National Quality Framework for Career Guidance in Norway

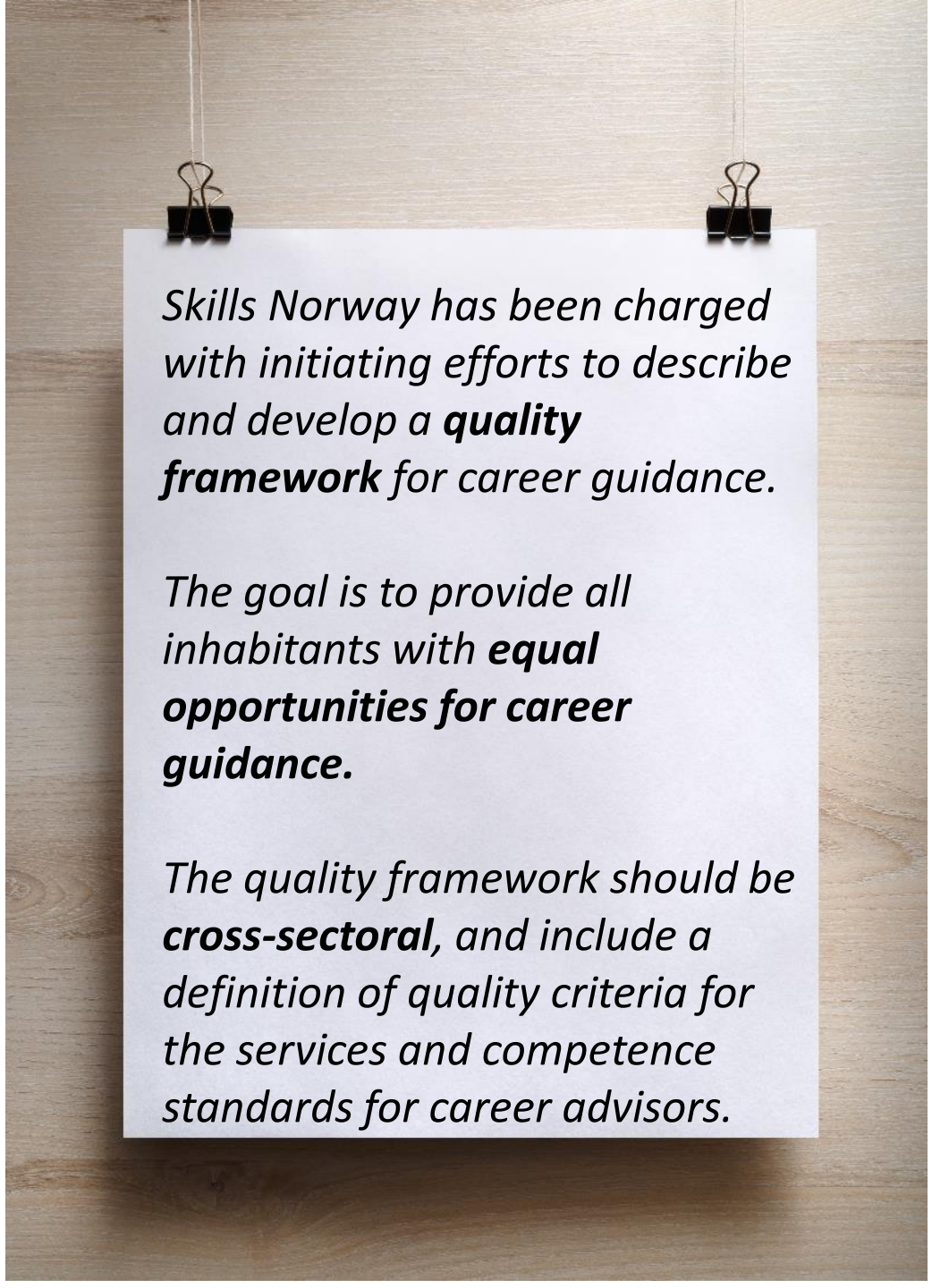
Presentation at NorNet seminar 6. November 2020
Tonje F. Gravås, Head of Section, Skills Norway

The assignment

Given to Skills Norway in 2017 by The Ministry of Education and Research:

Develop a cross-sectoral, national quality framework for career guidance

As a follow-up of NOU 2016:7



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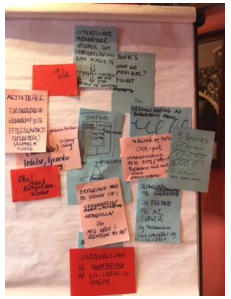
Four year project 2017-2021

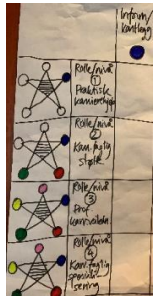
1) Working groups: cross-sectorial, proposals for content

