

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

Stage Two: Consultation Phase

Final Report

Prepared by Miles Morgan Australia Pty Ltd for the Career Industry  
Council of Australia and the Department of Education, Science and  
Training

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## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>3</b>
<b>INTRODUCTION.....</b>	<b>9</b>
<b>STAGES OF THE PROJECT .....</b>	<b>9</b>
<b>THE CONSULTATION PROCESS.....</b>	<b>10</b>
<b>THE CONSULTATION QUESTIONNAIRE.....</b>	<b>11</b>
<b>RESULTS.....</b>	<b>11</b>
SECTION ONE: DEMOGRAPHIC INFORMATION .....	11
SECTION TWO: INDUSTRY MEMBERSHIP AND TERMINOLOGY .....	14
SECTION THREE: DEVELOPMENT AND IMPLEMENTATION OF QUALITY STANDARDS .....	29
SECTION FOUR: THE ADMINISTRATION, MANAGEMENT AND MAINTENANCE OF THE STANDARDS.....	68
SECTION FIVE: THE ISSUES AND ROLES OF STAKEHOLDER GROUPS .....	71
INDEPENDENT SUBMISSIONS .....	75
<b>SUMMARY OF FINDINGS .....</b>	<b>78</b>
INDUSTRY MEMBERSHIP AND TERMINOLOGY.....	78
DEVELOPMENT AND IMPLEMENTATION OF QUALITY STANDARDS .....	79
THE ADMINISTRATION, MANAGEMENT AND MAINTENANCE OF THE STANDARDS.....	81
THE ISSUES AND ROLES OF STAKEHOLDER GROUPS .....	81
<b>RECOMMENDATIONS .....</b>	<b>82</b>
<b>APPENDIX A – STAKEHOLDERS CONTACTED VIA MAILOUT.....</b>	<b>83</b>
<b>APPENDIX B – CAREER ASSOCIATION ACRONYMS.....</b>	<b>87</b>
<b>APPENDIX C – CONSULTATION QUESTIONNAIRE .....</b>	<b>89</b>

## Executive Summary

### Introduction

The Department of Education, Science and Training (DEST) is supporting the Career Industry Council of Australia (CICA) to work with member associations, career practitioners and key stakeholders such as employers of career practitioners to develop national quality standards and an accreditation process for career practitioners. The National Standards and Accreditation Process of Career Practitioners Project represents the first step in this process.

The National Standards project was conducted in two stages. Stage One involved the writing of a *Scoping Paper* by Dr Mary McMahon, called “Shaping a career development culture: Quality standards, quality practice, quality outcomes”. Once the draft version was complete, a National Forum for Career Practitioners was held in Sydney in August 2004. After the Forum the *Scoping Paper* was revised based on feedback from participants.

Stage Two of the project, with which this report is concerned, began in September 2004, and was primarily a consultation phase conducted by Miles Morgan Australia Pty Ltd, on behalf of CICA and DEST. Directly following the Forum, Dr McMahon reviewed feedback from Forum participants. She then wrote a paper entitled *Moving Forward*, which discussed the outcomes of the forum. This paper formed the basis of the consultation process, which began mid-November 2004 and continued until mid-January 2005.

### The Consultation Process

All those involved in the forum (or nominated by CICA and DEST as key stakeholders), received a covering letter, a hard copy of Mary McMahon's revised *Scoping Paper* in the post, and a copy of *Moving Forward*. Accompanying these documents was a copy of the consultation questionnaire. The questionnaire could be responded to on an individual basis; alternatively participants could form working groups then submit group responses. Independent submissions, in any format, were also accepted. One hundred and sixty three stakeholders / stakeholder groups were contacted using the mailout method.

To enhance the reach of the consultation process and encourage interaction between stakeholders, a webpage and email community were established for the project on the Education Network Australia (EdNA) website ([www.edna.edu.au](http://www.edna.edu.au)). These were open to those who wished to comment

on the standards and accreditation process, and provided a means for anyone interested in the project to access key documents and submit a questionnaire or independent submission. Visitors to the site were also made aware that hard copies of key documents were available by contacting Miles Morgan Australia directly.

The questionnaire was structured under 5 key headings:

- 1) Section One: Demographic Information (questions 1-4).
- 2) Section Two: Industry Membership and Terminology (questions 5-14).
- 3) Section Three: Development and Implementation of Quality Standards (questions 15-32).
- 4) Section Four: The Administration, Management and Maintenance of the Standards (questions 33-37).
- 5) Section Five: The Issues and Roles of Stakeholder Groups (question 38).

#### Demographic Information

In total, 64 questionnaires were returned for the current survey and these represented an estimated total of 276 participants. An additional 8 independent submissions, representing approximately 20 participants, were also received.

States well represented in the returned questionnaires included WA, VIC, NSW, QLD, and SA. Very few questionnaires indicated that participants were from the ACT, NT, and TAS. Secondary Education was the most often cited sector of industry that participants classified themselves under, and was mentioned on 22 occasions. Other frequently cited sectors were Private Career Services (20) and Higher Education (15). Government Departments (9) and Employment Services (7) were also represented on a smaller scale. The Australian Association of Career Counsellors was also well represented with respect to the career association membership of respondents.

The States and Territories that were represented in the independent submissions included NSW, QLD, WA, SA and the ACT. Participants represented various sectors of industry including government departments, registered training organisations, private practice, secondary education and higher education.

#### Industry Membership and Terminology

Respondents tended to favour the OECD definition of career guidance, however the majority felt that the most appropriate umbrella term for career development services in Australia was “Career

Development”, with the inclusion of lifelong learning / integrated learning over the lifespan in this definition.

Many participants also felt that organisational quality standards should be addressed within the next 5 years, with a particular emphasis on secondary education. Elements thought important to incorporate in organisational quality standards included a code of ethics and minimum competency requirements.

With respect to industry membership, there was equivocal support for inclusive and tiered models, with responses in subsequent parts of the questionnaire (such as entry level training requirements) tending to indicate that the latter is perhaps the most workable option. Respondents also strongly favoured a mapping process be undertaken to establish the existing skills and qualifications of practitioners / professionals prior to the development of quality standards.

#### Development and Implementation of Quality Standards

An overwhelming majority of respondents indicated that enhancing Australia’s career development culture should be an overarching goal of the quality standards, citing benefits to the community, the ability of quality standards to enhance the reach and efficacy of practice, and to increase the general profile of the industry.

The Scaffold presented in the *Moving Forward* paper was also well supported, with many respondents indicating that it was sufficiently flexible to accommodate the diversity of Australian career practitioners, and that it could be implemented and refined over time.

A “Code of Ethics” was also strongly supported, with this terminology being preferred by most respondents. The existing AACC code was also thought to provide a suitable base model, with the incorporation of elements of other, particularly international codes, to enhance it.

Entry-level qualifications and training were favoured by the majority of respondents, however there was an array of comments as to how this should be operationalised in the quality standards. Five main themes were identified. The first of these was support for a specific AQF level qualification as a minimum requirement, however there was little consensus as to what this should be. The second was the desire for career specific education and training. The third was

support for a tiered system. The fourth category, which was the most popular, was support for a system that incorporated AQF levels, career specific training and / or a tiered system; again, there was great variability in terms of what these should be. The final category was classified “other”, and included the need to list existing courses, and a desire to ensure that any entry-level training requirement did not result in the marginalisation of existing practitioners or specific sectors. CICA was the preferred body for endorsing any such qualifications.

The vast majority of questionnaires supported continuing professional development, with the terms “Professional Development” and “Continuing Professional Development” being most preferred. The process of recording the professional development of practitioners was thought to be largely the domain of the accrediting body / existing career and other professional associations. A point system was also favoured. With respect to ‘who should pay’, a combination of both ‘users and others’ was a popular response, however the most frequent response was ‘others’, namely employers, governments, associations, or incorporated into registration and other levies.

The issue of accreditation and registration was the area where the greatest variability in responses was found. The vast array of responses that were recorded against these issues, and the lack of consensus amongst them, indicates that this is a potential area for further discussion and investigation prior to the development and implementation of this aspect of the quality standards. However, given that the majority of respondents indicated that this was a desirable aspect to include in the quality standards, such a process is likely to be important.

With respect to the development of a competency framework, respondents were generally in favour, with a blending of existing frameworks considered to be a sensible approach to undertaking the work. The findings were equivocal, however, for the differentiation of core competencies between ‘professional’ and ‘practitioner’ categories. The development of specialised competencies was endorsed by over half of the respondents, with the most common response regarding to whom they should apply being ‘it depends on the setting / clients / service’. Those areas that were nominated mostly included practitioners working with groups such as disability / rehabilitation clients, mature aged workers, cultural groups / migrants / refugees, and those in the education sector. The Canadian model was thought to provide a useful starting point by some respondents, while others thought that a mapping study needed to be undertaken to identify specialised competencies.

Approximately three quarters of all respondents thought that a complaints procedure should be included in the quality standards, with the registration / accreditation board nominated most often as the appropriate body to deal with this process. However, underpinning many responses was the need to handle complaints at the local level first, followed by referral to a national body, then through legal channels if necessary. Utilising existing mechanisms for complaints was also mentioned frequently.

A grandfather / sunset clause was endorsed by the majority of respondents, with “sunset clause” being the preferred term. A 3-year timeframe was thought to be the appropriate duration of this by many respondents.

A code of service for employers and service providers was also thought desirable by the majority of respondents. Comments indicated that the development of this within a 5-year period would be an acceptable timeframe. Other respondents, however, thought that other issues should be given greater priority over a code of service for employers and service providers. A charter of client rights and responsibilities was also well supported, again within a 5-year time frame.

Participants at the Forum discussed the timeframes for implementing the elements relating to quality standards, and two thirds of respondents in this consultation process tended to support the Forum timeframe. Suggested modifications centred primarily around the need to extend the timeframe, as it was thought to be ‘overly optimistic’. The approaches and strategies suggested in the revised *Scoping Paper* and *Moving Forward* were also endorsed by approximately two thirds of respondents, however many also emphasised the need for inclusive consultation processes.

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

Respondents generally favoured a Steering Committee for undertaking the development and implementation of the quality standards beyond the life of the present project. Stakeholder groups were the most popular suggestion regarding representation, followed by CICA. CICA was, however, thought to be the most appropriate organisation for the administration of quality standards.

With respect to funding, approximately half of all respondents thought this was a government responsibility. Other suggestions included registration fees, career associations, and sources such as grants and contributions from CICA.

### The Issues and Roles of Stakeholder Groups

The stakeholder group respondents felt they should be involved in the development and implementation of the quality standards beyond the life of the present project included career practitioner associations, career practitioners, employers and employer associations, DEST / Australian Government, consumers and clients groups, and training providers.

Respondents were also offered an opportunity to comment on any issues they wanted to make about the development and implementation of quality standards, or any general comments not covered in the consultation. The majority of these expressed appreciation and support for the work being undertaken; others wished for the quality standards to be developed in a swift manner; a third theme was the desire for an inclusive and consultative process; and the fourth was an indication from some participants that the questionnaire was too long and unclear. The remaining responses covered a) the need to educate the general public; the need for a sustainable model of career development outcomes; the problem of how to incorporate part-time practitioners; the need for specialist skills in career counselling, and the perceived lack of appropriate university-level courses.



## **Introduction**

The Department of Education, Science and Training (DEST) is supporting the Career Industry Council of Australia (CICA) to work with member associations, career practitioners and key stakeholders such as employers of career practitioners to develop national quality standards and an accreditation process for career practitioners. The National Standards and Accreditation Process of Career Practitioners Project represents the first step in this process.

“Quality standards” (from McMahon p.4, 2004) refer to the systems and procedures developed by career practitioners and stakeholders in the career industry that:

- ✦ Define the career industry, its membership and its services;
- ✦ Recognise the diverse skills and knowledge of career practitioners;
- ✦ Guide practitioner entry into the industry;
- ✦ Provide a foundation for designing career practitioner training;
- ✦ Provide quality assurance to the public and other stakeholders in the industry;
- ✦ Create an agreed terminology for the industry.

*(Adapted from National Steering Committee for Career Development Guidelines and Standards, 2004b).*

## **Stages of the Project**

The National Standards project was conducted in two stages. Stage One involved the writing of a *Scoping Paper* by Dr Mary McMahon, called “Shaping a career development culture: Quality standards, quality practice, quality outcomes”. This paper identified key issues and information relevant to developing national standards for career practitioners in Australia. Once the draft version was complete, a National Forum for Career Practitioners was held in Sydney in August 2004. Participants at this Forum provided feedback on a number of issues presented to them. Tony Watts and Mary McMahon also presented papers at the Forum, which helped to inform, clarify and consolidate the discussions that were taking place. After the Forum the *Scoping Paper* was revised based on feedback from participants. Col McCowan, the convenor of the Forum, also wrote a report on the Forum that outlined the activities that had occurred over the two days.

Stage Two of the project, with which this report is concerned, began in September 2004, and was primarily a consultation phase conducted by Miles Morgan Australia Pty Ltd, on behalf of CICA

and DEST. Directly following the Forum, Dr McMahon reviewed feedback from Forum participants. She then wrote a paper entitled *Moving Forward*, which discussed the outcomes of the forum. This paper formed the basis of the consultation process, which began mid-November 2004 and continued until mid-January 2005. Initially the consultation closing date was scheduled for the end of December 2004, but was subsequently extended to accommodate late submissions.

## The Consultation Process

All those involved in the forum (or nominated by CICA and DEST as key stakeholders), received a covering letter, a hard copy of Mary McMahon's revised *Scoping Paper* in the post, and a copy of *Moving Forward*. These papers represented important key readings for all those who wished to contribute to the consultation process. Accompanying these documents was a copy of the consultation questionnaire. The questionnaire could be responded to on an individual basis; alternatively participants could form working groups then submit group responses. Independent submissions, in any format, were also accepted. One hundred and sixty three stakeholders / stakeholder groups were contacted using the mailout method; these are identified in Appendix A of this report.

To enhance the reach of the consultation process and encourage interaction between stakeholders, a webpage and email community were established for the project on the Education Network Australia (EdNA) website ([www.edna.edu.au](http://www.edna.edu.au)). These were open to those who wished to comment on the standards and accreditation process, and provided a means for anyone interested in the project to access key documents and submit a questionnaire or independent submission. Ninety five people in total subscribed to the project's email list during the months of November, December and January, however this tool was largely under-utilised by subscribers as a means for discussing the project.

A range of information, representing important background reading (particularly for those who did not attend the forum), was provided on the webpage. This included:

- ✦ Dr Mary McMahon's presentation at the forum;
- ✦ the overview presented by Tony Watts at the forum, as well as his subsequent commentary;
- ✦ an excerpt from the forum report prepared by Col McCowan;
- ✦ the revised *Scoping Paper* and *Moving Forward*; and

- ✦ the Consultation Questionnaire (in both pdf and word formats).

Visitors to the site were also made aware that hard copies of key documents were available by contacting Miles Morgan Australia directly.

## The Consultation Questionnaire

The sequence of questions in the consultation questionnaire followed that of Dr McMahon's *Moving Forward* paper. Thirty-eight questions were structured under five key headings:

- 1) Section One: Demographic Information (questions 1-4).
- 2) Section Two: Industry Membership and Terminology (questions 5-14).
- 3) Section Three: Development and Implementation of Quality Standards (questions 15-32).
- 4) Section Four: The Administration, Management and Maintenance of the Standards (questions 33-37).
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Some sets of questions were prefaced with key issues for consideration, which were taken from the revised *Scoping Paper* and *Moving Forward*. Where appropriate, boxes identifying these issues and the relevant pages numbers from Dr McMahon's reports were also incorporated so that they could be cross-referenced. Participants were encouraged to read the relevant sections of these reports prior to answering specific sets of questions.

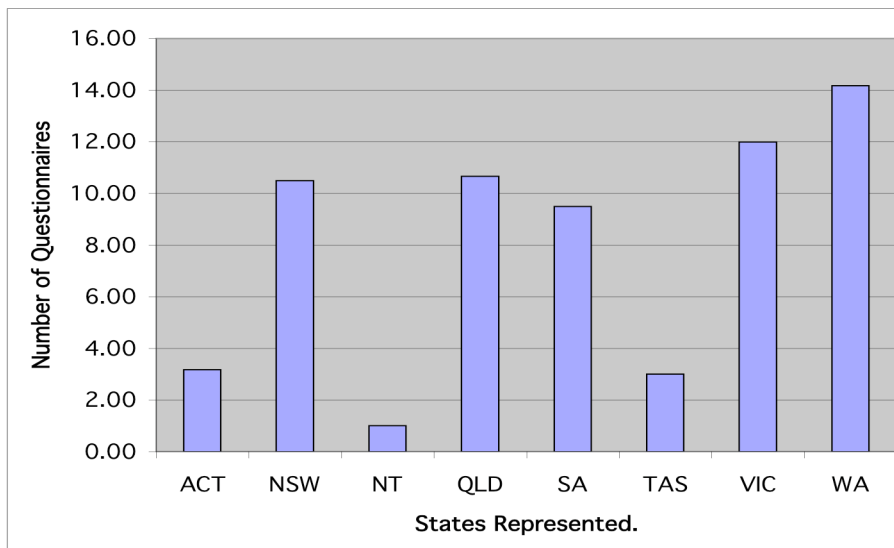
## Results

Data collected using the consultation questionnaire has been analysed and reported under the five headings outlined above. Independent submissions were analysed separately, and have been reported last. Both qualitative and quantitative data have been analysed. Qualitative data in both the questionnaires and the independent submissions was explored for recurring key themes and sub-themes, and these have been reported and discussed where appropriate.

### Section One: Demographic Information

Participants were initially asked "*How many people were involved in the completion of this questionnaire?*" In total, 64 questionnaires were returned for the current survey and these represented an estimated total of 276 participants.

The second question asked “*What states / territories do you and / or the people who completed this questionnaire live in?*”



**Figure 1.1 – States represented in the 64 Questionnaires**

Western Australia was the state most well represented in the returned questionnaires. Other states with a large rate of participation were Victoria, New South Wales, Queensland, and South Australia. Very few questionnaires indicated that participants were from the ACT, Northern Territory, and Tasmania.

The third question asked “*What sectors do you / they work in?*” The following table illustrates the sectors of industry that were represented in the survey in ranked (descending) order.

Sector of Industry	Number of Times Cited
1. Secondary Education	22
2. Private Career Services	20
3. Higher Education	15
4. Government Department	9
5. Employment Services	7
6. Career Practitioner *	2
7. Adult Education	1
8. Career Resource Development *	1
9. Community Education	1

**Figure 1.2 – Sectors of Industry per number of times mentioned**

[\* NOTE: Career Practitioner and Career Resource Development do not indicate sectors of industry, but miscellaneous occupational terms that were cited on 3 occasions.]

Secondary Education was the most often cited sector of industry, and was mentioned on 22 occasions. Other frequently cited sectors were Private Career Services (20) and Higher Education (15). Government Departments (9) and Employment Services (7) were also represented on a smaller scale.

Question four asked participants “Are you member/s of a career practitioner association/s? If so, please specify the association/s”. The following table illustrates the career practitioner associations that were cited, listed in alphabetical order:

Career Association *	Number of Times Cited
AACC	48
AACMP	1
AACPI	1
ACPI	1
ACTCEA	2
AHRI	1
AIM	1
APS	3
CAANSW	2
CCA	1
CEANT	1
CEAV	5
CEAWA	11
CICA	2
COPs	1
IAEVG	1
IBCMC	1
KCN	1
NAGCAS	11
NCDA	1
NSWCGA	1
NSWTF	1
PCETA	1
PRWRA	1
QASA	4

QCA	1
QGCA	3
VETNET	1
VISTA	1

**Figure 1.3 – Career Practitioner Association per number of times mentioned**

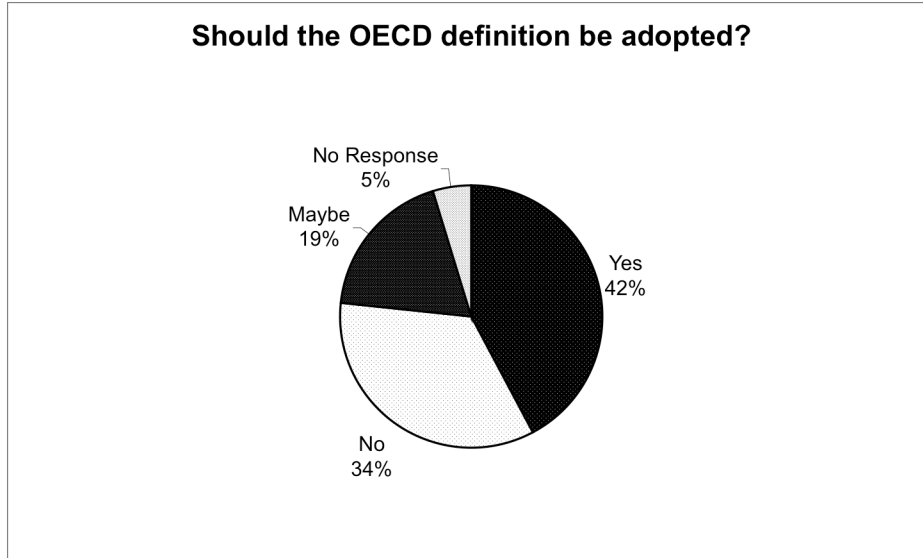
*[\* NOTE: A full listing of the association acronyms can be found in Appendix B of this report.]*

A total of 29 different associations were represented in the survey. The majority of participants identified themselves as members of the Australian Association of Career Counsellors (AACC) with 48 citations recorded in total. Other organisations that were well represented included the National Association of Graduate Careers Advisory Services (NAGCAS) and the Career Education Association of Western Australia (CEAWA), with both organisations being cited 11 times. Other associations that were mentioned included the Career Industry Council of Australia (CICA), the Australian Psychological Society (APS), and various State and Territory Career Education Associations.

