



# Developing Guidelines for Career Development Services and Career Information

A Scoping Paper

Prepared by Miles Morgan Australia  
for the  
Career Industry Council of Australia

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## Introduction from the Chair of the Working Party Developing Guidelines for Career Development Services and Career Information

The purpose of this paper is to introduce two sets of draft guidelines, which CICA is developing on behalf of the Department of Education, Science and Training, to further enhance the quality of career development services and career information in Australia.

The draft guidelines for career development services and the guidelines for career information are based upon research undertaken to date. A limited number of responses, which were received in response to an introductory discussion paper, have also informed the drafting of the guidelines. A further and more intensive period of consultation will now be undertaken to seek the views of interested individuals and organisations on the content of the draft guidelines.

This paper, including the draft guidelines, has been written by a Miles Morgan Australia project team comprising Christine Haines, Marnie Kennedy and Dr Jade Nobbs. They have worked under the guidance of a Working Party, comprising Dr Mary McMahon, Mr John Waser, Ms Diane Bradford, and myself. As the Chair of that Working Party, I would like to thank both teams for their important contribution to the project.

The implementation of these guidelines for career development services and career information will be an important and influential step in the ongoing development of a career development culture in Australia. I urge you to give the draft guidelines presented here your careful consideration and to send us your views on this important initiative by 18<sup>th</sup> May 2007. Further details can be found in Section 10 of this paper.

Dr Peter John Carey

Working Party Chair

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## Executive Summary

This paper forms part of the ongoing scoping and consultation project to devise a set of guidelines for the provision of career development services and a set of guidelines for career information in Australia. The purpose of the paper is threefold:

- To explore and assess the usefulness of existing examples of quality guideline frameworks for career development services and career information from both Australia and overseas
- To collate stakeholder input received in relation to an earlier discussion paper, distributed to stakeholders to gauge support for existing frameworks
- To devise, based on existing frameworks and stakeholder feedback, a set of draft guidelines for distribution to stakeholders for further consultation and feedback

The main conclusions of the paper are that guidelines for career development services and career information are a necessary component for providing quality assurance to the industry, and that most of the existing guideline frameworks outlined in the discussion paper have something to offer to the task of drafting Australian guidelines.

Stakeholder feedback received to date indicated support for creating guidelines for both career development services and career information. Stakeholders, although small in number, have come from key stakeholder organisations. Respondents have indicated strong support for using the European meta-criteria framework and the UK's matrix standard—outlined in the discussion paper and explored in further detail here—as models upon which to base both sets of Australian guidelines. There was also support for using the US's National Career Development Association (NCDA) guidelines on career information—which incorporate guidelines on specific forms of media—as a model for Australian guidelines on career information.

The draft guidelines, found in sections 8 and 9 of this paper (pp. 27-38), are, therefore, based upon a combination of ideas and initiatives contained in the European meta-criteria and the UK matrix standard for career development services, and the NCDA guidelines for career information. These have been adapted to the Australian context in accordance with the limited feedback received from stakeholders and will form the basis for consultation within the stakeholder community. As they appear here, the guidelines are best viewed as a work in progress, requiring further refinement following a targeted consultation with stakeholders.

It is hoped that both the guidelines for career development services and the guidelines for career information proposed here will be the subject of vigorous

debate within the stakeholder community. Responses to the initial discussion paper guided development of the draft guidelines, but a close examination of their content is now needed. To arrive at a framework that is at once rigorous and flexible enough to accommodate and benefit the diversity of the Australian career development industry, we need to have the views of as many stakeholders as possible.

It is, therefore, important to remember that these guidelines are intended to facilitate the growth and maturation of career development services and products. They are not intended as a punitive or prohibitive measure. As a framework designed to have a significant impact upon the operation and reputation of the career development industry, we would encourage you to give the draft guidelines for career development services and the guidelines for career information your careful consideration. Section 10 of this paper provides further details of the consultation process.

## 1 Background to the Project

There has been rapid growth of the career development industry in Australia in recent years, as governments and educators increasingly recognise the importance of career development services and information.

As a consequence of this rapid development there is a need for quality assurance mechanisms to be put in place to ensure the effectiveness and consistency of services and information delivered throughout Australia. These mechanisms will assure clients / users, educators, governments, parents and schools that the services being provided to them are of a sufficiently high and professional standard.

Furthermore, with globalisation leading to greater competitiveness in the labour market, and the emergence of a distinct “knowledge economy,” the pertinence of career development services has become paramount. Those working in the new globalised knowledge economy will need to possess the skills to actively manage their careers throughout their lives, in a highly mobile and frequently changing employment environment. Also, the ageing of the population has seen a rise in the trend towards delaying retirement, thus often necessitating the learning of new skills or the transferral of existing skills to new areas (McMahon 2004, 5).

In such a socio-economic environment, then, the need for quality career development services and career information becomes central not only to individuals, but to the very effectiveness and competitiveness of the Australian labour market and economy. Developing quality standards for the career development industry thus emerges as a key factor in maintaining and developing the nation’s human capital in the 21<sup>st</sup> century.

In the last four years, the quality journey has involved three major steps, the first of which 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 all people need to manage their careers. Currently being tested throughout Australia, the *Blueprint* provides a guide for designing career development services and products that foster the development of career management competencies. 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* set out a Code of Ethics, a minimum qualification level, requirements for continuing professional development (CPD), and competency guidelines outlining the “skills, knowledge, and attitudes that all career development practitioners require regardless of their employment setting” (Career Industry Council of Australia 2006, 10). Designed to promote quality career development services, the *Professional Standards* will be regarded as the minimum required by Australian career development practitioners from January 2012, and will be implemented by CICA in conjunction with its member associations.

Through this project, CICA is taking a third step on the quality journey as it develops two sets of guidelines. One is designed to influence the quality of career

development services; the other to influence the quality of career information. Each will provide a quality framework against which funders, providers and users of career development services and career information resources can judge whether they are providing or receiving a quality service or product.

