

Professional Standards for Australian Career Development Practitioners



Revised 2007

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Further information on the project may be downloaded from the CICA website: www.cica.org.au

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Dear Colleagues

It is with pleasure that I present to you the Professional Standards for Australian Career Development Practitioners. The Standards establish a foundation for the professional future of career development in Australia and in December 2005 were agreed to by all CICA member associations.

The Standards are the result of an extensive national consultation process and represent nearly two years of collaborative effort with career development practitioners and CICA member associations. Significantly, the Standards represent international best practice.

Care has been taken in the development of the Standards to balance the autonomy and individuality of the member associations of CICA within a nationally agreed framework.

Clearly these Standards are practitioner owned and endorsed, and as a living document, they will, over time, reflect the changing demands on career development.

The importance of this document cannot be underestimated. All citizens of this country deserve access to career services of the highest quality throughout their lives. In a knowledge economy the future of Australia is dependent on the development of its human capital and career development is an essential building block to achieve that goal.

In providing funding for the development of the Standards the Australian Government, through the Department of Education, Science and Training (DEST), has been a strong catalyst, encouraging quality improvement in career service delivery. DEST has acted on OECD recommendations that highlighted inadequacies in the training and qualifications of career practitioners in many countries including Australia. Without this support we would be many years away from having a set of standards in place.

As a consequence of the introduction of the Standards, governments, both state and federal can now look with confidence to a further expansion of career services in Australia to meet emerging national priorities related to workforce development, social equity and lifelong learning.

Finally, may I thank all the contributors to the development of these Standards and welcome your further contribution to their implementation.

Yours sincerely



Peter Tatham
President, Career Industry Council of Australia



NOTE: Peter Tatham was President of CICA from May 2005 to March 2007

PREFACE TO THE REVISED EDITION

The revisions in this edition are based on formal legal advice as to the meaning and interpretation of Section 4 concerning the Minimum Qualifications to be recognised as a professional career development practitioner.

Therefore, Section 4 has been revised in order to clarify its originally intended meaning and to ensure a straightforward interpretation of it. The extent of the revisions are:

The wording of the original subsections 4.3.1 and 4.3.2 has been modified in line with legal advice and Policy and Procedures now in place.

The revised subsections 4.3.1 and 4.3.2 subsume the original subsections 4.3.3 and 4.3.4 and so they have been deleted.

The original subsections 4.3.5 and 4.3.6 have been renumbered 4.3.3 and 4.3.4 respectively.

The middle dot point of the original subsection 4.3.5 (new 4.3.3) has been deleted as it was considered unnecessary and open to misinterpretation.

In promulgating this revision, CICA hopes that its intended meaning and interpretation of Section 4 will be clear to all readers.

For further clarification of section 4, refer to CICA's relevant policy and procedure documents available on its website www.cica.org.au



Mike Geeves

President, Career Industry Council of Australia (CICA)

November 2007

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Professional Standards For Australian Career Development Practitioners

Career development practitioners work in a range of occupations in a range of settings and provide a wide variety of services to a diverse client group. For example, career development practitioners may deliver services in settings as diverse as schools, TAFE, universities, business organisations, government agencies and private practice in a range of formats including one-to-one, small groups, via the web, large classes and self-help materials. Such services may include career counselling, career education, job placement, employment services, recruitment, career coaching, training, mentoring and coordinating work experience or internships. This diversity of career development practice is reflected in the constituencies of the member associations of the Career Industry Council of Australia Inc. (CICA).

The Professional Standards for Australian Career Development Practitioners were developed through the National Standards and Accreditation of Career Practitioners Project commissioned through CICA by the Australian Government Department of Education, Science and Training. Background on CICA and a list of its member associations are listed in Appendix 1.

Professional Standards

The Professional Standards for Australian Career Development Practitioners have been adopted by CICA and its member associations. These standards will be regarded as the minimum required by Australian career development practitioners from 1 January 2012.

The Professional Standards will be implemented by CICA in conjunction with its member associations. The Professional Standards for Australian Career Development Practitioners may be supplemented by the CICA member associations to more accurately reflect their particular constituencies, but may not be reduced.

Care has been taken in the development of these Professional Standards to balance the autonomy and individuality of the member associations of CICA within a nationally agreed framework of Professional Standards for Australian

Career Development Practitioners.

CICA's Responsibility to Member Associations

CICA will ensure that the membership requirements for career development practitioners who belong to its member associations accord with the Professional Standards for Australian Career Development Practitioners. In conjunction with its member associations, CICA will monitor the industry and when necessary revise the Professional Standards to ensure that they remain current, relevant and reflect international best practice.

Member Associations' Responsibility to CICA

Member associations undertake to apply and monitor the Professional Standards for Australian Career Development Practitioners through their membership requirements for their members who are career development practitioners. In addition, member associations will ensure that any changes to their membership requirements for their career development practitioner members accord with the Professional Standards and will inform CICA of such changes.

The Vision

The Professional Standards for Australian Career Development Practitioners are critical to the promotion of a career development culture in the Australian community through the development of standards and the promotion of quality career development services.

Definition Of Standards

Standards refer to the systems and procedures developed by career development practitioners and stakeholders in the career industry that:

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

(adapted from [Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Purpose Of Standards

The purpose of standards is reflected in the previous definition. Standards also demonstrate the professional status of career development practitioners as reflected in the following definition:

A profession is a disciplined group of individuals who adhere to ethical standards and uphold themselves to, and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to exercise this knowledge and skills in the interest of others (Professions Australia, 2004).