## Section Two: Industry Membership and Terminology

### *Definition of Career Guidance*

The Organisation for Economic Co-operation and Development (OECD) defines career guidance as “the information, guidance and counselling services intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers”. Participants were asked “*Do you believe the OECD definition of career guidance should be adopted in Australia?*” The results are illustrated as follows:



**Figure 2.1 – Agreement with the OECD definition of Career Guidance**

From the total of 64 questionnaires, 42.19% agreed that the OECD definition of career guidance should be adopted in Australia, 34.38% indicated that the OECD definition was inappropriate for the Australian context, 18.75% elicited a “Maybe” response (i.e. they were undecided) whilst 4.69% of the questionnaires did not contain a response to this survey item.

### ***Umbrella Term for Career Services***

Participants were then asked “*What do you think the ‘umbrella’ term for career development services in Australia should be?*” The results are tabulated in ranked order below, with the exception of the ‘no response’ item.

<b>Umbrella Term</b>	<b>Number of Times Cited</b>
1. Career Development	27
2. Career Development Services	13
3. Career Guidance	6
4. Career Management	3
5. Career Services	2
6. Career Advisory Services	1
7. Career Counselling	1
8. Career Counselling and Development	1
9. Career Enhancement	1
10. Career Information and Advisory Services	1
11. Career Services Practitioners	1
12. No Response *	7

**Figure 2.2 – ‘Umbrella’ term suggestions per number of times mentioned**

The most common response by a large margin was “Career Development” which was cited 27 times. “Career Development Services” (13) and “Career Guidance” (6) were other popular responses. Of the remaining suggestions for the umbrella term, none received more than 3 citations.

Respondents also provided working definitions of their preferred umbrella term for career services in Australia. Of the 27 questionnaires in which “Career Development” was considered to be the most appropriate term, 25 emphasised “lifelong learning” and “integrated learning over one’s lifespan” in their definitions. Three examples of this overall tendency are given below:

1. Progression through a person’s life as circumstances change and career decisions are made.
2. The lifelong process of managing learning, work, and transitions.
3. Developing career plans over one’s lifetime, within ever changing structures and circumstances.

Other themes that were emphasised in relation to the use career development as the umbrella term were the importance of including guidance and counselling in the definition (4 citations) and/or utilising the OECD definition of career guidance to define career development (4 citations).

Most of the questionnaires in which “Career Development Services” was suggested for the umbrella term also encompassed lifelong learning themes, but with a heavier emphasis on the “services” and “interventions” that the career industry can offer. Examples of this tendency are encapsulated below:

1. A holistic range of services designed to inform, educate, and empower individuals in the complex process of managing life, learning, and work in the 21st Century.
2. Services which support individuals and organisations in developing choices and possible alternatives.

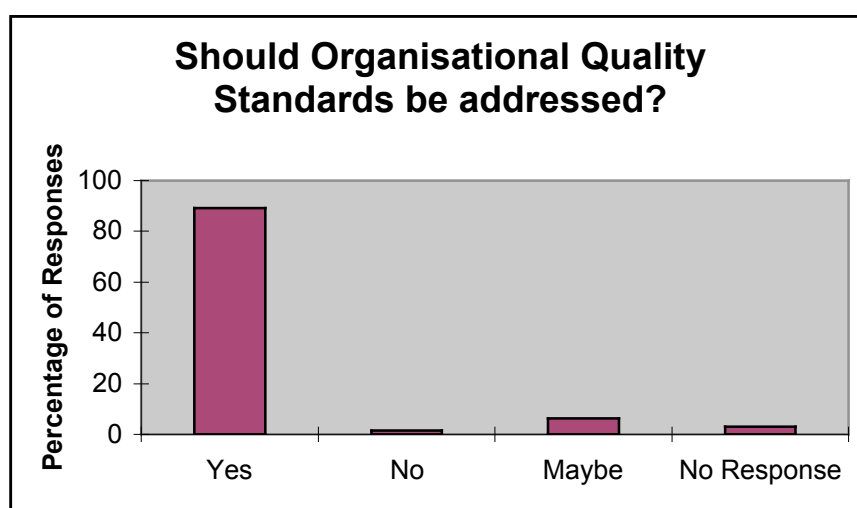
Those who asserted “Career Guidance” to be most appropriate umbrella term (6 citations) aligned themselves strongly with the OECD definition. Those who preferred the term “Career



Management” (3 citations) emphasised HR oriented activities and/or a preference for organisations to take a role in succession planning.

### **Organisational Quality Standards**

Although the current project was concerned primarily with quality standards for career practitioners, discussion around the development of organisational quality standards also took place at the Forum. Hence, participants were asked, “*Do you believe that organisational quality standards for the ‘career industry’ should be addressed at some point in the future?*” The following chart illustrates the responses to this question:



**Figure 2.3 – Addressing Quality Standards for Organisations**

An overwhelming majority of participants suggested that organisational quality standards should be addressed at some point in the future, with 89.06% of questionnaires eliciting a “yes” response. Only 1.56% exhibited the belief that organisational quality standards were not relevant, whilst 6.25% of questionnaires endorsed ‘maybe’. A few participants did not respond to this questionnaire item.

Those who believed that organisational quality standards should be addressed at some point in the future were also asked “*Which facets of industry do you think should be examined to determine where quality standards should be developed and applied?*” Participants provided a diverse range of responses, such as recognition of prior learning (RPL) and the level of cultural inclusiveness in various sectors. Despite the question asking specifically about organisational standards, the most prominent theme, emerging on 24 of the 64 questionnaires, suggested that “practitioner

standards” was the facet of industry that required the most examination. Some examples of this view are listed below:

1. Practitioner qualifications, quality assurance, efficiency and effectiveness.
2. Practitioner: qualifications, skills, experience.
3. Individual practitioners who are not currently members of professional bodies but advertise and present themselves as professionals.

The second most prominent theme, which related directly to organisational standards, concerned the education sector. In 18 of the 64 returned questionnaires, the need to examine the education sector was thought a priority, with secondary education being singled out for review in many cases. The extracts below are direct quotes of such a view:

1. Secondary Schools where the task of Career Development activities may be allocated to staff members who do not have the time, training, or background.
2. Quality standards are sadly lacking in Secondary Schools. This facet of the industry should be a priority.
3. Schools should be examined with regard to the quality they expect and the importance they place on the area.
4. I think most career organisations could do with it but I see the most damage done in the school system; the education system needs a serious working over in regards to career guidance.

A few participants suggested that “all facets” of the career industry should be examined. The extracts below are extracts from 2 returned questionnaires in which such a view was expressed:

1. All facets where career development may take place – across the board.
2. All facets – from primary education to industry training, to selection and recruiting through to life long learning practitioners.

Other facets of industry that were mentioned included a) resource allocation; b) access and delivery; c) administration; d) codes of ethics; and e) funding. However, these themes were not as prominent as those previously mentioned.

Survey participants also provided suggestions with respect to the question, “*What do you believe the nature and content of these [organisational] quality standards should be?*” The most common request was for a code of ethics or code of service for career practitioners in general, with the majority of the returned questionnaires (42 out of 64) containing suggestions to this effect. The extracts below illustrate this view:

1. Code of ethics should apply to all schools with disciplinary ramifications.
2. Ethical standards in delivering and advertising; code of ethics in relation to clients; good record keeping; access and equity codes of practice (similar to government requirements).
3. Code of Service similar to that developed for Employment Services.

The next most common suggestion related to “minimum competency requirements” for career practitioners (29 out of 64 questionnaires). This was expressed chiefly in terms of the need for professional development initiatives, qualification frameworks, core competencies, and the perceived need to alter a career development culture in which many “practitioners” or “professionals” do not have the necessary experience or theoretical background. The extracts below express this view:

1. Training of staff (or evidence of experience or appropriate professional qualifications).
2. Ongoing professional development, accreditation of practitioners, competency framework, career specific entry qualifications.
3. Minimum level of education (career development).
4. Employ staff with appropriate qualification.

Many participants expressed the need for both ethical guidelines and competency requirements in the same response. The following citations are 2 examples of this:

1. Quality standards for industry should include a code of service, a guarantee of ethical standards and practitioners who are suitably qualified and regularly assessed. Need practitioners who abide by the career practitioner quality standards and demonstrate that they regularly update their professional learning.
2. Code of Ethics, ongoing professional development, accreditation of practitioners, competency framework, complaints mechanisms, code of service (employment and service providers), charter of rights and responsibilities.

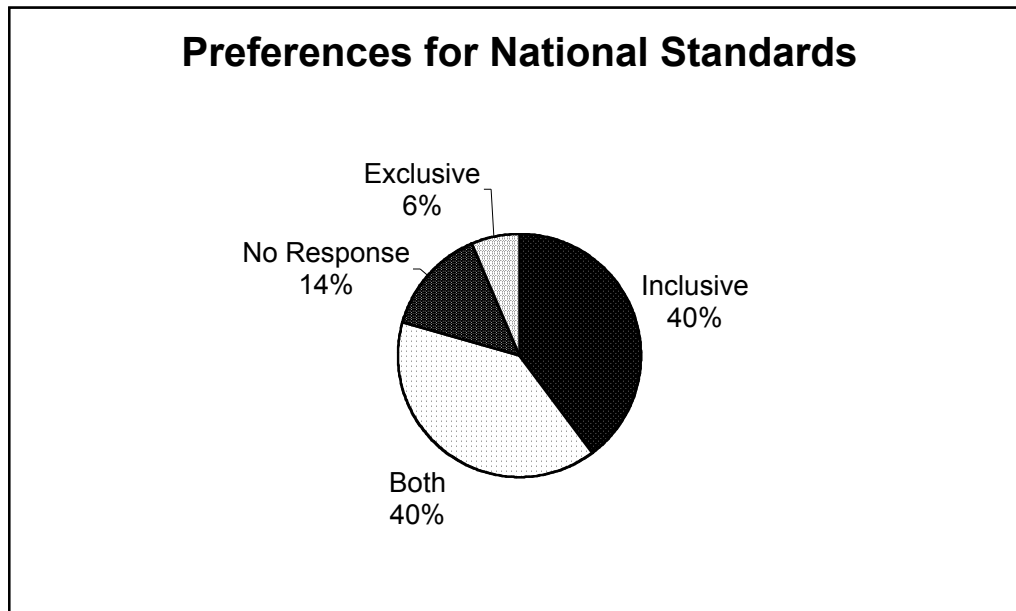
Other suggestions that were canvassed included association membership and registration requirements, standardisation of terminology, a demand-driven model for the allocation of resources, a top-down approach to the development of career industry competencies, and the quality of career service delivery.

Participants provided suggestions as to what timeframe was appropriate for the development of organisational quality standards for the career industry. A short-term suggestion (1-2 years) was assigned a numerical score of 1, a medium-term suggestion (3-5 years) a score of 2, and a long-term suggestion (5-10 years) a score of 3. Statistical analysis returned a mean score of 2.01, a median of 2, and a mode of 2. Thus, it can be inferred that the majority of participants suggested a medium-term timeframe (3-5 years) to be the most appropriate for the development of organisational career industry quality standards in Australia.

#### ***Inclusive vs Exclusive Model for Career Practitioners***

The terms “career practitioner” and “career professional” were both used at the Forum. “Practitioner” was viewed to be a more inclusive term than “professional” because it encompasses many people who provide career services to clients. Furthermore, competency frameworks are generally more inclusive whereas accreditation, registration and/or licensing are generally thought to be more exclusive mechanisms for establishing quality standards. It is also possible that these mechanisms can be combined and/or a tiered system introduced.

Survey participants were asked, *“Would you prefer to see an inclusive or an exclusive model developed for national quality standards for career practitioners? Would a model that accommodates both the development of a profession and the inclusion of all practitioners be more appropriate? Why?”* The distribution of preferences is illustrated as follows:



**Figure 2.4 – Model Preferences for National Career Quality Standards**

In 26 of the 64 questionnaires (or 40.63%) it was asserted that national quality standards for career practitioners should be developed as an inclusive model in Australia. The most prominent reason given by participants for preferring this model was the perceived need to include all career practitioners and professionals, notwithstanding their somewhat diverse and heterogeneous range of qualifications and experience. Reference was also made to the need to raise the minimum level of competency for all career workers, the benefits of incorporating diversity, and the need for freedom of movement between “practitioner” and “professional” strands of the career industry upon the further attainment of suitable qualifications. The following extracts are quotes from some of the questionnaires in which an inclusive model was preferred:

1. Inclusive. But people who call themselves “practitioners” should have to meet competency standards and experience. This should be accredited by a professional organisation that would take both into account.
2. Inclusive – develop professional level of competence in all sectors. One system with a range of competencies and specializations.
3. Inclusive model for national quality standards ... as career advice, information, and guidance services are delivered through a diverse range of organisations and individuals. An inclusive model will widen access, improve equity and quality outcomes for those receiving services, and aid accountability.

4. Most definitely needs to be an inclusive model, focused on a clear competency framework. Moreover, the competency framework must be sufficiently broad to include entry-level right up to best practice to encourage a developmental approach and attitude within the industry. "Careers practitioner" is definitely the favoured term.
5. Inclusive – broad industry servicing full range of the public at different stages. That is, practitioner qualifications and experience may vary as they themselves develop their full career potential.
6. Inclusive – need to accommodate all practitioners, at least in the first instance, as many have exceptional skills and knowledge without formal qualifications.

In 26 out of 64 questionnaires (or 40.63%) a preference was exhibited for a model that incorporates both the development of a profession and the inclusion of all practitioners. Hence, the number of questionnaires that exhibited a preference for a multi-faceted and/or tiered system was exactly the same as the number of questionnaires that indicated a preference for an inclusive model. For those who preferred a model that incorporates both professional accreditation/registration and the inclusion of all career practitioners, the most prominent justification was the need to take into account the diversity of career industry practices. The following responses are indicative of this tendency:

1. A model that accommodates both the development of a profession and the inclusion of all practitioners would be most appropriate for Australia because the level of career services provided in Australia varies widely, and this is an opportunity to develop a comprehensive profile for the entire industry.
2. A model that accommodates the development of a profession and the inclusion of all practitioners is more appropriate because it will allow for the diversity of practice that exists.
3. Both Inclusive and Professional. It is important that careers practitioners be “professional” in their practice and in their knowledge development. However it is also essential that others (e.g. teachers) can develop knowledge to assist young people, but also recognize their limitations and when to refer to the “professional”.
4. I think that a model accommodating both is preferable. We need accreditation. Maybe a tiered arrangement.

5. I think we should aim for a model that allows for the development of a profession whilst including all practitioners. Why? Because those employed in career work are extremely diverse and we're trying to weave all the strands into a coherent whole.

Other reasons posited for adopting a model that accommodates both professionalism and inclusiveness were a dislike for the “practitioner” and “professional” split, the recognition of a diversity of practices whilst improving quality of service delivery, and the possibility that fees would be lower under such a scheme.

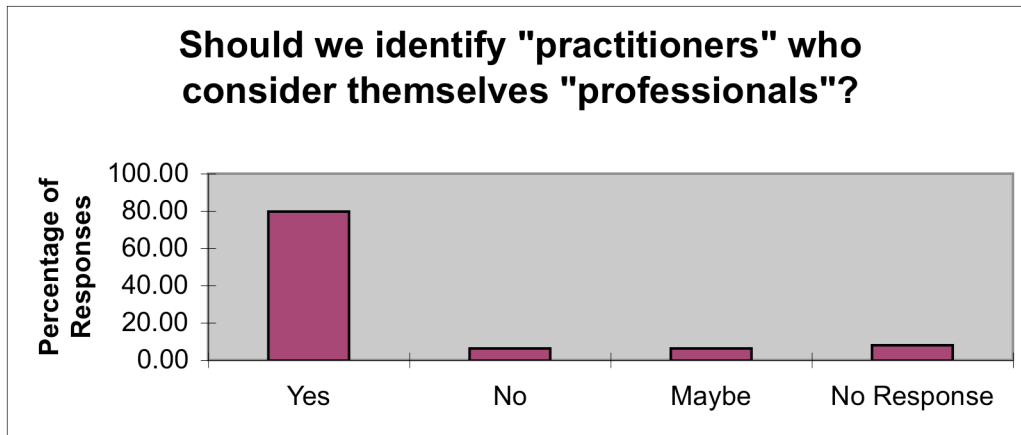
Only 4 of the 64 returned questionnaires (or 6.25%) exhibited preferences for an exclusive model for the establishment of quality standards. Although the premise for favouring an exclusive model in these questionnaires is not made explicit in 1 of the 4 cases, the perceived divergence between “practitioners” and “professionals” in terms of their levels of expertise and experience was a common theme. The following responses are indicative of this tendency:

1. Exclusive. Registration system based upon skills, knowledge, competencies and qualifications.
2. Needs to be clear differentiation between career professionals and other career development service practitioners and the qualifications required.
3. Somewhat exclusive – because anyone can and does offer “career services” now, and the range in the quality is alarming. There can be a conflict of interest between recruitment services calling themselves “career practitioners” when they are getting money from government for placing people in casual jobs with a nice bonus to the recruiter for handling a difficult category of client. This happens. Job placement is not career development. It is a worthy activity but is not career development. Focusing on including everybody does not lift the standard of service delivery.

### *Identifying Key Areas for Mapping*

Participants at the Forum were asked to consider, given the diversity of the career industry, whether the existing skills and qualifications of practitioners needed to be mapped prior to quality standards being developed. It was also suggested that this process might reveal multiple entry points into a tiered system of quality standards. To this end, a list of 6 possible areas for exploration was provided in the questionnaire; and for each of these items, survey participants selected a response that best concurred with their opinion.

The first item queried whether it is necessary – prior to the development of quality standards – to identify “practitioners who regard themselves as professionals”. The distribution of responses is illustrated below:

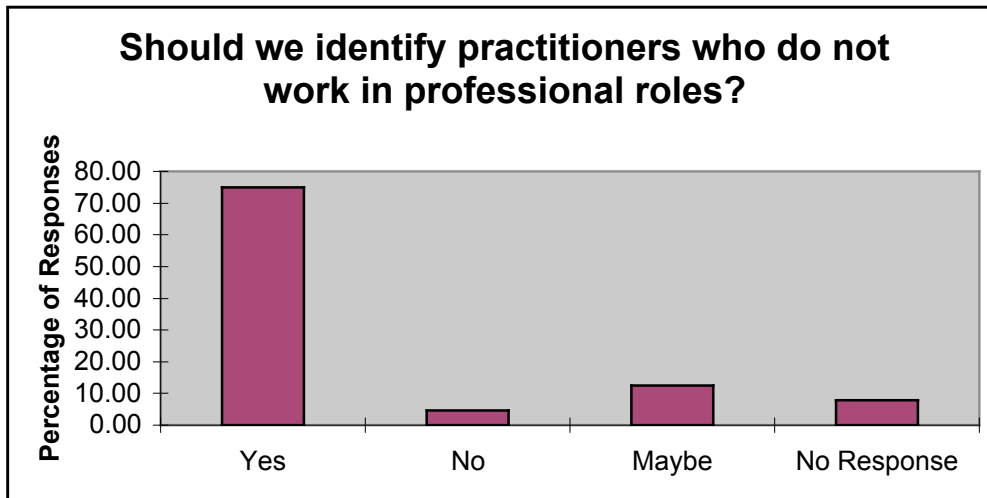


**Figure 2.5 – Identifying “Practitioners” Who Consider Themselves “Professionals”**

A large majority of the questionnaires suggested that this was necessary, with 79.69% of questionnaires eliciting a “yes” response. Only 6.25% exhibited the belief that the issue was not relevant, whilst 6.25% of questionnaire responses were undecided. A few questionnaires did not contain a response to this question.

The second item on the list was a query as to whether it is necessary – prior to the development of quality standards – to identify “practitioners who do not work in professional roles”. The distribution of responses is illustrated as follows:





**Figure 2.6 – Identifying Practitioners in Non-Professional Roles**

A large majority of the questionnaires suggested that it is necessary, with 75.00% of questionnaires eliciting a “yes” response. Only 4.69% exhibited the belief that the issue was not relevant, whilst 12.50% of questionnaire responses were undecided. A few questionnaires did not contain a response to this question.

The third item on the list was a query as to whether it is necessary – prior to the development of quality standards – to identify the “skills, qualifications and training of career professionals”. The distribution of responses is illustrated below:



**Figure 2.7 – Identifying the Skills, Qualifications and Training of Career Professionals**

An overwhelming majority of the questionnaires suggested that it is necessary to identify the skills, qualifications, and training of career professionals, with 87.50% of questionnaires eliciting a “yes” response. Only 1.56% exhibited the belief that the issue was not relevant, whilst 3.13% of questionnaire responses were undecided. A few questionnaires did not contain a response to this question.