2) Report based on the proposals

3) Feedback from all stakeholders, adaption, finalizing

4) Implementing, adaption to sector, developing web site





With a little help from…

We could not have done this without our fine academic experts:

Erik Hagaseth Haug,
Rie Thomsen,
Anne Holm-Nordhagen
Thorild Schulstock

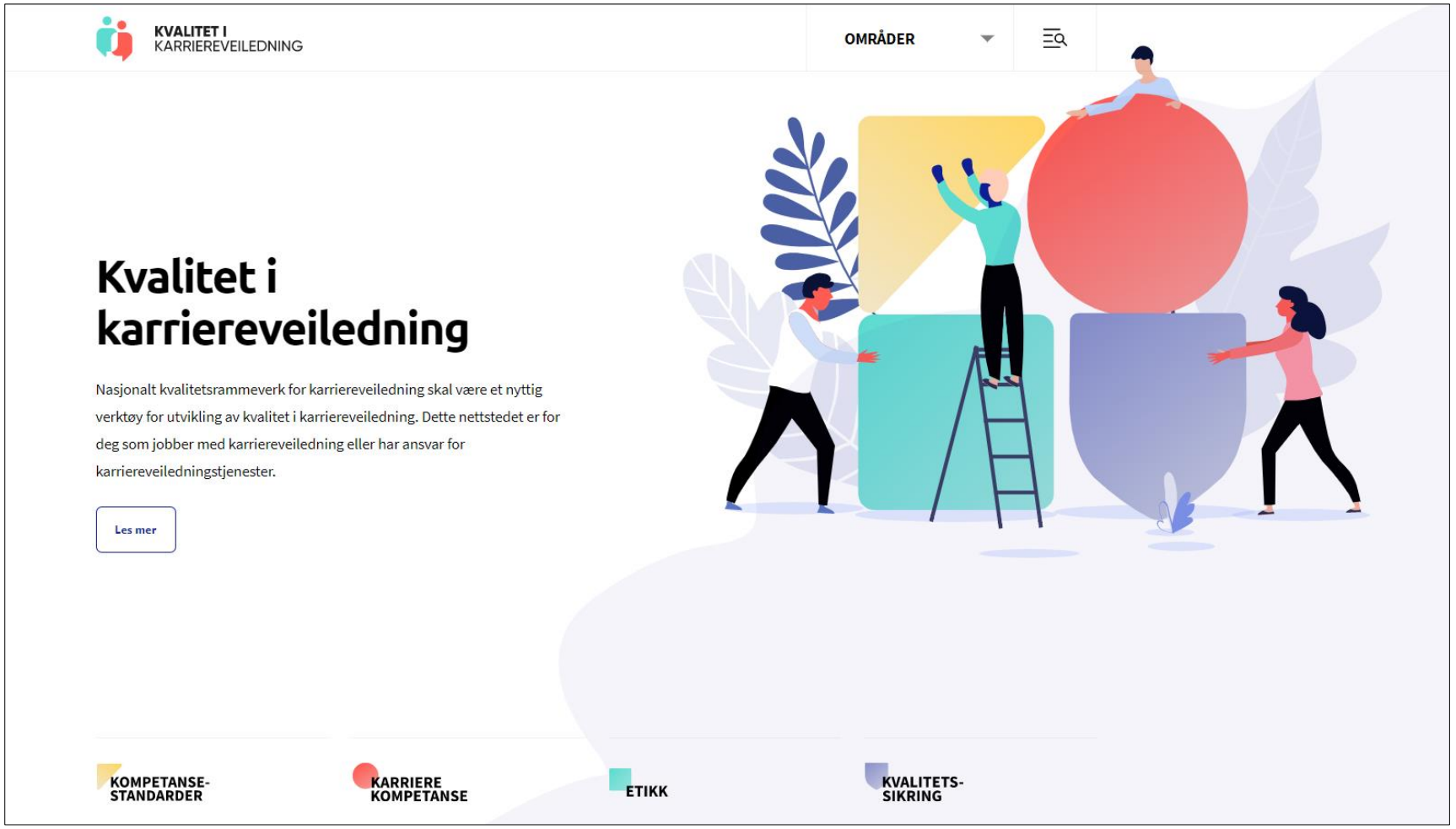
The final report:

National quality framework for career guidance

(will be translated into english)

Latest news:

The website «Quality in career guidance»



Goal: a useful tool for developing and ensuring quality in career guidance services

- at the practitioner, professional and systems levels

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What is ethical practice?

ETIKK

What competencies does people working with career guidance need?

KOMPETANSE-STANDARDER

KARRIERE-KOMPETANSE

What should be the outcome of career guidance?

KVALITETS-SIKRING

How do we know that what we do is of highquality?

