improvement of career development.

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The first framework document is called the Australian Blueprint for Career Development. The Blueprint is a nationally agreed-upon prototype that outlines the competencies individuals need to manage their careers. It specifies the competencies that people need to manage their careers.

The second framework document is the Professional Standards for Australian Career Development Practitioners, which define the knowledge, skills, and ethical foundations of the profession. These standards guide training, qualifications, and professional conduct.

The third framework document, the Guiding Principles for Career Development Services and Career Information Products, has become increasingly important with the growing use of digital tools, AI, and generative AI. These principles enable practitioners to critically evaluate whether the services and tools they use, whether traditional, digital, or AI-powered, meet the expectations of quality, equity, and professional integrity.

Used together, these frameworks help practitioners navigate new and emerging technologies with confidence, ensuring that their practice remains responsive, ethical, and client-centred in an era of digital transformation.

**FIGURE 1.** A Model of Quality Assurance for the Career Industry



# Who Will Use the Guiding Principles?

**The Guiding Principles for Career Development Services are a practical resource for career development practitioners and others responsible for delivering or overseeing career services. The Guiding Principles could be used by those providing career services or products including Career development practitioners, managers and coordinators of career services, career information resource specialists, trainers and educators of career practitioners.**

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## 1. Career Development Practitioners

These principles assist qualified professionals working directly with clients by offering a framework to:

- Evaluate the quality and suitability of the services and tools they employ.
- Align practice with national professional standards and ethical guidelines.
- Reflect on and continually enhance their service delivery.

## 2. Managers, Leaders and Coordinators of Career Services

Career development managers, leaders and coordinators in schools, tertiary institutions, employment services, and community programs can apply these principles to:

- Assess the effectiveness and inclusiveness of the services provided.
- Guide the development of programs and procurement decisions.
- Ensure service quality and alignment with national standards.

## 3. Career Information Resource Specialists

Practitioners and program leaders who recommend or curate resources for clients can utilise the principles to:

- Assess if career information products are accurate, current, and accessible.
- Ensure resources cater to diverse client needs and career development outcomes.
- Refrain from suggesting low-quality or biased resources.

## 4. Trainers and Educators of Career Practitioners

Educators and training providers can incorporate the Guiding Principles into:

- Curriculum and assessment for endorsed training programs.
- Practical activities that focus on ethical, high-quality service delivery.

# How to Use the Guiding Principles

**The Guiding Principles for Career Development Services and Career Information Products serve as a practical tool for career development practitioners and others to assess the quality and suitability of services and information resources utilised with clients, including a growing range of digital tools. Two self-assessment tools are provided to assist career development practitioners to evaluate their services and the products they use.**

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In a context where digital and AI-driven solutions are increasingly prominent, these principles assist practitioners in asking critical questions about:

- Transparency and ethical AI and data usage
- Accessibility and ease of use for various client groups
- Accuracy, relevance, and cultural appropriateness of automated content.
- Human oversight and professional judgment in client interactions

Included in each set of Guidelines is a Matrix that enables users to consider whether each guideline is embedded, emerging, or needs improvement. After identifying areas for improvement, practitioners are encouraged to create a targeted action plan. This may include:

- Establishing specific goals to enhance the use or selection of digital or AI tools
- Updating practice guidelines or resource lists.
- Looking for training or professional development in emerging technologies
- Aligning improvements with broader organisational policies and ethical frameworks.

By applying these guiding principles, practitioners can ensure their services remain client-centred, evidence-informed, and future-ready, even as the landscape of career development continues to evolve through digital innovation.

# 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. These principles offer a framework for informed, ethical, and consistent practice across various settings, including services that integrate digital tools, online platforms, or data driven features.

By using these principles as a tool for continuous quality improvement, practitioners can ensure their services are ethical, client-centred, inclusive, professionally grounded, and fit for purpose across both traditional and digital delivery environments.

### Career Development Services Principle 1: Promote Awareness of the Service and Its Goals

This principle helps career development practitioners assess whether a service is promoted clearly and accurately, ensuring clients can make informed decisions about engaging with it. It covers transparency about the service’s purpose, accessibility, limitations, and delivery method, including the use of digital or AI-enabled features.