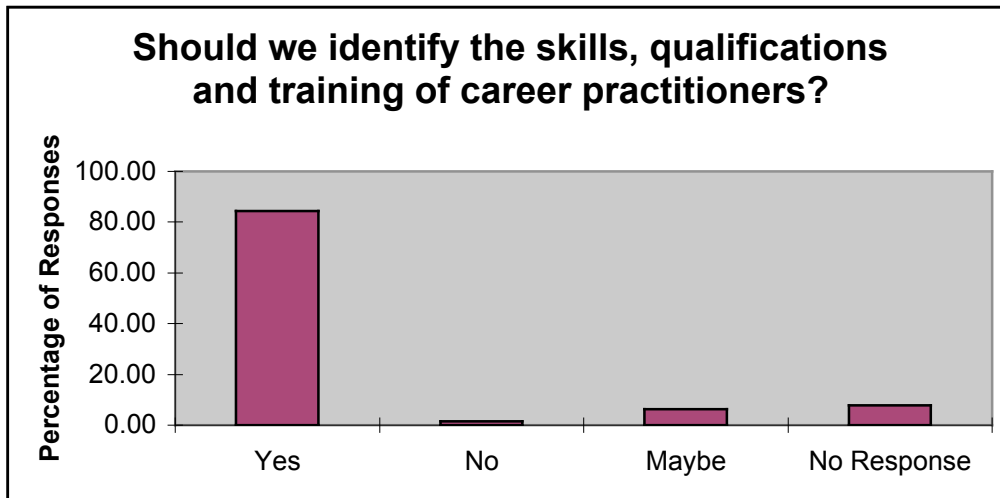
The fourth item on the list was a query as to whether it is necessary – prior to the development of quality standards – to identify the various “occupations of career professionals”. The distribution of responses is illustrated below:



**Figure 2.8 – Identifying the Occupations of Career Practitioners**

A large majority of the questionnaires suggested that it is necessary to identify the various occupations of career professionals, with 78.13% of questionnaires eliciting a “yes” response. Only 4.69% exhibited the belief that the issue was not relevant, whilst 9.38% of questionnaire responses were undecided. A few questionnaires did not contain a response to this question.

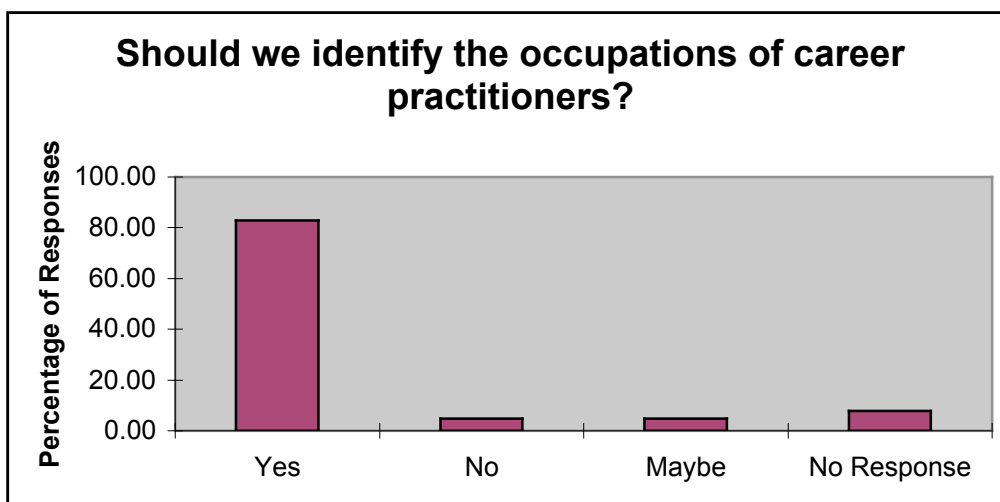
The fifth item on the list was a query as to whether it is necessary – prior to the development of quality standards – to identify the “skills, qualifications and training of career practitioners”. The distribution of responses is illustrated as follows:



**Figure 2.9 – Identifying the Current Skills, Qualifications and Training of Career Practitioners**

An overwhelming majority of the questionnaires suggested that it is necessary, with 84.38% of questionnaires eliciting a “yes” response. Only 1.56% exhibited the belief that the issue was not relevant, whilst 6.25% of questionnaire responses were undecided. A few questionnaires did not contain a response to this question.

The last item on the list was a query as to whether it is necessary – prior to the development of quality standards – to identify the various “occupations of career practitioners”. The distribution of responses is illustrated below:



**Figure 2.10 – Identifying the Occupations of Career Practitioners**

An overwhelming majority of the questionnaires suggested that it is necessary to identify the various occupations of career practitioners, with 82.81% of questionnaires eliciting a “yes” response. Only 4.69% exhibited the belief that the issue was not relevant, whilst 4.69% of questionnaire responses were undecided. A few questionnaires did not contain a response to this question.

Participants were also invited to discuss or make comments on the development of national quality standards and the aforementioned key areas for potential mapping. The comments received were highly varied in both subject matter and scope, encompassing topics as diverse as the potential of occupational titles to obscure rather than elucidate, and the ramifications of identifying the career practitioners who work as “clerks” and “consultants”. However, two recurrent themes seem to be prominent, and these were expressed in a reasonably large numbers of questionnaires.

The first of these themes, prevalent in 19 of the 64 questionnaires, was a general support for the existence of some type of mapping procedure. The following statements are indicative of this position:

1. This is an essential first step.
2. Mapping exercise should be useful; as it is necessary to have an awareness of practitioners and practice, as these obviously will help shape quality standards.
3. The mapping of existing skills and qualifications of practitioners is a logical place to start the development of standards.
4. Will need to identify whether professionals have undertaken any careers related units within their course(s). For example, someone listing his or her qualification as BA (Psychology) may or may not have undertaken any careers study, so the answer is not as meaningful.
5. We need to map what is happening in Australia, as I believe many practitioners do not know that they are actually delivering career development services.

A second recurring theme, prevalent in 14 of the 64 questionnaires, comprised general discussions that surrounded the terms “practitioner” and “professional”. The 14 questionnaires in which these discussions were put forward can be classified into two categories: 1) Those who

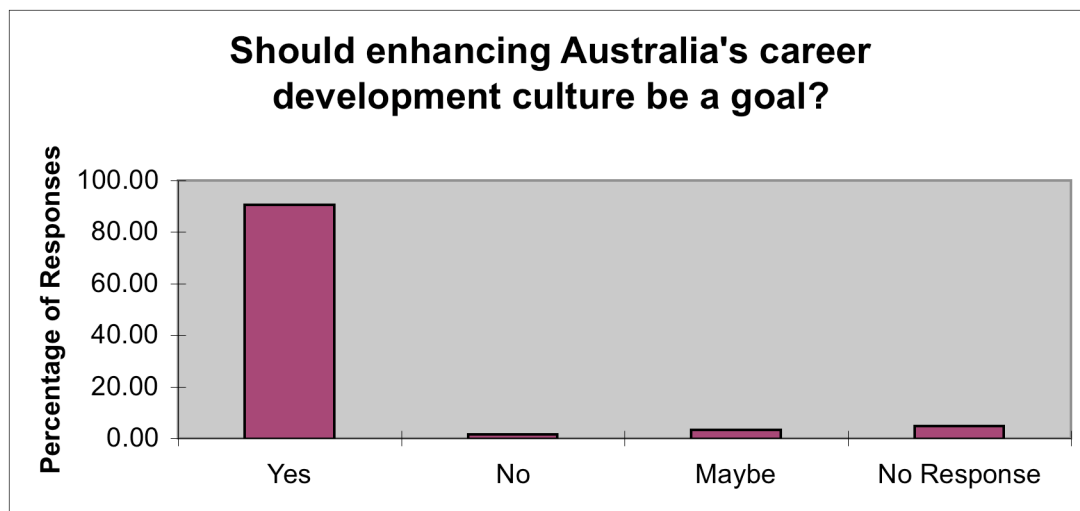
believe that too many practitioners do not have the necessary skills for career-specific occupations, and 2) those who insist that existing practitioners need to have their current skills recognized under RPL, or a similar scheme. The following statements are indicative of both of these positions:

1. There are some "career practitioners" operating without substantial skills and knowledge. These individuals place public confidence in the profession and industry at risk.
2. Need eventual care in distinguishing the terms professional and practitioner.
3. In the industry, there are many people who have been practising for many years without career-related "qualifications" and must be recognised in a multiple entry point system on an RPL basis.
4. The main point is that there are many people working very effectively in the career development field who do not have degrees; and employers, particularly in the employment services field, will continue to recruit non-graduates. These people need to be included, and to feel included, in the career development profession. Therefore any quality standards framework must encourage these people, as well as graduate professionals, to continue to improve their knowledge and skills in the area.
5. Careers practitioners in schools must be qualified professional teachers and also be qualified professional careers practitioners in order to meet the needs of students and schools (the most crucial time and place for careers work).
6. There are many teachers (professionals!) who are practitioners. They may not have (and usually don't have) a professional qualification in career counselling but their skills should be recognised and some "status" given (some form of recognition of competence).

### Section Three: Development and Implementation of Quality Standards

#### *Enhancing Australia's Career Development Culture*

The notions of a career development culture and the capacity of quality standards for practitioners to raise awareness of this culture were canvassed at the Forum. In section three of the questionnaire, participants were asked, *"Do you believe that enhancing Australia's career development culture should be an overarching goal of the development of quality standards? If yes, in what way/s?"* The results are illustrated as follows:



**Figure 3.1 – Appropriateness of Enhancing Career Development Culture**

An overwhelming majority of the questionnaires suggested that enhancing Australia’s career development culture should be an overarching goal of the quality standards, with 90.63% of questionnaires eliciting a “yes” response. Only 1.56% held the belief that enhancing career development culture was not relevant, whilst 3.13% of questionnaire responses were undecided. A few questionnaires did not contain a response to this questionnaire item.

Primarily, participants were concerned with three main issues with respect to this question. These issues did overlap somewhat, and included the benefits to the community of an enhanced career development culture in Australia (mentioned in 25 questionnaires), the ability of standards to enhance the reach and efficacy of practice (mentioned in 18 questionnaires), and thirdly, increasing the profile of the career industry in general (mentioned in 15 questionnaires).

With respect to benefiting the community, responses indicated that key considerations were to ensure that recipients of services felt confident that they were receiving quality services, that these services were credible, that they were being delivered within a cohesive system and with a shared language, and that outcomes were positive, predictable, and consistent. Furthermore, it was felt by some respondents that benefits impacted more broadly than at the individual level, recognising that quality career development has social, economic and lifelong learning benefits. These themes are illustrated in the following quotes:

1. So that young people (and others) and employers can have confidence in the advice that's been given. Hence terminology would need to be consistent, and practitioners would have to abide by some standards on code of ethics.
2. Effective career development has both economic and social benefits that are not restricted to clients/students, and is a recognised and well-researched tool for increasing resilient, self-efficacy, accountability and affirming the process of life long learning and the development of skills to manage life, learning and work.
3. The purpose of introducing quality standards is to develop public confidence in the competence of careers practitioners (ie credibility) and to ensure the integrity of the service being delivered.
4. The quality standards will need to reflect the new cultural perspective of the concept of career as it is emerging in our society. By enhancing Australia's career development culture we will be recognising the importance of this culture in the new emerging society. To strengthen the quality of services and to provide a level of service that is well articulated and understood by our society will give Australia's career development culture credibility, predictability, and consistency of service. Clients will be able to judge who best to approach and therefore trust they will be receiving a service level that meets their perceived needs.
5. We want an improved service delivery, consistent national approach and opportunities to link the social and economic benefits of improved career development.

Enhancing practice was also seen to be an inherent part of strengthening Australia's career culture, with a number of questionnaires suggesting that an enhanced culture would have flow-on effects into practice, particularly with respect to the 'reach' of services. For example:

1. We believe this will increase the accountability of the career industry and thus enhance the image of the industry by increasing confidence in the quality of services and information being delivered.
2. To ensure that clients in every area of life can be guaranteed access to high quality careers services and in particular students in our secondary schools, where the quality of provision varies greatly, especially in schools in low economic areas.
3. Career development should be a lifelong process introduced from early educational levels, e.g. primary school.

4. Currently, only those who want or are given career development support are benefiting from it. Career development services should be available to all, especially through the job network and its associated programs. This will give everyone the maximum opportunity to participate in this economy.
5. Currently, I observe many examples of poor service delivery in the broad area of “career development” and a lot of this is because people in the industry are uninformed about the overall scope of career development throughout the lifespan. Words are used without understanding. Sometimes they are used as good advertising and marketing phrases eg “a solution-focused career counselling service” without an understanding of the implications of the phrase or the techniques used. A better level of training or education of people delivering the service and a more sophisticated understanding of career work by the clients who use the service will be enhanced by linking career culture with professional / practice quality standards.

Increasing the profile of career development was also considered important in many questionnaire responses. For example:

1. The world of work is complex and not easy to navigate, which is why we need career practitioners. The public needs to see the need for use in the same way as they need accountants to perform tax returns or solicitors to make wills, not absolutely necessary all the time and in all cases, but nonetheless an important component and available at strategic points in their lives.
2. The public, adults, parents, youth, etc need to be helped to understand this and so our work as skilled helpers will be better accepted.
3. From 2 perspectives: 1. Community – knowledge and understanding what career development is about. Need publicity, education, promotion value of lifelong learning and importance of goals/careers over the lifespan. Fundamental to future. 2. Profession/practitioner – quality standards will contribute to the goal.

Other less prevalent themes included the assertion that quality standards would inherently enhance the career development culture and therefore may (or may not) need to be an explicit goal; implementation of the Australian Blueprint for Career Development as a supporting strategy; and the importance of including career development in the curricula for both primary and secondary schools.

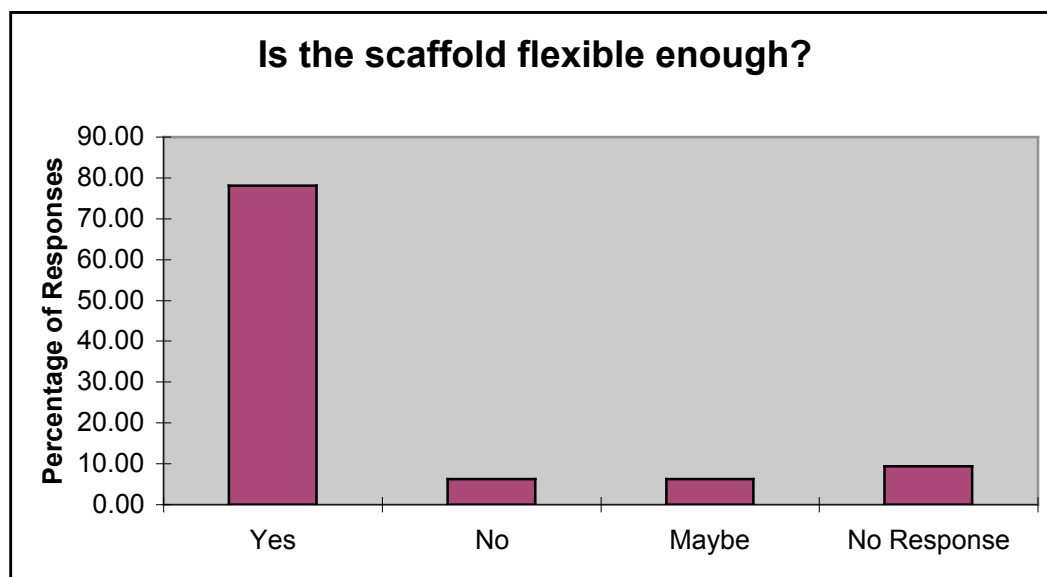


One questionnaire provided a ‘no’ response to this question, stating the following:

1. just one of many key parts – there is neither the funding or the time/resource allocation for this type of scope creep no matter how important.

### *The Quality Standards Scaffold*

Also discussed at the Forum and in the Moving Forward paper was a scaffold for quality standards. Survey participants were asked, “*Do you believe the scaffold in its current form is flexible enough to accommodate the diversity of practitioners in Australia? If yes, why? If no, what would need to be modified?*” The results to this questionnaire item are illustrated below:



**Figure 3.2 – Appropriateness of the Quality Standards Scaffold**

A large majority of the questionnaire responses suggested that the scaffold in its current form is flexible enough to accommodate the diversity of practitioners in Australia, with 78.13% of questionnaires eliciting a “yes” response. Only 6.25% exhibited the belief that the scaffold was not sufficiently flexible, whilst 6.25% of questionnaire responses were undecided. A few questionnaires did not contain a response to this questionnaire item.

In general, qualitative responses indicated that the scaffold in its current form was sufficiently flexible (mentioned in 20 questionnaires), and that implementation and refinement over the course of time was a suitable way forward (mentioned in 21 questionnaires). For instance:

2. It is a good start. We do not need to be fearful about getting everything perfect in the first instance. The scaffold offers significant foundations on which to build standards.
3. In terms of the suitability and flexibility of the scaffold it is often difficult to comment on the suitability of any model without practice or piloting. Therefore we support the scaffold in its current form as it is a starting point from which to build a base and continuously revise / improve to fit with the evolving career culture and environment.
4. Seems to address most of the requirements of a standards document.
5. The scaffold is broad and will need to be, as requirements differ between states. I'm happy that an assessment of competence could provide some consistency without being threatening to people who are doing a good job.
6. Some sort of scaffold is required, this seems reasonable!
7. Seems to cover all diversities and is a clear process.
8. A good start, but it will be a work in progress.

A few questionnaires also contained specific suggestions as to what they thought should be included in particular elements of the scaffold. These are illustrated by the following quotes:

1. Code of ethics very important (for career practitioners and professionals). Career specific and entry level qualifications (also a hierarchy of qualifications currently available or needing to be developed). Career qualifications endorsed by an unbiased group or 'body'. Continuing professional learning and update – very important. Accreditation and registration (linked with endorsed qualifications). Competency framework very important (needs to include all aspects of skills required for specialised groups and industries). Complaints procedure (needs to be seen to be totally unbiased). Sunset clause (not grandfather clause) that recognises existing practitioners for a specified (limited) period of time (within that time there needs to be evidence that some progress is being made toward gaining or upgrading qualifications and or gaining recognition of expertise). Code of service is important to avoid conflict in practice and expectations. Charter of client rights and responsibilities (especially important if we are serious about clients taking control over their decisions and progress in life and ensures clients don't come with inflated expectations of what career practitioners can deliver).
2. The scaffold is broad and is possibly sufficient. It is not self-evident what would be incorporated in each statement so we have identified areas that we believe should be highlighted for inclusion: Articulate a code of ethics or professional conduct: Establish

- the skills and knowledge required for practitioners to satisfactorily perform the identified career services to a client's satisfaction; Identify skills gaps of practitioners providing current services (self-identified) and build training options for these practitioners; Provide a methodology for all practitioners to maintain currency in the career industry; "guide practitioner entry and re-entry into the industry"; Provide a foundation or platform for recognition of RPL, through experience and other training – in particular to consider equivalence of qualifications gained in other countries; Incorporate a "grandfather" clause initially.
3. Dot point four needs to be expanded to include continuing registration needs eg. supervision, professional development eg "provide a foundation for designing career practitioner training and ongoing registration needs".
  4. I agree that professional development should be included as an additional bullet point and 'recognise' be replaced by 'identify'. Otherwise the scaffold as presented is a good starting point.

Two questionnaires specifically mentioned the need to consider (or exclude) a variety of stakeholder groups when evaluating the suitability of the scaffold. The comments from these questionnaires are as follows:

1. There are specialisations or subcategories (careers educators, job network people, professional practitioners working with people in work.) The scaffold can have different entry level qualifications for different areas AFTER establishing some generic skills and competencies in Career Development across the lifespan. Practitioners from other areas, like teaching or psychology, will need to undergo some specific career training if they want to continue to call themselves Career Development specialists. At present, without any understanding of up-to-date Career Theory, some are offering services based on outmoded (discredited?) ideas about careers. This undermines the credibility of the whole profession. It also creates a dissatisfied customer base when people are told they are good for this or that sort of work – and then they really don't want to do it when they get there. Also needs a sunset clause, RPL, tiered qualifications (like Nursing). Leave UNIONS OUT. Which union anyway? We are not all teachers and not all employees either.
2. The scaffold provides a valuable overview of a number of approaches, issues and considerations. All are important to consider. As the career industry would hopefully include any individual or organization involved in career development (as per career

development definition), education and community perspectives seem to be overly represented and business / organisational perspectives seem to be under-represented in the frameworks and scaffold at this stage. Career development practitioners now include career and life coaches, coaching psychologists and many human resource professionals working within organizations or providing services to organizations ... It is recommended that the frameworks, models, approaches and best practice of business / corporate human resource / career development expertise be explored and leading organisational / professionals be asked to comment / contribute.

Some challenges were identified by respondents, including the difficulty of bringing other stakeholders such as Job Network members, coaching and rehabilitation organisations into the process, and ensuring that the model is based on the Australian context.

In those questionnaires that indicated a 'maybe' response to the scaffold, concerns were voiced around accreditation and the danger of 'specialised competencies' becoming prescriptive rather than descriptive of practice, the need to include a broader stakeholder base, and the belief that the Australian Blueprint for Career Development should provide the underlying architecture for the development of quality standards, and should be treated in much the same way as the ANTA training packages.

For those who indicated 'no' to the suitability of the scaffold, three questionnaires mentioned that the scaffold was not flexible enough to accommodate the diversity of practice in Australia, while a fourth voiced concerns around the issue of registration. For example:

1. It must be a lot more flexible to cover all the various aspects that the conference attendees appear to have overlooked. We need to ensure that those who have been involved long term and have spent considerable amounts of their own money promoting Career Management are not inadvertently unemployed because of their decisions. Maybe we need to reflect this with a Grandfather Clause.
2. We like the idea of a scaffold but registration is a central issue that will need to be resolved over time.

Following the first question regarding the flexibility of the scaffold, participants were then asked, *"If such a scaffold were adopted, how do you believe practitioners should be educated about the*

*quality standards? What strategies would you suggest? ”* A vast array of strategies was proposed in the questionnaires, and these have been listed below, with the number of times each strategy was identified provided in brackets.

