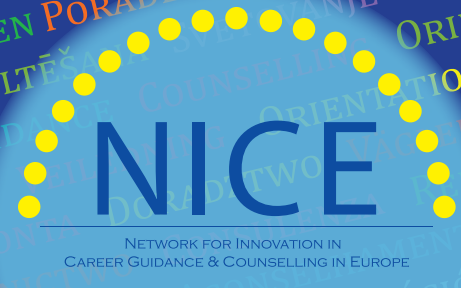
NICE Handbook

for the Academic Training of Career Guidance and Counselling Professionals



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for the Academic Training of Career Guidance and Counselling Professionals

Edited by

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Imprint

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Editorial

Dear Readers,

This handbook for the academic training of career guidance and counselling[1] professionals is a joint production of 40 partners of a European academic network, partly funded by the European Commission. It is less a report on the work we have undertaken in our network over the past three years, than a framework for setting up and developing degree programmes in career guidance and counselling in Higher Education Institutions in Europe.

"We" – that is the "Network for Innovation in Career Guidance and Counselling in Europe" (NICE), the academic network which is publishing this handbook. NICE was founded in 2009 with substantial funding from the European Commission and comprises partners from 28 European countries (find a list of all partners at the end of the handbook). Most of us offer degree programmes in career guidance and counselling, are currently setting up such programmes, or conduct research related to this practice. As the science and science-based practice of career guidance and counselling is still comparably young, it isn't surprising that in some countries no degree programmes in our field exist up to date, while education in this field has a relatively long tradition in other countries.

As a consortium of experts in the academic training of career guidance and counselling (CGC) professionals and in CGC-related research, our mission is to promote professionalism and excellence in career guidance and counselling. In NICE, we do so by supporting the quality of education in our field – primarily as teachers, programme leaders and managers of degree programmes –, and by enriching the political discourse on career guidance and counselling in Europe through an academic perspective. Over the past three years, we have cooperated strongly on a number of important projects to provide a basis for sustained networking and exchange in the future. Through three international conferences, several workshops and many virtual meetings we have had the chance to analyse the diversity of higher education in guidance in Europe, identify international trends in our field, and reach consensus on common points of reference[2] in regards to the design and development of degree programmes in career guidance and counselling. On the basis of our joint learning experience – which is compiled in this handbook – we want to cooperate even more closely in the future.

1 In NICE we have agreed to generally refer to "career guidance and counselling" as a fixed term. Both "career guidance" and "career counselling" are important and widespread terms used for referring to our field worldwide in international research, study programmes and policy-making – at least in English language where such duplicity exists. When not directly referring to "career guidance and counselling" as a field or practice, we use the abbreviation "CGC", for example in "CGC professional" or "CGC services".

2 Definitions of the words marked in blue at the beginning of chapters can be found in the glossary at the end of the NICE Handbook.

In this editorial, we – the editors – would like to thank our partners in NICE very much for the high level of trust they have shared with us, and hope that we have lived up to this responsibility by giving our best in compiling this handbook. Since the Jyväskylä Conference in June 2012, where we received the mandate to go forward with the final editing, we have spent a lot of time pulling together the different contributions into a consistent picture (particularly at this two-day editing session in Heidelberg). Also, we would like to thank the European Commission very much in the name of our entire network for providing us with the grant that has made this publication possible.

For the partners of the network NICE, working together on the various parts of what now has been integrated in this handbook, collaborating has been inspiring. All of us have won new insights. We consider the NICE Handbook and the concepts therein an important step on our journey to establish the discipline of career guidance and counselling in Europe. Many of us have already begun to develop our degree programmes and research based on some of the concepts found in this book.

In the coming three years, we will continue working on this handbook, improving its concepts and developing new ones. If you are interested in contributing to this handbook in the future or becoming a member of our network, we look forward to hearing from you!

Johannes Katsarov, Bernd-Joachim Ertelt, Rachel Mulvey, Hazel Reid, Christiane Schiersmann, and Peter C. Weber (The Editing Team)

Heidelberg, 27th of July, 2012

1

Goals and Structure of the NICE Handbook

Whether you read the handbook from the beginning, or directly jump the chapters which interest you most, we hope you will discover many new facts and information which you can use for your personal practice. In this chapter, you will find an introduction to the general goals of the NICE Handbook and its structure.

While basically all chapters are relevant for our central target group, i.e. managers, leaders and lecturers of degree programmes in career guidance and counselling, we suggest for policy makers, members of professional associations, and managers of (public) employment services to take particular notice of Chapters 2 (arguments for professionalizing career guidance and counselling through higher education) and 4 (professional roles and core competences of CGC professionals).

For researchers, it would be hard to make any recommendation here, due to the wide variety of interesting research questions which are touched in this handbook. We therefore suggest you read the introduction and then make up your mind.

1.1. Goals

The central goal of this handbook is to provide (future) managers, programme leaders and lecturers with common points of reference (CPR) for setting up and developing degree programmes in our field. The central focus of this handbook is the academic training of CGC professionals. CPR offer orientation and enable a higher degree of cooperation, while not inhibiting the autonomy of the different parties.

The added value of a system of CPR is high – not only for the academic community, but also for our stakeholders. In particular, we hope to support the development of the **emerging profession** of career guidance and counselling through our efforts to develop our academic discipline and higher education in our subject.

The CPR we have decided to develop in NICE from 2009 to 2012 are the following:

- The NICE Professional Roles (NPR): A common understanding of the professional function and the central professional roles of CGC professionals
- The NICE Core Competences (NCC): A joint competence framework with a nucleus of core competences which CGC professionals need to perform in the NPR
- The NICE Curriculum: A competence-based curriculum framework of learning outcomes relevant for the training of CGC professionals, together with references to methods of teaching, learning and assessment
- The NICE Tuning Framework: A common theoretical framework for the development of degree programmes in career guidance and counselling, including a common language for doing so (glossary)

We see these CPR as a good starting point for our cooperation in NICE for one reason above all others. Finding a common understanding of these “basics” in our network will help us establish the academic discipline of career guidance and counselling around Europe.

While higher education in career guidance has a certain tradition in some countries (e.g. in France), such programmes still haven’t been set up in others. Often, courses in career guidance and counselling are only offered as part of the training for other professions, e.g. in teacher education, or as part of human resource management degree programmes. As an emerging discipline, career guidance and counselling is still formulating some of the most basic foundations for higher education and research which other academic disciplines have, e.g. a common language, a common orientation regarding the goals of our training programmes and the content of such programmes.

A wide spread of academic disciplines deliver perspectives relevant to the training of CGC professionals, among them educational sciences, psychology, sociology, and business admi-

nistration. This is particularly due to the high practice-orientation of our subject and the high complexity of the practice of career guidance and counselling. Our goal is to integrate these diverse contributions in one discipline in order to make full use of this multidisciplinarity and the richness of perspectives in the higher education of CGC professionals all around Europe.

Degree programmes in career guidance and counselling have a high societal relevance, as we argue in Chapters 2 of this handbook: They are a central basis for the **professionalization** of career guidance and counselling. With a low visibility of our academic discipline, however, the recognition of this fact will remain small. An important challenge of setting up and developing degree programmes in career guidance and counselling lies in convincing important decision-makers and other stakeholders of the societal and individual benefits of CGC professionals which academic, research-based training programmes and research can provide. We hope you can use the **political arguments** which we offer in Chapter 2 to argue for the introduction and expansion of degree programmes in career guidance and counselling.

Next to the need to establish our academic discipline, we also expect further benefits from the named CPR:

- Inspiration for developing and innovating existing degree programmes
- A framework for setting up new degree programmes
- A basis for the increased exchange of students and staff
- Starting points for joint training and research programmes
- A fundament for the cooperative development of further common points of reference

1.2. Structure

The concept and structure of this handbook is based on introducing our CPR and a selection of other important results of our cooperation in NICE in a coherent and practice-oriented manner. At this point it is important to mention that two versions of the NICE Handbook exist. The "short version" carries the subtitle "Common Points of Reference". It is limited to introducing the CPR and has been published in a higher volume for a wide distribution. The "full version" doesn't only include the CPR, but also introduces a number of studies from different work groups that formed the basis for developing the CPR. They present the rich diversity of perspectives in our network, in providing an overview of the current higher education area for career guidance and counselling in Europe, and outlining current trends and developments. In the following the structure of the "full version" will be described. Both versions are available for free download over our homepage www.nice-network.eu.

As a background for introducing our CPR, **Chapter 2** deals with the societal and individual benefits of career guidance and counselling and brings forward core arguments for training CGC professionals in higher education. Based on a discussion of the situations which people face nowadays regarding their career development, we outline the value which CGC services can bring. The effectiveness and quality of CGC services depend on the competence of CGC practitioners though, which is why we continue to explain the need for specialized professionals who drive CGC services. Due to the high complexity of their tasks, we argue that CGC professionals need to be trained in higher education.

Chapter 3 introduces the NICE Tuning Framework, our theoretical framework for identifying CPR. Our approach to developing degree programmes in our discipline has been inspired by the programme "Tuning Educational Structures in Europe", but also involves new components. The NICE Tuning Framework brings the different CPR into a direct connection with each other and with the other parts of the NICE Handbook. Also, it introduces most of the central terminology (blue words) which we use for the development of CPR, and which can be found in the **glossary** at the end of this handbook.

Chapter 4 introduces two of the CPR we have identified in NICE. The central question which this chapter is dedicated to is: Which competences do CGC professionals need? Based on the NICE Tuning Framework from Chapter 3, we first introduce the NICE Professional Roles (NPR) and discuss them behind the background of theoretical considerations. This step is necessary from our point of view, because we first need to have a joint understanding of the professional function and the professional roles of CGC professionals, before we can say what such professionals need to be able to do. Based on the NPR we then introduce the NICE Core Competences (NCC). The NCC present what we agree to be the core competences which CGC professionals in Europe need to have now and in the near future, in order to provide and ensure high-quality CGC services. We have identified six NCC, all of which we also describe in additional detail through a listing of sub-competences.

Next, **Chapter 5** introduces the NICE Curriculum, a framework for the competence-based academic training of CGC professionals. The NICE Curriculum is composed of nine modules, three of which offer basic knowledge in addition to six modules which are directly based on the NCC. After an introduction into the module structure of the NICE Curriculum and into the description of the modules, the complete modules are described here. The descriptions include learning outcomes in terms of the relevant NCC, their sub-competences, and in terms of affective, behavioural and cognitive resources which CGC professionals need in order to perform competently in the NPR. Additionally, the module descriptions suggest methods for learning, teaching and assessment.

Chapter 6 is the first of the chapters which are only found in the 'full version' of the NICE Handbook. It takes a look at the status quo of higher education in career guidance and counselling in Europe through two comparative analyses of degree programmes. The first (quantitative) study focuses on structural commonalities and differences between the programmes. The second (qualitative) study compares the contents of degree programmes at Master's level based on the NCC.

Chapter 7 looks at various topics regarding the teaching, learning and assessment processes of degree programmes in career guidance and counselling. After a general introduction into the different levels of actors that need to be taken into consideration when educating CGC professionals, the following chapters present the results of different surveys. Here, both instruments and resources of teaching and learning were collected and systemized. Also, comparative research on the assessment techniques and styles of the involved higher education institutions and the competences of their staff were conducted. The chapter ends with research and conclusions on the professionalism of staff involved in CGC degree programmes and pointers to developing the quality of degree programmes in general.

Chapter 8 takes a look at the topic of innovation regarding the content of degree programmes in career guidance and counselling. New trends and development, results of research, and topics for the academic training of CGC professionals are highlighted through a variety of individual contributions from network partners, together with some examples of innovative methods and training programme contents.

In **Chapter 9** we describe how we worked together in "NICE 1", the first three-year phase of funding through the European Commission (2009-2012), during which this handbook and the results therein were developed. Based on the shared goals and questions described above, this chapter illustrates how we worked together, which work groups were in charge of reaching which objectives, and how the synthesis of the different contributions was reached in order to provide CPR.

Meanwhile, our network has been granted a second period of funding from 2012 to 2015, which we call "NICE 2". So, in **Chapter 10** we take a short look at the future of the NICE Handbook and talk about how we want to continue working on it (and applying it) in our NICE 2 programme.

2

Benefits of Professionalizing Career Guidance and Counselling

Career guidance and counselling is deeply embedded in our societies. When thinking about the professionalization of career guidance and counselling and academic training for CGC professionals, we have to reflect the function this profession can have for individuals and the society. The link between individuals, society and professional CGC services is highly important if we are to understand how higher education in career guidance and counselling can pro-actively contribute to dealing with the challenges which lie before us. The current chapter presents central professional and political arguments.

In Chapter 2.1 we will describe the societal and individual benefits of career guidance and counselling in the context of our changing world. We begin by discussing the new career challenges which people, but also organisations and communities, face nowadays (Chapter 2.1.1). Based on this, we discuss societal and individual benefits that can be drawn from the work of CGC professionals (Chapter 2.1.2). Here, the transversally important role of career guidance and counselling for various policy areas – including employment, education and training or social inclusion – becomes apparent. In fact, the societal importance ascribed to CGC systems has continuously been growing over the past years.

Chapter 2.2 introduces our core arguments in support of training CGC professionals in higher education. High quality CGC services depend on the competence of CGC professionals (Chapter 2.2.1). While a combination of measures is important in order to secure the provision of high quality CGC services around Europe, measures towards the professionalization of career guidance and counselling are among the most promising.

Chapter 2.2.2 looks at the role of higher education in regards to facilitating the vision of high-quality lifelong guidance services in Europe. Obviously, the focal point of view will lie on the academic training of CGC professionals in this chapter. As the professionalization of a certain practice is highly dependent on the higher education which practitioners receive, one of our central conclusions is that we need to establish career guidance and counselling as an academic discipline of its own in Europe.

2.1. Career-related Challenges of Individual and Societies[1]

Training in career guidance and counselling prepares future CGC professionals to master concrete challenges linked to supporting clients in dealing with career-related questions. Due to the growing complexity and uncertainty of the world of work and career-related decisions, combined with the growing reliance on individuals to develop their own careers, we see a growing societal need for this kind of professional support.

2.1.1. Societal Developments and their Impact on Individuals' Careers

Individuals in our societies have to consider and respond to several changes that are influencing life generally and particularly the way they work and learn, i.e. their careers (Guichard, 2011; 2000; Savickas, 2008, Van Esbroeck, 2008).

The following **developments** don't only affect individuals and their families, of course, but also challenge organisations (e.g. enterprises or public service providers) and communities (e.g. states or municipalities):

- **Globalization** fosters a high degree of change in contemporary societies, also leading to the fact that people typically have a higher degree of freedom and choices. At the same time people are confronted with multiple transitions in the course of life and a higher level of uncertainty regarding career questions.
- **The evolution of technology** (which also leads to globalization) goes hand in hand with increased mobility, a faster pulse of life and work rhythms, and the phenomenon of 'information overload'. Whereas people used to suffer from a lack of information, people are nowadays confronted with the need to make sense out of masses of available information.
- **Demographic change** means that people need to expect longer periods of active employment; new forms of inter-generational cooperation will become more common, and organisations have to find creative ways of dealing with a shortage of skilled workers and young talents.
- **Europeanization**, including the enlargement of the European Union, leads to an increased potential and need for mobility, and necessitates a higher level of coherence in education and training, as well as in the labour market.

1 Chapter 2 draws on work done by Peter C. Weber and Johannes Katsarov, and is based on a prior document which was provided to all partners for feedback together with Christiane Schiersmann.

- **A growing importance of specialization** which arises through the interaction of some of these factors, especially through competition at a global level through constantly evolving technology, leads to a mismatch between persistent unemployment and difficulties in recruiting in certain sectors.

- **Changes in education, training and employment policies and systems** are reactions to the need of maintaining a highly trained work-force and to foster social inclusion and equal opportunities.

Such developments necessitate major changes in the way learning and work is organized and public policy is securing and supporting individual life (Weber, 2008). They exert multiple influences on all aspects of peoples' lives. Individuals have to respond to this situation adequately. In order to deal with these developments, the European Council (2008, 1-2) stresses that people should (be able to):

- adapt their skills in order to remain ahead of foreseeable or necessary changes and to safeguard their career paths,
- develop their learning and professional pathways,
- master multiple transitions: notably from school to vocational education and training (VET), higher education or employment, or from employment to unemployment, further training or departure from the labour market, and
- respond more effectively to labour market needs.

Similarly, we would like to stress that organisations are challenged to:

- support their employees through continuous learning and personnel development in order to respond to global competitiveness,
- deal with highly trained employees who are increasingly independent and mobile, and
- organise flexible career paths together with their employees strategically, in order to retain their most talented people.

These illustrated developments and challenges for individuals and organisations, lead to a growing demand for our societies to adapt. From a policy perspective, several needs emerge, particularly (European Council, 2008):

- To support individuals and organisations (e.g. employers) in adapting to changes,
- To improve the environment in terms of career opportunities for individuals, and
- To guarantee the skilled work force that is needed.

2.1.2. Career Guidance and Counselling as a Relevant Mean to Face the Changes

CGC services are growing in importance. More and more, people from all parts of society are seeking assistance in dealing with their career-related challenges. Generally they face important and sometimes difficult questions; whether they are considering additional education, searching for employment, trying to improve their life-work-balance, or striving to give their lives more meaning through a vocational change.

Not only individuals are concerned with their careers though. Organisations and communities (e.g. municipalities, states) are also looking for professional support in regards to the careers of their members (i.e. employees or citizens) – career-related questions are of vital importance for their survival, too. Businesses need to give their employees' careers proper attention if they want to sustain their competitiveness in global markets: What perspectives do employees have that make them stay? What competences do they need to develop? For public and non-profit organisations the case is comparable. Similarly, the careers of citizens play an important role for communities; careers offer significant paths of social integration, they determine communities' prosperity and are linked to many political questions, e.g. gender equality.

These trends show that the growing need for CGC services corresponds with the need for lifelong learning in our societies, i.e. the continuous education of all people in terms of citizenship and employability. More and more, lifelong learning is seen as a prerequisite for citizens to succeed and feel included in society. New skills are demanded for new jobs, the need for a highly educated workforce is rising, and employers demand ever stronger key competences of their employees (European Council, 2009). At the same time, the growing complexity of our world – due to new technologies and globalization – has lead to change becoming one of the few constants of postmodern life. When change is normal, people face multiple transition phases throughout their lives. Discontinuous work biographies become more usual: Periods of job-seeking, unemployment, and re-orientation are becoming the norm. Through the concept of lifelong learning, individuals – but also organisations and communities – are supposed to be provided with the means to pro-actively adapt to change. In this way, lifelong learning is itself a strategy of our societies to pro-actively cope with the constant need for change and development. In European policy-making (European Commission, 2000; European Commission 2002), lifelong learning, is expected to:

- increase social inclusion,
- strengthen the competitiveness of Europe as an economic region,
- support the growing-together of Europe (together with increased mobility), and
- generally increase the standard of living.

The concept of lifelong learning is embraced in a similar way through nation states and communities at the local level.

CGC services can be an answer to the challenges associated with the need for lifelong learning, as long as the measures and approaches of such services are up to date and of high quality. As Guichard (2011; 2000) and Savickas (2008) stress, the way how career guidance and counselling reflects such developments and changes in society and renews itself has a long tradition. In this sense, career guidance and counselling itself is a flexible and reflexive way for society to adapt to a changing world of education and work pro-actively.

The societal and individual benefits of career guidance and counselling have been acknowledged by various international policy-making institutions like the European Union and the Organisation for Economic Co-operation and Development (OECD): In order to realize the idea of lifelong learning, these institutions propagate the need for lifelong guidance (European Council 2004 & 2008; OECD, 2004). Lifelong guidance refers to the provision of CGC services to all members of society at all stages of their careers. The corresponding 'lifelong guidance policies' are continuously being developed and implemented through the efforts of CEDEFOP (2009), the European Lifelong Guidance Policy Network (ELGPN, 2010) in Europe, and by many different actors at the national level (e.g. associations of CGC professionals, public employment agencies).

In trying to gain a concrete picture of how career guidance and counselling is affiliated with fulfilling particular societal needs or functions, we will take a closer look at a couple of exemplary policy documents here. The Resolution of the European Council from 2008 expresses many political and societal expectations associated with career guidance and counselling in Europe (European Council, 2008). In particular, the Council Resolution from 2008 highlights the following issues:

- Political, social, organisational and individual changes which individuals need to respond to (Chapter 2.1.1) and for which CGC services are seen as beneficial,
- Different core tasks which are affiliated with career guidance and counselling in order to support individuals in dealing with these changes,
- Context related tasks (organisational, societal) which CGC professionals should be able to respond to.

With the "Education and Training 2020 Strategy" (Council of the European Union, 2009) the EU is developing its strategy further. Based on the work programme "Education and Training 2010" (Council of the European Union, 2002) and in strong relation to the Lisbon Strategy (European Council, 2000) the current strategy for Education and Training (ET 2020) describes four strategic objectives (Council of the European Union, 2009, 5-6):

- Making lifelong learning and mobility a reality,
- Improving the quality and efficiency of education and training,
- Promoting equity, social cohesion and active citizenship, and
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

All of these strategic goals are clearly and directly linked to career guidance and counselling and they are cross-linked to various policy strategies in the European Union and on national level (ELGPN, 2012, 33-42):

- High quality CGC services contribute directly to enable participation in lifelong learning. Career guidance and counselling motivates people to take part in continued learning and supports people to identify pathways in education that fit their personal needs, as well as the possibilities and needs in their environments. CGC services can help to open the door towards lifelong learning also for individuals that are not used to further education and training.
- Career guidance and counselling functions as a preventive measure to encourage individuals to develop the competences which they need in order to shape their lives autonomously and to plan and create their educational paths and their work lives on their own. In the European context these competences are often described as career management competences or skills (ELGPN, 2010, 23 ff.).
- At the same time, CGC services help to encourage and enable mobility. CGC professionals can help individuals to identify educational and employment opportunities internationally and can support people in overcoming relevant obstacles.
- Similarly, CGC services are contributing directly to the quality and efficiency of education and training: The process of choosing an educational route is one of the most critical points to make a course or a training program effective. Career guidance and counselling supports people in choosing such programmes that fit their needs and learning styles well and suit opportunities in the environment (particularly in the labour market).

Due to their transversal importance for different policy areas, CGC services are directly related to in important flagship initiatives of the European Union like the "Agenda for New Skills and Jobs" (Council of the European Union, 2009, 2; European Communities, 2009) or "Youth on the Move" (ELGPN, 2012, 33).

In sum, professional CGC services enhance peoples' ability to shape their learning and work biographies autonomously and pro-actively, promoting individuals and organisations performance and timely adaptation to changing conditions. Particularly at points of transition, or when people face the risk of being excluded from society, career guidance and counselling supports people's integration into the labour market. Through the development of new, motivating and achievable perspectives, career guidance and counselling promotes investments in education and prevents drop-out from school, vocational and tertiary education, and employment.

2.2. Core Arguments in Support of Training CGC Professionals in Higher Education

As chapter 2.1 emphasises, policy-makers are increasingly becoming aware of the potential benefits of lifelong CGC services which are available to all citizens; both preventively and facing acute difficulties. In this chapter, we argue that CGC professionals should be trained in higher education in order to realize the potential benefits of CGC services.

Our first argument concerns the need for quality assurance in CGC systems and points to the high complexity of CGC services (Chapter 2.2.1). Our second argument looks at the fundamental role of competent practitioners who drive CGC services professionally. Our point is that CGC services need to be driven and performed by competent professionals who have received a specialized higher education, if high-quality CGC services are to be ensured (Chapter 2.2.2).

2.2.1. CGC Services Need to Meet High Quality Standards

If CGC services shall provide the societal and individual benefits illustrated in Chapter 2.1, they need not only be available to everyone. They need to be good. Weak services may cause more harm than they benefit people and societies. In particular they can lead clients to making decisions which they regret later on, causing failed investments that harm individuals, organisations and communities. The potential benefits of career guidance and counselling are highly dependent on well-organised CGC systems.

CGC services are highly complex in their nature. Supporting people in developing their autonomy and responsibility for dealing with uncertain, multifaceted, and unique career questions, is highly challenging even for experts in the field. The career situations which people deal with, together with their individual wishes, possibilities and constraints, make for non-standardisable challenges. High-quality services in career guidance and counselling don't only need to offer creative, custom-designed solutions to people dealing with career questions: They need to jointly develop these solutions with clients, in order for these to really identify with the approaches. Simply running information or expertise by people neglects the fact that people struggling with career decisions may not understand the relevance of this information, may have a completely different perspective on their career issues, or may be dealing with problems where further information is even counter-productive. Therefore, CGC services demand the building of cooperative relationships with clients, where not only expertise, but also a high degree of self-reflexivity and client-focus are necessary.

Various dimensions need to be taken into consideration when looking at quality assurance in career guidance and counselling (ELGPN, 2010, 57). We will briefly depict these referring to the three different levels which influence the quality of career guidance and counselling services (see also Schiersmann, Weber & al, 2008; Weber 2012):

- At the socio-political level, the design of legislation and systems has an impact on the quality of CGC services. One example is the definition and acceptance of national or regional standards, e.g. regarding the qualification of CGC professionals, or the use of quality assurance/ development systems. Another example for this level is the coherence between CGC services in different sectors, e.g. regarding how they are set up, how they are coordinated and how they cooperate.
- At the organisational level, various factors play a role again. Examples are the use of quality assurance/ development systems, the involvement of citizens and users in the design and the evaluation of services and outcomes, the availability of relevant resources (e.g. ICT equipment, updated information), effective organisational structures and procedures, and the organisational culture.
- At the level of the actual practice, the competence[2] of the staff to offer high-quality services is the factor with the largest and most direct impact. CGC practitioners need to be able and willing to meet complex demands in their practice, by drawing on a wide range of psychosocial resources in a reflective manner. Examples are the demonstration of professional behaviour and values, the use of adequate methods and updated knowledge.

All of these levels need to be taken into consideration to ensure high-quality CGC services. Under adverse circumstances (e.g. lack of resources), even the most professional CGC practitioners cannot provide high-quality services. Likewise, even with the best quality assurance measures, unqualified and under-qualified practitioners won't be able to deliver high-quality services. It is not surprising then that the availability of people who are sufficiently competent to offer high-quality CGC services and who continuously develop their competence is seen as highly important by policy makers and other stakeholders in Europe today (CEDEFOP, 2009, 13).

2.2.2. CGC Services Need to be Driven by CGC Professionals

The competence of CGC staff needs to be understood as one of the pivotal cornerstones for providing good services in career guidance and counselling. This refers to the competence of CGC professionals on the one hand – the people we are focussing on in the NICE Handbook. But also the competence of people in supportive functions and the competence of other professionals (e.g. teachers, managers) who may come into contact with career-related questions through their practice are important factors for the quality of CGC provision (Watts & Van Esbroeck, 1998, 96; CEDEFOP, 2009, 9).

Quality in career guidance and counselling has a lot to do with understanding clients' requests, clarifying with them what kind of services would support them, and ensuring that they receive just these services. As we have stated above, such activities involve a high degree of intellectu-

2 The concepts of competence and psychosocial resources are discussed in Chapter 3.

ally demanding, non-routine interaction with very different types of people, the capability of building and developing healthy personal relationships, and a sound understanding of various fields of knowledge (among others psychology, education, sociology, and economics). Therefore it is important that the people who offer these services are competent enough to support people effectively. Due to the high complexity and uncertainty associated with CGC tasks, they should only be performed by people who are specialized in career guidance and counselling, that is by CGC professionals.

In addition, due to the high dependence of the quality of CGC services on organisational and socio-political circumstances, CGC professionals also need to be involved in the management of such services. Only people specialized on understanding the nature of CGC services, how CGC interventions work, and how they are affected positively or negatively through environmental circumstances can truly estimate what conditions are beneficial for good practice. Therefore we emphasize that CGC services don‘t only need to be performed, they also need to be driven by CGC professionals.

To provide and ensure high-quality CGC services, CGC professionals need a science-based education. As we've discussed above, career guidance and counselling generally involves working together with people on finding solutions to unique career-related questions of high complexity. This necessitates for CGC professionals to be competent in dealing with a wide range of possible career questions, drawing upon the knowledge of specific career-related theories. The central questions are which level of competence CGC professionals need to develop for their work, and how the development of their competences can be ensured? Due to the high complexity of CGC services, we are certain that answers to these questions need to come from research and higher education in career guidance and counselling.

Additionally to the complex knowledge which CGC professionals need to have (cognitive resources), the tasks affiliated with career guidance and counselling require highly developed interpersonal skills and a high level of reflexivity. Such affective and behavioural resources are essential for building and maintaining the professional relationships which are significant for the success of CGC services (McLeod, 2004, 246-250; Grawe, 2000, 87-102). Unlike cognitive resources (knowledge, information etc.) which are primarily located in the neocortex (the consciously "thinking brain") and which can be developed rather quickly through "neural networking", affective and behavioural resources take more time to develop and require other learning approaches (Goleman et al, 2003, 136). Affective resources (e.g. professional values and attitudes, such as empathy) and behavioural resources (skills like the internalization of complex interviewing approaches) primarily develop in the limbic system (the sub-conscious "emotional brain") and require a lot of practice, repetition and motivation (ibid.). These aspects make it more likely for people to become professional CGC practitioners through a systematically shaped, longer educational process with elements of action and reflection.

Accordingly, we support the argumentation of CEDEFOP that CGC professionals generally need a basic academic training (min. EQF Level 6) and should have received at least one year of special training in career guidance and counselling (CEDEFOP, 2009, 37-39). Additionally we would like to argue that such special training ought to be provided through institutions of higher education, e.g. as specialised Bachelor's programmes, consecutive or extra-occupational Master's programmes. For particularly complex and responsible roles, even higher levels of academic training should be the norm (EQF Levels 7 or 8).

In consideration of the high level of complexity which CGC professionals have to deal with professionally, and the corresponding need for highly developed competences, we argue that career guidance and counselling should become a profession of its own and is in progress of turning into such a profession. This would imply that career guidance and counselling develops a professional identity, based on widely acknowledged standards and shared ideas regarding the function of CGC professionals. Degree programmes in career guidance and counselling should support the development of such a professional identity, next to their focus on ensuring students' development of core competences relevant for the practice.

As a European network of higher education institutions engaged in the education and training of CGC professionals, we want to contribute to the professionalization of career guidance and counselling in terms of promoting the development of a unique academic discipline in career guidance and counselling. Professions strongly rely on higher education and research, due to their function within expert systems. If higher education and research for a particular discipline are dispersed among various academic disciplines, the emergence of the relevant profession is necessarily inhibited. Therefore, we understand the effort of this handbook to develop common points of reference (CPR) for the higher education of CGC professionals as highly important for the professionalization of career guidance and counselling. Chapter 3 offers a framework for developing such common points of reference which are then presented in Chapters 4 and 5.

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3

NICE Tuning Framework

Multidisciplinary research projects are generally well advised to develop a joint theoretical basis in order to integrate different disciplinary perspectives and approaches (Defila et al, 2006, 138). For this publication (and its further development in the future), the need for such a framework applies in a double sense. On the one hand, career guidance and counselling has a multidisciplinary foundation itself: The partners of NICE come from the cultures of various academic disciplines. On the other hand, the central questions which we address with this handbook make a synthesis of different theoretical perspectives necessary; connecting concepts for the higher education of CGC professionals with expertise on the societal and individual benefits of career guidance and counselling now and in the future, requires a multidisciplinary approach and a meta-theory which brings together relevant knowledge. Obviously, not only educational and managerial perspectives are important here, but also a good understanding of policy-contexts and sociological concepts, as well as a sound knowledge of the multidisciplinary subject at hand.

In the following sub-chapters, we will explain our framework in detail. Chapter 3.1 will give a first overview of our framework and its goals. Chapter 3.2 will deal with the origin of the Tuning approach and how it has inspired us, also referring to the goals of the Bologna Process and the concept of the European Qualification Framework. In Chapter 3.3, we then integrate an understanding of professions into this approach, in order to adapt the 'traditional Tuning approach' to the academic training of CGC professionals. Chapter 3.4 introduces our understanding of competence in NICE and illustrates how we have derived the NICE Core Competences (NCC) from our understanding of the functional roles of CGC professionals (NICE Professional Roles or NPR). Chapter 3.5 subsequently deals with the task of deriving curricula from these CPR.

Throughout this chapter, we define the central terminology for identifying CPR in the NICE Handbook. A glossary of these terms can be found at the end of the handbook.

3.1. Goals of the NICE Tuning Framework[1]

The goal of the NICE Tuning Framework is to work as a meta-theory which can:

- Be used to identify common points of reference (CPR) for higher education in career guidance and counselling
- Systemize CPR, i.e. bring them into a coherent relationship
- Provide a common language and understanding of the phenomena we are dealing with
- Be used and adapted for future cooperation and for the further development of CPR, including the testing, validation and improvement of existing CPR

In the following model, we have tried to pull together and illustrate these different purposes of the NICE Tuning Framework. In particular, this image also shows how the three CPR from the NICE Handbook are connected with each other through the framework.

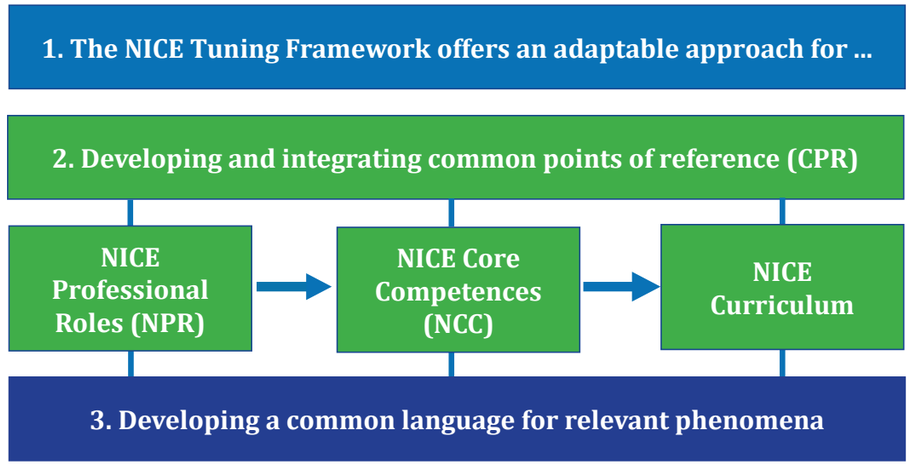

Image 3.1: NICE Tuning Framework, © NICE 2012

1 The NICE Tuning Framework strongly builds on conceptual work by Johannes Katsarov, Kestutis Pukelis, Christiane Schiersmann, Rie Thomsen, and Peter C. Weber between October 2011 and July 2012. The general concept was discussed and approved at the Jyväskylä Conference in June 2012.

3.2. Tuning Methodology for Making Programmes Comparable

For developing CPR in NICE, we have decided to embrace the approach of the programme "Tuning Educational Structures in Europe". The underlying idea is that "universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply for points of reference, convergence and common understanding." (Tuning, 2008, 6) In NICE we believe in the value of diversity and hope that through co-operating and sharing with each other, all of us can grow and prosper. Accordingly, the Tuning approach to identifying CPR between degree programmes of different countries attracted our attention right from the beginning – when we were only setting up our network.

Tuning offers an approach for understanding curricula and making them comparable for different subject areas. This approach has already been used for various subjects over Europe (and in other world regions) in the past decade, e.g. for educational sciences (Tuning, 2005, 75 ff.). Through the Tuning approach, degree programme providers from different countries come together to discuss and identify CPR in their particular discipline, particularly focusing on:

1. Generic (general academic) competences which students should develop,
2. Subject-specific competences which students should develop,
3. The role of ECTS (credit points) as an accumulation system,
4. Approaches to learning, teaching, and assessment, and
5. The role of quality enhancement in the educational process (emphasizing systems based on an internal institutional quality culture; Tuning, 2005, 28 f.).

For international academic networks like NICE, a typical approach is to collaboratively investigate (some of) these five dimensions in order to identify CPR in the academic training of students. The listed dimensions highlight a central quality of the Tuning approach. It is set up to support higher education institutions meet the objectives declared in the Bologna Process and applied in the European Qualification Framework (EQF, 2008):

- Tuning is based on competence-based learning (Tuning, 2008, 11). The aim of competence-based learning is to enable students to develop the competences which they need for their professions (Sánchez & Ruiz, 2008, 45). Unlike only gathering theoretical knowledge through their studies, students are supposed to learn how to apply their knowledge (know-how/ skills), when, and for what sake (attitudes, roles, responsibilities and values). In the words of the European Qualification Framework, competence-based learning is about ensuring that students develop an appropriate degree of autonomy and responsibility for their future practice (EQF, 2008, 13).
- Through its competence-based learning approach, Tuning emphasizes the learning outcomes paradigm, which is central to the Bologna Process (Pukelis, 2011, 157ff.). Degree programmes and qualifications are supposed to become understandable and comparable based on statements of what learners know, understand, and are able to do upon completion of a particular learning process (EQF, 2008, 3).
- Tuning also emphasizes the transparency, compatibility and comparability of degree programmes in Europe, by arguing for using credit points (ECTS) in a cumulative way progressing through the three standard academic cycles B.A., M.A., and Ph.D. (Tuning, 2008, 11). The use of this credit accumulation and transfer system also enables more flexibility in higher education (e.g. in terms of learning mobility), and encourages the modularisation of degree programmes which supports this goal (Moon, 2002, 7).

These features add to the innovative and qualitative power of the Tuning approach from our perspective. Not only does Tuning offer a framework for building convergence between degree programmes internationally. Additionally the approach fosters quality development and innovation in single degree programmes.

3.3. Three-Level Understanding of Professions

As we have explained in Chapter 1, the central focus of the NICE Handbook is to provide CPR for the academic training of CGC professionals. This requires an adequate understanding of the relation between the profession of career guidance and counselling and the academic discipline. For this sake, we have decided to integrate a three-level concept of understanding professions into the NICE Tuning Framework.

When speaking of professions, it is important to keep their societal function in mind, i.e. their relevance for so-called expert systems. Expert systems – as abstract institutions which are based on highly specialized knowledge – are considered as being meaningful for a society when a need for high levels of specialization exists at the following **three levels** (Mayntz, 1988, 20):

- **Single actions**, e.g. act of conducting a career counselling interview
- **Functional roles**, e.g. role descriptions for positions of CGC professionals
- **Large specific entities**, e.g. specialized CGC organisations, laws for CGC services

The existence and functionality of these three levels in the field of career guidance and counselling (demonstrated through short examples) indicates that our field should be considered an expert system of its own.

Expert systems are carried through professions, a special type of vocations with a particularly strong system of knowledge and a strong collective orientation (Minsch & al, 1998, 35). Professions develop standards for evaluating and controlling performance in their fields, particularly through a research-based education and being organized in professional associations (Mieg, 2006, 343 ff.). Therefore, professions must be considered as one of the most central components of expert systems: In essence, they represent their human side.

As these definitions show, expert systems and professions rely on a strongly systemized knowledge-base; which is ideally provided through an academic discipline. Academic disciplines are cognitive and social entities in the world of science that have historically grown and change with time (Defila et al, 2006, 75). The togetherness of people from particular academic disciplines (or scientific communities) comes from shared research questions and problems, a common body of knowledge that can be expected from all members of a discipline, a specific set of methods, approaches and solutions commonly used in research, and institutionalized processes of academic socialization, i.e. common approaches in the higher education of community members (ibid.).

Thus, we may conclude that it is partially through the shared scientific background of an academic discipline that members of particular professions develop their strong collective orientation. This should also be seen in connection with the internalized control mechanisms of professions and academic disciplines: Through shared expectations regarding knowledge, methods, and goals, professions and academic disciplines maintain standards regarding their members' professional and research activities (see above).

It is due to this relationship that higher education and research in career guidance and counselling carry a large responsibility for the professionalization of the CGC practice and for the professionalism of CGC practitioners. In defining CPR for the academic training of CGC professionals, we therefore see it as important to link the design of our degree programmes to the CGC profession. In doing so, it makes sense to relate our CPR to all three levels of professions:

- **Level of large specific entities:** At the 'macro-level', the academic training of CGC professionals can be considered a 'large specific entity', similar to CGC associations or organisations specialized on CGC services. The academic discipline which needs to stand behind specialized degree programmes in career guidance and counselling then can be seen as one field in which standards should be defined in order to ensure professionalism and high quality in service delivery. In this sense, we understand CPR in the academic training of CGC professionals as particular form of standards which provide orientation for higher education institutions, while not inhibiting their freedom to provide such individual, tailor-made study programmes, which best fit the needs of their relevant stakeholders.

- **Level of functional roles:** At the 'meso-level', we can provide guidance or orientation regarding the functions and roles of CGC professionals in society and in organisations, e.g. in terms of 'degree profiles'. Central questions regarding the overall function of the CGC profession through the identification of CPR in higher education are: Which professional roles are CGC professionals expected to perform in? What is their professional function? And since professionals are expected to control themselves and colleagues, another question arises: Which mission in terms of a professional identity should stand behind the sense of agency CGC professionals shall develop?

- **Level of single actions:** At the 'micro-level', we can define CPR regarding the competences which CGC professionals need to develop to perform well in their professional roles. As higher education institutions which train and certify professionals through qualifications, we can additionally combine CPR for competences with level descriptors, thus describing which levels of competence CGC professionals need to have for particular roles.

The added value of this three-level understanding of professions is clearly in the linkage it makes between the competences which professionals prove in their actions and the functional roles which professionals perform in. In addition, a wider societal component of professions is taken into consideration through this model, i.e. the existing institutions, organisational structures, legal mechanisms etc. which are relevant for a particular profession. The competences which CGC professionals need to have cannot be defined in isolation of the individual, organisational and societal expectations associated with the CGC practice. Rather, the three levels must be understood as being interdependent, and must be thought together when defining CPR.

The three-level understanding of professions in relation to the academic training of CGC professions is taken into consideration in the NICE Tuning Framework through the introduction of a "form follows function" principle. We agree that the structure and contents of degree programmes in career guidance and counselling should be based on the objective of enabling and ensuring that graduates have the competences they need for their professional roles. Therefore, as a basis for developing CPR in regard to the design of academic training programmes, we identify the NICE Professional Roles (NPR) in Chapter 4.1. The NPR resemble our common understanding of the general function of CGC professionals in terms of six professional roles which we see as central to the CGC practice.

3.4. Deriving Core Competences from Professional Roles

Following the competence-based learning paradigm (Chapter 3.2), the next CPR we have identified are learning outcomes which CGC professionals should develop through their academic training. As we follow a competence-based approach, the first type[2] of learning outcomes we determine as CPR are the core competences which CGC professionals need to perform in their professional roles. Due to our focus on training professionals (Chapter 3.3), the NICE Core Competences (NCC) which we identify in Chapter 4.2 are directly derived from the NICE Professional Roles (NPR).

The added value of a competence-based approach to academic training lies in the individualized and performance-oriented perspective of the competence concept: Unlike traditional input-oriented approaches to qualification which often purely focused on passing on and assessing knowledge, competence-based education looks at the actions which individuals are capable of performing.

Unlike the 'traditional Tuning approach' we do not distinguish between 'subject-related' (discipline-specific) and 'generic' (general academic) competences in NICE: Many of the competences commonly considered as generic competences (e.g. in Sánchez & Ruiz, 2008) are so elementary for the practice of career guidance and counselling that we consider them central for the training of CGC professionals. So, we rather focus on which core competences CGC professionals need, no matter whether they are also relevant for other professions (i.e. generic) or only relevant in career guidance and counselling (i.e. subject-specific). The system of defining role-based core competences, which are then expressed in terms of more concrete sub-competences, follows the logic of offering a comprehensive framework; not a long additive list of competences.

Another distinct aspect of the NICE Tuning Framework is our specific understanding of competence. Many definitions and different understandings exist for the term 'competence' in English and other languages. From the educative and professional perspective of this handbook we are especially interested in analyzing what competence is in relation to the development of academic training programmes for CGC professionals. Therefore, we have defined competence as the ability of people to meet complex demands in particular situations, drawing upon adequate psychosocial resources in a reflective manner.

In essence, our understanding of competence is based on the definition of 'competencies' as used by the OECD in the DeSeCo-Project ("Defining and Selecting Key Competencies", 2003) although we refer to 'competences':[3]

2 The second type of learning outcomes (resources requirements) will be introduced in the following sub-chapter.

3 Unlike this handbook, the DeSeCo-Project refers to 'competencies' (sg. 'Competency'). To avoid confusion, we want to avoid this term in NICE and strictly stick to term "competence" (pl. "competences") as employed in the Tuning methodology (e.g. Tuning, 2008). Although the academic discourse on the different meanings of these terms is interesting, we neither believe it would be helpful to contrast the meanings of the two terms here, nor do we believe that a discussion of the various existing competence concepts would be helpful in this handbook. Instead, we offer a definition here which is based on current scientific findings and which tries to integrate as many of the different benefits of the competence-concept as possible.

> *"A competency is more than just knowledge and skills. It involves the **ability to meet complex demands**, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating." (OECD, 2003, 4)*

One primary aspect of this definition of a competence is that it is regarded as a (subjective) **potential of an individual** to solve particular types of problems. Also, a competence **can be learned** and be developed to a greater or lesser extent (OECD, 2003, 8). In other words: Different peoples' competence can vary and people can develop their competence. Another central aspect of this understanding of competences is that it is **performance-oriented**: Being competent means being able to act effectively in a particular situation in terms of actually solving the complex problems. Accordingly, competence is not equalized with knowledge, skills, attitudes and other psychosocial resources, but is seen as being dependent on the availability of such resources.

Another aspect is highlighted in our understanding of competence though, too: In order to deal with complex situations, individuals need to be able to mobilise the different types of resources in creative ways. Doing so requires for people to think "for themselves as an expression of moral and intellectual maturity, and to take responsibility for their learning and for their actions" (OECD, 2003, 8). **Reflexivity**[4] lies at the heart of this understanding of competence: It can be described as the ability of individuals to make sense of unknown/ non-routine situations and apply or adapt relevant resources to cope with these situations successfully. Reflexivity as an act of critical thinking is closely linked to the process of dealing with change and uncertainty. Through the reflection of experiences, values, knowledge and other resources, reflexivity is the basis of creative learning[5], i.e. processes through which individuals actually generate new resources in order to deal with unforeseen situations (Argyris, 2006, 267).

The following image illustrates our understanding of competence, particularly in regards to how different psychosocial resources are activated in complex situations in a reflexive manner.

4 The OECD project DeSeCo refers to "reflectiveness" instead of using the term "reflexivity" (OECD, 2008, 8). Since the term "reflectiveness" is also often used to describe the inborn aptitude of human beings to think critically, we've decided to replace the term through the concept of "reflexivity" which is generally considered to be an 'ability' or 'skill' which people can develop.

5 The contrary of 'creative learning' is 'adaptive learning', where people employ the resources which they already possess to deal with routine problems – often without critically thinking about their actions.