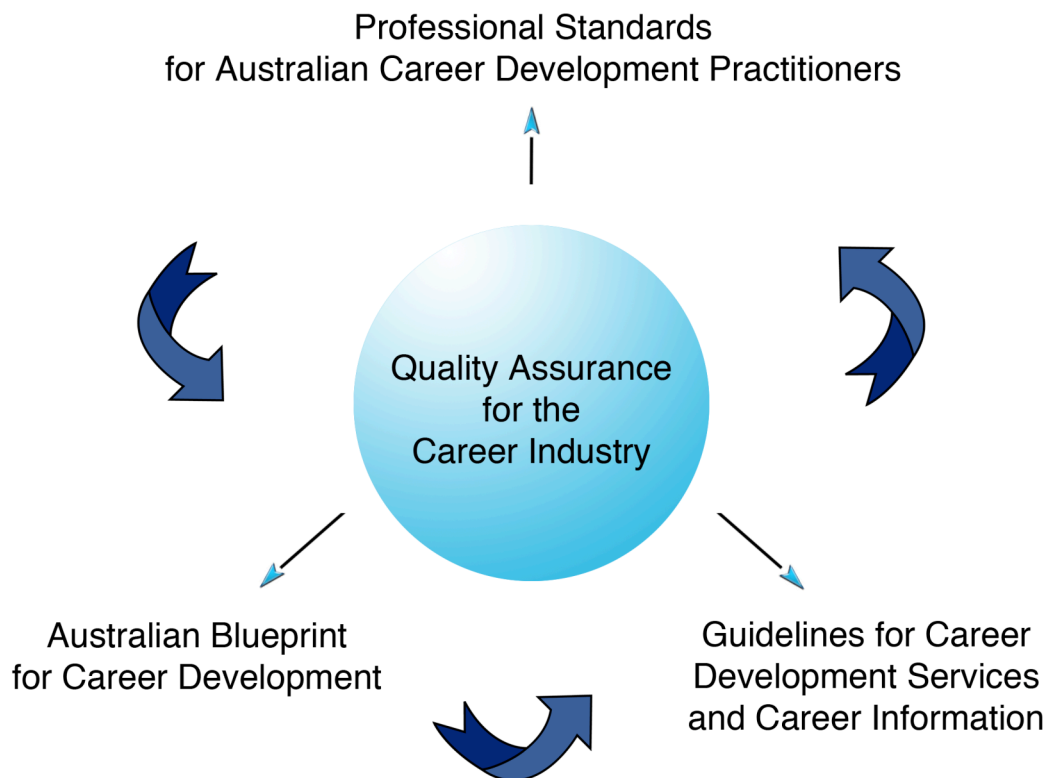


Figure 1. A Model of Quality Assurance for the Career Industry.

In summary:

1) The *Professional Standards for Australian Career Development Practitioners* provide a level of quality assurance by specifying minimum standards of competency for career development practitioners themselves. The *Professional Standards* are intended to provide “quality assurance to the public and other stakeholders in the industry” that career development practitioners meet the standards of their profession. While the *Professional Standards* establish the formal benchmarks for career development practitioners, they do not take into account the specific nature of the varied services and contexts in which career development practitioners are engaged, nor do they require funders or managers of services to assure the quality of those services. Often practitioners, who meet the professional standards personally, do not have the formal authority to ensure the overall quality of service provision.

2) The *Blueprint* specifies the core competencies that all individuals need to

effectively manage their careers. The *Blueprint* provides a learning framework that can be used to create, strengthen, and evaluate career development programs and products for all Australians.

3) Guidelines for career development services will invite the funders and managers of career development services to assure their quality. Guidelines for career development services will also assist clients to determine whether they are receiving a quality service.

4) Guidelines for career information will invite the funders and producers of information to assure its quality and these guidelines will also assist users of information to assess its quality.



## 2 Terminology

The following definitions apply to terminology used throughout this report, and are based upon earlier definitions applied in the discussion paper.

### Career development

The lifelong process of managing learning and work activities in order to live a productive and fulfilling life.

### Career development services

A wide range of programs and services provided in many different jurisdictions and delivery settings. Their object is to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

### Career information

Information (printed, computerized and internet-based) that assists the process of career development. Career information includes occupational and industry information, education and training information and information related to the world of work. (Adaptation of definition in McMahon 2004, 40)

### Career Development practitioner

Career development practitioner is “an umbrella term that refers to any direct service provider in the career development field. This includes but is not limited to: career counsellors, employment counsellors, career educators, career information specialists, career management consultants, career practitioners, rehabilitation counsellors, work development officers, employment support workers, work experience coordinators, job developers, placement coordinators, career coaches, and vocational rehabilitation workers” ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004 as used in the *Professional Standards for Australian Career Development Practitioners*).

### Quality assurance

The systems and procedures designed and implemented by an organisation to ensure that its products and services are of a consistent standard and are being continuously improved. (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)

### 3 The Process to Date

To generate stakeholder input, Miles Morgan Australia undertook preliminary research on similar guidelines or frameworks in use in Australia and overseas, and produced a discussion paper (available at <http://www.cica.org.au>) which was distributed to stakeholders for feedback. The discussion paper considered a range of possible models for both the development of guidelines for career development services and guidelines for career information, including:

- Business quality frameworks such as the Australian Business Excellence Framework (ABEF) and European Foundation Quality Model (EFQM)
- The matrix Standard for information, advice and guidance services in the U.K.
- The Centre Européen pour le Développement de la Formation Professionnelle (CEDEFOP) meta-criteria in Europe
- The US National Career Development Association (NCDA) guidelines on career information

Providing an outline of these existing quality assurance models in the career guidance field, the discussion paper sought to inform stakeholders of existing guidelines and quality assurance frameworks, and to gauge the level of support within the industry for the various approaches adopted elsewhere in the world.

From the feedback we received, we were able to formulate a set of draft advisory guidelines for career development services and career information (sections 8 and 9 of this paper). The guidelines, together with this scoping paper, form the basis for a further, more intensive phase of consultation with stakeholders. This phase of the project provides an opportunity for a wide range of stakeholders to take part in further refinement of the guidelines.

## 4 Responses to the Discussion Paper

Letters inviting submissions in response to the discussion paper were sent to 65 key stakeholders, inviting input and comment on what features the draft guidelines for career development services and career information should include. In addition, information about the project was posted on the CICA website, and CICA member associations were informed of the project and invited to inform their members and provide feedback.

We received 14 responses to the Discussion Paper, over the period October 6<sup>th</sup> – November 24<sup>th</sup> 2006. While the response rate was low, the respondents were generally not providing feedback from an individual's perspective, but were representing the views of organisations and associations, for example state education departments (Director-General), and National Education Associations (Executive Education Officer). Responses also came from representatives from, Catholic education organisations, education.au, state / territory career education associations, the TAFE sector, a Centrelink Career Information Centre, the university sector, and the Association for Independent Schools. While the number of responses was not as high as we would have liked, they indicated broad consensus on many of the key issues identified in the discussion paper.

### 4.1 Service Guidelines

#### 4.1.1 The Australian Business Excellence Framework and the European Foundation Quality Model

Feedback from stakeholders has suggested that many are favourable to the idea of using well-known quality frameworks such as the Australian Business Excellence Framework (ABEF)<sup>1</sup> or the European Foundation Quality Model (EFQM)<sup>2</sup> as a possible template upon which to build quality guidelines for career development services.

The ABEF and EFQM are quality development and improvement models developed initially in a business context. They were developed in order for businesses and related organisations to regulate, monitor and improve their own performance in accordance with a number of established criteria and concepts. These criteria and concepts include Leadership, Customer Focus and Results Orientation (SAI Global 2005; European Foundation for Quality Management 2006), and both models outline methods for self-assessment in accordance with the criteria and concepts. The EFQM also offers awards based upon external assessment to those organisations seen to be leading the field in terms of their commitment to continuous quality improvement.