- Courses, workshops, seminars, training package, professional development (26)
- Direct approaches by other career personnel, mentoring / group discussions, train the trainer, peer review, existing networks (6)
- Via professional / career associations (25)
- Checklist of required skills / knowledge for self-assessment (2)
- Online conferencing / electronic mechanisms such as websites, email and CD-rom (16)
- Short term in-servicing (3)
- Multi-media marketing, advertising, publicity and other communication strategies (17)
- Consultation in both the development stages and ongoing work (4)
- Via government departments, services and employer groups (11)
- Conferences and forums (7)
- Video and teleconferencing, phone lines (3)
- Via legislation through respective education authorities (1)
- Via registration processes (3)
- Via existing training such as university level career courses (2)

From this list it can be seen that the most popular strategies appear to be a) courses, workshops, training and professional development, b) multi-media strategies and c) electronic mechanisms. Professional and / or career associations also appear to be the preferred organisations for undertaking this work.

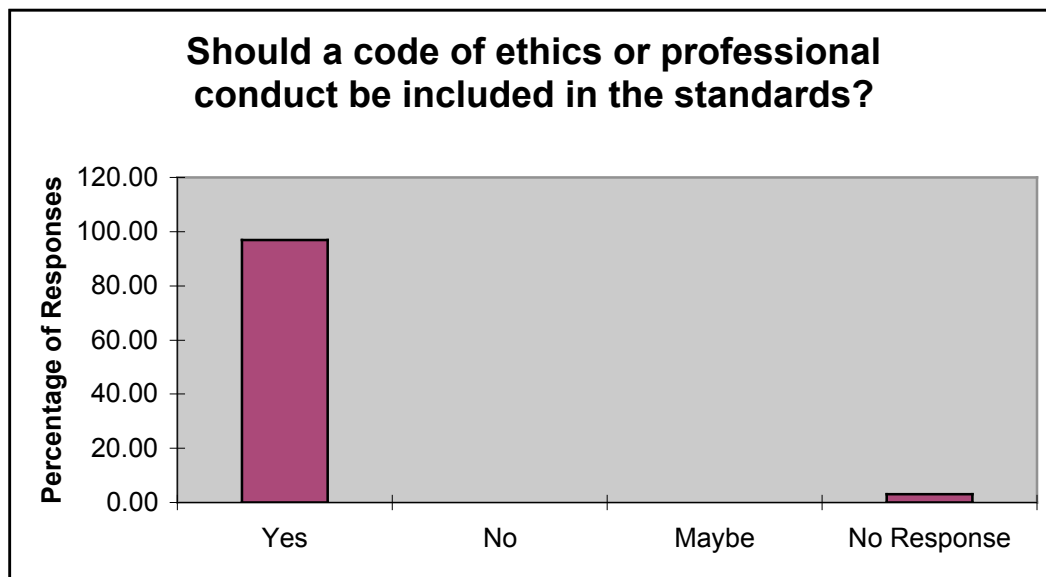
There were three questionnaires containing additional suggestions that diverged somewhat from the others. These covered the following:

1. My view is that we need to think about working toward a cohesive national career guidance system. By this I mean a system driven process not a project driven process. If we have a cohesive national career guidance system then the standards will inform various parts of system. We are likely to find that standards will need to be developed for other activities e.g. career based computer games etc. The standards will gradually be understood by all stakeholders. Initially it will inform DEST tenders etc.

2. Define professionals first, then related practitioners in various roles, occupations and industries.
3. Perhaps the ladder I suggested...could be tied to levels and tiers of qualifications – and perhaps these levels of qualification could engender salary increments. There certainly needs to be encouragement for all practitioners to continually strive to develop their knowledge / skill base.

### **Code of Ethics**

A code of ethics or professional conduct may help to enhance transparency, accountability, and public trust, and if linked to complaints procedures and accreditation or registration, can provide a means for the exclusion of bad practice. Participants were asked “*Do you believe national quality standards should include a code of ethics or professional conduct? If yes, what should it be called? What should it contain? Are there existing codes that are worthy of consideration? What are they?*” The results are illustrated below:



**Figure 3.3 – Appropriateness of a Code of Ethics or Professional Conduct**

An overwhelming majority of the questionnaires suggested that a code of ethics or professional conduct should be included in the quality standards, with 96.88% of questionnaires eliciting a “yes” response. No questionnaires exhibited the belief that a code of ethics or professional conduct is not relevant, and none were undecided. Two questionnaires did not contain a response to this survey item.

Suggestions for the title of the code of ethics, with the number of times mentioned included in brackets, were:

- Best Practice (1)
- Career Development Standards for Australia (1)
- Code of Conduct for Career Service Practitioners (1)
- Code of Ethical Practice (5)
- Code of Ethics (16)
- Code of Ethics and Behaviour (1)
- Code of Ethics for Career Practitioners (3)
- Code of Practice (1)
- Code of Professional Conduct (8)
- Code of Professional Ethics and Conduct (2)
- Code of Professional Practice (2)
- Code of Standards for Career Practitioners (1)
- Ethical Standards (1)
- Ethical Standards and Code of Professional Conduct (1)
- Ethical standards for career practitioners (1)
- Ethics Code (2)
- Professional Code (1)
- Quality Plus (1)

“Code of Ethics” was the preferred term by a long margin (16 questionnaires), followed next by “Code of Professional Conduct” (8 questionnaires). Please note that some questionnaires nominated more than one title. Two questionnaires suggested that the word ‘professional’ might be problematic:

1. I have no preference about what the code should be called. However, it might be wise to avoid “professional” if it is likely to get confused in the “practitioner” vs “professional” debate.
2. I prefer the terms “Code of Professional Conduct” but accept that this may not appeal to practitioners who do not see themselves as ‘professionals’.

Thirty six questionnaires indicated that existing codes of ethics should be explored, rather than an entirely new code developed. The existing codes that were suggested, with number of times mentioned provided in brackets, included:

- Australian Association of Career Counsellors (16) *[NB - 12 of the 16 questionnaires that nominated the AACC code suggested that it represented a good basis, but that other codes – particularly international codes - could be explored to enhance it.]*
- Australian Counselling Association (1)
- Counsellors' and Psychotherapists Association of Victoria (1)
- Australian Psychological Society (5)
- NSW DET (1)
- A composite from the codes listed in the Appendix of *Moving Forward* (5)
- IAEVG (4)
- NCDA (3)
- Canadian Code (5)
- Association of Professions (1)
- Employment Services (1)
- Rehabilitation (1)
- Social Work (2)
- Travel and Tourism Industry (1)
- Chartered Accountants (1)
- National Steering Committee for Career Development Guidelines and Standards (2)

There was a strong preference for the AACC code to be used as a model, with the incorporation of elements from other, particularly international, codes also suggested.

Thirteen questionnaires nominated particular elements believed to be important inclusions in the code of ethics / professional conduct. These elements (with number of times mentioned included in brackets) were:

- Complaints procedure / disciplinary code (6)
- Qualifications (3)
- Requirement for regular professional development (1)
- Ethical and professional behaviour / competency (5)



- Acceptable and unacceptable business practices (1)
- Duties to clients/public (5)
- Obligations regarding advertising (4)
- Colleagues and professional associates (2)
- Government and community agencies (2)
- Research, publications and related processes (3)
- Responsibilities as an individual practitioner / counselling practices (7)
- Measurement / assessment and evaluation (2)
- Legal requirements (1)
- Privacy / confidentiality (2)

Five questionnaires made comments that were additional to those already covered. Quotations from these are provided as follows:

1. Also important to consider who the industry's practitioners feel comfortable handling the responsibility for enforcing and reviewing the code.
2. A simple straight forward document that can be summarised in two sentences – that way there is more chance of it being adhered to. Rooms for additions by the various sectors – this code (national quality standards) would set the minimum standards.
3. Plain English.
4. Consideration will need to be given to implications for, and overseeing breeches of the code...do different parts of the career industry need more individual codes of conduct? Eg recruitment industry, universities or post secondary institutions, private practitioners?
5. Need to be aware of the difference between the two; Ethics code – more global and encompassing would suit the national framework, the more specific Codes of Conduct should be the domain of individual organisations.

### ***Entry-Level Qualifications***

Career-specific entry-level qualifications were also suggested as a component of national quality standards. These may need to take into account the diversity of practitioners and the multiple levels or tiers of work; existing qualifications such as psychology or education; recognition of prior learning; minimum quality standards; competence versus qualifications; and the relationship between the AQF and entry-level qualifications. With these points in mind, survey participants were asked, “*Do you believe there should be entry-level qualifications included in the quality standards? If so, what should they be?*” The results are illustrated as follows:



**Figure 3.4 – Appropriateness of Entry-Level Qualifications for Quality Standards**

An overwhelming majority of the questionnaires suggested that entry-level qualifications should be included in the quality standards, with 87.50% of questionnaires eliciting a “yes” response. Only 4.69% exhibited the belief that entry-level qualifications are not relevant, whilst none of the questionnaire responses were undecided. A few questionnaires did not contain a response to this questionnaire item.

Qualitative responses to this question were extremely variable, but can be grouped into 5 main categories: 1) comments that suggested particular qualification levels; 2) comments that suggested career specific training; 3) comments that suggested a tiered system depending on the level of service offered; 4) comments suggesting a combination of 1, 2 and / or 3; and 5) other responses.

Fifteen questionnaires suggested an entry-level qualification based on the AQF or similar. Many of these responses also indicated a need for RPL. The qualifications identified (with number of time mentioned in brackets) are listed as follows:

- Certificate Level – AQF level unspecified (2)
- Certificate III (1)
- Certificate IV (4)
- Diploma (2)

- Associate Degree (1)
- Graduate Diploma (1)
- Bachelor degree level (2)
- Four year university level qualification (2)

Two questionnaires suggested career-specific training was important. For instance:

1. These should be career industry specific ie not teaching or psychology unless career counselling training is identified as a significant component of the course.
2. My feeling is that in some way these qualifications should be career specific. However, at the present time there are only limited available career-specific qualifications, mostly at the post-graduate level. Given the diverse range of careers practitioners, maybe some thought needs to be given to offering some vocational level qualifications and possibly even a specific undergraduate degree. Having said this it would not be a good idea (particularly in the early stages) to set prescriptive qualifications, so as to rule out capable practitioners with qualifications other than career-specific.

Eight questionnaires endorsed a tiered system, but responses varied substantially as to what the qualifications should be and what such a system would look like. For instance:

1. We would reserve our comment here until a scoping was developed on the services provided by potential career industry members and an identification of the skills required for the quality delivery of these services. We would imagine that services could be grouped and a defined entry level qualification would be identified for each group of services.
2. In time. What they should be should depend upon the role of the person...they must be AQF aligned. I think that anyone working in this area should have at least a Cert III / Cert IV. At that level it would be information facilitation only. For one on one counselling / coaching at least a Degree is required which must include Career Theory and the use of measurement tools.
3. For Professional membership there should be a basis of a minimum of a degree in education, psychology, or a related field. For Practitioner membership no University degree would be required, but RPL could be applied to competencies demonstrated.

Twenty two questionnaires identified a combination of specific qualifications and / or career specific qualifications and / or a tiered system. Again, suggestions were extremely variable, and ranged from utilisation of Components 2 (3 Cert IV level units) and 3 (one post-grad certificate level unit) of the Australian Career Development Studies package for provisional practitioner and provisional professional level registration respectively; through to specific qualifications that would be appropriate for student, associate, full and fellow membership levels. For instance:

1. Not during the sunset period, but definitely to be phased in over a three year period. To minimise costs for practitioners, I would suggest that the DEST online Australian Career Development Studies should be utilised. Assess competency in the 3 modules from Cert IV should allow provisional practitioner accreditation and assessed competency in the Grad Cert component 3 to be demonstrated by anyone wanting to claim provisional professional accreditation.
2. It should be a Graduate Certificate of Careers Education – specialised and specific training related to career service delivery.
3. Will vary with role from ‘on the job’ training to tertiary / degree and possibly post-graduate training. At minimum level should include: possibly Certificate III, customer service skills, communication skills, business technology, data retrieval, information base – labour market, occupations, education systems.
4. The base consideration is not the ease with which existing practitioners from another area can slip into the structure – it is the quality of the service delivered to the client. They will have to do some retraining in career specific areas. I have chosen to do so because I want to offer my clients the best possible service, even though I have 2 other bachelor degrees and a Masters in a related area. I recognized that I needed more than life experience and a teaching background to facilitate people’s exploration of their work situation and options. After I re-trained, I was aware of how much I did not have in my professional repertoire previously. It was frightening.

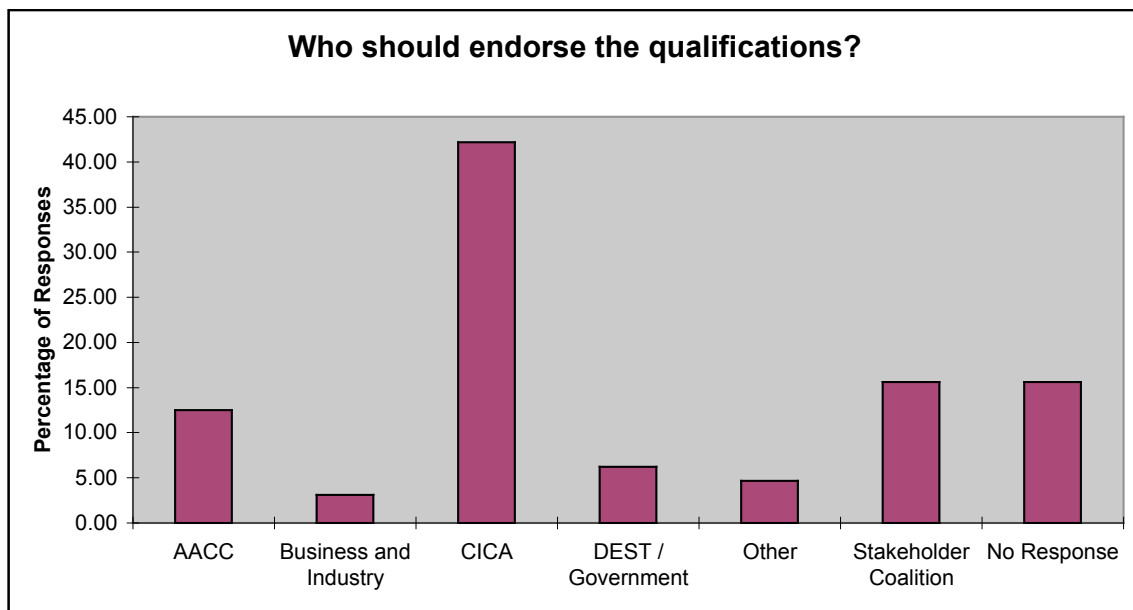
Responses that fell into the ‘other’ category included:

1. Basically a list of such courses needs to be created.
2. The Job Network recruit employment consultants from a variety of backgrounds, many with qualifications from other industries but very few with career development qualifications. It is important that these people are permitted to join the profession and

not be excluded by lack of entry level qualifications. That they should then be encouraged to quickly gain knowledge and skills relevant to career development is obviously essential and many JN members do provide significant induction training and well as ongoing professional development.

3. These must be flexible enough to ensure the industry is not the exclusive domain of psychologists, with little real life experience, as it currently appears to be.

Participants were also asked, “If qualifications were to be endorsed by industry, who or which body do you believe should endorse them?” The results are illustrated as follows:



**Figure 3.5 – Preferences for Endorsing Career Industry Qualifications**

The most preferred industry body was CICA, with 42.19% of questionnaires favouring this particular organisation. The next two most preferred bodies were a coalition of stakeholders from government, industry, and career associations (15.63%) and the AACC (12.50%).

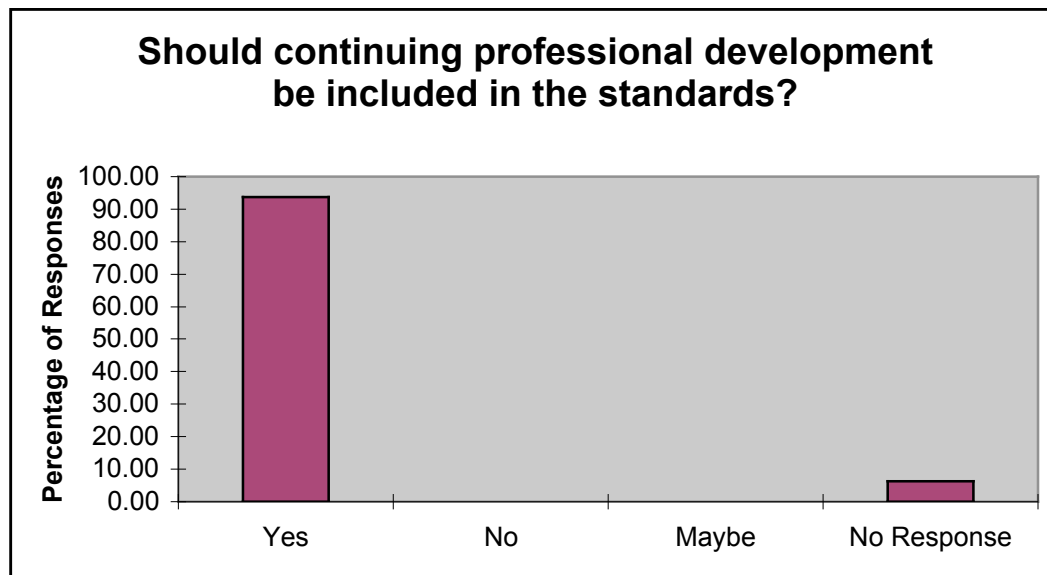
Generally speaking, questionnaires tended to list their preferred industry body in response to this question. However, a few questionnaires specifically said that they would prefer not to have CICA or the AACC as the preferred industry body for endorsing qualifications unless resources / stakeholders are broadened, **or** that they would support CICA and AACC if membership included additional stakeholders / resources. For example:

1. An expanded CICA, which would have employer and industry membership.

2. AACC and CICA for qualifications for careers counselling in schools, provided CICA represents government and non-government sectors in all states / territories – ultimately only state Education Departments and / or individual secondary colleges will determine what qualifications are required in schools.
3. I believe a peak careers industry body should ultimately be responsible, and not necessarily the Aust Assoc of Career Counsellors. Perhaps a national careers industry council.
4. If I have a preference, it would be that the AACC take up the challenge to become the professional body for endorsing qualifications. The capacity of the AACC to undertake this work is currently limited. The alternative is to make it one of the functions: National Centre for career development.

### Continuing Professional Development

Continuing professional development was widely endorsed by participants attending the forum. Survey participants were therefore asked, “Do you believe it is important to include continuing professional development in the national quality standards? If yes, what should it be called and how should this be implemented? Who should pay for it?” The results to this survey item are illustrated as follows:



**Figure 3.6 – Appropriateness of Professional Development for Quality Standards**

An overwhelming majority of questionnaire responses suggested that continuing professional development should be included in the quality standards, with 93.75% of questionnaires eliciting

a “yes” response. No questionnaires exhibited the belief that continuing professional development is not relevant, and none were undecided. A few questionnaires did not contain a response to this item.

A variety of names for professional development were offered in the questionnaires. These are listed with the number of times mentioned in brackets:

- Continuing Professional Development (13)
- Continual Professional Development (1)
- Continuing Professional Education (2)
- Professional Development (14)
- Continuous / Ongoing Professional Learning (1)
- Career Development Training (1)
- Professional Learning and Update (1)
- No Opinion re Name (1)

One questionnaire suggested “the name should reflect the way it is implemented.”

The strategies suggested for implementation were varied. Again, these have been listed below, with the number of times each was mentioned provided in brackets:

- Point system (5)
- Logbooks (3)
- Hours per annum (1)
- Peer assessment (1)
- Accreditation body/professional association/s responsible for record-keeping and PD provision (8)
- Formal education, workshops, seminars, conferences, self-development activities (2)
- Examine existing models – eg AACC, APS (3)
- Use as condition of re-registration (4)
- Via existing trainers (2)

Although there were no clear preferences in a particular direction, it seems that the accrediting body and / or career and other professional associations were the preferred organisations for

record keeping and / or offering professional development. A point system was also favoured. There was one questionnaire that specifically stated professional development “needs to be taken away from Associations as they tend to ‘push’ their own barrows”, however this was uncharacteristic of most responses.

With respect to ‘who should pay’, responses fell into one of three categories. These were 1) user pays (endorsed by 8 questionnaires); b) someone other than the user (such as employers, governments, levies or associations) pays (endorsed by 15 questionnaires); or c) a combination of both (endorsed by 14 questionnaires). As indicated by the data, the latter two approaches appear to be more popular than the former. The following quotes illustrate arguments for each position.

From a ‘user’ pays perspective:

1. “Professional Development” with a table as to which items are to be included, how many points etc. This list should be comprehensive and then left up to the individual in terms of what they do and pay for – all professionals (and most workers) pay for their own PD and this should not be a consideration here – if individuals want to bargain with employers then they can do this but such discussions as to ‘who pays’ will only lead to slow progress. If practitioners insist on following the ‘someone else must pay for this’ then I sincerely worry for the profession. If an individual wishes to have a specialization then obviously this will inform his or her PD, otherwise a range of activities...should be itemized, taking into account remote workers eg internet PD could be made available by the relevant association. This in turn will make associations work harder to service the needs of their members.
2. Continuous/ongoing professional learning. Individuals responsibility to engage in life long learning. Should be tax deductible, but if others asked to pay for it we would be hypocritical, ie people should be responsible for self/self-management/lifelong learning but we want others to pay for ours?

From an ‘other’ pays perspective (at least in the short-term):

1. In terms of who should pay for it as it has been well documented by the OECD that training and qualifications of career practitioners has been inadequate in Australia and the current interest in career provision by policy makers is a realisation that this is a benefit for the Australian society and its economy we believe the Australian Government should provide significant targeted funding for the initial up-skilling. After the current



inadequacies are corrected then we would return to the status quo. The responsibility for continued professional development is a joint responsibility of the individual and the employer. If it is the individual taking responsibility it would be a tax deduction.

