



# **Coming to European Competence Standards for the Practice of Career Guidance and Counselling**

**Johannes Katsarov, Jukka Lerkkanen,  
Jacques Pouyaud, and Kestutis Pukelis**

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- 1. Purposes and Goals of the European Competence Standards**  
*(Johannes Katsarov)*
- 2. Professional Functions and Measurable Competences – Central Definitions** *(Professor Kestutis Pukelis)*
- 3. Three Types of Career Professionals and Three Levels of Competence** *(Dr Jukka Lerkkanen)*
- 4. Objectives of the Workshop at the Canterbury Summit** *(Dr Jacques Pouyaud)*

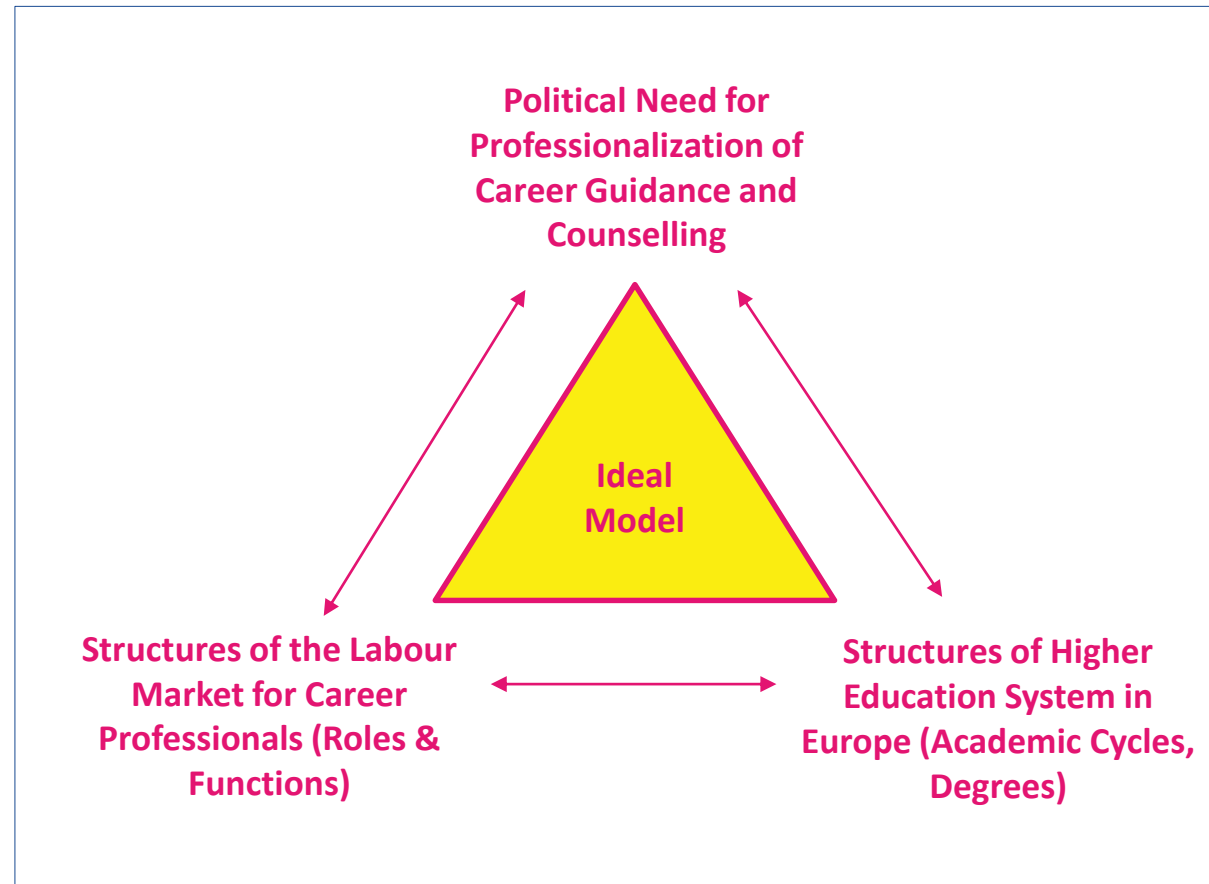


- Help to **establish career guidance and counselling** as a recognized profession around Europe; a common **professional identity** of career professionals
- **Assure the competence** of career professionals around Europe, including people in supportive roles, as well as the **quality of (initial + further) training**
- Support the **mutual recognition of qualifications** and the **recognition of prior learning** in the field of career guidance and counselling, and **improve basis for international cooperation** and mobility in training and practice



For the development of competence standards, which will be accepted and used in practice, training and policy, we need a **consistent framework** of high quality.

- The **major challenge** lies in developing a model, which is relevant for the labour market for CGC professionals, which links to the logic of higher education systems, and which fosters professionalization.
- These three dimensions can be understood as the corners of a **perfect triangle**: It is very challenging to define a model, which relates to all of them in a balanced way.



- We need a **comprehensive and concise statement** about the **core tasks** of career professionals, which can be communicated well to lay-persons → what should people be able to expect from every person called a “career guidance counsellor”?
- We need a system which can offer a **sensible differentiation** between fully dedicated “career counsellors”, people dealing with career-related questions as part of other roles, and people in “specialist positions”
- We need a **transparent and coherent framework** of **measurable** and **comparative** competence levels
- The competences need to be **meaningful** in relation to the most central professional challenges related to the career profession and center on **performance** in dealing with such challenges



We distinguish between two aspects in our basic framework:

5 Professional Roles which Career Professionals work in:



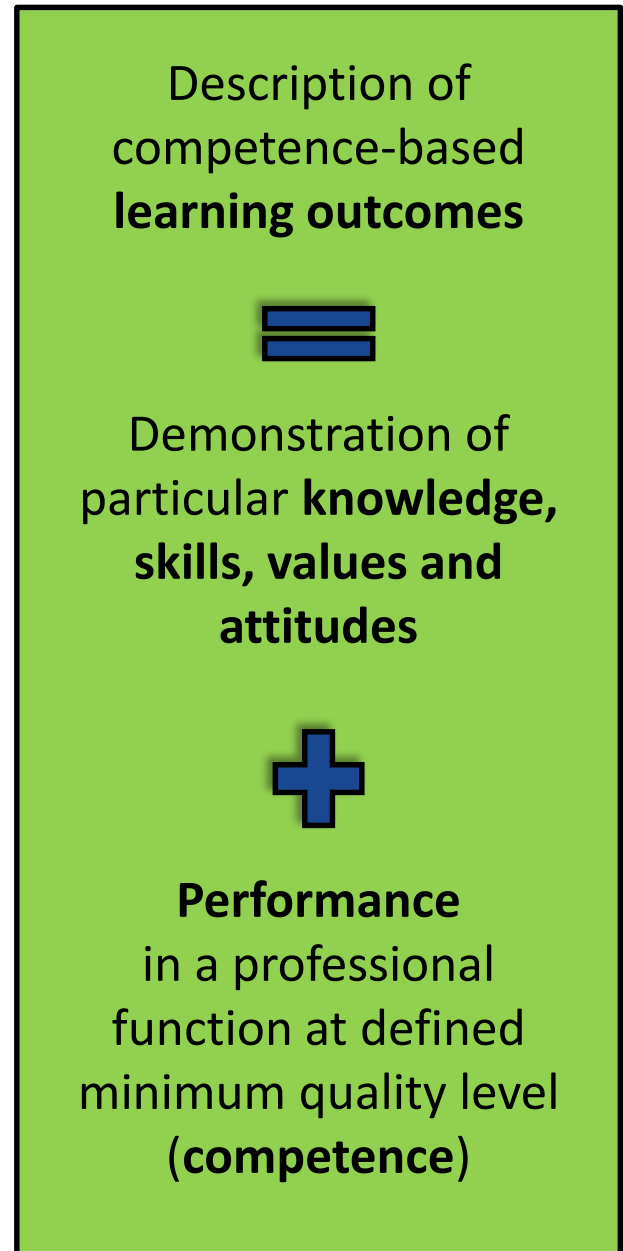