Area 1:

Qualification standards

In Norwegian:
Competency standards

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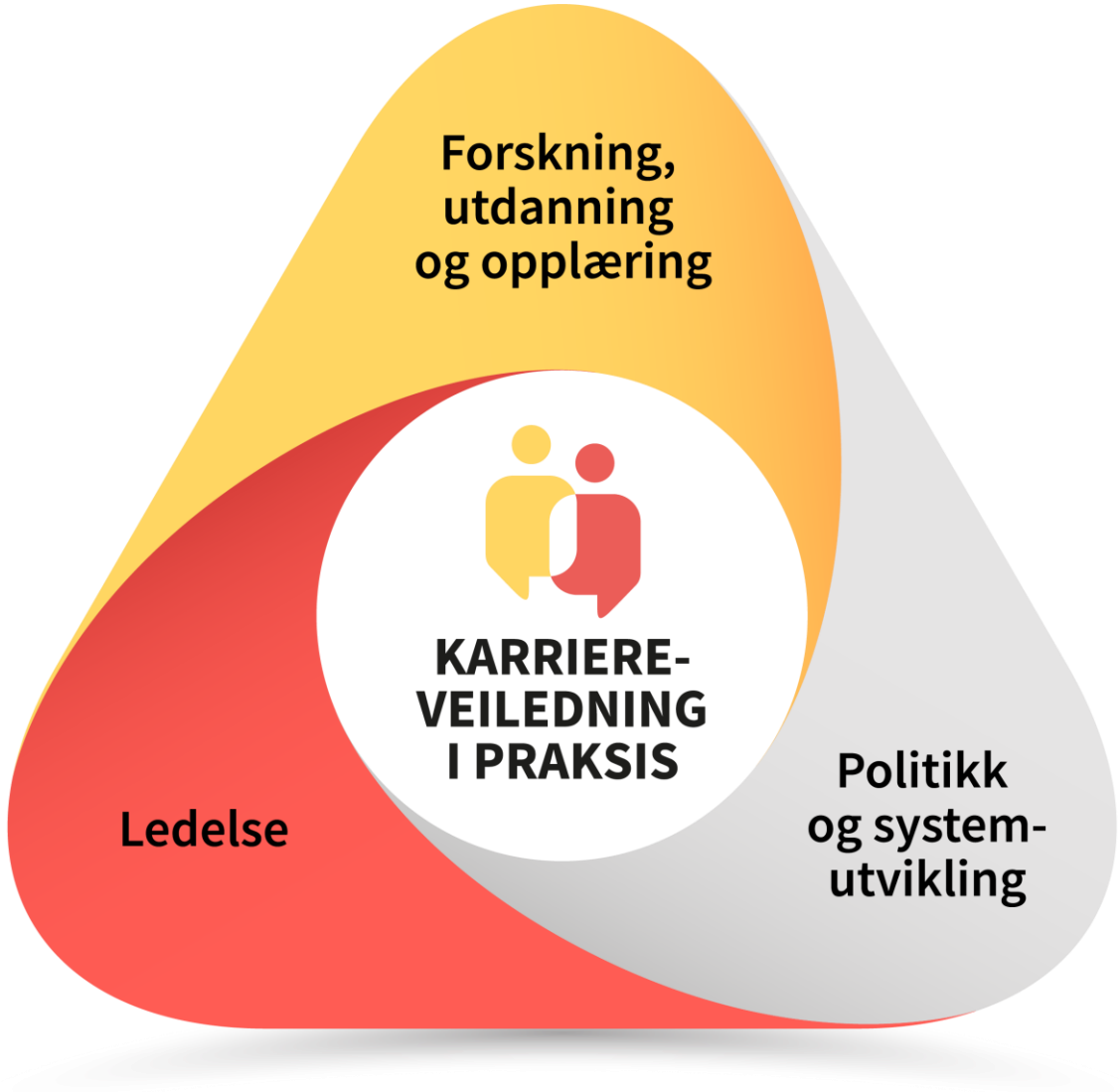
The lifelong guidance landscape

The model gives descriptions and clarifications of working areas, tasks and roles in the field of career guidance

Who are we, and what do we do in our different roles?