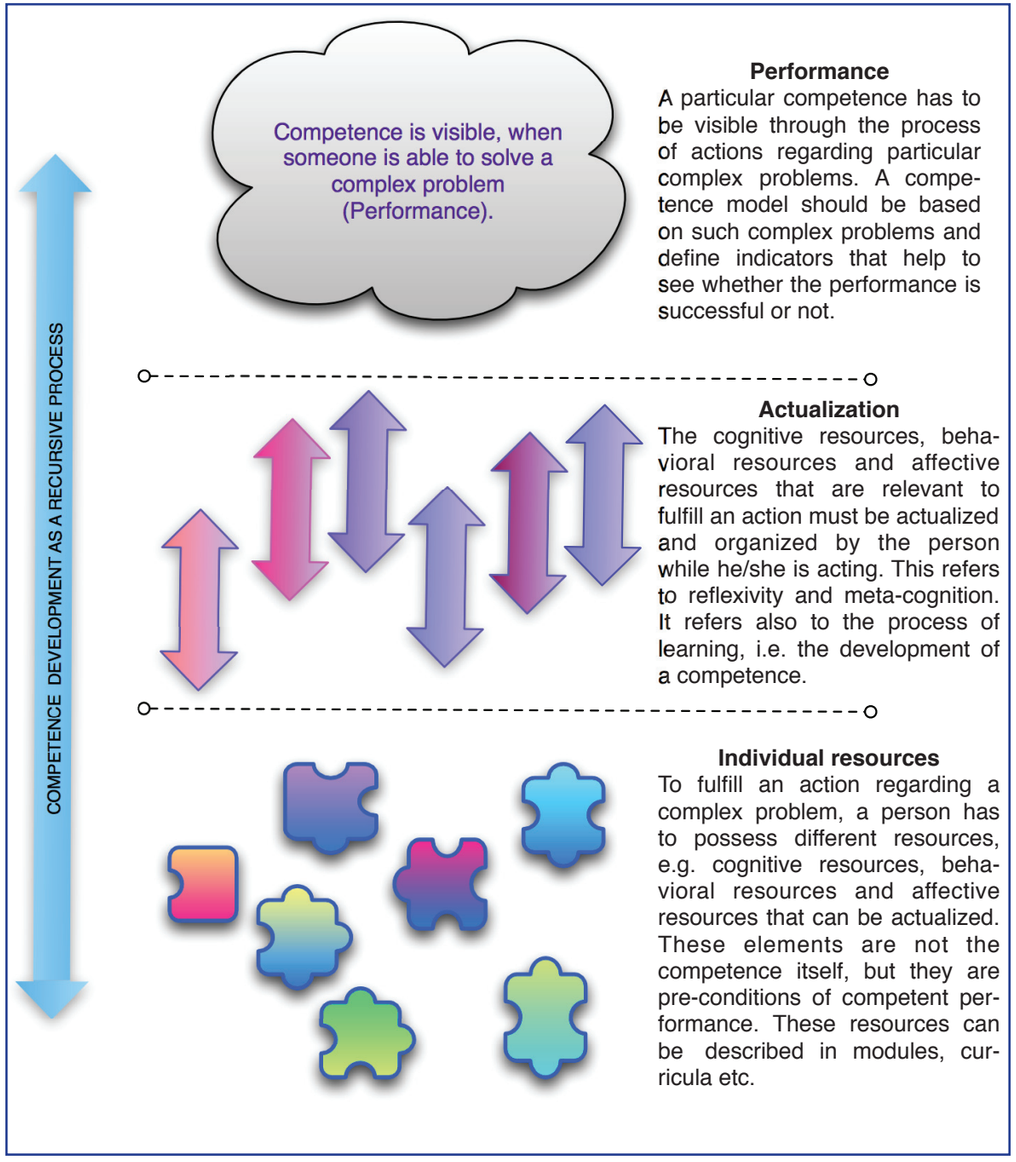

Image 3.2: Competence Development Concept, Source: Peter Weber, 2012

3.5. Transforming Competences into Curricula

From a competence-oriented perspective, higher education prepares people to meet demanding challenges successfully in a particular profession. Through implementing competence-oriented degree programmes in career guidance and counselling, higher education institutions can contribute to providing society with the competent CGC professionals necessary to deliver high-quality CGC services. The question is: What needs to be taken into consideration when developing and implementing such competence-oriented degree programmes?

Several themes are important in relation to this question, so we will deal with them in the following. First of all, in determining the contents of degree programmes, solely referring to competences is cumbersome, so we have added a type of learning outcomes in the NICE Tuning Framework, namely resource requirements, the ingredients of competence (Chapter 3.5.1). Secondly, learning outcomes need to be combined with level descriptors in higher education, if qualifications are meant to certify a certain level of competence. We deal with this topic in Chapter 3.5.2.

3.5.1. Determining Learning Outcomes in terms of Resource Requirements

A disadvantage of a purely competence-oriented approach to describing study programmes, i.e. only through learning outcomes in terms of competences, is that they remain highly abstract. To make study programmes more transparent for educators, students, employers and assessors, describing additional types of learning outcomes is recommended (Pukelis, 2011, 162). Through the additional definition of learning outcomes in terms of resource requirements, i.e. psychosocial resources needed for performance, the idea of competence-oriented education becomes easier to accomplish for higher education institutions. This means breaking down competences into their 'ingredients'.

For the purpose of such an 'operationalization', our understanding of competence is of great value, because it brings competence into a direct linkage with psychosocial resources as well as reflexivity (Chapter 3.4). Correspondingly, the next step in our joint development of CPR has been to define learning outcomes in terms of the (psychosocial) resources necessary for each of the NCC. The identification of these learning outcomes in terms of resource requirements is part of the NICE Curriculum in Chapter 5.

For describing learning outcomes in terms of resource requirements, we refer to three categories of psychosocial resources. We see each of these categories as being equally important for competence and professional performance. The approach of classifying affective, behavioural

and cognitive resources is based in modern theories of psychology, organizational behaviour and performance management and offers the benefit of keeping the different components of competence in mind when applying the concept:

- **Affective resources** are aspects that bring about the motivation and volition (individual will) of professionals to do the right thing (Krathwohl & al, 1964). They become visible through attitudes and behaviours, such as individual judgments people make, actions taken, ideas expressed and so on. Attitudes very strongly determine how people act and think and are strongly influenced by their values and societal norms. These in turn are based on individuals' experiences and learning from role-models within their particular socio-cultural and historical contexts.

- **Behavioural resources** are frequently referred to as skills (Dave, 1975; Simpson, 1972) or know-how (EQF, 2008, 11; Sánchez & Ruiz, 2008, 45). Skills differ from knowledge, as they are action-oriented and come from the experience of 'having done something before'. The quality of skills is primarily based on the amount of practice which people have had in doing something. Based on the EQF (2008, 11), we differentiate two types of skills. Cognitive skills include logical, intuitive and creative thinking. Practical skills involve manual dexterity, the use of methods, materials, tools and instruments. In the NICE Tuning Framework, reflexivity is understood as a behavioural resource (cognitive skill), not as a cognitive resource.

- **Cognitive resources** mainly reflect knowledge that people have and can use to find solutions to specific questions or problems (Bloom, 1956; 1964). Cognitive resources go beyond information (who, what, when) and comprise the understanding of theories (why, how), i.e. assumptions on how different phenomena are connected with one another (causal relations).

Example

In order to work with clients who are seeking assistance, CGC professionals need knowledge about the world of work and career development (cognitive resources), so they can support their clients in making sound decisions. Based on their knowledge of different approaches, they need to choose an appropriate activity for this client, group of clients or community (drawing on reflexivity, a behavioural resource). Examples of activities could be group sessions, community learning activities facilitated by the CGC professional, interviews with the client or done by the client. In suggesting an activity, the CGC professional will not only have to employ interpersonal skills (behavioural resources), but also need to draw on professional values (affective resources), e.g. to really focus on what the client needs, and not only consider what is most comfortable for the CGC organisation.

3.5.2. Determining Level Descriptors for Learning Outcomes

Competence-oriented degree programmes are generally directed towards ensuring that their graduates have achieved a certain competence level. For this purpose, learning outcomes in terms of competences are combined with level descriptors, e.g. from national qualification frameworks, or based on the European Qualification Framework (EQF). This way, competences (as subjective traits of individuals) can be assessed objectively for the purpose of awarding degrees in higher education (certification). In also determining learning outcomes in terms of resource requirements, level descriptors should also be used here.

The learning outcome levels which are expected from students in order for them to obtain a degree ought to depend on the academic cycle of the degree programme (Tuning, 2010, 17). The three academic cycles (Bachelor, Master, and Doctorate) which are being standardized in higher education all over Europe through the Bologna process build upon each other and ideally address different levels of complexity in regards to meeting the specific situational demands which students are prepared for (EQF, 2008).

So far, neither the NICE Core Competences (Chapter 4.2) nor their resource requirements as described in the NICE Curriculum (Chapter 5) have been connected with level descriptors. Doing so is one of our central goals for NICE 2 (Chapter 10). For this purpose, we have made sure to keep our approach to determining learning outcomes compatible with the EQF, although we have added an additional category of resource requirements. Going by the EQF (2008, 11), competence should be described in terms of 'responsibility' and 'autonomy'. Autonomy is resembled in the EQF through the definition of knowledge (cognitive resources) and skills (behavioural resources). The NICE Tuning Framework is more detailed than the EQF in regards to 'responsibility'. Responsibility is not subsumed under the category of competence, but is explicitly stated through the category of affective resources.

Furthermore, our framework is set up in such a way that it is compatible with the LEVEL5 approach for validating, evidencing and assessing informal and non-formal learning. In LEVEL5, assessment is based on cognitive, activity-related, and affective competence development (Reveal, 2008, 4).

Since we haven't yet developed CPR regarding learning outcome levels, we suggest for people who want to use the NCC or NICE Curriculum for the development of their programmes to determine competence levels and resource requirement levels autonomously in congruence with the EQF Levels 6, 7 or 8 (depending on the academic cycle).

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4

Core Competences for Career Guidance and Counselling Professionals

One of the fundamental questions this handbook wants to answer is: Which competences do CGC professionals need in order to provide high-quality CGC services. As we have explained in the NICE Tuning Framework (Chapter 3), we believe that this discussion needs to be linked to an understanding of professions: Which competences professionals need to develop for their practice, should depend on the functional roles they carry as professionals.

For this reason, we have developed the NICE Professional Roles (NPR), a concept for defining the professional function of CGC professionals in their practice, which we present here in Chapter 4.1. Six professional roles for CGC professionals are presented together with detailed task profiles.

Based on the NPR, Chapter 4.2 then introduces the NICE Core Competences (NCC) as a set of six core competences which CGC professionals need to provide high-quality CGC services. For a better understanding of what the NCC entail, we have also described each of them in terms of more concrete sub-competences.

Both of these concepts represent common points of reference (CPR) which we have jointly developed in NICE. How we went about the joint development of these CPR, which contributions were made, and how the CPR evolved, is illustrated in Chapter 9 in the full version of this handbook.

4.1. The NICE Professional Roles (NPR)[1]

Whatever CGC professionals are doing in their practice, their interaction with clients and other people can generally be associated with one of these professional roles. In this way, the NICE Professional Roles (NPR) together represent what we consider to be the professional function of CGC professionals across Europe. We consider the NPR to be directly connected with emerging profession of career guidance, and to resemble the central challenges which need to be met by CGC professionals. Therefore, in defining them, we are laying the basis for identifying the core competences which CGC professionals need for their practice.

In the following, we will introduce the system of the NICE Professional Roles (Chapter 4.1.1), followed by the description of task profiles that explain how they are meant in practice (Chapter 4.1.2). Then we will discuss particular features of the concept which are helpful for a better conceptual understanding of the model and discuss the NPR from a theoretical perspective (Chapter 4.1.3).

4.1.1. Structure of the NICE Professional Roles

In NICE we formulate our vision for the professional function of CGC professionals in the form of six professional roles that together constitute the profession of career guidance and counselling. By roles we refer to the understanding of "social roles as clusters of expectations that are attached to people's behaviour in a particular society, in regard to one of their positions" (Dahrendorf, 1958, 144; in Schimank, 2007, 47). Of course, while this role concept clearly expresses societal expectations which need to be met by professionals, it is still wide enough to enable (and require) each CGC professional to fill the professionals roles with life in an individual way; to actually "create" them to some extent (Schimank, 2007, 65).

The NPR present a spectrum of roles which together make up the professional function of CGC professionals. However it is the CGC Professional role that anchors professionals in their practice; therefore professionalism is depicted as the fundamental and unifying role concept (see image below). To live up to their professional function, all CGC professionals should be able to perform in each of the NPR to a greater or lesser extent, and consider all of them as part of their professional identity. The need for a professional identity arises due to the complexity of the problems addressed by CGC professionals (Chapter 2), and is closely connected to the need for agency, which we discuss later on in the chapter.

1 This chapter builds on work done by Jean-Pierre Dauwalder, Bernd-Joachim Ertelt, Jean Guichard, Johannes Katsarov, Rachel Mulvey, Hazel Reid, Christiane Schiersmann, and Peter C. Weber (in alphabetical order) who took leading roles in identifying, evaluating and formulating the NICE Professional Roles and NICE Core Competences.

Image 4.1: NICE Professional Roles, © NICE 2012

The image delineates, for the purposes of clear illustration, five discrete roles for CGC professionals; each of equal importance in practice. CGC professionals can switch between these roles in their work, sometimes combining them, sometimes focusing on particular roles while leaving others out completely:

- The Career Educator supports people in developing their own career management competences.
- The Career Information & Assessment Expert supports people in assessing their personal characteristics and needs, then connecting them with the labour market and education systems.
- The Career Counsellor supports individuals in understanding their situations, so as to work through issues towards solutions.
- The Programme & Service Manager ensures the quality and delivery of CGC organisations' services.
- The Social Systems Intervener & Developer supports clients (even) in crisis and works to change systems for the better.

Irrespective of the primary role enacted by CGC professionals at any point in time, the fundamental role anchor remains that of the CGC Professional:

- The Career Guidance and Counselling Professional adopts professional values and ethical standards in practice, develops and regulates relationships appropriately, engages in continuous learning and critical thinking, and advocates for the profession.

In short, we consider the professional function of CGC professionals to act as educators, experts, counsellors, managers and change agents in career-related questions. Due to the high complexity of these roles, CGC practitioners need to be professionals who regulate themselves.

4.1.2. Task Profiles of the NICE Professional Roles

To provide a clearer understanding of the different NICE Professional Roles (NPR) we have specified typical task profiles underlying the different professional roles. The concept of task profiles comes from the field of human resource management and is a common approach for describing role expectations. The following task profiles can accordingly be used to describe concrete job positions for CGC professionals, but can also be employed in order to define which competences CGC professionals need (as we do in Chapter 4.2).

Career Educator

As Career Educators, guidance professionals support people in attaining and developing the career management competences they need for managing education, training and career transitions.

Career Educators teach and train people to be aware of their strengths (interests, values, abilities etc.), to use systems and techniques of gathering information on available jobs and education, to know how to make a career decision, how to plan and implement career projects, and how to effectively apply for working positions. To support these efforts, they develop curricula and plan training sessions, facilitate learning in different types of groups and communities. As experts on learning processes they also provide their clients with individual advice on how to improve their learning techniques and develop individual learning plans.

Career Information & Assessment Expert

As Career Information & Assessment Experts, CGC professionals support people in assessing their personal characteristics and needs and connecting them with information on opportunities and requirements in labour markets and education systems.

Career Information & Assessment Experts make sure that people gain personally relevant information in regards to their educational, work- and career-related questions. In order to do so, they make use of information systems and assessment techniques for the benefit of their clients. As experts on the world of work and educational systems they explain educational and vocational requirements, developments and trends to clients and other stakeholders. They ensure that clients are well informed for making their personal career decisions and commitments.

Career Counsellor

As Career Counsellors, CGC professionals support individuals in understanding their situations, in working towards solutions and in making decisions through the use of ideographic and reflective methods.

When working with clients' biographical and identity-related issues, Career Counsellors employ specific counselling techniques such as solution-centred questioning, story-telling and reframing (for example in response to changes in the labour market). When necessary, career counsellors work alongside their clients in developing and pursuing goals over long periods of time, motivating them and supporting them in identifying and activating resources through which they can help themselves to change their situation.

Programme & Service Manager

As managers, CGC professionals ensure that provision of career guidance and counselling is delivered, typically through programmes or services. They assure quality of provision and typically seek to improve what is delivered.

Programme & Service Managers work directly with individual clients and with client systems (e.g. employers, schools, communities) to clarify what kind of services they need, making appropriate offers and securing CGC contracts for their organisations. Programme & Service Managers coordinate both delivery of commissioned projects and seek out new contracts for future delivery. They undertake marketing activities and advertise the CGC services of their organisations. To ensure the quality of their services, they make effective and efficient decisions on how to employ resources (including their own time) and cooperate with colleagues, in order to fulfil the expectations of their clients. They evaluate the quality of their organisations services regularly and undertake activities to develop the quality of their services and the effectiveness of their organisations. This includes supporting the workforce in developing capacity to improve the services offered to clients.

Social Systems Interveners & Developers

As Social Systems Interveners & Developers, CGC professionals support their clients directly both in steady state (preventive mode) but also in times of crisis. Furthermore, they seek to make a difference to education and work related environments through networking, consultation and advocacy.

Social Systems Interveners & Developers cooperate with organisations (e.g. schools, employers, public or social institutions) in setting up and developing networks and communities. Through networking and community-building, they can support their clients in reaching their goals (e.g. finding work, beginning an education) by creating new possibilities. Additionally, Social Systems Interveners & Developers interact with organisations or informal groups (e.g. families, peer groups) as advocates of their clients. If necessary, they represent their clients in formal proceedings, or by mediating and negotiating in conflicts between the client and other involved parties.

Career Guidance and Counselling Professionals

CGC Professionals ensure their professionalism in all NICE Professional Roles.

They effectively regulate their relations between clients, themselves and other stakeholders (e.g. employers, policy-makers, other professionals). In doing so, they build and maintain constructive relationships, which also involves finding the balance between their personal and other peoples' interests, and dealing with potential role conflicts. To ensure their professionalism, they engage in reflective practice, employ critical thinking, adopt professional values and adhere to ethical standards. CGC Professionals recognise they need to develop their own competence continuously. They integrate current research and theory into their practice and keep up with societal and technological developments. They publicly advocate for their profession, in the interest of their clients, and support science and policy-making in regards to their field. Last but not least, they respect human rights and demonstrate openness and understanding for diversity, especially in terms of different values and lifestyles.

4.1.3. Discussion of the NICE Professional Roles

As we have pointed out above, all CGC professionals should be capable of performing in the NPR to a certain degree. Only if all CGC professionals can be expected to perform in these roles, can we really speak of a common professional function of the CGC profession.

Of course, this doesn't stand in the way of specialisation. Some CGC professionals may decide to specialise in one particular professional role or by working with one specific client group. In NICE, we encourage specialisation, whilst valuing our common frame of reference. Additionally, we fully acknowledge that in many cases, career guidance and counselling is team work: not only between different types of CGC professionals, but also between CGC professionals and members of other professions and vocations (e.g. teachers or managers), and with people in supportive functions of CGC services.

The six professional roles involve interaction with clients as individuals, in groups or as (parts of) organisations and social systems. In addition, there are significant overlaps between the NPR: In the practice of career guidance and counselling, it hardly makes sense to separate the different professional roles that have been described above. Typically, one role will be more central in the interaction with clients at one moment than others, while several can be important simultaneously.

Example

A client could come to a CGC professional unhappy about her/his current working position. While counselling the client (i.e. acting as a Career Counsellor), the professional could also employ assessment instruments to help the client understand him/herself better (acting as a Career Information & Assessment Expert). Furthermore, part of the same contract could include teaching the client how to engage more effectively in job interviews. Here, the CGC professionals would be acting as a Career Educator. In asking the client to fill out evaluation forms on the effectiveness of the working relationship between each of the sessions, the professional would be acting as a Programme & Service Manager. If the professional organised a talk between the client and an employer in her/his network, the CGC professional would be behaving as a Social Systems Intervener & Developer.

Three Roles focussing on the Individual

Three of the roles are particularly close to each other, namely: the Career Educator, the Career Information and Assessment Expert, and the Career Counsellor. All of these professional roles involve working directly with clients; a central and defining aspect of professional CGC practice. As is illustrated in the previous example, when working with clients, CGC professionals will shift from one role to another in line with what their client needs at any given moment. The importance for us, in differentiating between these roles in practice, is that they are related to different central needs of clients: While some clients may primarily be in need of better career management competences, and therefore require training (role of the Career Educator), others may only be seeking expertise (role of the Career Information & Assessment Expert), or support in making complex decisions and mastering transitions (role of the Career Counsellor).

Accordingly, each role draws on a distinct body of theory to underpin its practice. The concept of these three professional roles has drawn on Savickas (2011) who differentiates three "paradigms" as follows:

- *"**Vocational guidance**, from the objective perspective of individual differences, views clients as actors who may be characterized by scores on traits and who may be helped to match themselves to occupations that employ people who they resemble.*
- ***Career education**, from the subjective perspective of individual development, views clients as agents who may be characterized by their degree of readiness to engage developmental tasks appropriate to their life stages and who may be helped to implement new attitudes, beliefs, and competencies that further their careers.*
- ***Career counseling**, from the project perspective of individual design, views clients as authors who may be characterized by autobiographical stories and who may be helped to reflect on life themes with which to construct their careers."*

(Savickas, 2011, 6; emphasis added)

In NICE we partially use different titles for the NICE Professional Roles and describe roles rather than paradigms (e.g. the paradigm of "vocational guidance" has been replaced through the role of the Career Information and Assessment Expert). Also, our understanding of the role of Career Counsellors is more extensive and not restricted to narrative counselling approaches. Nevertheless, the distinctions which Savickas draws between his three paradigms are also valid for our model of professional roles. In particular, Savickas highlights the demanding feature of career guidance and counselling for CGC professionals to be able to understand which kind of support their clients need and, in consequence, shift their approaches of professional support (involving varying professional attitudes and philosophies) accordingly.

Bridging the Gap between Individuals and Contexts

Traditionally, the scientific discourse regarding career guidance and counselling has been marked by two different perspectives (Van Esbroeck & Athanasou, 2008). On the one hand, scientists with a focus on vocational psychology or educational sciences have strongly focused on the **individual's development**. On the other hand, scientists with background in organisational or occupational psychology, sociology, or (human resources) management, have primarily looked at the **role of individuals in organisations**: both of these perspectives with their streams of research have exerted a strong influence on the way we think CGC professionals should act.

The person-centred perspective on CGC professionals is as people whose primary purpose is to help individuals deal with their career-related challenges; whether as counsellors, as providers of information, as assessors or educators. Organisation-centred theory however, views career-related questions from the perspective of the organisation, typically that of management. So the emphasis here has been more on how to work with individuals in such a way that the organisation's goals are best served. Obviously, the ideal outcome is that the managerial and individual aspirations coincide. Consequently, human resources managers, recruiters, staffers, personnel developers, and coaches practising from these perspectives (namely organisational psychology and management sciences) tackle the individual in the context of their organisational issues; trying to balance and harmonise the two.

The NPR mark a decisive step in bridging the gap between these two differing (even competing) perspectives. This step is not a giant leap: as the discourses and approaches of all of the disciplines constituting a basis for the education of CGC professionals have been heading in this direction over the past years. Vocational psychologists and educational scientists alike are increasingly calling for a stronger consideration of clients' contexts; both in terms of becoming aware of the particular context in which an individual client is situated, and in enabling clients' from diverse social backgrounds to develop personal agency in managing their particular environment (Thomsen, 2012). Researchers in the disciplines of management science, organisational sociology and occupational psychology are also developing approaches which focus on supporting individuals in their self-management and personal development. A clear example of this approach is coaching, which (having started out in organisations) is now emerging in education and indeed in many fields of career guidance and counselling.

Actively Engaging with Social Systems as a Central Role

While the first three professional roles we have discussed above clearly focus on the individual within its social context, the professional role of the Social Systems Intervener & Developer acknowledges that the practice of career guidance and counselling should also focus on social systems (e.g. organisations, families, or communities) in their work. The types of the networks and communities which CGC professionals develop or intervene in may vary strongly, depending on the field they work in. For example, in regards to working with employers (e.g. as members of public employment agencies or human resource departments in large organizations), CGC professionals often act as consultants in questions of recruitment and personnel development. Based on such cooperation, they can support individual clients through placement activities. Quite differently, the networks and communities of CGC professionals working with adolescents often involve schools, local policy-makers, social service providers and agencies, and are used for making referrals and coordinating activities.

Obviously, there is also a particular philosophy underlying the role of the Social Systems Intervener & Developer – That of being an agent of change. To use a similar explanatory model as that of Mark Savickas (see above):

- ***Social Systems Interveners & Developers**, from the agentic perspective of societal design, view social systems as formable environments for individuals, which are characterized by interpersonal relations and which may be developed through networking, advocacy, negotiation, coordination and community building.*

Particularly preventive perspectives for dealing with career-related challenges at organisational or societal levels emphasize the need for CGC professionals to actively engage with the contexts of people potentially in need of CGC services. Through networking and coordinative roles, CGC professionals can more easily come into contact with people in need of career support. Also, their services may often multiply in effectiveness when they support other people who are in direct contact with people in need of CGC services (e.g. parents, teachers or managers), in offering career-related help.

Management as a Central Role of CGC Professionals

The inclusion of a managerial role in the description of CGC professionals' task profiles is not new, and is addressed in several competence models for CGC professionals (e.g. IAEVG, 2003 or BeQu, 2011). In some cases, the management of CGC services and programmes is considered a peripheral activity though; not as part of what career guidance and counselling are "really" about. In adding the Programme & Service Manager to the NPR, we want to stress the pivotal role of the managerial role for the provision of high-quality CGC services.

We have decided that being a Programme & Service Manager should be part of the professional function of CGC professionals for one reason in particular: No one can better understand the ultimate aim of career interventions and services than the professionals who perform them. It should be the professionals themselves who articulate the rational of their particular interventions, services and programmes to different audiences, for example policy-makers, individual or organisational clients.

As is explained in Chapter 2, the complexity of CGC services calls for them to be driven by CGC professionals; self-management is to be considered an important aspect of professionalism

(Evetts, 2011, 13). In other words: The managerial responsibility for CGC services should generally be shared by people who are CGC professionals themselves. Managerial decisions have a strong impact on the circumstances of service provision, and in the end, it is best for users if the circumstances are defined by people who understand the impact of their decisions.

There is of course a tension in integrating the management of service and programme provision into the professional function of CGC professionals. Instead of being able to "blame management" for not being able to offer clients the services that they "should receive", CGC professionals may need to deal with internal role conflicts regarding whom they offer what services for what reason.

For self-employed freelancers and entrepreneurs in the field of career guidance and counselling, marketing, gaining contracts, and managing the quality of their services is the most normal thing in the world. We are convinced that fostering an entrepreneurial and agentic spirit (see below) through the academic training of CGC professionals can actually help to overcome some of the most striking deficiencies in realizing the idea of high-quality lifelong CGC services for everyone.

The Role of the CGC Professional

As has already been explained above, we deem the role of the CGC Professional to be the fundamental and unifying role concept which anchors CGC professionals in their practice. Among others, the relevant task profile includes building and maintaining professional relationships with stakeholders (e.g. employers, policy-makers, and other professionals) and publicly advocating for the CGC profession and its benefits for society and individuals. But it also comprises professionals actively engaging in reflective practice; autonomously recognising they need to develop their own competences and keeping up with current research and theory.

The NPR of the CGC Professional resolutely focuses on the actions of the individual CGC professional. In terms of morality, most human beings must learn to take responsibility for individual actions; but the concern here is the actions taken by an individual as a CGC professional. One of the central concepts underlying the identification of this NPR is Bandura's theory of personal agency (2006). Agency commits people to processes of changing and adapting. A sense of agency permits professionals to visualize a future which may be different from the predicted path, and thus allows for subtle but significant shifts within the systems that constrain them. At the heart of personal agency sits self-efficacy; a process which entails four connected characteristics:

- **Intentionality**: the individual must decide that something will happen, e.g. developing (adaptable) action plans or more generally demonstrating a sense of purpose;
- **Forethought**: anticipating outcomes in the future, perhaps by setting goals. There must be an awareness of the reality of the now, which can be contrasted with the possibility of future;
- **Self-reactiveness**: expressed as deliberative actions which motivate and regulate our actions; and through which we can move towards the holy grail of self-regulation;
- **Self-reflectiveness**: the process by which the individual makes meaning of actions both now and in the future. It is necessary for finding fit, by making adjustments, or gaining leverage; and thereby moves one from the static to the desired future.

Agentic theory emphasises helping the individual professionals make sense of their situation, and of the complex systems within which they practice. For exactly this reason we've included a role regarding the professional identity of career guidance and counselling, which calls for a pro-active, reflective approach to dealing with professional challenges.

The complex systems within which CGC professionals work on a day-to-day basis can be extremely challenging for their assumptions and working practices. This is particularly true when prevailing politico-economic systems or work organisations are not conductive to delivering the kind of career guidance and counselling which is required from an informed professional perspective. A sense of personal agency, coupled with the ability to think systemically, can help professionals to make shifts even in complex systems.

This in turn can sustain a community of professionals in changing relations with stakeholders (from the general public to policy makers), thus exerting professional control over the CGC work and its conditions (Evetts, 2011, 9). A sense of personal agency also supports the competence and confidence needed to promote the CGC profession in general. Developing agency widens options – and sustains the personal and professional development that is the hallmark of a committed and effective professional practitioner.

4.2. The NICE Core Competences (NCC)

The NICE Core Competences (NCC) articulate which core competences we believe career guidance professionals need in order to deliver high-quality guidance services. We understand core competences as the central, fundamental competences that CGC professionals need to have. As we have explained in the NICE Tuning Framework (Chapter 3), the NCC are directly based on the NICE Professional Roles (NPR; Chapter 4.1): Whereas the NPR together reflect the professional function of CGC professionals, the NCC reflect the central competences which CGC professionals need to perform successfully in these professional roles. Accordingly, the NCC echo the NPR: There are five discrete core competences which are interlinked through the fundamental and unifying NCC of Professionalism.

In the remainder of this chapter we will first provide a general overview of the NCC. Then we go into the detail of the sub-competences demanded by the different professional roles. Due to their performance-orientation, the NCC are formulated actively through verbs.

NICE Core Competences (NCC):

Career Information & Assessment

describes the core competence of CGC professionals to support people in assessing their personal characteristics and needs and connecting them with information on opportunities and requirements in labour markets and education systems.

Career Counselling

describes the core competence of CGC professionals to support their clients in understanding their situations, in working towards solutions and in making decisions through the use of ideographic and reflective methods.

Career Education

describes the core competence of CGC professionals to teach and train people to develop the career management competences they need for managing education, training and career transitions.

Programme & Service Management

describes the core competence of CGC professionals to ensure and develop the quality of their organisations' services.

Social Systems Interventions & Development

describes the core competence of CGC professionals to support their clients by making a difference in education and work related environments (preventatively and in crisis management) through networking, consultation and advocacy.

Professionalism

describes the core competence of CGC professionals to adopt professional values and ethical standards in all roles of their practice, to develop and to regulate relationships appropriately, to engage in continuous learning and critical thinking, and to advocate for their profession.

Image 4.2: NICE Core Competences, © NICE 2012

Detailed Descriptions of the NICE Core Competences (NCC)

This section goes deeper into the NCC, and presents more detailed sub-competences. These have been derived through a detailed comparison of the NCC with other existing competence frameworks (Appendix 1), a curricular analysis of existing degree programmes in Europe (Chapter 6), an analysis of innovative trends in the field of career guidance (Chapter 8), and a discursive process through which many members of the network have contributed their expertise during the Jyväskylä Conference in June 2012 (see Chapter 9).

Career Educators are competent in:

- Teaching people how to become aware of their strengths (interests, values, abilities, competences, talents etc.), how to use systems and techniques of gathering information on available jobs, vocational and educational training, how to plan, manage, implement and review their career, and how to apply effectively for working or learning opportunities
- Developing curricula for training programmes
- Planning training sessions
- Facilitating learning in different types of groups and communities
- Providing people with support on improving their competences for lifelong learning

Career Information & Assessment Experts are competent in:

- providing clients with information and assessment methods that support them in autonomously assessing how suitable particular educational and vocational opportunities are for them
- communicating educational, organisational, societal and political requirements and opportunities appropriately, taking into consideration the needs and capacity of clients, and reducing the complexity of information
- explaining the world of work, vocational and educational systems, as well as trends and developments in the labour markets and educational systems
- making use of information systems
- employing different assessment techniques for identifying the strengths, weaknesses, opportunities and risks of clients

Career Counsellors are competent in:

- Supporting clients in dealing with complex biographical issues related to life, work and identity
- Supporting clients in identifying solutions and making decisions related to complex career issues (e.g. setting goals and priorities)
- Employing ideographic and reflective approaches (e.g. solution-centred questioning, story-telling, reframing)
- Working alongside their clients in developing and pursuing goals over long periods of time, mastering career transitions and dealing with uncertainty (if necessary)
- Motivating clients and supporting them in identifying and activating resources, allowing them to pursue their life-projects as autonomously as possible

Programme & Service Managers are competent in:

- managing projects and on-going operations
- presenting evidence to secure the services which best meet clients' needs
- setting up contracts with clients (individuals or organisations)
- marketing/ advertising CGC services and organisations
- ensuring compliance with relevant regulation
- making organisational decisions on how to manage resources (including their own time) effectively and efficiently
- leading colleagues and cooperating with significant stakeholders
- managing important information and knowledge
- assessing and evaluating the quality of CGC activities (processes and outcomes)
- developing capacity for handling change and organisational development

Social Systems Interveners & Developers are competent in:

- Making arrangements with stakeholders with-in systems
- Approaching and intervening existing networks and communities and building new ones
- Consulting organisations in career-related questions of their stakeholder (e.g. recruitment, placement or personnel development of employees, career management competences of pupils)
- Making referrals
- Coordinating activities of different professionals
- Collaborating with different professionals (for instance career workers, social workers, educators, psychologist, rehabilitators, probation officers, etc.)
- Advocating and negotiating on behalf of their clients in relevant contexts (e.g. work teams, families, formal proceedings)
- Mediating conflicts between clients and their social environments

Professionalism encompasses CGC professionals are competent in:

- Building and effectively regulating healthy relationships between clients, themselves and other stakeholder (e.g. employers, policy-makers, other professionals)
- Finding an adequate balance between their personal and other peoples interests and dealing with potential role conflicts and levels of uncertainty
- Engaging in critical thinking, reflective practice (reflexivity) and continuous learning
- Systematically analysing clients' cases in regards to the influences of various individual, communicative, organisational, group-related and societal factors
- Adapting professional values and ethical standards in their practice of all professional roles; demonstrating openness and understanding for diversity, especially in terms of different values and models for life
- Engaging in societal debate about the purposes of career guidance and counselling
- Supporting science and policy-making for the advancement of the CGC profession
- Promoting career guidance as a social contract for the advancement of equality and social justice, and advocating on behalf of people seeking support in career-related questions

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NICE Curriculum Framework

In this part of the NICE Handbook, the NICE Core Competences (NCC) from Chapter 4.2 are used as a basis for determining the contents of what we call the NICE Curriculum. The NICE Curriculum is a proposal of nine modules which can be used as a basis for the design and development of degree programmes in career guidance and counselling, and is based on the NICE Tuning Framework in Chapter 3. Therefore, the modules comprise learning outcomes in terms of the NICE Core Competences (NCC) and their sub-competences, as well as learning outcomes in terms of affective, behavioural and cognitive resources required by the NCC.

The nine modules of the NICE Curriculum are all described in the same style, providing information to common headlines. We have tried to make due reference to all important aspects, but the description cannot be exhaustive. Next to the description of learning outcomes, the modules also involve examples of fruitful methods of learning, teaching and assessment which can be helpful in regards to the learning outcomes of the concrete modules. Originally, we had also planned on making references to indicative literature for each of the modules. We have already begun a collection, too, but will wait to publish it until it is more refined.

The proposed methods for teaching, learning and assessment are suggestions from the practice of NICE partners, which were collected by the members of WP 3 "Tools of Impact for Teaching and Training in Academic Career Guidance and Counselling Degree Programmes". More details on the work of the WP 3 team and frameworks for teaching and learning methods, resources, and assessment practices can be found in Chapter 7 of the full version of the NICE Handbook.

Before the modules are presented, we will describe the overall structure of the NICE Curriculum and how the modules are set up.

The NICE Curriculum[1] is constructed in the form of broad modules and describes a general curriculum that collects all learning outcomes relevant for performing well in the six NCC (without defining levels of achievement).[2] Unlike collections of numerous course descriptions, the definition of broad modules bears the advantage that modules are outcome-oriented at a higher level of aggregation (NCC), which makes them easier to be systemized and developed over time. Within and along modules, different courses can be devised, which allows higher education institutions a high level of autonomy regarding the design of their independent curricula.

In defining modules, we have set up the NICE Curriculum in a **competence-based** way. This is also realized by combining affective, behavioural and cognitive resources relevant to the NCC in the modules, which should be taught together. Studies have demonstrated that the competence development of students is strongest when the development of all types of resources is coordinated in an effective way (Myers, 2009, 461 ff.)[3].

The first six modules of the NICE Curriculum which directly refer to the NCC comprise five **C**ompetence Modules (C-Modules) and one **P**rofessionalism Module (P-Module). They are followed by three **K**nowledge Modules (K-Modules).

Competence Modules

The C-Modules reflect the five NCC:

- Career Education
- Career Information & Assessment
- Career Counselling
- Programme & Service Management
- Social Systems Interventions & Development

The affective, behavioural and cognitive resources summarized in the learning outcomes of the C-Modules demonstrate those psychosocial resources which are only relevant for acting in accord with the mission of the relevant NCC.

1 This chapter builds on conceptive work done by Bernd-Joachim Ertelt, Johannes Katsarov and Peter Weber, and heavily draws on the concepts from Chapter 4. The development of particular modules was strongly supported by Rie Thomsen (Social Systems Interventions & Development), Lea Ferrari (Career Education) and Sif Einarsdottir (Professionalism). All modules were additionally discussed by groups of partners of NICE at the Jyväskylä Conference in 2012.

2 For practical reasons, it would have been too early to describe learning outcomes for the three academic cycles (BA, MA or PhD) and introduce level descriptors in "NICE 1". This is a goal for "NICE 2" though (see Chapter 10).

3 Myers, D. (2008): "Social Psychology," 9th edition. McGraw-Hill: New York

Professionalism Module

Learning outcomes in terms of competences, affective and behavioural resources which are important in all NICE Professional Roles (NPR), among them the concept of reflexivity (Chapter 3), have been allocated to the NCC Professionalism. This stresses their high relevance for the practice of career guidance and counselling and also signifies that they need to be developed throughout entire programmes.

The P-Module parallels the NCC Professionalism and integrates the other NCC into an understanding of career guidance and counselling as a profession. Therefore, the content of this module is transversal to the Competence Modules and Knowledge Modules in many ways. Most importantly, the Professionalism Module integrates all of the sub-competences which are generally important for all CGC services, i.e. which lie at the heart of the profession. In particular, this refers to several interpersonal and systemic competences, as well as professional values and attitudes. In including competences that refer to critical thinking, reflexivity and continuous learning, the P-Module also covers the general academic competences which students of career guidance and counselling should develop.

Knowledge Modules

Generally relevant cognitive resources in terms of fundamentally important knowledge and theories for career guidance and counselling have been collected in three special **K**nowledge Modules (K-Modules). We have decided to do this because these resources can't be ascribed to single core competences on the one hand, but that their scope is too large on the other hand to integrate all of them in the Professionalism Module. Thus, the K-Modules provide fundamental knowledge which is relevant for performing in the six NICE Core Competences and only consist of cognitive resources unlike the C-Modules and the P-Module.

This doesn't mean that courses related to the K-Modules shall only focus on the development of cognitive resources, though. Rather, the focus shall also be on developing many of the more general academic competences which are described in the Professionalism Module P1, including research competences, reflexivity, critical thinking, analytical competences, communicative competences and many more. Accordingly, we haven't suggested teaching, learning or assessment methods for the K-Modules. References can be found in the P-Module, and in Chapter 7.2 regarding the systemization and development of knowledge.

To systemize the large body of knowledge relevant to career guidance and counselling, we have distributed it among three categories that focus on different perspectives: The perspective on the individual, the perspective on groups, organisations and interpersonal communication, and the perspective on society at large, including labour markets and educational systems.

Image 5.1: NICE Curriculum, © NICE 2012

The system of the modules is visualized in the image above. As the image displays, both the Knowledge Modules and the Professionalism Module are **transversal**, i.e. they are considered relevant for several of the Competence Modules because they incorporate elements which are fundamental for several or all of the NCC.

Example

Knowledge on how individuals develop (K1) is relevant for professional behaviour in regards to several of the C-Modules, including Career Education (C1), Career Information & Assessment (C2) and Career Counselling (C3). Likewise, knowledge on the job market (K3) is relevant for Career Information & Assessment (C2) and Social Systems Interventions & Development (C5). Similarly, the Professionalism Module P1 is also transversal because it comprises the overarching professional attitudes and competences relevant for all forms of professional interaction.

C1 – Career Education

Learning Outcomes (Core Competence and Sub-Competences)

The NCC Career Education relates to the NPR Career Educator. As Career Educators, CGC professionals support people in developing their own career management competences.

Consequently, the NCC Career Education describes the core competence of CGC professionals to teach and train people to develop the career management competences they need for managing education, training and career transitions.

Career Educators are competent in...

- Teaching people how to become aware of their strengths (interests, values, abilities, competences, talents etc.), how to use systems and techniques of gathering information on available jobs, vocational and educational training, how to plan, manage, implement and review their career, and how to apply effectively for working or learning opportunities
- Developing curricula for training programmes
- Planning training sessions
- Facilitating learning in different types of groups and communities
- Providing people with support on improving their competences for lifelong learning

Learning Outcomes (Resource Requirements)

Cognitive Resources (Competence-Specific Knowledge)

- Theories and approaches related to teaching career related learning
- Knowledge of teaching different target groups, e.g. working with adolescents, parents, teachers, employers, policy-makers
- Knowledge of techniques for working with individuals and small/large groups; knowledge of ICT/IT-based methods and applications for learning/teaching (including distance learning, blended learning, self-managed learning)
- Specific theories and approaches to strengthening career management competences (e.g. efficacy beliefs, self-regulation strategies, decision-making skills) through educational interventions

Affective Resources (Attitudes, Values, Motivations)

- Desire to support people in developing their career management competences
- Value the active involvement of clients in the learning process
- Willingness to adapt teaching methods, contents and information delivery to the client's specific concerns, interests, demands, needs and traits
- Appreciation of clients' individual learning strategies
- Promotion of lifelong learning, including willingness to continuously update one's own knowledge and information base as a role-model

Behavioural Resources (Skills, Techniques etc.)

- Using different teaching techniques, including techniques for self-directed learning and ICT/IT-based learning/teaching systems
- Applying methods and instruments for the effective design of learning resources
- Developing, reviewing and adjusting concepts, curricula, and presentation techniques for different target groups
- Developing adequate learning resources for different target groups
- Motivating different target groups for self-information and developing their own competences (learning)

References to Teaching and Learning Methods

Students undertake teaching practice and reflect on their experiences with peers and tutors; students participate in small groups to explore chosen career information systems (e.g. web sites and their quality); watching and reflecting on videos on specific skills, teaching strategies, training session, etc.; joint reflection of classes during studies; role playing of learned skills; students apply and reflect methods of active learning; working with different ICT-based systems for distance learning and communication; involving students in the design of classes.

References to Assessment Methods

Preparing and delivering a presentation on career choice with selected target groups; designing a Career Education meeting/session; reviewing a specific curriculum or teaching design for its use with another target group (suggestion adaptations etc.)

C2 – Career Information & Assessment

Learning Outcomes (Core Competence and Sub-Competences)

The NCC Career Information & Assessment relates to the NPR Career Information & Assessment Expert. As Career Information & Assessment Experts, CGC professionals support people in assessing their personal characteristics and needs, then connecting them with the labour market and education systems.

Consequently, the NCC Career Information & Assessment describes the core competence of CGC professionals to support people in assessing their personal characteristics and needs and connecting them with information on opportunities and requirements in labour markets and education systems.

Career Information & Assessment Experts are competent in...

- providing clients with information and assessment methods that support them in autonomously assessing how suitable particular educational and vocational opportunities are for them
- communicating educational, organisational, societal and political requirements and opportunities appropriately, taking into consideration the needs and capacity of clients, and reducing the complexity of information
- explaining the world of work, vocational and educational systems, as well as trends and developments in the labour markets and educational systems
- making use of information systems
- employing different assessment techniques for identifying the strengths, weaknesses, opportunities and risks of clients

Learning Outcomes (Resource Requirements)

Cognitive Resources (Competence-Specific Knowledge)

- Social and communication theories and principles: procedures for optimising media, information systems, and personal forms of information giving
- Testing, assessment and diagnosis theories and approaches (qualitative and quantitative assessment devices for: resources, social environment, interests, needs, strengths etc.)
- Resource and problem diagnostics for specific target groups (e.g. people with disabilities, women, migrants, children etc.); understanding of the specific situations of such target groups and approaches to dealing with them (including cultural, educational, language-related and other barriers); knowledge of specific information systems for different target groups
- Computer-assisted and internet based Career Information & Assessment
- Concepts for linking assessment instruments with placement activities (e.g. outplacement, support in job search processes, finding a suitable education for clients)

Affective Resources (Attitudes, Values, Motivations)

- Motivation to support clients in making career decisions autonomously and in a well-informed manner
- Motivation to support clients in dealing with lack of information and information overload
- Concern for applying theoretically based and empirically validated approaches for Career Information & Assessment
- Sensitivity to use the data derived from assessment appropriately, according to the situation, to the benefit of the client and in a transparent way
- Awareness of the need to protect clients' data from abuse
- Motivation to critically discuss the reliability and validity of testing/ assessment methods as well as other career-related information with clients
- Motivation to support clients in interpreting results of assessments/ tests and other relevant information in an adequate way
- Willingness to control own biases in Career Information & Assessment activities with clients from altering backgrounds (e.g. ethical, cultural, gender-related)

Behavioural Resources (Skills, Techniques etc.)

- Selecting information and assessment strategies according to different concerns, traits, involvements, social-economic backgrounds of clients, and taking organisational conditions/ limitations into regard
- Employing different ICT-tools for career information & assessment (e.g. internet-based personality tests)
- Practical validation of informal competences and informal/non-formal learning
- Using group techniques for Career Information & Assessment (e.g. partner interviews)

References to Teaching and Learning Methods

Analysis and discussion of real Career Information & Assessment sessions (video, report); self-application and exercises with assessment techniques, diagnostic instruments and ICT programmes; role-playing of assessments with fellow students; construction/ adaptation of assessment techniques/ approaches for specific target groups; comparing different types of data banks/ information management systems with each other; using an instrument to validate competences with clients in a longer CGC project.

References to Assessment Methods

Presenting the results of an analysis of a real Career Information & Assessment session (video, report); role-playing a Career Information & Assessment session under supervision; evaluating career Information & Assessment Services as a client; analysing questionnaires/ assessment approaches based on relevant theories.

C3 – Career Counselling

Learning Outcomes (Core Competence and Sub-Competences)

The NCC Career Counselling relates to the NPR Career Counsellor. As Career Counsellors, CGC professionals support individuals in understanding their situations, so as to work through issues towards solutions.

Consequently, the NCC Career Counselling describes the core competence of CGC professionals to support their clients in understanding their situations, in working towards solutions and in making decisions through the use of ideographic and reflective methods.

Career Counsellors are competent in...

- Supporting clients in dealing with complex biographical issues related to life, work and identity
- Supporting clients in identifying solutions and making decisions related to complex career issues (e.g. setting goals and priorities)
- Employing ideographic and reflective approaches (e.g. solution-centred questioning, story-telling, reframing)
- Working alongside their clients in developing and pursuing goals over long periods of time, mastering career transitions and dealing with uncertainty (if necessary)
- Motivating clients and supporting them in identifying and activating resources, allowing them to pursue their life-projects as autonomously as possible

Learning Outcomes (Resource Requirements)

Cognitive Resources (Competence-Specific Knowledge)

- Concepts and approaches for resource-oriented counselling
- Specific approaches and process theories to career counselling/ counselling interview concepts and techniques (e.g. cognitive-behavioural, person-centred approach, systemic counselling, solution-focused counselling, coaching, life designing, narrative approaches, support of self-organisation, information processing methodology, problem management approach);
- Concepts for structuring interactive communication processes
- Concepts for supporting the reflexivity and learning processes of clients
- Theories and empirically proven contemporary knowledge about the use of ICT in career counselling
- Concepts and approaches for counselling different target groups and for dealing with questions of diversity, age, gender and culture in counselling

Affective Resources (Attitudes, Values, Motivations)

- Honesty and authenticity in responding to clients' ideas, narratives and needs
- Readiness to set one's own personal concepts of life and work aside in counselling clients (while respecting professional ethical and legal boundaries)
- Openness towards clients regarding the limitations of one's personal role, e.g. when offering counselling in legally imposed situations; eagerness to make other interests transparent that need to be taken into consideration
- Willingness to actively listen to clients and to tune in to their situations; empathy; interest in understanding clients' personal backgrounds, values, emotions, desires, etc.
- Motivation to empower clients to deal with their situations autonomously; commitment to reinforce and support self-efficacy and the development of positive self-concepts of clients; motivation to support clients in developing their problem-solving and decision-making competences

Behavioural Resources (Skills, Techniques etc.)