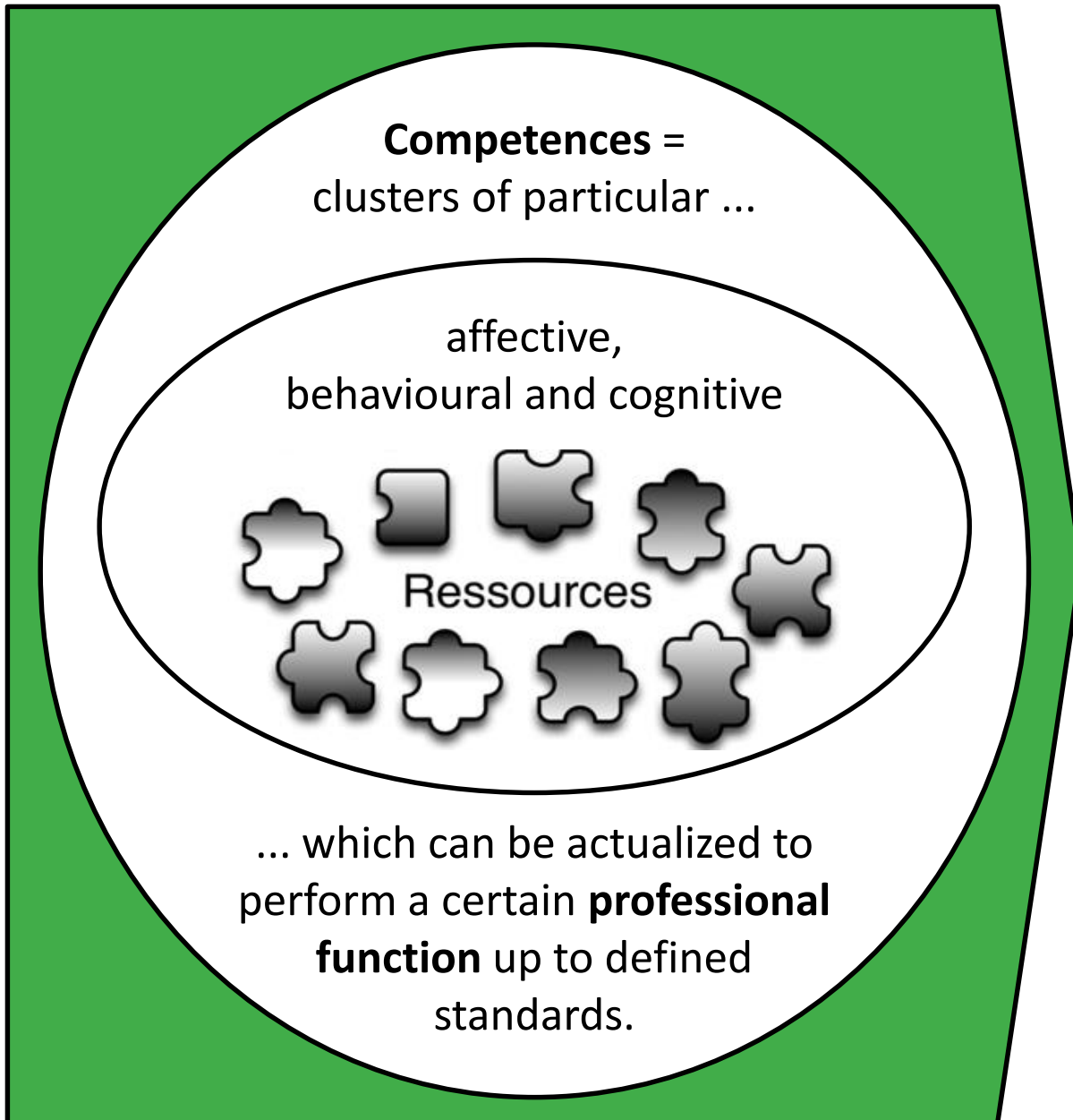
6 Core Competences\*\* which Career Professionals need for this:



*\*The Professional Roles together represent the central activities of career services and career professionals*

*\*\*Core Competences should be understood as fields of competence; not as measurable competences.*





- To have a performance-based argumentation we have defined “professional functions” for each of the “professional roles” and assigned them to one of the “levels”. The question was: What do people primarily do at this level in the relevant NICE role?
- In the next step, we have defined the “competences”, which people need to fulfil the relevant “professionals functions”. In doing so, we have used the Dublin/EQF descriptors and the Bloom taxonomy, as well as Moon’s instructions for developing level descriptors.
- Finally, we have identified “generic professional competences” and generic aspects of the “level of specialization”, which are of general/transversal relevance for all roles.

In the Summit Materials, two tables can be found, which introduce the standards:

- The first table gives an overview of all of the professional activities, which we have identified, and where they are located (which role and level).
- The second table mirrors the first table, but offers only the competence descriptions.

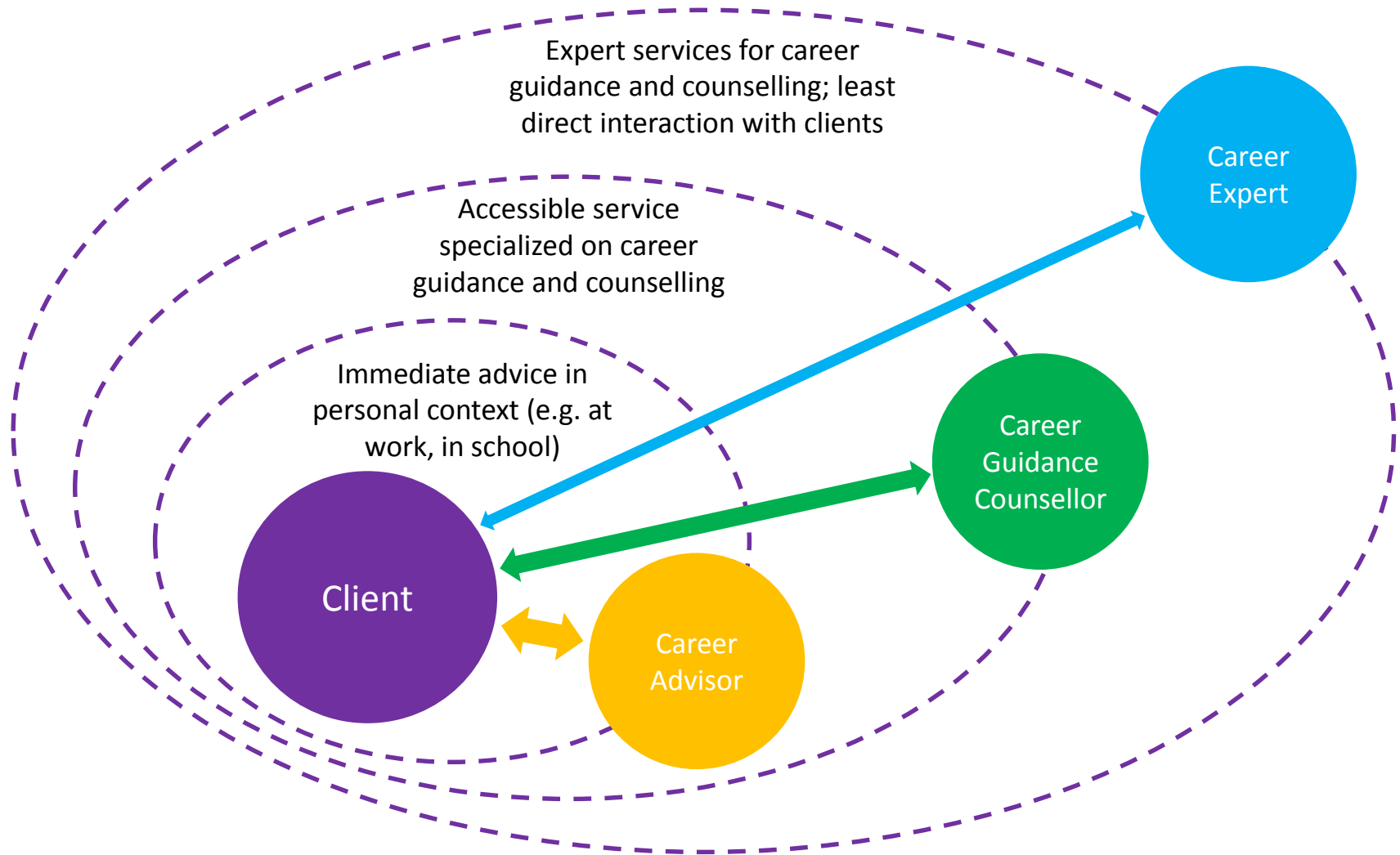




We have agreed on 3 generic types of career professionals in regards to the professional challenges connected with the different roles and the necessary level of competence needed for them:

- **Career Advisors** are teachers, placement managers, psychologists, social workers or public administrators (among others). They are often the first people who clients come to for advice in career-related matters, although their area of specialization is not in career guidance and counselling, but in another field.
- **Career Guidance Counsellors** are the people, who are dedicated to career guidance and counselling and who see it as their vocation to support people in facing complex career-related challenges through career counselling, career education, career assessment & information, career systems development and by managing their career services professionally.