Criteria	Self Assessment	Evidence
1.1 The service is effectively promoted within the organisation or community, ensuring that potential users are aware of its availability and purpose.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
1.2 The service is promoted accurately, reflecting the qualifications of the practitioner(s) involved and the available resources, including any digital or AI-enabled components.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
1.3 Clients are informed of the specific purpose and intended outcomes of the service prior to engagement.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
1.4 Clients are informed about the service's scope and limitations, including any dependence on automated tools or digital features, as well as their role in actively engaging with the process.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
1.5 The service's purpose and goals are communicated and reinforced throughout various stages of the client's journey.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Services Principle 2: Ensure Client Entitlements, Rights and Protections

This principle guides career development practitioners to place clients at the centre of service delivery by actively supporting client rights, entitlements, and protections, including the right to informed choice, confidentiality, and recourse. It applies to all forms of service delivery, whether face-to-face, hybrid, or digital, and is particularly significant when services involve AI-enabled tools or automated features.

Criteria	Self Assessment	Evidence
2.1 Clients are made aware of their entitlement to a professional, respectful, and confidential service, regardless of the delivery format.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
2.2 Career development services are provided by staff with the appropriate skills and qualifications.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
2.3 Practitioners comply with the Professional Standards for Australian Career Development Practitioners.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
2.4 Clients are informed of their right to make independent decisions and are not pressured into specific pathways, products, or services.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
2.5 Clients receive active support in exploring their options and making informed choices, guided by impartial advice tailored to their needs.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
2.6 Clients receive clear and concrete outputs at every stage of service delivery (e.g., action plans, summary reports, assessment results), including instances where digital tools are utilised to generate or support these outputs.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
2.7 Clients are informed about relevant laws, policies, and ethical standards concerning their rights and the limits of confidentiality. This includes how data is stored, processed, or shared, including when using digital tools, including Artificial Intelligence and Generative AI.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

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Criteria	Self Assessment	Evidence
2.8 Practitioners are open about any potential or actual conflicts of interest, including those that may arise from partnerships with commercial software or information product providers.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
2.9 All fees or associated costs are disclosed upfront, including those pertaining to the use of digital platforms, assessments, or subscription-based resources.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
2.10 Clients receive clear information on how to provide feedback, address concerns, or lodge complaints if they believe the service was not delivered appropriately or did not meet expected standards, including in digital or automated interactions.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Services Principle 3: Clients Have Access to Career Information and Are Supported in Understanding It

This principle helps career development practitioners ensure clients access high-quality career information and receive support in interpreting and applying this information to their personal situations.

Practitioners play a crucial role in improving clients' career information literacy, particularly as digital platforms, AI-generated content, and data dashboards become more central to service delivery.

Criteria	Self Assessment	Evidence
3.1 The information used in service delivery, including digital, online, and AI-generated information, is relevant, accurate, and suitable for the client group, aligning with the stated goals of the service.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
3.2 Information is contextualised and explained clearly to enhance understanding. For example, occupational information is combined with labour market insights, education and training pathways, and local context where relevant.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

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Criteria	Self Assessment	Evidence
3.3 The purpose of each piece of information or resource is clarified for the client, including how it aids their career decision-making or planning process.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
3.4 Career information, whether provided through traditional or digital channels, is regularly reviewed for accuracy, currency, and source credibility. When using AI-enabled tools or automated data platforms, practitioners verify content against trusted, up-to-date sources.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
3.5 Any take-away or digital resources provided to clients (e.g., printed handouts, online links, platform logins, AI-generated summaries) must either: <ul style="list-style-type: none"> <li>• Comply with the Guiding Principles for Career Information Products, or</li> <li>• Be accompanied by clear guidance, support, or explanations from the practitioner to ensure responsible interpretation and use.</li> </ul>	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Services Principle 4: Create Channels for Generating and Incorporating Client Feedback

This principle encourages career development practitioners to prioritise ongoing dialogue between their professional expertise and their lived experiences of the service. Regular feedback ensures that services, including those delivered through digital platforms or supported by AI tools, remain responsive, relevant, and client-centred.

Feedback channels may vary depending on the setting, delivery method, and client group, but they should consistently show a commitment to ongoing improvement, client rights, and ethical information use.