From a 'both' should pay perspective:

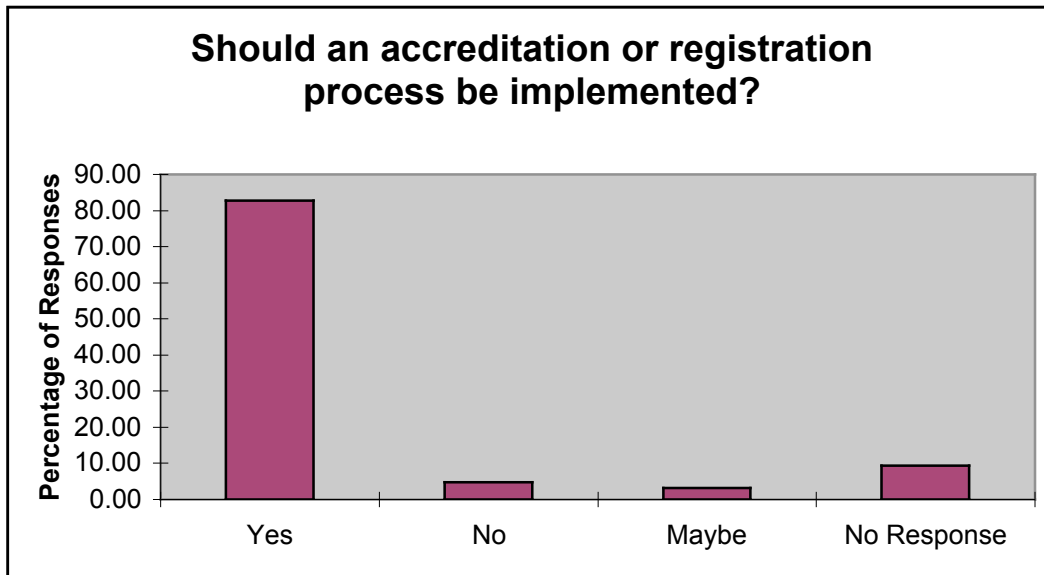
1. Individual career practitioners, employer organisations and government agencies could all pay for these services as all directly benefit from up-to-date input.

Other themes that emerged were the need for professional development to be tax deductible (as mentioned in one of the previous quotes) if paid for by career practitioners, and consideration of existing professional development opportunities. As an example of the second point:

1. Secondary practitioners can attend professional development provided by CEAV and its equivalents. We can also attend the various careers teachers days provided by universities, TAFE, and independent tertiary colleges – very practical and hands on! We are also part of local networks which provide input and support.

***Accreditation and Registration***

The issue of accreditation and registration of career practitioners was also discussed at the Forum. These discussions focused on the need for different levels of accreditation or registration; whether such a process should be reserved for “professionals” only; creating an administrative body to manage this process; and potential resource allocation issues. With these points in mind, survey participants were asked, *“Do you believe an accreditation or registration process should be implemented? If so, what do you envisage this would look like? What should it be called? Who should be subject to this process? Who should manage it?”* The results are illustrated as follows:



**Figure 3.7 – Appropriateness of Accreditation and Registration**

An overwhelming majority of the questionnaires suggested that an accreditation or registration process should be implemented, with 82.81% of questionnaires eliciting a “yes” response. Only 4.69% exhibited the belief that accreditation and registration are not relevant, whilst 3.13% were undecided. A few questionnaires did not contain a response to this questionnaire item.

In terms of qualitative responses, there was enormous variability with respect to terminology, management structures and processes, and the appropriate target market for accreditation and registration.

The first issue, that of providing a name for the accreditation or registration process, garnered responses that covered both the process, the name of the body providing the accreditation / registration, and the title for practitioners who had undertaken this process. These responses are provided as follows (with number of times each was mentioned provided in brackets):

Suggested Names for the Process:

Accreditation for Career Practitioners (2)

Career Practitioner Registration (1)

Accreditation (1)

Career Practitioner Registration Standards (1)

Career Practitioner Qualification Framework (1)

Suggested Names for the Accrediting / Registering Body:

Career Practition [sic] Board of Registration (1)  
Accreditation Board for Career Counsellors (1)  
Career Development Accreditation Board (1)  
Career Practitioner Registration Board (1)  
Career Practitioners Registration Board (2)  
Careers Practitioners Registration Board (1)  
Career Practitioner Qualification Framework Registration Board (1)  
National Career Development Professional Registration Board (1)

Suggested Names for Practitioners Who Have Undertaken the Process:

Registered Career Practitioner (1)  
Associate and Professional Membership (1) *[this presupposes a tiered system]*  
Professional or Accredited Members vs Paraprofessional or Associate Members (1) *[this presupposes a tiered system]*  
Registered Career Practitioner (1)  
Accredited Career Services Practitioner (1)

With respect to management structures and processes, a body such as CICA or the AACC (or a combination of these and other stakeholders) as the registering / accrediting authority was a common response. Some questionnaires also contained detailed responses as to mechanisms for operationalising this aspect of the standards. For example:

1. Career Associations would ensure that their registration procedures were consistent with the agreed QS [quality standards]. An Accreditation Board would ensure that their registration procedures were consistent with the agreed QS. An Accreditation Board should be established that would administer and monitor Accreditation, amongst other activities. This should comprise reps from government, CICA and the career industry. It should be called The Career Development Accreditation Board. All individuals working in national and state government funded career development programs, private practice, community groups offering these services and employees in government offering these services should be subject to this process. A funded board should manage it – preferably CICA with other reps- as part of the National Centre for Career Development.

Some questionnaires indicated a preference for an entirely new body to be created to manage this process:

1. Annual fee and record of professional development activities for previous 12 months.  
This is the responsibility of a new national body. Careers Practitioners Registration Board. All careers practitioners. Independent elected body or current industry practice in other professions.

Other questionnaires indicated a lack of surety at the present time as to how this process would unfold:

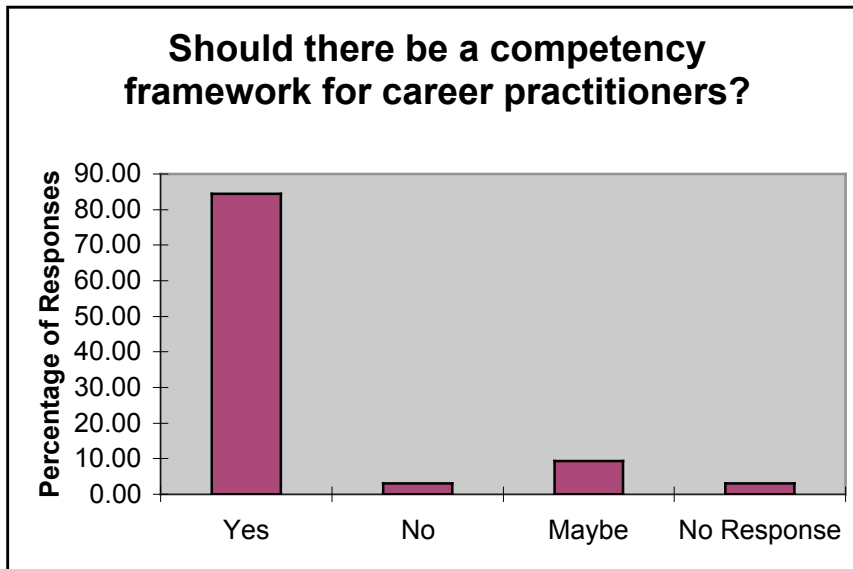
1. I'm unsure how this would work.
2. CICA – NOT Government – sorry not thought this one through...
3. Customers are becoming increasingly discerning about where they spend their money. It would not be compulsory, but an available option. It could be managed by the professional association or a separate body. I've not given much thought to the implications of this.

With respect to the final issue, that of the appropriate target market for accreditation and registration, “all practitioners” was a common response, however there were other variations, such as “reserve this for professionals”.

The vast array of responses that were recorded against these issues, and the lack of consensus amongst them, indicates that this is a potential area for further discussion and investigation prior to development and implementation of this aspect of the quality standards. It may also be a worthwhile undertaking, however, given that 82.81% of questionnaires indicated that this was a desirable aspect to include in the quality standards.

### ***Competency Framework***

Participants were also asked, “*Do you support the development of a competency framework for career practitioners?*” The results are illustrated as follows:



**Figure 3.8 – Appropriateness of a Competency Framework for Practitioners**

The majority of questionnaires suggested that a competency framework for career practitioners should be developed, with 84.38% of questionnaires eliciting a “yes” response. Only 3.13% exhibited the belief that a competency framework is not relevant, whilst 9.38% were undecided. Two questionnaires did not contain a response to this item.

One questionnaire was received that contained a “no” answer to this question, but wished to elaborate. The following is an excerpt from this response:

1. There is no option to elaborate on a No response. A shortcoming of the competency approach is that competency checklists do not reflect the complexity of the professional standards of career development practice in terms of depth, breadth and integration, choice and timing of strategies and skills to adapt to multiple, sometimes conflicting influences. Studies of experts and novices in diverse fields of expertise indicate that the metaprocessing is different for experts compared with novices. It is the recognition of and response to the themes and patterns that enables experts to harness the capacity to consider and integrate such a breadth and depth of complexities to find high leverage and empowering processes. An alternative approach to the checklist approach to competencies is to adopt a two tiered approach to professional practitioner skill development and service delivery...the first ...would be career practitioner mastery level...the second would be wisdom level career practitioner mastery and

leadership...there could be a preliminary novice / paraprofessional tier which would provide an introduction to the whole career development process and related skills, but viewed through a narrower lens of para-professional in a specific context...at this tier competency checklists may be sufficient.

Another questionnaire containing a 'yes' response provided the following:

1. A competency framework which emphasises skills, knowledge and attributes required by all practitioners appears to be a sensible and inclusive approach. As per the Canadian model they could be grouped under broad categories such as Professional behaviour; Interpersonal competence; Career development knowledge; Needs assessment.

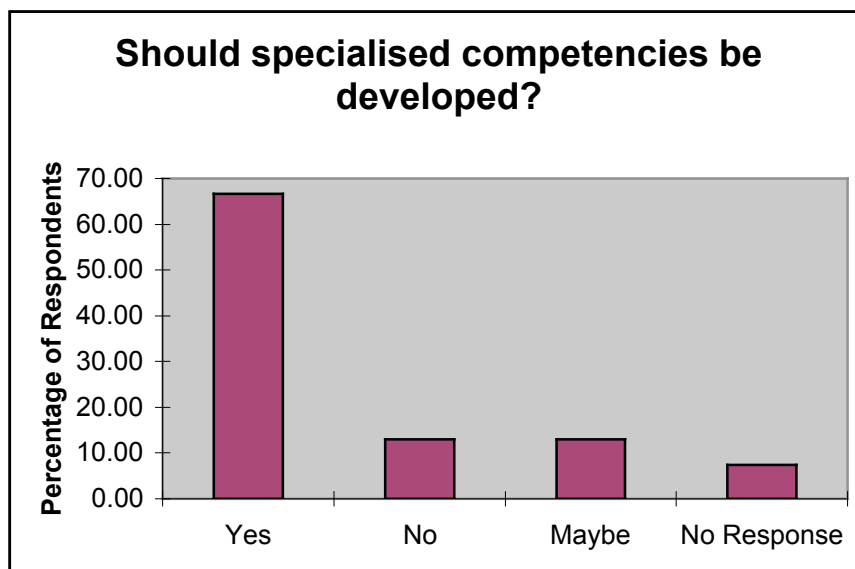
Participants were then asked at question 23, *"If yes, what do you believe the **core** competencies should be? Should there be variations for 'professional' versus 'other practitioners'?"* With respect to the first part of the question, the following were listed as suggestions for core competencies; note that many of these recommended the examination and potential blending of existing models:

- As outlined in Moving Forward Appendix 3 (3)
- As outlined in the Scoping Paper (3)
- NBEET framework (2)
- AACC (4)
- IAEVG (8)
- NCDA Career Development Facilitator List (2)
- Canadian Competencies (2)
- IBCMC competencies (these have now been renamed) (1)
- Competencies as identified in the Community Services Training Package (1)
- Career / coaching theory and counselling (7)
- Labour market knowledge / information / education (4)
- Knowledge of career development frameworks (1)
- Client support and sensitivity (1)
- Holistic / systemic approach (1)
- Access and manipulation of resources and information (2)
- Interpersonal / communication skills (2)

- Ethical behaviour (1)
- Cultural sensitivity (2)
- Advocacy (1)
- Flexibility / adaptability (1)
- Research and evaluation (1)
- Technological and English language literacy (2)
- Appreciation of lifelong learning and development of self and others (2)
- Skills to design, implement and evaluate career programs (2)
- Australian Blueprint for Career Development needs to be considered (2)
- In line with Canadian model, self-awareness, specialised communication strategies, career development theory and ethical issues, labour market information / possibilities (5)
- They should vary according to the role of the practitioner (5)

With regard to differentiation of core competencies between ‘professionals’ and ‘other practitioners’ responses were evenly split, with 11 questionnaires providing a ‘yes’ response (that is, yes there should be different core competencies), and 11 questionnaires provided a ‘no’ response.

As an extension to this question (for those who responded in the affirmative), participants were asked, “If you answered ‘yes’ to question 23, do you foresee that there would be a need for the development of *specialised* competencies as well as core competencies? If so, to whom would they apply, and what would they be?” The results are illustrated as follows:



### **Figure 3.9 – Appropriateness of Specialised Competencies for Practitioners**

Most of the participants who believed in a competency framework also suggested that specialised competencies should be developed, with 66.67% of these questionnaires eliciting a “yes” response. Only 12.96% of the questionnaires that were in favour of a competency framework exhibited a belief that specialised competencies are not relevant, whilst 12.96% were undecided. A few questionnaires that supported a competency framework did not contain a response to this questionnaire item.

The most common response regarding to whom these specialised competencies should apply was “it depends on the setting / clients / service” (9 questionnaires). Other questionnaires provided client groups / sectors they believed would necessitate practitioners to be able to demonstrate specialised competencies. These were as follows (with number of times mentioned provided in brackets):

- Students (2)
- Graduate recruiters (1)
- Education sector (2)
- Rehabilitation (2)
- Case management (1)
- Outplacement (1)
- Mature aged workers (2)
- Employability / employment (2)
- Multicultural (1)
- Migrants / Refugees (1)
- Disability (1)
- Long term unemployed (1)
- Equity groups (1)

Regarding what these specialised competencies would be, again, a common response was ‘it depends on the settings / clients / services’ (4 questionnaires). Other responses included:

- Further development of core competencies (2)
- Research and evaluation (4)

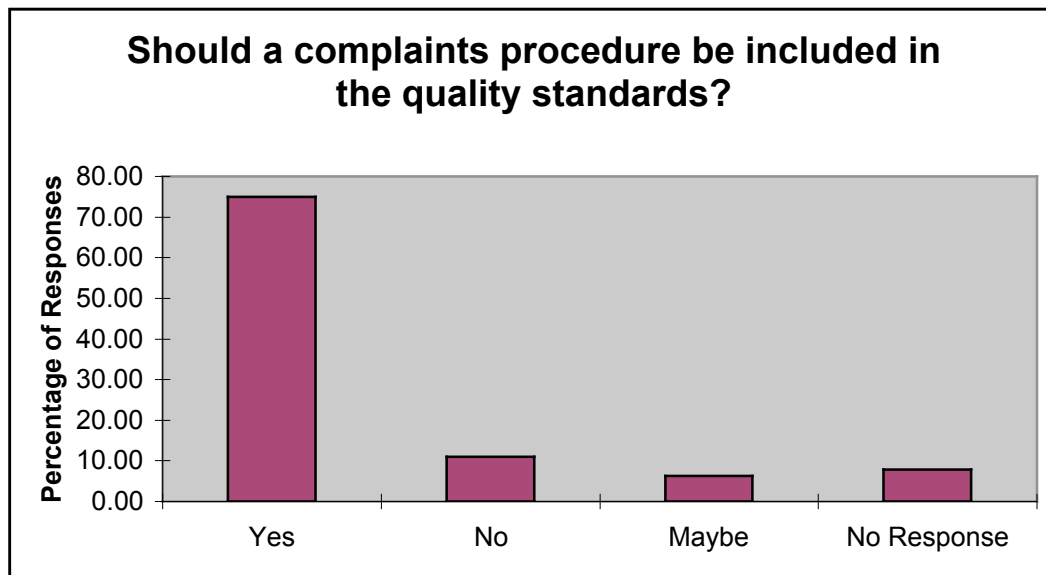


- Developing resources (1)
- Communications skills
- Providing information (1)
- Coaching (2)
- Human resources (1)
- Mentoring
- Diagnostic testing (1)
- Technological skills
- As per the Canadian model (3)
- As per pages 14-15 of Moving Forward (1)
- As per the NCDA model (1)
- As per competencies in existing training packages (1)
- Senior security Certificate (1)
- Pathways (1)
- Specific skills for dealing with parents and immature decision makers (1)

Three questionnaires suggested a mapping study be undertaken to identify specialised competencies. Two questionnaires suggested that it was unclear as to how to proceed with this, and that the process of developing specialised competencies had the potential “to get messy”.

### ***Complaints Procedure***

Question 26 asked, “*Do you believe a complaints procedure should be included in the national quality standards? If yes, who should be responsible for its management, and who should fund any necessary infrastructure? Are there existing models you believe should be considered?*” The results to this survey item are illustrated as follows:



**Figure 3.10 – Appropriateness of a Complaints Procedure for Quality Standards**

The majority of questionnaires indicated a belief that a complaints procedure should be included in the quality standards, with 75.00% of questionnaires eliciting a “yes” response. Only 10.94% of the questionnaires exhibited a belief that a complaints procedure is not relevant, whilst 6.25% were undecided. A few questionnaires did not contain a response to this questionnaire item.

The most common response as to whom should manage the complaints procedure was the ‘registration / accreditation board’ (12 questionnaires), followed by CICA (9 questionnaires) and Career Associations (9 questionnaires). A theme underpinning many responses was that complaints should be handled at the local level first, followed by referral to a national body, then if necessary, through legal channels such as the courts or Ombudsman. Utilising existing processes for handling complaints was also mentioned in 10 questionnaires.

Regarding costs, 6 questionnaires suggested that levies through registration fees, associations and / or individual practitioners should pay for any complaints procedure, while 5 questionnaires said that funding was the responsibility of government.

Suggested models for the complaints procedure were identified as follows:

- AQTF (2)
- TAFE (1)

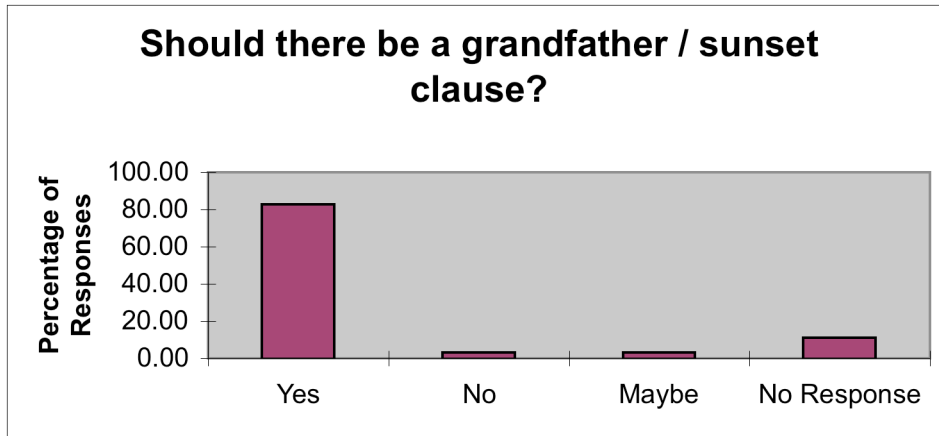
- Private Training Providers (1)
- NCDA (1)
- AACC (3)
- APS (3)
- Professional associations / organisations (1)
- Unions (1)
- Government departments (1)
- Existing models in operation are already sufficient (1)

For those who answered ‘no’ to implementing a complaints procedure in the quality standards (9 questionnaires), the main argument put forth was that existing mechanisms are already sufficient. Quotes from two of these questionnaires illustrate the reasoning behind this stance:

1. Get rest of system right, don’t waste scarce resources. Let complaints be handled as currently pertains in individual work settings, e.g. schools, Centrelink.
2. Complaints procedures should be implemented by workplaces – I don’t think national standards should address this beyond acknowledging the need for a complaints procedure to be put in place. I believe workplaces are responsible for managing this as part of a customer service charter.

### ***Grandfather / Sunset Clause***

There was also suggestion that a grandfather or sunset clause be included for a specified period, such that existing career practitioners could be recognised for their current levels of experience. With this suggestion in mind, survey participants were asked “*Do you believe such a clause should be included in the quality standards? If so, what should it be called? How long should it last? What should it contain in relation to membership requirements?*” The results illustrated as follows:



**Figure 3.11 – Appropriateness of a Grandfather / Sunset Clause**

An overwhelming majority of questionnaires indicated a belief that a grandfather / sunset clause should be included in the quality standards, with 82.81% of questionnaires eliciting a “yes” response. Only 3.13% of the questionnaires exhibited a belief that a grandfather / sunset clause would not be relevant, whilst 3.13% were undecided. A few questionnaires did not contain a response to this item.

