Career Development
Quality Benchmarks
for good practice

“now more than ever, the career options for young people are more complex and varied”
Acknowledgments

The Career Development Quality Benchmarks is underpinned by the previous Careers Education Quality Framework 1999 (CEQF). The CEQF was produced through the collaboration of the Career Education Association of Victoria (CEAV), the Dusseldorp Skills Forum (DSF), and the Enterprise and Career Education Foundation (ECEF).

The updated Career Development Quality Benchmarks recognises the work of the Career Industry Council of Australia (CICA) and also the Australian Blueprint for Career Development (ABCD) which provide quality assurance measures to the career industry in Australia. The intention of the benchmarks is to provide an audit tool for those providing career development programs and services to young people. This publication has been developed by the CEAV with kind permission of the Department of Education, Employment and Workplace Relations (DEEWR).

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The views expressed herein do not necessarily represent the views of the Australian Government or the Commonwealth Department of Education, Employment and Workplace Relations.

The 2010 revised edition was funded by the Career Education Association of Victoria Incorporated.

The Career Education Association of Victoria Incorporated (CEAV) is the peak state based association representing career practitioners in a variety of educational settings. The CEAV was formed in 1975 to provide service and support to career practitioners who assist young people with their career development. The CEAV also provides support to schools, employers, education providers industry, governments and the community with information on career development.

The CEAV is a not for profit professional association providing quality professional learning programs and resources to its members and the wider community.

The CEAV wishes to thank Dr Mary McMahon Senior Lecturer School of Education at The University of Queensland for her input and review of this product.

The CEAV acknowledges the work of Naomi Corlett CEAV Project Manager and Bernadette Gigliotti Director of the CEAV in the revision of this document.
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“now more than ever, the career options for young people are more complex and varied”
Introduction

This document is designed to assist individuals and organisations who are involved in delivering career development programs for young people throughout Australia. It describes the elements that are involved in benchmarking career development programs and gives career practitioners and their organisations an opportunity to plan ways of bringing about ongoing improvement in career services and programs.

Career Development is core business in every school. It effectively supports young people to navigate their way through their schooling, to productive and fulfilling post school options.

The Career Development Quality Benchmarks (CDQB) reflects the intention of the Career Industry Council of Australia’s (CICA) Guiding Principles for Career Development Services and Career Information Products, Professional Standards for Australian Career Development Practitioners and supports such career development frameworks as the Australian Blueprint for Career Development. These three elements have been developed by the Career Industry Council of Australia (CICA) to work together in a framework of quality assurance for the career industry (see Figure 1) to ensure that career development practitioners and organisations are mindful of the quality of the products and services they develop.

Figure 1: CICA Quality Assurance for the Career Industry (2006).

The Career Development Quality Benchmarks for good practice offers a simple audit tool for a range of organisations such as:

- Schools
- Adult and Community Education providers
- Local Learning and Employment Networks
- Youth Connections services
- TAFE Institutes
- Trade schools
- Youth employment services

The tool is designed for use by:

- Career development practitioners
- Career and Transition Advisers
- Pathway coordinators
- Leading teachers
- Classroom teachers
- Principals, team leaders and managers
- Local Learning and Employment Networks
- Workplace Learning coordinators
- Managed Individual Pathways coordinators
- Youth Connections providers
Why use the Career Development Quality Benchmarks?
The Career Development Quality Benchmarks for good practice (CDQB) is designed to assist those who provide programs for young people that assist them to choose, plan and manage their career pathways. The CDQB provides career practitioners, leaders in schools, teachers, community organisations and further education and training institutions with a practical tool for self-assessing career development programs and services and for developing action plans for improvement.

The CDQB is not intended as a means of assessing an individual. Rather, it is designed as a way of improving Career Development programs and services in organisations working with young people, for example, a secondary school or community youth support programs.

Using the benchmarking tool can also demonstrate to the community that a quality approach is being adopted by the organisation.

Who could use the Career Development Quality Benchmarks?
The CDQB is a tool for organisations delivering career development programs and services to young people.

CDQB is most effectively used when stakeholders work through it together and jointly produce an Action Plan for the coming twelve months. This group could also include parents and carers, stakeholder agencies, staff and members of the community.

The CDQB can be used by two or more similar organisations who wish to assist each other’s career development programs and services through a voluntary, joint development exercise.

The nature of the Career Development Quality Benchmarks

The principles underpinning the CICA Guiding Principles for Career Development Services and Career Information are:

- Promote awareness of services and service goals
- Ensure user entitlement
- User/client have access to career information and are assisted in their understanding of that information
- Create channels for generating/incorporating user feedback
- Differentiate service provision to accommodate diversity
- Collaborate with other facilitators of career development
- Provide staff with sufficient support to deliver a quality service
- Monitor outcomes of service provision.

“The Guiding Principles for Career Development Services and Career Information Products are intended to be used as a quality improvement mechanism by individuals and organisations that fund, manage and/or provide career development services.” (CICA 2007)

There are seven categories in the CDQB that reflect the eight principles of the Guiding Principles for Career Development Services and Career Information Products (CICA 2007).

- Leadership and management
- Strategic Planning Processes
- Data and Analysis
- Resources
- Client Focus
- Processes and Services
- Outcomes
The CDQB categories are described in more detail in Appendix 1.

Quality career development programs and services are delivered effectively when all seven categories of the CDQB are addressed.