Elements Of Professional Standards For Australian Career Development Practitioners

The elements of the Professional Standards for Australian Career Development Practitioners are:

1. Terminology
2. Membership of the Profession
3. A Code of Ethics
4. Entry-Level Qualifications
5. Continuing Professional Development (CPD)
6. Competency Guidelines that will inform the development of entry-level qualifications.

1. Terminology

The Professional Standards for Australian Career Development Practitioners define the field through agreed terminology. Such agreement assists in defining the membership and distinguishing features of the field.

1.1 Career Development

“Career development” has been adopted as the overarching term in the career industry in Australia. Internationally, the terms “career development” and “career guidance” have been used synonymously. Career development may be defined as:

the complex process of managing life, learning, and work over the lifespan (Miles Morgan, 2003, p. 14).

This definition reflects that of career guidance developed by the Organisation for Economic Cooperation and Development (OECD, 2003, see Glossary).

To assist in their career development, individuals may access career development services which may be defined as:

A wide range of programs and services provided in many different jurisdictions and delivery settings. Their object is to assist individuals to

gain the knowledge, skills, attitudes and behaviours to manage their life, learning, and work in self-directed ways (Canadian Career Development Foundation, 2002).

1.2 Terminology

The agreed terminology for the field accords with that of the Australian Blueprint for Career Development and of the Australian Qualifications Framework (see Appendix 2).

2. Membership Of The Profession

2.1 Definition

Career development practitioner

Career development practitioner is “an umbrella term that refers to any direct service provider in the career development field. This includes but is not limited to: career counsellors, employment counsellors, career educators, career information specialists, career management consultants, career practitioners, rehabilitation counsellors, work development officers, employment support workers, work experience coordinators, job developers, placement coordinators, career coaches, and vocational rehabilitation workers”

([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

2.2 Purpose

The purpose of defining membership is to identify to whom the Professional Standards for Australian Career Development Practitioners apply.

2.3 Australian Standard

The Professional Standards for Australian Career Development Practitioners will apply to:

any person who provides career development services and/or programs and who belongs to a CICA Member Association.

Through their association membership, such practitioners will meet the minimum standards defined by the Professional Standards for Australian Career Development Practitioners, and for the areas of specialisation, the specific

requirements of the relevant member association of CICA.

3. Code Of Ethics

3.1 Definition

The Code of Ethics serves as a practical guide for professional behaviour and practice for career development practitioners as defined in these Professional Standards and to inform the public that career development practitioners serve (adapted from [Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

3.2 Purpose

- a) “A code of ethics governs the activities of each profession” (Professions Australia, 2004).
- b) “Such codes require behaviour and practice beyond the personal moral obligations of an individual. They define and demand high standards of behaviour in respect of services provided to the public and in dealing with professional colleagues. Further, these codes are enforced by the profession and are acknowledged by the community” (Professions Australia, 2004).
- c) The Code of Ethics informs the public about the ethical standards to which Australian career development practitioners must adhere. The details of the Code are laid out in section 3.3 below.

3.3 Australian Standard

3.3.1 Ethical principles for professional competency and conduct

Career development practitioners

- obtain qualifications necessary to provide career development services, including those qualifications required to undertake specialised tasks or roles and/or work with specialised populations
- conduct career development services in accordance with the Code of Ethics contained in the Professional Standards for Australian Career Development Practitioners and also the Code of Ethics of the CICA member association to which they belong
- represent their professional competencies, training and experience accurately
- function within the boundaries of their training and experience

- refrain from consciously dictating to, judging or coercing client choices, values, lifestyles, plans or beliefs
- explain the content, purposes, potential benefits and results of tests and interventions in language that is easily understood by the person or persons for whom it is intended
- monitor, maintain and enhance professional competencies
- seek and participate in continuing professional development (CPD) in order to remain current with innovations and trends in the contexts, processes and content of career development
- ensure that material contained in web-based programs, resource materials and career development programs is current and accurate
- conduct research and report findings using procedures that are consistent with the accepted ethical and scientific standards of educational, psychological and social research practices

3.3.2 Ethical principles for career development practitioner-client relationships

3.3.2.a Equity and diversity

Career development practitioners

- respect the dignity of each person for whom career development services are rendered
- ensure that each individual's feelings and cultural customs are respected
- inform individuals, orally or in writing, of the purposes, goals, techniques, policies and ethical standards as appropriate to the service being provided
- accept the rights of the individual to make independent choices and to take responsibility for those choices and their consequences
- • deal with each person fairly, equitably and without prejudice, respecting their values, beliefs and life-experiences and those of their families and the communities to which they belong
- avoid all forms of discrimination
- ensure that the services provided are culturally appropriate and relevant to individuals' needs, and valid and reliable concerning the information they provide
- take into consideration the career development stage that their clients

are at, and their career/life experiences

- use non-discriminatory, current and accurate information within whatever medium is used

3.3.2.b Confidentiality, disclosure and informed consent

Career development practitioners

- maintain a current understanding of laws, policies and professional ethics that pertain to client rights
- inform individuals of the limits of confidentiality
- preserve confidentiality
- preserve the individual's right to privacy
- seek clients' expressed consent before disclosure of client information
- avoid or disclose conflicts of interest which compromise the best interests of their clients

3.3.2.c Scope of practice

Career development practitioners

- conduct career development services for which they are appropriately trained and currently qualified
- make appropriate referral when their own competency does not meet the individual's need or when their professional assistance cannot be provided or continued
- contextualise career development theory and practice according to work setting, clientele and societal context

3.3.3 Ethical principles for professional relationships

Career development practitioners

- avoid conflicts of interest
- resolve conflict between professional ethical standards and directives or practices within the workplace through ethical decision-making and appropriate consultation
- advocate for and assist in the development of career development services that are ethically rendered and relevant to client needs in cooperation with policy-makers, organisations, administrative personnel and community agencies

- respect and acknowledge the contribution of other professionals
- cooperate with other professionals and/or colleagues according to the ethical practices and procedures relevant to the situation

3.3.4 Breaches of the Code of Ethics

Career development practitioner associations will

- develop and implement procedures whereby breaches of the Code of Ethics may be reported and appropriately followed up (e.g., where appropriate through educative processes).

