

**NICE HANDBOOK**  
for the  
**Academic Training of Career  
Guidance and Counselling  
Professionals**

**Common Points of Reference**



**NICE**

NETWORK FOR INNOVATION IN  
CAREER GUIDANCE & COUNSELLING IN EUROPE

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**Edited by**

**Christiane Schiersmann, Bernd-Joachim Ertelt,**

**Johannes Katsarov, Rachel Mulvey, Hazel Reid & Peter Weber**



NETWORK FOR INNOVATION IN  
CAREER GUIDANCE & COUNSELLING IN EUROPE

# IMPRINT

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Edited by:  
Prof. Dr. Christiane Schiersmann, Prof. Dr. Bernd-Joachim Ertelt, Johannes Katsarov,  
Prof. Dr. Rachel Mulvey, Dr. Hazel Reid, and Peter C. Weber

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## EDITORIAL

Dear Readers,

This handbook for the academic training of [career guidance and counselling](#)<sup>1</sup> 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](#)<sup>2</sup> 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.

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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, 27<sup>th</sup> of July, 2012

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# GOALS AND STRUCTURE OF THE NICE HANDBOOK

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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 multidisciplinary 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](http://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

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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<sup>1</sup>

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.

<sup>1</sup> 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 led 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 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**<sup>2</sup> 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-

<sup>2</sup> 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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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<sup>1</sup>

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.

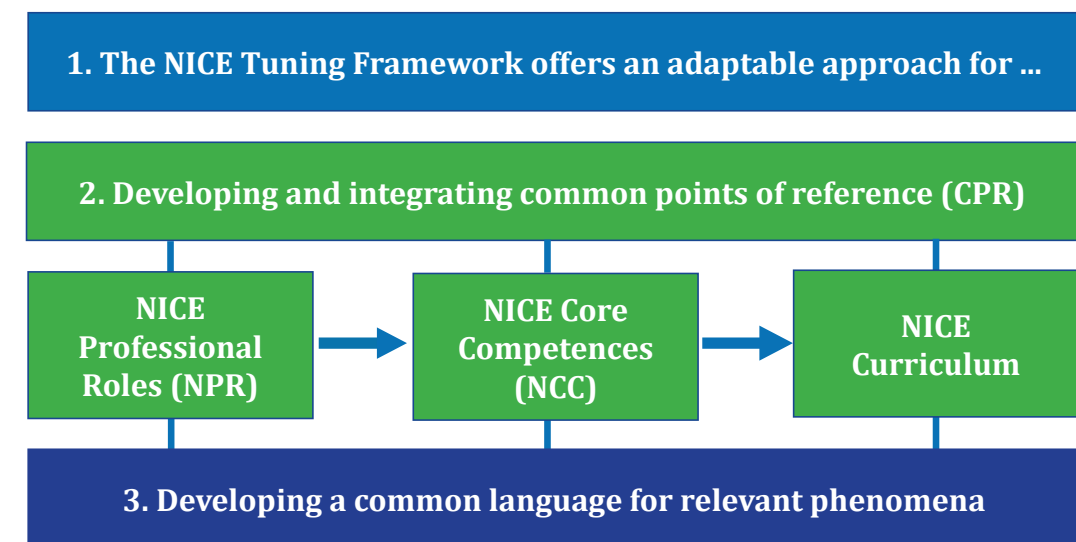


Image 3.1: NICE Tuning Framework, © NICE 2012

<sup>1</sup> 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<sup>2</sup> 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’:<sup>3</sup>

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

<sup>3</sup> Unlike this handbook, the DeSeCo-Project refers to ‘competencies’ (sg. ‘Competency’). To avoid confusion, we

*“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**<sup>4</sup> 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<sup>5</sup>, 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:

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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.

<sup>4</sup> 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.

<sup>5</sup> 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.