While the relevance of such models to the current task is evident, it has been argued

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<sup>1</sup><http://www.sai-global.com/ABEF/PROJECTS/BRAWARDS/BUSINESSFRAMEWORK/ABEFHOME/ABEFBRAWARDS-BUSINESSFRAMEWORK-ABEFHOME.HTM>

<sup>2</sup><http://www.efqm.org>

that such business-oriented models of quality assurance are not entirely appropriate to the career development field. As Plant has argued, and some of the stakeholder feedback suggests, customer / commodity relations can only loosely be applied to the provision of career development services, since in some cases the relationship between practitioner and user cannot be reduced to a business / client relation (as in schools and other educational institutions). Similarly, the “product” that is being “sold” in career development services is not easily defined and / or quantified, and therefore becomes extremely difficult to measure in terms of matching inputs to outcomes (Plant 2003, 9).

Furthermore, many of the criteria contained within these frameworks are considered to be only tangentially relevant, and occasionally inappropriate, in the context of career development. For instance, the first two “fundamental concepts” of the EFQM are “Results Orientation” and “Customer Focus.” When applied to the career development context, both of these concepts have to be carefully handled. In relation to the first, the desired “result” of career development services is not a tangible or finished outcome, but the cultivation of certain dispositions, aptitudes and skills which themselves imply continuous development. It may be counter-intuitive to import a notion of “Results Orientation” given the diverse variables/inputs that contribute to the lifelong career development of individuals. A “Results Orientation” is focused on the short-term and if it were employed in a career development context could hamper career development in the longer term for the individual. Similarly, “Customer Focus” could be problematic since it may reduce the practitioner-user relation to one based upon market rationality: i.e. where the seller has a product which they then market to potential customers in various strategic, “customer-focused” ways. This situation, Plant suggests, can only sometimes be applied to the career development context and even then often only tenuously, since it is “based on control rather than trust” (Hojdal, cited in Plant 2003, 10).

There are elements of both frameworks, however, which could be usefully applied to career development service guidelines. Indeed many such criteria are already incorporated into other examples of career guidance quality frameworks. For instance, the CEDEFOP meta-criteria and the matrix Standard (U.K.) borrow elements from the EFQM’s “fundamental concepts”, such as “Continuous Learning, Innovation and Improvement” and “Partnership Development.” In Australia, career education quality frameworks such as the *Careers Education Quality Framework* (Willett 1999) and *The Effective Alliance Transition Matrix* (Enterprise and Career Education Foundation 2003) draw heavily upon the ABEP “quality principles,” including “All people work in a system; outcomes are improved when people work on the system” and “Effective use of facts, data and knowledge leads to improved decisions.”

Aspects of the EFQM and ABEP have, therefore, been employed where relevant to the task of drawing up general guidelines for career development services. However, in many cases, the criteria identified in these frameworks are already echoed in existing frameworks developed for regulating and improving career development practice (such as the CEQF), and these have already been taken into account when constructing a framework for the guidelines.

The notion of an award system, similar to the system used by EFQM, for

outstanding performers in the career development field, could also be a useful device in implementing, monitoring and maintaining the use of the guidelines.

#### 4.1.2 The Careers Education Quality Framework and the Effective Alliance Transition Matrix

In Australia there are also some key precedents of quality development frameworks addressed toward career education practices, which may apply to career development service provision more broadly. The *Careers Education Quality Framework* (CEQF)<sup>3</sup> and the *Effective Alliance Transition Matrix* (EATM) are both based in large part upon the quality assurance benchmarks and procedures of the ABEF, the former being targeted towards career education in schools, and the latter towards career development and transition between compulsory schooling and further education and / or work.

The criteria in the *Quality Framework* and the *Transition Matrix* are largely borrowed wholesale from the ABEF. A scoring system is devised in relation to each of the criteria, so that schools / organisations can rate themselves in relation to each of the competency areas, in order identify areas of strength and weakness and to then implement plans for self-improvement.

Such quality improvement frameworks, because of their association with the ABEF, are seen to carry a certain prestige and authority. It is for this reason that some stakeholders in the career industry believe they should form a substantive basis for guidelines in career development. But as we saw earlier in relation to the EQFM and the ABEF, criteria drawn from the business sector can cause a distortion of practice when applied to the career development context, by virtue of the definition of “customer” and “product” that they necessarily imply.

That said, some of the categories deployed by the ABEF and taken up in the CEQF and the EATM could be usefully incorporated into a framework of guidelines for career development services for the career development industry. These include: strategy and planning processes clearly designed to inform both practitioners and users of the nature and goal of services; the intelligent and reflexive use of data, information and knowledge; and emphasis upon people and relationships as the driver of organisational change.

The quality frameworks for career education and transitions devised in Australia in the past contain some useful elements for the present initiative. However, their reliance upon strategies and concepts derived from the sphere of business means care needs to be exercised in incorporating such frameworks into the proposed guidelines for career development services.

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<sup>3</sup>[http://www.dest.gov.au/sectors/career\\_development/publications\\_resources/profiles/careers\\_education\\_quality\\_framework.htm](http://www.dest.gov.au/sectors/career_development/publications_resources/profiles/careers_education_quality_framework.htm).

### 4.1.3 Meta-Criteria

In Europe, the problem of implementing a fixed set of guidelines in a field of practice as diverse and multifarious as the EU has given rise to the interesting measure of developing a set of “meta-criteria.” These meta-criteria can be modified and adapted by organisations to suit their particular national and regional career development context.

This use of meta-criteria appears a favourable option, since it deals with the problem of encompassing a diversity of contexts of practice within the one overarching framework.

This issue is also relevant in Australia because of the multiple layers of government (federal, state and local) and diverse departmental areas (education, training, employment, industry, welfare) responsible for delivering or funding career development services. The use of meta-criteria similar to those devised in Europe may provide a workable solution to these problems of implementation / delivery in Australia.

The broad categories of these meta-criteria for quality career guidance practice are:

**Category 1 Citizen and User Involvement:** this involves informing users of services of their rights, incorporating feedback from users, and using this feedback to improve services and materials.

**Category 2 Practitioner Competence:** this covers competencies, qualifications and ongoing professional development

**Category 3 Service Improvement:** includes standards of service, ways of evaluating and monitoring standards, differentiating provision according to different target groups, forming links with informal sources of career education (parents, community organisations, leisure organisations)

**Category 4 Coherence:** encompasses collaboration between different government departments and career education providers

**Category 5 Coverage of sectors:** includes guidelines for guidance activities undertaken by extra-professional bodies (employers, trade unions, private agencies) (Henderson, Hignett, Sadler, Hawthorn and Plant 2004, 32-34).

In part, these meta-criteria cover some areas already encompassed by the *Professional Standards* developed by CICA. Indeed, the whole category of Practitioner Competence is exhausted by it, covering as it does minimum qualifications, competency guidelines and continuing professional development.