4. Entry-level Qualifications

4.1 Definition

Entry-level qualifications refer to the career development-specific qualifications required to be recognised as a professional career development practitioner.

4.2 Purpose

Entry-level qualifications ensure that those entering the career development profession have the appropriate career development-specific skills, knowledge and competencies to undertake work in the career development field. Such qualifications will determine membership of the professional associations that are members of CICA.

4.3 Australian Minimum Standard

4.3.1 *Professional career development practitioners* work in the field of career development and have completed and had recognised as a minimum qualification

(a) an **endorsed**

- Graduate Certificate; or
- Vocational Graduate Certificate (See Note 1)

or

(b) An alternative pathway to Professional status as may be approved on a case by case basis by the Member Associations in line with Policy and Procedures developed by the Council.

4.3.2 *Associate career development practitioners* work in the field of career development and have completed and had recognised as a minimum qualification

(a) an **endorsed**

- Certificate IV (See Note 2)

or

(b) an alternative pathway to Associate status as may be approved on a case by case basis by the Member Associations in line with Policy and Procedures developed by the Council.

4.3.3 *Recognition of Prior Learning (RPL)*

- RPL is the “acknowledgement of a person’s skills and knowledge acquired through previous training, work or life experiences which may be used to grant status or credit in a subject or module” (Knight & Nestor, 2000, p. 33).
- Prior learning, experience and competencies may be assessed at either the professional or associate career development practitioner level by a relevant training provider or educational institution.

4.3.4 *Phasing-in period*

The minimum qualifications for all career development practitioners will be phased in as follows:

- By 1 January 2012, Australian career development practitioners will be expected to hold one of the minimum qualifications outlined in 4.3.1 to 4.3.2 above.
- During the phasing-in period, Australian career development practitioners may join the member associations of CICA under their current membership rules on the understanding that they will meet one of the minimum qualifications by 1 January 2012.
- From 1 January 2012, the minimum career development-specific qualification held will determine membership at the level of either professional career development practitioner or associate career development practitioner.

5. Continuing Professional Development (CPD)

5.1 Definition

The ongoing maintenance and growth of professional excellence through participation in learning activities which are planned and implemented to achieve excellence for the benefits of participants, clients and the community (Australian Association of Social Workers, 2002).

5.2 Purpose

While entry-level skills and qualifications are important, it is essential that career development practitioners regularly update their knowledge and skills across their professional lives in order that they maintain currency in the field and also provide the best service possible to clients.

5.3 Australian Standard

5.3.1 Member associations of CICA will

- incorporate into their own standards a model of continuing professional development (CPD) that accords with the CICA Professional Standards
- require professional and associate career development practitioners to confirm that they have complied with the CPD requirements of their association as part of the membership renewal process
- provide a program of CPD for their professional and associate career development practitioners
- provide a mechanism to enable professional and associate career development practitioners to record and provide evidence of their CPD with their membership renewal
- provide CPD that enables professional and associate career development practitioners to maintain the competencies as defined in these Professional Standards
- where possible, develop cooperative arrangements across associations for the delivery of CPD
- accept that where professional and associate career development practitioners have complied with the CPD requirements of one CICA

member association, this will be recognised for the membership renewal process of other CICA member associations

5.3.2 Professional and associate career development practitioners will

- engage in CPD according to the standards of their professional association
- record and retain evidence of their CPD
- confirm that they have complied with the CPD requirements of their professional association as part of their membership renewal
- provide evidence of their CPD if required by their professional association

6. Competency Guidelines

6.1 Definition

Core competency

“The skills, knowledge, and attitudes that all career development practitioners require regardless of their employment setting”
([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Areas of specialisation

Additional skills, knowledge and attitudes that may be required to undertake specialised tasks or roles and/or work with specialised populations depending on the type of work setting and the client groups that are being served (adapted from [Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

6.2 Purpose

Competencies have several potential advantages. First, they are practical and provide a mechanism for recognising the skills, knowledge and experience of practitioners. Second, they may be used to guide training providers on course content and inform employers about the appropriate skills and knowledge of practitioners. Third, they are more inclusive than processes such as registration, accreditation or licensing (Miles Morgan Australia, 2005a).

6.3 Australian Standard

The following guidelines will inform the development of competencies in the proposed Certificate IV in Career Development and also career development-specific vocational graduate certificates.

The term “individual” is used throughout this section on competencies. However, it is recognised that career development services may be provided for individuals in a range of settings and formats.

The core competencies may be grouped into seven broad categories, specifically:

1. Career development theory
2. Labour market
3. Advanced communication skills
4. Ethical practice
5. Diversity
6. Information and resource management
7. Professional practice

Specialisations

Assessment, counselling, program delivery, working with people with disabilities, project management and employer liaison are specialisations integral to the work of many career development practitioners.

Assessment will be briefly described within the category of career development theory. Counselling and program delivery will be briefly described within the category of advanced communication skills. Working with people with disabilities will be described within the category of diversity. Project management and employer liaison will be described within the category of professional practice.

6.3.1 Career development theory

These competencies address the theoretical base that underpins and is used to inform the work of career development practitioners.