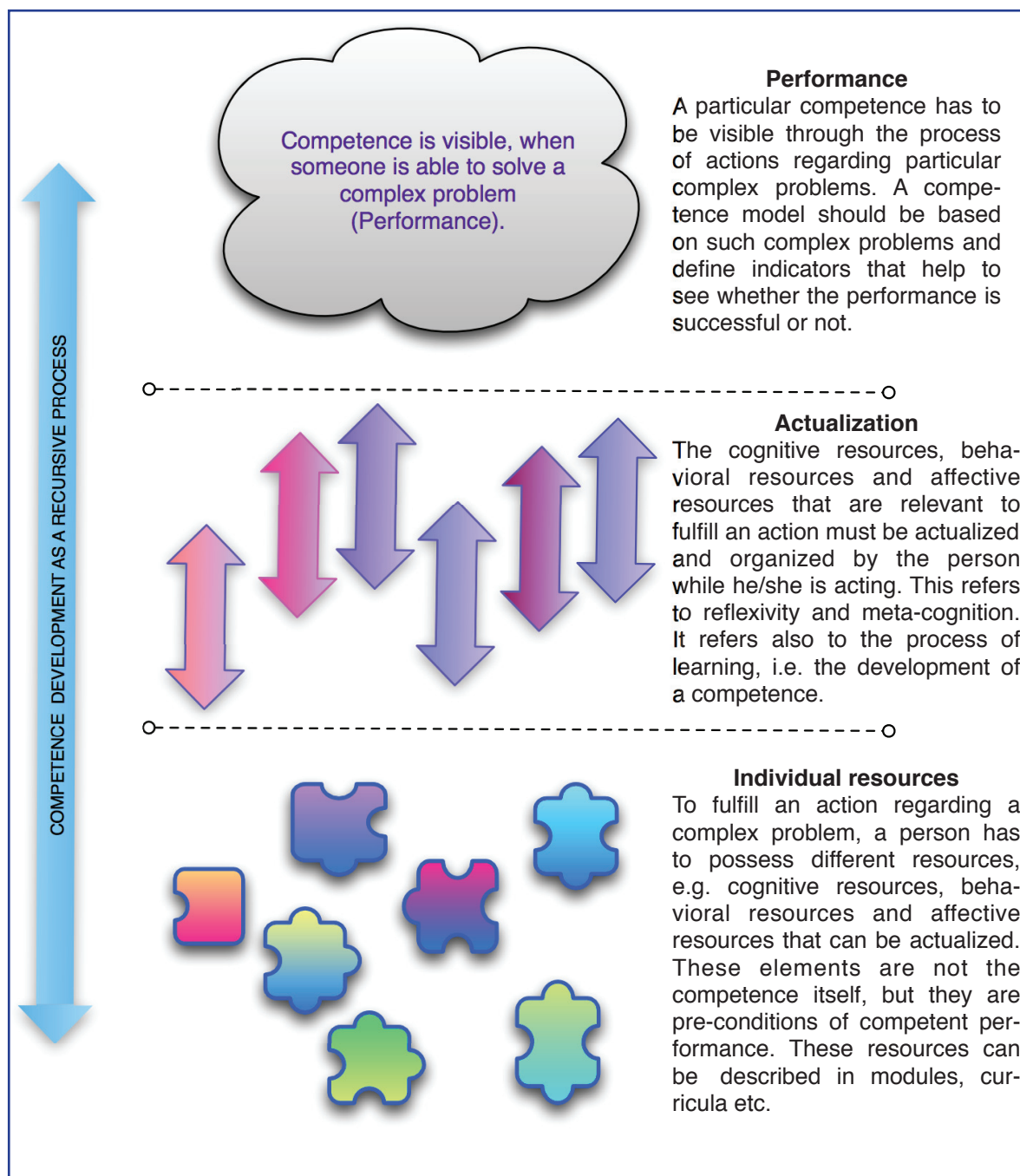


Image 3.2: Competence Development Concept, Source: Peter Weber, 2012

## 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)<sup>1</sup>

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.

<sup>1</sup> 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.