The Code of Ethics that forms part of the *Professional Standards* implies the first category. However, perhaps the guidelines could make this more explicit, focusing services more directly upon the needs of the user. Methods of obtaining and incorporating feedback from clients could also warrant inclusion in the proposed guidelines for career development services.

Standards of service (Category 3) are in part covered by the *Professional Standards*, including as they do detailed competency guidelines related to professional practice, ethical practice, understanding of diversity, advanced communication skills, information and resource management. However, standards of evaluation and monitoring, differentiating provision and forming links with informal networks might be usefully incorporated into the guidelines. These guidelines would also be well positioned to implement measures for ensuring consistent service provision across different delivery settings.

Stakeholders expressed considerable support for using the European meta-criteria as a possible model for drafting Australian guidelines for career development services. The feedback received has also indicated support for including / restating standards related to practitioner competence (currently contained within the *Professional Standards for Australia Career Development Practitioners*). This was to make sure that the guidelines for career development services were as clear as possible for organisations, particularly in those cases where staff were not currently members of professional organisations that had adopted practitioner standards. In addition, the guidelines for career development services (and the guidelines for career information) will likely be used by funders to assess the quality of the services or information products they are asked to fund, and this point would also be of value in this context.

On this point, support was also marked for guidelines for career development services aimed at providing greater coherence across the various sectors within which career development services are delivered. The issue of creating greater consistency and assuring higher quality in career guidance where sometimes the level of service provision has been considered little more than “job matching” was a recurring theme in the collated feedback.

There was also strong support for incorporating the meta-criteria’s focus upon “Citizen and User Involvement”, an aspect currently not foregrounded in some areas of career development service provision.

The European meta-criteria—and the emphasised elements in particular—have thus formed a key reference point for the development of the Australian guidelines.

#### 4.1.4 The Matrix Standard

Another useful model considered in the discussion paper is the matrix standard in the U.K., which is concerned strictly with providing guidelines for practice. The matrix criteria were adapted from the National Quality Standards for Learning and Work (NQSLW), originally designed by the National Advisory Council for Careers and Educational Guidance. Organisations can choose to become accredited, against the matrix, in order to provide evidence of the quality of the services they provide to funders. Accreditation against the matrix also provides organisations with the opportunity to carry a matrix mark of quality, and to take part in annual excellence awards. The matrix standards are maintained by the Employment National Training Organisation, and assessed by the East Midlands Quality Centre.

The matrix standards consist of two main categories, each of which encompasses four criteria:

#### **CATEGORY A: Delivering the Service**

1. ***People are made aware of the service and how to engage with it:*** the purpose of the service must be clearly defined, promoted and supported; it must be made accessible to diverse groups.
2. ***People's use of the service is defined and understood:*** people must be made aware of what to expect from service, made aware of confidentiality and diversity policies, and able to explore suitability of services, with access to referral if necessary.
3. ***People are provided with access to information and support in using it:*** information must be relevant, accurate, current, inclusive, well-managed / evaluated; people are supported in using information
4. ***People are supported in exploring options / making choices:*** people have access to impartial info / advice / guidance, are made aware of its limitations, made aware of their options and enabled to make own choices

#### **CATEGORY B: Managing the Service**

1. ***Service delivery planned / maintained:*** the service has clear aims, clear direction / leadership, makes effective use of resources, is governed by codes of practice and defined policies for service delivery, and also has appropriate partnerships / networks
2. ***Staff competence and support given sufficient to deliver service:*** mechanisms are in place governing staff induction, staff competence, professional boundaries, professional support, supervision and performance review
3. ***Feedback on quality of service maintained:*** contacts for feedback are advertised / promoted, the views of users are proactively sought, feedback is evaluated and acted upon as appropriate
4. ***Continuous quality improvement ensured through monitoring, evaluation and action:*** effectiveness is evaluated in relation to aims / objectives, service is continually developed and improved via gathering and evaluation of feedback (matrix)

Feedback from our initial consultation phase, albeit limited, indicated almost unanimous support for incorporating all of the areas covered by the matrix standard, in particular the need to clearly define for users the nature of services provided, and to provide clear, reliable information and support in relation to services offered.

The matrix standard has therefore constituted another important reference point for the development of the draft Australian guidelines.



## 4.2 Career Information Guidelines

According to the feedback obtained from consultation with stakeholders, there is perceived to be a significant need for guidelines regulating the provision of career information. Particular concerns were raised in relation to the accuracy and currency of information provided, and the need to develop more dynamic models of career information provision to reflect the changing world of work and occupational profiles.

Most of the career development quality frameworks outlined previously (the CEQF, the EATM, the CEDEFOP meta-criteria and the matrix standard) incorporate some provisos or recommendations relating to information, although these are generally subsumed within the general guidelines relating to services.

The discussion paper thus sought to elicit feedback on the example of the US NCDA's guidelines on information, which are distinct and quite detailed in nature, with separate sets of requirements for different types of career information media (literature, video, online, and software).

The majority of stakeholder responses indicated strong support for specific guidelines on information, and also for guidelines specifically targeted at the different media through which career information is distributed.

There was some variance of opinion in the feedback as to whether the guidelines for career information should be incorporated into, or remain separate from, the guidelines for services. Needless to say, if it is desirable to have guidelines for specific types of media, ensuring that the information is accessed, understood and utilised in appropriate ways, it will be necessary to some extent to distinguish the information guidelines from the guidelines for services, for ease of understanding and presentation.

Career information has thus been assigned its own set of guidelines that provides both general principles for the production and delivery of career information, and specific principles relating to certain types of media.

## 5 Collated Feedback

The table below provides a general overview of stakeholder responses to the key questions in the discussion paper. As previously noted, **we received 14 responses** to the Discussion Paper, over the period October 6<sup>th</sup> – November 24<sup>th</sup> 2006. Responses came from representatives from state education departments, Catholic education organisations, education.au, state / territory career education associations, the TAFE sector, a Centrelink Career Information Centre, the university sector, and the Association for Independent Schools. While the number of responses was not as high as we would have liked, they indicated broad consensus on many of the key issues identified in the discussion paper and allowed us to develop the draft set of guidelines presented here.