- Active listening techniques; giving constructive feedback (in particular: interacting with clients in a way which strengthens them emotionally)
- Transferring decision making models into the practice of career counselling (normative and non-rational models; approaches to dealing with emotions, conflicts, and uncertainty in career decision making)
- Counselling techniques for clarifying concerns and requests of clients, for analysing complex problems, for identifying solutions, for identifying and evaluating information, for developing strategies and action plans
- Developing a joint goal for the counselling process together with the client
- Making the large variety of clients' internal and external resources and situational constraints transparent in counselling interviews
- Observing whether and how the concerns and goals of clients change in the course of the counselling process
- Preparation for setback and handling post-decision phenomena
- Using ICT-based solutions in career counselling

References to Teaching and Learning Methods

Practicing different techniques and styles of counselling with fellow students (with video-taped role playing); analysing written counselling interviews; counselling clients (video-taped, or with reports and presentations); peer reviewing/ collegial supervision of counselling practice; analysing one's own career development and decisions from the perspective of various theoretical approaches; applying different decision techniques in real-life situations (related to questions of different complexity, not necessarily career decisions).

References to Assessment Methods

Presenting and analyzing an own career guidance counselling session (video, essay etc.) in the period of practical training; analysing a counselling session based on a rating inventory.

C4 – Programme & Service Management

Learning Outcomes (Core Competence and Sub-Competences)

The NCC Programme & Service Management relates to the NPR Programme & Service Manager. As Programme & Service Managers, CGC professionals ensure the quality and delivery of CGC organisations' services.

Consequently, the NCC Programme & Service Management describes the core competence of CGC professionals to ensure and develop the quality of their organisations' services.

Programme & Service Managers are competent in...

- managing projects and on-going operations
- presenting evidence to secure the services which best meet clients' needs
- setting up contracts with clients (individuals or organisations)
- marketing/ advertising CGC services and organisations
- ensuring compliance with relevant regulation
- making organisational decisions on how to manage resources (including their own time) effectively and efficiently
- leading colleagues and cooperating with significant stakeholders
- managing important information and knowledge
- assessing and evaluating the quality of CGC activities (processes and outcomes)
- developing capacity for handling change and organisational development

Learning Outcomes (Resource Requirements)

Cognitive Resources (Competence-Specific Knowledge)

- Finance: Basics of budgeting, resource management and bookkeeping
- Legal aspects, legislation and codes of practice relevant for contracting, management of CGC services
- Quality management/ development (different models); evaluation theory (process and outcome analytics); specifics of evaluating CGC services and programmes (theories underpinning the process of planning, preparing, implementing and evaluating different CGC interventions; including cost-benefit-analyses)
- Basics of entrepreneurship (also for fundraising): business plan development; analysis of competition, client needs, and the environment of an organisation
- Basics of marketing and advertisement: marketing strategies (price, placement, promotion, product); communication strategies for different target groups
- Specifics of managing CGC services (organisational aspects); effects of organisational circumstances on quality of CGC services and programmes

Affective Resources (Attitudes, Values, Motivations)

- Willingness and interest in understanding, reflecting and developing one's own role and function in an organisation, including one's innerorganisatinoal relationships
- Feeling of responsibility for managing the quality of CGC services; pro-active attitude at co-constructing one's organisational environment; interest in cooperating with colleagues, superiors and inferiors to foster organisational learning
- Entrepreneurial attitude of setting up new services and improving existing ones, and taking on responsibility for organisational tasks
- Win-win-perspective on developing oneself and one's organisation: Keeping a healthy balance between the interest of the organisation and one's own interests
- Motivation to sustain knowledge/ information collection and systemization efforts over long periods of time at a certain quality level

Behavioural Resources (Skills, Techniques etc.)

- Resource management: Budgeting methods and calculation, working with spreadsheet table programmes, controlling, time management
- Acquisition of clients and projects, writing contracts, preparing offers, negotiating, managing conflicts, applying project management tools
- Application of current ICT solutions for management and cooperation in teams
- Knowledge & information management: Setting up and developing useful data banks; maintaining up-to-date listings of referral sources
- Development of questionnaires, interview guidelines and other instruments for the evaluation and quality management/ development
- Development, application and realization of organisational strategies, goals and quality frameworks; also through the direct involvement of different stakeholders (including the users of CGC services) in the design and development of services and programmes

References to Teaching and Learning Methods

Case studies of organisations; role-playing for development of negotiation and conflict-management skills; developing a business-plan or marketing strategy for a small counselling/ guidance organisation (e.g. based on a specific case); management project in/with an organisation; scientifically evaluating a CGC intervention; scientifically reviewing evaluation research; survey development and testing; group discussion of information management in practical work with different target groups; case studies on information marketing, developing a project plan.

References to Assessment Methods

Writing and presenting an offer for a CGC programme based on the analysis of a case study; research and/or organisation internship; completing a recipient analysis and evaluation with a simple statistical method (e.g. Chi-square); conducting an evaluation of a chosen computer-assisted career information system; conducting an efficacy verification of a Career Education intervention (pre- post-test analysis).

C5 –Social Systems Interventions & Development

Learning Outcomes (Core Competence and Sub-Competences)

The NCC Social Systems Interventions & Development relates to the NPR Social Systems Intervener & Developer. As Social Systems Interveners & Developers, CGC professionals support clients (even) in crisis and work to change systems for the better.

Consequently, the NCC Social Systems Interventions & Development describes the core competence of CGC professionals to support their clients by making a difference in education and work related environments (preventively and in crisis/ negative conditions) through networking, consultation and advocacy.

Social Systems Interveners & Developers are competent in...

- Making arrangements with stakeholders with-in systems
- Approaching and intervening existing networks and communities and building new ones
- Consulting organisations in career-related questions of their stakeholder (e.g. recruitment, placement or personnel development of employees, career management competences of pupils)
- Making referrals
- Coordinating activities of different professionals
- Collaborating with different professionals (for instance career workers, social workers, educators, psychologist, rehabilitators, probation officers, etc.)
- Advocating and negotiating on behalf of their clients in relevant contexts (e.g. work teams, families, formal proceedings)
- Mediating conflicts between clients and their social environments

Learning Outcomes (Resource Requirements)

Cognitive Resources (Competence-Specific Knowledge)

- Theories and approaches related to coordinating CGC services inside different types of organisations (e.g. private, public, public employment services (PES), further training institutions) and as part of human resource management (HRM)
- Theories and approaches related to coordinating CGC services with other/ external organisations (e.g. case management, referrals, consultation)
- Specific communication theories and approaches related to negotiation, coordination, persuasion, and advocacy
- Theories on the development and the effects of social capital and networking

Affective Resources (Attitudes, Values, Motivations)

- Self-understanding and reflection as a facilitator of change/ learning in social systems (groups, organisations etc.) through cooperation and intervention
- Motivation to advocate on behalf of clients in relevant contexts where they need additional support (e.g. because they lack the resources to do so themselves)
- Interest in cooperating with different target groups and understanding and acknowledging their perspectives, needs and interests (especially potential users, but also teachers, parents, representatives of companies and further training institutions, other professionals, policy-makers, and community representatives)
- Motivation to support the development of networks, organisations and other social systems which can provide social security and/or serve as rescue nets for people facing social/work exclusion (e.g. unions, round tables of social partners)

Behavioural Resources (Skills, Techniques etc.)

- Conducting fieldwork, observations and interviews to understand interests, perspectives and needs of different target groups
- Consulting skills/ techniques with a focus on questions of career guidance and counselling (e.g. placement, recruitment)
- Facilitate effective referrals by means of initiating contacts between referral sources and individuals
- Developing skills in promoting social justice, advocacy, and feedback regarding CGC services in particular institutional contexts

References to Teaching and Learning Methods

Case studies on organisations and communities in need of CGC services; discussing videos and cases that exemplify real situations; using assessment procedures for communities, networks or organisations during internships; designing training interventions (e.g. for parents); role play of consultation, referrals or round tables; visits to different institutions/ organisations that offer CGC services or work together with CGC service providers.

References to Assessment Methods

Writing and/or presenting an analysis of a CGC problem related to a social system (e.g. an institution, organisation or community) with a focus on developing suggestions for interventions or cooperative development; produce theory-driven materials useful for CGC interventions; applying techniques for validating one's own development of networking, cooperation and intervention competences before and after participating in such a process.

P1 – Professionalism

Learning Outcomes (Core Competence and Sub-Competences)

The NCC Professionalism is related to the NPR CGC Professional. CGC Professionals adopt professional values and ethical standards in practice, develop and regulate relationships appropriately, engage in continuous learning and critical thinking, and advocate for their profession.

Consequently, the NCC Professionalism describes the core competence of CGC professionals to adopt professional values and ethical standards in all roles of their practice, to develop and regulate relationships appropriately, to engage in continuous learning and critical thinking, and to advocate for their profession.

CGC Professionals are competent in...

- Building and effectively regulating healthy relationships between clients, themselves and other stakeholder (e.g. employers, policy-makers, other professionals)
- Finding an adequate balance between their personal and other peoples interests and dealing with potential role conflicts and high levels of uncertainty
- Engaging in critical thinking, reflective practice (reflexivity) and continuous learning
- Systematically analysing clients' cases in regards to the influences of various individual, communicative, organisational, group-related and societal factors
- Adapting professional values and ethical standards in their practice of all professional roles; demonstrating openness and understanding for diversity, especially in terms of different values and models for life
- Engaging in societal debate about the purposes of career guidance and counselling
- Supporting science and policy-making for the advancement of the CGC profession
- Promoting career guidance as a social contract for the advancement of equality and social justice, and advocating on behalf of people seeking support in career-related questions

Learning Outcomes (Resource Requirements)

Cognitive Resources (Competence-Specific Knowledge)

- Critical understanding of professionalism on the level of individual and society
- Understanding the different societal expectations related to career guidance and counselling (e.g. from the perspectives of individual clients, policy-makers, employers, worker unions, other professions)
- Ethics: knowledge of core professional values relevant for career guidance and counselling and relevant codes of ethical standards
- Comprehensive understanding of theories of reflective practice, self-evaluation, and understanding of the role of these theories in relation to professional practices in relevant contexts
- Systems theory (systemic thinking): dealing with complexity, dynamics and uncertainty; theories on how individuals and their contexts/environments (organisations, families, societal cultures and structures) are connected and influence each other; self-organisation theories regarding social systems
- Research theory and methods (social sciences): test knowledge, basic statistical techniques, survey development and analysis; evaluation research; psychometric quality indicators

Affective Resources (Attitudes, Values, Motivations)

- Commitment to professionalism and professional values such as relevant ethical standards (many of which are explained below); motivation to build and continuously develop such professional relationships with clients which nourish these core professional values
- General feeling of social responsibility; eagerness to prevent psychosocial maladjustment due to career dissatisfaction; desire to increase the quality of people's lives and that of their communities; motivation to prevent harm to clients and other people
- Feeling of responsibility for the impact of one's professional practice and recognition of the limits of one's own competence
- Understanding the need to keep a healthy balance between the client's needs, organisational needs and one's own wellbeing
- Willingness to make one's own approaches and thoughts transparent
- Perseverance, patience, optimism and a pro-active approach of making the best of the past, the present and the future; ambiguity tolerance
- Motivation to support people in a fair and supportive way, irrespective of their age, ethnic or cultural heritage, mental and physical ability, gender and socioeconomic status; motivation to promote social justice, inclusiveness and equal opportunities for disadvantaged people
- Openness for working with diversity, especially in terms of different values and models for life; regarding diversity as a potential enrichment (not as a threat)
- Commitment to one's own continuous training and improvement/ professional development/ advancement of knowledge; openness towards learning, development and innovation in the professional field
- Motivation to seek other people's support and feedback for critically assessing one's own professional development, achievements and learning needs
- Devotion to scrutinize / challenge the value of (one's own) theories and assumptions based on objective scientific criteria

Behavioural Resources (Skills, Techniques etc.)

- Ability to reflect on one's own actions, e.g. with others, and applying professional criteria for doing so; applying different science-based models of reflection in relation to specific aspects of professional practice
- Skills relevant to developing and managing constructive relationships with (people from) different groups or organisations (especially: users, policy-makers, families, communities, other professionals, employers, teachers/trainers): interpersonal skills, written and oral communication, conversation techniques, moderating small and large groups, presentation skills with different media (e.g. flipchart, computer-based presentations, speeches)
- Ability to identify and apply strategies to manage the effects of change/ stress on oneself; strategies for building and maintaining self-motivation
- Setting learning and development targets, examining and optimizing one's own learning style and progress in learning and competence development
- Applying relevant ethical guidelines for career guidance and counselling to real life cases
- Skills required for systematic analysis, the development of concepts, and writing professional/ scientific papers, including analytical thinking, creative techniques, and logical argumentation

References to Teaching and Learning Methods

Working with a "critical friend" (giving and receiving feedback); supervision and "intervision"/ "collegial counselling" based on (own) real cases (e.g. video-taped); examining cases in relation to theory; developing a reflexive portfolio; using competence assessment as a starting point and evaluation of own professional development; analysis of cases using relevant ethical codes for career guidance and counselling; critically evaluating the scholarly standard of scientific papers based on criteria for scientific writing; reflective evaluations of visits to projects promoting equality and social justice; writing scientific papers; discussing what particular policies would mean for one's own field of activity in career guidance and counselling (comparative analysis); preparing summaries of scientific books or papers for classmates.

References to Assessment Methods

"Personal Development Plan": Students critically evaluate their development on the programme in regards to the theory covered in the module. On this basis, they develop an action plan for their further professional development through the rest of the programme; a PDP is an assessment instrument that a study programme ideally begins and ends with; "Professional Discussion": Students make a DVD recording of a professional discussion with the tutors, reviewing and reflecting on their own learning since writing their personal development plan. This includes a critical consideration of theory and personal ongoing professional development; writing and presenting a professional/scientific paper.

K1 – The Individual

General Aim

This module offers the relevant fundamental/ basic knowledge relevant for CGC professionals in regards to dealing with individuals and individual career questions.

The knowledge listed here is particularly important for the NCC Career Education, Career Information & Assessment, and Career Counselling, but is also of value for all other core competences of CGC professionals.

Learning Outcomes (Resource Requirements)

Cognitive Resources (Competence-Specific Knowledge)

- Theories of career and professional development: understanding of biographical developments due to career changes and phase of life (e.g. during primary/ secondary school, Career Education, change of vocation, seeking employment after a parental leave or a phase of unemployment, retirement)
- Theories of career choice and planning: trait & factor theories, constructivist approaches, life designing, social learning theories, work adjustment theory, social-cognitive perspective, planned happenstance, serendipity
- Theories related to individual self-organisation processes (e.g. learning/ competence development, learning theories (understand how people learn, maximize learning), decision-making processes/ heuristics, work-life-balance, self-motivation, time management, setting priorities etc.)
- Psychological theories on individual personality traits and behaviours (e.g. motivation, interests, aptitudes, talents, feelings, cognitions, self-efficacy, locus of control, volition/ willpower, readiness to make decisions, learn/adapt, cooperate etc.

K2 – Groups, Organisations and Communication

General Aim

This module offers the relevant fundamental/ basic knowledge relevant for CGC professionals in regards to dealing with groups, organisations and communication.

The knowledge listed here is particularly important for the NCC Programme & Service Management and Social Systems Interventions & Development, but is also highly significant for dealing with individuals' career questions, making it relevant for all NCC.

Learning Outcomes (Resource Requirements)

Cognitive Resources (Competence-Specific Knowledge)

- Group dynamics and interpersonal communication: Theories on informal relationships/ social systems (other than formal organisations): families, couples, peers/ friendships, small and large groups
- Organisational theories and organisational communication: Formal structures/ relationships (hierarchies, functions, roles, power) and processes of organisations; organizational culture; different types of organisations (bureaucracy, network etc.); diversity in organisations; interaction between organisations and their environments; effects of new technologies (especially IT and ICT) on organisations and employees
- Management theories: strategic planning and controlling, organisational decision-making (micro-economics); project management; quality/ process management
- Leadership and relevant communication theories: role-modelling; leadership styles; inner-organisational communication; conflict management (prevention and solution of conflict); theories related to leadership and moderation of groups
- Change Management/ Organization Development: Theories on organisational change & learning; success factors of planned organisational change
- Human Resource Management (HRM) and Personal Development (PD) theories and knowledge: understanding of typical HR processes such as recruiting, staffing, rewarding, retaining and developing employees; basics of performance management
- ICT in career guidance and counselling: current innovations in communications technology and how they can be employed in regards to the different NPR; discussion of benefits & drawbacks; methods of combining traditional approaches with new technologies for synergies

K3 – Society, Politics and Markets

General Aim

This module offers the relevant fundamental/ basic knowledge relevant for CGC professionals in regards to dealing with the relevant phenomena of larger society (including culture and diversity), politics (including governance, policy-making, educational systems, politics, and legislation) and markets (including economics).

The knowledge listed here is important for all NCC, though different aspects may be particularly important for different professional roles.

Learning Outcomes (Resource Requirements)

Cognitive Resources (Competence-Specific Knowledge)

- Institutional ethnography: current structure, developments/ trends, and current policy regarding national employment, educational and CGC-related systems (including comparative knowledge of policies and systems);
- Policy-related knowledge: relevant policy theories/ ideologies; relevant international policy developments (e.g. lifelong learning; Bologna process in Europe); professionalization of career guidance and counselling
- Legal aspects, legislation and codes of practice regarding employment, education and CGC systems (local, national and international)
- Understanding of macro-economics, especially regarding labour market developments and their interrelation with other societal developments (e.g. technological trends, policy-making)
- Career-related information management: Sources and types of labour market information (LMI), job tasks, vocations, functions, salaries, requirements and future outlooks (e.g. regional/national/international data banks, internet offers); sources and types of information on educational programmes and offers (further education, training etc.); information and knowledge management systems; information acquisition management; supply- and demand-oriented information systems for labour markets and educational offers
- Diversity-related theories: sociological theories on cultural identity, societal norms, and ideology (including religious belief systems); intercultural communication; diversity management; understanding of discrimination regarding gender, age, race, ability, culture etc.
- Understanding the special needs of particular groups (e.g. physically and mentally challenged clients, economically disadvantaged clients, cultural/racial and ethnic minorities)

6

Existing Degree Programmes in Europe

by Bernd-Joachim Ertelt, Peter C. Weber & Johannes Katsarov

Analysing and comparing the existing degree programmes in Europe for various purposes was a central theme of NICE 1. It was carried out as part of work package 1 (WP 1). For the work on the NICE Handbook, and as a contribution to developing common points of reference (CPR), the WP 1 group focused on providing a systematic overview of academic CGC study courses and programmes in Europe.

In doing so, the group searched for similarities and differences regarding the study courses, and compared their explicit and implicit competence profiles in the light of existing competence frameworks. In particular, the WP 1 group took the following studies and competence profiles into consideration:

- **International Competencies for Educational and Vocational Guidance Practitioners (IAEVG, 2003)**
- **Professionalising career guidance – Practitioners competences and qualification routes in Europe (CEDEFOP ,2009)**
- **Quality Manual for Educational and Vocational Counselling (MEVOC, 2006)**
- **Competence profile for counsellors in education, job and employment (BeQu, 2012)**
- **The Swiss competence model from the University of Lausanne (KBSB/UNIL, 2004)**
- **Competence areas and modules (Ertelt 2007), based on former European reports (Watts, 1993; Ertelt, 1992, 2000)**

In developing our comparison of degree programmes, we didn't only build on the international studies mentioned above though, but also on the knowledge put together by a multitude of other European projects (Appendix 2). Additionally, our work builds on a pilot study for WP 1, the master thesis "A systematic comparison of selected career guidance studies in Europe" (Mnich, 2010).

The results of two empirical surveys from WP 1 are presented in the following:

- **A quantitative Analysis of Degree Programme Structures in Europe (Chapter 6.1), and**
- **A qualitative Analysis of the Study Programme Curricula (Chapter 6.2)**

6.1. Quantitative Analysis of Degree Programme Structures in Europe

The outcomes of the following analysis are based on a questionnaire which was jointly developed by members of the WP 1 group in two workshops; one of them during the NICE Czestochowa Conference in 2010, the other at a WP 1 workshop in Bratislava (October 7-8, 2010). We would like to thank the various contributors very much for the ideas that they brought into this survey.

The final questionnaire (online-version and offline-version) included items targeted to the following dimensions of the study courses and degree programmes:

- General Information (name of the HEI; faculty/department)
- Target Group (EQF; academic degree; job experience)
- Structure of academic studies (academic degree; ECTS; programme cost; internship)
- Competence Profile of IAEVG 2003 (Because the development of the NCC was in progress, the working group WP 1 decided to use this system)
- Quality management
- Scientific foundation and research profile
- Internationality
- Reference to labour market

As far as possible the questionnaire used closed questions. Only in a few cases, open questions were used.

Sample and structure of the academic studies

The following selection of results from the quantitative study is based on the analysis and presentation for the NICE Heidelberg Conference (May 19th, 2011). Prior publications of the results have come from Ertelt, B.J., Frey, A., & Enoch, C. (2011) and Enoch C., Ertelt, B.J., & Frey, A. (2012).

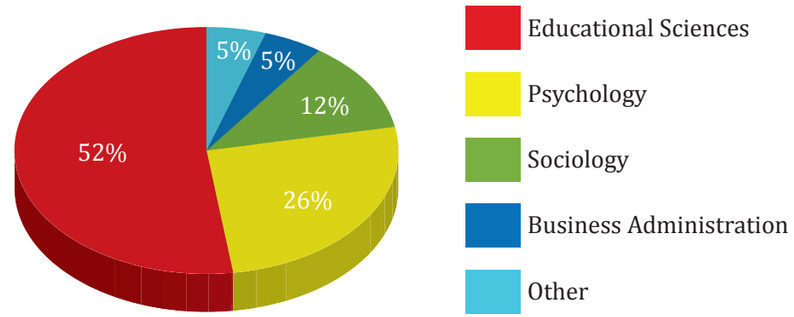
Table 2 shows that about two thirds of the CGC programmes who participated in the questionnaire are offered at Master's level, either as an M.A. or as an M.Sc.

Table 1: Participating Universities Analysis on organizational structure of CGC study programmes					
Country Name	**Frequency**	**Percent**	**Country Name**	**Frequency**	**Percent**
Austria	2	3,4	Luxembourg	1	1,7
Bulgaria	1	1,7	Netherlands	2	3,4
Czech Republic	2	3,4	Poland	9	15,5
Denmark	1	1,7	Portugal	1	1,7
Finland	1	1,7	Romania	1	1,7
France	3	5,2	Scotland	1	1,7
Germany	3	5,2	Slovakia	1	1,7
Greece	2	3,4	Spain	8	13,8
Iceland	1	1,7	Switzerland	4	6,9
Ireland	4	6,9	Turkey	1	1,7
Italy	3	5,2	United Kingdom	2	3,4
Latvia	1	1,7	Other:	3	5,2
			Total	58	100,0

Table 2: What degree do students receive when successfully completing the study course?			
Degree		**%**	**Total %**
Bachelor of	of Arts	20,5	29,6
	of Science	9,1	
Master of	Arts	27,3	38,6
	Science	11,3	
Master of Advanced Studies		11,3	29,5
Diploma		18,2	
PhD Programmes		(2,3)	

The faculties which offer degree programmes in career guidance and counselling are diverse. The new academic discipline of career guidance and counselling hasn't yet emerged to such a degree that it takes the position of a classical academic field. What we see is a discipline with a heterogeneous basis and a strong notion towards multidisciplinarity (diagram 1).

Diagram 1: In which faculty/department is your study course situated?



One of the reasons for the diverse picture of study offers in career guidance and counselling is surely the different naming of the relevant programmes. Partially, basic academic sciences take an important place here, for example psychology or educational science. On the other hand there are also links to programms in vocational guidance and counselling, human resource management or lifelong education.

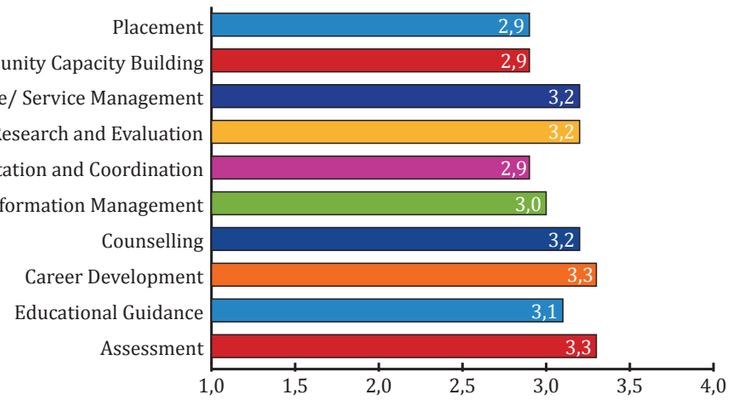
Most of the study programmes we're looking at have only been set up in the past 20 years. The oldest specific CGC programmes in Europe are offered by the University of Lausanne (since 1967), by the University of Malmö (since 1971), by the German Public Employment Service's University of Applied Labour Studies (since 1972), by the University of West Scotland (since 1974), by the University of Nicosia (since 1980), and by the National Conservatory for Arts and Vocations (CNAM) in Paris (since 1990).

In almost two thirds of the degree programmes, students are required to pay a tuition, the height of which can vary strongly. In about 85% of cases, the cumulated costs per students lie between 1,000 and 5,000 Euros. Regarding the general study organisation, full-time studies are slightly more frequent (56%) than part-time studies (about 44%).

Competence-Focus of the Degree Programmes

As mentioned above we used the IAEVG Competence Framework for Vocational and Educational Guidance (2003) as an international reference and asked how the competences gained in the different study programmes fit to this model. Diagram 2 illustrates what the academic staff considers to be the competences that students should develop through their degree programmes on a scale from 1 to 4.

Diagram 2: Competences - Comparison of Mean Values (in reference to IAEVG)



Overall, the values on the 4-level scale indicate that all of the IAEVG competences are integrated in the diverse study programmes analysed. It seems as whether there was a common notion regarding the competences that CGC professionals need.

At a closer look, we can see that in particular two IAEVG competences have received particularly positive values: Assessment (conceptualizing and diagnosing clients' needs based on different assessment tools and techniques, etc.) and Career Development (planning, designing, and implementing lifelong career development programmes and interventions, etc.).

Two other competences have been named additionally with high priority: Counselling (understanding the main factors related to the personal development of clients and the dynamics of their individual behaviour as a basis for helping clients to develop a personal life plan, etc.) and Educational Guidance (guiding individuals and groups of students to develop educational plans, etc.).

These four competences might be considered the "classical" competences which focus on the individual clients (even if CGC professionals are working with groups). What is interesting to see is that competences in Research & Evaluation, as well as in Programme & Service Management have also been recognized as central competences to be developed through CGC programmes.

At the lower end of the mean values, we find competences with a stronger focus on working with different stakeholders of career guidance and counselling processes, i.e. with employers, service providers and other relevant actors. The competences found here are Placement, Consultation & Coordination, and Community/ Capacity Building. We find it somewhat surprising that these competences and the relevant fields of action have found lesser attention overall in study programmes, because networking and coordinative activities are provably helpful in dealing with occupational problems and unemployment.

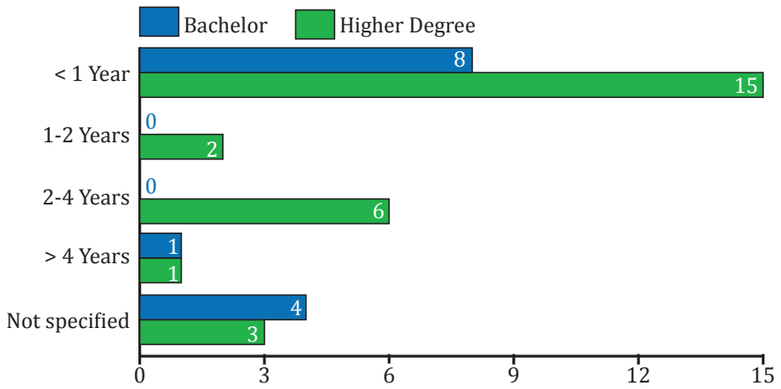
Overall, the outcomes of this first competence analysis suggest that a gap still exists between more person-focused and more organisation-/market-focused approaches in degree programmes in career guidance and counselling (see also Chapter 4.1). Nevertheless, the fact that all of the competences have scored relatively high in the quantitative assessment indicates that the gap is rather small and might be growing together at the moment. Surely, changes in the curricula of degree programmes may be expected in the near future throughout Europe.

Combination of Studies with Practice

One central aspect in the structure of degree programmes which we wanted to understand better was the combination of studies with practice. Here, we investigated several factors.

First of all, we took a look at the requirements for entering studies, asking how many years of job experience applicants need to prove for their application. From the entire sample (n=58) most programmes require less than one year of prior job experience. Less than 10 of the programmes require more than one year of job experience. A closer look shows that there is a significant difference between Bachelor and higher degrees to be found here (Diagram 3). None of the Bachelor's degrees require prior job experience while about one third of the higher programmes do. For instance these are part-time Master's programmes for professionals. Obviously, many of the higher degree programmes are conceived as consecutive programmes though, where prior job experience isn't seen as important. For those programmes that do require more than one year of job experience, this entry criterion always refers to experience in the field of the degree programme, i.e. career guidance and counselling.

Diagram 3: How many years of job experience do applicants need to prove with their application? (Bachelor /Higher Degrees)



Another important factor which we decided to investigate focused on **actual practice during the period of studies**. This factor is seen as highly important in the different programmes: Almost two thirds of the participating programmes expect their students to gather work experience in career guidance and counselling during their studies (62.1%). And internships are obligatory in about one fourth of the programmes (74.1%).

Students are expected to undertake such internships mostly during their studies (84%). In 8% of cases, internships are expected prior to beginning studies, in another 8% the internships follow at the end of the degree programmes. When asked, at what point during studies internships were intended, the relevant programmes preffered internships in the middle (48%) or towards the end of the programmes (35%).

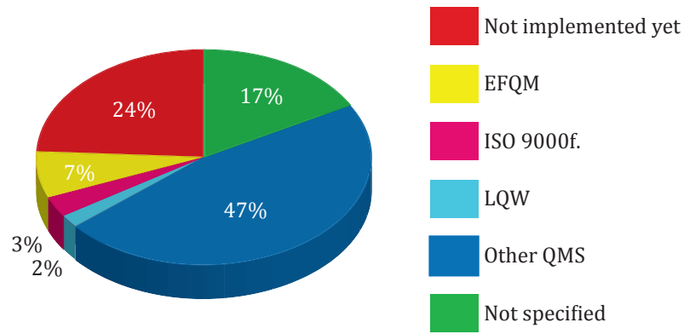
At the same time, the value of the internships is obviously weighed very differently throughout the analysed programmes, as is indicated when looking at the ECTS points awarded. About half of the programmes award internships with 30 or more ECTS points. Another third of the programmes attribute less than 10 ECTS points to internships, whereas the remaining programmes award something in between 10-20 ECTS points. This is understandable when looking at the different study programme models regarding duration, level etc.

Quality Management

The quality management of the different degree programmes was analysed using different parameters.

The answers to the question: „Do you use a **quality management tool** to improve your academic study course?“ showed that quality management (QM) in academic training for CGC professionals uses diverse instruments, if any (Diagram 4). Only 12% of the participants referred to generally known tools (EFQM, ISO 9000f or LQW). About half of the participants employ a number of approximately 20 different approaches. Roughly one quarter of the programmes hasn't yet implemented a QM-tool. We assume that the 17% who didn't respond to this question also don't employ QM up until now.

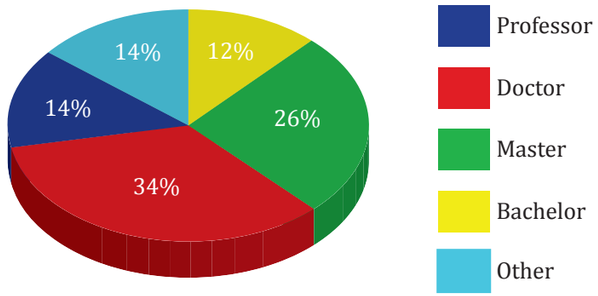
Diagram 4: Quality Management System



An important indicator for a successful QM-System that actually leads to a continuous improvement of a study programme is how **students' feedback** is used for evaluation purposes. The feedback from students is taken into consideration in 80% of the analysed programmes, which we consider highly positive. In one third of the programmes, students even have the opportunity to provide the teaching staff and programme coordinators with feedback more than six times during the entire duration of their studies.

Another important factor for the quality management of degree programmes is the **qualification of the teaching staff** (see Diagram 5). Even if we don't have comparative data from other fields at the moment, the fact that on average only 14% of the teachers are professors seems a bit low. A reason could be that are field is still missing a unique scientific profile with adequate development potentials. For more information on this topic, we would also like to refer to some additional research on this topic from members of WP 3 which can be found in Chapter 7.5 of this handbook.

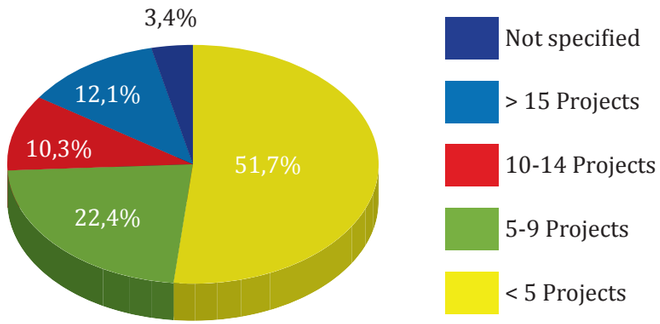
Diagram 5: Qualification of Academic Staff



70% of the degree programmes in career guidance and counselling were accredited at the time when we collected this data (2010). Due to the high number of different accreditation agencies, we must assume though that there is a high level of diversity regarding the procedures and criteria employed.

Another important quality indicator is research activity. Our results in diagram 6 show that participation in research could be increased in the degree programmes in our field. About half of the programmes (51.7%) indicate that from 2006-2010 they have participated in less than five research projects.

Diagram 6: How many research projects have you been involved in from 2006 to 2010?



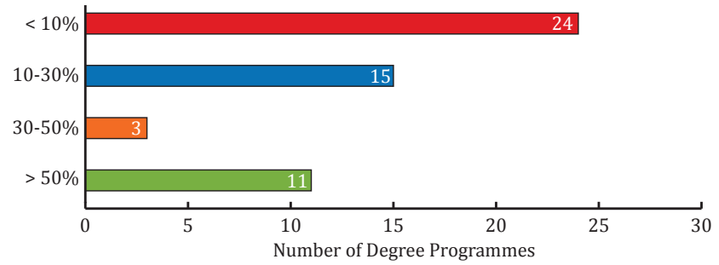
It seems normal that most programmes (84.5%) end with a written thesis. For the comparability and comprehensiveness of the competence profiles of graduates a diploma supplement is of high value. It is surprising that only about half of the programmes (46.6%) currently offer such a diploma supplement.

Another important indicator for the quality of higher education is the time attributed to each ECTS point. Normally, the relevant workload per ECTS point which is expected from students lies between 25 and 30 hours. The variance between the value per ECTS point in the degree programmes we have investigated is so high though that we cannot suggest an average.

Internationality

When looking at the internationality of the degree programmes, we first wanted to know the percentage of contents referring to European and/or international topics (Diagram 7). Roughly 55% of the programmes have indicated that more than 10% of their contents relate to such topics; with 11 programmes actually having such a strong international focus that they might almost be labelled international or European degree programmes. On the other hand, around 45% of the degree programmes hardly deal with international topics (less than 10% of the contents).

Diagram 7: Percentage of contents which refer to European and international topics



Our second question focused on the number of foreign students in degree programmes. For roughly 81% of the programmes, only 5% or none of students came from foreign countries, indicating a low degree of internationality. Only eight programmes indicated that around 10% of their students were internationals, and only three programmes suggested even higher rates, although no programme exceeds an international participation of more than 20%. An important reason for this trend is probably that only very few courses are offered in English language, which inhibits the exchange of students between countries. Almost 75% of the responses exclaimed that their programmes offered a maximum of five courses in English language.

Networking

The participation of degree programmes in NICE, but also in other EU programmes such as Leonardo da Vinci can be considered highly relevant in front of the background that internationalization is relatively low on average (see above). The value of participating in such international networking or collaboration efforts becomes particularly evident when regarding the fact, that 30 out of 51 responses indicated that their programmes didn't receive third-party funding at the time.

Local networking needs to be considered as highly important for the future career perspectives of CGC students, as well as for their ability to gain work experience during their study period. Additionally, local networking is likely to foster innovation in degree programmes regarding the practice-relevance of theories.

43 out of 56 analysed programmes indicated that their programme is "linked with local partners outside the university". The high level of positive responses to networking (76.8 %) and the wide spectrum of networking-partner types – including public employment services, communal service centres, and vocational education centres – illustrate that CGC degree programmes actually are very well integrated into their local environments. A particularly important factor seems to be the alumni networks of the degree programmes. For this reason, it is surely helpful that 90 % of the degree programmes know where their graduates go after their studies.

6.2. Qualitative Analysis of Study Programme Curricula

All partners of NICE were asked to submit documents on their CGC study programmes and other related study fields. Additionally, internet-research was undertaken by using hyperlinks indicated through the partner institutions. The analysis of the 32 documents was undertaken in two steps:

In Step 1 the individual modules/ study programme contents were attributed to B.A., M.A, and other degree levels, as well as to the relevant university departments, including: Business administration, Law, Sociology, Educational Science/Business and Economic Education, Psychology, Philosophy/Ethics, Computer Science/Statistics and others.[1]

Also, they were analysed using the IAEVG competence framework from 2003. The competences included in this framework, which the different degree programmes and their contents were compared with are illustrated in Diagram 2 in Chapter 6.1.

1 The analysis from table 3 to table 6 was conducted by Alisa Zillmann, Hochschule der Bundesagentur für Arbeit, Mannheim.

Overview of the results

Table 3: Degrees

Universities, which offer study programs with main-topic „career guidance and counselling".		The study programmes with main-topic „career guidance and counselling"	
HEI offering Bachelor programmes		Bachelor programmes	
absolute	4	absolute	5
percentaged	13 %	Master programmes	
		absolute	20
HEI offering Master programmes		Postgraduate Qualifications	
		absolute	12
absolute	14	Bachelor - extra-occupational	
percentaged	44 %	absolute	0
		Master - extra-occupational	
HEI offering Postgraduate Qualifications		absolute	1
absolute	11	Postgraduate Qualifications - extra-occupational	
percentaged	34 %	absolute	1

Table 4: Distribution according to AIOSP/IAEVG-Competences (compared are 45 different study programmes (bachelor/master degree, postgraduate))

Competences	Number of study programs which focused on each competence	
	absolute	percentage
Assessment	7	16
Educational Guidance	35	78
Career Development	29	64
Counselling	40	89
Information Management	13	29
Consultation and Coordination	25	56
Research and Evaluation	13	29
Program/Service Management	9	20
Community Capacity Building	5	11
Placement	6	13

Interpretation e.g.: 7 out of 45 different study programs focused on the competence „Assessment" (among others).

Table 5: Departments (most important; not 100 % because of special study programmes, e.g. „working psychology“ included in this statistic)		
Departments	Number of study programs offering modules which belong to the following departments	
	absolute	percentage
Business administration	22	49
Law	7	16
Sociology	10	22
Educational Science/Business and Economic Educ.	41	91
Psychology	21	47
Philosophy/Ethics	12	27
Computer Science/Statistics	11	24
Others	26	58

Interpretation: 7 out of 16 programs offer modules which belong to the department „law“.

Table 6: Practice and Master Thesis	
Practice	◆ 9 study programmes include internships ◆ most of them require 20 weeks (up to 24 weeks) ◆ Evaluation: between 15 to 33 ECTS, depending on duration
Master thesis	◆ Evaluation: between 10 to 30 ECTS for master thesis.

Differentiated Analysis based on the NICE Curriculum

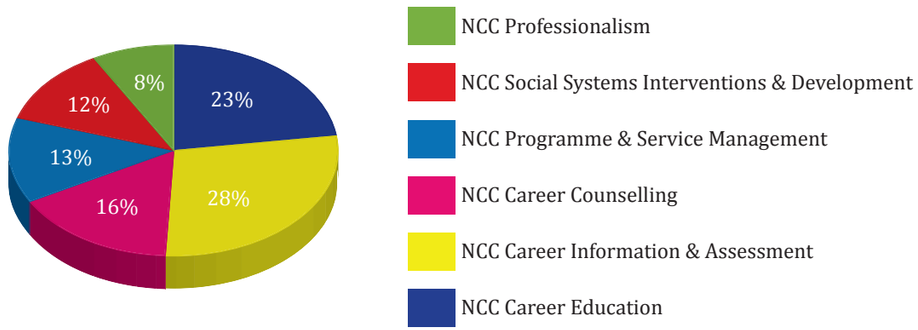
In step 2 the modules/contents were attributed to the new NICE Curriculum with its five Competence modules (C1-C5), three Knowledge modules (K1-K3) and one Professionalism module (P1), see Chapter 5. Next to the competence dimension, the degree programmes were also analysed in terms of the learning outcomes in terms of resource requirements: Here, affective, behavioural and cognitive resources were distinguished in line with the NICE Tuning Framework (Chapter 3).

Only the curricula of the specific M.A. courses were involved in the differentiated analysis of the modules according to the NICE Curriculum. This course of action improved the homogeneity of the results, in particular since only four special B.A. programmes were included in the sample. The models in the category “others” were also very heterogeneous, so they were excluded from this comparison.

The analysis of the different M.A. curricula based on the NICE Curriculum showed that currently the different NCC are not represented equally in academic training of CGC professionals in Europe (diagram 8). Contents belonging to the NCC Career Information & Assessment are represented most strongly (28%), followed by curricular contents regarding the NCC Career Education (20%). At the bottom end, contents related to the NCC Professionalism were only represented to the degree of 8%. In saying this, we would also like to stress that the weighing of the contents in this analysis has not been undertaken based on the ECTS points accredited for the different courses or modules. This wasn’t possible, since the relevant data wasn’t available for some of the analysed programmes.

In order to arrive at these statistics, we used an earlier version of sub-competences related to the NCC. For this publication, it wasn’t possible to redo the complete analysis, using the actualized version of the sub competences. Nevertheless, the comparative analysis illustrates trends in the content of degree programmes which we will describe in the following. Another point is that the Knowledge Modules hadn’t been developed yet at the time of this analysis: For this reason, we only distinguish between the naming of general academic fields in the end of this analysis.

Diagram 8: Assignments to the NICE Core Competences (NCC) in Percent



1. NCC Career Education (Module C1): 168 Assignments

Generally, the analysis showed that a focus on cognitive resources is predominant in regards to this module. In only five cases a behavioural orientation was evident based on the analysed materials. None of the materials clearly addressed affective components regarding Career Education. This might suggest that the affective and behavioural dimensions aren't actively spelled out in the curricula currently. Perhaps, affective and behavioural resources are generated, but not yet formulated as explicit learning outcomes.

The scientific orientation of the module is most often attributed to the field of Educational Science/ Business and Economics Education, followed by Psychology. The other scientific orientations are hardly of significance regarding the NCC Career Education.

As the following table shows, the M.A. modules are distributed with different weightings to the sub-competences of Career Education (multiple assignments are possible).

Table 7: Distribution of the M.A. modules according to their weighting to the NICE-Career Education Competence (C1)	%
Assistance of teachers in the improvement of methods	16,1
Concern for students' potential and the skills to facilitate its achievement	12,5
Guidance of individuals and groups of students to develop educational plans	12,5
Integration of CGC within curriculum	11,3
Animating a session (needs of the participants, determine the content, appropriate methods, group dynamics, integration of the results in the projects of the participants)	10,1
Conceiving and proposing modules of education and consolidation	8,3
Motivation for students to take part in internat. Exchange programs	8,3
Improvement of self-awareness, course selection.	7,7
Facilitating of learning in groups	7,2
Consultation with parents	6,0
168 assignments =	**100**

2. Career Information & Assessment (Module C2): 204 Assignments

With regard to the participating departments it is clearly visible that Psychology leads, followed by Education Science/ Business and Economics Education. Sociology and Business administration are also represented, but not very often. To distinguish the contents of the curricula to the sub-competences of the NCC Career Information & Assessment was partially very difficult, because the difference to the NCC Career Counselling wasn't always evident from the names of the modules and courses.

The sub-competences related to assessment and diagnosis together make for 58 % of the contents related to the NCC Career Information & Assessment, thus having a high significance. Generally, the high level of assignments to this module shows that it is seen as important in the academic training of CGC professionals in Europe.

The low significance of providing personally relevant information about the world of work is remarkable at the same time. Generally, it seems that the reference to the labour market, organizational, social and political requirements and opportunities is rather weak in programmes. The process of assessing the suitability of career options in Career Information & Assessment seems to be primarily seen from the perspective of the personal traits, less from the contextual requirements and opportunities. In the context of the growing international problems young people have with the transition to the working life, this result must be reflected very critically (see also Inkson & Elkin, 2008, 69).

Table 8: Contents of modules according to the NCC-Career Information & Assessment Competence (multiple assignments are possible)	%
Providing clients with information and assessment methods that support them in autonomously assessing how suitable particular educational and vocational opportunities are for them	16,2
Conducting a needs assessment of the clients› contexts	15,7
Making use of information systems, assessment techniques for the benefit of the clients	13,7
Diagnosing clients› needs based on different assessment tools and techniques	12,2
Supporting clients to make use of the advice and guidance services	11,8
Using the data according to the situation	9,8
Identifying situations requiring referral to specialized services	9,8
Assuring the optimal conditions to effect an unfailing diagnosis and integrate the information in the process of consultation	7,4
People get personally relevant information about the world of work	3,4
204 assignments =	**100**

3. Career Counselling (Module C3): 120 Assignments

For this NCC, the field of Psychology is the most highly referenced academic discipline. The field of Educational Science/ Business Economics Education follows in addressing contents related to Career Counselling.

To two-thirds the modules are cognitively oriented (66.7%). The behavioural type gets barely 27%, whereas the affective assignments are lowest with 6%.

The latter is astonishing because Career Counselling requires a high degree of empathy, involvement and examination of professional distance.

Table 9: Contents of modules according to the NCC competence Career Counselling (multiple assignments)	%
Assist clients to decide on a course of action	25,9
Prepare clients for the implementation of a course of action	25,0
Assist clients to review their achievement of a course of action	15,8
Help clients to develop life plan, and they have to assign clients to other specialized services	11,7
Support individuals in deliberating upon their future, finding solutions to their problems and in dealing with uncertainty	10,8
Understand the main factors related to the personal development of clients and the dynamic of their individual behaviour	10,8
120 assignments =	**100**

4. Programme & Service Management (Module C4): 94 Assignments

The modules regarding to the NCC Programme & Service Management are most strongly offered through departments in the field of Business Administration (about 58%). Departments of Educational Science/ Business and Economic Education also offer modules and courses relevant for the development of this core competence (about 26% of the assigned modules). Sociology (10%) and Psychology (6%) departments are hardly involved in this type of training. A closer look at the module contents reveals that cognitive resources are highly represented (77%), while behavioural components (skills) are covered to a lesser degree (23%). Affective components such as specific managerial values and attitudes have not explicitly been mentioned in the module and course descriptions.

Table 10: Contents of modules according to the NCC competence Programme & Service Management (multiple assignments)	%
Formal organizations: Make effective and efficient decisions on how to employ resources and cooperate with colleagues and other parts of their guidance organizations	33,0
Quality management & evaluation: Ensure the quality of the services for the clients. An important aspect lies in evaluation the outcomes of educational, counselling, guidance and intervention efforts	14,9
They support their other roles by managing important information, evaluating the outcomes of educational, counselling, guidance and intervention efforts, and developing their organizations	13,8
As managers CGC professionals ensure the quality of their service for their clients	11,7
Contracting: clarify what kind of services clients need, therefore interacting with individual clients and other actors (e.g. schools, employers) to gain contracts	7,5
Project management: Clarify the objectives, develop an action plan, guide the project on basis of proven standards, evaluate the advancement of the project, transmit the conclusions and mind the impact in the practice adherent to group work (provide support for other practitioners)	7,4
Information management & organization development	6,4
Evaluation, incl. up-to-date techniques and programme evaluation models	5,3
94 assignments =	**100**

5. Social Systems Interventions & Development (Module C5): 90 Assignments

The analysis shows that aspects of career guidance and counselling which refer to the NCC Social Systems Interventions & Development are already represented in many degree programmes around Europe. About 55% of the assignments refer to activities where CGC professionals actively engage themselves for their clients, e.g. through advocacy, conflict management, or negotiation. Networking activities are also represented through about 25% of the assignments, including the facilitation of referrals, which builds on existing networks.

Regarding the type of contents analysed, cognitive resources are – once again – highly prominent (about 80%); behavioural resources follow at a large distance with 20%. Affective resources have not been named explicitly.