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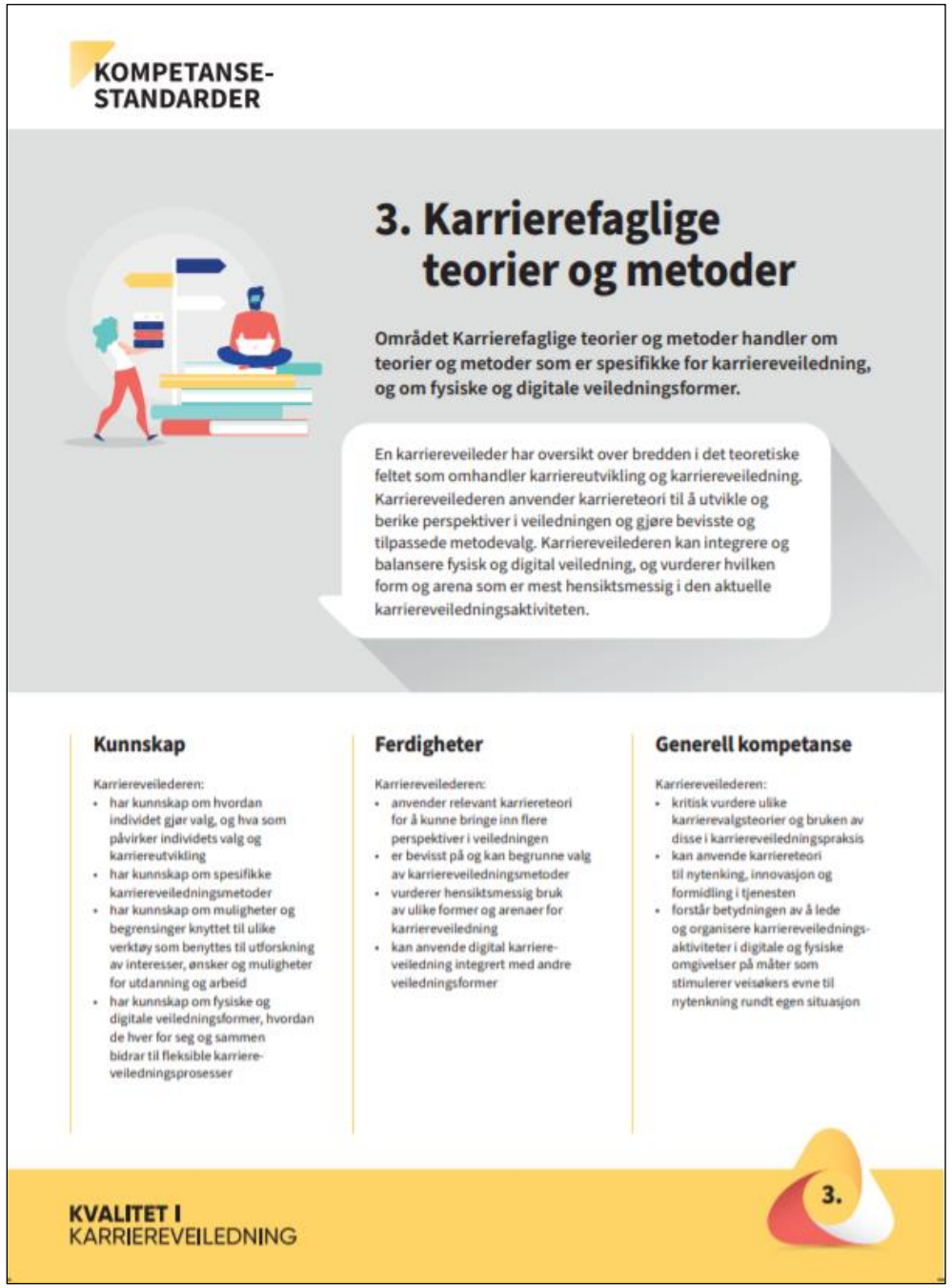
The qualification standards

1) Career guidance processes and relations
2) Ethics
3) Career guidance in theory and methodology
4) Career learning
5) Education and work
6) Target groups and context
7) Development, network and system-level work

Divided into two levels: skilled/specialised

Each standard has an overall description and is divided into:

knowledge
skills
general competence



KOMPETANSE-STANDARDER

3. Karrierefaglige teorier og metoder

Området Karrierefaglige teorier og metoder handler om teorier og metoder som er spesifikke for karriereveiledning, og om fysiske og digitale veiledningsformer.

En karriereveileder har oversikt over bredden i det teoretiske feltet som omhandler karriereutvikling og karriereveiledning. Karriereveilederen anvender karriereteori til å utvikle og berike perspektiver i veiledningen og gjøre bevisste og tilpassede metodevalg. Karriereveilederen kan integrere og balansere fysisk og digital veiledning, og vurderer hvilken form og arena som er mest hensiktsmessig i den aktuelle karriereveiledningsaktiviteten.

Kunnskap

Karriereveilederen:

- har kunnskap om hvordan individet gjør valg, og hva som påvirker individets valg og karriereutvikling
- har kunnskap om spesifikke karriereveiledningsmetoder
- har kunnskap om muligheter og begrensinger knyttet til ulike verktøy som benyttes til utforskning av interesser, ønsker og muligheter for utdanning og arbeid
- har kunnskap om fysiske og digitale veiledningsformer, hvordan de hver for seg og sammen bidrar til fleksible karriere-veiledningsprosesser

Ferdigheter

Karriereveilederen:

- anvender relevant karriereteori for å kunne bringe inn flere perspektiver i veiledningen
- er bevisst på og kan begrunne valg av karriereveiledningsmetoder
- vurderer hensiktsmessig bruk av ulike former og arenaer for karriereveiledning
- kan anvende digital karriere-veiledning integrert med andre veiledningsformer

Generell kompetanse

Karriereveilederen:

- kritisk vurdere ulike karrierevalgsteorier og bruken av disse i karriereveiledningspraksis
- kan anvende karriereteori til nytenking, innovasjon og formidling i tjenesten
- forstår betydningen av å lede og organisere karriereveilednings-aktiviteter i digitale og fysiske omgivelser på måter som stimulerer veisøkers evne til nytenkning rundt egen situasjon

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3.