**Table 1. Stakeholder Responses to ‘Developing Guidelines for Career Development Services and Information: A Discussion Paper’**

<b>Section one</b>	
1a. Who should own the guidelines?	The consensus here fell somewhere between CICA and the creation of a new independent body that could also encompass non-CICA member organisations (a Career Development Institute, for example).
1b. Who should be responsible for maintaining and controlling the guidelines?	Almost all respondents thought that the same body that owns the guidelines should also be responsible for maintaining and controlling them.
1c. Who should be required to use the guidelines?	Responses to this question varied from a definition as narrow as CICA members only through to one as wide as “anyone involved in the career development industry including schools, TAFEs and Unis.” Somewhere in between these two extremes will likely be the most workable scope for implementation.
1d. How should the use of the guidelines be monitored?	Responses here were also various. Some proposed the use of a checklist / questionnaire, others random inspections, others an auditing process involving possible exclusion from a status of registration or accreditation.
1e. Who should be responsible for monitoring the use of the guidelines?	Response to this question again indicated support for the same body that owns the guidelines.
<b>Section two</b>	
2a. Should our guidelines for career development services closely mirror the quality standards expressed in existing well-known quality frameworks such as the	The question of using established ISO (International Standards Organisation) frameworks as a model for the guidelines threw up a mixed response. There were affirmative

Australian Business Excellence Framework or the EFQM?	responses and negative ones, as well as cautiously supportive responses, with the proviso that such frameworks developed in a business context had to be adapted in order to be relevant to the career development field.
2b. Why would you advocate such an approach?	Those who supported using the ISO models did so on the basis of providing the guidelines with a high profile and consistency with other established quality frameworks.
2c. Why would you caution against such an approach?	Those who cautioned against this approach thought that the models developed in a business context had limited usefulness—or indeed were inappropriate—in relation to the career development field.
<b>Section three</b>	
3a. Should any of the features of the matrix model be incorporated into Australian guidelines?	Almost all respondents endorsed the idea of using the matrix as a model for the Australian guidelines.
3b. If so, which elements should be included?	Most respondents thought all the elements of the matrix standard were of value. Elements isolated by respondents included: defining the service; separating delivery and management of the service; and questionnaire-based reviews.
3c. Are there any elements you would not like to see incorporated in Australian guidelines?	This question generated no responses.
<b>Section four</b>	
4a. Should the meta-criteria developed for Europe inform the Australian guidelines?	Almost all respondents indicated support for the European CEDEFOP meta-criteria. Some qualified this support with the need to modify them to suit the Australian context and specific institutional contexts.
4b. Given that we have established <i>Professional Standards for Australian Career Practitioners</i> , should meta-criteria related to practitioner competence be included?	Most respondents supported the idea of including meta-criteria relating to practitioner competence. A couple of respondents indicated concern about possible over-regulation leading to the stifling of informal career advice.
4c. Do you have any other views on the utility of the identified meta-criteria?	Further views on the meta-criteria included: support for the emphasis on coverage and coherence across different sectors; the need to

	incorporate additional elements to take account of disadvantaged groups; need to include the wider delivery context (legislation, organisation, etc.); the need to remove the concept of “entitlement” in some contexts.
<b>Section five</b>	
5a. Given the difficulties of implementation, do you think that there is value in developing guidelines for career information?	Almost all respondents supported the creation of guidelines for career information.
5b. Could such guidelines be incorporated into guidelines for career development services?	Most respondents supported the idea of incorporating the guidelines for information into the guidelines for services.
5c. If yes, what do they need to cover?	A range of items were raised in relation to the coverage of career information guidelines: all aspects of misuse of information; currency; broadness, inclusiveness of info; incorporation of new developments in occupations; the need to cover different media (literature, internet, software, video, service delivery)
5d. Do we need detailed sets of guidelines for areas covered by the NCDA?	Most respondents supported the idea of media-specific guidelines such as those created by the NCDA. Some raised concerns about the ability of disadvantaged groups to access and make use of career information.
5e. Should the guidelines for career development services and for career information be general or should they be based on specific and measurable standards?	Most respondents felt that general guidelines would be more beneficial and practical than overly specific, prescriptive ones.
5f. Should the guidelines for career development services include information for the user about their entitlement and their rights and protections as consumers?	Most respondents agreed that the guidelines for services should include information about user entitlement.
5g. Should the guidelines for services and information be designed for the purposes of self-assessment or should they be designed for external assessment?	Most respondents supported the idea of self-assessment in the short-term, moving to a process of external assessment in the long-term.
<b>Section six</b>	
6a. Should there be sanctions for non-compliance?	There was majority support amongst stakeholder feedback for the application of a quality mark, to be awarded upon completing successful (self / external?) assessment, and

	to be withheld if assessment was unsuccessful in meeting the required standard.
6b. Who should apply those sanctions?	Most stakeholders agreed that the governing body stipulated at 1a should control any sanctions.
6c. Should the guidelines for career development services include criteria related to the establishment and maintenance of effective partnerships in support of the career development and transition of individuals?	Almost all respondents agreed that the guidelines should include criteria related to establishing effective partnerships. Some respondents indicated the possible difficulty of sustaining these partnerships in some contexts, particularly small providers.

It is interesting to note that there was a significant degree of consensus on most of the questions requiring a yes / no response. Predictably, where the questions addressed an issue of degree or of scope, a range of views emerged, but with enough consistency to enable the formation of a majority respondent view.

## 6 Implementing the Guidelines

Who should be charged with the responsibility for owning, maintaining and implementing the guidelines for career development and career information?

As can be seen in the previous table, stakeholder / industry feedback on this issue indicated a range of responses, with many respondents citing CICA as a possible repository for the guidelines. However, many respondents—even some of those that showed initial support for the idea of CICA housing the guidelines—felt that this meant potentially excluding non-CICA affiliated career practitioners, such as many working in the schools sector, employment agencies such as Job Network and other career-related services without links to CICA.

Other respondents suggested that it would be ideal to form a new, independent (i.e. non-governmental) body that would be representative of all the stakeholders in the career development field, a “Careers Institute” or “Career Development Institute.” Indeed, in 2005 DEST commissioned a feasibility report into the establishment of a similar-sounding body, a national institute for leadership in career development, with the proposed title of the “National Institute for Career Leadership” (Allen Consulting 2005, 36). In the absence of such a publicly funded institute respondents supported the idea of investing CICA with the power of owning the guidelines.

There are, however, difficulties inherent in this suggestion, as CICA, a consortium of professional associations, would in effect be regulating the service provision of funders and managers of services in which their members might be employed.

Related to the question of who should own the guidelines for career development services and career information is the question of how this body would be charged with maintaining, and upholding the guidelines in practice. It must be stressed first of all that no legislation currently exists which would enable the guidelines to function as a legally binding framework for the operation of providers of career development services or the producers of career information. Compliance with the guidelines will, by necessity, be of a voluntary nature. Organisations will need to see real value in the application of the guidelines if they are to use them voluntarily. Therefore, it is important that not only as many stakeholders as possible contribute to the development of the guidelines for career development services and career information, but that there is ongoing monitoring and evaluation as they become implemented.

Should the guidelines, therefore, be used—as with the matrix standard—as a rating / accreditation framework by which service providers can be measured and / or awarded a “mark” of quality assurance? As part of the accreditation process, should there be external inspection / assessment procedures? Who should carry out this procedure? Or should the guidelines be left as a set of advisory benchmarks for self-assessment?