6.3.1.a Describe major career development theories

- understand the theoretical origins of career development work
- apply theory to the context of career development work
- use a theoretical framework through which to understand

individual career development

6.3.1.b Apply career development theories to practice

- use career development theory to provide a meaningful information base for career development work with individuals and groups
- integrate theory and research into practice

6.3.1.c Describe change and transition in the context of lifespan career development

- help individuals adapt to and manage change and transition
- help individuals understand and accept that change and transition are normal parts of life
- manage change and transition in personal life

6.3.1.d Describe work/life balance in the context of lifespan career development

- understand the need to balance the multiple roles assumed by individuals throughout their career development
- understand and integrate into practice that making a living is only one component of one's identity
- understand that individuals, their values and the environment are interdependent

6.3.1.e Foster career management strategies

- help individuals develop the skills to effectively manage their careers
- help individuals understand that career management is a lifelong process
- help individuals understand how societal trends play a major role in career management
- promote individuals' independence and self-confidence
- increase individuals' awareness of opportunities and options
- understand and agree on possible outcomes
- work out steps needed to make and implement a decision so individuals achieve goals

6.3.1.f Refer individuals to the appropriate sources

- assist clients in selecting services and resources to meet their needs
- help individuals to develop skills for research
- assist individuals in obtaining services outside the boundaries of the practitioner's expertise
- inform individuals of services that are most relevant to their needs
- facilitate case management

6.3.1.g Needs assessment

- assist individuals identify their career development needs holistically in the context of their lives
- determine whether individuals' needs are within the scope of practice of the practitioner and, if not, determine appropriate referral
- provide a context for the career development service
- assist the practitioner and individual to negotiate and contract the service to be provided

6.3.1.h Assist individuals to identify their work-related interests, skills, knowledge and values

- identify and understand individuals' needs
- enhance individuals' self-understanding
- identify and explore possible options with individuals and clients

6.3.1.i Program development

- recognise the unique program needs of particular settings and client groups
- incorporate strategies, resources and processes that reflect the needs of the setting and client group
- incorporate evaluation processes
- use theory to inform program development

6.3.1.j Specialisation – assessment

Since career development work first began, assessment has been a feature of its practice. In addition to needs assessment, a range of assessment tools and processes have been and are constantly being developed. Assessment methods complement the career development process; they do not replace it.

Career development practitioners are reminded of the ethical use of assessment and the need to be appropriately qualified in any assessment processes they choose to administer. Specialised competencies include the ability to:

- describe the purpose of assessment in career development work
- describe assessment instruments and methods
- identify standardised career assessment instruments and informal assessment methods appropriate for a given client group
- identify standardised career assessment instruments and informal assessment methods appropriate for own knowledge and skill level
- explore appropriate instruments and procedures with clients
- use standardised career assessment instruments as appropriate to client needs and if appropriately qualified
- review and evaluate assessment results with clients
- critically review and evaluate general and specific approaches to assessment
- understand the validity, reliability and norm group issues relevant to the assessment tools being used

6.3.2 Labour market

These competencies address the integral role of labour market information in the work of career development practitioners.

6.3.2.a Labour market information

(i) Explain components of labour market information

- help individuals understand and apply labour market information to their work search and career objectives
- provide accurate labour market information to individuals

- assist individuals in interpreting and using current labour market information for career planning
 - assist individuals in networking effectively in the community
 - use career resource information
 - be aware of others in this specialised field and provide referrals where appropriate
- (ii) Keep current about the labour market
- comprehend local, regional, national and international labour markets
 - access information on past and present labour market needs and future labour market trends
 - understand the labour market
 - understand how the current labour market relates to individuals' aspirations, skills and needs, and vice versa
 - critically evaluate and interpret labour market statistics
- (iii) Describe educational/training opportunities and resources
- develop individualised career plans
 - make clients aware of options
 - source appropriate educational/training opportunities and resources

6.3.2.b Labour market preparation

- (i) Apply labour market information to individual career plans
- develop personally appropriate career plans with individuals
 - consider labour market information in the context of individuals' career decision-making
- (ii) Assist clients in job search strategies such as addressing selection criteria, assessment centre preparation, use of recruitment agencies, use of online resources, the role of professional associations, the preparation of application forms, letters of application, online application preparation, resume and portfolio preparation
- increase individuals' probability of success in the work search
 - enable individuals to meet employers' expectations
 - identify marketable skills, knowledge and experience

- help clients tailor an approach to an employer or an employment opportunity
- enhance the application process
- facilitate clients' understanding of their competencies and marketable skills

(iii) Assist clients use job search strategies such as self-marketing, using portfolios, personal presentations, job interviews and networking

- assist clients in self-management, self-promotion and self-marketing
- assist clients in creating their own opportunities
- help clients expand their search for prospective jobs
- identify hidden job markets
- increase clients' understanding/awareness of themselves and the impact this awareness has on work searches
- identify cultural differences in expectations of the job search process
- increase clients' self-confidence and self-awareness

6.3.3 Advanced communication skills

These competencies address the high-level communication skills that are required in the work of career development practitioners.