«My qualifications»

a self assesment tool for practitioners

- Self assessment
- Overview over your own qualifications
- Reflection tool
- Inspiration for continuous professional development

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Area 2: Career Management Skills

or Career Competensies as we call it in Norway

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A definition

Career competence is a skill set that enables people to manage their career, also through changes and transitions. It includes the ability to know and understand oneself, to act, make choices and cope with dilemmas and tensions related to life, learning and work. It also includes the insight that while individuals are formed by their living conditions and actions, they may also influence and shape their own future and that of their community.

Our model: Career learning in context

Our model: Career learning in context

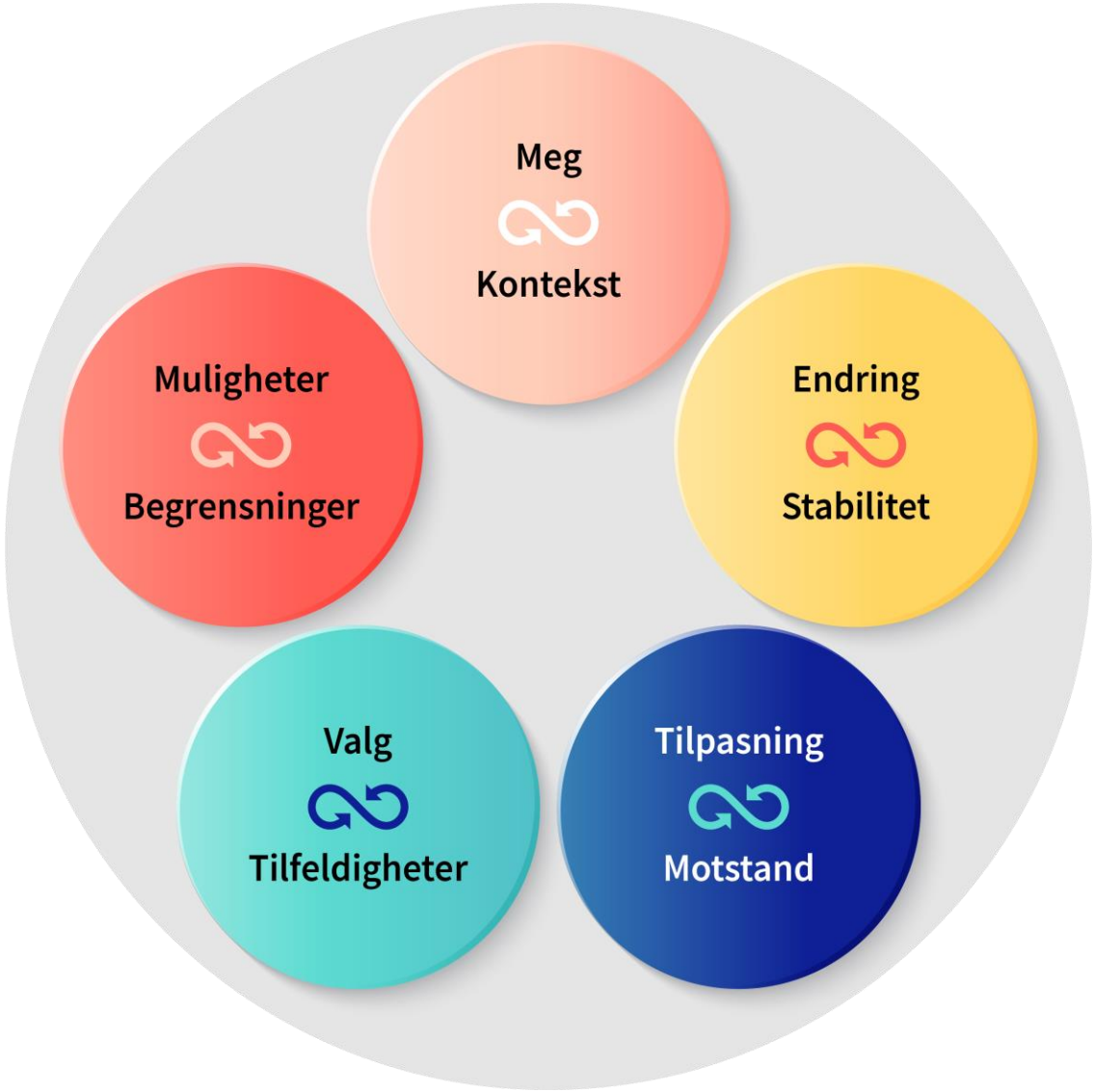
- Pinpoints and reflects upon the different contextual conditions that influences career learning
- Discusses the role of the professional “career learner”
- Holds forward an open understanding of the competencies a participant in career learning needs or wants
- Pinpoints the importance for the professional freedom of method for career learning