Again, here we received a range of differing responses from the stakeholder community. In relation to the question of how the guidelines should be monitored, responses ranged from yearly self-assessment via checklist to an external auditing process to randomly conducted inspections. Some respondents suggested a period

of self-assessment in an early transitional process of implementation, moving gradually to an external process monitored either by CICA or an alternate body charged with responsibility for maintaining the guidelines. A similar assessment process was suggested for those wishing to have their career information products endorsed with the quality assurance mark issued by the assessing body. Producers and publishers of career information would initially carry out self-assessments in a similar way to that of service providers. After the transition period producers and publishers would then submit their products, along with any supporting documentation, for approval to the assessing body in order to obtain the quality assurance mark.

Most respondents supported the notion of applying sanctions in the case of non-compliance, although most felt that this would be more effective in the long-term, subsequent to a transitional period of voluntary self-assessment. The type of sanctions that carry the most support appear to be withdrawal of the right to use an endorsed logo (issued by the body that owns the guidelines), and in the case of publicly-funded providers, the withdrawal of funding.

The very nature of these sanctions thus implies a de facto accreditation process whereby organisations / providers must demonstrate their compliance with the guidelines in order to display a mark or logo of quality assurance (which could be a precondition for the receipt of public funds). Overall, it was felt that due to insufficient feedback on these issues they should be revisited during this phase of the project.

## 6.1 Issues for Resolution

During this consultation phase, feedback is being sought on the issues listed below. The following questions have been incorporated into a questionnaire designed to facilitate your submissions. For full details see section 10.

### 6.1.1 Career Development Service Provision

In the absence of a National Institute for Career Development, which organisation should 'own' the guidelines for career development services?

Can CICA regulate the quality of the service provision of organisations that employ its members?

Should the guidelines for career development services be introduced via a series of phases beginning with voluntary self-assessment, possibly moving to a system of external assessment at a later stage?

If a system of external assessment is introduced, should service providers that comply with the guidelines be entitled to display a quality assurance marker?

### 6.1.2 Career Information

In the absence of a National Institute for Career Development, which organisation should 'own' the guidelines for career information?

Should the guidelines for career information be introduced via a series of phases beginning with voluntary self-assessment, possibly moving to a system of external assessment at a later stage?

If a system of external assessment is introduced, should producers of career information that comply with the guidelines be entitled to display a quality assurance marker?



## 7 Who Should Use the Guidelines?

Feedback received from stakeholders indicated a range of responses to the question of who should use the guidelines for career development services and career information. These ranged from only CICA-affiliated practitioners, to anyone receiving government funding to provide career development services / information, through to any organisation or individual that defines their business as providing career development services and / or information.

Since the purpose of the guidelines for career development services and career information is to strengthen the fabric of the “career development culture” in Australia (McMahon 2004, 9), it is desirable to have the guidelines apply as widely as possible. However, it is also important to ensure that the guidelines are actively taken up and used as a meaningful instrument of quality assurance. It is most advisable, therefore, that they be targeted primarily toward those individuals and organisations for whom they are most pertinent, and for whom there will be the greatest interest in using them to reflect upon and improve current practice. Due to the voluntary nature of the guidelines, it is imperative that the organisations and individuals for whom they are designed see the guidelines as a useful tool.

### 7.1 Recommended Scope of the Guidelines for Career Development Services

It is the proposal of this report, therefore, that the guidelines be promoted as applicable to any organisation / individual that defines themselves as providers of career development services, including but not restricted to:

- Career development service providers working within a range of sectors and delivery settings, including:
  - private companies,
  - schools,
  - community-based organisations,
  - vocational and technical education institutions and
  - universities.

### 7.2 Recommended Scope of the Guidelines for Career Information

It is the proposal of this report, therefore, that the guidelines be promoted as applicable to any organisation / individual that defines themselves as producers of career information, including but not restricted to:

- Providers,
- Publishers,

- Producers of career information products and,
- Researchers.

## 8 Guidelines for Career Development Services

Due to the inherent challenges posed by the diversity of the regulatory and institutional landscape in Australia, it is proposed that the guidelines for career development services take the form of meta-criteria—drawing on both the CEDEFOP and matrix frameworks—with the capacity to be adapted to the specific needs of the institutional and / or regional context.

However, in order to differentiate the Australian guidelines from those of the European CEDEFOP report, and to encourage a less complicated vocabulary, it is proposed that the guidelines be termed ***Guiding Principles for Career Development Services***.

## 8.1 The Guiding Principles for Career Development Services

The proposed guiding principles for career development services are comprised of 6 action statements—things to be done—and a set of criteria for assessment are attached to each of these action statements as a tool for self-assessment, and later external assessment.

### Guiding Principles for Career Development Services

#### Principle 1. Promote Awareness of Client / User Entitlement

##### Criteria for assessment:

- Users are made aware of their entitlement to professional and confidential advice as recipients of career development services
- Users are made aware of the purpose and goals of the service provided
- Users are made aware of their right to make independent choices
- Services / information provided are culturally appropriate and relevant to individual users' needs
- Users are enabled to understand and use career information to positively influence their own career development
- 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
- Service providers avoid and / or disclose conflicts of interest which compromise the best interests of their clients
- Users are made aware of their rights, entitlements, avenues of redress and / or complaint should the service fail to be delivered appropriately

##### Rationale:

This principle follows the European meta-criteria and the matrix standard in placing the client or user of the service at the centre of the guidelines for quality assurance. It also takes its lead from the Code of Ethics outlined in the Professional Standards for Australian Career Development Practitioners, in particular section 3.3.2. ***Ethical Principles for Career Development Practitioner-Client Relationships***, which codifies, amongst other things, the imperative to:

- Inform individuals of the purpose and goals of the service provided;
- Accept the rights of the individual to make independent choices;
- Respect the dignity of each person for whom career development services are rendered;
- Ensure that the services provided are culturally appropriate and relevant to individuals' needs;
- Maintain a current understanding of laws, policies and professional ethics that pertain to client rights;
- Inform individuals of the limits of confidentiality, and;
- Avoid or disclose conflicts of interest which compromise the best interests of their clients.

To *actively promote* client awareness of their rights, entitlements, avenues of redress and / or complaint, should be seen as central to the quality of delivery.

## **Guiding Principles for Career Development Services cont'**

### **Principle 2. Create Channels for Generating / Incorporating User Feedback**

#### **Criteria for assessment:**

- Input from users in relation to services provided is encouraged, facilitated and recorded
- Feedback from users is collected at multiple points throughout the process of engagement
- User feedback is collected in multiple forms
- User feedback is incorporated and used to modify / improve service provision and methods of service provision
- Incorporated feedback leads to demonstrable modification / improvement in service provision

#### **Rationale:**

This principle draws upon the meta-criteria and the matrix standard in formulating the need for continuous dialogue between professional expertise and client experience. The channels for generating and incorporating user feedback will vary according to the service provided. Ideally:

- The form will be of such a nature that the provision of service and the generation of feedback will be concurrent, rather than divorced from one another in time;
- Client and practitioner self-assessment exercises, delivered at multiple, predetermined points throughout the process of service delivery—and not limited to the survey-questionnaire model;
- This methodology 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 principle 1).