6.3.3.a Acknowledge context

- build rapport and relationships with individuals and groups in a range of settings
- encourage effective communication

6.3.3.b Use effective verbal communication skills

- facilitate accurate assessment of individuals' needs
- allow for the transfer of required information
- promote a cooperative and productive work environment
- save time and reduce confusion and error
- validate clients' own beliefs, values and opinions

6.3.3.c Use effective listening skills

- demonstrate respect
- create a climate of confidence, openness, trust and comfort
- improve cooperation and teamwork
- acquire relevant information
- facilitate accurate assessment of individuals' needs
- encourage and support individual participation

6.3.3.d Use appropriate and professional written communication skills

- maintain accurate records
- write accurate reports
- save time and reduce confusion and error
- produce effective resources
- use electronic communication ethically and effectively

6.3.3.e Work effectively in a team environment

- work cooperatively and respectfully with team members
- keep team members informed
- work with the team in the client's best interests
- be aware of the boundaries of team roles and avoid conflicts of interest

6.3.3.f Specialisation – counselling skills

Counselling is fundamental to the work of many career development practitioners. All of the advanced communication competencies listed previously are essential to counselling; however, this does not imply that all career development practitioners are career counsellors. In addition to the core competencies, career development practitioners identifying as career counsellors could be expected to have the specialised competencies listed in the following paragraph.

Practitioners are reminded that counselling is an advanced communication skill for which appropriate training must be undertaken in order to develop the specialised competencies required to:

- explain major theories and models pertaining to counselling

- apply counselling theory to career development counselling
- demonstrate theoretically-driven career counselling practice

6.3.3.g Specialisation – program delivery

Program delivery is fundamental to the work of many career development practitioners, especially those working in educational and organisational settings. Effective program delivery is predicated on effective use of the communication competencies listed previously. In addition to the core competencies, career development practitioners engaged in program delivery could be expected to have the ability to carry out the following specialised competencies:

- describe models and processes of group facilitation
- describe learning styles
- develop and conduct theoretically-driven career development programs
- foster career development learning in group settings
- cater for a variety of learning styles
- contextualise career development programs according to work setting, clientele and societal context
- cater for diversity within career development programs
- monitor the progress of individuals and of the group
- evaluate career development programs
- as appropriate develop and deliver curriculum

6.3.4 Ethical practice

These competencies address the ethical standards that guide the work of career development practitioners.

6.3.4.a Apply the Code of Ethics

- engage in ethical practice with other practitioners, individuals and the public
- protect practitioners and their employers by engaging in ethical practice
- provide a practical guide for professional behaviour for those who provide career development services

- inform the public about the competencies that career development practitioners should have

6.3.4.b Demonstrate professional attributes

- create and maintain a high level of credibility
- act as role models
- ensure consistency of service to all individuals
- enable practitioners to work with a variety of people with diverse needs and backgrounds
- show respect to others
- act responsibly and within professional boundaries • offer quality service to individuals
- contribute professional practice

6.3.4.c Develop relationships with other professionals

- broaden experience
- realise and respect the boundaries and limitations of their roles
- keep up-to-date in the field and share ideas and techniques that positively impact on individuals
- work cooperatively with colleagues, employers, individuals and the community
- enhance the working environment
- plan for own professional development
- avoid duplication of services for clients where they are involved with other professionals
- obtain feedback on, and evaluation of, services provided

6.3.4.d Demonstrate a commitment to lifelong learning

- continue professional development
- act as a role model
- retain current and relevant knowledge and skills
- improve services to individuals
- demonstrate alliance with the values of the career development profession by continuing to develop as individuals and

professionals

6.3.5 Diversity

These competencies address the need for career development practitioners to recognise and respect diversity and conduct their work in culturally sensitive ways.

6.3.5.a Recognise diversity

- work effectively, appropriately and ethically with a diverse client group
- appreciate that individuals may not share practitioner's personal or professional perspectives
- understand that clients and colleagues are unique individuals and accept and respect each individual for who they are
- provide an inclusive environment when working with individuals
- understand the influence and impact of the individual's geographic, social and economic environment or context in career decision-making
- understand the influence of culture on career and life development
- promote access to services by diverse individuals

6.3.5.b Respect diversity

- work responsibly and respectfully with individuals by accepting, understanding and respecting individual uniqueness
- ensure pre-judgment and biases are not affecting service delivery
- identify and work to overcome systemic biases that limit people's career development

6.3.5.c Specialisation – working with people with disabilities

- understand rehabilitation theory, models, processes and practices
- apply a working knowledge of vocational and occupational rehabilitation systems
- facilitate rehabilitation case management

- conduct specialised vocational evaluation and assessment
- understand functional implications of injury and disability for career and work
- apply career development theories to disability
- conduct specialised vocational counselling for people with disabilities
- provide career guidance for people with disabilities
- provide job seeking skills training and job placement for people with disabilities
- understand applied counselling approaches and their application to people with disabilities
- understand psychosocial issues related to the experience of disability
- facilitate job accommodation

6.3.6 Information and resource management

These competencies address the need for systematic, efficient and effective information and resource management in the work of career development practitioners.

6.3.6.a Collect, analyse and use information

- identify trends and opportunities
- access and exchange information relevant to one's practice
- maintain, retrieve and interpret information effectively to assist individuals
- increase access for individuals to services and information
- remain current in the career development field
- develop information management strategies

6.3.6.b Keep up-to-date with technology

- remain current and relevant in practice and services offered
- help individuals use relevant information technology resources and tools
- recognise the impact that e-commerce and diverse technologies are having on the world of work

- use appropriate forms of electronic communication

6.3.6.c Identify the major organisations, resources and community-based services for career development

- promote lifelong learning
- address the needs of those individuals with unique needs
- identify service gaps in the community
- make appropriate referrals

6.3.7 Professional practice

These competencies address the practices required to maintain professional standards in the work of career development practitioners.

