



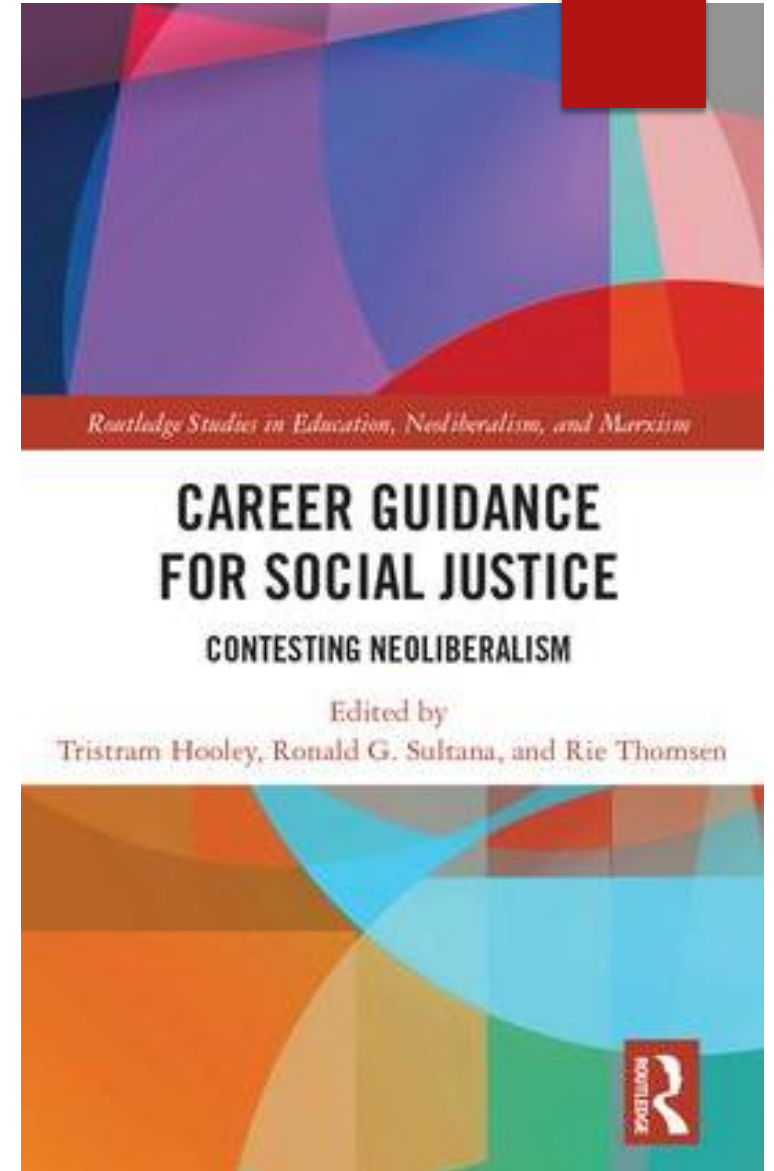
Quality in careers education and guidance

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Defining career guidance

“Career guidance supports individuals and groups to discover more about work, leisure and learning and to consider their place in the world and plan for their futures... Career guidance can take a wide range of forms and draws on diverse theoretical traditions. But at its heart it is a purposeful learning opportunity which supports individuals and groups to consider and reconsider work, leisure and learning in the light of new information and experiences and to take both individual and collective action as a result of this.”



In the pandemic career guidance remains critical

- ▶ Work is disappearing
- ▶ Work is changing
- ▶ Work-life balance is shifting
- ▶ Transitions are becoming more difficult
- ▶ Many people are going to have to make career shifts

People are going to need help to deal with these things.

That is where career guidance comes in.



Career
guidance has
to be part of
reconstruction
strategies



How can
we be
sure that
it is good
enough?