The name of such a clause garnered a variety of responses, however ‘sunset clause’ was the most popular of these (14 questionnaires). Other suggestions included:

- Grandfather (6)
- Grandparent (3)
- Transitioning period (1)
- Transition (1)
- Implementing quality standards into the career industry (1)

With respect to the appropriate length of such a clause, 3 years was the most popular response, indicated in 16 questionnaires. Two years or less was the second most popular, with 9 questionnaires supporting this timeframe. As long as five years was endorsed in 8 questionnaires. A small number of questionnaires recorded a response to the effect that it would depend on how the quality standards ‘shaped up’; for instance, it may depend on the complexity and ability of current practitioners to comply with any competency standards that were developed. Furthermore, some questionnaires suggested that the period needed to be long enough for all practitioners to ‘get up to speed’.

Participants were also asked what such a clause should contain in relation to membership requirements. Common responses were RPL (8 questionnaires); something similar to the CDAA model (7 questionnaires); and the importance of currency of skills rather than experience and qualifications (4 questionnaires).

One questionnaire provided a 'no' response, commenting the following:

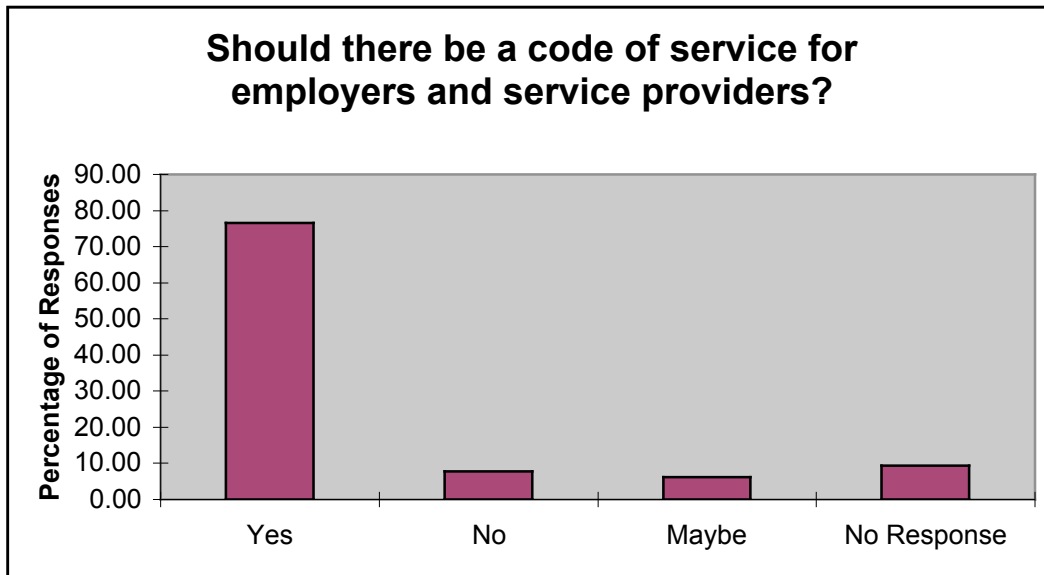
1. I think this is a concession to powerful stakeholders (eg secondary school 'careers teachers' who may in fact be 'careers teachers' in name and doing the job by default without adequate training). Therefore I do not agree with a sunset clause unless it applies to a demonstrably private practitioner with at least 1 year of active full time work.

Two questionnaires recorded a 'maybe' response, with arguments centring around the 'currency of skills' argument. For instance:

1. Perhaps a better way of dealing with this is to introduce a "skills recognition" process similar to that used in industry – a properly documented and conducted process of checking skills. This, combined with the professional development requirement, should ensure that competence and prior learning are given adequate recognition and that currency is maintained.
2. Not a blanket. Everyone will benefit from some retraining, It can be the first stage in the old practitioners new PD. Unless one has completed formal post graduate studies in the last 3 years, entry training (a bridging program) should be required.

### ***Code of Service for Employers and Service Providers***

Issues relating to organisational quality standards are perhaps longer-term and beyond the scope of the present project. However two items included in the scaffold for consideration by participants were a code of service and a charter of client rights and responsibilities. Survey participants were asked, *"Do you believe that a code of service for employers and service providers should be considered in the longer term? If so, what would be the appropriate time-frame for this?"* The results for this survey item are illustrated as follows:



**Figure 3.12 – Appropriateness of a Code of Service for Employers and Providers**

A large majority of questionnaires indicated a belief that a code of service for employers and service providers should be a consideration in the longer term, with 76.56% of questionnaires eliciting a “yes” response. Only 6.25% of the questionnaires exhibited a belief that this issue is not relevant, whilst 3.13% were undecided. A few questionnaires did not contain a response to this questionnaire item.

Suggestions regarding the time frame for developing a code of service for employers and providers were as follows (with the number of questionnaires provided in brackets):

- Short term (3)
- Medium term (1)
- 1 year (2)
- 1.5 to 2 years (1)
- 2 to 3 years (3)
- 2 to 4 years (1)
- 2-5 years (1)
- 3 years (5)
- 3 to 5 years (8)
- 4 to 6 years (2)
- 5 years (5)

- 7 to 10 years (1)
- Undecided (1)
- No response (4)

Although there was some variability, from these responses it appears that within the next 5 years would be an acceptable timeframe to most of those who provided a 'yes' response in this section of the questionnaire.

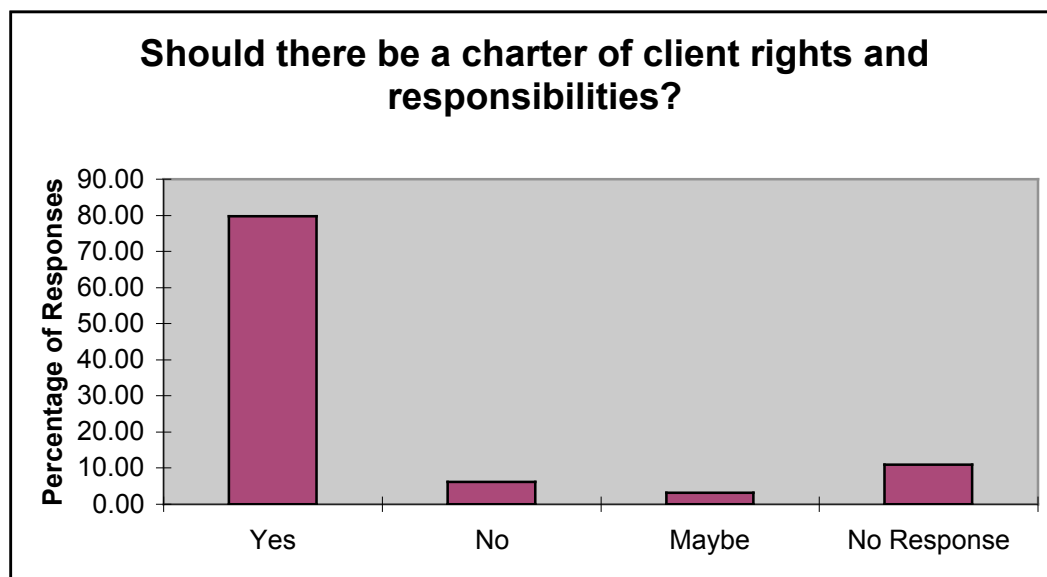
For those who weren't supportive of this undertaking, respondents were generally of the view that other issues should be given greater priority:

1. Suggest we shelve for now and concentrate on getting our own house in order. Once this is advanced, we could always revisit in conjunction with stakeholder partners?
2. Too early to decide. Pending what the standards look like.

#### ***Charter of Client Rights and Responsibilities***

Participants were also asked, *"Is a charter of client rights and responsibilities something that should also be included as a longer-term proposition? If yes, when would this be appropriate?"*

The results are illustrated as follows:



**Figure 3.13 – Appropriateness of a Charter of Client Rights and Responsibilities**

A large majority of questionnaires indicated a belief that a charter of client rights and responsibilities should also be a consideration in the longer term, with 79.69% of questionnaires eliciting a “yes” response. Only 6.25% of the questionnaires exhibited a belief that this issue is not relevant, whilst 3.13% were undecided. A few questionnaires did not contain a response to this questionnaire item.

Suggestions for an appropriate timeframe were as follows (with number of questionnaires provided in brackets):

- 1 year (2)
- 2 years (1)
- 2 to 3 years (1)
- 3 years (2)
- 2 to 4 years (1)
- 3 to 4 years (1)
- 3 to 5 years (4)
- 4 to 5 years (1)
- 5 to 7 years (1)
- Immediately / as soon as possible (6)
- Longer term (5)

From these responses, the undertaking of this work within a 5-year timeframe would appear to be most appropriate.

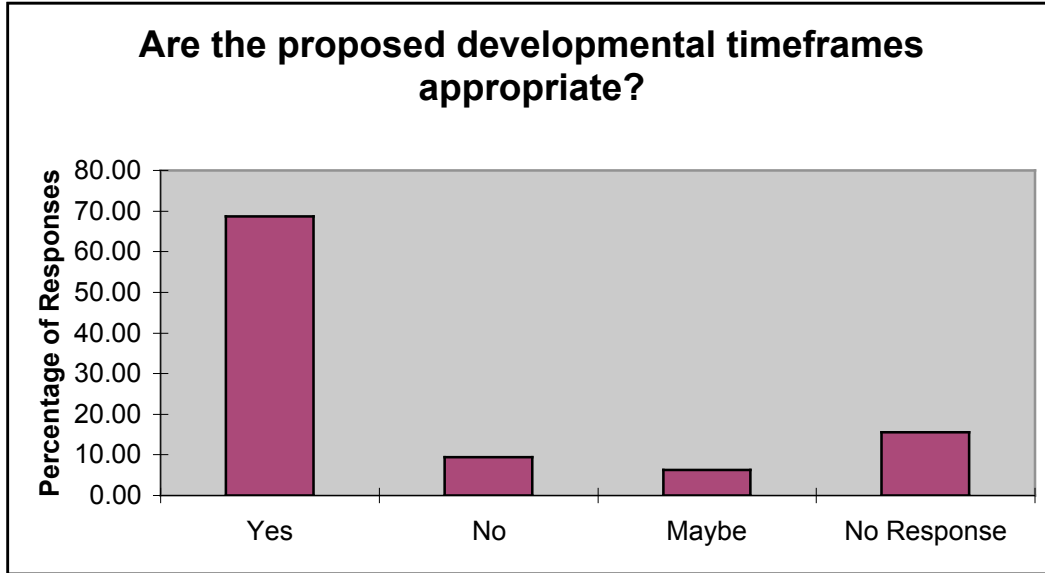
For those who answered ‘no’, an illustrative quote has been provided:

1. Shouldn’t be a high priority, as long as we have successfully developed an effective “code of professional conduct” for our own practice.

### ***Developmental Timeframes***

Forum participants discussed the timeframes for implementing the elements relating to quality standards for career practitioners, which were shown on pages 15 and 32 of *Moving Forward*. With this in mind, participants were asked, “*Do you agree with the developmental timeframes proposed by forum participants? If not, what changes do you suggest?*” The results are illustrated as follows:





**Figure 3.14 – Appropriateness of the Forum Developmental Timeframes**

The majority of questionnaires indicated a belief that the developmental timeframes proposed by Forum delegates were appropriate, with 68.75% of questionnaires eliciting a “yes” response. Only 9.38% of the questionnaires exhibited a belief that the proposed timeframes were not appropriate, whilst 6.25% were undecided. Many questionnaires did not contain a response to this questionnaire item.

For those who suggested modifications to the timeframes proposed by Forum participants, suggestions were that the timeframe was either too short or too long:

1. The timelines are probably optimistic
2. A much longer time frame and much wider consultation is necessary, this body only covers a small proportion of those in this profession...the Government should sponsor a questionnaire to all these thousands of people and companies to get their opinion.
3. An impatient activist, the sooner the better.

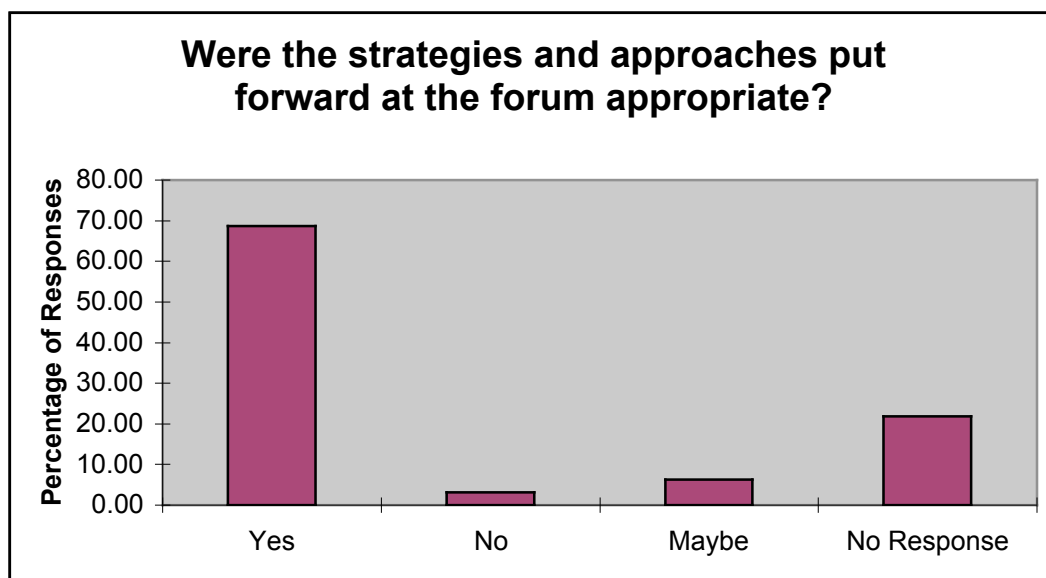
‘Maybe’ responses were similar. For instance:

1. You may find this an unrealistic time frame – but have a go! It is already 4 months since the forum.

2. Risks in driving to achieve the timeframes include: inadequate variety of processes to ensure optimal integration of existing education and community service dominated career development provision oriented approaches...It is important that decisions meet long term sustainable and common good criteria. To achieve long term common good outcomes insights and action will be needed that is based on an integrated consideration (from multiple stakeholder perspectives) of discipline and context specific emotional and intellectual knowledge, skills, practical experience and a combination of critical and creative thinking.

### ***Approaches and Strategies***

The approaches and strategies that could potentially be employed for developing and implementing the standards were discussed in both the revised *Scoping Paper* and in *Moving Forward*. Tony Watts also suggested in his presentation to Forum delegates that the processes and structures adopted may well be as important as the outcomes. Survey participants were therefore asked, “After reading pages 16 and 17 of *Moving Forward*, do you agree with the possible approaches put forward by forum participants? Are there other approaches or strategies you believe warrant consideration that are NOT listed?” The results are illustrated as follows:



**Figure 3.15 – Appropriateness of the Forum Strategies and Approaches**

The majority of questionnaire responses suggested that the strategies and approaches put forward by Forum delegates were appropriate, with 68.75% of questionnaires eliciting a “yes” response. Only 3.13% of the questionnaires exhibited a belief that the proposed strategies were not

appropriate, whilst 6.25% were undecided. Many questionnaires did not contain a response to this questionnaire item.

The primary concern of respondents in all three categories (that is, 'yes', 'no' and 'maybe') was the need for inclusive consultation processes (mentioned in 11 questionnaires). For example:

1. The importance of collaborative and consultative process can not be under-estimated. Engaging important agencies...in the discussion on standards, ethics, training, client rights is essential (but probably difficult).
2. The surveying of all the thousands of people and companies listed in the phone books must be a condition unless the outcome wants litigation that will tie the process up for years. This current process is not reflective of the whole industry / profession and it must be.

One exception to this trend was a questionnaire that proposed the opposite view:

1. I argued at the Forum for a speedier process. I think, putting a model forward sooner rather than later and then adapting it in consultation could be done relatively quickly.

Further to this, participants were also asked, *"In particular, the section of Moving Forward on Issues for Consideration (page 17) lists a number of items on which input during this consultation process is sought. These include the development of an Australian model for quality standards (points a, b and c below), and developing and implementing the quality standards (points d and e):*

- a) Which models are considered and on what basis.*
- b) Encouragement of original ideas.*
- c) Standards that are appropriate to the Australian context.*
- d) The elements of the implementation process.*
- e) The adoption of inclusive, consultative and collaborative strategies.*

*Do you have any thoughts or suggestions regarding these issues that you believe should be taken into consideration?"*

Key concerns respondents raised in regard to these points were (with numbers of questionnaires provided in brackets):

- The need for broad and inclusive consultation (7)
- The need to examine international examples (4)
- Exploration of how the Blueprint would fit in the quality standards process (3)
- The desire to form working groups (3)
- Recognition of prior learning (1)
- The need to trial the quality standards (1)
- The desire to minimise further consultation (1)
- The importance of ensuring the schools sector is adequately addressed (1)

On the latter two points, questionnaires indicated the following:

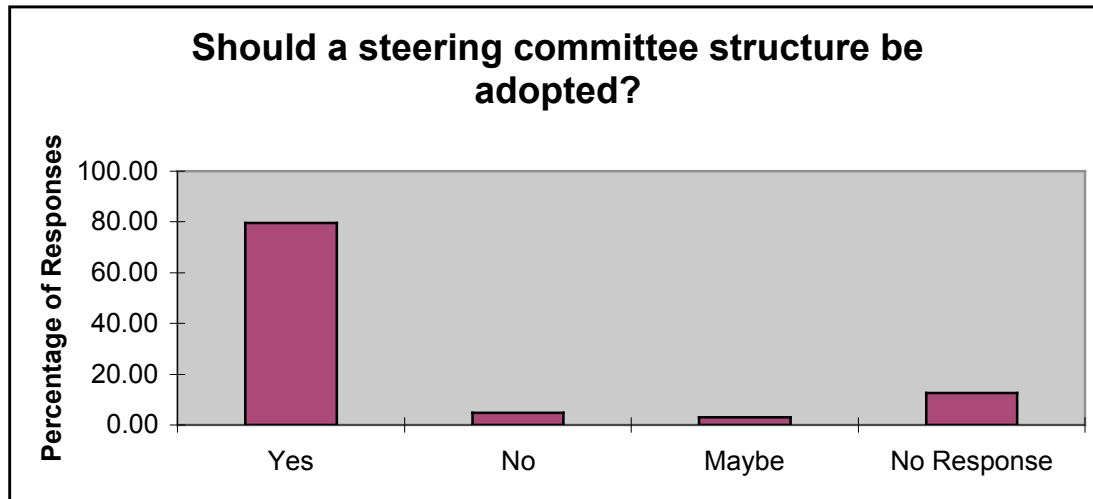
1. No. Except that these processes can become long winded and stakeholders can get analysis paralysis. I think giving career professionals this opportunity to give their input is sufficient consultation. Just keep us informed of the progress and any radical changes that are considered.
2. Career provision to adolescents in schools is the largest and arguably the most important part of the industry. It is always a political – that is to say vulnerable – area, and nowhere is it adequate or secure. So getting it right for this sector is crucial. Standards and accreditation need to be viewed at every single stage of the process in terms of the effect on education systems, schools, school careers practitioners and school students. Because the states and systems are different, perhaps a representative from the public system in each state (with union and grass roots orientation, not a bureaucrat) should form a reference group to review each step and make sure opportunities are maximised and dangers are averted.

## **Section Four: The Administration, Management and Maintenance of the Standards**

### ***Steering Committee Structure***

Delegates at the Forum discussed the practicalities of administration, management and maintenance of the quality standards once they are developed. This included the potential role of CICA in this process, and the need for further infrastructure development. To this end, survey

participants were asked “Do you believe a steering committee structure is appropriate for undertaking the development and implementation of the quality standards beyond the life of the present project? If so, how should it be formed and who should be represented on the committee? If not, what alternative/s do you suggest?” The responses to this questionnaire item is illustrated as follows:



**Figure 4.1 – Appropriateness of a Steering Committee Structure**

The majority of the questionnaires (79.69%) suggested that a steering committee structure would be appropriate for undertaking the development and implementation of quality standards beyond the life of the current project. Only 4.69% of the questionnaires expressed the belief that a steering committee approach would not be appropriate, whilst 3.13% were undecided. Of the total number of questionnaires received, 12.50% did not contain a response to this item.

Of the 51 questionnaire responses in which a steering committee was deemed to be an appropriate mechanism for developing quality standards, 21 exhibited the belief that CICA should be represented on the committee. However, the most popular response was “stakeholder” groups (professional bodies, career organisations etc.), with 30 questionnaires indicating a preference for this option. The following citations represent views that favour both CICA and / or stakeholder representation:

1. A Steering Committee including CICA members should continue the development and implementation of the quality standards beyond the life of the present project.
2. There should be a representative from each stakeholder in the industry.