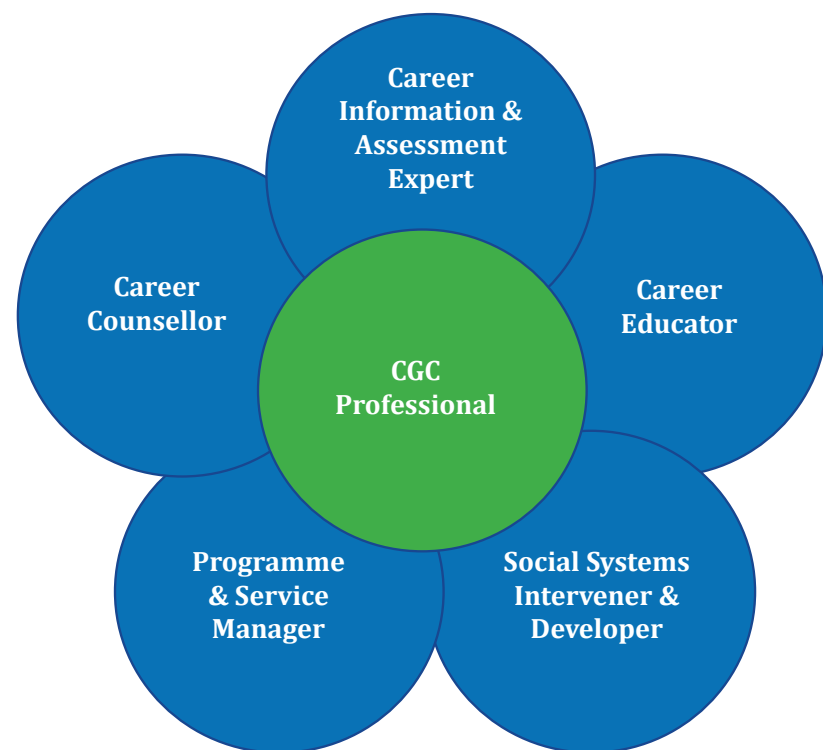


Image 4.1: NICE Professional Roles, © NICE 2012

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 rationale 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 conducive 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 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 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 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.

### 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.

### 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.



## 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 and 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**

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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<sup>1</sup> 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).<sup>2</sup> 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.)<sup>3</sup>.

The first six modules of the NICE Curriculum which directly refer to the NCC comprise five **Competence Modules (C-Modules)** and one **Professionalism Module (P-Module)**. They are followed by three **Knowledge 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,” 9<sup>th</sup> 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 Knowledge 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.

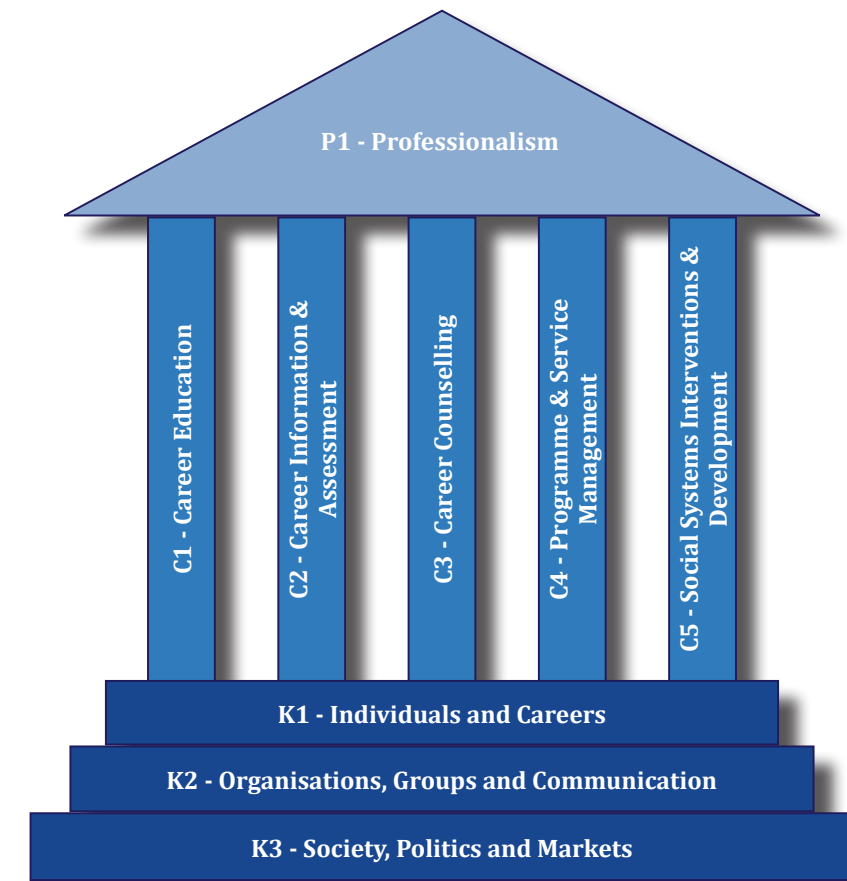


Image 5.1: NICE Curriculum, © NICE 2012

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 innerorganisational 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 "interview" / "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)

# GLOSSARY<sup>1</sup>

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 <a href="#">EQF</a> , 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	<a href="#">Psychosocial resources</a> 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 <a href="#">professional identity</a> . 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 <a href="#">psychosocial resources</a> and are based on practice in doing something. Physical and cognitive skills can be differentiated, and <a href="#">reflexivity</a> is considered a cognitive skill in the NICE Tuning Framework, see Chapter 3.

<sup>1</sup> The glossary draws on work done by Johannes Katsarov, Elena Fernandez, Kestutis Pukelis, Christiane Schiersmann, Luis Sobrado, Rie Thomsen, and Peter C. Weber.