Domains of quality



Policy



Organisation



Process



People



Output or
outcomes



Users



Domains of quality



Policy



Organisation



Process



People



Output or
outcomes

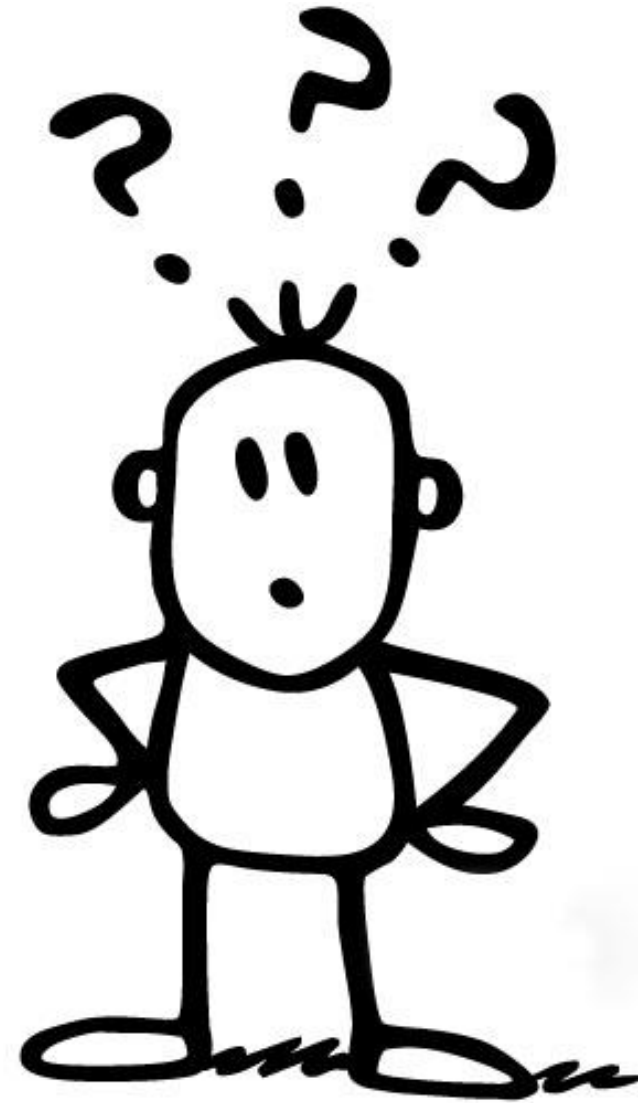


Users



What do you want people to learn?

- ▶ Just as with all subjects career learning needs to define what you want people to learn.
- ▶ Without an idea of the aims of learning, you can't start thinking about how you will teach and develop students.

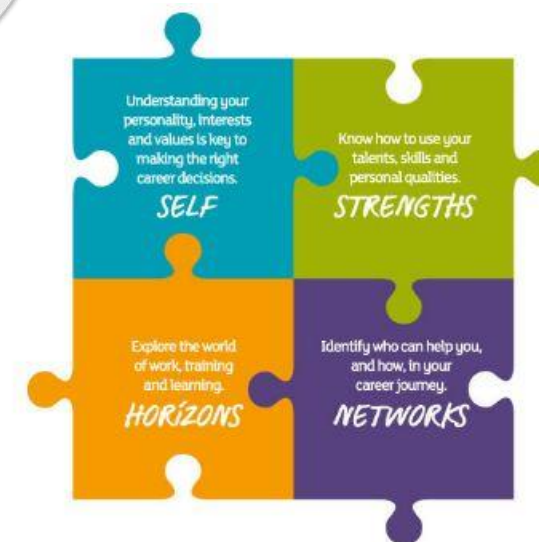


Career management 'skills'

blueprint
AUSTRALIAN BLUEPRINT
FOR CAREER DEVELOPMENT

What is the Blueprint?	Who can use the Blueprint?	The Competencies																									
<p>The Blueprint is a framework for creating, strengthening and evaluating career development programs and products for young people and adults.</p> <p>The Blueprint identifies eleven career management competencies that help people to manage life, learning and work from childhood through to old age.</p> <p>It also contains processes for planning, implementing and evaluating career development programs and resources.</p>	<p>The Blueprint is particularly useful for people developing comprehensive career development programs and products.</p> <p>It is currently being used by teachers, human resources staff, career development practitioners and many others to:</p> <ul style="list-style-type: none"> Develop, monitor and evaluate career development activities, Map existing initiatives and coordinate future initiatives, Specify learning outcomes that are clear and measurable, Communicate with other service providers using a shared language and operating framework, Articulate people's entitlement to services, Identify resources that facilitate the development of career management competencies, and Facilitate connections and seamless movement between service providers. 	<p>The competencies promote intentional career development, lifelong learning and life/work balance. There are eleven competencies, across three learning areas:</p> <table border="1"> <tr> <td rowspan="3">PERSONAL MANAGEMENT</td> <td>1</td> <td>Build and maintain a positive self concept</td> </tr> <tr> <td>2</td> <td>Interact positively and effectively with others</td> </tr> <tr> <td>3</td> <td>Change and grow throughout life</td> </tr> <tr> <td rowspan="4">LEARNING AND WORK EXPLORATION</td> <td>4</td> <td>Participate in lifelong learning supportive of career goals</td> </tr> <tr> <td>5</td> <td>Locate and effectively use career information</td> </tr> <tr> <td>6</td> <td>Understand the relationship between work, society and the economy</td> </tr> <tr> <td>7</td> <td>Secure/create and maintain work</td> </tr> <tr> <td rowspan="4">CAREER BUILDING</td> <td>8</td> <td>Make career enhancing decisions</td> </tr> <tr> <td>9</td> <td>Maintain balanced life and work roles</td> </tr> <tr> <td>10</td> <td>Understand the changing nature of life and work roles</td> </tr> <tr> <td>11</td> <td>Understand, engage in and manage the career building process</td> </tr> </table>	PERSONAL MANAGEMENT	1	Build and maintain a positive self concept	2	Interact positively and effectively with others	3	Change and grow throughout life	LEARNING AND WORK EXPLORATION	4	Participate in lifelong learning supportive of career goals	5	Locate and effectively use career information	6	Understand the relationship between work, society and the economy	7	Secure/create and maintain work	CAREER BUILDING	8	Make career enhancing decisions	9	Maintain balanced life and work roles	10	Understand the changing nature of life and work roles	11	Understand, engage in and manage the career building process
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www.blueprint.edu.au