And describes five areas of exploration and learning: **The career buttons**

Career competencies – areas for exploration and learning

The career buttons

1) Me in context
2) Opportunity and limitations
3) Choice and chance
4) Change and stability
5) Adaptation and resistance



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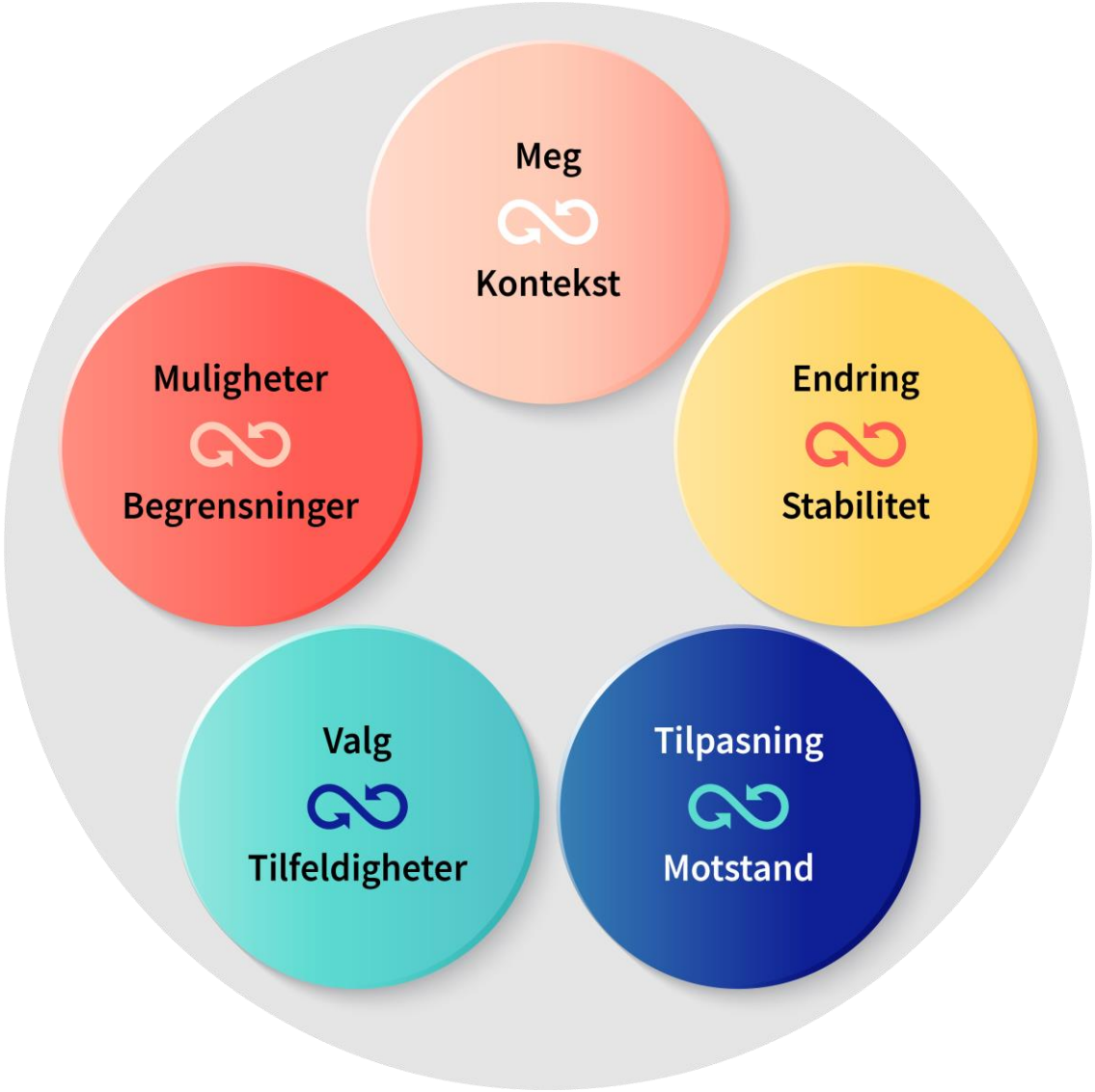
Areas for exploration and learning

By **exploring and learning** based on the competence areas, individuals can develop the career competencies relevant to him or her in his or her situation.