Criteria	Self Assessment	Evidence
4.1 Clients are encouraged and supported to provide feedback on the quality and relevance of the service, including their experiences with digital tools, if applicable.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

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Criteria	Self Assessment	Evidence
4.2 Feedback is gathered at various points throughout the engagement, rather than solely at the end of service delivery, fostering real-time responsiveness and trust-building.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
4.3 Feedback is collected through various formats (e.g. surveys, verbal check-ins, digital forms, online reviews), including options accessible to clients with different levels of digital literacy or language proficiency.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
4.4 Where relevant, client feedback is reviewed to inform changes to both the content and methods of service delivery, including adjustments to digital platforms, AI-generated content, or communication channels.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
4.5 Feedback results in measurable or observable enhancements in service quality, communication, accessibility, or outcomes.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
4.6 Feedback and related data are securely and appropriately retained for longitudinal analysis where permitted, to assist in evaluating trends and long-term effectiveness.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
4.7 All feedback is stored and managed in line with privacy, data protection, and confidentiality requirements, particularly when digital collection tools or third-party platforms are employed.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Services Principle 5: Differentiate Service Provision to Accommodate Diversity

This principle aims to ensure that service providers can deliver services in various modes, formats, and settings (beyond the traditional consultation model); engage creatively with differences; and actively accommodate the needs of diverse groups. It also seeks to confirm that all tools, including digital platforms and AI-enabled systems, do not unintentionally marginalise or disadvantage specific groups.

Practitioners must show cultural awareness, adaptability, and inclusive communication to make services meaningful, respectful, and relevant.

Criteria	Self Assessment	Evidence
5.1 Services are designed to be accessible to individuals from a diverse range of cultural, linguistic, social, economic, and minority backgrounds, including those with limited digital literacy or access to technology	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
5.2 Practitioners demonstrate cultural competency and awareness of inclusion. When working with specific groups (e.g., Aboriginal and Torres Strait Islander communities, migrants, refugees, people with disabilities), they hold or seek appropriate training or collaborate with culturally competent professionals.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
5.3 Service providers show the capacity to adapt service provision in light of differences in client understandings and/or practices, including differences in digital literacy	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
5.4 Practitioners create and implement creative, client centred strategies to overcome barriers to engagement stemming from social, cultural, linguistic, or technological differences.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
5.5 Career information and digital resources used in service delivery are: <ul style="list-style-type: none"> <li>• Culturally and contextually appropriate for the client group;</li> <li>• Presented clearly, with simple language and straightforward navigation;</li> <li>• Accompanied by practitioner support to ensure that meaning and relevance are clear to the client.</li> </ul>	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Services Principle 6: Collaborate with Other Facilitators of Career Development

This principle aims to encourage service providers to establish connections with other sources of career education and advice for clients, including both formal and informal channels. Clients benefit most when practitioners collaborate with other stakeholders, such as schools, training providers, employment services, mental health professionals, employers, and community organisations, and when they draw on appropriate referral networks to connect clients with the most suitable expertise and support. This ensures continuity and consistency in supporting career development.

In a changing service environment, this involves not only traditional partnerships but also virtual networks, online referral systems, and digital collaboration platforms, ensuring clients can access coordinated support regardless of the setting or mode of delivery.

Examples of key collaborators include:

- Schools, universities, TAFEs and training providers
- Employment and social services agencies
- Employers and employer organisations
- Mental health professionals and wellbeing services
- Parents, peers, and informal networks
- Community organisations, youth services, and leisure groups
- Trade unions and industry bodies

Criteria	Self Assessment	Evidence
6.1 Service providers demonstrate the capacity to network with other facilitators of career development, including via digital platforms	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
6.2 Practitioners recognise and involve the broader support networks available to clients, including formal supports (such as education providers, employment services, and mental health professionals) and informal supports (such as family, friends, and community mentors). They understand that these diverse influences play an important role in a client's decision making.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

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Criteria	Self Assessment	Evidence
6.3 Services foster and maintain constructive, ethical partnerships with other organisations and professionals to support integrated, client centred career development.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
6.4 Where suitable, services integrate insights or feedback gathered from partners and client support networks to enhance individual service delivery or identify systemic gaps.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
6.5 Clear referral processes are documented and established to assist clients in transitioning between providers or accessing specialist support, including relevant digital services. Practitioners ensure these referrals are intentional, transparent, and focused on the client's best interests.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Services Principle 7: Provide Staff with Sufficient Support to Deliver a Quality Service

This principle aims to ensure that career development practitioners receive the professional support, guidance, and resources needed to provide high-quality services, especially as service delivery shifts to include digital platforms and AI-enabled tools.

A systems-based approach to practitioner support fosters a culture of professional collegiality, reflective practice, and continuous improvement. This support should go beyond traditional measures like induction, supervision, and performance reviews, by providing access to professional learning on a variety of topics, including emerging technologies, ethics, inclusion, labour market insights, and effective referral practices.

Importantly, practitioners should be supported in identifying their individual learning needs, reflecting on their professional development, and upholding the Professional Standards for Australian Career Development Practitioners. This includes maintaining ethical practice and fulfilling continuing professional development (CPD) requirements as part of a commitment to quality and accountability in service delivery.