Framework for careers, employability
and enterprise education

January 2020

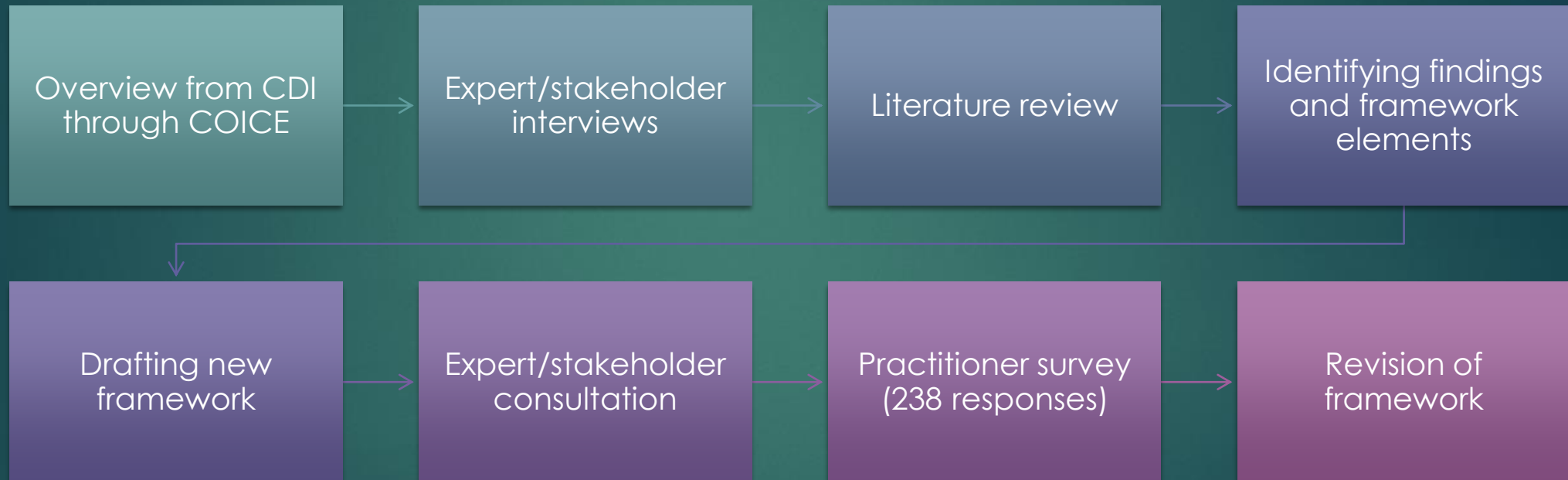


CDI
framework

Why do we need a framework?