Table 11: Contents of modules according to the NCC competence Social Systems Interventions (multiple assignments)	%
Facilitate effective referral	20,0
Advocate on behalf of clients	18,9
Negotiate on behalf of clients	15,6
Prepare to represent clients in formal proceedings	14,4
CGC practitioners cooperate with formal organizations (e.g. Schools, employers) to set up and develop networks and communities with which they can more effectively support their clients (e.g. Finding work, beginning an education).	5,6
Also, they are able to intervene in the relevant contexts of their clients (e.g. Work teams, families) through appropriate measures.	3,3
CGC practitioners ought to embrace knowledge regarding the societal context and societal goals in the process of counselling.	13,3
Promoting of careers education, guidance & counselling within the community	6,7
Prepare and set up mediation, stage the mediation process, Manage the process of Mediation.	2,2
90 assignments =	**100**

6. Professionalism (Module P1): 63 Assignments

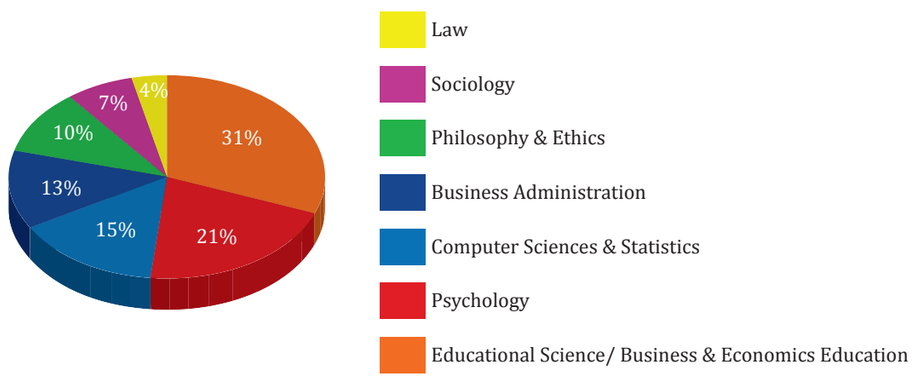
An analysis of the M.A. modules according to the sub competences of the NCC Professionalism was highly complicated at the time of this analysis due to the extreme interdependencies with other NCC. The analysis would have been to open for interpretation. For this reason, the absolute number of assignments is relatively low compared to the other NCC, although we expect that some relevant components, e.g. professional attitudes, are in fact covered through contents currently only attributed to other NCC. What becomes clear quickly through the comparison of the different M.A. programmes is that an academic level of learning, including critical thinking and reflective practice is prevalent in basically all analysed study programmes. The importance of professional relationships is also considered in most analysed programme modules, while references to professional values and ethical standards seem to still be missing in some degree programmes.

Table 12: Contents of modules according to Professionalism (P)	%
Build professional relationships with their clients.	31,8
Engaging in critical thinking, reflective practice (reflectivity) and continuous learning	52,4
Adapting professional values and ethical standards in their practice of all professional roles; demonstrating openness and understanding for diversity, especially in terms of different values and models for life	15,8
63 assignments	**100**

7. Knowledge-Modules (K1 - K3): 37 Assignments

The Knowledge Modules are related to the level of the individual (K1), the level of groups, organisations, and communication (K2) and the level of society (K3). The K-Modules include knowledge which is fundamentally important for several of the NCC (Chapter 4.2). Because this analysis was undertaken at a point in time when the Knowledge Modules hadn't been developed yet, we have stuck with an analysis of the base sciences are mentioned in the diverse curricula. The orientation on base sciences (disciplines) and scientific methods of working are characteristic for Master programmes. The 37 assignments regarding base sciences in the analyzed curricula are split between following academic fields:

Diagram 8: Assignments to the Academic Disciplines in Percent



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7

Academic Approaches to Training Career Guidance and Counselling Professionals

by Graham Allan, Sif Einarsdóttir, Nelica La Gro, Jukka Lerkkanen, Janet Moffett, Rachel Mulvey, Monika Petermandl and Jan Woldendorp

In this chapter we address the following questions:

- **What will help teaching staff to motivate students to learn, to explore, to research, to act, to innovate, to reflect?**
- **How do we provide students with relevant learning content and competences which promote their academic and professional development?**
- **How do we stimulate the use of innovative and fruitful teaching and learning methods in our programmes?**
- **What fruitful methods are there to assess the development of student competences?**
- **How do we use assessment methods to evaluate our curriculum?**
- **What competences does a professional in academic training need to educate students adequately?**

Our answers are presented in the following chapters, with each aspect addressed in turn.

After an introduction to our cooperation in WP 3 (Chapter 7.1), we look at innovative teaching and learning methods in Chapter 7.2. Similarly, Chapter 7.3 offers a framework for understanding teaching and learning resources. These chapters are followed by a discussion of assessment approaches in Chapter 7.4, after which we look at the competences of higher education faculty members in Chapter 7.5.

We conclude by offering some pointers to support the development of state of the art training programmes to educate effective CGC professionals at university level (Chapter 7.6)

7.1 Introduction

Jan Woldendorp

This chapter considers approaches to teaching, learning and assessment which aim to ensure the NICE Core Competences (NCC) – namely Career Education, Career Counselling, Career Information & Assessment, Social Systems Interventions & Development, Programme & Service Management and Professionalism – *are delivered in professional training programmes offered by* Higher Education Institutions (HEI). Approaches need to be adapted to the very diverse contexts (geographical, economic, social and political) in which the education of CGC professionals takes place.

Participants in the Career Guidance and Counselling Process

When examining academic training in the field of career guidance and counselling, one can identify four interlinked layers of participants in this process. Each group will have an impact on the others and can be viewed as part of a system which needs to be reviewed and refreshed so we continue responding to changing needs of clients in a changing world.

- **Layer one: the individual**

Being in charge of one's career is a complex thing. It brings a lot of responsibilities and the individual needs to draw on competences, such as self-knowledge, the ability to choose a direction, skills of information gathering, decision-making and networking.

- **Layer two: the CGC professional**

A CGC professional in this process must demonstrate special competences and show confidence in their ability to work with specialist methods and tools.

- **Layer three: the educator**

Professionals who educate these CGC professionals in their turn require specific competences and need to master special training including assessment methods and techniques.

- **Layer four: the teaching programme leadership**

This leads to the fourth layer in the field of influence. This focuses on the question of what is needed to develop or redesign academic training programmes in career guidance and counselling, so they in turn help CGC professionals address the needs of individual clients.

In this chapter the authors aim to do exactly that. As professional educators in career guidance and counselling, the authors have tried their best to pinpoint what is needed to develop a state of the art training programme to educate CGC professionals. To do so they have collected data from across the network NICE. This brought a rich overview on contemporary practice from universities all over Europe that are engaged with the process of training CGC professionals.

Scope and Work Process

As a working group within NICE the authors, together with other group members, undertook the task to discover and collect examples of good practice of innovative teaching and learning methods, based on the expertise of all the partners in the network. As a group we were surprised at the reticence of colleagues in offering examples of innovation drawn from their own practice. We paid attention to the underlying processes at work and realised that sharing something labelled 'innovative' ran the risk of being dismissed as 'nothing new' by others whose teaching and educator practice was at a more advanced stage. We developed the concept of 'fruitful' practice, inviting colleagues to share what had worked well for them and their students; what seeds had borne fruit. This opened up a seam of examples, many of which were both fruitful – and innovative.

This chapter should be of practical use for everybody who wants to set up or refresh a study programme for career guidance and counselling. By reflecting and building on fruitful practice in the field of higher education we present an ideal model of teaching and learning. We hope to have developed an accessible and practical volume that helps to construct integrated and up-to-date training programmes. We have tried to formulate the chapter in such a way that the model can be adapted into different contexts.

We acknowledge that developing a handbook is a static way of describing reality. In that sense this chapter is a snapshot of the way we look at teaching and training in 2012. We see potential for this framework to grow into a dynamic product that will be accessible online and thence can be updated and improved on a regular basis. This chapter is a first step in the development of a European platform for the improvement of the European curricula in the academic training of CGC professionals.

7.2 Innovative teaching and learning methods

Monika Petermandl

Quality management in academic CGC programmes relies on teaching staff who are able to motivate students to learn, to explore, to research, to act, to innovate, to reflect, and who provide them with relevant learning content and competences which promote their academic and professional development.

The framework developed in this chapter will be the basis of an online catalogue of specified examples which may:

- stimulate the use of innovative teaching and learning methods in academic CGC programmes,
- be used for teacher development,
- encourage the exchange or co-production of teaching and learning materials, and
- support the building of a learning community, which further develops fruitful methods of teaching and learning.

Methodology

The constructivist learning paradigm suggests that learning is an active process whereby learners actively construct their knowledge from experiences, or create their own subjective representations of objective reality (Schunk, 2007). Brain research has demonstrated that social contacts and learning in a community are essential and that positive emotions promote learning (Spitzer, 2006). **Connectivism** is a new learning paradigm being discussed. Its premise is that knowledge exists 'in the world', within systems which are accessed through people participating in activities (Siemens, 2005). Thus learning through contacts becomes important. This includes in the digital age the use of information and communication technologies (ICT).

The working group derived the following criteria for innovative teaching and learning from the above mentioned theories and findings:

- Student driven
- High degree of self-organization
- Competence oriented
- Integration of theory based and work based learning
- Explorative and research directed learning
- Reflective learning

- Support through ICT
- Networking
- Teacher in the role of a learning facilitator and counsellor

As a first step the group used a WIKI to collect with the help of all NICE partners examples of "fruitful practice" of innovative teaching and learning methods, based on their professional expertise. Subsequently a questionnaire was sent to all partners of NICE. More than 120 examples of good practice have been collected. Each example is catalogued as follows:

- Reference to author(s) and institution
- Name of the method
- Short description
- Goals
- Resources/ preconditions
- Evidence
- Link to NCC and module structure

Findings

Seven categories have emerged, which structure these findings as follows.

Category 1: Acquisition of Knowledge

- For the acquisition of profound knowledge concerning state of the art theories and profound professional know-how, more and more student driven methods of teaching and learning are used as part of the academic programme. These innovative methods are applied in addition to more traditional forms of academic teaching such as, lectures, reading of literature, writing papers. The following typical features characterise new approaches to the acquisition of knowledge:

- By working in groups on theoretical texts, students explore the core issues in more depth and gain a better understanding by discussing open questions. Understanding will be more sustainable if students are then asked to teach what they have read to their fellow students, or to make a presentation.

- Working individually on complex literature is a challenge, which makes sense to students, if they are asked, for example, to make a book review for their fellow students or a paper presentation.

- Collaborative writing by using a WIKI is another method of compiling (as a virtual team of students fellows) learning experiences and learning outcomes.

It is also characteristic of innovative teaching and learning methods that they cover a wide field of competences. They are not only aiming at the development of knowledge, but also promote the ability of self-organization (personal competence), or working in teams, communicating, teaching (social or interpersonal competences) or producing an outcome such as a presentation or a book review (skills).

Most of the methods within this category are general and therefore adaptable to any kind of learning content. Yet some examples are specific and related to certain learning themes. An example is presented in detail in Annex 1.

Category 2: Generation of knowledge

Being able to generate knowledge is a central competence in a changing world and in a professional field, where routine solutions are not sufficient. Thus, many CGC professionals develop subjective theories, which help them to cope with their daily challenges. To discuss these with other colleagues (with a critical view to the significant theories) and to generate common conclusions from their experiences will help to further develop the theoretical base of career guidance and counselling. Approaches strengthen the competences to analyse, to reflect and to reason include:

- Discussing and reviewing challenging counselling experiences which students have made in their practice or observed in their internships
- Using group discussions for drawing conclusions
- Dealing with assessments of situations and processes
- Fostering a critical view on existing theories

Category 3: Application of Knowledge

Academic learning may tend to be too theoretical and remote from the real professional field. Students often feel a gap between theoretical knowledge and the application of the knowledge in practice. Teaching and learning methods in this category try to bridge this gap. They support learning transfer by being close to work life. Students perform occupational tasks, yet still act in a kind of laboratory or safe space where faults are allowed and stress is therefore reduced. This promotes learning as a result. Students become able to apply certain techniques like interviewing, feedback, creative techniques and to develop relevant transferrable concepts. Methods in this category include:

- Simulation and role play
- Case studies
- Internship diaries and reflection/transfer reflection

Category 4: Problem Solving

While the application of knowledge is related to certain professional competences and is based on achieved knowledge and skills, problem solving deals with non-routine tasks and novel situations. Exploration and research are necessary to find answers for open questions and solutions for challenging tasks. Research competences combined with action and self-organization competences are being developed. Therefore in this category we find more complex tasks, like:

- Project work
- Research workshops
- Field research
- Master level thesis

Category 5: Learning on the Job

In contrast to all the other categories presented so far, this category is determined by the learning environment and not by the intended learning outcome. Yet, learning in the professional field affords special methods. For this reason we have added a separate category.

Learning on the job gives students the opportunity to explore their future occupational field whilst they are still enrolled in the university. They may experience whether they feel appropriate in this field. On the other hand an internship will facilitate finding a job and entering employment.

The methods which are related to this category mostly deal with the effective professional supervision of the students during the internship. They cover:

- Mentoring
- Job shadowing
- Coaching
- Feedback
- Diaries

All dimensions of competence may be strengthened through internships. Besides autonomous working and taking on responsibility, the ability of critical reflection and self-awareness has been mentioned.

Category 6: Reflection and Professionalization

Though the competence of reflection has already been mentioned in connection with the other categories, some partners articulated the wish to create an extra category. This is reasonable with respect to the examples submitted. These are aiming at a profound reflection of the whole curriculum and the personal growth of each student, throughout their entire period of study. This category is closely connected to the notion of professionalism which is articulated in the sixth NCC. So e.g. following methods in this category are found:

- Competence reflector
- Creation of learning outcome standards
- Letter to myself
- Portfolio

These examples remind us that a continuous reflection on the curriculum and the learning outcome is an essential requirement to improve the learning program. Yet it is also the key to professional development of the students. Annex 2 presents the underlying methods for using the ‘letter to myself’ in practice.

Category 7: E-Learning

Like category 5 this category is not related to the learning outcomes in the narrow sense but to technical resources being used in the learning process. ICT has opened many new options for learning and influenced the learning methods in a really innovative way. Altogether they increase the access to information and the possibilities of communication and connecting people, allowing extended networking. Their impact has opened the discussion on whether connectivism has to be considered as a new learning paradigm.

Therefore e-learning (learning based on electronic media) is included as a separate category. The examples show, how ICT may be successfully used in academic programmes for career guidance and counselling. They support learning methods which also play a role in the other categories, e.g.:

- Discussions
- Presentations
- Critical reflections (e-portfolio)
- Collaboration

Some examples refer to new possibilities of career guidance, by providing special applications or using multimedia available in the web.

Links to NCC and to the NICE Curriculum

Within NICE, competence is understood as performance-oriented, which means the ability to act effectively in a professional field. The NCC articulate those core competences needed for the professional roles relevant to career guidance and counselling, namely: Career Education; Career Information & Assessment; Career Counselling; Programme & Service Management, and Social Systems Interventions & Development. A sixth core competence, that of Professionalism (which includes self-development and reflexivity and integrates the other NCC), is also included.

The collected innovative teaching and learning methods conform to the NICE definition of core competences and as far as they are aiming at concrete tasks they are related to the relevant professional roles.

In the online catalogue of innovative teaching and learning methods the authors have tried to indicate the relevance of each method to the development of the NCC and its relation to specific modules of the NICE Curriculum. This was not always easy and should be understood as a recommendation. In the NICE Curriculum itself, references are made to many of the teaching and learning methods from the online catalogue, although this list is only exemplary.

In general, methods from the categories 1 and 2 have a high relevance for developing cognitive resources. Cognitive resources are relevant in all of the modules of the NICE Curriculum, although they are particularly prominent in the Knowledge Modules K1-3. The teaching and learning methods form the categories 3 and 4 are highly competence-oriented. So, they also comprise affective and behavioural dimensions of competence, not only the development of cognitive resources. This is also true for category 5, only that the field of application moves from classes to the 'real world'. Reflective practice and relevant competences as found in category 6 are highly important for the Professionalism Module P1. Category 7, which is dedicated to e-learning methods, proves that ICT may be used for very different goals. Here we find a mixture of knowledge, competence, transfer and reflection oriented methods.

Prospects

The catalogue of innovative teaching and learning methods, already used in academic career guidance and counselling programmes, will be available online. We view our collection to be work in progress. At the current time, it doesn't yet cover sufficiently all six core competences mentioned above when referring to the NCC. Therefore the working group very much appreciates further reports on relevant innovative teaching and learning methods which may develop the competences needed for a successful performance in career guidance and counselling.

Annex 1: Example from Category 1: "Acquisition of Knowledge"

Making a glossary	**Short description:**
Reference: *Monika Kukyte, Heidelberg University* NCC/ NICE Curriculum: K-Modules, cognitive resources (e.g. theories) in general	This method is very variable in its usage. It is possible to use it as a one time/ one person task, but it makes more sense to conceive it as a long term group task. At the beginning of the course or even of the study programme the students are tasked to collect all study and professional field relevant terms - each student should add to the list 5-10 terms (with explanation and description) during one term/semester. At the end of the semester the whole group or a part of the group gets the task to build categories for the terms and the next group should sort the terms in these categories. It is very important, that both groups come together for at least one occasion to discuss the suggested categories and the suggested order of the terms. The third group is the editing group and has the task to review all the terms collected during one semester There is the possibility to rotate the tasks for those 3 groups at each term/semester **Goals:** The aim of this method is to help students to learn the important terms and/or theories and to use the synergy effects - nobody must learn all the new terminology alone, everybody profits from the work done by study colleagues. Building the categories and editing the glossary, the students learn to learn systematically and to understand the rigor of the science field. This trains them in the personal skills of scientific work. The students become competent in using the special language of their professional field. They are also trained in working autonomously with results from academic research. This is very important for the future work in the professional field, because CGC professionals need to be up-to-date with the latest research results in order to inform practice and contribute to research. **Resources/ Preconditions:** It is possible to work on glossaries using normal text processing tools. Additionally, some e-learning platforms (e.g. Moodle) offer specific glossary tools. **Evidence:** Empirical evidence from our students' feedback suggests that this method is very helpful for learning a theory and also for understanding its scientific reference.

Annex 2: Example from Category 6 "Reflection"

Reflection on course-contents: letter to myself Reference: *Alpen-Adria-Universität Klagenfurt* NCC/ NICE Curriculum: Professionalism-Module P1 (NCC Professionalism)	**Short description:** After a thematically completed lesson/course students get some time to think about the most important topics of the course. The students get a sheet of writing paper and start to write a letter to him-/herself referring to the following questions: ◆ What did you learn and experience – what is the outcome of the course? ◆ What was new for you? ◆ What did you already know? ◆ Which of the knowledge/experiences can you realize in your daily work? After writing the letter the students put it into the envelope and address it with his/her personal address. After a couple of weeks the teacher/trainer sends the letters to the students. **Goals:** The 'letter to myself' is a method to reflect on the course-topics and the possible transfer of the knowledge and experiences (to the practice). Moreover students become conscious of their professional development. **Resources/Preconditions:** For this method you need good sheets of writing paper, envelopes, pens and stamps. **Evidence:** Completing a written reflection on learning topics help the students to keep important knowledge in mind. Moreover it's a good instrument to identify personal development.

7.3. Teaching and learning resources

Graham Allan and Janet Moffett

Good quality teaching and learning in academic programmes is underpinned by access to effective teaching and learning resources. This section provides a brief overview of a representative range of what were termed 'good and fruitful' resources that have been identified in both a small sample survey of colleagues involved in the NICE project, and questionnaires completed by the wider body of NICE partner institutions.

Methodology

Initially a table, later on a WIKI was used to gather examples of teaching and learning resources from a small sample of institutions and colleagues in order to identify key themes (see Chapter 7.2). This was collated and the following common themes emerged:

- Distance Learning Resources;
- Work based learning, supervised practice, guided internship, practicum or placement;
- Reflective accounts, reflective diaries, personal learning plans;
- Resources for role play or 'live' interview practice and playback;
- New technology/ ICT especially for career guidance and counselling.

Subsequently a questionnaire on teaching and learning methods was issued to all partners of NICE with specific requests for details of resources that were being used to support teaching and learning. This paper summarizes the findings from this range of data.

Results

It was possible to group the findings under the following headings. Due to lack of space in the NICE Handbook, we are unable to discuss all of the findings and provide detailed descriptions of resources but we have tried to identify and discuss illustrative examples in each of the categories. As with the findings from Chapter 7.2, the collected resources will be presented online.

Distance learning resources

> *'The key to a successful distance learning programme is ensuring that the experience of students at a distance replicates as much as is feasible the face-to-face experience. This requires some imaginative thinking in the design and presentation of resources' (University of the West of Scotland, UK).*

Distance learning resources enable students to undertake their programme of study without the need to attend face-to-face lectures, seminars and tutorials. If these are provided in blended form there is likely to be some face-to-face activity for example in the form of on-site or University-based workshops. Resources are therefore provided in a range of alternative formats to ensure students at a distance get the same level of support as those who attend class in person on campus.

Examples of resources:

- Virtual learning environments/ platforms (e.g. Moodle)
- E-learning tutors
- Schedules of learning
- Tests of knowledge e.g. multiple choice questions
- Use of digital artifacts
- Discussion forums/ discussion boards
- E-books and journals
- On-site workshops for blended approaches
- Recorded lectures / podcasts
- Readers containing book chapters and journal articles

Work based learning, supervised practice, guided internship, practicum or placement

> *"As in Iceland, but with 340 hours of mandatory internship" (University of Lisbon, Portugal)*

Given the vocational nature of career guidance and counselling training there is a commitment in many programmes to periods of mandatory placement or internship. Effective resources ensure the coordination and consistency of work-based learning and the success of the placement experience. Examples of resources:

- Experienced and willing mentors/ practice tutors or network buddies in the field (who may require training) to provide support and supervision
- A network of placement providers, including 'golden' network partners to support joint development of knowledge and resources/ formal or informal contracts
- Real-life practice experience and an opportunity to have contacts in the field for discussion and observation of practice
- Arranged in blocks of time or involving regular ongoing contact
- Tasks to perform on placement e.g. to work with clients in 1:1 or group settings, to engage in 'professional dialogue' with practitioners, to investigate policies and procedures

Reflective accounts, reflective diaries, personal learning plans

> *"Students are asked to keep a reflective diary documenting their experiences whilst on the course. They are encouraged to evaluate their emotional responses to situations, examine any assumptions they might be making and think about how their practice is developing" (Canterbury Christ Church University, UK)*

> *"The only resource you need is a nice little notebook and pen" (Alpen-Adria Universität, Klagenfurt , Austria)*

These resources serve to individualize student learning, encourage reflection about both experiences and feelings and assist in linking theory to aspects of practice. They are pre-developed and tested concepts which can be employed through students themselves, thus supporting learning on-the-job. The autonomous development of such learning resources is highly time-intensive, which is why we suggest that it is valuable to draw upon instruments that have already been developed and have been detected as being fruitful.

Examples of resources:

- Paper journal or diary or on-line 'portfolio'
- 'Letter to Myself'
- 'Individual Learning Plan'
- Reflective accounts of knowledge, skills and experiences, of relationships and achievements
- Reflective report on placement/ internship experience
- E-portfolio (useful for reflecting on prior learning as well as new learning)

Resources for role play or 'live' interview practice and playback

> *'The structured observation and the resulting feedback can be very fruitful for the role player and the observer concerning the self-reflection of the counsellor's role' (Alpen-Adria Universität, Klagenfurt, Austria)*

All study programmes identify interview practice and playback as important aspects of developing competent CGC professionals. This is often a resource-intensive feature of programmes given the need to have access to technical equipment and to interview rooms.

Examples of resources:

- Interview rooms (to ensure confidentiality)
- Digital or video camera/ alternatively digital dictaphone/ DVD recorder
- Playback facilities, incorporating peer and teacher feedback on student performance

- Feedback forms based on competencies
- Access to 'live' clients
- Video used for exemplifying aspects of practice (this is dependent on having access to good examples of performances by CGC professionals)
- Simulation games e.g. to deal with challenging situations

New technology/ ICT in career guidance and counselling

> *'The Masters programme includes a course regarding e-learning and the use of new technologies in career counselling. Students have to create a web site … and answer three or four demands sent by fellow students' (University of Athens, Greece); 'The students are given the task to generate a course-accompanying WIKI to collect, store and distribute their learnings and findings' (Danube University, Krems, Austria)*

As a consequence of CGC services embracing new technologies such as web based services and social media the training programmes of practitioners are now required to reflect these in their content. Examples of resources:

- Access to web based services (e.g. Skills Development Scotland's 'My World of Work') and 'Research Online'
- Access to software such as career interest guides
- Access to websites for blog writing while on placement
- Collaboration tools like GoogleDocs, Facebook, Iversity, AdobeConnect (e.g. for video-conferencing, knowledge management, or the development of WIKIs)
- Copyright and plagiarism testing tools (Turnitin and Ephorus)

Discussion

This data suggests that the resources being used by colleagues to support CGC programmes generally fall into two main groupings. One relates to the use of 'technologies' to underpin what is being done in teaching and learning and the other to 'practice learning' to ensure students have the capacity to work with clients and reflect on that work and the knowledge and understanding of practice in the field. Each of these will now briefly be discussed in turn.

Technologies in the use of NICE partners support teaching and learning by (for example) providing the means to train CGC professionals at a distance from the institution (distance or blended learning). Also they ensure that practitioners are introduced to and become familiar with web-based resources that are likely to be encountered in practice and indeed used by their clients. Keeping up to date with technological developments is a significant challenge for training programmes.

Practice learning, our second theme, relates to all aspects of placement planning and coordination, simulation, role play or actual practice of working with clients and how students reflect on these encounters. Here the practicalities of organizing placement centres, of linking with external providers, of identification of tasks for students to undertake on placement, and securing appropriate support and supervision are likely to be time consuming and complex.

Conclusions

It was often difficult to distinguish teaching and learning methods from teaching and learning resources in this research. The examples that have been provided in this section have been selected because they are more representative of resources than methods though there may be an overlap. Programmes of study appear to be using technological resources to communicate with the outside world, whether this is a student studying at a distance, a provider of a student placement or an information source to support the learning process. Given that our programmes are vocational in nature, access to and reflection on practice are also essential components of course design and delivery. Collaboration is also a key factor to enable placement learning and assessment, an understanding of the relationship between theory, policy and practice and that programmes reflect what is happening in day-to-day practice. All of this suggests that academic programmes that train CGC professionals are likely to be resource-intensive, in both time and staffing. They require the development and sustaining of relationships with organisations outside the institution (which may not be common in other programmes of study, particularly those of a non-vocational nature) and make it necessary to nurture students as both learners and novice practitioners.

7.4. Assessment Methods

Jukka Lerkkanen

It is vital to consider good practice in the assessment methods that are employed by academic programmes offering career guidance and counselling (CGC) education. The NICE Handbook offers insight on how the NICE Core Competences (NCC) can be promoted in educational programmes and how teaching and learning methods as well as resources can promote this learning (Chapters 7.2 and 7.3). Assessment is recognised as having 'powerful leverage' (Shay, 2008) on both student learning and the teaching curricula. It is a challenge to ensure that assessment methods employed are most effective to measure performance and also importantly to support new learning. This section will review and evaluate assessment methods used across the network NICE. This also offers an effective way to study curricula, the related competences and the educational practices in these professional programmes.

Competence-based assessment in higher education

The traditional experience of teachers and learners has been of assessment as something that happens subsequent to teaching and learning. Nowadays, assessment practices should signal to students what they should be learning and how they should be learning. The key issues of assessment are: What is the basis of assessment and what purposes does it serve?

The first issue concerns the basis of assessment. This is usually one of two categories: norm- or criterion- referenced. **Norm-referenced assessment (NRA)** ranks student performance in order, so students are compared with one another. **Criterion-referenced assessment (CRA)** provides a grade that indicates what a student has learned and how well their performance matches criteria that have been already set (Biggs, 2003).

CRA is constructed on competences and criterion-referenced (which is why it is often also referred to as standards-based assessment). It is increasingly viewed as the most appropriate model for assessment across the higher education sector. But the promise of criteria- and standards-based assessment models of assessment may not be realised unless teachers can find ways of making both criteria and standards understandable to students. The rationale is that students should be clear about the criteria, what they are expected to do in an assessment task, the standards and how well they are expected to do it (Armstrong, Chan, Malfroy, & Thomson, 2008). Recent research showed that students can find written descriptions of criteria and standards difficult to understand (Hendry, Bromberger, & Armstrong, 2011; Handley & Williams, 2011). Therefore we emphasise the need for transparency of both criteria and standards. The NCC and the NICE Curriculum have a vital role to play in this context.

Criterion-referenced assessment is related to credit transfer and the aim to increase cost-effectiveness in higher education. It is helpful to evaluate the credit transfer in NICE as a network.

The common framework for NICE partners is the European Credit Transfer and Accumulation System (ECTS). Credits in ECTS can only be obtained after successful completion of the work required and appropriate assessment of the learning outcomes achieved. Learning outcomes express what the student will know, understand or be able to do after completion of a process of learning (European Commission, 2004).

The second issue concerns the *purposes of assessment*. Traditionally, assessment had two main purposes: summative and formative. The purpose of **summative assessment** relates to grading and reporting, for judgement and decisions, and for selection and monitoring. In the assessment of learning, the judgment will explicitly compare students' performance with criteria based on standards and is carried out after the teaching episode has concluded. The judgement may then be quantitative in the form of 'has/ has not' met the standard or on a scale represented as scores or levels (James et al., 2006).

Formative assessment is used when the purpose is to promote students' learning and development. The challenge is how to adapt teaching and learning practices to meet learning needs and how to use the feedback during learning. One significant element is the emphasis on learners' use of information about their own progress. This draws attention to the fact that teachers are not the only assessors; instead the students are actively engaged in assessment. Students can be involved in self- and peer-assessment. They are autonomous participants in the assessment process who take responsibility for their own learning. The underlying principle is that the assessment tasks should comprise a genuine representation of the objectives of the course or unit (James et al., 2006).

In the assessment of competence the role of students is essential. Ideally, students connect assessment with the competences they have developed through their lessons, but also in some cases more generally with abilities, personal competences and/or values (Rasmussen & Fieche, 2011). Once again the sharing of criteria with learners is important. Learners need to see what the criteria mean, as applied in the context of their own professional work. In addition, teachers' interactions with students should be pedagogically effective. If students see the feedback they receive from teachers as irrelevant to future assignments and modules, they may decide not to further engage in studies (Handley & Williams, 2011).

In CGC professionals' education, formative aspects are important, as the professional training offers students the opportunity to develop their meta-cognitive skills, self-monitoring and self-regulation through reflection. The task within this work group was to identify what assessment practices and tools are used at present, as well as furthering our knowledge of how feedback is employed and how assessment or self-reflection is embedded in the assessment process.

The aim of the study was to explore the following questions: What is the basis of assessment and what are the main aims of assessment in CGC professionals' education?

Participants and Procedure

NICE participants from 17 Universities completed the questionnaire on assessment methods. Countries represented included Austria, Bulgaria, Czech Republic, England, Germany, Greece, Finland, The Netherlands, Iceland, Ireland, Italy, Lithuania, Poland, Romania, Scotland and Spain. This represents about half the network. In some cases more than one person from the institution responded, so the maximum replies to one question was 27 and in some questions respondents could make multiple choices.

The majority of universities (68%, n = 17) offer Master's level degree programmes in career guidance and counselling. Others included post-graduate students (20%, n = 5), training programmes (8%, n = 2), and Bachelor-programmes (4%, n = 1). There was evidence of substantial variance and universities offered multiple ways to complete study programmes. Part-time study was delivered by 64% (n = 16) of universities and full-time studies by 60% (n = 15) of universities. Only 12% (n = 3) of the sample delivered individual studies organized solely by electronic learning platform. The blended model which includes all aspects mentioned was offered in 36% (n = 9) of the answers. Credit awarded by the universities varied from 60 to 240 ECTS depending on study level of the programme offered.

The questionnaire consisted of three parts. The first part requested background information which has been summarised above. The second part was concerned with the basis of assessment: and the third part was concerned with the aims and purpose of the assessment used. Information was requested about the detail of the quantitative and qualitative assessment, subjectivity in the assessment process, and timing of assessment.

Results

The basis of assessment, in terms of the link to competences, varied. Competences were used with a principle "fitness for purpose" and the universities used local, national or international frameworks as defined by CEDEFOP or IAEVG. The following examples describe some approaches from HE programmes in the network:

> *'The post graduate Diploma in Career Guidance (DCG) meets the learning outcomes required by the Institute of Career Guidance (ICG; accrediting body for the professional award). The p/g DCG programme must also meet the general standards required for postgraduate (Level M) work and generic assessment criteria. '*

> *'We use a self- developed competence model (developed in combination with the other universities on applied science in HRM). We are working on inclusion of the CEDEFOP competences'*

> *'It is based on the IAEVG core competences.'*

> *'We use the Quality Assurance Agency for Higher Education (QAA) Benchmark for qualification in career guidance and development at postgraduate level; also professional accreditation by the professional body, the Institute of Career Guidance.'*

A significant majority of universities (96%, n = 24) based their assessment on a criterion-referenced approach. The criteria in terms of learning outcomes were described in the programme curriculum (71%, n = 17), at the beginning or during studies by the faculty members (71%, n = 17) or both. Only in one university was norm based assessment used, i.e. the learning achievements of students were compared with those of other students, not with a predefined catalogue of learning outcomes.

Variety was shown in the grading scales. Some were norm-referenced e.g. 'Grading bands: Pass 50-59%, Credit 60-69%, Distinction 70% plus' or 'PASS: A = 70% and above B1 = 60-69% B2 = 50-59% C = 40-49% D = 30-39% or FAIL E = below 30%'. The criterion-referenced assessment was represented in following scales: '4 point grade: Very good, Good, Pass or Fail'; A scale from 1 to 10' or 'accepted/extra work needed/not accepted'.

Credit transfer was related to competences and criterion-referenced assessment. In the universities where this was offered, credit transfer was mostly done by recognition (64%, n = 16). Recognition was based on the competence goals set by the curriculum. Almost as popular was inclusion (64%, n = 14) where studies were completed in other educational institutions and were recognised as part of the studies. Substitution, where the alternative studies were implemented in other educational institutions and recognised as part of the studies, were used less often (32%, n = 8) than the other methods.

The survey in NICE showed many examples of good practice in the assessment of prior learning. This was often based on 'personal learning plans' and the subjectivity of students was noticeable: e.g. "Self-evaluation Portfolio, Personal Development Plan, Digital Competence Profile (Scorion)", or "Written documents - previously existing and ones that students write at the beginning of the education programme regarding their prior learning PLP (Personal Learning Plan); discussions/interviews".

The other aspect was that the assessment of prior learning was related to criterion-referenced curriculum: "We acknowledge results of previous studies on the base of student´s request. There must be documented evidence of the aim, contents, character and output of previous studies. Results of previous studies are incorporated into a study programme in case of conformity of criteria mentioned above with requirements of a study programme' or 'Student's personal description of his skills relating to the aims of the study modules, certifications of former studies, work experiences or informal learning (for example voluntary work, hobbies...)."

The assessment of prior learning involved many participants. The 'lecturer and faculty members' was mentioned in 67% (n = 16) of answers. However, the subjectivity of 'student' (63%, n = 15) was also strong in credit transfer. The other participants were 'head of programme' (46%, n = 11), 'representatives of employers' (46%, n = 11), 'peer tutor' (8%, n = 2), and 'other students' (4%, n = 1) in the same programme.

The aims and purposes of student assessment in the CGC education were evaluated by quantitative and qualitative assessment. Most participants (92%, n = 23) used quantitative assessment in 'measuring the students' academic performances'. The other popular forms of use for quantitative assessment were 'certification of academic performances' (76%, n = 19), 'support of students' academic and professional growth' (68%, n = 17), and 'support of the students' reflection and self-assessment skills' (68%, n = 17). Examples of tools used for quantitative assessment included "Multiple choice tests", "Graded essays and projects and reflective reports" and "The oral state exam".

The main actors in quantitative assessment were 'students' (80%, n = 20) and 'lecturers and faculty members' (72%, n = 18). The others were 'head of the programme' (16%, n = 4), 'peer tutor' (16%, n = 4), 'other students in the same programme' (12%, n = 3), and 'the representatives of employers' (4%, n = 1).

When considering the purpose of qualitative assessment, respondents emphasised the following: 'support the students' academic and professional growth' (96%, n = 24), 'support the students' reflection and self-assessment skills' (96%, n = 24) and 'planning an individual learning process' (76%, n = 19). In this question the participants could make multiple choices.

Respondents described a range of qualitative assessment methods that were used. These included:

- Formative feedback on each piece of assessed work, both written and practical
- Professional conversations (in real time) after assessment of practical work
- Student judging own work against the assessment criteria either formal self-assessment or reflexive piece
- Students review a range of professional experiences using learning theory
- Practical work e.g. role play, recording, simulation, game, presentation
- Written work e.g. essay, report, assignment, learning diaries, portfolio
- Analysis and discussion (by individual and/or group) of recorded interview/sessions
- Learning tasks including self- and assessment in peer-group counselling

Participants in qualitative assessment were mostly commonly 'students' (88%, n = 22) and 'lecturers and faculty members' (76%, n = 19). The others were 'other students in the same programme' (32%, n = 8), 'peer tutors' (28%, n = 7), 'heads of the programme' (24%, n = 6), and 'the representatives of employers' (44%, n = 6). Notably peer-assessment was used quite rarely. Only 7 universities used peer-assessment in the qualitative assessment and in only 2 universities was it used in the quantitative assessment.

Nevertheless, timing indicated that assessment was used for both formative and summative purposes. Students were assessed during the course in 92% (n = 23) of universities. The summative aspect was still noteworthy because assessment procedures happened 'at the end of the course' (88%, n = 22) and 'after completion of programme' (32%, n = 8). The formative use was also in evidence as students were assessed 'before the studies commence' (36%, n = 9) and 'at the beginning of the course' (32%, n = 8). Assessment was also used mid-module, before submission of forthcoming assignments which allowed students to reflect on the feedback before developing their final version.

Conclusion and proposals for future research

The evidence from this sample shows the need for a combination of summative, quantitative, formative and qualitative assessment in CGC professionals' education. The combination of different kinds of assessment methods will be constructed on individualized and standard-based criteria and competences. This will provide the most helpful guidance for students' effective learning and engagement in studies. The results show clearly that there are similarities and differences between universities in NICE.

Similarities between universities exist in the following themes: competence-based curriculum, ECTS, criterion–referenced assessment, the purpose of quantitative and qualitative assessment, and students' central role as a subject. Additionally assessment activities involve many participants. There are also similarities in timing of the assessment and conventions in credit transfer. The differences between institutions are in the extension of studies, use of competence frameworks, and grading scales.

Research has shown that the use of ICT within the assessment process remains rather limited. It is likely that increased integration of ICT into the educational process will lead to new modes of assessment (e.g. podcasts for students to submit their work) and more diversification of assessment tasks. This will have an impact on the curricula and also on competences required of the teaching staff.

Many good innovations were demonstrated in NICE and they could be described in two categories:

Assessment practices in CGC professionals' education:

- Introduction to the difference between formative and summative assessment. Focusing on the feedback aspects of assessment. Connections between the Master, Bachelor and Post-graduate competences which are required, and the assessment tools and the learning tasks.
- More use of reflective tasks in education: writing, case studies, peer comments particularly in the formative feedback.
- An open and informal dialogue accompanied with a selection of individual assessments (questionnaire, interview) provide staff members and students with a good basis for enhancing learning and development of the programme.

ICT-solutions in CGC professionals' education:

- Electronic-portfolio as a possibility for documenting and presenting own competences by various forms of assessment.
- Assessing competence in new virtual formats, e.g. 'Second Life'.
- More use of on-line activities to promote learning in relation to new technologies and an increasingly diverse approach to using ICT for assessment tasks...

This chapter evaluated not only current assessment methods, but also the situating of teaching, learning and curricula in NICE. In the future we will be able to refer to a set of common competences, the NICE Core Competences (Chapter 4.2). These could be a framework for a more detailed evaluation of assessment methods in NICE; some of which have already been collected in the NICE Curriculum (Chapter 5). In the next phase it is important to get information from all participants; this sample represents half of NICE participants.

The focus of this section was concentrated on the assessment of students' performances and it was evident that the conventions in assessment had clear relation to the curriculum. This connection opens a discussion about how to use assessment in monitoring educational standards across educational systems as a whole. In the next study it could be helpful to study the commonalities between learner assessment and programme evaluation in order to contribute to further programme improvement.

7.5. Competences of Higher Education Faculty Members

Sif Einarsdóttir

An important link in working towards the increased professionalization of career guidance and counselling across Europe is the competences of the staff who educate CGC professionals. Faculty members in the programmes at Higher Education Institutions (HEI) need to be able to use approaches with high impact to develop students' competences and create new knowledge in the field. Each European country has travelled a different path in the education of CGC professionals based on the existing traditions and practices in the field, if any. The diverse and in some cases recent history of career guidance and counselling has resulted in different approaches and emphasis in the programmes across Europe (CEDEFOP, 2009). Because of this presumed diversity it is important to collect basic information and to start by charting the formal qualifications, academic affiliations and competences and confidence of those that educate CGC professionals. This information is needed to be able to understand the challenges that educators face in using the innovative teaching and learning approaches presented earlier in Chapter 7, and in developing the capacity to support future CGC professionals in mastering the NICE Core Competences (NCC).

The authors decided to use a survey to collect information about the competences of faculty members in NICE. This included basic issues such as:

- In which field or subject the career guidance and counselling programme faculty received their formal education,
- The level of their education, and
- Whether they have formal qualifications as educators and/or CGC professionals along with their practical experiences in the field.
- Additionally, given the role HEIs have in creating relevant knowledge in their field and for the profession, it is also necessary to get a glimpse of how active they are in doing research.

In the process of preparing this part of the NICE Handbook, standards for higher education teachers were reviewed. Common frameworks for the competences of higher education teachers exist. We found specific standards for faculties that educate teachers, for example. However, no such specific frameworks exist for faculties that educate CGC professionals. To be able to grasp the challenges that the staff experience when working with career guidance and counselling students, we decided to estimate the faculties' confidence in regards to teaching and learning in general. Due to the lack of specific competence frameworks for CGC educators, we decided to use the UK Standards for all higher education teachers as a conceptual framework for this part of the study (http://www.heacademy.ac.uk/ukps).

Three main streams of information (academic affiliation, formal qualification and confidence in teaching role) are important indicators that help us to understand who the CGC educators are in Europe, what type of competences they have and what may be lacking. Based on the results, identification of core commonalities and diversity, a pan-European programme aimed at developing needed competences and mutual learning opportunities will be suggested; although this would also need to be flexible so it can respond to local requirements.

Method

Participants and procedure

The population of interest in this study comprises those faculty members who educate CGC professionals at HEIs throughout NICE. One contact person was chosen from a list of participating countries and asked through e-mail to send the request for participation to all faculty members that have 50% or more of their teaching duties in the career guidance and counselling programme at their institution. Faculty members from 31 higher education institutions responded to the survey.

Questionnaire

The questions were specifically designed by the project team to capture the diverse qualifications and experiences of the HEI staff. Previous studies administered to collect information in NICE, and the results of these surveys, were used to help in the question design. The questionnaire consists of five parts:

- Academic programme and appointments
- Formal education
- Teaching and counselling certificates and licensing
- Research and income generation
- Self-evaluation of teaching confidence

A range of response scales was used along with open ended questions. In part five the faculty were asked to rate their confidence on 21 standards using a seven point scale ranging from 1 = not confident to 7 = very confident.

Results

The results are based on the responses of 34-50 participants and will be organized into three major parts. First the academic programmes and appointments within the faculty are described, followed by the formal qualifications or education and experiences in practice and research, and the paragraph ends with the self evaluation of teaching confidence.

Academic programmes and appointments

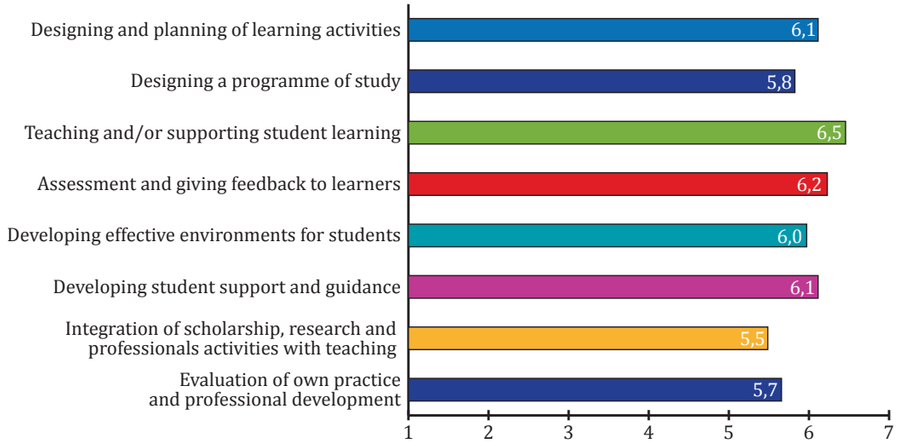
The majority (49%) of the CGC programmes in which the teachers have appointed positions educate students towards Masters Degrees, 38% offer Bachelor Degrees or diplomas and only 15% offer doctoral studies in the field. Although the location of the programmes varies across Europe, more than half (54%) are situated within faculties or departments of Education and 24% in Psychology. Around 10% are affiliated with social sciences in general but a few programmes are located in departments of business, humanities or natural sciences. The programmes can be considered small, with an average of five core faculty that carry out the majority of their teaching in the CGC programme. About 74% or respondents have full time positions in the programmes and they have been in the job for an average of 7.6 years (sf =7.2). Close to 54% of respondents have reached senior positions within their institutions as senior lecturers or professors. 33% hold the positions of lecturers or assistant professors.

Formal qualifications, counselling and research experience

First we surveyed the level and subject field of the teachers' education. Half of the faculty has master level education and few less, the other half have PhDs. Only 22% categorize their highest degree as being specifically in career or vocational studies, 29% in education and 22% in psychology. Over 50% completed their highest degree in the last 10-12 years, indicating that most of the faculty, in spite of their senior standing, are rather recent graduates. This could also show commitment to lifelong learning. Responses to questions about their education related to their role as teachers, show that about two thirds have teaching qualifications or licences. This tended to be broadly defined though (e.g. PhD in their field), not necessarily indicating that staff hold specific degrees in teaching and instruction. It is notable that only about 40% of the staff have enrolled in a continuing education programme or courses in teaching and learning subsequent to their current position at the HEI.

When it comes to charting the experiences in the field and associated professional qualifications we can see that over 50% of the faculty members have formal certificates or licences to practise as CGC professionals. Additionally, they have an average of 11 years of work experience as CGC professionals (sf = 7.1) and 46% see clients along with their current academic positions. Half of the participants are currently members of professional organisations in career guidance and counselling or related fields.

Figure 1. Average competences of staff in the areas of activities (N = 35)



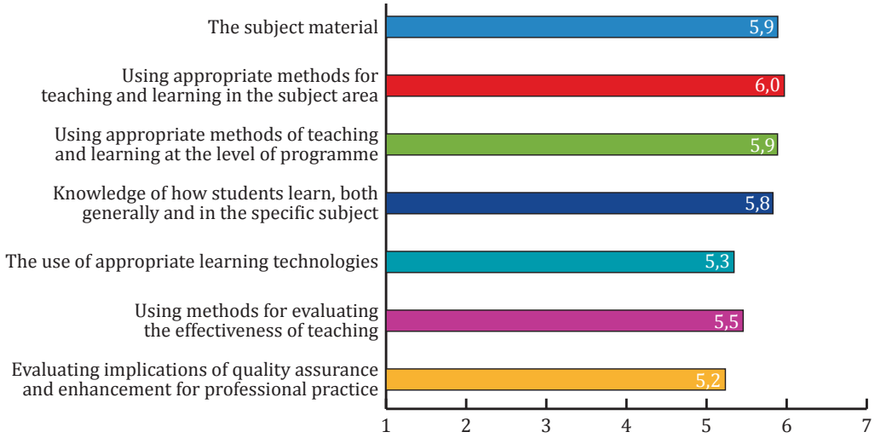
Lastly, a large majority of 83% are required to engage with research in their current position with most often 40-50% of the time allocated to such activities. Three quarters of the respondents state that they are currently involved in research projects or other income generation. The faculty members seem to produce about 2-3 articles, books or chapters a year in general. There is an equal split between those written in English for international audience and those written in the native language intended for local dissemination. Few faculty members are extremely productive in terms of research but most seem to publish one study a year in a peer reviewed journal, if we look at those traditional research outlets specifically.