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Criteria	Self Assessment	Evidence
7.1 Practitioners are formally inducted into the service and are clearly informed of their responsibilities, the available supports, and their access to peer and external networks, including professional associations and online learning communities.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
7.2 Practitioners receive appropriate supervision and have access to support from senior staff or mentors, especially when addressing complex client needs or ethical issues related to digital tools.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
7.3 Practitioners receive quality resources, including up-to-date tools, digital platforms, and guidance documents to enable effective and ethical service delivery.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
7.4 Practitioners are given opportunities for professional development, including mentoring, to enhance skills in career development theory, inclusive practice, and the responsible use of data-driven technologies such as Artificial Intelligence and Generative AI.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
7.5 Practitioners receive ongoing feedback on their performance, client outcomes, and service quality, with systems established to reflect on and respond to this feedback.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
7.6 There are clearly defined role boundaries for practitioners, with established and effectively communicated procedures for referrals, including to mental health professionals, social support services, and specialist digital services when suitable.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
7.7 All of the above supports are integrated into a transparent strategic or operational plan for service delivery that is known and accessible to all staff.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Services Principle 8: Monitor Outcomes of Service Provision

This principle supports career development practitioners in ensuring that the services they use or refer to are subject to thorough and transparent monitoring. Monitoring processes should be clear to all stakeholders, including clients, practitioners, management, and partner organisations, and should evaluate performance based on the criteria outlined in the preceding principles.

Effective outcome monitoring involves not only measuring service quality and impact but also using the results to inform improvements in practice. In the context of evolving service models, this includes monitoring the effectiveness of digital tools, online platforms, and AI-enabled systems, ensuring they contribute positively to client outcomes and equitable access.

The monitoring system itself needs to be subjected to adequate professional oversight to ensure that quality is properly assessed and that the results of these assessments are effectively integrated into practice.

Criteria	Self Assessment	Evidence
8.1 Clear and consistent systems are established for monitoring service outcomes, including those supported by digital or automated reporting tools.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
8.2 Findings from service monitoring are readily accessible and transparent to clients, practitioners, and relevant stakeholders, fostering trust and accountability.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
8.3 Findings of the monitoring process are acted upon to improve the service delivery, including the refinement of digital or AI-supported components.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> 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.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

# Guiding Principles for Career Information Products

## Definition and Purpose

The Guiding Principles for Career Information Products support career development practitioners in assessing the quality, accuracy, and relevance of the information products they use or recommend to clients. These principles can also act as a quality improvement tool for individuals and organisations that create, fund, manage, or distribute career information.

Career information encompasses educational and training pathways, labour market insights, occupational and industry profiles, and broader resources that assist individuals in exploring and understanding careers as a lifelong developmental process. With the rise of digital platforms, AI-generated content, and interactive tools, it is crucial that career information products remain trustworthy, inclusive, current, and aligned with professional standards.

By integrating these elements in a systematic and ethical way, career development practitioners can confidently utilise career information products to assist clients in making informed decisions as part of their career development.

### Career Development Products Principle 1: Career Information Products Make Their Purpose Explicit

Criteria	Self Assessment	Evidence
1.1 The intended purpose of the product as a career information resource is clearly articulated in a location suitable for the format or media type, whether digital, print, or AI-generated.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

### Career Development Products Principle 2: Career Information Products Are Consistent with Current Career Development Theory

Criteria	Self Assessment	Evidence
2.1 The product provides suitable introductory or explanatory content that aligns with contemporary career development theory. This includes guidance on exploring career options; assessing one's skills and abilities, and making effective career decisions.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Products Principle 3: The Relationships Between Key Data Streams Are Made Clear

Criteria	Self Assessment	Evidence
<p>3.1 The product effectively integrates and shows the clear relationship between the three main data streams of career information:</p> <ul style="list-style-type: none"> <li>• Education and training information</li> <li>• Occupational and industry information</li> <li>• Labour market information</li> </ul>	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

These relationships should be presented logically, clearly, and in a manner that is relevant to a broad range of client contexts.