Cognitive resources	<a href="#">Psychosocial resources</a> 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 <a href="#">NCC</a> : Career Counselling describes the <a href="#">core competence</a> 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 <a href="#">NPR</a> : The Career Counsellor supports individuals in understanding their situations, so as to work through issues towards solutions.
Career Education	One of the <a href="#">NCC</a> : Career Education describes the <a href="#">core competence</a> of CGC professionals to teach and train people to develop the <a href="#">career management competences</a> they need for managing education, training and career transitions.
Career Educator	One of the <a href="#">NPR</a> : The Career Educator supports people in developing their own <a href="#">career management competences</a> .
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 <a href="#">NCC</a> : Career Information & Assessment describes the <a href="#">core competence</a> 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 <a href="#">NPR</a> : 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 <a href="#">competences</a> 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 <a href="#">NPR</a> : 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 <a href="#">role</a> anchors professionals in their practice; therefore <a href="#">professionalism</a> is depicted as the fundamental and unifying role concept, which pulls together all NPR into the <a href="#">professional function</a> of CGC professionals, see Chapter 4.1.
C-Modules	See: <a href="#">Competence Modules</a>

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: <a href="#">NICE Professional Roles</a>
OECD	Organisation for Economic Co-operation and Development
PES	Public Employment Service
P-Module	See: <a href="#">Professionalism Module</a>
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 <a href="#">professions</a> is that they regulate themselves autonomously, through the interaction of professionals. This necessitates that professionals have internalized a sense of <a href="#">agency</a> , 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 ( <a href="#">roles</a> ) associated with a particular <a href="#">profession</a> , which together make up the <a href="#">professional function</a> (see Chapters 3 and 4.1).
Professional function	The overall function associated with members of a particular <a href="#">profession</a> , which itself may be composed of a variety of <a href="#">professional roles</a> (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 <a href="#">NCC</a> : Professionalism describes the <a href="#">core competence</a> of CGC professionals to adopt professional values and ethical standards in all <a href="#">roles</a> of their practice, to develop and regulate relationships professionally, to engage in continuous learning and critical thinking, and to advocate for their profession. The <a href="#">NCC Professionalism</a> relates directly to the <a href="#">NPR</a> of the <a href="#">CGC Professional</a> , and includes a sense of <a href="#">agency</a> and the development of a <a href="#">professional identity</a> .
Professionalism Module	The <a href="#">NICE Curriculum</a> involves one P-Module, which describes <a href="#">learning outcomes</a> directly associated with the <a href="#">NCC Professionalism</a> , as well as <a href="#">competences</a> , <a href="#">affective and behavioural resources</a> which are transversally important for all of the <a href="#">NCC</a> (see Chapter 5).

Programme & Service Management	One of the <a href="#">NCC</a> : Programme & Service Management describes the <a href="#">core competence</a> of CGC professionals to ensure and develop the quality of their organisations' services.
Programme & Service Manager	One of the <a href="#">NPR</a> : The Programme & Service Manager ensures the quality and delivery of CGC organisations' services.
Psychosocial resources	<a href="#">Affective, behavioural, and cognitive resources</a> are considered to be relevant categories of psychosocial resources for <a href="#">competence</a> , see Chapter 3.
Reflexivity	A particularly important <a href="#">behavioural resource</a> ; the cognitive skill to make sense of unknown/ non-routine situations and apply or adapt relevant ( <a href="#">psychosocial</a> ) <a href="#">resources</a> to cope with these situations successfully, see Chapter 3. The concept is also further elaborated upon in Chapter 8.
Resource	See: <a href="#">Psychosocial resources</a>
Resource requirements	<a href="#">Learning outcomes</a> which are determined in terms of <a href="#">psychosocial resources</a> needed for performance, and which break down <a href="#">competences</a> 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 <a href="#">NCC</a> : Social Systems Interventions & Development describes the <a href="#">core competence</a> 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 <a href="#">NPR</a> : The Social Systems Intervener & Developer supports clients (even) in crisis and works to change systems for the better.
Sub-competences	Each of the <a href="#">NCC</a> is operationalized in terms of several sub-competences, i.e. the high-level <a href="#">core competences</a> are operationalized through more concrete <a href="#">competences</a> (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 <a href="#">NICE 1</a> , content-related work was organised in four work packages (see Chapter 9).
WP	See: <a href="#">Work package</a>

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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 short version of the 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.



Education and Culture DG

Lifelong Learning Programme