Self-evaluation of teaching confidence

Figures 1-3 show the estimated teaching confidence in three main categories used in the UK standards for higher education teachers. In general, the faculty members rate themselves in the high confidence range of the scale developed for this study. First, if we take a look at the part called 'Areas of Activity' in the standards (see figure 1), it does not come as a surprise that the CGC educators feel most confident in the core activities of teaching that involve direct contact with students; such as designing learning activities, supporting students, guiding and giving feedback through assessment. Their confidence is relatively lower in the designing of study programmes, integration of research and teaching, and evaluation of their own practice.

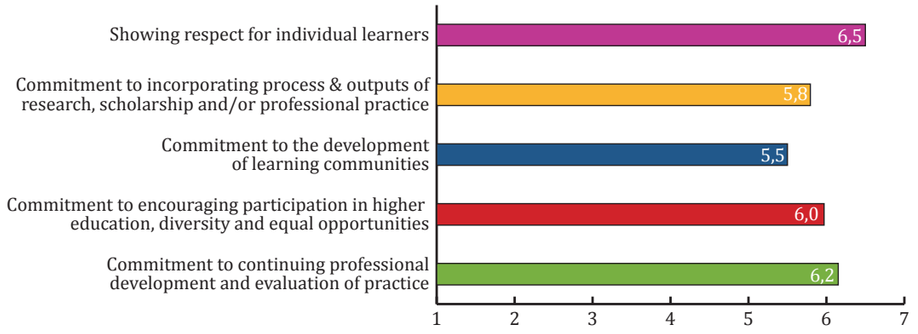
In the second part that focuses on knowledge and understanding (see figure 2), the staff feel most confident in their knowledge about using appropriate methods for the subject matter, for the level of the programme and how students learn. Confidence in their knowledge of the subject area is also rated relatively high, but when it comes to the use of appropriate learning technology and evaluation of the effectiveness of teaching they seem to feel less confident.

Figure 2. Average competences of staff in knowledge and understanding (N =35)



In the third part, questions about adherence to professional values were grouped together (see figure 3). It is clear that the faculty again are confident about their adherence to professional values related to respecting the individual, diversity, and working towards equal opportunity. They also feel confident with their commitment to continued education, but less confident in their adherence to values related to complex issues such as incorporation of research into professional practice and the development of learning communities.

Figure 3. Average competences of staff in regards to professional values (N = 34)



Discussion

As expected, the results show that staff who educate CGC professionals have diverse educational backgrounds both in terms of fields but especially in the level of degree. However, most of the programmes are situated either within education or psychology. It is notable that most of the educators have long experience as CGC professionals themselves, indicating also that many have not travelled the conventional academic track into higher education positions. In spite of this, many hold senior positions and most are active researchers in the field.

The confidence ratings indicate that the staff have many strengths when it comes to teaching. It can be assumed – given the location of the programmes and the subject fields in which they hold their degrees (education and psychology) – that most of them have been educated in areas related to human development and interventions. Their educational background, along with specific knowledge and experiences in career guidance and counselling, may have created teachers that have a solid knowledge foundation. This helps them understand the process of learning and makes them confident in their interaction with students in the classroom. In spite of the diverse educational backgrounds the faculty members feel quite confident in their subject matter. Most faculty members have received a MA degree in the specific field of career guidance and counselling and have years of practical experience though, giving them unique insights into the knowledge base and application of theories in the field.

It is notable and may be related to a lack of formal research training (PhD) among half of the faculty that they feel less confident in the integration of research and professional activities. This has implications for the future development of competences among the faculty members that educate CGC professionals. In the light of these results a first order of priorities is to create opportunities for educators to acquire doctoral degrees in the specific field of career guidance and counselling. This may also create less disparity in research activities among the faculty members across Europe. The lack of participation in continuing education programmes related to teaching shows that there is a need for CGC professionals to learn more about the use of innovative teaching, where the focus is on the student as an active learner: as can be seen in the examples presented in the chapter on innovative teaching and learning methods (Chapter 7.2).

We expect that the higher education teachers surveyed here are no different from other academics in feeling less confident in the development of curricula, learning communities and the use of new technologies/ ICT in teaching and learning, along with quality control procedures. The creation of learning communities is of great importance in career guidance and counselling where work-based learning is crucial for the competence development of students. Additionally, the dynamic interaction between HEIs and services delivery mechanism is an important link in increasing the professionalization of career guidance and counselling, as is suggested by Wenger's work on learning communities (1998). The development of joint continuing education programmes for this group of higher education teachers, targeting these general issues and how they specifically play out in the education of CGC professionals, may be necessary.

7.6. Some Pointers to Good, Innovative Practice in Professional Education

Nelica La Gro and Rachel Mulvey

This chapter has charted innovative and fruitful practice in the current delivery of academic programmes for CGC professionals. It did this by considering four interconnected aspects:

- fruitful methods of teaching and learning
- resources needed to deliver fruitful teaching and learning
- appropriate assessment of learning
- what faculty /professional educators need for the delivery of such teaching, learning and assessment

The chapter also identified four interlinked layers of participants in this process, namely:

- The individual
- The CGC professional
- The educator
- The teaching programme leadership

In drawing conclusions, we highlight what has been notable; particularly where our findings resonate with the NICE Core Competences (NCC) and therefore amplify issues of concern or importance. These are:

- Diversity
- Professional reflexivity
- Networking from university to field of practice
- Resource intensive teaching

We offer these as pointers to support the development of training programmes to educate effective CGC professionals through the university system. Used alongside the NCC they show the way to design programmes of professional education for career guidance and counselling practice which model best current practice.

Diversity

The evidence of a diverse range of students, types of programmes, and professional contexts indicates that we need to adapt our curricula and modes of delivery to the new demands of the twenty-first century while retaining good practice. While students must develop their professional competences, they must also be supported to deal with uncertainty.

The findings show that faculty staff have diverse backgrounds and are confident in supporting the learning process and professional values, but also need to update their knowledge of technology and continued academic development. It is notable that faculty engaged in this professional education themselves have significant expertise of professional practice; typically this would involve working as a CGC professional prior to teaching on the professional programmes and often continuing to combine practice with teaching.

It is interesting that these programmes can sit in different faculties with no reported adverse effects. This implies that the location of faculty is of no great consequence; but that a training team is strengthened by including those with prior professional experience in the practice of career guidance and counselling.

Professional Reflexivity

A core message is the importance of providing opportunities for reflective learning, and the development of knowledge and skills that is competence-driven, plus an understanding of 'theory in action' and opportunities to practise and engage with professional settings. Resources that support this approach must be continually refreshed to ensure currency. Assessment modes must enable learners to be actively engaged and to link their professional learning to the required competences. Transparent quality standards are imperative to ensure rigour and consistency; both are demonstrated. Of course reflective learning and continual professional development apply as much to the teaching faculty as to the students on their programmes. A continuing call is to innovate. This is raised by the challenge of how we incorporate technology into our curricula, approaches to teaching, learning and associated resources as well as assessment and how staff are supported in developing their capacity. Whilst there is great emphasis on conventional outputs from research undertaken by faculty, there is scope to articulate the benefit of applied research and research derived within a community of practice; whether that is teaching at university level or within professional practice in the field or indeed a mixture of the two.

Networking from University to Field of Practice

As indicated in the introduction, working collaboratively and co-operatively offers the potential for enriched learning. Programmes that support opportunities for the development of communities of professional practice, where both staff and learners stay engaged with the wider professional community and are supported in their learning, will be beneficial. This points to looking out from academia to the field and encouraging effective partnerships and networks in order to support students as they become effective practitioners, and managers, and faculty as they continue to offer effective education on professional programmes.

Resource Intensive Teaching

Many of the fruitful methods reported involve practical work such as interviewing and group work. Feedback, both formative and summative, is applauded as a means of supporting students who are working towards effective professional practice during their programmes of study. Such feedback tends to the particular and the individual; both of which are inherently resource intensive techniques. The pointer here is for the use of peer review and even peer assessment, and to use of ICT applications, where expensive start-up costs are repaid through extensive use (including podcasts, e-portfolios). Using the NCC plays well here as a solid foundation on which to build professional programmes.

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8

Trends and Developments in Career Guidance and Counselling

compiled by Jacques Pouyaud and Johannes Katsarov

More precisely, we should say though, that this chapter is about innovating the 'content' of degree programmes in our field – ideas and suggestions for how the 'process' of teaching and learning may be innovated can be found in Chapter 7.

The analysis of trends and developments has been a central endeavour of NICE right from the beginning. In line with the EU's idea of a 'knowledge triangle' composed of education, research and innovation, the members of Work Package 2 "New Themes, New Challenges – Innovation in Career Guidance and Counselling" (Innovation Group) have been dedicated to the theme of connecting innovation and research with higher education all along.

To strengthen the connection between innovation and research with the academic training of CGC professionals, the members of the Innovation Group have shared, collected and systemized various theoretical and empirical findings with the network over the past three years. Several of the common points of reference (CPR) of NICE which are introduced in this handbook build on the outcomes of the research of WP 2: The NICE Professional Roles (NPR) and the NICE Core Competences (NCC) from Chapter 4 were co-developed by the members of the Innovation Group, together with members of the WP 1 Group (Chapter 6). Also, the contributions from WP 2 were fed into the NICE Curriculum in Chapter 5.

The contributions in this chapter reflect a collection of independent perspectives on innovative themes, and how they should be addressed in academic programmes for the education of CGC professionals. Additionally, the final two sub-chapters offer examples of innovative tools and study programmes or courses. What is understood as 'innovative' is always subjective and depends on the perspective and context of the contributors – therefore we have actively chosen to collect subjective views here, which partially may overlap or even contradict each other. In Chapter 8.1, we have tried to offer a framework for understanding what innovation is, and for introducing the different contributions briefly.

8.1. Innovation Framework

Johannes Katsarov and Jacques Pouyaud

One of the central goals of NICE is to ensure a high level of quality in the academic training of CGC professionals. At the same time, innovation is such an important topic in our network, that we carry the word in our name. NICE stands for "Network for Innovation in Career Guidance and Counselling". But what is innovation? And what makes innovation relevant for the quality of academic training programmes?

We speak of innovation, when something that already exists is improved or altered (evolution) or replaced through something new (revolution). Obviously, innovation is about change. But not every change is necessarily for the better. By innovation, in NICE, we mean fruitful ways of adapting our discipline and the CGC profession to a changing world, and making use of our insights for the better of the CGC profession and society.

The goal of this chapter is to provide an 'innovation framework' through which we can demonstrate how the different innovative topics we have collected are related to each other. Towards this purpose, we will outline some general change drivers in Chapter 8.1.1. After offering such a framework, we will introduce the various contributions to this chapter in Chapter 8.1.2. What is important to us is to demonstrate how the topics are related to each other and what impact they have on the academic training of CGC professionals; thus we will also connect them with the NICE Core Competences (NCC).

8.1.1. Change Drivers

From our definition of innovation, a distinction between two 'sources of change' becomes apparent. We distinguish between two types of **change drivers** in this chapter, both of which need to be taken into consideration from our point of view. On the one hand, we have **external change drivers**; i.e. factors which influence a particular field from the outside. In regards to the practice of career guidance and counselling, external change drivers could be located in new societal developments, technological revolutions, policy changes, or environmental trends (for example). On the other hand, we have internal change drivers; i.e. factors which influence a field from its inside. In regards to the profession of career guidance and counselling, internal change drivers could be the discovery of new approaches, the generation of new insights from theoretical and empirical research, the fruitful exchange of practices between different sub-professions (e.g. placement managers and social workers) or regions (e.g. between practitioners from different European countries) – just to name a few.

Evidently, internal and external change drivers heavily interact with one another. For example, the availability of online-conferencing tools (external change driver) might have strengthened the demand for (and possibility of) online counselling services. A growing demand for online

counselling services (internal change driver) may also lead to the development of new web-applications though.

The following list of change drivers shouldn't be considered exclusive: We have collected several change drivers which we deem particularly important for the profession we are dealing with, and others may be added in future editions of the NICE Handbook. Some of the change drivers we will name here will be described in more detail in some of the following contributions. Others won't be expanded into great detail, but managers, developers and teachers in our field should be aware of their impact on what CGC professionals do and are expected to do in our societies.

We roughly begin by describing external change drivers, followed by internal change drivers at the end. As becomes apparent through our descriptions though, the complexity of the different factors prohibits separating the phenomena from each other in an absolute fashion.

- **Growing individualization and self-determination:**

A strong cultural trend in our societies is typically associated with the term individualization and refers to the tendency of people to favour such topics as their self-realization, personal preferences and individual concepts over collective interests and norms. In line with this trend, individuals are increasingly held responsible (by themselves and their societal environments) for their career choices and development (self-determination). While individualization and self-determination have many positive sides (e.g. increased freedom), they also bear risks for people in our societies, for example social isolation and depression through unemployment or underemployment. Naturally, especially citizens with less resourceful backgrounds are more strongly affected by such risks.

- **The global economic crisis and the dominance of neoliberal governance approaches:**

Through the economic crisis of the past years, publicly-funded CGC services in most European countries have been experiencing a strong pressure to cut their spending and justify their value. The pressure is added to through the current dominance of neoliberal governance theories which favour the deregulation of markets, privatization, competitiveness and the cutting of state spending. Accordingly, there has been a continued push to drop many social security investments altogether (including CGC services and programmes) or to privatize them through 'public private partnerships'. The function of CGC services is partially reduced to serving the "effectiveness of markets" by encouraging people to develop their employability, while the more welfare-oriented functions of career guidance and counselling to foster inclusion and social justice are ignored. With the ambition of reducing public costs, formerly public services are put into the responsibility of private firms that often compete with each other for short-term contracts. Overall, these developments have lead to many CGC professionals in Europe being employed on the basis of short-term contracts or as freelancers who compete strongly with one another in terms of quality and cost considerations.

- **New public management and lifelong learning policy:**

The effectiveness and efficiency of CGC services are also becoming increasingly important in the public sector for another reason though, too. Based on approaches of good governance and new public management, but also on the increasing acknowledgement of the need for lifelong guidance to realize the goal of lifelong learning (see Chapter 2), providers of CGC services are continuously pushed to increase their quality, become more customer-oriented, approach wider or more specific target groups, and prove the effectiveness of their approaches for the sake of receiving public funding. An important development here is the 'European Lifelong Guidance Policy Network' (ELGPN) which promotes these changes and the professionalization of career guidance and counselling in Europe.

- **Technological development, mobility, globalization and Europeanization:**

The past decades have brought countless technological revolutions with them, e.g. computers, mobile phones and the internet. The impact of these developments on our societies is tremendous. Many vocations have become unthinkable without the use of these technologies. But also the private lives of people have changed a lot. Generally, technology has enabled a much higher level of mobility – both in terms of being able to virtually connect with people all around the world at almost any time, and of being able to travel very quickly. Through the availability of these technologies and through diverse political and societal developments, a phenomenon typically called globalization has manifested itself: Our world has grown together to a high degree and is continuing to do so, for example in Europe with the trend of Europeanization. Trends and news from one end of the world often arrive at its other end in a fractional amount of the time that used to have been necessary. Private and working relations that used to often be limited to people in the same or next village, now often cover the entire planet. The worlds of work and education have gained both an international and a technological dimension for many people.

The effects on career development are strong and involve new opportunities, as well as new risks. On the one side, the freedom of individuals expands through these new possibilities (also in terms of individualization; see above). Especially through ICT, the access of people to many services has become easier, including CGC services which can now also draw on many new resources (think of communication technologies, knowledge management systems, and international career networks for example). On the other side, globalization, mobility and technological possibilities such as virtual communication have also increased the complexity with which people have to deal with in their lives incredibly. More and more decisions can be made quicker through the use of ICT and might have a stronger impact due to the existence of global competition. Accordingly, the uncertainty of decisions has grown, but at the same the pressure on people to make quick decisions has grown, too. Working with up-to-date communication solutions is becoming a prerequisite for working in many jobs at the same time, meaning that the readiness to use ICT already belongs to the career management competences individuals need to possess to manage their careers, as well as intercultural competences which are highly important in a world, where nations, cultures and languages are growing together.

- **Professionalization of career guidance and counselling:**

The practice of career guidance and counselling doesn't have a very old tradition, as for example the medical professions do. Different 'career professions' have developed from diverse backgrounds over the past century, all in all due to an increasing complexity of work-related questions which individuals, organisations and societies have to deal with. CGC professionals work in a great diversity of fields, e.g. as social workers, for public employment agencies, as personnel developers in corporations, or as freelance counsellors. Through the growing need of CGC professionals in all spheres of our societies, and with a growing awareness that CGC services need to be of high quality in order for them to fulfil what they promise, a professionalization and growing-together in our field can be perceived (Chapter 2). More and more associations of CGC professionals are being founded, and the provision of high quality CGC services and the competence of practitioners is becoming an important topic not only politically, but also among professionals and in CGC organisations.

- **Emergence of an academic discipline in career guidance and counselling:**

How multidisciplinary the field of career guidance and counselling is, can easily be understood when looking at the great variety of academic disciplines involved in the NICE: Among us are vocational and organisational psychologists, educational and social scientists, anthropologists, and human resource management scholars – just to name a few of the disciplines. Many trends are currently brining us together through, particularly the ongoing professionalization of career guidance and counselling, and the need for lifelong guidance (see above): Multidisciplinary, practice-oriented trainings are not only being demanded by practitioners themselves, but also by policy-makers, researchers and the diverse providers of CGC services. Similarly, multidisciplinary, practice-oriented research is being promoted to answer many of the complex questions on how to increase and secure the quality and effectiveness of CGC services, address societal challenges, and generally gain a clearer picture of the many factors which are relevant in regard to the CGC practice. The foundation of the 'European Society for Vocational Designing and Career Counseling' (ESVDC) is indicative of this trend towards cooperative and multidisciplinary research in our field, similarly to the multidisciplinary cooperation in NICE to develop higher education in career guidance and counselling.

8.1.2. Contributions

A large number of individuals or teams have provided us with contributions to this chapter; contributions which can be distinguished along three categories. On the one hand, we have a number of nine papers on themes or concepts for innovating degree programmes in career guidance and counselling. On the other hand, we have three examples of innovative tools for the CGC practice, and two examples for the development of innovative programmes for the higher education of CGC professionals. As we understand the latter two categories as examples for how innovative concepts can be translated into teaching, training and practice, we will first introduce the contributions on innovative concepts and themes, before we give a short overview of the examples for innovative tools and training approaches.

Nine individuals and teams have made contributions regarding innovative themes and concepts. Almost all of them are related to various themes illustrated in the innovation framework. All contributions are relevant for the professionalization of career guidance and counselling, for instance, and contribute to the development of our academic discipline. This makes it particularly difficult to come up with a logical sequence for the different contributions. Therefore, we have decided to structure this chapter based on the NCC, well knowing that most of the contributions also refer to several of the NICE Professional Roles (NPR), if not all of them. We begin with contributions primarily focussing on the NPR centred on working with individuals, then move on to CGC professionals working with groups. The next contributions deal with CGC professionals' managerial tasks, and overall questions of professionalism.

Our first four contributions primarily focus on CGC professionals' work with individual clients. First, Jean Guichard will introduce the concept of life designing and suggest which competences and level of training are needed to offer different types of CGC services, the latter of which focus on working with individuals on complex career questions, and supporting them in constructing their identities (Chapter 8.2). The following contribution by Jacques Pouyaud looks at the role of context and action in such life designing interventions, giving special thought to the embeddedness of individuals in their social environments (Chapter 8.3). Then, Christiane Schiersmann introduces the concept of Synergetics and discusses how current systems and self-organisation theories can be used to professionalize the interventions of CGC professionals, with a particular focus on counselling activities (Chapter 8.4). Finally, Wouter Reynaert's contribution in Chapter 8.5 introduces the concept of serendipity and discusses how the subconscious resources of clients can be used in CGC services alongside the traditional use of 'rational' approaches.

The following contribution from Lea Ferrari, Laura Nota, Salvatore Soresi and Teresa Sgaramella deals with the use of preventive CGC programmes (Chapter 8.6). Here, the focus shifts away from only working directly with (single) clients, to programmes where CGC professionals work with small and large groups of clients, or with the contexts of clients (e.g. parents). It is followed by a contribution from Peter Weber, Johannes Katsarov and István Kiss who talk about the increased meaning of quality considerations in the practice of career guidance and counselling, taking a decisive look at the managerial dimension of CGC practice (Chapter 8.7).

The next three contributions focus on specific questions of professionalism in career guidance and counselling. First, Hazel Reid and Barbara Bassot look at the meaning of reflexivity for professional career guidance and counselling in Chapter 8.8. Next, Raimo Vuorinen and Jaana Kettunen investigate how the use of ICT can and should be embraced in the CGC practice in Chapter 8.9. Last but not least, Stefan Vendel gives some thought to questions of mobility and Europeanization in regards to career guidance and counselling in Chapter 8.10.

The final two chapters are dedicated to examples of innovative tools (Chapter 8.11) and training programmes (Chapter 8.12). First, Valérie Cohen-Scali provides an example of a life designing interview approach which can be used for working with adolescents and young adults

(Chapter 8.11.1). Next, Christiane Schiersmann introduces the approach of 'systems modelling', a technique for analysing highly complex problems with clients (Chapter 8.11.2). This contribution is followed by Barbara Bassot's and Hazel Reid's introduction of the 'Career Thinking Model' which builds on their paper on reflexivity (Chapter 8.11.3). In Chapter 8.12.1 Nikos Drosos, Despoina Sidiropoulou-Dimakakou, and Ekaterini Argyropoulou introduce a new post-graduate programme which they have launched in Athens to help CGC professionals in dealing with the particular challenges of the financial crisis and high rates of immigration in Greece. This is followed by a presentation of the DICBDPEC project which is devoted to promoting European training programmes for CGC professionals and is described in Chapter 8.12.2 by Laura Gressnerová, Ivan Prelovský and Karin Raková.

8.2. Life Design Perspective – Innovation in the Content of Curricula

Jean Guichard

Transformation of work activities and pathways induced by technical progress and the subsequent reorganisation of work is a major factor of change in the domain of career guidance and life designing counselling interventions. The following paragraphs sum up this evolution as it occurred in western "developed societies" during the last century and the beginning of the current one. As will be shown, two parallel evolutions may be distinguished. The first one is a shift from 'giving clients expert advice' to 'assisting them in planning their career and in designing their lives'. The second evolution is a change in the focus point of these interventions, which is no longer the relationship between jobs and individual personalities, but has shifted to the process of how individuals construct their vocational self concepts and design their lives.

During a large part of the 20th century, career interventions were conceived in western societies in reference to a grand founding model that concentrated on the idea of an essential relationship between occupations (or professions) and individual personalities, both of them being considered as (relatively) stable. In a first period, this concept gave birth to directive advising interventions. They were based on the hypothesis according to which certain common dimensions might describe objectively, on the one hand, occupations and professions, and, on the other hand, individual personalities. In referring to these dimensions – and more particularly to aptitudes, work values and interests – vocational advisers were able to give their clients expert advice about occupations or professions that matched them.

This same concept gave birth, during the second part of the 20th century, to career education. Such an approach appeared, on the one hand, more consonant with a societal organization where individuals were seen as fully responsible of what they made of their lives (Elias, 1991). It was based, on the other hand, on the observation that technical evolutions (notably: automation) led to different work reorganizations, which resulted in a series of deep transformations of many occupations or professions. In such a context, the main purpose of career interventions couldn't be any more to tell clients the occupations or professions that matched them. Differently, their core goal became to teach them how make all the decisions relevant for directing their careers from school to retirement. The core concept of these career education interventions (that could take the shape of guidance interviews, group workshops or an infusion within everyday teaching) was to help clients develop the competences they need to direct their life long career. These competences should allow them to go in for such or such occupation, profession or work function as it might be, at a given time in the future, because of probable technical and organizational evolutions: an occupation, profession or work function that would be a further step in these clients' careers. To sum up, the major purpose of career education was to help people develop their career maturity in order to build revisable career plans.

The economic globalization that spread during these four last decades was reflected, in these same western societies, by a rapid extinction of entire productive sectors, by a birth of new work activities and modes of work organization (e.g. implementing flexible teams of workers brought together for the duration of a mission), by a growing of the labour market's secondary segment (that of peripheral workers), by the emerging of new forms of work such as self-entrepreneurship, etc. These phenomena resulted in a major feeling of uncertainty regarding the future, notably in the domain of work activities (Bauman, 2007). These transformations led to a redefinition of the career education approaches, linked to a change in their core reference point, which appeared to be less and less the relationship between individuals and occupations (as they are or might become). Differently, career interventions concentrated more and more on the vocational self-concepts that individuals must construct, in relation with the current economical and social norms of employability (which comprise, particularly, an ability to adapt). Their aim is to help clients construct career capital (DeFillippi & Arthur, 1996) or identity capital (Côté, 1996). The goal is for clients to develop a strategic mindset: i.e. the ability to spot potential work activities (opportunities) that might become theirs in the environment.

Only a person who has developed a certain "sense of self" can display such a strategic mindset. Individuals can identify opportunities in their environments only in relation to what matters to them. An opportunity is an affordance: "This" is perceived "this way" because it is anticipated as "that". Thus, an opportunity only exists for an individual who spots it as such. When people recognize opportunities, they do so, because what they see fits their reflexion about what makes their lives meaningful: Thus, an opportunity arises in relation to the anticipations which people have constructed about what matters in their lives. As such, opportunities are based on the outcomes of more or less complex reflective processes which constitute their strategic mindsets. But, additionally, the identification of opportunities is also part of people's reflexive process: In spotting opportunities, people can also become aware of what really matters to them in life.

Additionally, late modernity (Giddens, 1991) of liquid societies (Bauman, 2000) is characterized by a fading away of the holding function (Winnicott, 1986). Previously such a holding function, which directed individuals' career paths, was secured by steady social institutions, such as ideological systems, union movements, social, political or religious organisations, collective representations, or communities. With the fading grip of such institutions, individuals' reflections on themselves and their own experiences – a continuous activity of personalisation (Malrieu, 2003) – become a social imperative. In liquid societies, everyone must engage, more than ever, in an indefinite process of synthesizing their life experiences in view of making meaning from them. In such a liquid context, career counselling becomes a dialogical activity, a deliberation process (Lhotellier, 2001) aiming to help clients design their lives (Savickas, Nota, Rossier, Dauwalder, Duarte, Guichard, Soresi, van Esbroeck, & van Vianen, 2009).

In this current context, CGC professionals implement different types of interventions, forming three big categories, which may be ranked according to the intensity and the kind of reflection they require from clients. In the following description of these categories, some suggestion for levels of specialization and professionalization in the field of career guidance and counselling are given; together with references to the NICE Curriculum from Chapter 6.

Informing and Teaching how to Find Relevant Information

Interventions forming this first class aim to help people construct a clearer idea of today's jobs and related curricula and training. Their major purpose is to help them answer questions such as: What major activities does one do in this job? How is work organized? What are the employment prospects in this professional domain? What are the requirements to do such a job? Are there some specific curricula or training programmes that prepare for such a job? Information about the recruiting procedures (resume, letter of application, etc.) is part of this class, which also includes programmes to teach how to find accurate and relevant information on the internet. As these interventions are mainly instructional, they don't ask clients to reflect on themselves and their experiences, although they predispose them to do so. They indeed drive individuals to ask questions about themselves in relation with the information they have received about the world of work and educational opportunities.

Those is charge of these information interventions must have excellent access to information about today's work organization, labour markets, economy of employment, and the major curricula and training programmes. They have to know how to navigate in the internet and assess the relevance of information they may get through it and from other sources. They also need to know the diverse processes (mainly cognitive ones) by which different clients assimilate relevant information in different ways, as well as the methods and tools that may be used for this purpose. If we refer these interventions to NICE Curriculum (Chapter 5), practitioners leading such interventions mainly some fundamental knowledge of the three Knowledge-Modules (K1: The individual; K2: Groups Organisations & Communication; K3: Society). But they also need to refer to some knowledge provided mainly by the Competence-Module C1: Career Education and, of course, to the Professionalism Module (P1).

Guidance and Advising

Guidance or advising interventions require that clients engage in a certain type of reflection on themselves and their diverse experiences. Their goal is to help clients create or develop specific ways to relate themselves and their experiences for the purpose of constructing a vocational self concept that matches the current social norms of employability. This means: an adaptable self concept made up of the diverse types of career competences (DeFillippi & Arthur, 1996) distinguished by researchers and forming a part of an encompassing identity capital (Côté, 1996). The central topics of these interventions are:

- the competences required to perform in such or such work functions,
- the way that people performing in such functions have developed these competences,
- the competences that clients involved in such interventions have already constructed,
- the way they have developed these competences (on the occasion of their school, training, leisure, sport, job, family, etc., experiences),
- the competences that clients may now construct, and
- approaches for doing so.

These interventions aim at developing a specified reflexivity, as a means to construct a vocational self-concept according to some norms: such reflexivity is guided by these norms. Competence portfolios and some career education workshops are prototypical examples of this kind of intervention.

These guidance interventions should be led by professionals who have received a sizeable education and training in vocational and counselling psychology. This is because the purpose of these interventions is to help clients construct new ways to relate to themselves and to their experiences and to work activities they may fulfil in the future. As their central theme is the construction of a certain self-concept in the clients' mind, these interventions have a major psychological dimension. Therefore, they need to be implemented by professionals fully aware of all deontological rules of their profession. Two of the three competences' modules (C1: Career Education and C2: Career Information & Assessment) described in the NICE Curriculum (Chapter 5) should form the basis for training practitioners who lead such interventions. They also need to master the knowledge described in the 3 Knowledge-Modules, be aware of the specificities of Career Counselling (Module C3) and of the issues tackled in the Professionalism-Module (P1).

Counselling for Life Designing

As already stressed, in current liquid societies, individuals must think about their lives in order to define (and redefine at each period of their lives) the major expectations that give their lives a meaning (expectations and meaning that permit them, in addition, to adopt the strategic mindset they need to manage their job pathways). Counselling interventions concentrate on this point: Their purpose is to assist people in developing the reflexivity they need to design their lives. Differently from guidance interventions, they don't aim to aid clients in thinking about their lives from the perspective of the current social norms of employability. Their purpose is more fundamental: it is to help them define their own norms; norms from which they can give a meaning to their lives and design them. This means assisting clients in finding the life bearings that will play the holding role in their lives: an adequate replacement for the relatively steady social and ideological framework and routines providing individuals with direction in solid societies, which are missing in liquid societies.

Reflecting on the perspectives which make their lives meaningful implies that people embark in dialogues with themselves and others. Therefore, interventions that aim to assist clients in developing such reflexivity take the shape of counselling interlocutions. They are deliberation processes (Lhotellier, 2001) which help clients to look at their various experiences from various 'potential future perspectives' and give them a (never fully established) meaning. The development of reflexivity is particularly significant for adolescents and emerging adults, but will benefit just about anyone in autonomously constructing their careers.

Only CGC professionals with a high level of education in counselling psychology (a Master Degree seems to be a minimum) and a supervised internship should be able to implement this kind of interventions. In addition, such CGC professionals must be fully aware of the deontological issues and of the economical, social, political and philosophical dimensions of their interventions. This means that the modules Career Counselling (C3) and Professionalism (P1), as they are described in the NICE Curriculum (Chapter 5), should form the basis of these counsellors' training. In addition, CGC professionals offering such counselling services should have mastered Career Education (Module C1) and Career Information & Assessment (C2), as well as the knowledge from the K-Modules.

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8.3. Life Design Perspective – The Role of Context and Action

Jacques Pouyaud

One of the most notable evolutions of societies nowadays is their instability. Numerous authors have pointed out that our current "fluid" environment (in reference to liquid modernity described by Bauman, 2000, 2007) leads people to be more and more dependent of contextual changes, and confronted with the permanent task of facing uncertainty. To cope with this instability, adaptability and identity are presented as major individual resources (Savickas, 2011). These two dimensions can be seen as meta-competences which incorporate multiple resources used by individuals for strategically constructing their lives in relation to their individual contexts.

Specifically for career questions, the meta-competence of adaptability can be described as the combination of four resources (4C') which individuals need to develop: concern, control, curiosity and confidence (Savickas, 1997; Porfeli & Savickas, 2012). According to Savickas (2005), "the adaptive individual is conceptualized as becoming concerned about the vocational future, taking control of trying to prepare for one's vocational future, displaying curiosity by exploring possible selves and future scenarios, and strengthening the confidence to pursue one's aspirations " (p. 52). These resources are then described as "adapt-abilities".

Other psychological dimensions such as "planned happenstance" or "serendipity" (Mitchell, Levin, & Krumboltz, 1999; Merton & Barber, 2004) can also contribute to peoples' development of adaptability. Finally, more classic concepts often related to career issues can also be linked to adapt-abilities: Self-efficacy (Bandura, 1977; Lent, Brown, & Hackett, 1994), decision-making process (Gati, 1986; Peterson, Sampson, Lenz, & Reardon, 2002) are surely the most studied concepts, but career exploration, pro-activity, or the ability to plan for the future can also be considered (Brown and Bimrose, 2011).

The second major resource is identity. Identity is often presented as a constructed speech about oneself (see for example the theory of "subjective identity forms" proposed by Jean Guichard, 2009). Recently, narrative approaches in counselling offer a practical way of dealing with identity processes as strategies for career construction (Cochran, 1999; McMahon & Watson, 2011). Through narratives, individuals can create meanings and construct a sense of causality and continuity of their own careers, lives and identities.

What consequences for career counsellors?

One major consequence of these new trends in the field of career guidance and counselling is that CGC professionals can less and less confine themselves to deal only with their clients' career management issues. According to a constructivist perspective, they have to become life designing counsellors (Savickas, Nota, Rossier, Dauwalder, Duarte, Guichard, Soresi, van Esbroeck, van Vianen, & Bigeon, 2010). This means that they need to investigate the contribution of any commitment in work or in other life domains regarding how their clients gain meaning for their lives. They also need to support their clients in reflecting the functionality of their actions in these commitments behind this background. More generally, they have to consider life designing factors and processes – notably the reflexivity processes engaged in via language and action – as the heart of their interventions. In considering such a constructivist-constructionist perspective, CGC professionals don't need to abandon their positivist practices and concepts, but they have to reinvest them for the meaning they can construct together with their clients regarding how they interact with their contexts.

Dealing with identity questions in counselling interviews

Focusing career counselling on self construction via adaptability and identity processes seems to fit well with the principal tool used by career counsellors: the interview. If identity is mostly a narrative, interviews can be the major key for supporting clients' self construction. A first challenge for the field of career guidance and counselling is then to develop interview methodologies, based on a strong theoretical foundation, that permit a reflection of identity via reflexivity. A growing body of research and practices already exists (Guichard, 2008; Savickas, 2011).

A second challenge refers to the importance of taking into account multiple life contexts. This means accepting that career processes are complex and holistically defined. Because practices also need to be adapted to a broad range of clients and various situations it is necessary to apply a contextual perspective. With this perspective, the career interview aims to support clients in developing a reflexive ability to construct a sense of self on the basis of multiple commitments.

But the third and more difficult challenge is perhaps to help clients in making this construction "real". Young and Domene (2011) point out that it is also "in acting that we construct our lives, including our career life" (p. 30). Even if identity elaboration during interview is important, it is not sufficient for "constructing our lives" in reality. Several useful theoretical models exist which can help us to understand how self construction can be realized through action (Agency, Bandura, 1986; Goal Directed Action and Contextual Action Theory, Young & Domene, 2011; Young, Valach & Domene, 2005; Young, Valach & Collin, 2002). Yet, there is still a lack of career counselling practices centred on identity that combine action and reflexivity. A major challenge for CGC professionals is perhaps to permit clients to reflect how they construct their identities through their concrete actions.

CGC professions need support in reflecting actual counselling practice

Major consequences for the training of CGC professionals concern the necessity of internships and practical training during higher education. Generally, practical activities help students to develop tools for their interventions based on theories, but „doing“ (practice) isn‘t sufficient. Practice needs to be „reflective“, too. This means that the curricula of CGC degree programmes need to place a high degree of importance on reflexivity. In order to train students in Career Counselling (Module C2), which focuses on enhancing clients' reflexivity, curricula should include training in the use of specific tools centred on these theoretical perspectives (see below for example the System of Activities Inventory, or the career counselling interview model in Chapter 8.11.1), but also permit counsellors to get professional feedbacks on their practice. During their training years, future CGC professionals need to have the opportunity to experience the complexity of real contexts and the difficulty applying holistic counselling approaches. They also need to be assisted in the analysis of their practice sessions in order to develop their career counselling competence.

Example of Innovative Practice

The System of Activities Inventory (ISA, Curie et al, 1990) can serve as an illustration of a constructivist practice centred on life designing, combined with a narrative reflection of actions. This tool is based on the System of Activities Model (Curie et al, 1990) which allows clarifying the meaning that individuals give to their different activities and life projects, organised in a dynamic system. The interview aims to help clients to:

- Elaborate a representation of their investments in various life roles
- Identify their priorities, main values according to various experiences and significant life projects
- Identify relationship between different life domains (family, work, social and personal activities)

ISA is a structured interview based on exercises of sorting cards. The way people classify cards, allows a quantitative assessment of how important different spheres of life are for clients, and how they relate to each other. This organisation is then discussed/ evaluated with clients in order to support them in making new commitments (or strengthening existing ones).

One limit of this tool is that it is mainly supported by language as reflexivity's medium. To be effective, self construction needs to be supported holistically by also focussing on behaviours, feelings, emotions and physical repercussions. It is recommended to use the ISA in combination with counselling practices which also look into these factors.

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8.4. Career Counselling as a Support of Self-Organisation

Christiane Schiersmann

As we are faced with complex situations in the CGC process due to a complex world with rapid changes, basic cause-effect models do not represent an appropriate basis for strategies, which help people to take decisions, solve problems and to foster change. From my perspective a systemic paradigm, in the sense of a framework theory, is consequently a suitable answer. Systemic approaches seek to identify patterns and rules, as well as the interplay between different elements, rather than searching for mono-causal influences.

The term "systemic" has become an in-word and covers many different approaches. In my following arguing I refer to the theory of synergetics developed by Haken/ Schiepek (2010), a meta-theory which focuses on the self-organization of systems. From the perspective of Synergetics, the role of a CGC professional is to support clients' processes of self-organization regarding their careers. The relevant system of a CGC intervention depends on the situation of a person and her concern: It could be limited to the person, or could be a social system (e.g. an organisation). Similarly, the elements of the system can comprise intrapersonal factors (e.g. emotions) as well as interpersonal relations; again depending on the subject of the CGC intervention.

The theory of Synergetics originated in physics in the late nineteen-sixties through the work of Hermann Haken who could explain the laser light as the result of the self-organized interaction of single elements (Haken/Schiepek, 2010). Next to a theoretical explanation, he provided detailed mathematical algorithms. Since then, the general approach of Synergetics has diffused into many other research disciplines which deal with complex systems, such as chemistry, biology, economics, sociology, electrical engineering, and psychology. In psychology, it so far has received the greatest attention in regards to psychotherapy, but can easily be transferred from there to career guidance and counselling (Schiersmann/Thiel 2012b).

A complex system is about the ultimately unpredictable, reciprocal cooperation of various elements and processes forming synergies. According to Synergetics, processes of feedback lead to the emergence of new orders or modified patterns (referring to cognition, emotion and behaviour). Due to processes of positive feedback, relatively small variations can trigger the dormant change potential and thus lead to far-reaching effects. This concept is perhaps best illustrated through the famous example from chaos theory, indicating that the flap of a butterfly's wing can cause a fierce tropical storm. In other words, new orders form automatically as a consequence of the reciprocal interaction of various elements of a system. Hence, a 'self-organizing system' does not have a central control system.

Generic Principles

From the theory of self-organization of complex, dynamic systems and the findings of psychotherapy research, Haken/Schiepek (2010, 436 ff., 628 ff.) have derived so-called "generic principles" for (psychotherapeutic) interventions. The idea is that the continuous consideration of these principles substantially encourages and supports self-organizing development processes: the counsellor's job consists of realizing these principles in order to create such conditions that support the client's self-organization. The generic principles can be considered as criteria for high-quality counselling as well as ethical standards for responsible counselling.

The generic principles are related to what is called "common factors" in psychotherapy research: empirical evidence on the most relevant aspects of successful therapies (Haken/Schiepek 2010). Focusing on generic principles allows using and combining methods and procedures from different counselling concepts (Haken/Schiepek, 2010, 440). The relation between methods/techniques and generic principles is ambiguous: one principle can be realized using different specific methods, and one method can also serve the implementation of several principles (Haken/Schiepek, 2010, 440 ff.). The generic principles are not to be understood as a phase concept; however some of them are of more relevance in certain stages of counselling processes. In the following I will explain these principles briefly (for more detailed description see Schiersmann/Thiel, 2012).

- **Creating a stable environment for change**

Counselling processes involve the destabilization of well-known routines and the transition of patterns from the perspective of Synergetics. Therefore one of the CGC professional's main tasks is to create a stable environment for the process of change and thus to generate structural and emotional security for the client: Three main aspects are included in this principle:

All steps creating a 'safe place' are part of the aspect of structural stability. This has to do with a pleasant ambiance as well as the counsellor's efforts to explain the proposed procedure including certain constraints (e.g. location, duration) and thus make it transparent. Also the quality of the relationship between the consulter and the counsellor as well as the consulter's trust in the counsellor (in his competency, credibility and emotional stability) is an issue referring to emotional security. Besides, the principle has to do with the support that the client derives from himself, e.g. the experience of self-efficacy, access to personal resources.

When implementing this generic principle, the core concepts of person-centred counselling, namely empathy, appreciation and congruency are of utmost importance. But it can also be shown by example, that an advantage of the general theoretical approach is that different styles of communication can be integrated. A counsellor with a systemic background might offer different perspectives of the situation for example, e.g. asking what the colleagues, the wife, and the parents would think about the situation being in the focus. A solution-focused counsellor might ask for exceptions from the problematic situation which is the reason for seeking advice, in order to support the client's self-esteem.

- **Identifying the system and its patterns**

Looking at a system involves defining its boundaries to delineate it from its environment. Also the focus lies on the identification of relevant elements of the observed system and the relations between them. To this generic principle also belong methods to identify the status quo, like tests and assessment tools. An innovative counselling method which can be used for this purpose, and which helps clients understand their complex situations and identifying potentials for self-organized changes, is introduced in Chapter 8.11.2.

- **Developing visions and goals and creating meaningfulness**

Consulters have to experience personal development processes in a way that is meaningful for them, i.e. which corresponds with their own objectives and central conceptions of life. This is an important prerequisite for regaining or increasing their personal performance potential. Goals do not exist per se but are constructed through the client and CGC professional. This also means focusing on a client's goals and visions, rather than identifying and describing the client's problems.

- **Facilitating energization and identifying Control Parameters**

Changing from one pattern to a new one requires energizing the system. From the synergetic point of view, energizing means changing the "control parameters", the factors stimulating, sustaining or restraining peoples' actions. Such control parameters can be either found in the client's environment or within the client. In this context, creating a motivation-friendly environment, activating the consulter's resources, as well as elaborating the emotional and motivational meaning of the consulter's objectives, concerns and visions, are important factors (Haken/Schiepek, 2010, 438). Giving information about training or working opportunities also has its place within this principle.

- **Enabling destabilization and fluctuation of patterns**

One of the aims of counselling is to open up new channels of experience to the consulter. Against this background it is crucial to intensify initiated learning processes, new incentives and to encourage modified symbols, new perspectives and interpretations (cf. Haken/Schiepek, 2010, 439). There are several different techniques allowing for existing patterns to be perturbed, such as exercises and role games, behavioural experiments, focusing on exceptions to a problematic pattern, force field analyses, introducing distinctions and differentiations not used before, developing alternate comprehension of situations and their meanings (reframing), confrontative and provocative methods.

- **Supporting symmetry breaking**

In terms of Synergetics, 'symmetry' means that two or more orders of a system potentially have the same or a similar likelihood of being realized, once a former order has been destabilized strongly enough (Haken/Schiepek, 2010, 439). As minor fluctuations can determine whether one order is realized or another, predictability is low. The counsellor should not leave this decision up to chance, but should provide useful assistance for symmetry breaking in favour of the client's /counselee's /consulter's goals. A helpful approach is to implement various structural elements of the new, desired order, combined with the experience of corresponding, positive emotions. This assistance could involve role play, exceptional questions, anchoring and symbols, for instance.

- **Protecting destabilization**

When positive patterns of cognition, emotion or behaviour are achieved during the counselling process, these achievements need to be stabilized. Ideally, the consulter ought to identify with the new order and its framework conditions. This means to integrate new patterns into the existing self-concept and to link them with existing emotional and cognitive schemata. This is one of the key factors for a successful counselling process. For stabilizing or generalizing, the following techniques can be used: feedback loops, recapitulations, variation, application in different situations and contexts, or positive amplification.

- **Observing resonance and establishing synchronization**

The counselling procedure should meet the client's cognitive and emotional state. Methods and procedures applied during the process of counselling have to take the consulter's current state of mind into account in order to be understood and taken up by the consulter. Timing and coordination of the counsellor's approaches and style of communication have to be matched with the psychological and physiological processes and rhythms of the consulter. This is both a characteristic of and a prerequisite for successful counselling. Posture and speech rate as well as taking up images, idiosyncratic terms or idioms are an integral part of this approach to counselling. It hardly makes any sense to offer a new information input if the consulter is busy with internal search and coping processes; unless the objective is to intentionally disrupt these processes. Finding an appropriate depth of analysis is also an issue for the emotional dimension.

Outlook on Training and Research

From my perspective the training of the explained generic principles should be integrated in the theoretical and rather practical modules of the study programmes for CGC professionals. The added value lies in the broad, theoretically underlined and also evidence based framework, which graduates can then use for a holistic practice, which is adapted to clients' needs, and isn't restricted to a single technical or conceptual basis.

This approach also is relevant for further research strategies in the field of guidance and counselling. At the university of Heidelberg some smaller pieces of empirical research have already been undertaken (Schiersmann/Thiel, 2012a) and we are expanding these efforts in close connection with our further training Master programme in Career Counselling and Organisation Development.

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8.5. The Role of Serendipity

Wouter Reynaert

Research on serendipity deals with some of the mysteries which have puzzled generations of practitioners in the domain of career guidance and counselling: the powerlessness of some clients to make choices, sudden and unforeseen switches in clients' behaviour, the unpredictability of work situations, and people's general inability to plan their careers. Most of the models and tools in the domain of career guidance and counselling are based on rationality and logical thinking. But the instrumental and rational matching model of Parson and similar approaches fail at providing concepts for dealing with the mysteries outlined above; all of which deal with uncertainty.

Currently and in the future people have to handle many uncertainties. The world is in constant change. Clients of career guidance and counselling have to survive by engaging in fast short-time cycles of learning, risk taking, reflection-in-action, making meaning from the meaningless, dealing with abundant information and identifying helpful patterns in formless chaotic situations. These external change drivers force us to rethink the practice, tools and models of career guidance and counselling. At the same time research on the brain, chaos theory and the unconsciousness can be identified as internal change drivers which help us to better understand how to support people in dealing with these complex phenomena.

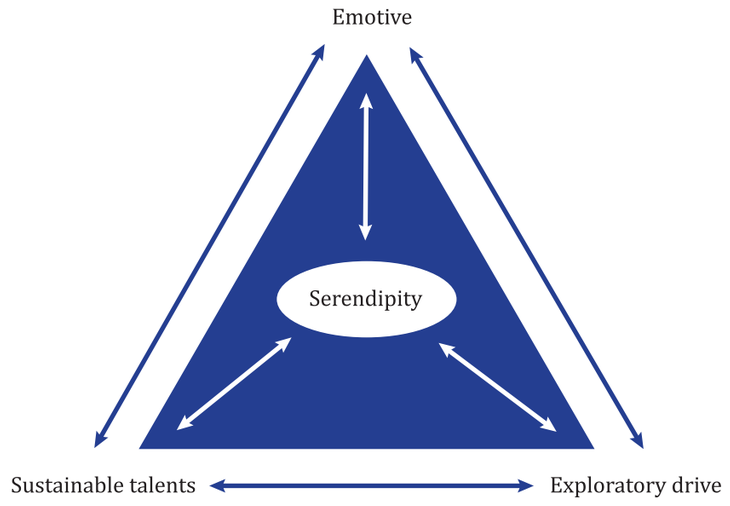

Image 8.1: The Serendipity Model

The Serendipity Model

Since 2004 Van Aken & Reynaert have studied **serendipity** as a promising concept for dealing with uncertainty and unpredictability in career guidance and counselling (Van Aken & Reynaert, 2006). Serendipity occurs when people discover something worthwhile which they weren't looking for: an "unsearched find". A person who is sensitive to serendipity has the talent to combine two phenomena without any relation at first in a meaningful way. Einstein referred to this as bi-sociation. Pryor and Bright (2011) introduced the concept to career guidance and counselling and made a connection with chaos theory. McMahon & Watson (2007) point out that chance or "unplanned events" need to be recognised more clearly as being critical factors in the career development of individuals. In the "planned happenstance" theory, Krumboltz and Levin (2002) recommend involving accidents and 'luck' in career development, in order to create and use chances. A central characteristic of the serendipity model is the role of the **'smart unconsciousness'** (Dijksterhuis, 2004). A new solution is triggered from somewhere inside by unexpected outside events.