## Guiding Principles for Career Development Services cont'

### Principle 3. Differentiate Service Provision to Accommodate Diversity

#### Criteria for assessment:

- Services are accessible to a range of different socio-cultural and socio-economic groups
- Practitioners demonstrate an understanding and appreciation of issues relating to cultural and social difference
- Practitioners show the capacity to adapt service provision in light of differences in socio-cultural understandings and / or practices
- Practitioners engage creatively and positively with boundaries of social and cultural difference
- Practitioners 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

#### Rationale:

Principle 3 draws upon elements of the matrix and the meta-criteria, both of which make some provision for tailoring services to the needs of specific social and cultural groups. However, following Plant (2003) and Watts and Sultana (2004), who argue that there needs to be greater emphasis upon embracing social and cultural diversity in career development, the Australian guidelines isolate this element as a principle in its own right. Practitioners should display:

- A capacity for delivering services in multiple modes, formats and settings (outside of the conventional “office consultation” model), and;
- The ability to engage creatively with boundaries of social, and cultural difference, and;
- To actively accommodate the needs of diverse groups.

## **Guiding Principles for Career Development Services cont'**

### **Principle 4. Collaborate with Other Facilitators of Career Development**

#### **Criteria for assessment:**

- Practitioners demonstrate the capacity to collaborate with other facilitators of career development
- Practitioners tap into / draw upon wider networks of formal / informal support that clients may use as a source of career development advice
- Practitioners form constructive partnerships with other stakeholders in the career development process
- Practitioners incorporate ideas / information / feedback gleaned from contact with wider support networks

#### **Rationale:**

In regard to this principle, the meta-criteria outline the need to form links with other sources of career education and advice, both formal and informal, in order to create consistency and coherence in the range of sites / instances where career development activities occur. This imperative is integral to maximising the practical potential of the work of career development professionals, insofar as it seeks to minimise the relaying of mixed messages between various formal and informal sources of career development advice. These sources include, for example:

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

Creating effective reciprocal links with these other stakeholders in the career development process will greatly enhance the efficacy and outcomes of the work performed by professional career development practitioners, and are therefore integral to the quality assurance project.

## Guiding Principles for Career Development Services cont'

### Principle 5. Provide Staff with Sufficient Support to Deliver Services

#### Criteria for assessment:

- Staff are formally inducted into the service and made aware of their responsibilities and available support networks
- Staff are adequately supervised and have access to support from senior staff if necessary
- Staff have access to adequate (quality) resources to perform their roles effectively<sup>4</sup>
- Staff are involved in adequate mentoring and professional development programs which ensure ongoing learning
- Staff have access to external support networks such as professional and occupational associations / unions
- Staff have regular access to feedback on performance and service outcomes
- Staff are provided with sufficient opportunities for job transition / promotion
- Boundaries of staff duties are clearly defined and appropriate methods for referral codified and understood

#### Rationale:

As outlined in the matrix standard, career practitioners need to be aided in the work they perform by sufficient professional support and resources, if they are to meet quality standards. 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 can infuse staff with a common goal that then has a positive flow-on effect for clients / users of the service.

<sup>4</sup> What constitutes "quality" resource material is covered by the guiding principles for information below.



## Guiding Principles for Career Development Services cont'

### Principle 6. Monitor Outcomes of Service Provision

#### Criteria for assessment:

- Systems are in place for monitoring service outcomes
- Findings of service monitoring are transparent to users, practitioners and relevant employers
- Findings are effectively incorporated to improve the service delivery
- The monitoring system is itself subject to a rigorous monitoring and evaluation process, in order 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.

#### Rationale:

The need for effective and transparent monitoring of service outcomes is also indispensable to the quality assurance project, and is an integral component of most national and international quality assurance systems. While respecting client / staff privacy, the monitoring process should be transparent to all those involved (staff, clients, management, employing agency, etc.) will need to take into account all of the previous assessment criteria as performance indicators, and a demonstration of 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 or fine-tuning the systems designed to facilitate the most effective service delivery.

The monitoring system itself needs to be subject to sufficient professional oversight—the responsibility of senior and experienced staff or the assessing authority—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.

## 9 Guidelines for Career Information

### 9.1 Rationale for Guiding Principles for Career Information

As many researchers have noted, the major problem with information is its potential to misinform, particularly if users are inadequately versed or assisted in the use of information resources. As many studies have suggested (Plant 2003, 5-6; Grubb 2002), unmediated information can sometimes be a dangerous thing if placed in the wrong hands, at the wrong time, without appropriate contextualising material. The aim of the guiding principles for career information, then, is to build into career information certain mechanisms ensuring clients access the right information, that it is pertinent to them, that it is accompanied by appropriate interpretive / reflective / contextualising material, that it can be effectively utilised in career development-related activities, and that clients have access to—indeed are encouraged to utilise—appropriate follow-up support to maximise the effectiveness of the available information.

The argument has been made that, given the deregulated nature of the information media, guidelines for career information provision are almost impossible to enforce (Plant 2003, 6). The question needs to be addressed therefore, whether as well as applying guiding principles, it is necessary to seek to enhance the information literacy of clients, and provide them with the tools with which they themselves can assess and appraise the usefulness and / or appropriateness of the career development information that they might encounter in a variety of media.

Assisting clients to be able to negotiate career information for themselves is integral to effective service provision, facilitating the development of a core competency of the *Australian Blueprint for Career Development* (Competency 5: locating and effectively using career information). This role is also recognised in the *Professional Standards for Career Development Practitioners* under “Competency Guidelines,” which stipulates as one of its requirements: “help individuals understand and apply labour market information to their work search and career objectives” (article **6.3.2.a Labour market information**). This imperative is also recognised in the guiding principles for career development services, in the fifth point under the first guiding principle: “users are enabled to understand and use career information to positively influence their own career development.” It is therefore not necessary to reiterate this provision here, but merely to make clear that guiding principles for career information alone are not enough. They must work hand-in-hand with an increase in client literacy in relation to career information, as recognised by the Competency Guidelines outlined in the *Professional Standards* document, the guiding principles for career development services, and the *Australian Blueprint for Career Development*.

According to the feedback obtained from consultation with stakeholders, there is perceived to be a significant need for guidelines regulating the provision of career information. Particular concerns were raised in relation to the accuracy and currency of information provided, and the need to develop more dynamic models of career information provision to reflect the changing world of work and occupational profiles.

## 9.2 Rationale for Guiding Principles for Career Information - Media Specific

In addition to general principles, it may be useful to append a number of extra guiding principles that address the formal features of the different media through which career information is distributed.