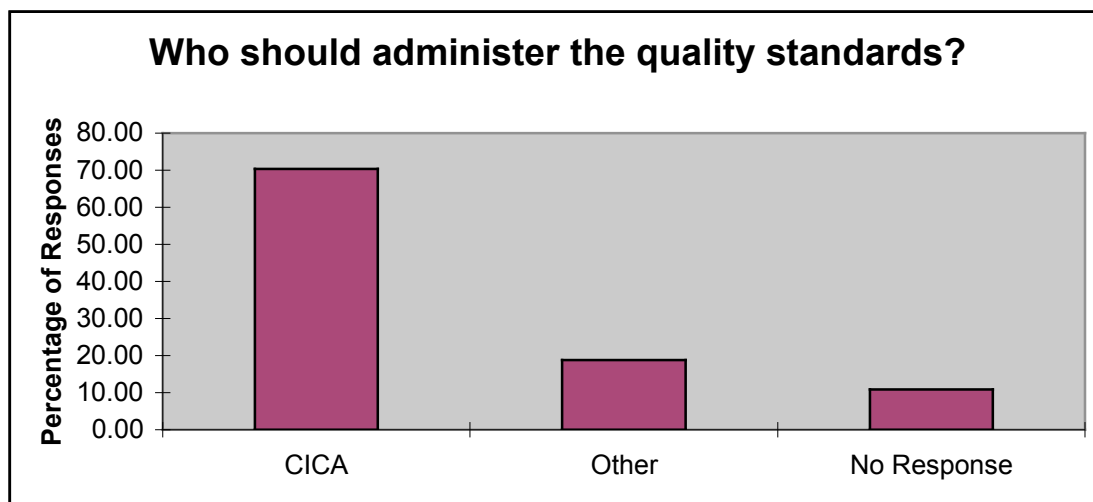
3. CICA is pivotal to this and a steering committee comprising of some elected members of CICA would be appropriate. Representatives from key practitioner areas would also be represented by election.
4. All major stakeholders will need to be represented, including those in private practice and industry reps.
5. CICA needs restructuring if it is going to take on these roles (which I think it should). CICA also needs to be more independent of the government if it is to undertake these roles.
6. A coalition of career organizations including AACC, AGCA, etc.

Only 3 questionnaires (4.69%) exhibited a belief that a steering committee was not appropriate for developing national quality standards. Their alternative suggestions are cited below:

1. I think the National Centre is the appropriate place for the review, monitoring and research of standards. The Centre would have a board, and access to expertise to devote to this kind of project.
2. Newly convened national body should deal with this.
3. The entire profession (as per the phone books of Australia) must be surveyed first and everyone should have a say in this, as the current proposal is unrepresentative of the entire profession and industry.

#### Administration

Survey participants were also asked, “Who should be responsible for administering the quality standards? CICA? Another board or body?” The results are illustrated below:



### Figure 4.2 – Appropriate Organisation for Administering National Standards

Forty five of the 64 questionnaires (70.31%) exhibited a belief that CICA should be responsible for administering national standards for the career industry. Other suggestions were only provided in 12 of the 64 questionnaires (18.75%) with organisations such as AACC, QSA, and DEST being put forward for administration responsibilities. A few questionnaires did not contain a response to this survey item.

### Funding and Resources

The last question in section four dealt with funding and resources. Participants were asked, “*What suggestions do you have as to how the ongoing development and implementation of the quality standards should be funded and resourced?*” The results are illustrated below:

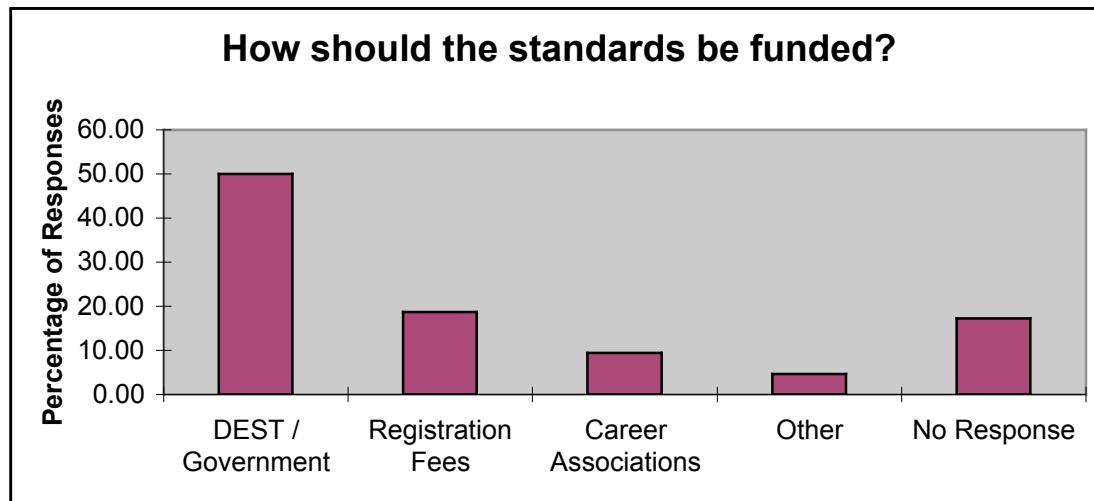


Figure 4.3 – Appropriate Source for Funding the National Standards

Thirty two of the 64 questionnaires (50.00%) contained responses to the effect that DEST and / or the National and State / Territory Governments should be responsible for funding the ongoing development of quality standards. Other suggestions included Registration Fees (18.75%), Career Associations (9.38%), and other sources like grants and contributions from CICA (4.69%). Some questionnaires did not contain a response to this item.

## Section Five: The Issues and Roles of Stakeholder Groups

*Moving Forward* discusses the benefits, concerns, processes to allay concerns, and potential roles for stakeholder groups in developing quality standards, as identified by participants at the Forum.

Survey participants were asked, “Which stakeholder groups do you feel should be involved in the development and implementation of the quality standards beyond this project? The results are shown in the table below, according to the number of times each stakeholder group was mentioned:

Career Industry Stakeholders	Number of Times Cited
1. Career Practitioner Associations (AACC, CICA etc.)	39
2. Career Practitioners	28
3. Employers and Employer Associations	23
4. DEST / Federal Government	22
5. Consumers and Client Groups	21
6. Training Providers	20
7. Service Providers	19
8. Business and Industry	19
9. Parents	16
10. Policy Makers	14
11. University and Tertiary Education Representatives	7
12. Schools and Secondary Education Representatives	6
13. Related Professional Organisations (APS, AASW etc.)	6
14. Administrators of <a href="http://www.education.gov.au">www.education.gov.au</a>	6
15. State Governments	5
16. Labour Market Experts	3
17. VET	2
18. Community Groups	2

**Figure 5.1 – Career Industry Stakeholders per number of times mentioned**

The most common response was “Career Practitioner Associations” which received 39 citations. Career Practitioners was the second most frequently cited stakeholder group with 28 citations in total. Other frequently cited stakeholders included Employers and Employer Associations (23), DEST / Federal Government (22), Consumers and Client Groups (21), and Training Providers (20).

#### ***Additional Comments***

Participants were provided with the opportunity to make additional comments at the end of the questionnaire. Question 37 asked, “Do you have any other comments you would like to make about the development and implementation of the quality standards?” Only 30 questionnaires



contained a response to this survey item. Although the subject matter of these 30 commentaries varied, 26 of the responses could be readily grouped into 4 categories. The largest of these categories can be described as participants demonstrating “general approval” for the national standards initiative as a whole and / or the processes that such a project entails (9 responses). The examples below are taken from this grouping:

1. Keep up the good work.
2. Thank you for this long overdue task.
3. Great step forward.
4. Thank you for all the work already done and the many achievements already made. This is a very important, worthwhile project.
5. Congratulations to all involved in this process of bringing career development and career development quality standards to the forefront of Australian capacity building.

Another main category (8 responses in total) can be described as participants who demonstrate a desire for the process to move quickly. This is evidenced in the citations below:

1. The time is right to move on this judiciously and quickly, with adequate consultation and an inclusive process.
2. The sooner the better. High Standards are important; our clients deserve better than inclusiveness for the sake of harmony. Other professional and paraprofessional groups have them – after the initial groaning, they got used to the need to continuously improve. By setting standards, it improves credibility for all.
3. Just do it.

A further grouping that was identified were participants who re-iterated the need for an inclusive process, such that disadvantaged groups like workers in transition and non-tertiary educated career practitioners were not left out of the standards process (5 responses). Finally, a few questionnaires insisted that professional bodies should ratify the standards so that they meet the needs of organisations, business, and industry (4 responses).

The last item on the questionnaire was an open question, allowing for additional comments of any type. The question asked, *“Is there anything not covered in this questionnaire, the revised Scoping Paper, or Moving Forward that you would like to raise here?”* Only 21 of the 64

questionnaires contained a response to this survey item. Again, the subject matter of the commentaries varied. Nonetheless, two categories could be readily identified. The largest of these groupings (11 responses) can be described as participants who thanked CICA, DEST, Miles Morgan Australia and affiliates for assisting and / or facilitating the consultation process. Some of these responses are provided below:

1. Australians are fortunate to have a national career development association (CICA), a Commonwealth Government that has a commitment to this process, and a Department of Education Science and Training that is peopled by skilled and committed Public Servants. We are also uniquely fortunate to have scholarship of the quality provided by Mary McMahon to enable us to formulate our opinions after evaluating the information. Thank you Miles Morgan for your great work in undertaking this part of the process.
2. Thank you for all the quality work so far developed. We look forward to the development and implementation of the quality standards.
3. My whole-hearted support for the process. As someone with 15 years experience in the careers industry and with a post-grad careers qualification, it has been frustrating to witness the number of people with dubious credentials entering our industry with the consequent impact on unsuspecting clients. It is imperative that we not only take our work seriously, but that we develop processes to enable clients to distinguish between professional and unqualified practitioners.

The next largest category (4 responses) can be described as a grouping of participants who believed that the survey was too lengthy or unclear. Three of these are cited below:

1. We suspect that the response rate and depth of responses may not be entirely satisfactory because of the onerous nature of the task. Whilst the writers are to be commended for a wonderfully thorough examination of all the issues (which will be a great resource for all sorts of purposes) the questionnaire is very time consuming to answer.
2. The survey was a very time consuming exercise. Quality standards is an important issue, but a lengthy survey which requires pre-reading and careful consideration of answers may not lead to a high response rate. I hope there are sufficient responses, but the busy time of year for many practitioners – for whom careers counselling is often only one of their professional responsibilities – may have influenced the number of returns.

3. Survey was overly cumbersome and unclear. If this system is used again could you please reconsider the form in which you do it? Perhaps smaller surveys that deal with specific issues at the point of decision making.

The remaining responses covered the need to educate the general public; the need for a sustainable model of career development outcomes; the problem of how to incorporate “marginal” practitioners who may only work 1.5 hours per week; the need for specialist skills in career counselling; and the perceived lack of appropriate university courses.

## **Independent Submissions**

A total number of 8 independent submissions were received, representing approximately 20 participants. The States and Territories that were represented in these submissions included NSW, QLD, WA, SA and the ACT. Participants represented various sectors of industry including government departments, registered training organisations, private practice, secondary education and higher education. In general, all independent submissions strongly supported the need for quality standards for career practitioners, and many chose to comment on issues contained within the consultation questionnaire.

### ***Terminology and Definitions***

Two of the eight submissions directly addressed the area of terminology and definitions.

Submission #1 stated that the OECD definition needed modification, and that all definitions should reflect types of career services, within a career development context. Submission #6 stated that in order to reflect a more holistic approach, any references to guidance and / or counselling should be avoided. The preferred term was “career development”, which reflected a broader focus.

Submission #5 mentioned difficulty in identifying exactly what constitutes a career counsellor; and thereby emphasized the need for guidelines and set competencies to be formulated and implemented through a national facilitation body, in order to clarify such confusion.

### ***Inclusive Versus Exclusive, and Other Models***

Submission #1 preferred an inclusive, “tiered” model, with multiple entry points, for the development of quality standards, suggesting it was the most appropriate for the Australian career industry. Such a model should accommodate both the career professional, as well as levels of career practitioners, and should incorporate recognition of current qualifications and experience.

This submission also included a suggestion that at the ‘career practitioner’ level, competencies against an “Australian Framework” could be considered, with relevant accreditation and registration levels, and indemnity insurance. The Australian Qualifications Framework (AQF) was suggested as a parallel system to inform the design of such an “Australian Framework”.

Submission #3 put forward a *developmental content and process model of career coaching* as an ideal career development model to apply within an Australian context. This model focuses on “showing clients how to modify their beliefs, values or identity; how to change how they think and feel about their self worth, confidence & what “success” means; how to achieve better work-life balance, become a better decision maker, stop procrastinating, fearing failure, etc”.

### ***The Scaffold***

Submission #7 was in general agreement regarding the scaffold for quality standards, with an emphasis on the need for priority to be given to people who assist students with careers. The competency framework was also supported, although concern was expressed in relation to entry-level qualification(s) for the profession. In particular, setting too high a standard was thought to disadvantage existing practitioners who are seeking skills recognition; this represented a particular concern for rural and remote areas that already struggle to attract well-qualified professionals into their communities. There was also emphasis placed on clarifying pathways, articulations, and transitions for practitioners within the scaffold.

There was general agreement amongst submissions with respect to the inclusion of a “sunset” or “grandfather” clause, to enable existing practitioners to be recognised under a new system. However, participant #1 suggested that the clause exist with some attached conditions, such as a timeline with requirements for minimum attendances at career conferences, workshops or seminars.

Inclusion of a code of ethics or professional conduct within national standards was also strongly supported by most submissions, as was a code of service for employers in the longer term, and to a lesser extent a charter of client rights and responsibilities. Some issues highlighted by submission #7 with regard to a code of ethics included confidentiality of student / client details, data transfer and privacy; as well as the need for professional development and information sessions during all stages of the implementation strategy.

Submission #6 suggested that “national quality standards should not necessarily include a code of ethics or professional conduct, but could indicate an expectation that practitioners will operate within a relevant code, e.g. professional standard as stipulated by the Board of Psychologists or the organisation (e.g. National Employment Services organisation)”.

#### ***Enhancing Australia’s Career Development Culture***

Participant #6 agreed with the idea that “one of the overarching goals of the development of quality standards should be to enhance Australia’s career development culture so as to encourage more people to access and use career development services”.

#### ***Administration, Management and Maintenance of Quality Standards.***

Submission #1 endorsed a steering committee structure with members elected yearly from relevant state and national career stakeholders, and emphasized the importance of stakeholder participation in the development, implementation, maintenance and review of quality standards. With regard to the structure of a managing body, submission #1 suggested that the membership structure of an organisation, such as the Queensland Association of Student Advisors (QASA), or other similar organisations, could serve as an appropriate model.

Submission #7 mentioned that those who had collaborated on the submission were in general agreement with regard to the concept of a professional association or body implementing and monitoring quality standards, accreditation and professional development. The need for different levels of professional development depending on what area of industry people were working in was also recognised as very important.

#### ***Timeframe – Implementation and strategies***

Of those submissions that addressed this issue, the timeframe proposed at the Forum was generally endorsed. Furthermore, submission #7 highlighted the need to keep all stakeholders informed at every stage of the implementation process, through professional development and information sessions.

#### ***Other Issues***

Most independent submissions received were generally positive and supportive of the consultation and were looking forward to continuing to contribute to the process of developing quality standards.

The Australian Government Department of Family and Community Services (FaCS) was invited to participate in the consultation. However, representatives from FaCS indicated that the Department was not in a position to complete the consultation, as the functions related to assisting people of workforce age into employment had been transferred to the Department of Employment and Workplace Relations (DEWR).

Four out of eight submissions stated a desire to complete the consultation questionnaire, but that busy schedules and the hectic time of year prevented them from participating as extensively as they would have liked. Submission #8 indicated a general unhappiness with the process of the National Standards project, and the lack of time available to complete the questionnaire. In particular, the person who provided this submission expressed that they were “growing frustrated with growing distance between the 2 classes of career practitioners / counsellors, those that are in schools and those who aren’t”. Mention was made of the competing demands on school-based practitioners, a lack of understanding around their needs, and the constraints of their working environments.

## **Summary of Findings**

### **Industry Membership and Terminology**

Respondents tended to favour the OECD definition of career guidance, however the majority felt that the most appropriate umbrella term for career development services in Australia was “Career Development”, with the inclusion of lifelong learning / integrated learning over the lifespan in this definition.

Many participants also felt that organisational quality standards should be addressed within the next 5 years, with a particular emphasis on secondary education. Elements thought important to incorporate in organisational quality standards included a code of ethics and minimum competency requirements.

With respect to industry membership, there was equivocal support for inclusive and tiered models, with responses in subsequent parts of the questionnaire (such as entry level training requirements) tending to indicate that the latter is perhaps the most workable option. Respondents also strongly favoured a mapping process be undertaken to establish the existing skills and qualifications of practitioners / professionals prior to the development of quality standards.

## Development and Implementation of Quality Standards

An overwhelming majority of respondents indicated that enhancing Australia's career development culture should be an overarching goal of the quality standards, citing benefits to the community, the ability of quality standards to enhance the reach and efficacy of practice, and to increase the general profile of the industry.

The Scaffold presented in the *Moving Forward* paper was also well supported, with many respondents indicating that it was sufficiently flexible to accommodate the diversity of Australian career practitioners, and that it could be implemented and refined over time.

A "Code of Ethics" was also strongly supported, with this terminology being preferred by most respondents. The existing AACC code was also thought to provide a suitable base model, with the incorporation of elements of other, particularly international codes, to enhance it.

Entry-level qualifications and training were favoured by the majority of respondents, however there was an array of comments as to how this should be operationalised in the quality standards. Five main themes were identified. The first of these was support for a specific AQF level qualification as a minimum requirement, however there was little consensus as to what this should be. The second was the desire for career specific education and training. The third was support for a tiered system. The fourth category, which was the most popular, was support for a system that incorporated AQF levels, career specific training and / or a tiered system; again, there was great variability in terms of what these should be. The final category was classified "other", and included the need to list existing courses, and a desire to ensure that any entry-level training requirement did not result in the marginalisation of existing practitioners or specific sectors. CICA was the preferred body for endorsing any such qualifications.

The vast majority of questionnaires supported continuing professional development, with the terms "Professional Development" and "Continuing Professional Development" being most preferred. The process of recording the professional development of practitioners was thought to be largely the domain of the accrediting body / existing career and other professional associations. A point system was also favoured. With respect to 'who should pay', a combination of both 'users and others' was a popular response, however the most frequent response was 'others', namely employers, governments, associations and via registration and other levies.

The issue of accreditation and registration was the area where the greatest variability in responses was found. The vast array of responses that were recorded against these issues, and the lack of consensus amongst them, indicates that this is a potential area for further discussion and investigation prior to the development and implementation of this aspect of the quality standards. However, given that the majority of respondents indicated that this was a desirable aspect to include in the quality standards, such a process is likely to be important.

With respect to the development of a competency framework, respondents were generally in favour, with a blending of existing frameworks considered to be a sensible approach to undertaking the work. The findings were equivocal, however, for the differentiation of core competencies between ‘professional’ and ‘practitioner’ categories. The development of specialised competencies was endorsed by over half of the respondents, with the most common response regarding to whom they should apply being ‘it depends on the setting / clients / service’. Those areas that were nominated mostly included practitioners working with groups such as disability / rehabilitation clients, mature aged workers, cultural groups / migrants / refugees, and those in the education sector. The Canadian model was thought to provide a useful starting point by some respondents, while others thought that a mapping study needed to be undertaken to identify specialised competencies.

Approximately three quarters of all respondents thought that a complaints procedure should be included in the quality standards, with the registration / accreditation board nominated most often as the appropriate body to deal with this process. However, underpinning many responses was the need to handle complaints at the local level first, followed by referral to a national body, then through legal channels if necessary. Utilising existing mechanisms for complaints was also mentioned frequently.

A grandfather / sunset clause was endorsed by the majority of respondents, with “sunset clause” being the preferred term. A 3-year timeframe was thought to be the appropriate duration of this by many respondents.

A code of service for employers and service providers was also thought desirable by the majority of respondents. Comments indicated that the development of this within a 5-year period would be an acceptable timeframe. Other respondents, however, thought that other issues should be given



greater priority over a code of service for employers and service providers. A charter of client rights and responsibilities was also well supported, again within a 5-year time frame.

Participants at the Forum discussed the timeframes for implementing the elements relating to quality standards, and two thirds of respondents in this consultation process tended to support the Forum timeframe. Suggested modifications centred primarily around the need to extend the timeframe, as it was thought to be 'overly optimistic'. The approaches and strategies suggested in the revised *Scoping Paper* and *Moving Forward* were also endorsed by approximately two thirds of respondents, however many also emphasised the need for inclusive consultation processes.

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

Respondents generally favoured a Steering Committee for undertaking the development and implementation of the quality standards beyond the life of the present project. Stakeholder groups were the most popular suggestion regarding representation, followed by CICA. CICA was, however, thought to be the most appropriate organisation for the administration of quality standards.

With respect to funding, approximately half of all respondents thought this was a government responsibility. Other suggestions included registration fees, career associations, and sources such as grants and contributions from CICA.

### The Issues and Roles of Stakeholder Groups

The stakeholder groups respondents felt should be involved in the development and implementation of the quality standards beyond the life of the present project included career practitioner associations, career practitioners, employers and employer associations, DEST / Australian Government, consumers and clients groups, and training providers.

Respondents were also offered an opportunity to comment on any issues they wanted to make about the development and implementation of quality standards, or any general comments not covered in the consultation. The majority of these expressed appreciation and support for the work being undertaken; others wished for the quality standards to be developed in a swift manner; a third theme was the desire for an inclusive and consultative process; and the fourth was an indication from some participants that the questionnaire was too long and unclear. The remaining responses covered a) the need to educate the general public; the need for a sustainable model of career development outcomes; the problem of how to incorporate part-time

practitioners; the need for specialist skills in career counselling, and the perceived lack of appropriate university-level courses.

## **Recommendations**

The consultation findings demonstrate the importance of industry ownership in the process of developing and implementing national quality standards for career practitioners beyond the present project. Processes that are inclusive and consultative are therefore important in any subsequent steps. These issues have been considered in the following recommendations:

1. A steering committee, with broad stakeholder membership (including CICA and DEST), be established to manage the development and implementation of the standards and accreditation process.
2. The issues identified in the Scoping Paper, Moving Forward and the Consultation Report be used to inform the priorities, content and process for the development and implementation of the standards.
3. A communication strategy be developed to inform stakeholders of ongoing work.