The model above illustrates that serendipity is likely to happen when:

- there is an **emotive** that attracts, gives energy, and sets people in motion. The term consists of the elements 'emotion' and 'motive'. It is connected with the concept of intrinsic motivation, but it exists at an unconscious and intuitive level;
- there is an **exploratory drive**. The needs to achieve goals (Goal oriented), investigate (Investigative), experiment (Playful), and interact with others (Dialogue oriented) are important dimensions of this drive (Reynaert, 2006);
- there is the involvement of a **sustainable talent**. A talent is a gift, a unique strength a person is born with. Seeking for talents is crucial for the guidance and counselling of our clients. In our opinion everybody has characteristic talents: personality and (cultural) background make them very specific for this person. Because they are so unique, it is impossible to translate them in the general terms of competences. A sustainable talent is a talent the world or the social context is asking for. They are confirmed in childhood where the child has to deal with family problems. It is 'sustainable' because this talent makes other people more happy and the world a better place to live in. It is mostly unconscious and needs to be discovered and developed. Because of the problematic origin, there are always aspects of pain and courage involved.

Smart unconsciousness plays an important role in all concepts. The arrows mean that there are a lot of reciprocal influences in the model. The concepts strengthen each other and make serendipity happen. We are currently conducting research to strengthen the empirical evidence of the model.

Relation to innovation

The topic is innovative in several ways:

- From a rational matching paradigm to a paradigm based on unpredictability and chaos. The concept of serendipity embraces uncertainty and makes people deal with the unexpected in a new way.
- The role of sustainable talents in the model. It gives sustainable talents a pronounced position in theory development on the domain of career guidance and counselling. First the concept of 'talent' as a unique strength of every individual and second the addition of 'sustainable' as a personal mission of the individual to contribute to the wellbeing of his social context and the world.
- The concept of smart unconsciousness. The model recognizes the solution power of the giant unconsciousness and the dominance over the more limited conscious potential of the brain.

The NICE Professional Roles from the Perspective of Serendipity

It is important for CGC professionals to have knowledge of serendipity and how to use this concept in their practice:

1. Career educators need to know how they can orientate people on 'smart' consciousness, how to deal with uncertainty, how to get meaning from an abundance of information, how to listen to/ follow their emotions and to engage in active exploration.
2. As career information and assessment experts, CGC practitioners help people calibrate their needs, talents, competences and motives with opportunities, requirements and risks in the work environment. But it is important that they tell their clients this is not a straight line from A to B. Rational choice and planning are highly limited when dealing with complexity. Chance and 'accidents' will happen all the time.
3. Career counsellors help their clients to adapt to the complex world of work. Here the career questions are very difficult. Clients need a new perspective for a solution. Serendipity offers a concept for developing new insights, for finding something they aren't consciously looking for. Counsellors ought to be able to support their clients to be open for events that are strange and which don't fit their references. Also, they should be able to support their clients to grow emotionally.
4. As managers of services and programmes, CGC practitioners need to allow themselves, their colleagues and clients sufficient space for serendipity. By working with diversity, securing flexibility and openness, and stimulating an explorative culture in the organisation (goal oriented, investigative, playful and dialogue oriented) they can help integrate this concept in practice.

5. As social systems developers and interveners, CGC practitioners change organizations and communities. As change agents, they should be able to facilitate such conditions under which people can identify and develop their sustainable talents. They remove obstacles on the labour market and within organizations so serendipity can happen. Changes are directed to more opportunities, new experiences, more chance to meet a diversity of people and ideas.
6. CGC Professionals. The serendipic professional:
   - Has faith that clients will come with new solutions, new associations;
   - Is very patient and calm: s/he creates space for every client or group;
   - Is able to give structure with a feel for unexpected and accidental occurrences;
   - Is perspicacious and alert, with the focus on observing;
   - Has a good feel of the 'wholeness' of an individual, group or organization;
   - Has a good feel for the 'flow' of our society;
   - Has a good feel for hidden sustainable talents of individuals and groups and the organisations' hidden sustainable strengths;
   - Has insight in talent development and serendipity;
   - Is able to let serendipity do 'the work', not pushing and diagnosing;
   - Stimulates 'group wisdom', amplifies the solution power of a group/organisation.

Example of Innovative Practice

Reynaert en Van Aken (2006) designed the "SerendipityGame" to make the serendipity model of career work in practice. They demonstrated and played the game at several conferences and studied the effects of the game with different experimental groups. As the name of the game implies, it is all about the unsearched find for discovery. The included cards are designed to help clients find and apply their hidden sustainable talents. These might be talents they need unexpectedly when solving a problem during one of their challenges. There are six variants of the game. The game is focused on an actual 'emotive' and triggers the different aspects or dimensions of the exploratory drive. The success of the game depends on the professionalism of the game leader. The game leader needs competences and talents that are critical for creating serendipity for the participants.

Impact on the Content of CGC Training Programmes

Serendipity will have an important impact on the content of our training programmes. First CGC practitioners need knowledge of theories and research on the concept of serendipity. Not only research in the domain of career guidance and counselling, but also from several other perspectives: in scientific discoveries, history, on the internet, in art, in travelling, music, sports, social relations and so on. Second, and of similar importance, is knowledge of brain research and possibilities to integrate this knowledge in the training and coaching practice itself. In particular, knowledge of smart unconsciousness is relevant. In addition CGC practitioners also need knowledge of chaos theory, exploratory behaviour and sustainable talents.

The CGC practitioners need to learn the skills, attitudes and sensitivities of the serendipic professional (see above). First of all they have to discover and trust serendipity in their own career. They need a learning environment that trains them to deal with capriciousness, uncertainty, unexpected events and fear. Then they have to learn to make their clients aware of serendipity in their life and how they get the "unsearched find". Finally orientation, calibration, adaptation, allowance of sufficient space, and change are the core concepts for training the CGC practitioners in the specific professional roles.

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8.6. The Role of Prevention Programmes

Lea Ferrari, Laura Nota, Salvatore Soresi and Teresa Maria Sgaramella

An increasing number of scholars agree that career guidance and counselling needs to expand its interests, theories, assessment tools and practice guidelines to the people that for many reasons have limited opportunities for self-expression at work and are at risk of experiencing an unsatisfactory career development and low quality of life (Blustein, 2011). The economic conditions we are experiencing, together with the new challenges characterizing our society, suggest that it is time all CGC researchers and professionals to "roll up their sleeves and do their part". Prevention should be considered as being deeply engrained in the philosophy behind the NICE Core Competences (NCC) and the NICE Professionals Roles. Especially during activities focused on Career Education, Career Information & Assessment, Career Counselling, and Social Systems Interventions & Development practitioners can include the seed of prevention. Prevention programmes are essential to better prepare all citizens for the actual demands of the 21st century workforce and can be viewed from a lifelong learning perspective. Programmes that help people to understand the connection between what they are and what is expected in the new work of world, and which promote career management skills, are essential to promote lifelong learning, a productive learning environment, and future successful transitions (Schultheiss, 2005).

Groups in Need of Preventive Programmes

Who are the people with significant career and life design needs that challenge the CGC practitioners? Among at risk groups that can benefit from CGC preventive interventions we can list:

- **Young adults**

A recent report of the ILO (International Labour Office, 2011) in collaboration with the OECD depicts a very critical situation. In G20 countries, due to the global economic crisis, from 2000 to 2010, the youth employment rate declined dramatically, in some countries between 10-15% (Spain and UK). Compared to adults, the unemployment rate of youth is higher, and in some countries (Italy) it is two to three times more likely. Young adults are also more likely to be found in temporary jobs and positions that offer limited labour market stability, social protection and opportunities for training and career progression. Moreover there is about 10-30% of inactive youth that are at risk of unemployment, social and economic exclusion. They are known as youth neither in employment nor in education and training (NEET).

- **Disabled people**

The European Commission's report Employment in Europe 2005: Recent trends and prospects highlights that illness or disability are the second most important reasons for inactivity among working age people (25-64 years) after retirement. About 44.6 million (15.7%) of people of working age report having a long-standing health problem or disability. This condition is associated with age, lower educational attainment, being widowed or divorced and excluded from the labour market. About 78% of people with severe disability are inactive compared to 27% of peers without disability.

- **Immigrants**

From the new millennium about three million long-term immigrants enter OECD countries legally every year and almost two million do so temporarily (OECD 2011). Migrants escape their countries' economic, social and political problems hoping for a better life. Many immigrants are not given the right to seek an employment, even if they reside in a country legally. Atypical employment among immigrants is high and this makes them vulnerable to discrimination and poverty: below average wages, no social rights, exploitation, etc. The unemployment rates due to the economic crisis have impacted the foreign workers more strongly than the natives in all OECD countries (OECD 2011).

- **Adolescents**

The increasingly complex career world and the uncertainty characterizing today's labour market, are all factors which make young people's school and career choices very difficult. Lowe and Krahn (2000) argue that the 'negative' feelings on the few opportunities which the world of work reserves for adolescents may become an obstacle to their professional development, restricting their future expectations and negatively impacting their career adaptability. Career adaptability is defined as the propensity to suitably deal with developmental tasks to get ready to and participate in a working role as well as adapt to the unexpected requests due to changes in the world of work and in working conditions (Savickas & Porfeli, 2012). Research show adolescents with higher career adaptability perceive lower barriers; have a wider range of interests and a higher quality of life. Moreover in the last two decades the spending power and commercial involvement of children and young people have increased while social trust and religious commitment have declined in most Western countries. Values more focused on social equity, cooperation, environment, self-determination need to be re-discovery and fostered in order to give career and life new meanings and to increase the perceived quality of life (Soresi, Nota & Ferrari, 2012).

Types of Prevention Programmes

What types of preventive intervention programmes can CGC professionals devise? Preparing people and fostering the skills to design their lives, especially at risk groups, in order to better cope with the challenges of the world of work, ensuring individuals can actually enjoy equal opportunities and social equity, and reducing social disadvantages and early discrimination experiences, is increasingly becoming a priority in the field of career guidance and counselling (Soresi, 2011).

CGC services can play a significant role fostering positive resistance and successful opposition to the threats posed by globalization, contributing to what Freire (2004) called ''the language of the possible,'' not just ''a 'pragmatic' discourse, according to which we must 'accommodate' to the facts as given'' (p. 76). This requires CGC professionals and services to distance themselves from an instrumental use of their services in terms of adapting populations to the demands of an increasingly competitive global economy through the ''measurable technical production of human capital'' (Luke, 2005, 12).

From a theoretical point of view, the "life design approach" highlights that career guidance and counselling "can no longer confine itself to intervening at transition times and making predictions or proposing suggestions on the basis of present stock taking" (Savickas et al., 2009, 245). It should include a markedly preventive role and take an interest in peoples' futures much earlier than when they have to face the difficulties of transitions (Savickas et al., 2009; ELGPN, 2010). This implies stimulating critical thinking and creativity, promoting equal relations with others, social justice and solidarity, reducing contextual and social barriers and supporting clients in developing their resilience in the face of occupational adversities (Soresi, Nota & Ferrari, 2012). This also includes promoting people's skills to manage their careers and lives.

Preventive intervention programs can be distinguished in three main categories:

- **Primary intervention programmes**

aim at positively impacting the causes of problems and difficulties before they appear, and at creating supportive networks that create the conditions for a positive career development. Among these we can list programmes for teachers and parents aiming at increasing their abilities to facilitate their students'/ children's career development, as well as programmes for employers aiming at increasing their abilities to facilitate their employees' life designing. Primary prevention programs require teaching and networking actions that foster the multiplication of career management competences in order to spread preventive interventions and contain costs (Soresi, 2011).

- **Secondary prevention programmes**

aim at reducing future difficulties (of different groups) as much as possible through the early use of assessment instruments and vocational training. First of all, these interventions require validated instruments to screen people's career decision levels, their abilities to design their careers and lives, and to identify situations where clients risk unsatisfactory career choices and developments. Secondly, training programmes ought to focus on developing specific capacities of people, e.g. in small groups of target participants. Among the constructs that recent literature considers relevant to career construction and life designing, we can list career adaptability, time perspective, resilience, hope and optimism toward the future (Ferrari, Nota, & Soresi, 2010, 2012). Continuity between past, present and future perspectives, as well as optimism and hope regarding the achievability of goals, stimulate the sense of connectedness among events across time zones and facilitate career construction and life design.

- **Tertiary prevention programmes**

aim at supporting people in situations when they already experience problems and difficulties. They include training programmes for students with school maladjustment, learning difficulties and disabilities aimed to facilitate their work inclusion (Wehmeyer, et al., 2012). These programmes are preventive in not only offering short-term support to individuals, but through providing training, so that in the future, problems and difficulties may be avoided.

Addressing Prevention in CGC Training Programmes

What specific competences do training programmes for CGC professionals have to focus on in order to teach practitioners how to devise preventive intervention programs? Future vocational activities should include efficacious and early prevention programs and low-cost treatments for the benefit of large portions of the population and, first of all, for those more greatly at risk. For the education of CGC professionals, this implies focusing on the development of the following competences:

- **Selecting the intervention program**

Practitioners' competences to evaluate clients' needs, their readiness and abilities in designing their lives, should allow them to differentiate their service delivery modes and to choose the more appropriate preventive interventions (Sampson, 2008). This should also contribute to maximizing the probability to be effective and have an impact on people's lives.

- **Working with large groups**

Research highlights how educational and group methods are less expensive and simpler to justify than one-to-one counselling, and how this approach can be the only way through which CGC professionals are able to address the needs of middle- and low-income groups (Niles & Harris-Bowlsbey, 2005) and engage themselves from a social justice perspective (Vera & Speight, 2003). In groups, participants can see that others are experiencing the same difficulties, and this can help them consider their situation in a less negative way. Lastly, resorting to techniques which encourage a more active participation (e.g., role-play, homework) and the reflection of currently experienced difficulties can provide people with the possibility to improve their management of interpersonal situations and their decision making.

- **Working with small groups**

is important for working with people from groups that are at high risk. It requires CGC professionals to use assessment tools through which they can identify people's needs. When used in large groups, such instruments allow for identifying at risk people. These can then be gathered in order to work on their specific problems and difficulties in small groups. Working in small groups permits more personalized interventions and a higher level of interaction between CGC professionals and participants.

- **Distance interventions**

Information computer technology (ICT) represents a viable tool for working on career planning with people that for many reasons (distance, disabilities, marginalization, etc.) don't have access to CGC services. Although insufficient, considerable research has been conducted about efficacy of computer support which in general documents positive effects on career development variables (Harris-Bowlsbey & Sampson, 2005).

- **Working with the context**

Pursuing preventive goals implies looking for alliances and collaboration, e.g. with parents, teachers, employers, policy makers. It is only through joint efforts that we can expect to make significant changes in the "endings" of the life stories of many people at risk of dissatisfaction and marginalization (Soresi, Nota, Ferrari, & Solberg, 2008; Nota & Soresi, 2009). This aspect particularly refers to the NCC Social Systems Interventions & Development.

- **Evaluating training programmes**

CGC professionals need to know how to verify the effectiveness of their individual and group interventions and test whether significant differences exist between pre- and post-test assessment. Follow up analyses, longitudinal studies and cost-benefit analyses are assuming higher and higher relevance to demonstrate the impact of CGC interventions and to cope with the reduction of funding to the profession. This aspect particularly refers to the NCC Programme & Service Management.

Example of Innovative Practice

Parent training: An example for a primary intervention programme

Training groups of parents, whose adolescent children are going to plan their professional futures, aims at producing significant changes. Parents are supposed to be encouraged to establish a dialogue with their children to foster adolescents' adaptability, narratability, activity, and intentionality. Parent training intends to help parents to (a) become aware of the co-construction both of their children's career plans and also their personal role inside the family context; (b) rethink this co-construction and consider it as a process that takes place over time and that can enrich their own and their children's lives; (c) cope with the important task of supporting the planning of the future of their children and so make them feel more efficacious in it and also get satisfaction from it.

Parent training requires:

1. Developing cohesion in the group and establishing a working alliance; considering parents' needs regarding the task of supporting their children and the difficulties they experience; and finding an agreement about the meetings' goals.

2. Creating awareness for the impacts which actions and behaviours that are carried out in family, leisure and school contexts have on the attitudes, self-efficacy beliefs, interests, irrational ideas of adolescents. Parents are asked to reexamine and narrate past events and reflect on their impact on present life.

3. Parents are asked to be active and talk with their children about their futures and the links between past, present and future, focusing on strategies that can connect these periods and help reflecting on the ongoing co-construction of their children's career planning. This can also positively affect their self-efficacy beliefs as parents.

4. Prompting parents to support their children's creativity, time perspective, and exploration of alternatives and options; learning how to sustain their children's activity and intentionality.

5. Eliciting the roles that parents can assume, barriers and necessary supports, and how they can continue to be active.

6. Synthesising all meetings in closing sessions, reviewing performed actions and new experiences. All of this is linked to the beginning expectations and to parents' and children's life design.

In order to carry out this process, several two-hour meetings with a group of parents, once a week for several weeks, are required. Working with groups of participants allows the intervention to be carried out on a larger number of individuals, which makes it less expensive. Parents can see that others can experience the same difficulties, and this can help them consider their situation in a less negative way. The group involvement gives the possibility to consider many exemplary strategies for co-construction of career future of the children. Thus, the intent is to emphasize a preventive approach and encourage a contextual change in favour of more satisfactory professional planning. For this reason, in addition to individual work, it is important to involve groups, whether they are small, medium or large.

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8.7. Quality Management, Assessment and Development

Peter C. Weber, Johannes Katsarov and István Kiss

One very important trend in the field of career guidance & counselling deals with the quality of guidance services, and how it can be developed and secured. On the one hand, this trend is driven by growing and changing expectations from the clients of guidance services and services in general. For this and other reasons, many guidance practitioners seek to become increasingly professional and engage themselves in associations in order to secure a high quality of guidance services politically. On the other hand, policy-makers who understand what potential societal benefits career guidance & counselling can have are supporting the trend to develop and secure the quality and availability of services in our field. Finally, scientists are strongly contributing to this trend through their research on the quality and effectiveness of guidance services.

While this trend is diverse in the way it manifests itself, several developments are of significant importance to how our field is currently changing and will probably look in the near future: Both in public services and (non-) profit organisations, end-users are directly involved in the design, evaluation and development of services more and more, e.g. to increase customer or employee satisfaction. Accordingly, guidance service providers and practitioners in all social realms are under pressure to meet the expectations of their clients more strongly than ever. Increasingly, evidence on the impact/ effectiveness of guidance services is expected from policy-makers and clients (individuals and organisations). Step by step, we are moving towards an evidence-based culture. The introduction of national quality frameworks for guidance services and the work of international and national forums on the quality topic (e.g. ELGPN or the Symposia on Career Development[1]) are important indicators for this development. The different strategic frameworks in regards to the quality of guidance which are being developed and adopted – either at international, national, regional, or organisational level – are very diverse. Next to the various approaches to evaluate the effectiveness of services, efforts to develop and secure the quality of guidance services are the introduction of standards or guidelines for guidance and counselling, the professionalization of practitioners and the introduction of specific quality management or quality development systems in guidance organisations. Research on their usefulness for developing and securing the quality of guidance services has only begun.

For academic training in our field, this means that future guidance practitioners need to systematically learn about quality and effectiveness questions regarding their future practice. As the academic training of guidance practitioners naturally also involves bringing about the next

1 Sixth International Symposium Career Development and Public Policy (2011): Reflection Note by A.G. Watts. (http://eletpalya-folyoirat.munka.hu/iccdpp1)

generations of researchers in our field, and because a cooperation of practitioners with scientists is necessary to bring about evidence-based knowledge in professional fields of action, we'd also like to stress an additional point: Academic training in career guidance & counselling also needs to explicitly deal with how the effectiveness of different quality systems and approaches can be evaluated – this kind of knowledge will be highly important for science to develop appropriate solutions for policy-makers, service-providers and associations in how to realize their quality-related goals.

We'd like to outline four key points which should be adequately addressed in academic training programs for guidance practitioners in order to meet the challenges associated with quality questions now and in the near future. The first two of these points will be discussed in more detail below. Regarding the forth point, a couple of central questions will be drawn up:

- **Multi-level understanding of quality and effectiveness**

First off, guidance practitioners need to have an adequate understanding of what quality and effectiveness of their services actually are, how they can be developed realistically, and on what they depend. In particular, practitioners need to understand that the quality and effectiveness of guidance services depends on a very complex system of factors. These factors are located at different levels of what we call the guidance system.

- **Quality development**

Secondly, guidance practitioners need to know mechanisms for ensuring quality, how they can be employed and what the value is of doing so. Practitioners should be educated in applying and implementing quality systems, standards and guidelines in their practice, e.g. for evaluating the quality and effectiveness of their actions.

- **Role of legislative quality frameworks**

Additionally, guidance practitioners need to understand, how their national quality frameworks are embedded with the relevant educational and employment systems; this goes hand in hand with understanding how different kinds of legislation impact the quality of guidance services.

- **Research needs**

Finally, guidance practitioners need to understand which kind of research is needed regarding the quality and effectiveness of guidance services, and how this kind of research can be supported.

Multi-level Understanding of Quality and Effectiveness

When we talk about the quality of guidance services, we need to keep in mind that there are many different – and partially contradictory – expectations about what guidance services should be doing in what way, and what makes them effective. The individual clients of guidance services may primarily be in search of short-term relief or long-term solutions in regards to their individual problems or interests. Private organisations who offer guidance services to their employees might have other objectives in mind, e.g. reducing the turnover in their organisations or ensuring that their employees keep up with technological developments and nurture the competitiveness of the firm. Public providers of guidance services again could primarily see the quality and therefore effectiveness of guidance services in their ability to increase societal inclusion, fight unemployment or strengthen the competitiveness of a particular region. An analysis of all the different expectations regarding the quality of guidance services would go too far for this sort of publication. The point we'd like to stress here first, is that guidance professionals, service providers and relevant policy-makers need to be aware of the many different quality expectations regarding career guidance & counselling. The effectiveness of guidance services – and therefore the quality management in our field – is highly complex and depends on different levels which interact with each other, which is why different researchers speak of a multi-level problem (Schiersmann, Weber & al 2008; Vuorinen & al 2011). The following levels should be taken into consideration from our point of view, in regards to the quality of guidance services:

- **Professionalism of CGC practitioners**

The competence of the individuals which offer career guidance & counselling services to their clients cannot be underestimated in regards to the quality of such services. For example, a counsellor's ability to identify the appropriate approach for supporting a client in dealing with her/his individual problem can vary to a high degree. Obviously, it is the guidance practitioner, who in effect governs the career guidance and counselling processes, i.e. the professional interaction with his/her clients. The degree of guidance practitioners' professionalism makes the central difference between success and failure of guidance services.

- **Organisational environment**

The organisational environment can strongly enhance or impede the quality/ effectiveness of guidance services. For example, even highly competent guidance professionals will inevitably fail, if they do not have enough time or other resources to work together with their clients.

- **Societal environment**

Furthermore, the larger societal environment can have a strong (positive or negative) impact on the outcomes of guidance services. For example, relevant policies can connect guidance services with other services for specific target groups in a more or less productive way.

Quality Development

Quality in guidance is a multi-level problem, as was explained above. Accordingly, all types of quality-development activities have to clarify how they address the different levels which constantly interact with each other. In order to enable guidance practitioners to effectively participate in the evidence- and quality-based culture of tomorrow, the academic training in our field needs to be aware of the interaction between these different levels in providing high-quality career services. Practitioners need to be trained to effectively deal with the different levels. On the one hand, they need to be competent in working with their individual or organisational clients. On the other hand, practitioners also need to be able to contribute to the development of an appropriate environment for effective services. In the NICE Core Competences (NCC), this aspect is taken into consideration in several ways. On the one hand, "Professionalism" is considered a core competence of its own and refers to the ability of practitioners to continuously improve their own competence, take ethical questions into account in their practice and engage in the overall development of their field. Secondly, the NCC "Service & Programme Management" emphasises the need for guidance practitioners to be able to (co-) create the appropriate organisational environment for their practice. Finally, the NCC "Social Systems Interventions" marks the need for guidance practitioners and service providers to effectively work together with other social systems (e.g. schools, employer networks, or civil services) in order to reach their objectives.

One particular issue which we would like to raise here is in regards to how quality management and development systems are used and implemented in our field – often in concert with establishing national or regional quality frameworks. Little attention has been paid to this question in the career guidance & counselling discourse, although it is of vital importance for securing and developing high quality guidance services. As we have pointed out above, guidance practitioners need to be trained in employing and introducing quality management or development systems in their practice. Two aspects are of significant importance here from our point of view:

- **Need for procedural quality criteria**

Quality management and development is typically associated with so-called quality management systems (QMS) such as ISO 9001:2008 or EFQM. These QMS generally establish formal procedures in organizations in order to secure and develop the level of quality. Both introducing a QMS in an organisation, and employing it effectively, will lead to organisational changes. Depending on guidance practitioners' competence to work with QMS, such organisational changes can be for the better or worse in regards to the quality of career services. Thus, future practitioners need to be trained to engage in developing their organisations and in employing QMS. Important insight about system change can be drawn from organisation development literature (e.g. Argyris & Schön, 2006, 1978; Schein, 2004; Schiersmann & Thiel, 2011). In terms of effects and success in system change, theoretical work has been undertaken to describe success factors (Beer, 1990; Gerkhardt & Frey 2006; Kotter, 1995/2006). Such factors can be applied as well in evaluation of quality activities as in practical application, and should be taught to guidance practitioners, so they can engaging in developing their own organisations and effectively fill their role as change agents in their respective societal environments (NPR 4 and 5).

- **Need for content-related quality criteria**

When quality is strongly associated with the effectiveness or impact of professional services, as is more and more so for the field of career guidance, QMS need to be merged with standards or guidelines in regards to desired effects, conditions etc. Not doing so would mean leaving it up to each guidance organisation to define what quality is on its own. The risk of not having standards for what quality is, lies in a total lack of transparency for users, and a low accountability from guidance providers, because literally everything can be defined as quality. Future guidance professionals need to be trained to understand the need of quality standards, and how to work with quality criteria in their practice. They not only need to know how to assess and develop content-related quality criteria of guidance processes; they also need to understand the different relevant streams of thought which underlie quality demands, for instance to theories on career guidance or counselling processes, theories about professionalization, organisational theory or governance theories in policy contexts (Schiersmann, Weber & al, 2008).

Research Needs

There are several important questions which need to be addressed in regards to the quality of CGC services. One of the most central questions is in regards to the relation between different societal levels and how they interact in providing high-quality, i.e. effective guidance services (Schiersmann/Weber et al 2008; Vuorinen & al 2011). Approaches which aim to discover the outcomes and the impacts of guidance processes are a relevant part of this methodological repertoire. The current developments have to be discussed, especially in terms of methodological implications and in terms of the role such research and results can play in the improvement of guidance/counselling processes and services (Hughes 2009). In terms of a better (self-) organisation of high quality guidance services, we need specific answers which tools (e.g. evaluation, quality management, accreditation, training, or professional supervision) are useful to evoke and stabilize the needed change in specific situations. In essence this means that we need to optimize the magic triangle of research, higher education and innovation in practice, by optimizing the connections between these fields: Higher education in guidance can contribute to this process by:

- Offering continuing education to guidance professionals;
- Engaging guidance students in field research;
- Training guidance students to develop their research competences;
- Supporting efforts to bring educators, students, researchers and practitioners together to discuss quality issues and develop innovative approaches for dealing with them.

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8.8. Reflexivity

Hazel Reid and Barbara Bassot

Reflective practice is a growing requirement for many practitioners working in education, health and the social services and is a key aspect of professionalism within the NICE Core Competences of guidance practitioners. The type of reflection required will vary, from spending time thinking about an individual client, solving a problem and improving practice; to examining one's own thoughts, feelings and actions in relation to the work and the impact on self as a practitioner. This contribution to the handbook will define the terms reflection, reflectivity and reflexivity and make brief reference to theory. Career guidance training programmes should pay particular attention to the development of reflexive practice, rather than assume the trainee practitioner will automatically develop this professional skill. The drivers for this development are both internal and external and help to facilitate change by providing a space for creative and innovative thinking; whilst maintaining relevant professionalism.

Before continuing, it is important to stress that what follows can only be an overview and that further discussion, critique and information can be sourced from the references included. Practising purposeful reflection not only improves practice, but when taken directly into work with clients – the reflective practitioner can 'practice what they preach' and support clients by creating spaces for career development thinking. But the place to begin this work on reflection, reflectivity and reflexivity is within the development of a professional identity, i.e. within initial training. However, the terms are often used interchangeably and clarification is required.

Defining Reflection, Reflectivity and Reflexivity

Reflection as a professional skill suggests that answers to 'problems' experienced in practice, cannot be selected and applied in a mechanistic fashion from a store of solutions. Human behaviour is complex and deeper thinking is required. Theory offers us descriptions and explanations that can help us to think about the issue, but practice is grounded in the social, historical and cultural realities of the lives of both the practitioner (experienced or new to the role) and their client(s).

Schön (1983, 54) refers to theory and research as occupying the "high, hard ground", whilst practice resides in the "swampy lowlands". Practitioners however cannot wait for research to provide them with solutions: they have to connect with the complexities of practice, in all its diversity and in its widest cultural sense. A **reflective practitioner** is someone who is able to consider potential solutions through analysing their experience and prior knowledge: this is an ongoing process throughout a professional career. The aim is to develop knowledgeable practice beyond mere practical knowledge. Although space limits a critique of the concept here (Reid & Bassot, 2011), in short, reflective practice is more than trained behaviour (which can appear somewhat technical). Those in training will need to comprehend that the career

guidance practitioner is not the objective expert operating outside of the process, simply selecting and applying a 'standard operating procedure' for 'solving the client's problems' (as if repairing a machine).

The internal process of reflection that is active and conscious can be described as **reflectivity**. With the rise of postmodernism, Schön later proposed (1987) that the growing need to reflect on professional practice was increased as the widespread belief in certainty, with regard to scientific rationality's ability to provide solutions, was disrupted. Intuition, subjective and tacit knowledge influence the decisions made in practice. The understanding about how this happens needs to be made explicit through reflective practice. Within training and practice, this suggests conversations with others, so that we can "co-construct new meanings in response to their critical reflections and our own" (Etherington, 2004, 29).

Reflexivity is the deeper process by which we are aware of our own responses to what is occurring within a particular context (for example, a career guidance interaction) and our responses to people, events and the dialogue taking place. A reflexive understanding will include an awareness of the personal, social and cultural context and its influence on both the speaker and the listener. Reflexive awareness in guidance practice, leads to a greater understanding of how we co-construct knowledge about the world, and ways of operating within in it. Etherington (2004, 29) suggests that this reflexivity in counselling practice "involves operating on at least two levels". Firstly she cites inner reflection, which includes an ability to be aware of the impact of our behaviour on the counselling process. Secondly, she suggests that this involves a conscious awareness of our thoughts, feelings and imaginings within our minds and bodies. Etherington describes this as the need "to know the inner story that we tell ourselves as we listen to our clients' stories" (p. 29). This is a deeper metacognitive process (that is, thinking about thinking) that can lead to changes in the way we communicate with our clients and ourselves. Students on career guidance degree programmes can practise this during their learning across the curriculum. To enable this learning and practice to develop, they need a 'safe' context to build the trust and rapport required. At the start of the programme, critical friendship pairings can be organised. This may need to be flexible as relationships mature, but pairs can be joined to form small groups for discussion as individuals' reflexive capacities develop.

The purpose of paying attention to reflexivity is so that practitioners can enhance the effectiveness of their relationships with clients, leading to more collaborative work. For the practitioner in training, it assists them to be fully conscious of and act upon the subjective influences which have an impact on their developing practice. Within a curriculum for guidance practitioners, use of reflective diaries, recorded collaborative discussions, paired exercises and assessed pieces of work, which chart the development and understanding of reflective processes; can all help to develop this personal and professional skill. Exercises for reflective practice are recommended in the Professionalism Module of the NICE Curriculum (Chapter 5).

Models of Reflection – Beyond Kolb

The literature charts in detail the benefits of engaging in reflexive processes (Reid & Bassot, 2011). This final section will make brief reference to models that enable the trainee guidance practitioner to gain a critical understanding of the process of reflection. Kolb's (1984) experiential learning cycle is well known and involves four steps which he named: Concrete Experience, Reflective Observation, Abstract Conceptualisation and Active Experimentation. In simple terms, this can be understood as identifying the particular event which requires further thought (often because it was problematic in some way), engaging in purposeful observations and reflections on what happened, using theory and concepts to understand how it happened and why, and finally evaluating and confirming the behaviour or trying something different; based on the previous reflective steps. Being circular and developmental, the learning is put into place on the next occasion, and so on. Although Kolb's cycle is useful for engaging in reflective practice, the following models take us beyond his learning cycle. Many models (including that of Kolb) suggest that things happen in a particular sequence, whilst in practice this is often not the case. Models are just that – models – and need to be used flexibly.

Gibbs' (1998) reflective cycle suggests asking the following questions as a way to structure reflections and consider how our **emotional responses** can be utilised (they could be applied by students after a learning experience): What happened? What were you thinking and feeling? What was good and bad about the experience? What sense can you make of the situation? What else could you have done? If the situation arose again, what would you do?

Feelings often act as a guide to our **attitudes and values**; how we think about things and what is important to us personally. Being aware of these is helpful and enables us to focus on the needs of others, setting aside what we think and feel about them and their situation and, in particular, any expectations and **assumptions** we may have. Boud, Keogh and Walker's (1985) model of reflection examines attitudes and values, and the ways in which these can be reinforced through experience. They list seven levels of reflectivity, which can also be used to frame reflexive exercises with trainees:

- **Reflectivity** – becoming aware of how we see things, and how we think and act
- **Affective reflectivity** – becoming aware of our feelings about how we think and act
- **Discriminant reflectivity** – questioning the accuracy of our perceptions about how we think and act
- **Judgemental reflectivity** – becoming aware of our value judgements
- **Conceptual reflectivity** – questioning the way we think about other people
- **Psychic reflectivity** – recognizing when we are quick to make judgements about people on the basis of limited information about them
- **Theoretical reflectivity** – becoming aware that the reasons we are quick to make judgements about people are based on cultural and psychological assumptions.

Ostermann and Kottkamp's (2004) reflective cycle advocates focusing on problematic experiences, for the vital role they play in learning. The cycle includes four steps. The first step is to Identify a Problem, e.g. a discrepancy or gap between an ideal and a current reality - a dilemma. The second step, Observation and Analysis, involves both describing and analysing the situation. In this step assumptions are questioned and actions are critiqued, taking the learner into the third step of Ostermann and Kottkamp's model: Abstract Re-conceptualisation, as new thoughts and understanding emerge. Active Experimentation is the fourth and final step, as new ideas are tried out in practice.

To enhance the analysis of how assumptions are made, Ostermann and Kottkamp also use the seven steps on the Argyris (1982) Ladder of Inference, as follows:

- I experience a situation.
- I observe selectively. I see what I want to see.
- I add meaning (cultural and personal).
- I make assumptions based on the meanings I add.
- I draw conclusions.
- I adopt beliefs about the world.
- I take action based on my beliefs.

Argyris argues that when a similar situation occurs, we tend to jump to step 2 – seeing what we want or expect to see by observing selectively. To develop students' comprehension of models, tutors can draw on case studies and critical incidents to generate broad understanding, before asking the group to use their own experiences.

Conclusion

This contribution has argued that for guidance practice to be meaningful to both the client and the practitioner, trainees and experienced practitioners need to reflect not only on the effectiveness of the work they undertake with clients, but also on the need to be open and honest about how they know what they know (rather than assume we all share the same understandings of an event or issue). This involves a reflexive process that acknowledges explicitly the influence of wider social, historical and cultural influences on the work, and places what is meaningful for the client in the foreground of any intervention. This includes providing a supportive space where there is room for indecision as a precursor to finding a way through to a career goal and action. And of course the practitioner, whether in training or experienced, has at times to live with uncertainty and the experience of 'not knowing'. They need to be educated for this, through substantive training which includes the development of critical thinking and reflexivity (Reid & West, 2011). Beyond initial training they need to engage in continuous professional development to update and maintain their skills. Supervision is also beneficial in order to maintain professional and ethical work in what are often challenging circumstances (Reid, 2010). Thus reflexivity can enable the guidance practitioner to work alongside the client as a useful partner in the construction of future education, training and/or career goals (see the model described by Bassot and Reid, later in this chapter) This is not a fixed process: we are all developing constantly, 'becoming' rather than arriving at a stage where we are complete. Reflexivity, then, offers a transitional space for the career development of those new to the profession, those who are experienced and, importantly, for their clients.

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8.9. Expanding CGC Professionals' Understanding of ICT

Raimo Vuorinen and Jaana Kettunen

The past decade has seen an incredible expansion in access and use of Information and Communications Technology (ICT). This has led the career service sector to acknowledge the need to expand the understanding and use of existing and emerging technologies in career guidance and counselling. There has been a consistency in various policy documents emphasising the need for quality assurance, and a more diverse service delivery in CGC services (OECD, 2004; European Council, 2008). New forms of virtual tutoring and support, new paths for distributing working life information, and online resources for career planning and development are being developed. In the last few years, the potential of ICT for the development of more integrated lifelong guidance systems is also being realized. ICT is not only used as a tool but is also acting as a powerful agent of change regarding current education, employment, and social policies (ELGPN, 2010).

CGC professionals vary considerably in their experience of using technology in practice. Some practitioners are not convinced of the relevance of technology in delivering CGC services and others lack the skills or confidence to be able to do this effectively. However, a consensus has emerged that both the practitioners and ICT have an important role to play in the design and delivery of career development services via the Internet (e.g Vuorinen, 2006). In order to consider the usefulness and potential of existing and emerging technologies, CGC professionals need to understand the general goals of CGC services, must be able to identify the targets of career guidance and counselling, and conclude how theoretical frameworks are used in existing CGC related ICT services, or how theoretical frameworks can be embedded in the design of ICT services. Within professional training, the use of the ICT should therefore be integrated in the methodology of training and not be treated as a separate subject. Adaptation of ICT can only be successfully carried out if a clear understanding of the relationship between the two is first established. Students should have opportunity to use key Internet-based career services and resources within their individual practice with individual clients and groups from the very beginning of their studies. The training programmes should cover not only the potentials of ICT applications regarding all NICE Core Competences, but also wider understanding of ICT relating to professional paradigms.

If the career field is to develop CGC professionals' understanding of technology in a more consistent direction, it has to take into consideration not only the practical knowledge, but also prevailing personal conceptions. The professionals' conceptions on modern technology vary from seeing it as a threat or a passing fad to a desirable and indispensable positive potential. These variations are linked e.g. to CGC settings and paradigms, the nature of interaction, and the roles of CGC professionals. This is of importance when considering the overall adoption and integrations of new technologies in CGC services. There is evidence that practitioners´ conceptions of new technology are interrelated with their approach to practice: negative conceptions of new technology in career services seem to be closely linked with a 'directive' approach. A similar relationship seems to hold between the clearly positive conceptions to ICT and a customer-centred, holistic approach in practice (Kettunen, Vuorinen & Sampson, 2013). The CGC professionals need to remodel their practices and concepts of quality to take account of the need not only of clients who come through the door, but of all citizens who need career services (Sampson, 2009).

Existing and emerging technologies in Career Guidance and Counselling

Several innovations have emerged to supplement traditional career guidance practice. One such innovation is the use of ICT. The past decade has seen an incredible expansion in access to ICTs and today technology permeates almost every aspect of our lives. Individuals are now able to access the Internet not only through their personal computers but also through mobile phones and other mobile devices. The "read-only web" has changed towards a more social, collaborative, interactive and responsive web.

The goal of developing and using ICT-based career guidance and counselling resources and services as well as career information is to help young people and adults to make informed and careful occupational, educational, training and employment decisions, as well as plans on how to implement them. Completing practitioner-assisted or self-help career assessment via ICT provides people with a resource for clarifying self-knowledge about values, interests, skills, aptitudes and employment preferences. Using occupational educational, training and employment information provides a resource for enhancing knowledge of options. Additionally, ICT enables communication among and between CGC professionals and individuals and thus provides opportunities to manage the overwhelming amount of information that is now available (Sampson, Shy, Offer & Dozier, 2010).

Career Guidance and Counselling via Existing and Emerging Technologies

The increased use of ICT and especially the Internet can be helpful for supporting peoples' career development. But on the other hand fragmented services and data overflow are now bigger problems than previously. At the same time, the gap between low and high readiness in career decision-making among the citizens has increased, together with the diversity of life and career models and expectations.

As the practitioners observe the different level of readiness, as well as different levels of needs among individuals, they see a meaningful rationale for different levels of CGC service delivery. On the one hand they must accept that they are not so much needed by those individuals who can autonomously identify their needs and when these are met. On the other hand some

individuals, who have not been successful in getting the information which they need, need additional support from practitioners. However, there are practitioners who do not believe that individuals are capable of utilising career information on their own (Vuorinen, Sampson & Kettunen, 2011).

As the demand for services continues to grow, we need to continually review our service delivery mechanisms and look for ways to widen the service delivery modes in reaching more people in an economic manner. In order to do so, we must ensure that neither missing ICT competences, nor negative conceptions among the practitioners are a barrier to maximising the effective use of ICT in career guidance and counselling.

Generic CGC processes have been developed to help clients make effective use of ICT in career guidance and counselling (Sampson, 2008). According to Sampson (2008) CGC services can be designed consisting of three elements. Career services include self-help, brief staff-assisted, and individual case-managed services that are delivered by staff members to assist individuals in making informed and careful decisions. All these elements can contain forms of web-based career services. Effectiveness in the use of the ICT in career guidance and counselling is likely to be improved:

- By providing professional support for individuals who need it
- By systematically integrating modern technology to existing CGC services as well as CGC services into modern technology,
- By developing and continuously improving standards of practice for the use of ICT in CGC services and programmes
- Through an awareness of ethical issues and professional standards in the use and design of modern technology in CGC. designing ICT-based or ICT-supported services, and
- By conducting research and evaluation to appropriately guide the evolution of modern technology in CGC services (Sampson, 2008).

Critical Implementation of ICT in Training

A successful integration of technology in guidance and counselling is dependent on practitioners' willingness to accept the changes a new technology may bring to the service delivery. One of the main goals in integrating ICT in the design, implementation and the management of academic training programmes for CGC professionals is that the students learn to use in practice those methods which support their own learning process. For example, they should analyse how to define personal goals for their learning, how to design an individual learning programme, and how to use modern technology for reflective learning. They should experience modern technology in their own education, including the evaluation of their studies. During their learning process the students should be supported in reflecting on how to turn their experience in the use of ICT into their own professional competences, for promoting and conducting individual learning programmes or career paths with their own future clients (Kasurinen & Vuorinen, 2002).

Implementing ICT in the training of CGC professionals is neither about only using ICT-based methods, nor is it about giving extra ICT classes. It's about mainstreaming the use of modern technology and expanding understanding of ICT in study programmes. Expanding the understanding will serve to develop the CGC fields awareness of the complex nature of combining ICT and guidance and counselling and modernisation of the services. As a mainstream strategy, the use of modern technology can be used in documenting, in supporting the self-assessment process and for the recognition of students' prior learning. Alongside of their individual learning processes, students have the possibility to bring narratives and digital artefacts into each study period and show their prior knowledge and skills. They can gather their knowledge and skills from other studies, working as counsellors, participating in projects or working as volunteers in the counselling area (Vuorinen & Lerkkanen, 2011). The goal should be to socialize the effective and reflected use of modern technology for various purposes – in combination with 'traditional' methods. Training should help students to become aware of the variation in ways of technology play in CGC field and to ponder the differences their current way of understanding and the more advanced ways of understanding that they may be, or may need to be moving towards. In other words, students should be exposed to the situations where they are challenged to reflect and see the variation in terms of potentials of technology in the context of career guidance and counselling. To support this, the architecture of using technology can be constructed in accordance with the programme modules and units: Thought should be given to the competences which students should develop regarding modern technology and ICT and should be integrated into the design of curricula, modules and individual courses.

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8.10. Fostering the European Character

Stefan Vendel

Today, in the era of internationalizing labour markets, it is increasingly important for CGC professionals to think globally – to be knowledgeable of the labour market and education systems not only in the region and country where they live, but also in the other countries. CGC professionals should also be prepared for working with different types of clients from various cultural backgrounds and for providing their services in multicultural settings: According to Eurostat (Vasileva, 2011, p. 5), 6.5% of the EU population are foreigners and EU residents with foreign background are most numerous in the younger working-age classes. Additionally, in contrast to the primarily undergraduate population seen in the career service centres at universities in the past, increaseing number of the CGC clients will be middle-aged. The obvious reason is that many employees are influenced by economical crisis, which results in the downsizing of companies.

But not only the diversity of the people seeking career guidance and counselling for finding labour is broadening. Also the education market is becoming increasingly international and the same trends apply to educational guidance. Many European students wish to study in other EU countries. According to Eurostat data concerning the mobility of students in Europe (Eurostat, 2010), there are almost 600 000 tertiary education students (ISCED 5-6) studying in another EU-27, EEA or Candidate country. If we gaze at faculties and specializations in various universities in Europe, there is really a wide range of choices to opt for. Supporting students in identifying personally relevant study and career options internationally is becoming a major challenge for CGC professionals which they should be well prepared for.

In Europe it is not yet very common for people to migrate to other European countries with their whole family for educational or work-related reasons (as it is true, for instance, in the United States of America). Language and cultural barriers lower the easiness to do so and family and social ties are stronger here. But with the progressive integration of the European countries we can expect an increasing willingness to work abroad. CGC professionals need to act locally, but think europeanly. This will give the field of career guidance and counselling an increasingly European dimension. And our practice can play an active role in fostering a stronger integration, e.g. by supporting people in going abroad.

Nowadays, many people looking for work in economically successful EU countries are low qualified workers and young adults of the different qualifications who are in the phase of career transition. They willingly accept any available work that allows them to make money and survive. Support for such clients is one type of career guidance and counselling – the orientation in the job market. People from more qualified professional groups who seek an occupation want more: a position with status and personal involvement which allows self-fulfilment. They more often seek help in making complex career decisions, or are interested in gaining infor-

mation about themselves where the psycho-diagnostic assessment is necessary. By means of psycho-diagnostics, CGC professionals can know their clients more profoundly and help them to find a work position, in which they can exert their best abilities, personal interests and work values. Next to psycho-diagnostics, another important role of CGC professionals lies in supporting clients from abroad to get their formally, informally and non-formally developed competences approved. For CGC professionals dealing with clients from other countries, additional specializations are necessary here.

Need for Interculturally Validated CGC Instruments and Standards

One particular challenge which has been named above is the linguistic and cultural diversity in Europe. If it shouldn't inhibit mobility and integration, appropriate tools and methods are needed. Career guidance and counselling in Europe mostly adapted theories, models and methods of career counselling from the USA, the country where this profession originated (Jones, 1994, p. 1; Tien, 2007, p. 34). Amid the aspirations of the profession today is to propose and construct original models, methods and instruments that should represent the European contribution to the field. A cross-cultural validation, adaptation and translation of helpful methods and approaches are necessary here.

For example, career assessments are a common resource used by CGC professionals internationally to help inform individuals' career decision-making. In the era of increased workforce migration valid instruments for assessing the qualities and strengths of job seekers are especially important. Such instruments may be useful for employers in selection, promotion and training of employees in multinational environments. One of the goals in the imminent future has to be to develop assessment instruments which can be used for personnel selection in the European Union as a whole. Such instruments should be best developed in collaboration among career development associations from several EU countries and standardised for the use in the whole EU. They can be especially helpful in the selection of employees in organizations which are functioning in several European countries. One example of such an instrument is Orpheus - a personality test designed for use in occupational settings (Rust, 1996). Orpheus has been developed by the highly regarded psychometrician John Rust and is published by the British Psychological Corporation. The device standardized in the UK on a representative sample of employees from a broad range of organisations, occupations, educational levels and ethnic groups can be regarded as the valuable contribution to transferability of work force throughout the whole EU. Orpheus is also published in Dutch and French, and versions are available in Arabic and Chinese.