In the US, the NCDA has developed a set of specifically targeted guidelines for different forms of career information: “Guidelines for the Use of the Internet for Provision of Career Information or Planning”; “Guidelines for the Preparation and Evaluation of Video Career Media”; “Guidelines for the Preparation and Evaluation of Career and Occupational Information Literature”; and “Career Software Review Guidelines” (all available for download at <http://www.ncda.org/>). Stakeholder feedback revealed significant support for drawing upon the NCDA guidelines and tailoring the guidelines to cover specific media. In drafting the Australian guidelines, we have therefore drafted a range of differentiated guiding principles specific to different forms of information provision.

In order to differentiate the Australian guidelines for career information from those of the NCDA guidelines, it is proposed that the guidelines be termed ***Guiding Principles for Career Information***.

## 9.3 Guiding Principles for Career Information

The proposed guiding principles for career information are presented in two sections. The first section deals with career information in general, and provides principles relating to both presentation and content. The second section provides principles for career information presented in specific media formats.

## **Guiding Principles for Career Information – General**

### **Principles for Formal Presentation**

- Intended audience and purpose of information should be clearly stated on the cover and / or first substantive page / still screen of publication
- Use of jargon should be avoided wherever possible, and vocabulary should be clearly comprehensible to the target group
- Information must, to the fullest extent possible, be free of spelling and grammatical errors
- Any graphics, illustrations or dramatic re-enactments used should enhance value of information presented, and acknowledge any applicable copyrights
- Only the **most current** data should be published, with sources and currency clearly identified
- Publication should refer to further point(s) of contact for clarifying information if needed

### **Principles for Content**

- Publication should contain information qualifying any limitations of the data, with anecdotal information clearly differentiated from factual information
- Statistical data must be free of undue bias, undeclared interest or excessive sample imbalance
- Occupational information should, where applicable, articulate the link between occupational duties, skills required and education and training pathways
- Occupational information should, to the fullest extent possible, be clearly cross-referenced to encompass related skills-based occupations, and intra- and cross-sectoral opportunities for career transition
- Wherever possible, occupational information should point towards emergent industry and / or occupational developments.
- Any providers of education and training listed as part of occupational information must meet current registration requirements
- Content must be free of undue bias and stereotyping on the basis of race, religion, ethnicity, gender, sexuality and socio-economic status
- Information should serve to enhance the user's ability to make positive career decisions and contribute to their understanding of career development as a lifelong process

## **Guiding Principles for Career Information- Media Specific**

### **Literature**

- Author(s) must be clearly identified on cover and title page, and publisher(s), consultants and sponsors should be listed on publication page
- Date of publication should be clearly printed on the cover, title and publication page
- Intended function of publication should be stated in introduction
- Publication format / layout should be clear, logical and uncluttered
- Content should be easily accessible and negotiable by the intended user, with information logically presented and / or indexed

### **Internet**

- Author(s) of websites / web material must be clearly locatable on the homepage (or title page if a downloadable file)
- Websites must clearly indicate on their homepage the date "last updated." Downloadable files must contain date of publication on title page.
- All web pages connected to a site must be identified by an identifying symbol or mark that confirms their authorship as the same as that declared on the homepage
- Layout of web pages / websites must be clear, uncluttered and easily navigable for the targeted user
- Search functions should accept commands in multiple formats; invalid commands should be constructively handled
- Websites should be free of extraneous, non-career related material
- Interface should be robust and reliable, and where possible not restricted by limited bandwidth, firewalls or black spots.<sup>5</sup>

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<sup>5</sup> Some elements of the guidelines for Internet information provision are based in part upon recommendations contained in the 2001 article "Quality Guidelines for Online Courses: The Development of an Instrument to Audit Online Units" by A. Herrington et al.

## **Guiding Principles for Career Information- Media Specific cont'**

### **Video**

- All video media should be accompanied by a user's guide that states its producer, collaborating consultants, sponsor, intended function and intended audience
- The producer and sponsor, along with any collaborating consultants, must be clearly identified in the video's opening credits
- The date of the video's production should be clearly signalled in both the user's guide and the opening credits
- The title should accurately reflect the purpose of the video, and not mislead in its explicit or implicit meanings
- The purpose of the video should be made clear within the first few minutes of the presentation
- The video should not contain extraneous dramatic elements not directly related to elucidating career / occupational information
- Image and sound quality must be of an acceptable standard, clearly discernible and easily understood
- Video should act as a bridge to further, follow-up activity; provide avenues for further action.

### **Software**

- All software should be accompanied by a user's guide that states its author, copyright owner, collaborating consultants, sponsor, intended function and intended audience
- Currency of information must be clearly stated on software packaging, in user's guide and program menu / title screen
- Author and copyright owner of information must be clearly stated on software packaging, in user's guide and program menu / title screen
- Program must be clearly organised, logical and effective; easy to use for intended audience
- Information should be structured in a non-linear fashion so that the user can go straight to a desired point or perform structured searches
- The program should acknowledge user input, and incorporate feedback effectively
- Programs that run software-controlled formal assessment procedures must adhere to accepted standards of validity and reliability
- Invalid commands should be constructively handled, and commands accepted in various formats
- Help and hint functions should be clearly available; where possible, links to external support (help lines / websites) should be readily available.

## 10 Next Steps

The purpose of this paper has been to introduce the draft guidelines for career development services and for career information, and to provide a context in which the development of the principles can be understood. As stated in the executive summary, as they currently stand the guidelines for each are best viewed as a work in progress and not as a finished, final product. They are a starting-point for further dialogue and discussion within the career development stakeholder community on how best to refine and implement the framework.

There are a few questions that need to be considered in order to gauge: where the guidelines for career development services and for career information are likely to be most effective; where they might not be effective, and; where further refinement is needed in order to align them with both the needs of career development service and information providers and the needs of the clients / users of their services and products.

To this end, we would like to invite all interested stakeholders to make any comments or recommendations that they may have regarding the proposed guidelines for career development services and the proposed guidelines for career information.

The “Developing Guidelines for Career Development Services and Career Information” questionnaire is intended to be used in conjunction with this scoping paper. If you would like to obtain an electronic copy of either of these documents they are available to download from the CICA website at [www.cica.org.au](http://www.cica.org.au). Alternatively, you can obtain hard copies of the scoping paper and questionnaire by calling Marnie Kennedy at Miles Morgan Australia on (08) 9380 6633. If you would like to participate, but do not wish to follow the questionnaire format, we will also be accepting independent submissions, and these can take any form you choose.

Electronic written submissions can be sent to [marnie@milesmorgan.com.au](mailto:marnie@milesmorgan.com.au)

If you would like to submit a hard copy of your submission, please post or fax to:

Marnie Kennedy  
Miles Morgan Australia  
388 Rokeby Rd  
Subiaco WA 6008

Fax: (08) 9380 6070

The next stage in the development of the guidelines will be a crucial step in the evolution of the career development industry in Australia, and we look forward to a healthy and productive dialogue with and between stakeholders to facilitate that evolution.

**Please Note:** The deadline for submissions is **18<sup>th</sup> May 2007**.

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