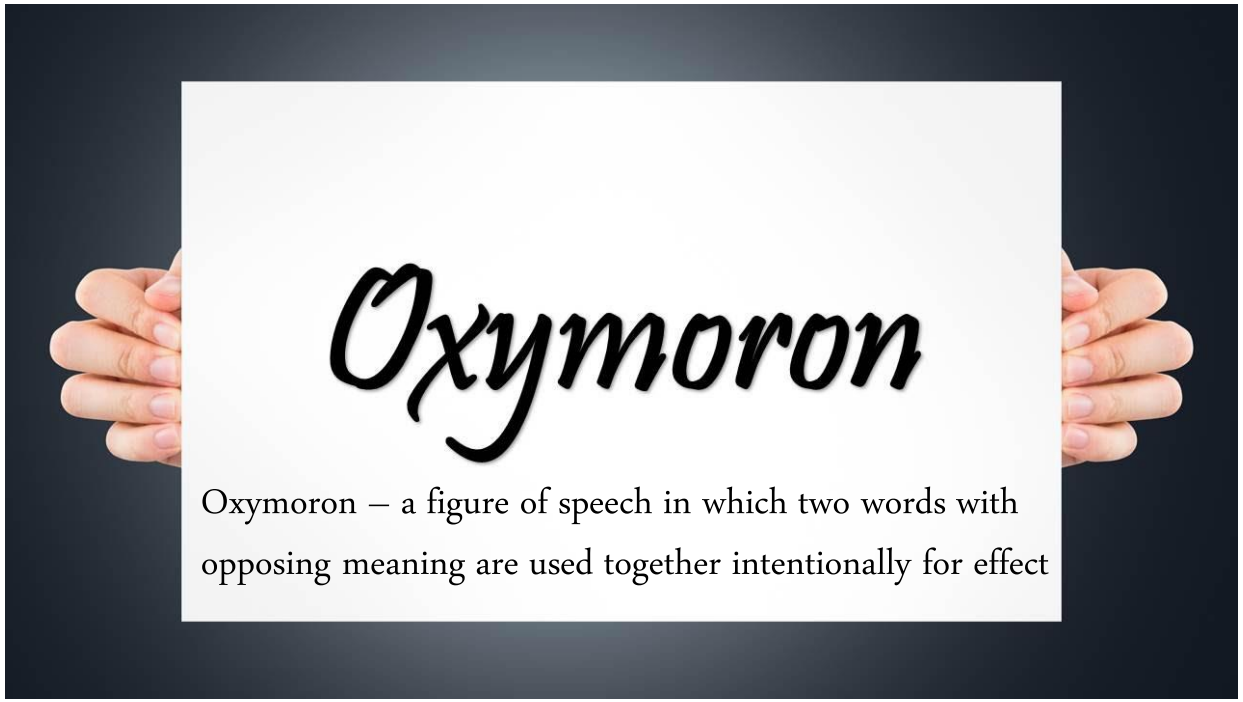
The competence areas are not end-competencies or specific learning outcomes. They are open, general topics relevant for development of career competencies.

Principle: Each client and carer guidance practitioner can best decide what specific competencies are needed.



Oxymorons – dilemmas and tensions

The word pairs illustrate possible **dilemmas and tensions** that may arise and have an impact when a person sets out to address life, learning and work in times of change and transition.



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Me

- know and understand myself – self-awareness
- explore and verbalise knowledge, skills, characteristics, values and attitudes
- clarify interests, wishes and needs, expectations
- be aware of my own knowledge and skills, describe my own competence
- become aware of my typical reaction patterns and strategies
- explore affiliations and find out with whom I share a sense of belonging
- look back on the past, analyse the present situation and draw up a perspective for the future

Context

- See and understand my background, my life framework and how these frameworks may impact my situation

- See, analyse and understand the communities to which I belong
  - family, friends, colleagues, local community
  - as well as working life, culture and society

- See and understand how my background and life context may impact on wishes and choices when it comes to education and work

Choice

- explore choices and alternatives
- become aware of strategies and requirements for making choices
- assess the consequences of different alternatives
- draw on previous experience to make future choices
- know that non-choice – or not choosing – also can be regarded as a choice
- recognise that doubt is part of the process of choice, and that no strategy can predict the future
- know that a choice can be a one-off event or a slow process of change

Chance

- explore how coincidences have had an effect on events and choices related to education and work
- see and understand how non-planned events may have an effect on career development
- be aware of the opportunity to act or not act when a coincidence occurs
- explore how to make provisions for ‘good’ coincidences to happen

Opportunity

- explore opportunities
- obtain knowledge and information to explore whether opportunities are real or not
- become aware of the scope of the opportunity horizon, i.e. what you know and consider to be possible
- explore whether the opportunity horizon can be expanded

Limitations

- reveal possible limitations
- analyse and assess the limitations and explore whether they are real or only imagined (mind traps)
- if the limitation is real, explore whether it can be addressed
- find out whether the negative effects of this limitation can be mitigated
- look into the possibilities for living as well as possible with the effects of a limitation