Similar efforts are also needed regarding approaches to Career Counselling, Social Systems Interventions & Development and other central roles of CGC professionals. A concerted effort has to be made to discuss and create the European training standards for CGC professionals. Such standards will secure that the CGC professionals in all the European countries approach their work with a high degree of professionalism. The NICE Core Competences and NICE Curriculum as proposed in this handbook are important steps towards such European standards for higher education in career guidance and counselling.

Cooperation of CGC Professionals between European Countries

Once again, for as much as client demographics cut across age, race, nationality, gender, and levels of socio-economic status, CGC professionals will likely meet diverse clients in the future. Experience with such diverse clients is critical for their training. CGC practitioners need to develop intercultural competences and should ideally have lived worked in foreign countries themselves, if they want to deal with career guidance and counselling topics related to mobility.

In these terms, much can be expected from the cooperation of CGC practitioners and CGC associations in European countries. It would be a worthy enterprise of CGC systems in Europe such as Euroguidance to encourage and support the exchange of CGC professionals between EU countries. Next to physical exchanges like field visits, options of virtual mobility should also be investigated. European CGC systems could provide interculturally validated tools for career interventions and distribute them, possibly free of charge, over the Internet. Another possibility which would go even further is to develop an internationally recognized exchange platform for CGC professionals. Such a web 2.0 solution could allow CGC professionals to actively exchange state-of-the-art resources, assessment tools, computerized career information systems, occupational information and case studies that allow replicating „good practice" procedures found in respected CGC centres elsewhere in Europe. CGC professionals sharing case presentations and other types of knowledge through the homepage could receive frequent feedback from their colleagues whereby all concerned could profit from the cumulative expertise of those actively involved in the cooperation process and also develop their intercultural competences.

The European community of CGC professionals is growing continuously. As a result, career guidance and counselling in Europe is informed by considerable collective investments from multiple sources. Pooling and exchanging resources creates a synergetic effect on behalf of our clients. This makes European collaboration meaningful. Higher education in career guidance and counselling should enhance this process by supporting the mobility of CGC professionals as well as students, both physically and virtually, and by placing importance on development of intercultural and linguistic competences. Content-wise, CGC professionals and students need to know differences between the European educational and vocational systems, understand how particular methods and techniques may apply for certain cultures or target groups and adapt general knowledge about work, workers, and careers to the local language and caring practices of each country. They need also to get acquainted with topics such as theories of migration, learn about approaches to support cultural integration etc.

Internationalization of the CGC profession fosters its growth. This challenge is too important to miss. Ergo, CGC professionals, academics and researchers should all contribute to this task for the sake of the profession and the people who benefit from CGC services.

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8.11. Examples of Innovative Tools and Methods

As promised in the introduction, this chapter offers the detailed introductions of three innovative tools for the CGC practice. They directly build on theoretical frameworks as introduced earlier in one of the sub-chapters. Other, shorter examples have already been introduced directly in the sub-chapters above.

8.11.1: A Life Design Counselling Interview Model

Valérie Cohen-Scali

Modern societies present several characteristics which manhandle young adults' identities, particularly those of modest social origin (see for example Lefebvre & Pages, 2007 or Mauger, 2006). CGC professionals are expected to help them in innovative ways to imagine one or several possible career paths for their lives. After presenting the current challenges regarding young peoples' career development, Guichard's self construction approach is presented as a possible answer to these evolutions together with a model for career counselling interviews.

Societal Changes that Young People of Modest Social Origin Face

A major feature of our contemporary societies regards the social demand of becoming an autonomous individual. Young adults express their search for autonomy through diverse behaviours, perhaps most notably through an early departure from the family home for living alone before settling in couples (Setterstein, Furstenberg, Rumbaut, 2005; Cadolle, 2005). This often implies precarious work activities that must be connected with further education. Combining work and study is a very common experience for young people all around Europe, even if it exists in various configurations (OCDE, 2010; Van de Velde, 2007).

Another feature of our societies is the centrality of work. Developing a career is conceived as the safest way for self-realization. In a recent survey made in France (Krauze, Méda, Legeron, Schwartz, 2012), young people under 30 years appeared more likely to report that work helps them to achieve fulfilment (37.2% against 23.6% of the 41-50 years old). For young people, work appears as an important source of self construction. At the same time, various surveys show an increase in uncertainty among youth, particularly in France and Southern Europe (Galland, 2008, 2009; Reynié, 2011). The unemployment rates of people between 16-24 years of age in the EU countries have increased from 15% to 21% between 2007 and 2009 (OCDE, 2010). The weak employment rate of young people is not the only explanation for the feeling of anxiety they face. As Galland outlined about the French youth, low access to employment is connected with the fact that "society fails to give them confidence and faith in themselves du-

ring this key period, the years of studying , which form the future citizen" (Galland, 2009, 148).

Finally, another feature of current social changes relates to technological progress. Over the past 20 years, we have moved from a society structured around long time (regular rhythms and long-term changes) / small spaces (restricted mobility) to a society structured around vast space (development of transport and communications that enlarge the space) / short time (thanks to new technologies of communication that contract time and try to abolish it) (Aubert & Haroche, 2011). Young adults use new technologies of communication more than older populations (Bigot, 2004). This affects their self perception by inducing them with a sense of emergency to act quickly and to search for intensity in their day to day life. Hence, young peoples' behaviours express a new relationship with time nowadays, which is connected with emergency and permanent performance pressure (Pasquier, 2005; Lardellier, 2006).

Guichard's Self Construction Model

Young people from modest social origin are particularly affected by these changes. In a rapidly changing world, career counselling appears as a key practice in helping disadvantaged youth to define their career paths, while taking into consideration various societal transformations. They need support in dealing with the task that every individual must now face: that of life designing (Guichard, 2009, 252). Guichard's 'self construction model' (2000, 2004, and 2009) focuses on how individuals gradually distance themselves from the social determinisms they have internalized and which may limit their career choices. This model reveals how anyone can maintain some freedom of choice in building their careers through professional career counselling, even when facing drastic environmental changes. This theory and the interview model that has been derived from it (see below), primarily concerns the NICE Core Competence (NCC) Career Counselling, although it also relates to the NCC Career Education and Career Information & Assessment. The self-construction model allows CGC professionals to assess the consequences of socio-economic changes on the relationship between individuals and their career construction, and to develop a practice centred on clients' expectations and their relationships with the world.

The self construction model is built on the premise that societies determine a variety of identity offers which take the shape of social stereotypes, i.e. categorizations that all individuals use to identify their own place in society (in relation to others). These stereotypes constitute what Guichard calls **identity frames** and defines as "mental structures of attributes having default values" (Guichard, 2009, 252). Cognitive identity frames are impregnated in the social contexts in which young people develop through societal demands (e.g. values or norms). The default values of the identity frames' attributes are primarily social stereotypes. For example thinking about a worker, the identity frame would be worker in the building industry because it is the prototypical picture associated with this occupation.

Cognitive identity frames provide people with a basis for thinking about themselves, others and the future. They allow the development of more personal self-representations in different contexts, named **identity forms**. Identity forms constitute a specific way of seeing oneself and seeing others in a certain context. In particular, they help young people to distance themselves from the most constraining contexts (individuation) constituting personal representations of occupations and activities. Additionally, they have further psychosocial effects regarding self construction. On the one hand identity anticipations "allow the individual to unify his/her current experience from the view point of a given prospect" (Guichard, 2009, 254). On the other hand, they drive to individuals to also take other people's points of view into account in self-construction, not only their own experiences. Doing so, young adults can gradually imagine other possible futures.

To implement these operations of deconstruction-reconstruction of the meaning of experiences, **reflexivity** is essential. Reflexivity appears as the development of an internal dialogue between I and me where I can project into an imagined me, and between I-you and other, which refers to the interpretations that can be given to situations experienced or imagined. Career counselling can play a key role in the development of this reflexivity focused on envisioning oneself in the future.

The Self Construction Interview Model

Guichard (2008) has created a career counselling interview model aiming at helping adolescents and young adults to cope with the current imperative of designing one's life, and which is connected with his approach of 'making self oneself' (Guichard, 2004). The career counselling interview model aims to support clients in:

- Identifying their past, present and anticipated identity forms (current system).
- Spotting concrete and realistic identity forms supposed to be possible selves (desired system).
- Realizing these desired self anticipations through the implementation of new activities and commitments.

With these objectives, the interview is conducted following five steps:

- Constructing the working alliance.
- Building awareness of the major areas constituting the young person's present life.
- Discovering the identity forms system corresponding to the main spheres of the young adult life and experience.
- Identifying possible identity forms which the young adult considers important for him/herself, and of possible ways to concretely implement commitments associated with developing these identity forms.
- Working out a synthesis of the young adult's main activities and prospects.

It is not possible to go further in the presentation of this specific counselling interview model without being too long for this article. The model allows a precise analysis of the everyday life interests of young people, and to help them identify several scenarios of life, in terms of desirable futures that make sense for them. In such a perspective, the different spheres of young peoples' lives are analyzed as well as the social roles attached to each. The criteria for choosing one activity over another are defined by the young people themselves, in connection with the meaning that these activities have for them, and not by reference to normative criteria (as imposed by the counsellors themselves or others). This implies that CGC professionals agree to accompany young people in the experimentation of possible identities defined through an authentically creative process. Such an interview can drive young adults to discover their resources, allowing them to cope with the main challenges of our societies, and training them to think of their futures in an autonomous and self-constructive way.

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8.11.2. System Modelling

Christiane Schiersmann[2]

In light of the complexity of current individual, organizational, and societal circumstances and the ever increasing rate of change, both CGC professionals and their clients need to deal with uncertainty, insecurity, unpredictability, ambiguity, and paradoxes. When facing complex situations, which are both the object and the influencing factor of counselling processes, simplistic cause-and-effect models do not represent an appropriate basis for strategies to analyze the situation and to foster change. Consequently, CGC interventions should be guided by a systemic paradigm, looking at correlations, patterns, and the interaction of influencing factors, rather than reducing the complexity of reality to mono-causal reasoning and misleading generalizations.

At the same time, capturing interrelations between various factors, identifying patterns and understanding processes of self-construction adequately is not an easy task. The linear nature of speech and of writing can hardly grasp the multiple connections and circular influences prevalent in complex situations. Visualizations – on the other hand – can help in capturing the dynamics of complex systems. In the following, a procedure for systems modelling will be introduced. It is based on Vester's so-called 'paper computer' from 1972, a matrix of how multiple factors influence each other (Vester, 1999, 165). More recent versions of this instrument are integrated with comprehensive methods for analyzing systems. They are partially computer-based and are used by researchers and consultants for a wide range of applications (Schiersmann/Thiel, 2012).

1. Approach of Construction

The following description of the 'System Modelling Approach' is based on the software-programme 'GAMMA' (Unicon Management Development, 2002). The development of a systems model is undertaken in the four steps illustrated in the following table. Applying the method requires at least an hour of time working with the client (90 minutes are more realistic), including a brief introduction. This doesn't yet include working out strategies for changing the relevant situation or planning next steps, though. When using the method with groups, even more time should be planned in.

2 A more elaborated version of this text can be found at Schiersmann/Thiel, 2012.

Table 1: Steps based on GAMMA (inspired by Unicon Management Development, 2002, p. 16)		
Step 1	Identifying the system	What is the topic/problem, actually? What do I/we want to achieve? Goals? What is having an impact on the situation? Which 'influence factors' (elements) need to be taken into account?
Step 2	Modelling the system	Which relationships exist between the elements/ 'influence factors'? How strong is the influence between the elements? Do the factors reinforce each other, or destabilize each other? Are the effects of the factors immediate, or does influence come after some time?
Step 3	Analysing the system	Which 'chains of influence' exist? Can particular patterns be identified?
Step 4	Detecting possible interventions	What ‚solutions' are possible? Which strategies might have a particularly strong impact? How can concrete measures be realized?

The four steps are illustrated in the following based on a case study. System Modelling is conducted jointly through a CGC professional and the client(s). Helpful materials are moderation cards, a set of markers with different colours (for drawing and characterising connections), and a pin board, covered with a large piece of paper. Alternatively, Systems Modelling can be conducted via the GAMMA software (or a similar programme), as long as clients have a good view of the images.

2. Case "Mary"

Mary is 24 years of age and is studying towards a Master's degree after graduating with a Bachelor's degree in social sciences with a grade point average of 2.7. These days, she is very unhappy: She isn't joining the group discussions in her favourite seminar, because she feels dominated by two incessantly discussing classmates. For fear of ridicule, Mary also does not dare to simply interject. To be able do so, she believes that she would need to be just as eloquent as the two "chatterboxes". The seminar has become a major distress for her; she thinks that she does not even belong here (the university). If her situation doesn't change in the near future, Mary is considering to drop her studies altogether. The only ray of hope is another seminar which she attends together with a good friend. Here, from time to time, she actually dares to spontaneously put up her hand in class.

2.1. Identifying the System

In the first step, Mary's counsellor – after having introduced the method – asks her to explain what she wants to achieve, and what has to change? After a couple of clarifying questions and explanations, Mary writes 'seminar participation' on a card and attaches it to the pin board. Mary's first suggestion was actually to write 'increased participation' on a card, but in System's Modelling, neutral labels are highly important in order to analyse correlations between factors in both directions. So the counsellor has explained to Mary that they both want to find out what leads to 'more participation', and what leads to 'less participation'.

Next, Mary collects different relevant factors (elements) of which she believes that they influence the situation which she considers problematic. Her counsellor supports her in doing so by writing down one sentence for each factor which Mary names. For the brainstorming and the later analysis this is very important, because the meaning of the short names of the 'influence factors' may be forgotten. At the end of this process, around 7-10 influence factors should have been identified. If more factors have been named, it is important for clients to identify the most meaningful of them, or to integrate several small factors into a larger factor; in order to reduce the complexity. Finally, the different factors should be numbered.

2.2. Modelling the System

Once 7-10 elements have been collected, the system is modelled in form of an 'interference network'. The interrelations of the different elements are identified in terms of 'direction', 'intensity', 'type' and 'immediacy'. The objective of this step is to understand the different roles of the influence factors within the system and to characterize the system's overall behaviour (Vester, 1999: 161).

The **direction** of the effects is characterized through arrows (see graph 1). It is possible that an influence is detected only in one direction, but a mutual influence may also be recognized. In

case of a mutual influence of two factors, each directions of influence is visualized through an extra arrow (two lines with arrows), because the influence can differ in intensity and immediacy. The **intensity** of the effects can be categorized in three levels (weak, medium, strong). The intensity can either be expressed through differently thick connection lines, or with numbers that are written next to the connections (1, 2, or 3; where 3 symbolises a strong effect).

For instance, when asked to identify connections between different factors, Mary states: "I see a connection between my internal monologues (6) and my participation in the seminar (1). My internal monologues have a negative effect on my participation." Accordingly, Mary draws an arrow from (6) to (1). The counsellor then asks Mary how strong the effect is. Mary answers: "Oh yes, it's extreme, I think, just as strong as the effect of comparing myself with fellow students (8) on my internal monologues (6)." So, Mary's next step is to visualize the intensity of both connections by making the two arrows very thick.

The **type** of an effect is symbolised through a '+' (plus) or a '-' (minus). These symbols shouldn't be understood in terms of an everyday attribution of 'good' or 'bad'. Rather, a '+' indicates that 'more of factor 1' will lead to 'more of factor 2': Thus, a '+' marks an amplification. Likewise, a '+' would also be used if 'less of factor 1' lead to 'less of factor 2'. On the other hand, a '-' marks a negative correlation between two factors ('more of 1' leads to 'less of 2', 'less of 1' leads to 'more of 2'). For example, Mary notices: "The more spontaneous I am when making a contribution (9), the higher my concentration is (11) when doing so. I'll make a plus then for the arrow from 9 to 11."

Finally, the **immediacy** of effects can also be part of the modelling, in order to show how long it takes before one factor impacts another. Here, three different categories of immediacy are typically used: 'immediate', 'mid-term', or 'long-term'. They can be symbolized through different types of lines: A drawn-through line symbolises an 'immediate' effect, a dotted line symbolises a 'long-term' effect. In Mary's case, the counsellor decided to leave out this time dimension, since most of the factors named by Mary related directly to the concrete situation of being in a seminar.

The modelling of a system can be conducted spontaneously (as done in Mary's case), or systematically, i.e. by looking at each influence factor one by one to see how it is influenced by other factors, and how it influences other factors itself. Typically, in the process of identifying correlations, some of the elements need to be moved closer to others. This is also part of the modelling, where the different connections become transparent.

2.3. Analysing the System

Once the different factors have been modelled in the way the influence each other, the interactional structure of the modelled system can be analysed from different perspectives. The goal is to win insights about the structure and dynamics of the central processes in the system, e.g. through the identification of circular relationships between some of the system's factors.

In particular, it is important to look at how (un)desired patterns are stabilized, strengthened or weakened; not only by looking at immediate influences, but also by identifying chains of effects, which mutually reinforce each other. When manipulating the system (see below), it is also helpful to look at how changing one element impacts the others, in order to gain an even better understanding of the system.

Mary for instance identifies the following pattern: "The less spontaneous I am (9), the more I compare myself with other students (8), which leads to increased internal monologues (6), and finally reduces my readiness to participate (1). That, in turn, reduces my spontaneity even more – it's a vicious circle!"

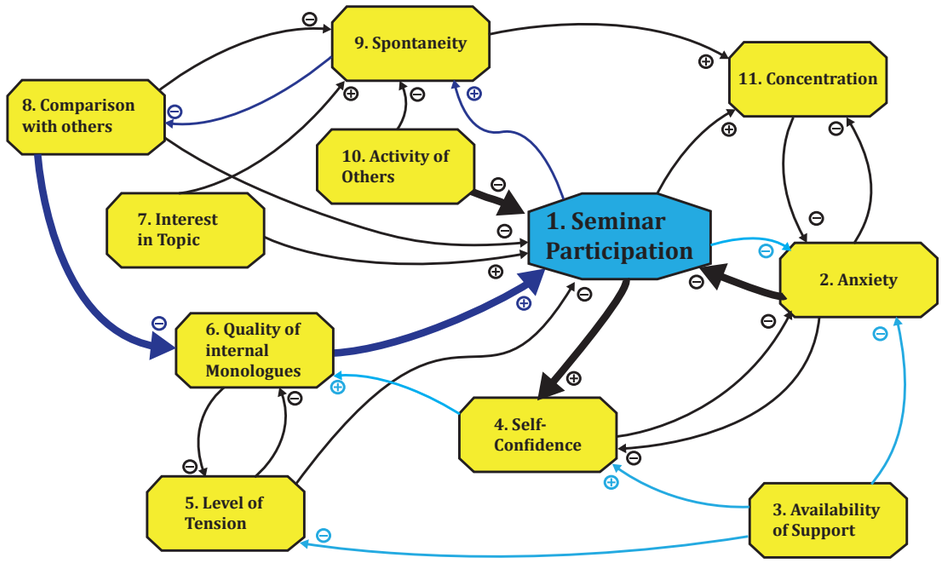

Image 8.2: System Model for the Case of „Mary"

2.4. Detecting Possible Interventions

Normally, through taking a holistic look at the systems related to their issues, the diverse connections between different variables, and how they add up to virtuous or vicious circles, clients already gain completely new perspectives, opening up a new relationship to the discussed system (Vester, 1999, 166). Beyond this step of learning, it is still important to develop specific solution strategies for the relevant problems, based on the system modelling. The relevant question is: Which interventions into the system will let it develop into the direction of choice? Several paths are available for doing so.

For example, the client can focus on one of the influence factors and examine how a decisive change of this factor could impact the entire system. Mary could, for instance, think about how working on her internal monologues (6) could decrease the tension (5) she experiences when confronted with the "chatterboxes". In this manner, Mary could investigate various factors and expected effects of changing them, until she finds a suitable strategy. Here it makes sense to take into consideration which factors can actually be actively influenced through clients, and which elements can only be influenced indirectly (if at all). Clients should only concentrate on strategies where they can make changes themselves. In some cases, it may actually make sense to analyse the potential for interventions systematically (e.g. when dealing with very complex problems, or the analysis of organizations). Here, mathematically constructing a so-called 'influence matrix', part of Vester's 'paper computer' (1972) may be helpful (Schiersmann/Thiel, 2012).

3. Conclusion

System Modelling can be helpful in reducing the complexity of a system to a transparent, yet meaningful set of influence factors, which can be described and interpreted in terms of their interrelations. The approach is intellectually challenging, especially in regards to the second and third steps. Yet, once the method has been applied, the insights for the client and the CGC professional regarding the interdependencies of factors will be of great value. Another value of the method is that it isn't limited to cognitive factors: Emotions and behaviours can also be understood as influence factors, which makes the approach multi-dimensional. CGC professionals should generally be aware of the different types of factors which may be relevant for a system and support their clients in identifying them adequately, e.g. through more or less direct questions.

What is further important for the concept of systems modelling is to understand that it is based on a recursive approach. This doesn't only mean that additional factors may be added at any time, but also that a client and a CGC professional may choose to return to a prior step again, e.g. due to new information. This differentiates the approach from a purely constructivist model (Vester, 1999, 165).

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8.11.3. The Career Thinking Session

Barbara Bassot and Hazel Reid

This paper introduces readers to the Career Thinking Session (hereafter CTS) model. Many might say that taking time to think in today's hectic world is a luxury that we simply cannot afford. The drivers for change and the speed of constant technological advances mean that it is easy to feel that there is no time to pause for thought. Based on Nancy Kline's (1999) work entitled Time to Think, this article puts forward a model for career guidance and counselling practice that asks practitioners and their clients to do just that. It demands highly-tuned listening skills on the part of the practitioner and offers clients a reflective space to think about their future.

At the heart of the CTS process is challenging any limiting assumptions that the client may have that could be hindering their career thinking and erecting barriers to their career development. We all make assumptions; in fact it would be difficult to function in our everyday lives if we did not. However, reflexivity is a key aspect of professionalism within the NICE core competences: it asks us to take time to question our assumptions, or those things that we take for granted (Thompson & Thompson, 2008), and cautions against accepting things at face value. Reid and Bassot's earlier paper in this handbook gives a very useful definition of the term reflexivity and considers a range of literature in relation to how assumptions are made. Reflexivity encourages a deeper examination of issues, which is essential when working in a client-centred and impartial way. Similarly, the CTS model demands reflexivity on the part of the client and needs to be carried out in an atmosphere of trust and empathy.

The CTS model

In her book Kline uses the terms Listener and Thinker, which emphasises the collaborative nature of the process. In keeping with this, the term Listener is used here for the career guidance and counselling practitioner and Thinker for the client. For the Listener, each step of the process involves listening very attentively; waiting patiently for the Thinker to express their thoughts and not accepting what the Thinker says 'at face value', but questioning the assumptions the Thinker may be making. The CTS model (see Reid & Bassot, 2011) has the following six steps:

Step 1 – 'What do you want to think about?'

Here the Thinker is given time to express the thoughts and issues they have brought to the CTS. It is very important that the Listener is not tempted to rush in and try to discuss the first idea that the Thinker presents, particularly because it is likely that this idea will stem from a fairly superficial level of thinking. The Listener also needs to resist the temptation to rush to solutions, as these would undoubtedly be rooted in the Listener's perspectives rather than those of the Thinker. Such 'rushing' is likely to result in little by way of change - due to lack of

ownership by the Thinker. Step 1 involves waiting for the Thinker to speak (as do the other steps), patiently interjecting where appropriate with positive comments, using supplementary open questions to encourage the Thinker to delve deeper into any related issues. Once the Thinker has finished speaking and has nothing else to add, they are ready to move on to Step 2.

Step 2 – 'What do you want to achieve from the rest of the session?'

This is an opportunity for the Thinker to express their goals and desired outcomes from the CTS. Again it is important that the Listener waits for the Thinker to respond, which may take some time. There are many possible responses from Listeners in relation to issues of career development that could emerge. Examples could include such things as ‚to understand more about my future and how I could progress', 'to gain greater clarity in relation to my future work', 'to think about how I might gain the promotion I would like', ‚to explore how I can grow in confidence at work' or ‚to think about my current work life balance'.

Step 3 – 'What are you assuming is stopping you from achieving your goal?'

This encourages the Listener to begin to think about their limiting assumptions. Kline (1999) argues that there are three types of limiting assumptions; facts such as ‚I don't have the required qualifications', possible facts such as ‚my family would not be supportive', and bedrock assumptions about self and how life works, such as ‚I won't be able to do that because I'm not good enough' or 'people like me don't do X'. Many clients will be able to articulate assumptions related to facts and possible facts. However, the roots of bedrock assumptions are often very deep and may take time to come to the surface. They can often act as barriers to career development; undermining confidence and self-esteem. Bedrock assumptions develop over long periods of time (often from early childhood) and are so significant that they inform our beliefs and what we see as 'real' or the 'truth'. Identifying the bedrock assumption in Step 3 is vital. It underlies fact and possible fact assumptions; the Listener will need time to identify and articulate it and may in some situations be reticent to do so. It is vital that the Listener recognises the bedrock assumption for what it is – and recalls this later.

Step 4 – 'If you knew that ... what ideas would you have towards your goal?'

Here the Listener asks the Thinker to articulate the positive opposites to their limiting assumptions. The ultimate goal in Step 4 is to enable the Listener to design the Incisive Question (IQ) in relation to their bedrock assumption. Some of the positive opposites in relation to the examples shown in Step 3 could be, ‚if you knew you could study to gain the required qualifications' (fact), ‚if you knew that people in your family would be supportive' (possible fact), ‚if you knew you were good enough' (bedrock) or 'if you knew people like you do X' (bedrock). Such questions encourage the Listener to challenge their limiting assumptions and can help them alter their perspectives. It is important to emphasise at this point that the Listener needs to be encouraged to articulate these questions in their own words, as limiting assumptions are also particular to the individual concerned. In other words, they are based on how they see the world, not how the Listener sees it. The Listener needs to encourage the Thinker to choose the words that they feel are the most appropriate ones for their positive opposites. In Step 4 the Listener asks the Thinker to identify the positive opposite to their bedrock assumption and to state this in relation to their goal for the session. This forms the IQ (Incisive Question), described as such because it 'cuts through' the limiting bedrock assumption - removing it and replacing it with a new, freeing assumption. The IQ releases the Thinker to think positively about their goal and their future.

Step 5 – Writing down the IQ

The IQ is so important it needs to be captured by writing it down so that it is not lost. Unless this is done, the danger is that it will be forgotten and that discussion in the CTS will lose its focus and, in particular, its positive impetus. It is important to emphasise again that the IQ must be written in the Thinker's own words. In Step 5 the Listener poses the IQ a number of times, until the Thinker has voiced all their new positive ideas in relation to their goal.

Step 6 – Appreciation

This is unusual and could be something unexpected for many CGC practitioners and their clients. Sharing limiting assumptions, in particular bedrock assumptions, is sensitive and challenging; it demands trust and openness on both sides. Kline (1999) states that 'Appreciation keeps people thinking' (p.62). This last step asks both participants to share a positive quality found in each other that they have valued during the session. This is with a view to encouraging the Thinker to continue to focus on the positives in relation to themselves and their future and to keep thinking once the CTS has finished.

Application to practice

An initial pilot study into the application of the Career Thinking Session has been carried out and more research will be undertaken in order to develop the model further. It is clear that one single model for career guidance and counselling interventions will never be suitable for work with all clients. However, the CTS model could prove to be useful in certain circumstances; for example when working with particular clients who appear to have 'stalled' for some reason, with the long term unemployed and perhaps with people who are experiencing redundancy. In such cases, a close examination of limiting assumptions could help clients to reframe their existing understandings about themselves and their possible futures; in order to begin to move forward with their lives. Students of career guidance and counselling could be taught the CTS model as part of their curriculum and offered opportunities to practise it with clients as part of their training. In this way CTS could be added to their 'toolkit' for professional practice, linking with the NICE competence on professionalism.

Utilising the CTS model in practice undoubtedly presents challenges, particularly in target-driven contexts where time is at a premium and solutions and outcomes are expected. The CTS cannot be rushed and needs to take place in a comfortable, undisturbed and confidential

setting. In certain aspects (particularly Steps 1 and 2) the CTS appears similar to other 'staged' or process models for intervention (for example, Egan, 2007; Reid & Fielding, 2007). However in terms of Egan's 3 stages it does not complete stage 2 of setting goals, which could be an issue in contexts where service providers are expected and indeed funded on the basis of goals and action, leading to positive outputs. The research so far suggests that the strength of the model is that it slows the process down - giving time for the client to think - providing a space to do this through deep reflection. Space and time for a follow up to the CTS also seem vital, particularly if Step 6 does indeed enable Thinkers to keep thinking. How and when this is done is an issue worthy of further research.

Conclusion

This paper has introduced the CTS model, which is in the early stages of its development. Based on this initial study, it seems that the CTS has something to offer to career guidance and counselling practice. It has the potential to enhance clients' reflective thinking about their limiting assumptions; in this particular regard it appears to be unique in this field. Identifying the individual clients who would benefit from its application, will be part of the professional skills and judgement of the practitioner concerned. Those skills and that judgement are developed in a substantive education/training programme and maintained via the continuous professional development of the reflexive practitioner.

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8.12. Examples of Innovative Training

In this chapter, we present two examples for innovative training programmes or courses which are being offered or developed by members of our network. These trainings address some of the challenges brought up in the innovation framework in Chapter 8.1, whereby the particular themes of the programmes are illustrated in more depth.

8.12.1. Innovative Training Programme in Greece

Nikos Drosos, Despoina Sidiropoulou-Dimakakou, and Ekaterini Argyropoulou

This contribution introduces an innovative training programme for helping CGC professionals deal with the effects of the financial crisis, increased immigration and new technologies, three trends which we will shortly depict in the following:

First of all, the current socioeconomic changes and the major financial crisis are creating a feeling of fear and insecurity in people. In Greece, where the crisis is more obvious, there has been a sharp increase of unemployment and an up to 40% reduction of salaries and pensions; factors which have violently forced Greeks to change their life style in less than a year. The insecure situation regarding work and the economy leads to a rise in psychosocial difficulties, including wide-spread feelings of low self-esteem, disappointment, anger, and injustice (Giotakos, 2010; Giotakos, Karabelas & Kafkas, 2011; Paul, & Moser, 2009; Uutela, 2010). These difficulties deepen the rising unemployment by preventing people from actively searching for jobs and/or from upgrading their qualifications and skills. The effects of the socioeconomic changes are more profound in Greece, but other countries such as Italy, Spain, and Portugal face major problems as well, and even the strongest economies like Germany's don't seem as stable as they used to.

Secondly, immigration is an important trend which needs to be addressed adequately through CGC programmes and services. In Greece the number of immigrants is estimated to be about two million (in an eleven million population country). Immigrants represent 12% of students in Greek schools (IPODE, 2009); in many schools of Athens immigrant students even exceed 80%. Immigrants are particularly vulnerable to discrimination, poverty and exploitation. And the high percentages of immigrants create a new situation: research has to be conducted to determine their needs in order to see what kind of intervention programs should be implemented. In this context it is important to take into consideration that immigrants don't constitute a homogeneous group and therefore the various subgroups have different characteristics (Drosos, 2011; Motti et al., 2005, 2008a, 2008b). It is also significant to highlight that Greece, being at the frontier of Europe, attracts a particularly high level of illegal immigrants. Due to the recent economic problems it is increasingly likely though that many of them will try to go to other European countries.

Finally, technology has become the most common tool of searching and obtaining information. It has also become a quite common way of creating business networks (e.g. through Facebook, LinkedIn, etc). Correspondingly, ICT skills are increasingly becoming a requirement for any kind of work and CGC professionals need to help their clients to develop skills to use ICT so they can promote themselves and stay employable.

The mentioned consequences of the economic crisis, the development of ICT, and the increase of immigration highlight the necessity to redefine and reform the concept of career guidance and counselling, in order to address the current societal demands and shifts. CGC professionals should focus on (a) supporting their clients in develop new characteristics and skills, such as: openness for uncertainty, flexibility, entrepreneurship skills, decision making and problem solving skills, etc. and (b) networking with the local authorities and entrepreneurs. These priorities for development especially correspond with the NCC Career Education and Social Systems Interventions & Development.

The Career Counselling Research and Assessment Centre (CCRAC)[3] of the University of Athens has responded to the new challenges for the training and education of CGC professionals by offering specific training programmes for the development of "personal flexibility" skills. They are currently offered to the postgraduate students of the "Counselling and Career Guidance" MSc program. The training program[4] is conducted in the last semester of the MSc and tries to address all the mentioned issues and prepare CGC professionals so that they can keep up with the new trends and challenges of career guidance and counselling. It also highlights the importance of group counselling.

During the courses, postgraduate students participate in several group exercises and games. This procedure is followed by a discussion regarding each exercise's purpose, the possible responses of participants, and cases and target groups for which the exercises can prove useful. The exercises and games are designed for CGC professionals to learn how to support clients in: (a) acquiring greater self-knowledge, (b) developing self-esteem, (c) developing career planning skills, (d) developing entrepreneurship skills, (e) developing decision making and problem solving skills, (f) developing empathy and social skills, (g) taking advantage of mass media, and (h) becoming sensitive for the needs of culturally different populations. In addition to methods and approaches, the postgraduate students also acquire theoretical knowledge regarding the relevance of self-knowledge and self-esteem for career guidance and counselling, career decision making theories, psychological theories of career development, multicultural counselling, new trends in career guidance and counselling, and networking with the local authorities and entrepreneurs. To complete the programme, the postgraduate students have to write several essays regarding the mentioned issues.

3 CCRAC was founded on 2007. It constitutes one of the research centres of the Department of Psychology of the University of Athens (http://www.keaes.gr/main/) and is directed by Despoina Sidiropoulou-Dimakakou.

4 http://www.keaes.gr/main/

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8.12.2. The DICBDPEC Project

Laura Gressnerová, Ivan Prelovský, and Karin Raková

The strategy for economic and social development in the framework of EU stand for new challenges and trends: a new shape of the economy and employment structure, horizontal and vertical mismatches of skills and labour supply, the impacts of demographic trends, migration of high-skilled individuals from and to the EU.

Addressing these challenges implies a greater stress on people to increase and adapt their skills. For policy-makers they imply a need to provide better learning opportunities at all levels (also for low-skilled and older people) and to improve education and training systems. This way, new skills can be generated among people and be matched to current and future needs; providing that sufficient information on labour market trends is available, and a close monitoring and anticipation of skills requirements is undertaken.

Further important topics that need to be addressed are the free movement of workers in the EU, as well as the need to promote mobility and the integration of migrant workers in an increasingly international labour market. All of these trends call for an increase in high quality and efficient lifelong guidance.

High-quality career guidance and counselling services play a key role in supporting lifelong learning, career management and management of human resources (see Chapter 2). In the present period of economic crisis, a high quality training of employees providing CGC services is extremely important.

Counselling for new specific challenges must consider not only the economic and migration policy, new jobs and qualifications, and demographic development, but especially the mobility for education and work. There is a great need for developing competences in international career guidance and counselling, and for changes in the field of counselling from that oriented almost exclusively at an individual towards the counselling with greater emphasis on social integration. This is connected with new demands of the society for CGC providers, for their qualifications and competences.

The training and competence of CGC staff makes an essential contribution to the development of high-quality CGC services; essential for meeting the needs of national populations and furthering EU strategic aims. The basic condition for promoting the EU's strategic objectives in providing high quality lifelong guidance services is the corresponding level of professional qualification for CGC practitioners.

At the same time, the content, form and length of higher education and vocational education and training of CGC practitioners in individual countries differ and many times don't deal with future demands of the labour market.

The project "Development and Implementation of a Common Bachelor's Degree Programme in the European Context – DICBDPEC" is being carried out with the support of the European Community as part of the Lifelong Learning Programme from October 2010 to September 2013. The aim is to support in agreement with Bologna process and recommendations of Berlin Declaration and other important EC documents the approximation of European higher education area, to provide for greater compatibility of higher education, and to widen the possibilities of postgraduate education in career guidance and counselling.

Objectives of the project

- Harmonizing higher education and postgraduate education for CGC practitioners in partner countries, by accepting comparable academic degrees, joint diplomas, and diploma supplements.
- Securing the transparency of existing national systems of CGC education, to improve the recognition of their qualifications, and support the international mobility of students and graduates.
- Improving quality in higher education, its further internationalisation, and employment of higher education graduates in domestic and international labour markets.

The expected impacts of the project are:

- An enlargement of the European area of higher education in the field of career guidance and counselling.
- An improvement of the collaboration between institutions of higher education regarding the EU framework.
- An increase in the degree of transparency and correspondence between qualifications obtained within the framework of higher education for CGC practitioners in the EU.
- Support of the development and transfer of innovative procedures with the support of ICT in higher education and Vocational Education and Training (VET) in the field of career guidance and counselling among partner countries.
- An introduction of integrated higher education of CGC practitioners in the EU context.
- An increase in quality of and access to higher education and VET for experts specialized in career guidance with regard to the European dimension.

Current Phase

At the current phase of the project, based on the results of detailed research activities and reports from other international projects in the field of career guidance and counselling, as well as recent documents relating to the professionalization of career guidance (e.g. CEDEFOP, 2009), the partners have jointly developed the following results:

- A Bachelor programme ("Career Guidance and Human Resource Management")
- A Master programme ("Career Guidance in Education, Profession and Labour Market Management") with specializations in (1) Human resource management (HRM) and organisational development (Change), (2) Career guidance in education, and (3) Labour market management, policy and research
- An innovated modular education programme ("Postgraduate Studies in Career Guidance in Education, Labour Market and Human Resource Management") with specializations for four target groups (educational sector; public social services, non-governmental and non-profit institutions; public employment services (PES); human resource management (HRM) in companies)
- A terminology dictionary developed in languages of all partner countries along with unified professional terminology in the field of career guidance in EU context
- Criteria of quality evaluation for education in career guidance and counselling (with utilization of the ECTS and Diploma Supplement) and a proposal for quality criteria (in agreement with EU standards for quality; ESG) for study programmes of higher and postgraduate education of career guidance and counselling
- Accreditation standards for study programmes of higher education and quality criteria – documents required for accreditation of new study and educational programmes

The common aim of all people involved in the project is to contribute to and participate in the improvement of the education for and the qualification of CGC practitioners. Innovation of higher education and vocational education of career counsellors will contribute to improvement of competences of young people in the process of integration in the labour market as well as to intensification of the influence of CGC services in this area. The European added value primarily consists in a remarkable modernization of education for career guidance and counselling according to the needs of the present labour market and in view of its expected development.

More information about project you can find on website: www.ies.stuba.sk/erasmus

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9

Cooperation in NICE from 2009-2012

by Johannes Katsarov and Peter C. Weber (Network Coordinators)

What we want to briefly talk about in this chapter is how we worked together in "NICE 1", the first NICE project funded through the European Commission from 2009 to 2012, in order to develop the products in this handbook. A report on such a project should ideally begin with an introduction of the shared goals and questions that have brought together our consortium in the first place. Essentially, we have described most of our goals in the introduction (Chapter 1) and the Editorial though; which questions we deal with in this handbook and what kinds of outcomes readers should expect.

We have chosen to look at the past three years in view of two themes: "Sharing – Individual Contributions" and "Integrating – Development of Common Points of Reference". In the first section (Chapter 9.1), we will talk about the individual contributions that have been compiled for this handbook and how they were developed. Essentially, this is the work of three work groups. In the second section (Chapter 9.2), we will talk about the synthesis of the different contributions into CPR, particularly in regards to the consensus-building in this process.

This chapter is also dedicated to acknowledging the many contributions to this handbook and thanking our partners for the efforts they have made to realize this large endeavour.

9.1. Sharing – Individual Contributions in NICE 1

Beginning in 2009, we have undertaken strong efforts in NICE to generate and share common knowledge on the higher education of CGC professionals in Europe. Three thematic work package (WP) groups were set up to investigate this topic from different perspectives:

- WP 1 concentrated on the theme of "Transparency, Quality and Comparability of Study Programmes",
- WP 2 looked at "New Themes, New Challenges – Innovation in Career Guidance and Counselling", and
- WP 3 "Tools of Impact for Teaching and Training in Academic Career Guidance Degree Programmes".

The cooperation and contributions of these groups in regards to the NICE Handbook will be briefly outlined in the following sub-chapters. Additionally, we want to express our gratitude to the partners of NICE who organised the three annual conferences in Chapter 9.1.4.

Transparency, Quality and Comparability of Study Programmes (WP 1)

The members of WP 1 concentrated on the theme of "Transparency, Quality and Comparability of Study Programmes". They collected information on existing degree programmes in Europe, and compared and analysed these programmes in detail. This way all members of NICE could win an overview of the higher education landscape in our field, including the central contents of curricula, and typical setups of such programmes (e.g. academic cycles, number of semesters, and role of internships). This knowledge was particularly important in order to gain an understanding of our common ground in NICE. Additionally, it will be very valuable in supporting the exchange of staff and students within our network in the future, and to promote the convergence in our field.

Here we would like to express our gratitude to Bernd-Joachim Ertelt and Andreas Frey for their leadership of WP 1, particularly to Bernd-Joachim Ertelt who also acted as one of the editors of this handbook, and strongly engaged himself for setting up NICE and developing all of the CPR. Also, we would like to thank Laura Gressnerová and Ivan Prelovský who organised a WP 1 workshop in Bratislava, Barbara Mnich who undertook a first comparative analysis of study programmes in Europe and presented it in Chestochowa, Clinton Enoch who undertook the statistical analysis of the data won from the first survey with the support of Mathias Klohn, Alisa Zillmann who supported the qualitative analysis of the degree programmes, and Peter

Weber and Johannes Katsarov, who worked together with Bernd-Joachim Ertelt in finalizing the WP 1 contribution to this handbook (Chapter 6).

Next to them, different members of WP 1 came together at different occasions to clarify the strategic goals of the work group, to work out the large questionnaire for the first survey, to support the development of some of the CPR, and discuss further research needs. Specifically, we would like to thank (in alphabetical order): Salim Atay, Cristina Ceinos, Banu Cirakoglu, Valérie Cohen-Scali, Elena Fernández, Zuzana Freibergova, Rebeca Garcia, Andrzej Gofron, Joanna Gorna, Lenka Hloušková, Alain Kokosowski, Lijana Navickiene, Sasa Niklanovic, Violetta Podgorna, Kestutis Pukelis, Jean-Jacques Ruppert, Mirosław Skowroński, Luis Sobrado, Stefanos Spaneas, and Emil Stan. Furthermore, many other partners contributed to the data collection undertaken by WP 1, as well as degree programme coordinators outside of our network, whom we would also like to thank.

Innovation in Career Guidance and Counselling (WP 2)

In WP 2 the focus was on understanding "New Themes, New Challenges – Innovation in Career Guidance and Counselling". The members of this group dedicated themselves to exchanging and systemizing themes, concepts and knowledge that are currently relevant or new to our field and could become relevant training contents now or in the near future. The value of this effort is in inspiring innovation regarding the contents of degree programme and for all of us to gain a broad perspective of how our field might develop. Additionally, the work of WP 2 strengthens the connection of higher education in career guidance and counselling with state-of-the-art research – a dimension which is of high importance for the development of our unique subject and the emerging profession.

Here we would like to first express our gratitude to Jean-Pierre Dauwalder and Jean Guichard, who lead WP 2 with support from Laura Nota and Jacques Pouyaud, all of whom committed themselves to the collection of innovative themes in many ways, including the moderation of several workshops, and the collection and systemization of innovative concepts and tools. Jean-Pierre Dauwalder and Jean Guichard also took on leading roles in developing the NICE Professional Roles and the NICE Core Competences, in particular through extensive conceptive work before the Heidelberg Conference. Furthermore, we would like to thank Hazel Reid for representing WP 2 in the Editing Team, and for moderating a final workshop of the group in Jyväskylä, as well as Jacques Pouyaud and Johannes Katsarov for pulling together the various contributions to this handbook which can be found in Chapter 8. A big thank you also goes to Salvatore Soresi, Laura Nota, Lea Ferrari and Teresa Sgaramella for enabling a joint workshop of WP 2 and WP 1 during their conference "Vocational Designing and Career Counselling: Challenges and New Horizons" in Padua in 2011.

Finally, we would like to thank the many contributors of WP 2, who brought in their expertise and research on innovative themes in various ways, particularly in a collection of innovative tools, in research presentations at the Heidelberg Conference, and in the form of contributions to Chapter 9 of this handbook. Next to the people mentioned above, we would like to thank (in alphabetical order): Katerina Argyropoulou, Barbara Bassot, Eva Clot-Siegrist, Valérie Cohen-Scali, Nikos Drosos, Maria Duarte, Sif Einarsdóttir, Bernd-Joachim Ertelt, Laura Gressnerová, Jaana Kettunen, István Kiss, Koorosh Massoudi, Peter Plant, Ivan Prelovský, Karin Raková, Wouter Reynaert, Jerome Rossier, Jean-Jacques Ruppert, Christiane Schiersmann, Despoina Sidiropoulou-Dimakakou, Štefan Vendel, Annelies van Vianen, Guðbjörg Vilhjálmsdóttir, Raimo Vuorinen, and Peter Weber.

Teaching and Training in Academic CGC Degree Programmes (WP 3)

WP 3 dealt with "Tools of Impact for Teaching and Training in Academic Career Guidance Degree Programmes". The members of this group collected and systemized effective and innovative approaches to teaching, learning and assessment. Additionally, they looked at resources which can be used for teaching, learning and assessment, and what competences teachers and trainers in the higher education of CGC professionals have in Europe. This research has given all of us with new ideas for the development of our teaching and assessment practice, as well as the overall quality development of our programmes. Furthermore it offers many points of reference for further cooperation on this topic (see Chapter 10).

The first person who we would like to extend a big thank you to is Rachel Mulvey. As the leader of WP 3, she provided a great role-model for shared leadership and team building from the beginning, made several contributions, and supported the Editing Team in putting together the NICE Handbook. Next, we would like to express our gratitude to the various members of WP 3 who prepared contributions to Chapter 7 of this handbook, based on a range of research efforts and who worked together very enthusiastically joy in several workshops in London, during conferences as well as online (in alphabetical order): Graham Allan, Sif Einarsdóttir, Nelica la Gro, Jukka Lerkkanen, Janet Moffett, Monika Petermandl, and Jan Woldendorp. Gratitude is also owed to Nelica la Gro, Peter Weber and Monika Kukyte, who strongly supported the coordinating of the work group in many different ways, in particular by organizing live meetings, online workshops, and online resources. Furthermore, we would like to thank a number of other network members who actively supported WP 3 at various occasions (in alphabetical order): Kendra Gilbert, Laura Gressnerová, Ivan Prelovský, Sauli Puukari, Ties Sweyen and Anda Zvigule.

A big thank you also goes to the various members of NICE who participated in the different research activities of WP 3, for example by contributing fruitful methods for teaching and learning, suggestions for helpful teaching resources, information on their assessment practices, or on their personal qualifications.

Annual Conferences

Here we would like to shortly thank three teams of people who enabled the annual conferences of our network, which were highly important for the development of a cooperative atmosphere, the development of many new concepts and ideas, and the emergence of a sense of community in NICE:

- The Czestochowa Conference in 2010 was particularly enabled through Joanna Gorna and her team from the Jan Długosz University of Czestochowa, together with Bernd-Joachim Ertelt.
- The Heidelberg Conference in 2011 was hosted and organized through Christiane Schiersmann, Peter Weber, Clinton Enoch, Johannes Katsarov and Monika Kukyte and their team from the Heidelberg University. A big thank you also goes to Ronald Sultana for his energizing key note during this conference.
- In 2012, the Jyväskylä Conference was jointly organised by Raimo Vuorinen, Jukka Lerkkanen, Jaana Kettunen, Riita Virttanen and their teams at the University of Jyväskylä (Finnish Institute of Educational Research) and the JAMK University of Applied Sciences.

9.2. Integrating – Development of Common Points of Reference

The work on this handbook began in May 2011 as the central objective of WP 4 "Tuning Handbook". Similar to the activities of the other WP groups, we collaborated strongly through conferences, workshops, as well as online meetings and other forms of virtual communication.