- **Career Experts** are specialized in one (or more) of the five professional roles and work towards the advancement of career guidance and counselling in different ways. Some of them primarily engage in research, academic training and developmental activities as academics. Others concentrate on more practical matters, e.g. the management of career services, policy-making or the supervision of other career professionals.





...relate to the three types of career professionals. They build on each other sequentially:

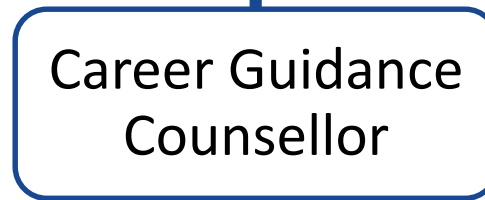
*Experts are needed for particularly complex tasks, for the innovation & development of practice, for research and training*

*Experts should have a **high level of competence for particular role**, and for research, development and training.*



*Challenging career problems require support from **competent practitioners**, in order to secure quality of service provision*

*Career guidance counsellors should have a **sufficient level of competence to practice in all Professional Roles** autonomously and responsibly.*



*We acknowledge the need for career guidance counsellors to work together with trained members of **other professions and stakeholder groups**, so to reach clients effectively*

***General advice and career support** should be provided by people who have **basic training** in career guidance and counselling, and who are closest to clients.*



- 1. Collection: What are important questions that we need to discuss today regarding the development of the competence standards?** (The joint formulation of good questions is more important than having immediate answers!) (Question collection 15 minutes)
- 2. Selection of questions for discussion in smaller groups:** Please volunteer as a moderator, if you want to discuss a particular question with colleagues and „found“ a group this way. (Group formation 5 min)
- 3. Topic group discussions:** Analyze the relevant problem/challenge behind the question, and try to work out possible solutions/ proposals to present in the plenary. (Time for group discussion 30 minutes)
- 4. Plenary presentations:** Each group shares their proposed solutions and clarifies reasoning behind them (about 20 min)
- 5. Wrapping-up:** We will use the remaining time to react as the coordinators of the project, to make suggestions for how to continue on this work, and collect some final comments