## Career Development Products Principle 4: Education and Training Information Is Verified by Reliable Sources

Criteria	Self Assessment	Evidence
<p>4.1 Specific education and training information (qualifications, courses, etc.) is confirmed through direct contact with providers of education and training, checking, where appropriate:</p> <ul style="list-style-type: none"> <li>• Currency of advertised courses</li> <li>• Current employment opportunities related to qualifications</li> <li>• Currency of education and training registration status</li> </ul>	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
<p>4.2 Records are maintained of the individual contacted, their role within the organisation, and the date of the verification.</p>	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Products Principle 5: Occupational and Industry Information Is Verified by Reliable Sources

Criteria	Self Assessment	Evidence
5.1 Information is verified through contact with: <ul style="list-style-type: none"> <li>• Relevant industry bodies</li> <li>• Relevant government sources</li> <li>• Employer organisations</li> <li>• Appropriately experienced professionals currently working in the field</li> </ul>	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
5.2 Records are maintained regarding the individual consulted, their role or position, and the date of contact.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Products Principle 6: Occupational Information Is Comprehensive

Criteria	Self Assessment	Evidence
6.1 Information on occupations includes: <ul style="list-style-type: none"> <li>• Links to related skill-based positions</li> <li>• Opportunities for movement within and across sectors</li> <li>• Indications of emerging industries and future-focused career pathways</li> </ul>	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Products Principle 7: Labour Market Information Is Derived from Reliable Data

Criteria	Self Assessment	Evidence
7.1 Labour market data is obtained from official or recognised statistical bodies and agencies. It reflects current and emerging trends, such as sector growth, decline, and skills shortages.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
7.2 All sources utilised are documented with the date accessed and the currency of the data at the time of production.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Products Principle 8: Authors of Information Are Identified

Criteria	Self Assessment	Evidence
8.1 The author or content creator must be clearly identified, whether as an individual, corporate entity, or organisation. In digital formats, this should be stated on the homepage or, preferably, on each content page. In print, it ought to appear in the acknowledgements or title section or as a footnote.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Products Principle 9: Limitations of the Data Are Acknowledged

Criteria	Self Assessment	Evidence
9.1 Any limitations of the data are clearly stated, including differences between factual content and anecdotal or opinion-based information.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Products Principle 10: Currency of Information Is Indicated

Criteria	Self Assessment	Evidence
10.1 All data and factual information clearly indicate when it was last updated, using statements such as "data current as of [date]." This should be placed in a location appropriate to the media format, such as the title page for print or the homepage or footer for digital products.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Products Principle 11: Information Users Are Referred to Multiple Sources

Criteria	Self Assessment	Evidence
11.1 The content directs users to other relevant and reliable sources for further information or support, such as official websites, training providers, government services, or industry bodies.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

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## Career Development Products Principle 12: Terms are Clearly Defined

Criteria	Self Assessment	Evidence
12.1 Jargon, technical language, or unfamiliar terms are clearly defined and explained for a general audience, ensuring accessibility for all levels of literacy and experience.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Products Principle 13: All Text and Imagery Assist Understanding

Criteria	Self Assessment	Evidence
13.1 Visual elements such as graphics, charts, illustrations, reenactments, or animations are intentionally used to enhance understanding of the content without distracting from or overwhelming it.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

## Career Development Products Principle 14: Products Are Free of Extraneous Material

Criteria	Self Assessment	Evidence
14.1 Any product advertising or promotional content is directly relevant to career development and does not feature unrelated or commercial material that could confuse or mislead users.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

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## Career Development Products Principle 15: Information Is Free of Stereotyping

Criteria	Self Assessment	Evidence
15.1 Content is free from stereotypes or bias regarding race, culture, ethnicity, gender, sexuality, age, nationality, religion, disability, or any other characteristic. Imagery and language should reflect diversity and promote equity in career opportunities.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
15.2 Where AI tools, digital platforms, or automated systems are used, reasonable care must be taken to avoid algorithmic bias by ensuring inputs and outputs are transparent, fair, and free from systemic discrimination, with risks identified and mitigated so that no individual or group is disadvantaged.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	
15.3 Career products, whether provided through traditional or digital channels, are regularly reviewed for accuracy, currency, and source credibility. When using AI-enabled tools or automated data platforms, practitioners verify content against trusted, up-to-date sources.	<input type="checkbox"/> Meet Fully <input type="checkbox"/> Meet Partially <input type="checkbox"/> Do Not Meet	

# Glossary of Terms

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## Algorithmic Bias

Unintended and systematic errors in AI systems that result in unfair treatment or discriminatory outcomes. In career services, this can affect resume screening, job matching, or assessment tools. Practitioners must assess for bias and promote fairness and inclusion.

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## Artificial Intelligence (AI)

A field of computer science focused on creating systems that perform tasks requiring human intelligence, such as decision-making, language processing, and pattern recognition. In career development, AI is applied in tools for resume screening, labour market analysis, chatbots, and personalised recommendations.