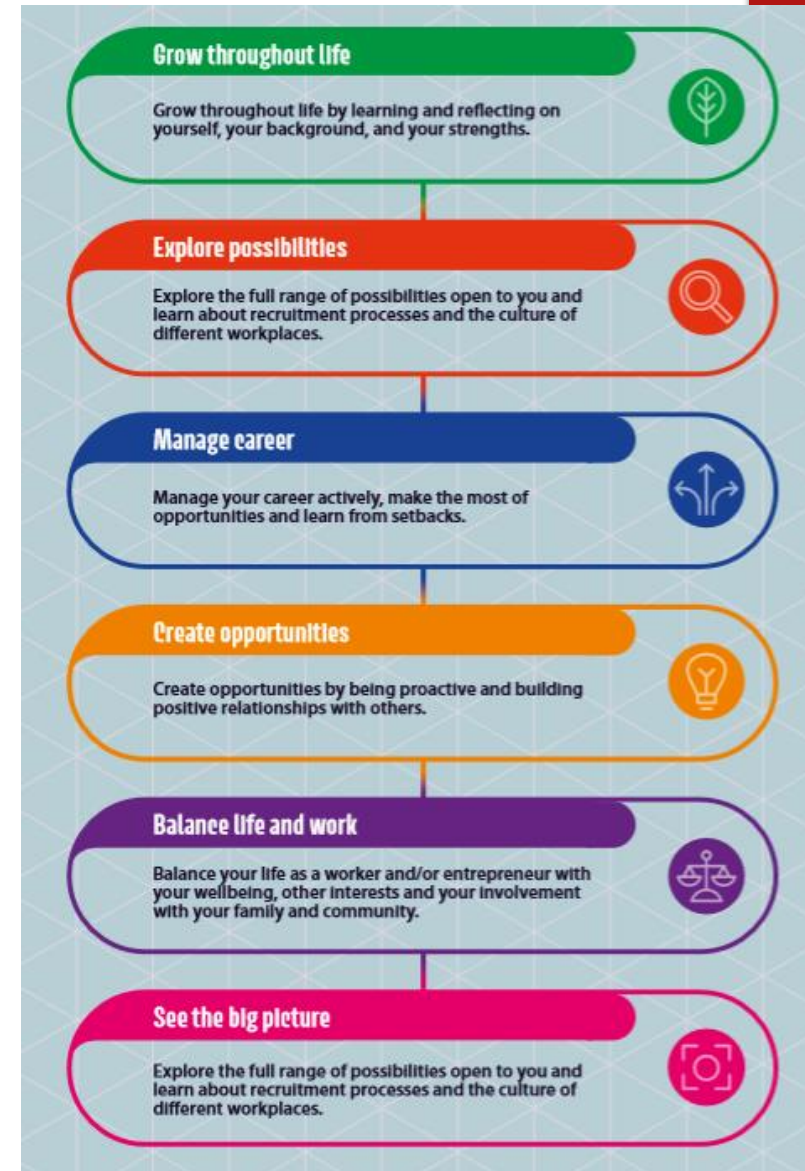
- ▶ Clarifies what individuals need to know.
- ▶ Provides a unifying framework of outcomes for all career education and guidance.
- ▶ Serves as a curriculum for careers education
- ▶ Provides a basis for negotiating interventions into the wider curriculum.

The development process



The new CDI framework

- ▶ Grow throughout life
- ▶ Explore possibilities
- ▶ Manage careers
- ▶ Create opportunities
- ▶ Balance life and work
- ▶ See the big picture



See the big picture (post-16 example)

Students need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career. In the post16 phase this should include:

- ▶ evaluating different *media, information sources and viewpoints* and reflecting on the best way to get information for their career
- ▶ exploring and responding to *local and national labour market trends*
- ▶ exploring and responding to trends in *technology and science*
- ▶ exploring and responding to the relationship between career and the *environment*
- ▶ exploring and responding to the relationship between career, *community and society*
- ▶ exploring and responding to the relationship between career, *politics and the economy*

Where next?

Publication and
implementation

Development of
more resources

Exploring rolling
this out across
the lifecourse

Implications for Wales

- ▶ Career guidance matters
- ▶ Quality assurance needs to be multi-facted
- ▶ A career development framework (specifying learning outcomes) is a key part of the picture
- ▶ The CDI framework is available either as an off-the-shelf tool or as inspiration for a more bespoke approach

References

- ▶ Career Development Institute. (2021). *Career development framework. Using the Framework to support career education and guidance in secondary schools (Key stage 3 - post-16)*. Stourbridge: CDI.
- ▶ Hooley, T. (2019). [International approaches to quality in career guidance](#). Oslo: Skills Norway.
- ▶ Hooley, T., & Rice, S. (2018). [Ensuring quality in career guidance: a critical review](#). *British Journal of Guidance & Counselling*, 47(4), 472-486. <https://doi.org/10.1080/03069885.2018.1480012>
- ▶ Hooley, T., Sultana, R. & Thomsen, R. (2018). [Career guidance for social justice: Contesting neoliberalism](#). London: Routledge.

About me

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