6.3.7.a Maintain client records

- monitor the individual's situation and progress
- store information that can be easily retrieved for decisions or future needs
- maintain individual confidentiality
- highlight the importance of record-keeping in case management documentation
- understand the implications of record-keeping, including legal implications

6.3.7.b Evaluate the service provided to clients

- improve practice and accountability
- measure and improve individual satisfaction
- identify new services
- provide evidence to assist in service promotion and enhancement
- identify inequities in service delivery

6.3.7.c Use planning and time management skills

- fulfil responsibilities to individuals, colleagues, employers and self efficiently and effectively
- understand own limitations and boundaries

- foster self-care

6.3.7.d Follow case and/or project management procedures

- evaluate cases and/or projects to ensure accountability
- work in the individual/client/group/class's best interests
- give feedback that is supportive and of interest
- coordinate services where more than one service provider is involved
- follow the individual/group/client/class's progress
- ensure accountability
- coordinate and cooperate at intra- and inter-agency levels

6.3.7.e Establish and maintain collaborative work relationships

- develop appropriate client, colleague, agency and community relationships that facilitate gathering and sharing of information
- work effectively with others in order to create a healthy and productive work environment
- promote and market services to clients, employers and other agencies
- foster links and gain cooperation of key stakeholders and outside communities including employers, professional associations and peak organisations
- plan and organise career events

6.3.7.f Use enterprise and innovation skills

- be cognisant of the changing contexts, including the political and organisational contexts, within which career development services are provided
- provide innovative responses to the changing context and emerging career development needs of individuals and the community
- be adaptable and flexible in a constantly changing world
- generate new ideas and creative approaches to issues and practices
- identify and develop new skills

- implement new ideas and activities
- market to stakeholder groups to support optimal access to, and utilisation of, resources
- demonstrate liberal and lateral thinking

6.3.7.g Specialisation – project management

Project management is fundamental to the professional practice of some career development practitioners.

- establish and maintain strong communication with both client and management, through consistent and timely project reporting and project review meetings and presentations as to project progress
- create, update and control detailed project plans to ensure project stays on schedule
- establish project budget and monitor expenses to ensure the project stays within budget
- justify budget variances on a monthly basis
- manage project risk issues and ensure inclusion on standard project reports
- ensure accurate, on time “time accounting” procedures are followed
- manage third-party relationships involved in the overall implementation of the project
- ensure that quality deliverables are produced to customer’s expectations

6.3.7.h Specialisation – employer liaison

- demonstrate a high level of client focus
- use effective interpersonal, presentation and negotiation skills
- use group facilitation skills
- manage data
- cooperate, collaborate and communicate with stakeholders such as recruitment agencies, employers, peak industry groups, internal stakeholders and other persons and agencies to maximise the benefits of the careers services provided

Acknowledgement: The work of the [Canadian] National Steering Committee for Career Development Guidelines and Standards (2004) in the development of the Canadian Standards and Guidelines for Career Development Practitioners is acknowledged in the preparation of this document.

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Notes

Note 1: The Australian Qualifications Framework now accommodates the development of vocational qualifications at the level of Graduate Certificate. CICA will collaborate with the relevant industry skills councils in the development of such a course.

Note 2: In a Ministerial Statement dated 10 November 2005, The Honourable Dr Brendan Nelson, MP, Australian Government Minister for Education, Science and Training, announced that a Certificate IV in Career Development would be developed. CICA will collaborate in the development of such a course.

Appendix 1: Career Industry Council of Australia Inc. (CICA)

CICA represents a unique collaboration of Australian career development practitioner associations. Incorporated in 2003, CICA is a not-for-profit entity. CICA members are national and state-based associations which are represented on the council by their presidents or nominees. Practitioners of the member associations work across the spectrum of sectors including education, commerce, industry, government, community, rehabilitation, elite performance and private practice.

Member Associations of CICA

The Career Industry Council of Australia comprises 11 member associations, specifically:

- Australian Association of Career Counsellors (AACC)
- Australian Capital Territory Career Education Association (ACTCEA)
- Careers Advisers Association of New South Wales (CAANSW)
- Career Educators Association of the Northern Territory (CEANT)
- Career Education Association of Victoria (CEAV)
- Career Education Association of Western Australia (CEAWA)
- Graduate Careers Australia (GCA)
- National Association of Graduate Careers Advisory Services (NAGCAS)
- Queensland Association of Student Advisers (QASA)
- Queensland Guidance and Counselling Association (QGCA)
- Rehabilitation Counselling Association of Australasia (RCAA)

Vision and Purpose of CICA

The formation of CICA came as a response to a need for national leadership in the career development field in Australia. CICA provides a voice for the industry that is considered and comprehensive and in turn is a focal point for government and other organisations that may also be interested in promoting the career industry in Australia. Such leadership could not be provided by any one of the

member associations because of the variety of constituents each represents. Importantly, CICA presents one voice for the career industry while keeping in mind the needs of its member organisations.

Vision

As the national representative body of career development practitioner organisations, CICA's vision is to:

promote a career development culture within the Australian community

Purpose

CICA works to:

- consult and collaborate with relevant stakeholders
- enhance collegiality within the career industry to achieve agreed goals
- facilitate strategic liaisons with stakeholders and policy-makers
- develop community awareness of the concept, benefit and value of career development
- promote professional standards and practice within the career industry
- enhance relationships within the international career development community

Appendix 2: Glossary

Accreditation

The process by which a course or training program is officially recognised and approved. Under the Australian Qualifications Framework, accreditation of courses and customised qualifications occurs only where no relevant training packages exist (Knight & Nestor, 2000, p. 1).

Accrediting authority

An organisation with the authority and responsibility for accrediting courses and training programs (Knight & Nestor, 2000, p. 1).

Advanced standing (also called status or credit)

Recognition granted to a student on the basis of previous study (credit transfer) and/or experience (recognition of prior learning), exempting the student from a particular course, subject or module (Knight & Nestor, 2000, p. 3).