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## Associate Career Development Practitioners

Hold a CICA-endorsed Certificate IV in Career Development and work in support roles, ideally under the supervision of a professional career development practitioner.

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## Career Development

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

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## Career Development Practitioner

Career Development Practitioners provide a wide variety of services to diverse client groups in order to foster their career development. They may work in schools, higher education, business, government, or private practice, delivering services one-to-one, in groups, online, or through resources. Services may include career counselling, advice, education, job placement, employment services, recruitment, coaching, training, mentoring and coordinating work experience or internships programs. Career Development Practitioners may work at either a Professional or Associate level. Practitioners also use digital and AI-enabled tools (e.g., online assessments, labour market dashboards, generative AI applications) and are responsible for their ethical, equitable, and client-centred application.

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## Career Development Services

A wide range of programs and services provided across various jurisdictions and delivery settings to promote career development learning. These services help clients build the knowledge, skills, attitudes, and behaviours needed to manage their lives, learning, and work in self-directed ways.

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## Career Information

Occupational and industry information, education and training opportunities, and social context related to the world of work. This information may be sourced from online platforms, printed materials, media, informational interviews, or speakers from industry or community.

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## Career Information Resource Curators

Individuals, often career development practitioners or program coordinators, who evaluate, select, and recommend career information resources for client use. Their role includes ensuring that content is accurate, accessible, inclusive, and aligned with current labour market and educational pathways.

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## Data Ethics

The responsible use of data in accordance with principles such as privacy, transparency, informed consent, and accountability. In career development, data ethics ensure that client data is managed with care and integrity.

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## Digital Career Assessment

An assessment tool delivered through an online or software platform, often enhanced with AI for adaptive or personalised feedback. Practitioners must ensure these assessments are valid, reliable, inclusive, and ethically applied.

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## Digital Equity

The condition in which all individuals have equal access to the digital tools, infrastructure, and skills required to fully participate in society. In career development, this includes ensuring equitable access to digital services and supporting diverse clients in developing digital literacy.

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## Digital Literacy

The ability to confidently and critically use digital technologies to find, evaluate, create, and communicate information. In career development, digital literacy enables both practitioners and clients to engage effectively with online tools, virtual services, and AI-enabled platforms and to navigate digital environments safely and ethically.

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## Digital Tools in Career Development

Technology-based platforms or applications that support, deliver, or enhance career services. These may include online assessments, virtual career fairs, AI-enabled job search platforms, and interactive e-learning resources. Practitioners should ensure these tools align with ethical and professional standards.

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## Generative AI

A type of AI capable of producing original content such as text, audio, images, or video. In career development, generative AI may assist with resume writing, interview simulation, learning personalisation, and career exploration. Practitioners must evaluate its use critically, ensuring accuracy and ethical integrity.

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## Human-in-the-Loop (HITL)

An approach where human oversight is integrated into AI systems to guide, validate, or override automated decisions. In career development, HITL ensures that practitioner expertise remains central in interpreting AI-generated outputs and providing personalised support.

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## Managers and Coordinators of Career Services

Professionals who oversee the design, delivery, and quality assurance of career development services in educational institutions, employment services, and other settings. They play a key role in supporting staff, aligning services with client needs, managing resources, and implementing quality frameworks.

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## Professional Career Development Practitioners

Hold a CICA endorsed Graduate Certificate or higher qualification in Career Development, work across various settings, coordinate teams including Associate Career Development Practitioners, and take on supervisory roles.

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## Professional Standards

The systems and procedures 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 stakeholders; and create an agreed terminology for the industry. Professional standards also require competence in the ethical and responsible use of digital tools and AI, including transparency, accountability, bias mitigation, and privacy protection.

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## Quality Guidelines

Statements, policies, or procedures that support practitioners or services in determining appropriate actions and reflecting on the quality of their practice. These are used to guide decision-making and maintain professional standards.

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## Quality Improvement

The systems and processes implemented by an organisation to ensure its products and services are consistently delivered and continuously enhanced.

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## Trainers and Educators of Career Practitioners

Professionals who develop and deliver formal and informal training to those entering or working within the career development field. They are responsible for ensuring that learning is aligned with national professional standards and reflects current research, ethics, and best practice.

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## Virtual Career Guidance

Career development services delivered remotely via video calls, mobile apps, chatbots, or online platforms. Practitioners offering virtual guidance must consider client engagement, privacy, accessibility, and service quality.

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