Change

- explore changes in your life and environment
- assess whether changes are desirable or undesirable
- see how changes in your life or environment may alter the premises for choice
- analyse previous changes and how they were addressed
- pay attention to changes in your immediate environment or society and assess their consequences for your own life

Stability

- look for stable elements in your life and environment
- know your own need for stability in various situations
- balance the need for stability against the desire for change
- be aware that stability may conflict with wishes or requirements for change

Adaptation

- see and understand the adaptations that a situation calls for
- explore and discover what and who are expressing this need or requirement for adaptation
- assess the consequences of possible adaptations (for you and others)
- determine whether the required adaptation is acceptable or problematic
- assess the consequences of not wanting to adapt

Resistance

- assess whether challenges encountered in a career-related situation call for resistance
- find out why a situation provokes resistance
- explore and assess the consequences of resistance
- determine whether the consequences of resistance are acceptable
- determine whether a balance between adaptation and resistance can be struck
- determine your own limits to adaptation

At the web page:

Gather and develop resources and tols

Inspiration for all kinds of career learning activities

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Area 3: Ethics

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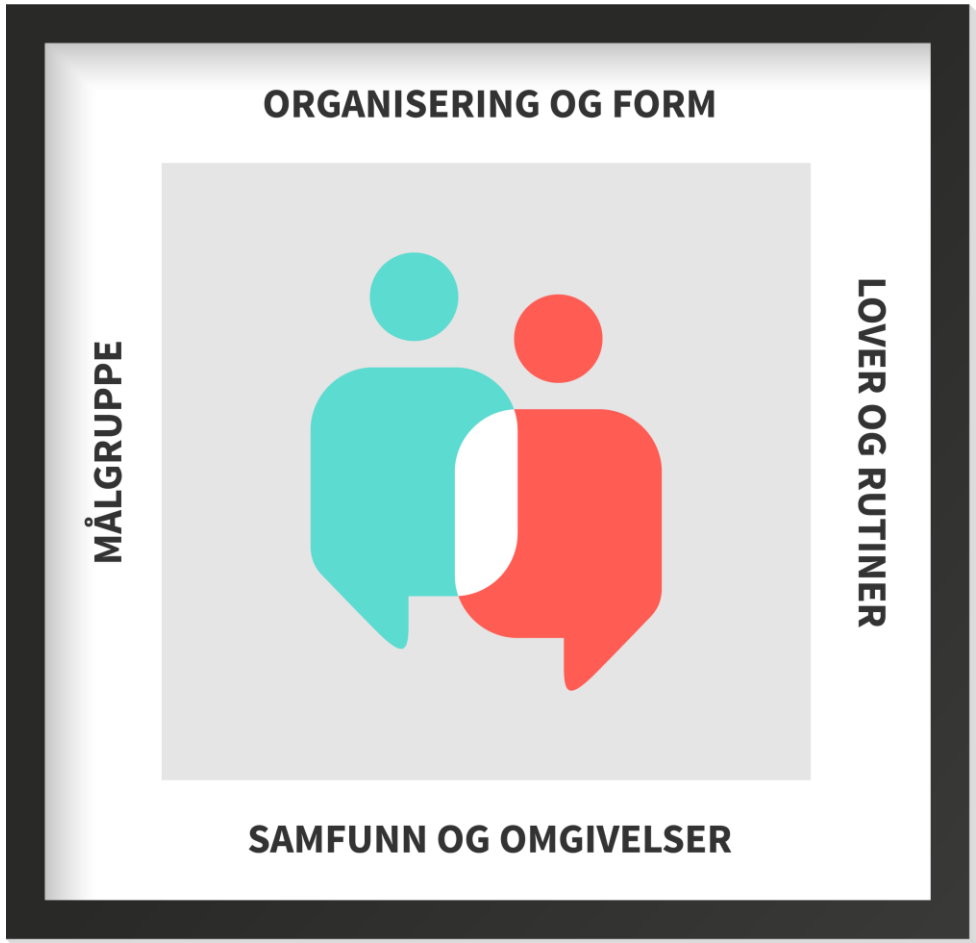
A frame for ethical practice

What contextual conditions affects the effort to provide career guidance services with high ethical standard?



Ethical guidelines

What is ethical practice?

- Twelve guidelines organized in three areas
- To be applicable in all sectors

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A reflection model

How to cope with ethically challenging situations?

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Commitment to ethics
(a service declaration)

What ethical commitments should the service make?

Based on the ethical guidelines

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Ethics-cards

a playful way to work together with ethical dilemmas, to start reflection and promote good practice

Coming in November

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Area 4: Quality assurance model - is beeing developed this autumn

The output:
of career guidance, for both the individual and society

The input:
seven quality domains that are essential when developing career guidance services of high quality.

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To be developed:

«Our quality»

An assessment tool for career guidance services

Adapted to each sector

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