Areas of specialisation

Additional skills, knowledge and attitudes that may be required depending on the type of work setting and the client groups that are being served ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Articulation

The arrangements which facilitate the movement or progression of students from one course to another, or from one education and training sector to another (Knight & Nestor, 2000, p. 5).

Assessment

The process of gathering and judging evidence in order to decide whether a person has achieved a standard or competency (Knight & Nestor, 2000, p. 5).

Australian Qualifications Framework (AQF)

A nationally consistent set of qualifications for all post-compulsory education and training in Australia (Knight & Nestor, 2000, p. 7).

Best practice

Management practices and work processes that lead to outstanding or top-class performance and provide examples for others (Knight & Nestor, 2000, p. 9).

Career

A lifestyle concept that involves the sequence of work, learning and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic: unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Career adviser

See Careers Adviser (the title used by the Careers Advisers Association of New South Wales).

Career counselling

An individual or group process which emphasises self-awareness and understanding, and facilitates people to develop a satisfying and meaningful life/work direction as a basis to guide learning, work and transition decisions, as well as manage responses to changing work and learning environments over the lifespan ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Career development

The lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Career development practitioner

An umbrella term that refers to any direct service provider in the career development field. This includes but is not limited to: career counsellors, employment counsellors, career educators, career information specialists, career management consultants, career practitioners, rehabilitation

counsellors, work development officers, employment support workers, work experience coordinators, job developers, placement coordinators, career coaches, and vocational rehabilitation workers ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Any direct service provider who plays a part in facilitating learning that fosters career development (Miles Morgan Australia, 2003, p. 12).

Career development services

A wide range of programs and services provided in many different jurisdictions and delivery settings. Their object is to assist individuals to gain the knowledge, skills, attitudes and behaviours to manage their life, learning and work in self-directed ways (Canadian Career Development Foundation, 2002).

Career education

The development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life (Ministerial Council for Employment, Education, Training and Youth Affairs, 1998).

Career educator

A career educator works with individuals or groups in educational settings to assist them to learn career development knowledge, skills and applications. Career educators help youth and adult learners to construct their careers through acquiring knowledge and skills that will enable them to identify, choose, plan and prepare for learning, training, work and other life-roles ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Career guidance

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 (OECD, 2003).

A range of interventions including career education and counselling, that help people to move from a general understanding of life and work to a specific understanding of the realistic learning and work options that are open to them (Miles Morgan Australia, 2003, p. 12).

Career information

Information (print, electronic, personal contacts and other resources) that assists the process of career development. Career information includes occupational and industry information, education and training information and social information related to the world of work (Miles Morgan Australia, 2003, p. 12).

Career information services

A variety of resources that provide current, unbiased information about work roles, educational programs and work opportunities. Such resources include computer-based career information delivery systems, the Internet, print and media materials, informational interviews, workplace speakers and more (Miles Morgan Australia, 2003, p. 13).

Career practitioner

Career practitioners facilitate the ability of clients to take charge of their own career development by assisting them in the process of identifying and assessing resources, planning, and managing for their career-life development ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Careers adviser

Careers advisers provide a service that facilitates career decision-making. In addition they provide timely and authoritative advice and information to students, colleagues and parents for use in school programs (Careers Advisers Association of New South Wales, 2004).

Code of ethics

A practical guide for professional behaviour and practice for those who offer direct service in career development and to inform the public which career development practitioners serve ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Continuing professional development (CPD)

The ongoing maintenance and growth of professional excellence through participation in learning activities which are planned and implemented to achieve excellence for the benefits of participants, clients and the community (AASW, 2002.).

Competency (also competence)

The ability to perform tasks and duties to the standard expected in employment (Knight & Nestor, 2000, p. 11).

Competency-based assessment (CBA)

The gathering and judging of evidence in order to decide whether a person has achieved a standard of competence (Knight & Nestor, 2000, p. 12).

Competency-based training (CBT)

Training which develops the skills, knowledge and attitudes required to achieve competency standards (Knight & Nestor, 2000, p. 12).

Competency standard

An industry-determined specification of performance which sets out the skills, knowledge and attitudes to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables and an evidence guide. Competency standards are an endorsed component of a training package (Knight & Nestor, 2000, p. 12).

Core competency

The skills, knowledge, and attitudes that all career development practitioners require regardless of their employment setting ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004b).

Credential

Formal certification issued for successful achievement of a defined set of outcomes, e.g., successful completion of a course in recognition of having achieved particular knowledge, skills or competencies; successful completion of an apprenticeship or traineeship. See also qualification (Knight & Nestor, 2000, p. 13).

Credit (also called status or advanced standing)

The acknowledgement that a person has satisfied the requirements of a module (subject) or unit of competency either through previous study (credit transfer) or through work or life experience (recognition of prior

learning) The granting of credit exempts the student from that part of the course (Knight & Nestor, 2000, p. 13).

Credit transfer

The granting of status or credit by an institution or training organisation to students for modules (subjects) or units of competency completed at the same or another institution or training organisation (Knight & Nestor, 2000, p. 13).

Curriculum

The specifications for a course or subject (module) which describe all the learning experiences a student undergoes, generally including objectives, content, intended learning outcomes, teaching methodology, recommended or prescribed assessment tasks, assessment exemplars, etc. (Knight & Nestor, 2000,p.13).

Employability skills

Generic skills and attributes that are required to gain employment and may be transferred from one situation to another (Miles Morgan Australia, 2003. p. 13).

Entry-level skill

A skill required to commence employment in an organisation or more generally, to gain entry to the workforce (Knight & Nestor, 2000, p. 17).