Beginning to develop a concept for the NICE Handbook marked an important transition in the development of our network though. The first one and a half years of networking were about getting to know each other, gaining an overview, and exchanging ideas. With the work on a joint publication our mode of cooperation started shifting towards integration, i.e. finding common ground and making it explicit, developing consensus and agreement in important questions, and developing shared ideas.

In the following we will shortly illustrate how four common points of reference (CPR) were developed in NICE 1: The NICE Professional Roles (NPR), the NICE Core Competences (NCC) in Chapter 4, the NICE Curriculum in Chapter 5, and the NICE Tuning Framework from Chapter 3. Then we will briefly talk about the final phase of editing the handbook.

Developing the NICE Professional Roles and the NICE Core Competences

As a starting point for future collaboration in the academic training of CGC professionals, we decided to describe a nucleus of generic professional roles (NPR) which resemble the profession of CGC professionals in Europe, as well as core competences (NCC) which CGC professionals need to develop for their practice now and in the near future.

The NPR and the NCC were developed through the members of NICE between May 2011 and July 2012. The process of developing, validating and improving this concept was a highly interactive learning experience for all people involved. In the beginning, the aim was 'only' to define the core competences which CGC professionals need to develop for successful performance in their profession. This goal was set by the members of the NICE Steering Committee as a central milestone for writing the NICE Handbook, shortly before the Heidelberg Conference in 2011. The goal of defining professional roles emerged at a later point in time.

The process began at the Heidelberg Conference in May 2011. At a joint workshop, the members of WP 1 "Transparency, Quality and Comparability of Study Programmes" and WP 2 "New Themes, new Challenges – Innovation in Career Guidance and Counselling" discussed first ideas on what the nucleus of core competences should be. Both work groups had already pulled together substantial knowledge for this task, including comparisons of various competence frameworks and empirical studies.

Under the leadership of Jean-Pierre Dauwalder, Bernd-Joachim Ertelt and Jean Guichard different ideas were generated and evaluated on how such core competences could be structured and which aspects they should comprise. This fruitful discussion of approximately 40 experts reflected diverse views in the network which were debated in full before a consensus was reached. On the one hand, it became clear through this discussion that various perspectives existed in our network regarding the competences that CGC professionals needed to develop. On the other hand, different understandings of competence existed.

After the conference, the leaders of WP 4 "Tuning Handbook" (Christiane Schiersmann, Peter Weber and Johannes Katsarov) began developing concepts which could support finding a network-wide consensus in the relevant questions, taking a detailed analysis of the discussion into account. On the one hand, they prepared an input on how career guidance and counselling has been understood from the perspective of EU policy-making, i.e. what political expectations were associated with career guidance and counselling at the time. On the other hand, they drafted a first definition of competence. These papers were shared with all members of the network and feedback was collected, in order to understand further open points. Further developed versions of these papers are now found in Chapters 2 and 3 of the NICE Handbook.

In the next step, the leaders of WP 1, WP 2 and WP 4 developed a first version of the NCC shortly before a NICE workshop in Padua in September 2011. Integrating most of the suggestions coming from the first discussion in Heidelberg, as well as the European policy perspective, five core competences were suggested to the participants of the workshop: Career Education, Career Guidance, Career Counselling, Social Systems Interventions and Programme & Service Management[1]. This concept appealed to all present partners and found consensus, although some thoughts were voiced on how missing aspects could still be integrated into the model. In particular, this concept included the "traditional" fields of career guidance and counselling, i.e. the act of teaching people about how to deal with the world of work (Career Education), the act of providing people with advice and information on choosing particular vocations (Career Guidance), and the act of supporting people on making complex career decisions (Career Counselling). In addition, this model suggested that a core sphere of CGC professionals' action lies in dealing with the environments of their clients, i.e. in making a difference in social systems (e.g. communities, families and organisations). Also, the fact that many activities of CGC professionals are of managerial nature, lead to incorporating Programme & Service Management in the model.[2]

With the workshop in Padua, the actual work on the Tuning Handbook began, lead through the editors. It was also at the workshop in Padua that the Editing Team was formed, so it also included representatives of the three WP's. Next to the 'Heidelberg Team' (Christiane Schiersmann, Peter Weber and Johannes Katsarov), Rachel Mulvey joined the team for WP 3, Hazel Reid joined the team representing the perspective of WP 2, and Bernd-Joachim Ertelt came in from WP 1.

As the core competences were still a very high level concept after the workshop in Padua, the editors decided to ask a Master's student of the Heidelberg University to analyse several existing competence frameworks and show how they are represented in the NCC. The central idea was that the core competences needed to be operationalized: in a new academic field such as career guidance and counselling, where many different and partially contrary definitions and understandings of such central terms as 'guidance' exist, all users need to be clear about what is meant by each core competence and which aspects are located where. Through her comparative analysis, Eva Dörr identified significant gaps in the first model of the core competences. A discussion of the different deficiencies showed that the five core competences fully neglected the self-organisation of the CGC professionals themselves. The model didn't bear such fundamentally important aspects as reflexivity, continuous learning or critical thinking. In addition, the analysis clearly showed that some aspects, such as the "development and maintenance of professional relationships", had arbitrarily been associated with particular core competences (in this case with Career Counselling), while they were also highly important for several NCC.

1 "Career Guidance" was later renamed to "Career Information & Assessment". "Social Systems Interventions" were later renamed to "Social Systems Interventions & Development".

2 A detailed discussion of the theoretical concepts underlying our choice of professional roles can be found at the end of Chapter 4.1.

Becoming aware of these gaps, the editors of the Tuning Handbook decided to fill the identified gaps through a sixth NCC, called Professionalism, and reorganized the system of the core competences adequately. This proposal was shared with all partners of the network in March 2012. In the following months, the core competences were used as a basis for developing the NICE Curriculum (Chapter 5). Necessarily, while working out learning outcomes based on the set of core competences, additional inaccuracies and gaps were identified in the competence framework, for example regarding the position of placement services. Through the process of working out modules for each of the core competences collaboratively, the descriptions of the NCC were thus again refined, before a preliminary version of the NICE Handbook was sent to all partners and an external evaluator in May 2012.

The Jyväskylä Conference in June 2012 brought further developments of the framework with it. On the one hand, the external evaluator, Raoul van Esbroeck, observed in his interim evaluation that the distinction of professional roles, functions and competences in our framework wasn't yet clear enough. This observation coincided strongly with the work of the task group was developing the NICE Tuning Framework (Chapter 3). For this reason, a revision of the concept was suggested and ratified at the Jyväskylä Conference. We agreed that we needed to define a distinct set of professional roles (NPR) on the one hand and of core competences (NCC) on the other hand; with the core competences being based on the sum of the NPR as our understanding of the function of the CGC profession.

A key feature of this agreement was that the NPR should be formulated in the form of task profiles, while the core competences ought to be formulated in a performance- and action-oriented way. For this reason, Chapter 4.1 introduces the NPR, from which the NCC are deducted in Chapter 4.2. At the Jyväskylä Conference, the NPR were also discussed and edited in other ways. One of the most important decisions was to rename the NPR "Career Guide" to "Career Information & Assessment Expert". Through this decision we want to avoid misunderstandings between the umbrella term of career guidance, and the more distinct professional role of supporting clients through expertise in applying information and assessment systems. On the other hand, we decided to keep the other umbrella term "Career Counselling" and the professional role "Career Counsellor" due to the specific connotation of this role on an open discourse with clients in order to support them in decision making.

Development of the NICE Curriculum

The modules described in Chapter 5 have been developed on the basis of all of the knowledge which has been put together in the prior chapters of this handbook: Firstly, the detailed comparison of the NCC with other competence frameworks (Appendix 1) gave us many clues about what needed to be included. Secondly, the analysis of existing degree programmes in chapter 6 provided a sound basis for getting an impression of the curriculum contents that are already in place in the programmes of different partners. Furthermore, the work of WP 3 provided

us with a high degree of knowledge on methods of teaching, learning and assessment used by members of NICE. And finally, chapter 8 on innovative developments for CGC programmes provided much inspiration in terms of important new concepts.

For describing the modules, we chose to take a three-phased approach. We began writing the modules in small teams before the Jyväskylä Conference in June 2012, starting with the Competence-Modules C1-5 and the Professionalism-Module P1. We decided that the description of the K-Modules should come at the end of the process. This way we could identify the necessary transversal/ fundamental knowledge to fill these three categories more easily, and limited to what is actually needed to act competently in regards to the NCC, i.e. on the content of the modules C1-5 and P1. What we wanted to avoid was a collection of themes so general that their relevance for competent CGC professionals was at the best vague.

Under the leadership of the relevant editors for the NICE Modules (Bernd-Joachim Ertelt, Johannes Katsarov, and Peter Weber), each of the six modules was described by a team of at least two experts from NICE who come from different disciplinary backgrounds (e.g. psychology and human resource management, or education and anthropology). In particular, we would like to thank Hazel Reid and Barbara Bassot here for their first draft of a module (presented at the workshop in Padua), and Rie Thomsen for her support in the development of the final structure of the modules and her leading role in developing the module on Social Systems Interventions & Development. Furthermore, we would like to thank Lea Ferrari, Laura Nota, Salvatore Soresi and Teresa Sgaramella for their leading roles in developing the module on Career Education, Sif Einarsdóttir, Hazel Reid, Barbara Bassot and Jean Guichard for their inputs to the Professionalism Module, Annelies van Vianen, Rachel Mulvey and Jaana Kettunen for their support in developing the module on Programme & Service Management, and Roberta Piazza for her inputs to the module on Career Information & Assessment.

In the next step, these six module descriptions were aligned through the responsible editors, who also drafted the K-Modules in this step, by extracting the fundamental/ transversal knowledge components from the modules. This phase was also used to integrate transversally important attitudes and values which had been defined for the different C-Modules in the Professionalism Module P1.

The drafted nine modules were then sent to all members of NICE one month in advance of the Jyväskylä Conference to allow everyone a detailed reflection of the concepts and a critical view on the module contents. Based on drafts of the NCC-Modules, we then organized six parallel workshops during the Jyväskylä Conference, where all partners of NICE were given the possibility to co-author the module descriptions. The modules were directly edited during the workshops in agreement with all the workshop participants. Additionally, a workshop was organised where interested NICE members debated the central concepts of the NICE Handbook: This discussion primarily focused on the concepts of the NPR and the NCC though; the concept of the NICE Curriculum found full support in the network immediately. At this point, we would like to thank all of the participants of the Jyväskylä Conference for their co-development of the NICE Curriculum: The module workshop brought about very valuable inputs for the final editing of the NICE Curriculum, for instance the new name of the NCC Career Information & Assessment (originally “Career Guidance”).

Development of the NICE Tuning Framework

The development of the different CPR was closely coordinated with a continuous development of the NICE Tuning Framework in Chapter 3. For their contributions to the development of this theoretical framework, their frequent feedback and contributions to the integration of the different CPR we would like to thank Johannes Katsarov, Kestutis Pukelis, Christiane Schiersmann, Rie Thomsen, and Peter Weber. Furthermore, we would like to thank Elena Fernandez and Luis Sobrado for supporting this group in putting together the glossary.

Essentially, the idea of a NICE Tuning Framework as a framework for developing CPR evolved from various insights that accompanied the process of developing the CPR. This process began after the Heidelberg Conference in 2011 when an analysis of our discussions on core competences showed that we needed a common understanding of what competences are, and that we needed to make some kind of reference to the function of the CGC profession and the roles of such professionals. Soon it also became clear that further concepts would need to be developed, and we began to figure out that we needed a theoretical framework for bringing the different concepts into a coherent structure. While our initial idea had been to develop a glossary of central terms and negotiate their definitions in the network, we soon realized that the use of different terms needed to follow a precise purpose. Out of this reason, our newly formed ‘glossary group’ shifted its main purpose to writing a theoretical framework and defining suitable concepts and terminology within this framework; for the purpose of systemizing the entire NICE Handbook.

This work called for many discussions of the ‘traditional’ Tuning approach, the European Qualification Framework, the understanding of professionalism, roles and competences. In the end, we hope that we have developed a framework which – although it may not (yet) be perfect – brings our different products into a logical order, offers some degree of clarity, and avoids unnecessary misunderstandings.

As readers of Chapter 3 have probably also registered, the NICE Tuning Framework has already been developed to address some of the tasks which we want to take on in the future of NICE. In the following chapter, we will give a short overview of how we want to continue working with and on the NICE Handbook in “NICE 2”.

Editing the NICE Handbook

The editing of the NICE Handbook already began long before the Jyväskylä Conference. In particular, the editors (Christiane Schiersmann, Bernd-Joachim Ertelt, Johannes Katsarov, Rachel Mulvey, Hazel Reid and Peter Weber) discussed and set several central objectives in two telephone conferences in early 2012. The members of the network were continuously informed about the concept and the planned structure, and also provided with guidelines for writing early on.

In preparation of the Jyväskylä Conference in June 2012, first steps were then undertaken to compile a preliminary version of the NICE Handbook, including first drafts of the different chapters. Additionally, the editors searched for an external evaluator, who would also provide an intermediate feedback on the NICE Handbook at the conference, and developed a catalogue of objectives for the handbook which ought to be evaluated. In April, we had the great joy of winning Raoul van Esbroeck to take on this role; whom we would also like to thank very much: Based on the preliminary version of the NICE Handbook, he provided us with extensive and highly constructive feedback and raised our awareness for various aspects which we hadn't given appropriate consideration yet.

Shortly before and during the Jyväskylä Conference, the Editing Team spent quite some time working together and preparing several presentations and various "Tuning Workshop" for the conference. In particular, responsibilities for writing and reviewing were shared, so that each chapter and contribution received several loops of feedback in the final editing process. One of the largest and unforeseen challenges here was to revise the concept of the NICE Core Competences just a few days before the conference on the basis of feedback from Raoul van Esbroeck and advice from the group in charge of developing the NICE Tuning Framework (above all Kestutis Pukelis). The proposal of introducing the NICE Professional Roles as an additional concept (see Chapter 4) surely came as a big surprise to the members of the network, but was well received and embraced immediately. Next to the editors with their various contributions at the Jyväskylä Conference in terms of moderation and inputs, we would additionally like to thank Sif Einarsdóttir very much for her support in the moderation of a large workshop.

Finally, in the period from June to September 2012, the editors worked hand in hand to put the different chapters and contributions from all authors and work groups together. At the end of July, a two day face to face meeting of the editors in Heidelberg was very fruitful: Here we thoroughly discussed the structure and goals of the handbook, how it would be published, and jointly reviewed various sections. Throughout the entire editing process it was at first hand Johannes Katsarov who led and managed the process with a remarkable power of endurance, tirelessly communicating with all partners and contributors until the book was finalized and all details had been checked twice. Thanks to Sonya Katsarova's extraordinary efforts, the NICE Handbook then finally received its sophisticated design.

10

Looking Forward: NICE 2

In jointly looking for answers to shared questions, we have come a far way in NICE 1. We have gotten a good impression of academic training in career guidance and counselling in Europe, of trends and development in our field, and reflected many aspects of fruitful practice in the academic training of CGC professionals. Furthermore we have identified common points of reference (CPR) in terms of the NICE Professional Roles (NPR), the NICE Core Competences (NCC), and the NICE Curriculum. The NICE Handbook holds and systemizes almost all of our products now.

All together, the achievements found in this handbook will be an important fundament for our further cooperation in NICE over the coming three years. The European Commission has approved an additional period of funding for our network from October 2012 to September 2015. This will allow us to build sustainable network structures, work on further products, test them and share them with a wider audience.

One of our central goals for NICE 2 is to develop the NICE Handbook further. Here, we have several objectives, which we will realize in a three-phased approach: The first one and a half years, we will work together in various groups, in developing a couple of additional CPR which we consider particularly important for higher education in career guidance and counselling. An example is our objective of defining competence levels for the NCC at the EQF levels 6, 7 and 8 (academic cycles: Bachelor, Master, and PhD) and combining them with level descriptors for the resource requirements (affective, behavioural, and cognitive resources).

Additionally, we will design instruments and approaches on the basis of existing and new CPR through which these can be used to develop different quality aspects of degree programmes in career guidance and counselling. A good example here is our ambition to develop an online database of methods for teaching, learning and assessment in the academic training of CGC professionals. This database will be grounded on the framework provided in Chapter 7 and aligned with the NICE Curriculum, also in order to support the mobility of students and staff in our network.

The following year will be dedicated to testing the different tools and applying them in our practice. Based on a systematic quality development approach, we will support each other in small teams to improve the quality of different aspects of our degree programmes. The results of this action research, as well as the newly developed, validated and refined CPR and quality development tools will then be published in a revised second edition of the NICE Handbook at the end of NICE 2.

For more up-to-date information, please visit our homepage at www.nice-network.eu.

Appendix

Appendix 1: The NICE Core Competences in Comparison with other National and International Competence Frameworks

Johannes Katsarov, Eva Dörr and Peter C. Weber

In this section, the NICE Core Competences (NCC) are systematically compared with existing competence frameworks for the field of career guidance and counselling. In this relatively new academic field, where many different and partially contrary definitions and understandings of such central terms as 'guidance' still exist, all users of the NCC need to have a common understanding about what is meant by each core competence and which aspects are located where. Such an understanding may be deepened through reading this analysis.

For people who have already been working with other frameworks in the past, the setup of the NCC and the different use of vocabulary may pose questions. This detailed comparison aims at providing clarity and orientation, where the various aspects of different frameworks can be found in the NICE competence framework.

A prior version of this comparison from Eva Dörr was used to operationalize and evaluate the NCC, and to provide inputs for the NICE Curriculum (see Chapter 9). Since then, we have actualized the comparison several times, using it for defining the sub-competences and in the development of the NICE Curriculum. The systematic comparison reflects the following international and national competence frameworks:

- BeQu (2011): Kompetenzprofil für Beratende. Offener Koordinierungsprozesses Qualitätsentwicklung in der Beratung in Bildung, Beruf und Beschäftigung: Berlin/Heidelberg
- CEDEFOP (2009): Professionalising Career Guidance. Practitioner competences and qualification routes in Europe. CEDEFOP: Luxembourg
- Dauwalder, J.P. (2011): The different competences required from counsellors of life and career development. Analysis of the University of Lausanne
- IAEVG (2003): International Competences for Educational and Vocational Guidance Practitioners. Approved by the General Assembly, September 2003: Bern
- ENTO (2006): National Occupational Standards for Advice and Guidance. Employment National Training Organisation (ENTO): Leicester

In conducting this analysis we would like to stress that this comparison is work in progress, especially since not all relevant and available models have been considered yet. Also, we are aware of other comparisons that have been undertaken, for instance by Reid (2007) , Schiersmann et al (2008) , and in the CEDEFOP publication listed above.

General remarks

The original comparative analysis of the different competence frameworks was undertaken from an 'outside perspective'. Instead of looking at the different competence frameworks from the perspective of another framework, for instance the NCC, all frameworks were analysed in an unbiased way. The analysis focused on identifying similarities and differences and aimed at discovering generic categories of competences in career guidance and counselling.

Through this analysis, four generic categories of competences could be identified and differentiated in each framework; regardless of the particular understanding of competence, the understanding of career counselling and guidance, or the role of the CGC professionals themselves:

- Competences regarding the performance of CGC processes in direct client interaction,
- Competences regarding the organization of CGC services,
- Competences regarding the social environment of the CGC organisation, and
- Competences regarding the general professionalism of CGC practitioners.

The six NCC come very close to these four categories, with three of the NCC basically equalling the final three categories. Unlike some other frameworks (e.g. BeQu, 2011, or CEDEFOP, 2009), the NICE framework distinguished three core competences in the first category though: Career Education, Career Information & Assessment, and Career Counselling. Therefore, for providing a detailed comparison of the NCC, we have subdivided the first category into three sections associated with these three NCC. While this increases the clarity of the NCC, we would like to mention that through this approach the other models cannot necessarily be displayed in a coherent way. For instance, procedural approaches to defining competences, as suggested e.g. in BeQu (2011) and Dauwalder (2011), are dismantled: Competences that build on each other may be attributed to different NCC.

We would like to highlight that in some cases it wasn't easy to directly allocate competences from other frameworks to the NCC. This was the case for several reasons: On the one hand, the different frameworks vary in their perspectives. The nature of the NCC – dividing client-related interactions into three core competences – has lead to some redundancies or tough decisions in the attribution of some competences. Additionally, the definition of competence varies strongly between the different frameworks. For example, in the IAEVG (2003) and CEDEFOP (2009) frameworks, knowledge is understood as a particular type of competences (cognitive competences), while in the NICE and BeQu (2011) frameworks, knowledge is considered a prerequisite for competence (but not a competence in itself).

Last but not least, we would like to encourage readers to investigate the tables on the following pages: In comparing the different frameworks, we have become aware of very different conceptions of what career guidance and counselling are about, and won many insights. And of course we are thankful for encouraging and/or critical feedback on this comparison.

1. Framework Contents relating to the NCC Career Education				
BeQu (2011)	**CEDEFOP (2009)**	**Dauwalder (2011)**	**IAEVG (2003)**	**ENTO (2006)**
R1: Embracing knowledge on career- and work-related questions R2: Embracing knowledge on personality development G1: Considering knowledge on the societal environment	**Working with clients:** 2.1: Undertake career development activities 2.4: Develop and deliver career learning programs 2.6: Facilitate entry into learning and work	**G Conceiving and proposing modules of education and consolidation** G1: Conceiving and planning the session G2: Informing about the frame of reference and about the objectives G3: Animating sessions G4: Evaluating the global process of animation/ education	C11: Demonstrate knowledge of lifelong career development 2.1: Demonstrate concern for students' potential and the skills to facilitate its achievement 2.2: Guide individuals and groups of students to develop educational plans 2.7: Motivate and help students to take part in international exchange programs 2.9: Assist teachers to improve teaching methodologies 2.10: Assist teachers to implement guidance within the curriculum 3.8: Knowledge of career planning materials and computer-based career information systems, the Internet, and other online resources 3.9: Skills to use these career development resources and techniques appropriately 3.10: Skills to use career development resources designed to meet the needs of specific groups 6.7: Skills to coordinate and stimulate the student's creativity to build their own programs (studies and work) 10.1: Coach clients in work search strategies	24: Integrate Careers Education Guidance within the curriculum 27: Facilitate learning in groups

2. Framework Contents relating to the NCC Career Information & Assessment

BeQu (2011)	CEDEFOP (2009)	Dauwalder (2011)	IAEVG (2003)	ENTO (2006)
P3: Situational Analysis and Clarifying of Resources R1: Embracing knowledge on career- and work-related questions R2: Embracing knowledge on personality development R3: Consider-ring clients' social environments R4: Dealing with diversity G1: Consider-ring knowledge on the societal environment	2.1: Undertake career development activities 2.2: Enable access to information 2.3: Conduct and enable assessment 2.6: Facilitate entry into learning and work	**C Diagnosing/ Evaluating** C1: Identifying the dimension to investiga-te C2: Choosing the appropriate evaluation methods C3: Ensuring the optimal conditions to effect an unfailing diagnosis C4: Evaluating and interpreting the results C5: Communicating the results to the user C6: Integrating the information in the process of consultation **D Informing** D1: Clarify information needs D2: Researching and exploiting the relevant sources of information D3: Choosing and transmitting the information relevant for the specific needs of the user D4: Proposing adequate methods for the research of information D5: Verifying the integration of the information in the project of the user		

on & Assessment

BeQu (2011)	CEDEFOP (2009)	Dauwalder (2011)	IAEVG (2003)	ENTO (2006)
			1.1: Conceptualize and diagnose clients' needs based on different assessment tools and techniques 1.2: Use the data derived from assessment appropriately and according to the situation 1.3 Identify situations requiring referral to specialized services 1.6 Conduct a needs assessment of the clients' contexts 3.7: Knowledge of state and local referral services or agencies for job, financial, social and personal issues 5.1: Knowledge of legislation, pertaining to education, training, and work at local, national and international level 5.2: Knowledge of equivalence of degrees and professional qualifications obtained in different countries 5.7: Use information technologies to provide educational and occupational information 5.8: Assist clients to access and use educational and occupational information in a meaningful way 10.2.: Use of the Internet in the job search process 10.3.: Present work opportunities to clients and facilitate their appropriate job selection 10.7: Match individuals to particular vacancies in employ-ment, education or training	

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IAEVG (2003)	ENTO (2006)
2.1: Assist students in their decision making process 2.2: Assist students to improve their self-awareness 2.3: Assist students in their course selection 2.4: Assist students to overcome learning difficulties 3.1: Knowledge of career developmental issues and the dynamics of vocational behavior 3.4: Knowledge of decision making and transition models to prepare and plan for transitional stages 3.5: Identify influencing factors (family, friends, educational and financial opportunities) and biased attitudes (that stereotype others by gender, race, age and culture) in career decision making 3.6: Assist individuals in setting goals, identifying strategies to reach them, and continually reassess their goals, values, interest and career decisions 3.11: Help clients to build their career and life project 4.2: Demonstrate empathy, respect and a constructive relationship with the client 4.3: Use individual counselling techniques 4.4: Use group counselling techniques 4.5: Address the needs of at-risk students 4.6: Assist clients in: prevention of personal problems, personality development, personal problem solving, decision making, sexual identity, social skills, health education, use of leisure time 4.7: Help clients to develop a personal life plan 4.8: Detection and referral of cases to other specialized service 4.1: Understand the main factors related to the personal development of clients and the dynamics of their individual behavior 10.6.: Follow-up on placement suggestions 10.8.: Support clients with employment maintenance	5: Assist advice and guidance clients to decide on a course of action 6: Prepare clients through advice and guidance for the implemen-tation of a course of action 7: Assist clients through advice through advice and guidance to review their achievement of a course of action

3. Framework Contents relating to the NCC Career Counselling

BeQu (2011)	CEDEFOP (2009)	Dauwalder (2011)	IAEVG (2003)	ENTO (2006)
Ü1: Focusing on clients P2: Clarifying the request and agreeing on a contract P3: Situational analysis and clarifying of resources P4: Developing a prospect of resolution R4: Dealing with diversity	2.1: Undertake career development activities	**A Counselling** A1: Clarifying user's demand A2: Defining the objectives A3: Fixing a framework and a contract of intervention A4: Ensuring the concerted service A5: Evaluating the process continuously **B Interviewing** B1: Coming to know available information and the state of the consultation process B2: Conducting the interview B3: Making a synthesis B4: Deciding which intervention to apply B5: Updating the dossier of guiding interviews **E Animating a session** E1: Clarifying the needs of the participants E2: Determining the contents E3: Applying appropriate methods of animation E4: Guiding the process considering the group dynamics E5: Verifying the integration of the results in the projects of the participants (sessions) **F Guidance/ Coaching** F1: Summarizing the client's overall situation F2: Establishing a plan of action F3: Guiding and supporting the person in the process F4: Evaluating the progress		

4. Framework Contents relating to the NCC Programme & Service Management

BeQu (2011)	CEDEFOP (2009)	Dauwalder (2011)	IAEVG (2003)	ENTO (2006)
Ü2: Creating transparency of offers and processes Ü4: Engaging in quality development 01: Initiating the development of a vision/ mission statement and strategy 02: Designing the formal organization and processes 03: Developing organisational culture 04: Keeping the resources in mind P2: Clarifying the request and agreeing on a contract	3.1: Manage opportunity information services 3.3: Manage own caseload and maintain user records 3.4: Design and implement strategies for career development 3.6: Engage in research and evaluation	**A Counselling** A1: Clarifying user's demand A2: Defining the objectives A3: Fixing a framework and a contract of intervention A4: Ensuring the concerted service A5: Evaluating the process continuously **J Conducting a project** J1: Clarifying the objectives J2: Developing an action plan J3: Guiding projects based on proven standards J4: Evaluating project advancement J5: Communicating project results J6: Ensuring the practical impact **L Quality assurance** L1: Defining measurement criteria L2: Collecting information L3: Analyzing, interpreting and discussing the results L4: Verifying the effects of the taken measures	C5: Skills to design, implement and evaluate guidance and counselling programs and interventions C10: Skills to cooperate effectively in a team of professionals 1.5 Maintain up-to-date listings of referral sources 3.2: Demonstrate knowledge of pertinent legal factors and their implications for career development 3.3: Plan, design and implement lifelong career development programs and interventions 5.3: Collect, organize, disseminate and provide up-to-date career, educational and personal/social information 7.6: Evaluate guidance programs and interventions, applying up-to date techniques and program evaluation models 8.1: Identify target populations 8.2: Conduct needs assessment 8.3: Inventory resources relevant to program implementation 8.5: Promote community awareness of programs/ services 8.6: Manage programs and interventions 8.7: Evaluate effectiveness of the interventions 8.8: Use results to effect program enhancement by recommending institutional/agency improvements 8.9: Skills to organize and manage the educational, counseling, guidance and placement services 8.10: Manage and supervise personnel 8.11: Promote staff development	14: Manage personal case load 17: Provide support for other practitioners 19: Undertake research for the service and its clients 20: Design information materials 21: Provide and maintain information materials 22: Promote the position of CEG within the larger organization 23: Identify the contribution of CEG to the achievement of the larger organisation´s values, aims and objectives 26: Negotiate and maintain service agreements

5. Framework Contents relating to the NCC Social Systems Interventions & Development

BeQu (2011)	CEDEFOP (2009)	Dauwalder (2011)	IAEVG (2003)	ENTO (2006)
05: Working and interacting with the social context R3: Considering clients´ social environments	2.5: Make referrals and provide advocacy 2.6: Facilitate entry into learning and work 3.2: Operate within networks and build partnerships 3.5: Engage with stakeholders	**I Communicating on related themes** I1: Referring to subjects of actuality in the life and career development I2: Choosing the strategy, the content and the form of the communication I3: Transmitting the information I4: Evaluating the effect of the message **K Networking** K1: Identifying the resource persons K2: Defining and negotiating the type of collaboration K3: Developing an efficient collaboration K4: Evaluating the quality of the collaboration	1.4 Facilitate effective referral by means of initiating contacts between referral sources and individuals 2.8: Consult with parents on their children's educational progress and development 6.1: Consult with parents, teachers, tutors, social workers, administrators and other agents to enhance their work with students 6.2: Demonstrate interpersonal skills needed to create and maintain consultation relationships, goals, and desired behavior change 6.3: Demonstrate skills in working with organizations 6.4: Interpret and explain concepts and new information effectively 6.5: Coordinate school and community personnel to bring together resources for students 6.6: Use an effective referral process for assisting students and others to use special programs, services, and networks 9.1: Skills to develop relationships with key community partners 9.2: Conduct analysis of human and material resources 9.3: Conduct needs assessment of the community 9.4: Work with the community to effectively use these resources to meet their needs 9.5: Work with community to develop, implement, and evaluate action plans to address economic, social, educational & employment goals 9.6: Work with local, national and international resource networks for educational and vocational guidance 10.4: Liaison with employers and with education and training providers to obtain information on the opportunities they offer 10.5: Consult with policy makers	8: Advocate for clients 9: Prepare to represent clients in formal proceedings 10: Present cases for clients in formal proceedings 11: Negotiate for clients 12: Liaise with other services 13: Enable clients to access referral opportunities 18: Operate within networks 25: Promote CEG within the community 28: Prepare and set up mediation 29: Stage the mediation process 30: Manage the process of mediation

6. Framework Contents relating to the NCC Professionalism				
	BeQu (2011)	CEDEFOP (2009)	Dauwalder (2011)	IAEVG (2003)	ENTO (2006)
	B: (Self-) reflexivity of CGC-related actions Ü1: Focus on clients Ü2: Creating transparency of offers and processes Ü3: Acting in accord with ethical principles P1: Creating a sound relationship R4: Dealing with diversity G2: Considering societal goals of counselling	1.1: Ethical practice 1.2: Recognize and respond to clients diverse needs 1.3: Integrate theory and research into practice 1.4: Develop one´s own capabilities and understand any limitations 1.5: Communication and facilitation skills 1.6: Information and communication technologies 3.7: Update own skills and knowledge	**H: Research competences** H1: Identify and describing the relevant question H2: Defining research methodology H3: Gathering facts H4: Analyzing and interpreting facts H5: Drawing conclusions H6: Communicating results H7: Integrating results in practice **Social and personal competences** M1: Self-evaluation M2: Perfecting oneself M3: Refreshing ones specific knowledge M4: Maintaining personal equilibrium M5: Ensuring flexibility and adaptability M6: Creating a relation M7: Creating a climate of confidence M8: Adapting to different target groups M9: Being available for the client M10: Dealing with stress and conflicts M14: Ensuring initiative and creativity M15: Communicating with aptitude	C1: Demonstrate appropriate ethical behavior and professional conduct in the fulfilment of roles and responsibilities C2: Demonstrate advocacy and leadership in advancing clients learning, career development and personal concerns C3: Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations C4: Integrate theory and research into practice in guidance, career development, counselling, and consultation C6: Demonstrate awareness of own capacity and limitations C7: Ability to communicate effectively with colleagues or clients, using the appropriate level of language C8: Knowledge of updated information on educational, training, employment trends, labor market, and social issues C9: Social and cross-cultural sensitiveness C11: Demonstrate knowledge of lifelong career development process 6.8: Skills to build up a good image as a professional 7.1: Knowledge of research methodologies, data gathering and analysis techniques. 7.2: Promote research projects in relation to guidance and counselling 7.3: Use presentation methods to report the outcomes of the research 7.4: Interpret the results of this research 7.5: Integrate the results of this research into the guidance and counselling practice 7.7: Keep up-to date with current research findings 8.4: Knowledge about relevant current literature, trends and issues	1: Establish communication with clients 2: Support clients to make use of the advice and guidance service 3: Develop interactions with clients 4: Interact with clients using a range of media 15: Review own contribution to the service 16: Evaluate and develop own contribution to the service

Appendix 2: Related European Projects

Leonardo da Vinci-Projects			
Transnational Vocational Counselling	**TVC**	**PL,** AT, DE, HU	2001 - 2004
Modular Distance Learning for European Mobility Career Counsellors	**MODILE-EUROCARCO**	**SK,** CZ, DE, ES, IR	2001 - 2004
European Curriculum Guidelines for Lifelong Vocational Counselling in the Line with the Challenges of EU Enlargement	**LLVC**	**LT,** DE, DK	2002 - 2004
Distance Counselling - a catalogue of methods for vocational distance counselling including a training manual and a training concept	**DC**	**DE,** A, CZ, FL, CH, HU, PL, RO, SK	2001 - 2004
Quality Manual for Educational and Vocational Counselling	**MEVOC**	**AT,** DE, IT, LN, PL, RO, UK	2003 - 2006
ICT-Skills for Guidance Counsellors	**ICT**	**IT,** DE, ES, RO, UK	2002 - 2004
Qualification Modules for Counsellors	**Brain Drain - Brain Gain**	**DE,** BG, L, PL, SK, TR, UK	2007 - 2010
Erasmus Projects			
Development and Implementation of Common Bachelor's Degree Programme in the European Context	**DICBDPEC**	**SK,** CY, DE, EE, ES, HR, PL, UK	2010 - 2013

Glossary[1]

The following glossary comprises terms used in the NICE Handbook in a standardized way. Many of the terms reflect the common language which we have tried to develop in NICE through the NICE Tuning Framework and through our collaboration on identifying common points of reference (CPR) regarding the professional roles and the competences of CGC professionals. Thus, this glossary doesn't include any terminology which isn't explicitly defined in Chapters 1 to 5.

If you are seeking a glossary of commonly agreed terminology in the field of career guidance and counselling in Europe, we would advise you to consult the ELGPN glossary which will be available online through the network's homepage in early 2013.

Academic cycles	Through the Bologna Process, three consecutive academic cycles are being standardized around Europe, meaning that Bachelor's, Master's and PhD level degree programmes build on each other. In terms of the EQF, the academic cycles are associated with the EQF levels 6, 7 and 8.
Academic disciplines	Cognitive and social entities/ institutions in the world of science that have historically grown and change with time, see Chapter 4.
Affective resources	Psychosocial resources that bring about the motivation and volition (individual will) of professionals to do the right thing. Important types of affective resources are internalised values and attitudes of professionals, see Chapter 3.
Agency	A sense of agency commits people to processes of changing and adapting in order to live up to their professional identity. For professions, where a high degree of self-organisation is important to maintain high professional standards, professionals' development of a sense of agency is highly important, see Chapter 4.1. A related concept which we don't use in the NICE Handbook is that of a 'professional mission'.
Behavioural resources	Behavioural resources are frequently referred to as skills or know-how. They are action-oriented psychosocial resources and are based on practice in doing something. Physical and cognitive skills can be differentiated, and reflexivity is considered a cognitive skill in the NICE Tuning Framework, see Chapter 3.
Cognitive resources	Psychosocial resources which mainly reflect knowledge that people have and can use to find solutions to specific questions or problems. Cognitive resources go beyond information (who, what, when) and comprise the understanding of theories (why, how), see Chapter 3.
Career Counselling	One of the NCC: Career Counselling describes the core competence of CGC professionals to support their clients in understanding their situations, in working towards solutions and in making decisions through the use of ideographic and reflective methods.
Career Counsellor	One of the NPR: The Career Counsellor supports individuals in understanding their situations, so as to work through issues towards solutions.
Career Education	One of the NCC: Career Education describes the core competence of CGC professionals to teach and train people to develop the career management competences they need for managing education, training and career transitions.
Career Educator	One of the NPR: The Career Educator supports people in developing their own career management competences.
Career Guidance and Counselling	In NICE we have agreed to generally refer to "career guidance and counselling" (CGC) as a fixed term for the description of our field of research and higher education and professional training.
Career Information & Assessment	One of the NCC: Career Information & Assessment describes the core competence of CGC professionals to support people in assessing their personal characteristics and needs and connecting them with information on opportunities and requirements in labour and education markets.
Career Information & Assessment Expert	One of the NPR: The Career Information & Assessment Expert supports people in assessing their personal characteristics and needs, then connecting them with the labour market and education systems.
Career management competences	The competences which people need in order to shape their lives autonomously and to plan and create their educational paths and their work lives on their own, see Chapter 2.
CEDEFOP	European Centre for the Development of Vocational Training
CGC	Career Guidance and Counselling
CGC Professional	One of the NPR: The Career Guidance and Counselling Professional adopts professional values and ethical standards in practice, develops and regulates relationships appropriately, engages in continuous learning and critical thinking, and advocates for the profession. The CGC Professional role anchors professionals in their practice; therefore professionalism is depicted as the fundamental and unifying role concept, which pulls together all NPR into the professional function of CGC professionals, see Chapter 4.1.
C-Modules	See: Competence Modules

1 The glossary draws on work done by Johannes Katsarov, Elena Fernandez, Kestutis Pukelis, Christiane Schiersmann, Luis Sobrado, Rie Thomsen, and Peter C. Weber.

Common points of reference (CPR)	In NICE we understand CPR in the academic training of CGC professionals as a particular form of standards which provide orientation for higher education institutions, while not inhibiting their freedom to provide the individual, tailor-made study programmes, which best fit the needs of their relevant stakeholders, see Chapter 4.
Competence	The ability of people to meet complex demands in particular situations, drawing upon adequate psychosocial resources in a reflective manner, see Chapter 3.
Competence-based learning	The aim of competence-based learning is to enable students to develop the competences which they need for their professions, see Chapter 3.
Competence level	For awarding certificates, competence-based degree programmes combine learning outcomes in terms of competences (e.g. NCC) with level descriptors, see Chapter 3. Following the EQF, it makes sense to define competence levels for higher education at EQF levels 6, 7 and 8 (in relation to the three academic cycles).
Competence Modules	The NICE Curriculum involves five C-Modules, each of which describes learning outcomes directly associated with one of the five NCC Career Education, Career Information & Assessment, Career Counselling, Programme & Service Management, and Social Systems Interventions & Development (see Chapter 5).
Core Competences	The central competences which professionals need to perform successfully in their professional roles, see Chapter 4.2.
CPR	Common points of reference
Credit Point	See: ECTS
Discipline	See: Academic discipline
ECTS	Degree programmes in Europe award credit points to students based on the European Credit Transfer System (ECTS) to increase transparency and comparability between degrees in European member states. The use of this credit accumulation and transfer system also encourages the modularisation of degree programmes and generally aims at enabling more flexibility in higher education (e.g. in terms of learning mobility).
EQF	European Qualification Framework
ELGPN	European Lifelong Guidance Policy Network
EU	European Union
Expert systems	Abstract institutions which are based on highly specialized knowledge, and carried through professions.
Generic competences	The definition of general academic competences is a typical feature of the 'traditional' Tuning approach, see Chapter 3. In the NICE Tuning Framework, we define core competences only, and don't distinguish between generic and subject-specific competences.
HEI	Higher Education Institutions

IAEVG	International Association for Educational and Vocational Guidance
ICT	Information and Communication Technology
K-Modules	See: Knowledge Modules
Knowledge Modules	The NICE Curriculum involves three K-Modules, which describes learning outcomes in terms of cognitive resources that are transversally important for several of the NCC (see Chapter 5). The K-Modules don't involve the description of affective or behavioural resources, nor of competences: Such learning outcomes are collected in the Professionalism Module.
Learning outcomes	Learning outcomes are statements of what learners know, understand, and are able to do upon completion of a particular learning process. Through the description of learning outcomes, degree programmes and qualifications are supposed to become understandable and comparable (see Chapter 3). In the NICE Curriculum, learning outcomes for the academic training of CGC professionals are determined in terms of competences and in terms of relevant resource requirements.
Level descriptors	Competence-oriented degree programmes are generally directed towards ensuring that their graduates have achieved a certain competence level. For this purpose, learning outcomes in terms of competences and resource requirements are combined with level descriptors
Level of competence	See: Competence level
Lifelong guidance	The provision of CGC services to all members of society at all stages of their careers, see Chapter 2
Lifelong learning	The continuous education of all people in terms of citizenship and employability, see Chapter 2
LMI	Labour Market Information
NCC	See: NICE Core Competences
NICE	Network for Innovation in Career Guidance and Counselling in Europe
NICE Core Competences (NCC)	The central competences which CGC professionals need to perform successfully in the NPR, see Chapter 4.2.
NICE Curriculum	In the NICE Curriculum, learning outcomes in terms of competences and resource requirements are combined with suggestions for teaching, learning and assessment methods in nine modules (see Chapter 5).
NICE Professional Roles (NPR)	The NPR as professional roles together represent what we consider to be the professional function of CGC professionals across Europe, thus resembling the central professionals challenges which need to be met by CGC professionals; see Chapter 4.1. To live up to their professional function, all CGC professionals should be able to perform in each of the NPR to a greater or lesser extent, and consider all of them as part of their professional identity.

NICE Tuning Framework	A framework for developing degree programmes in career guidance and counselling, see Chapter 3.
NICE 1	First phase of network development funded by the European Commission from 2009 to 2012, see Chapter 9.
NICE 2	Second phase of network development funded by the European Commission from 2012 to 2015, see Chapter 10.
NPR	See: NICE Professional Roles
OECD	Organisation for Economic Co-operation and Development
PES	Public Employment Service
P-Module	See: Professionalism Module
Profession	A profession is a special type of vocation with a particularly strong system of knowledge and a strong collective orientation. Professions develop standards for evaluating and controlling performance in their fields autonomously, particularly through a research-based education and being organized in professional associations (see Chapter 3).
Professional identity	Part of our understanding of professions is that they regulate themselves autonomously, through the interaction of professionals. This necessitates that professionals have internalized a sense of agency, including professional values and attitudes, the accumulation of which we call a professional identity (see Chapters 3 and 4.1). A related concept, which we don't use in the NICE Handbook is that of a 'professional mission'.
Professional role	Specific clusters of expectations (roles) associated with a particular profession, which together make up the professional function (see Chapters 3 and 4.1).
Professional function	The overall function associated with members of a particular profession, which itself may be composed of a variety of professional roles (see Chapter 3). The concept of professional functions is closely associated with a three-level understanding of professions, in which the existence of 'functional roles' is of high importance.
Professionalism	One of the NCC: Professionalism describes the core competence of CGC professionals to adopt professional values and ethical standards in all roles of their practice, to develop and regulate relationships professionally, to engage in continuous learning and critical thinking, and to advocate for their profession. The NCC Professionalism relates directly to the NPR of the CGC Professional, and includes a sense of agency and the development of a professional identity.
Professionalism Module	The NICE Curriculum involves one P-Module, which describes learning outcomes directly associated with the NCC Professionalism, as well as competences, affective and behavioural resources which are transversally important for all of the NCC (see Chapter 5).

Programme & Service Management	One of the NCC: Programme & Service Management describes the core competence of CGC professionals to ensure and develop the quality of their organisations' services.
Programme & Service Manager	One of the NPR: The Programme & Service Manager ensures the quality and delivery of CGC organisations' services.
Psychosocial resources	Affective, behavioural, and cognitive resources are considered to be relevant categories of psychosocial resources for competence, see Chapter 3.
Reflexivity	A particularly important behavioural resource; the cognitive skill to make sense of unknown/ non-routine situations and apply or adapt relevant (psychosocial) resources to cope with these situations successfully, see Chapter 3. The concept is also further elaborated upon in Chapter 8.
Resource	See: Psychosocial resources
Resource requirements	Learning outcomes which are determined in terms of psychosocial resources needed for performance, and which break down competences into their 'ingredients'.
Role	Clusters of expectations that are attached to people's behaviour in a particular society, in regard to one of their positions, e.g. in an organization, family or community, see Chapter 4.1.
Social Systems Interventions & Development	One of the NCC: Social Systems Interventions & Development describes the core competence of CGC professionals to support their clients by making a difference in education and work related environments (preventatively and in crisis management) through networking, consultation and advocacy.
Social Systems Intervener & Developer	One of the NPR: The Social Systems Intervener & Developer supports clients (even) in crisis and works to change systems for the better.
Sub-competences	Each of the NCC is operationalized in terms of several sub-competences, i.e. the high-level core competences are operationalized through more concrete competences (see Chapter 4.2).
Task profile	The concept of task profiles comes from the field of human resource management and is a common approach for describing role expectations, see Chapter 4.1.
VET	Vocational Education and Training
Work package (WP)	During NICE 1, content-related work was organised in four work packages (see Chapter 9).
WP	See: Work package

Partners of NICE from 2009 to 2012

- Heidelberg University (Germany)
- University of Applied Labour Studies Mannheim (Germany)
- University of Economics Varna (Bulgaria)
- Czech National Training Fund (Czech Republic)
- Masaryk University (Czech Republic)
- Aarhus University (Denmark)
- Foundation for Lifelong Learning Development INNOVE (Estonia)
- National and Kapodestrian University of Athens (Greece)
- University of Santiago de Compostela (Spain)
- National Conservatory of Arts and Crafts - Institute INETOP (France)
- University of Lausanne (Switzerland)
- University of Padua (Italy)
- University of Catania (Italy)
- University of Nicosia (Cyprus)
- Latvia University of Agriculture (Latvia)
- Vytautas Magnus University (Lithuania)
- Applied Vocational Psychology and Policy Research Unit Luxembourg (Luxembourg)
- Eötvös Loránd University ELTE (Hungary)
- University of Jyväskylä - Finnish Institute of Educational Research (Finland)
- University of Amsterdam (Netherlands)
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- Jan Długosz University Czestochowa (Poland)
- University of Wrocław (Poland)
- University of Lisbon (Portugal)
- Petroleum-Gas University of Ploiesti (Romania)
- Career Consulting, Sasa Niklanovič (Slovenia)
- Slovak University of Technology (Slovakia)
- University of Presov (Slovakia)
- University of Jyväskylä (Finland)
- JAMK University of Applied Sciences (Finland)
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- Marmara University (Turkey)
- CREDIJ Paris (France)

NICE

Network for Innovation in Career Guidance & Counselling in Europe

The training of highly competent professionals in career guidance and counselling (CGC) is becoming increasingly important in Europe. But what do such CGC professionals need to be able to do, in order to support individuals, organisations and communities in dealing with complex career-related challenges? And how can special degree programmes be set up for the training of such professionals?

With this handbook, the Network for Innovation in Career Guidance and Counselling in Europe (NICE) offers an academic perspective on the future of higher education for CGC professionals in Europe. In the NICE Handbook, readers will find scientifically based arguments for training such professionals in higher education institutions, a vision of which core competences CGC professionals will need in the future, and a framework for designing and developing degree programmes in career guidance and counselling.

These products are offered behind the background of a detailed analysis of academic training in Europe, its structures, contents and approaches, as well as an outlook on innovative themes to be covered in degree programmes. Finally, the handbook describes the network NICE and how its partners from 28 countries worked together in the past years, to develop common ideas for the higher education in career guidance and counselling.

Education and Culture DG
Lifelong Learning Programme