## **Appendix A – Stakeholders Contacted Via Mailout**

Australian Chamber of Commerce and Industry Business Education Partnerships  
ACT Career Education Association  
ACT Department of Education and Training, VET in Schools (Training and Adult Education)  
Australian Council of Trade Unions  
Adult and Community Education (ACE), Adult Literacy Policy and Programmes Section, DEST  
Alastair Rylatt Consulting  
Australian National Training Authority  
Australian Principals Association Professional Development Council  
ARU/The Rugby Union Players Association  
Australian Sports Commission  
Australian Association of Career Counsellors (AACC)  
Australian Associations of Christian Schools Inc  
Australian Business Limited  
Australian Careers Service  
Australian Council of Deans of Education  
Australian Council of State School Organisations, National Office  
Australian Curriculum Studies Association  
Australian Education Union Federal Office  
Australian Human Resources Institute  
Australian Industry Group  
Australian National Training Authority  
Australian National Training Authority, Client Relationships  
Australian Principals Association Professional Development Council  
Australian Society of Rehabilitation Counsellors (ASORC)  
Australian Vice Chancellors' Committee  
Boystown Linkup  
Brotherhood of St Laurence  
Business Council of Australia  
Campbell Page, Oasis Pre-Employment Network  
Career Education Association of Victoria (CEAV)  
Career Education Association of Western Australia  
Career Industry Council of Australia  
Career Jigsaw Pty Ltd  
Career Possibilities  
Career Solutions  
Careers Education Association of the Northern Territory  
Catholic Welfare Australia, Research, Policy & Advocacy Services  
Career Education Association of WA  
Centrelink, Customer Services Centre  
Centrelink, Education and Training Business Team  
Centrelink, Participation Services Business Team  
Centrelink, Participation Services  
Combined Team Services  
Corporate Link, Learning Services  
CRS Australia (Commonwealth Rehabilitation Service)  
Curriculum Corporation  
Daramalan College  
Department of Education and Childrens' Services  
Department of Education and Training Post Compulsory Pathways branch  
Department of Education, Office of Post Compulsory Education and Training, VET Strategic Planning and Development  
Department of Education, Science and Training, Pathways Policy  
Department of Education, Science and Training, Job Pathways Programme Management Section, Transitions Branch

Department of Education, Science and Training, Transitions Branch  
Department of Education, Tasmania  
Department of Employment and Training QLD  
Department of Employment, Education and Training - NT  
Department of Employment, Workplace Relations and Small Business, Labour Market Policy Group, Occupational and Skills Analysis Section  
Department of Employment, Workplace Relations and Small Business, Employment Services Purchasing Group  
Department of Further Education, Employment, Science and Technology, Office of Vocational Education and Training  
Department of Further Education, Employment, Science, & Technology  
Department of Industry, Tourism and Resources  
Department of Employment and Workplace Relations, Jobsearch and Information Services  
Dhinawun Consultancy  
Dupont and Associates  
Edith Cowan University  
Educaid  
Education Department of WA Vocational Education and Training in Schools Branch  
Education Foundation  
Education Queensland  
education.au Ltd  
Family and Community Services, Commonwealth Head Office  
Findon High School  
Georges River College, Penshurst Girls Campus  
Graduate Careers Council of Australia (GCCA)  
Hanover For Our Homeless  
Independent Schools Council of Australia  
Insight Career Management  
Interim National Institute for Quality Teaching and School Leadership, DEST  
Iona College  
Jesuit Social Services, The Ignatius Centre  
Jim Bright and Associates  
Job Pathways Programme, c/o Eastside SA  
McKillop Family Services, Central Office  
Melbourne Grammar School  
Mission Australia National Office  
National Association of Graduate Careers Advisory Services  
National Catholic Education Commission, Catholic Education Office of WA, Curriculum Support Section, Secondary Curriculum & Teaching Team  
National Council of Churches  
National Centre for Vocational Education Research  
National Employment Services Association  
New Apprenticeships  
Northern Territory Department of Employment, Education and Training, School to Work Transition, Curriculum Services Branch  
Northern Territory Department of Employment, Education and Training, Employment and Training Division  
NSW Department of Education and Training, Voc Ed in Schools Directorate  
NSW Department of Education and Training, Industry Programmes  
NSW DET, Staffing Services  
NT Christian Schools Association  
Ocean Reef State High School  
Onkaparinga TAFE  
People Solutions / Donington  
Pilbarra District Education Office  
QLD Office of Public Service Merit and Equity (OPSME)

Queensland Tertiary Admissions Centre  
Queensland Association of Student Advisors  
Queensland Guidance and Counselling Association  
Queensland Studies Authority  
Queensland University of Technology  
Queensland University of Technology, School of Learning and Professional Studies  
Recruitment and Consulting Services Association Ltd NZ  
Royal Melbourne Institute of Technology  
Rural Skills Council  
Salvation Army Employment Plus  
Scotch Oakburn College  
South Australian Department of Education and Children Services, Futures Connect  
Southern Sydney Institute of TAFE Bankstown  
St Columba's High School  
St Laurence's College  
St Paul's Grammar School  
Stellday Career Services  
Swinburne University of Technology, Career Action Centre  
TAFE NSW, Dept. of Education and Training  
Tamborine Mountain State High School  
Tasmania Department of Education, Career / Work Education  
The Centre for Worklife Counselling  
The Grange P-12 College  
The Salvation Army, Divisional Headquarters  
The Salvation Army, Jobs Plus  
University of Melbourne, St Mary's College  
University of Queensland, School of Education  
University of Southern Queensland  
University of Tasmania, Careers and Employment Services  
University of Technology Sydney, Careers Service  
University of Technology, Sydney  
University of Wollongong, Career Services  
Vector Consultants Pty Ltd  
VET Network Australia  
Victoria University  
Vocational Capacity Centre  
WA Department of Education and Training  
Wearne Resource Consultancy  
Workplace Transitions  
Xavier College  
Young Men's Christian Associations of Australia (YMCA)  
Young Women's Christian Associations of Australia (YWCA)

## **Appendix B – Career Association Acronyms**

- AACC: Australian Association of Career Counsellors
- AACMP: Asian Association of Career Management Professionals
- AACPI: Association of Career Professionals International
- ACPI: Australia Centre for Public Infrastructure
- ACTCEA: Australian Capital Territory Career Education Association Inc
- AHRI: Australian Human Resource Institute
- AIM: Australian Institute of Management
- APS: Australian Psychological Society
- CAANSW: Career Advisers Association of New South Wales
- CCA: Christian Counsellors Association
- CEANT: Career Education Association of Northern Territory
- CEAV: Career Education Association of Victoria
- CEAWA: Career Education Association of Western Australia
- CICA: Career Industry Council of Australia
- COPs: College of Organisational Psychologists
- IAEVG: International Association for Educational and Vocational Guidance
- IBCMC: International Board for Career Management Certification
- KCN: Keilor Careers Network
- NAGCAS: National Association of Graduate Careers Advisory Services
- NCDA: National Career Development Association (USA)
- NSWCGA: New South Wales Career Guidance Association
- NSWTF: New South Wales Teachers Federation
- PCETA: Post Compulsory Education and Training Association
- PRWRA: Professional Resume Writing and Research Association
- QASA: Queensland Association of Student Advisors
- QCA: Queensland Counsellors Association
- QGCA: Queensland Guidance and Counselling Association
- VETNET: Vocational Education Training Network
- VISTA: Association of Vocational Education Training Professionals



## **Appendix C – Consultation Questionnaire**

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

**CONSULTATION QUESTIONNAIRE  
November 2004**

**Miles Morgan Australia Pty Ltd**

**on behalf of CICA and DEST**

## Before You Begin...

Miles Morgan Australia Pty Ltd is very proud to be undertaking this consultation on behalf of the Career Industry Council of Australia (CICA) and the Department of Education, Science and Training (DEST). This consultation phase furthers the work undertaken in Phase One of the project, namely the writing of Dr Mary McMahon's Scoping Paper, and the National Forum for Career Practitioners. Data collected from this consultation will be analysed by Miles Morgan Australia Pty Ltd, then presented to CICA and DEST in late January 2005.

*In order to complete this questionnaire, it is important that you have access to Dr Mary McMahon's revised "Scoping Paper – Shaping a career development culture: Quality standards, quality practice, quality outcomes", along with her second paper entitled "Moving Forward", which summarises the discussions of the Forum.*

These papers are available electronically from the National Standards and Accreditation of Career Practitioners website ([www.edna.edu.au](http://www.edna.edu.au) - select the communities tab from the top of the page, choose "go to all communities" from the drop-down menu, then select the National Standards project from the menu bar on the left-hand side of the page. These papers, this questionnaire, and other supporting documents, are available for downloading from the site). Alternatively, you can obtain hard copies of Dr McMahon's papers and this questionnaire by calling Caroline Caparas at Miles Morgan on (08) 9380 6633.

You may respond to the questionnaire on an individual basis; alternatively you may prefer to form working groups and discuss important issues with colleagues, then submit group responses. Either of these approaches is completely acceptable and will be welcome. 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. Independent submissions can be submitted at any time prior to the end of December 2004.

*We request that all submissions be forwarded to Miles Morgan Australia Pty Ltd prior to the end of December 2004 to allow time for data analysis. These can be submitted either in hard copy by post or fax to:*

*Katie Scott and Caroline Caparas  
Miles Morgan Australia Pty Ltd  
388 Rokeby Rd  
Subiaco WA 6008  
Fax: (08) 9380 6070*

*or electronically, by sending your questionnaire as an email attachment to  
[caroline@milesmorgan.com.au](mailto:caroline@milesmorgan.com.au)*

On behalf of Miles Morgan Australia, we would like to extend our sincere thanks to all of you for participating in this consultation process. We look forward to hearing your thoughts.

## Section One: Demographic Information

*So that we know something about the people who have contributed to the consultation process, please provide us with the following details.*

1. How many people were involved in the completion of this questionnaire? \_\_\_\_\_
2. What states / territories do you and / or the people who completed this questionnaire live in?  
Please list them below:

- 
3. What sectors do you / they work in? (eg secondary education, employment services, private career service provider, etc.) Please list them below:

- 
4. Are you member/s of a career practitioner association/s? If so, please specify the association/s:

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*Thank you. In the pages that follow, you will notice that we have followed the sequence of the Moving Forward paper, and cross-referenced our consultation questions with sections from both the revised Scoping Paper and Moving Forward reports. The relevant page numbers from these reports are identified in boxes throughout each section of the questionnaire. You may find it useful to refer to these materials when considering your responses.*

*NOTE: If you are completing the survey electronically, please **bold** your preferred option/s against questions asking for a “yes / no / maybe” response (eg: if your answer to a particular questions is ‘yes’, you would bold “**yes**” in the questionnaire and leave the other options in normal font.) If more than one person is completing the questionnaire and decisions are not unanimous, please indicate the **number** of people that agree with a particular response in the space provide eg yes 3 no 4 maybe 0*

*Please continue overleaf...*

## Section Two: Industry Membership and Terminology

*You may find it useful to refer to the revised Scoping Paper, pages 13-39, and Moving Forward, pages 3-6, when completing this section of the questionnaire*

*The use of specific terminology is one important way for an industry to define and describe itself and its members. During the National Forum for Career Practitioners, participants considered whether the terms **career guidance** and/or **career development** should be used as umbrella terms to describe career development services in Australia. They also considered whether the OECD definition of career guidance should be adopted, that is, “the information, guidance and counseling services intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers”.*

5. Do you believe the OECD definition of career guidance should be adopted in Australia?

Yes \_\_\_\_\_

No \_\_\_\_\_

Maybe \_\_\_\_\_

*Many forum participants indicated that they would like the OECD definition of career guidance to be modified prior to implementation in Australia. They also indicated that ‘career guidance’, ‘career development’ or another, unspecified term should be used to preface the definition.*

6. What do you think the ‘umbrella’ term for career development services in Australia should be?

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7. How would you define this term?

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*Although the present project is concerned primarily with quality standards for career practitioners, discussion around the development of organisational quality standards at some point in the future, also took place.*

8. Do you believe that organisational quality standards for the 'career industry' should be addressed at some point in the future?

Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_

9. If yes, which facets of the industry do you think should be examined to determine where quality standards should be developed and applied?

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10. What do you believe the nature of these quality standards should be (eg code of service for employers etc)?

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11. What do you believe is the appropriate timing for the development of quality standards in these other facets of the career industry (eg short-term, medium term, or long term)?

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*We encourage you to carefully read pages 5 and 6 of the Moving Forward paper, and pages 13-39 of the revised Scoping Paper so that you are fully informed when responding to the questions that follow.*

*The terms ‘career practitioner’ and ‘career professional’ were both used at the Forum. “Practitioner” is viewed as a more inclusive term than “professional”, because it covers many people who provide career services to clients. Furthermore, competency frameworks are generally more inclusive, whereas accreditation, registration and / or licensing are generally thought to be more exclusive mechanisms for establishing quality standards. It is also possible that these mechanisms can be combined, and / or a tiered system introduced.*

12. Would you prefer to see an inclusive or an exclusive model developed for national quality standards for career practitioners? Would a model that accommodates both the development of a profession and the inclusion of all practitioners be more appropriate? Why?

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*The roles and occupations of career practitioners in Australia are very diverse, as are existing levels of skills, qualifications and training. Some discussion occurred at the Forum as to whether existing skills and qualifications of practitioners needed to be mapped prior to quality standards being developed. It was also suggested that this process might reveal multiple entry points into a tiered system of quality standards.*

13. Given the great diversity of practitioners and practice that currently exists in Australia, do you believe it is necessary, prior to the development of quality standards, to identify:

a) **Practitioners** who regard themselves as **professionals**? Yes\_\_\_\_  
No\_\_\_\_ Maybe\_\_\_\_

b) **Practitioners** who do not work in **professional** roles? Yes\_\_\_\_  
No\_\_\_\_ Maybe\_\_\_\_

c) The skills, qualifications & training of career **professionals**? Yes\_\_\_\_ No\_\_\_\_  
Maybe\_\_\_\_

d) The occupations of career **professionals**? Yes\_\_\_\_ No\_\_\_\_  
Maybe\_\_\_\_

e) The skills, qualifications & training of career **practitioners**? Yes\_\_\_\_ No\_\_\_\_  
Maybe\_\_\_\_

f) The occupations of career **practitioners**? Yes\_\_\_\_ No\_\_\_\_  
Maybe\_\_\_\_

14. Do you have any comments you wish to make about the previous question?

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## Section Three: Development and Implementation of Quality Standards

*Please refer to Pages 1-8 and 13-14 of the revised Scoping Paper, and pages 7-17 and 29-31 of Moving Forward, in order to complete the next set of questions.*

*The notions of a career development culture and the capacity of quality standards for practitioners to raise awareness of and enhance this culture were raised at the Forum.*

15. Do you believe that enhancing Australia's career development culture should be an overarching goal of the development of quality standards? If yes, in what way/s?

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*A scaffold for quality standards was presented to Forum participants for discussion. This scaffold is presented on pages 8-17 of Moving Forward. The following questions relate to this scaffold and its contents.*

16. Do you believe the scaffold in its current form is flexible enough to accommodate the diversity of practitioners in Australia? If yes, why? If no, what would need to be modified?

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17. If such a scaffold were adopted, how do you believe practitioners should be educated about the quality standards? What strategies would you suggest?

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*Participants at the Forum generally endorsed the scaffold. The next set of questions relates to each of the components of the scaffold, and asks for your input as to what these may contain should they be adopted.*

*A code of ethics or professional conduct may help to enhance transparency, accountability, and public trust, and if linked to complaints procedures and accreditation or registration, can provide a means for the exclusion of bad practice. Pages 25-27 of Moving Forward outline the elements of codes of conduct from case study examples.*

18. Do you believe national quality standards should include a code of ethics or professional conduct? If yes, what should it be called? What should it contain? Are there existing codes that are worthy of consideration? What are they?

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*Career-specific entry-level qualifications were also suggested as a component of national quality standards. These may need to take into account the diversity of practitioners and the multiple levels or tiers of work; existing qualifications such as psychology or education; recognition of prior learning; minimum quality standards; competence versus qualifications; and relationship between the AQF and entry-level qualifications*

19. Do you believe there should be entry-level qualifications included in the quality standards?  
If so, what should they be?

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20. If qualifications were to be endorsed by industry, who or which body do you believe should endorse them?

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*Continuing professional development was widely endorsed by participants attending the Forum. Moving Forward (page 11) outlines important considerations raised by Forum participants. Page 28 of Moving Forward contains information on current models, and page 13 contains information on implementation issues.*

21. Do you believe it is important to include continuing professional development in the national quality standards? If yes, what should it be called and how should this be implemented? Who should pay for it?

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*The issue of accreditation and / or registration of career practitioners was also discussed at the Forum. These discussions focused on the need for different levels of accreditation or registration; whether such a process should be reserved for 'professionals' only; creating an administrative body to manage this process; and potential resourcing issues.*

22. Do you believe an accreditation or registration process should be implemented? If so, what do you envisage this would look like? What should it be called? Who should be subject to this process? Who should manage it?

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*Please refer to Pages 1-8 and 13-14 of the revised Scoping Paper, and pages 7-17 and 29-31 of Moving Forward.*

*The revised Scoping Paper outlines the advantages of adopting a competency framework.*

23. Do you support the development of a competency framework for career practitioners?

Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_

24. If yes, what do you believe the **core** competencies should be? Should there be variations for 'professional' versus 'other practitioners'?

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25. If you answered ‘yes’ to question 23, do you foresee that there would be a need for the development of **specialised** competencies as well as core competencies? If so, to whom would they apply, and what would they be?

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*A complaints procedure was included as an element of the scaffold, and this was endorsed by the majority of forum participants.*

26. Do you believe a complaints procedure should be included in the national quality standards? If yes, who should be responsible for its management, and who should fund any necessary infrastructure? Are there existing models you believe should be considered?

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*There was also suggestion that a grandfather or sunset clause be included, for a specified period, so that existing practitioners could be recognised. See pages 13-14 of Moving Forward for further information.*

27. Do you believe such a clause should be included in the quality standards? If so, what should it be called? How long should it last? What should it contain in relation to membership requirements?

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*As mentioned previously, issues relating to organisational quality standards are perhaps longer-term and beyond the scope of the present project. However two items were included in the scaffold for consideration by participants. These were the code of service for employers and service providers, and the charter of client rights and responsibilities.*

28. Do you believe that a code of service for employers and service providers should be considered in the longer term? If so, what would be the appropriate time-frame for this?

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29. Is a charter of client rights and responsibilities something that should also be included as a longer-term proposition? If yes, when would this be appropriate?

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*Forum participants also discussed the timeframes for implementing the elements relating to quality standards for career practitioners. These are shown on pages 15 and 32 of Moving Forward.*

30. Do you agree with the developmental timeframes proposed by forum participants? If not, what changes do you suggest?

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*Pages 40 – 46 of the revised Scoping Paper, and pages 16-17 of Moving Forward discuss themes and issues relating to possible approaches for the development of quality standards in Australia. Tony Watts also suggested in his presentation to Forum participants that the processes and structures adopted may well be as important as the outcomes.*

*Forum participants discussed the development and implementation of the quality standards, the outcomes of which have been listed and discussed on pages 16 and 17 of Moving Forward.*

31. After reading pages 16 and 17 of Moving Forward, do you agree with the possible approaches put forward by forum participants? Are there other approaches or strategies you believe warrant consideration that are *not* listed?

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32. In particular, the section of Moving Forward on Issues for Consideration (page 17) lists a number of items on which input during this consultation process is sought. These include the development of an Australian model for quality standards (points a, b and c below), and developing and implementing the quality standards (points d and e):

- a) Which models are considered and on what basis.
- b) Encouragement of original ideas.
- c) Standards that are appropriate to the Australian context.
- d) The elements of the implementation process.
- e) The adoption of inclusive, consultative and collaborative strategies.

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Do you have any thoughts or suggestions regarding these issues that you believe should be taken into consideration?

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## Section Four: The Administration, Management and Maintenance of the Standards.

*Pages 15-27 of the revised Scoping Paper provide international case studies of the development and implementation of standards in a number of countries including Ireland, Canada, the United Kingdom, New Zealand and the USA. These may be useful as reference points for the questions that follow. Moving Forward also discusses administration, management and maintenance issues on page 18.*

*Forum participants discussed the practicalities of administration, management and maintenance of the quality standards once they are developed, including the potential role of CICA in this process, and the need for infrastructure development.*

33. Do you believe a steering committee structure is appropriate for undertaking the development and implementation of the quality standards beyond the life of the present project? If so, how should it be formed and who should be represented on the committee? If not, what alternative/s do you suggest?

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34. Who should be responsible for administering the quality standards? CICA? Another board or body?

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35. What suggestions do you have as to how the ongoing development and implementation of the quality standards should be funded and resourced?

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## Section Five: The Issues and Roles of Stakeholder Groups.

*Pages 19 and 20 of Moving Forward discuss the benefits, concerns, processes to allay concerns, and potential roles for stakeholder groups in developing quality standards, as identified by participants at the Forum. The multiple issues raised under these headings are listed in the Moving Forward paper; these rich contributions highlight the importance and value of inclusive and wide-ranging stakeholder involvement and participation.*

36. Which stakeholder groups do you feel should be involved in the development and implementation of the quality standards beyond this project?

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37. Do you have any other comments you would like to make about the development and implementation of the quality standards?

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38. Is there anything not covered in this questionnaire, the revised Scoping Paper, or Moving Forward that you would like to raise here?

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*Thank you! You have now completed the questionnaire.*

*We wish to express our sincere appreciation to you for taking the time to participate in this process. Your contribution is extremely valuable, and will help to shape future work on the development of National Standards and Accreditation of Career Practitioners.*