Entry-level training (abbreviation ELT)

Training undertaken to gain entry into the workforce or further vocational education and training (Knight & Nestor, 2000, p. 17).

Entry requirements

The qualifications, knowledge, skills or experience required for entry to an education or training program (Knight & Nestor, 2000, p. 17).

Evaluation

The process or results of an assessment or appraisal in relation to stated objectives, standards or criteria; in vocational education or training may be applied to organisations, programs, policies, courses, etc. (Knight & Nestor, 2000, p. 18).

Flexible delivery

A range of approaches to providing education and training, giving learners greater choices of when, where and how they learn. Flexible delivery may involve distance education, mixed-mode delivery, online education, self-paced learning, self-directed learning etc. (Knight & Nestor, 2000, p. 18).

Flexible learning

The provision of a range of learning modes or methods, giving learners greater choice of when, where, and how they learn (Knight & Nestor, 2000, p. 18).

Further education (FE)

Post-secondary education, including higher education, adult education, and vocational education and training (Knight & Nestor, 2000, p. 19).

Key competency

Any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry. The Finn Report (1991) identified six key areas of competence which were subsequently developed by the Mayer committee (1992) into seven key competencies: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology (Knight & Nestor, 2000, p. 23).

Learning

Learning is a holistic process involving thinking, feeling, perceiving and behaving as individuals relate with past experience and ongoing interaction with the world throughout their lives (Patton & McMahon, 1999).

Lifelong learning

All purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence (Commission of the European Communities, 2000).

The process of acquiring knowledge or skills throughout life via education, training, work and general life experience (Knight & Nestor,

2000, p. 24).

Logbook

A record kept by a person of the knowledge, skills or competencies attained during on- or off-the-job training (Knight & Nestor, 2000, p. 24).

Minimum competency

An essential skill for a given age, grade or level of performance (Knight & Nestor, 2000, p. 25).

National Training Framework (NTF)

The component parts of the vocational education and training system – national competency standards, national qualifications and national assessment guidelines – and their relationship to each other including implementation, quality assurance and recognition strategies and procedures. Endorsed training packages provide the implementation tools (Knight & Nestor, 2000, p. 27).

Open entry

An admissions policy in which there are minimal entry criteria or in which standard selection criteria are relaxed or waived (Knight & Nestor, 2000, p. 30).

Performance criteria

The part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent (Knight & Nestor, 2000, p. 31).

Portable skill

A skill or competency that can be transferred from one work context to another (Knight & Nestor, 2000, p. 31).

Prior learning assessment and recognition

A systematic process that involves the identification, documentation, assessment and recognition of competencies (knowledge, skills and attitudes) that have been developed through many formal and informal means (e.g., work experience, training, independent study, volunteer activities, travelling and hobbies). The recognition can be used toward the requirements of an academic or training program, occupational

certification or labour market entry ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Profession

A profession is a disciplined group of individuals who adhere to ethical standards and uphold themselves to, and are accepted by, the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to exercise this knowledge and skills in the interest of others (Professions Australia, 2004).

Qualification

Certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies (Knight & Nestor, 2000, p. 32).

Quality (under Australian Recognition Framework arrangements)

The level of satisfaction with and effectiveness of vocational education and training organisations, their products and services, established through conformity with the requirements set by clients and stakeholders (Knight & Nestor, 2000, p. 33).

Quality assurance

The systems and procedures designed and implemented by an organisation to ensure that its products and services are of a consistent standard and are being continuously improved (Knight & Nestor, 2000, p. 33).

Quality standards

Quality standards refers 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 [Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004).

Quality system

A management system designed to ensure that an organisation's products and services always meet or exceed defined quality standards and are subject to continuous improvement (Knight & Nestor, 2000, p. 33).

Recognition of prior learning (RPL)

The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module (Knight & Nestor, 2000, p. 33).

Self-assessment

A process in which learners or organisations assess their own performance against particular standards or criteria; (in competency-based training) a process in which learners assess their own performance against competency standards; (in quality endorsement) a process in which an organisation assesses the extent to which it satisfies the criteria for quality endorsement, identifying opportunities for improvement (Knight & Nestor, 2000, p. 35).

Skill

An ability to perform a particular mental or physical activity which may be developed by training or practice (Knight & Nestor, 2000, p. 35).

Skill formation

The development of skills or competencies which are relevant to the workforce (Knight & Nestor, 2000, p. 35).

Skill recognition

The recognition or acknowledgement of the validity of skills and qualifications by educational institutions, professional bodies, employers, registration authorities and other organisations (Knight & Nestor, 2000, p.

35).

Skills transfer

The transfer of skills or competencies from one work context to another (Knight & Nestor, 2000, p. 36).

Total quality management (TQM)

A management system with a focus on customer satisfaction, involving a systematic approach to ensuring that products and services always meet defined standards and are subject to continuous improvement (Knight & Nestor, 2000, p. 39).

Training program

A set of education and training activities designed to achieve a specific vocational outcome, e.g., a course, module (subject), on-the-job training etc. (Knight & Nestor, 2000, p. 39).

Transition adviser

Transition advisers organise resources and offer assistance so that individuals can make successful transitions through school to work or further education and training (Miles Morgan Australia, 2003, p. 13).

Transition program

A program, class or course designed to prepare people for the transfer from one level of education to the next, or from education to the workforce (Knight & Nestor, 2000, p. 39).

Upskilling

Improving skills, e.g., by further education and training (Knight & Nestor, 2000, p. 41).

Work

A set of activities with an intended set of outcomes, from which it is hoped a person will derive personal satisfaction. It is not necessarily tied to paid employment. It can encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering (Miles Morgan Australia, 2003, p. 14).