The categories work together in an integrated way with some overlap. The first six categories work together to produce good results in the final category, ‘Outcomes’. Each of these categories is divided into elements. The relationship between the categories, the elements and the statements of evidence is presented in Appendix 1.

Evidence is not designed to be a set of tasks that need to be done but indicators that the element is being applied.

The elements and the evidence are not hierarchical – they all need to be addressed to achieve improved outcomes.

**The Scoring System – refer to Appendix 1**

The most effective (and interesting) way of compiling an overview of an organisation’s career development programs and services is to use the scoring system.

After reading each element and all of its evidence, you assign a score to the element and then the total score for each category.

The CDQB has a four point scoring system...

| 4 points | All items of evidence are met, positive results are consistently demonstrated and there is constant work to gain improvement in this aspect. |
| 3 points | Many of the items of evidence are met and there are positive results from applying this element. |
| 2 points | Only some items of evidence are being met and results in relation to this element are patchy. |
| 1 point | No item of evidence is met. This element is not being addressed but there is an awareness that it should be. |

**Total should not exceed 16 points for each category**

The important thing in scoring is the evidence, that is, the results in practice.

Simply having a statement of purpose would not necessarily lead to improvement in the quality of a Career Development program and service, but if that purpose can be readily described by clients, parents and carers and the rest of stakeholder community, then there is evidence that the statement of purpose is having some effect.

**Acting on results – The Action Plan refer to Appendix 3**

The purpose of using the CDQB is to plan for improvement. A key aspect of this process is the Action Plan, refer to Appendix 3. The purpose of the Action Plan is to nominate which specific innovations and improvements could be achieved in the coming twelve months. There is a sample Action Plan included with this resource.

If your school/organisation already has a planning process in place, the Career Development Action Plan should be linked to, but not lost in, the wider plan.

The CDQB should become part of an ongoing planning, review and improvement cycle for the Career Development program and services.
Steps to follow:

• Identify the person or group who will be using the Benchmarks
• Start with Category One, ‘Leadership and Management’
• Read each Element and its Evidence
• Tick each item of Evidence that you are meeting
• Score your school/organisation’s achievement against each whole Element
• Add up your score for ‘Leadership and Management’ category
• Repeat the process for the next six elements
• Turn to the ‘Benchmarks Summary’ on page 14 and write in the scores for each category.

Implementing Improvements:

• Decide which category/categories should be the focus in the ‘Action Plan’
• Complete the Action Plan
• Link the Action Plan to the wider school/organisation strategic plan.
• Use the Career Development Quality Benchmarks and the Action Plan as part of the overall, ongoing planning and review process.

“Access to a comprehensive range of career services for all Australians throughout their lives is an important and much needed addition for skill reforms.

We need to ask ourselves are we satisfied with the career development service currently available for our young people?”

Bernadette Gigliotti
President Career Industry Council of Australia

Extract from media release 12 May 2010
A Stronger Career Focus Required for an Effective Skills for a Sustainable Future Program

Weblink: www.cica.org.au
## Leadership and Management

This category explores how leadership, through management practice and behaviour, is linked to the underlying principles. It addresses how effective leadership creates an innovative climate.

*Note that the elements and evidence are not in a hierarchy – numbers are for reference only.*

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L1</strong> The direction and purpose of Career Development is widely understood</td>
<td></td>
<td><strong>L1.1</strong> A statement of purpose and set of principles is supported and signed by management</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L1.2</strong> The stated values and purpose guides the actions and direction of Career Development programs and services</td>
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<tr>
<td></td>
<td></td>
<td><strong>L1.3</strong> Local employers speak of Career Development as an investment in young people, the community and the economy</td>
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<tr>
<td></td>
<td></td>
<td><strong>L1.4</strong> Parents, staff and young people can and do describe the purpose of Career Development</td>
</tr>
<tr>
<td><strong>L2</strong> Career Development is positioned as an important, relevant and integral part of the school/organisation</td>
<td></td>
<td><strong>L2.1</strong> Career practitioner/s promote the program and services in a variety of media e.g. staff meetings, parent meetings, annual reports, web site</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L2.2</strong> Change of leadership does not reduce significance of the Career Development program and services</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L2.3</strong> A group/committee provides support and direction for the Career Development program and services</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L2.4</strong> Career practitioner/s work with other relevant staff in developing overall curriculum offerings or activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L2.5</strong> Career Development program and services are linked to school/organisation strategic decision making process</td>
</tr>
<tr>
<td><strong>L3</strong> Career Development has explicit support of the school/organisation including executive, board or council</td>
<td></td>
<td><strong>L3.1</strong> Career practitioner/s and leadership publicly support the program</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L3.2</strong> School/organisation marketing includes Career Development program and services information</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L3.3</strong> Dedicated professionally qualified career development staff are in place</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L3.4</strong> Career Development program and services on agenda of leadership meetings, school council or boards as required</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L3.5</strong> A percentage of the school/organisation budget is specifically allocated to the Career Development program</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L3.6</strong> Career practitioner/s are supported through appropriate professional learning referenced to the Professional Standards for Australian Career Development Practitioners competencies</td>
</tr>
<tr>
<td><strong>L4</strong> Leadership facilitates flexibility and innovation</td>
<td></td>
<td><strong>L4.1</strong> Scheduling is developed in consultation with career development practitioner/s</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L4.2</strong> Management acknowledges and works with the diversity of the client population</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L4.3</strong> Career Development program plan is part of overall school/organisation plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L4.4</strong> New opportunities in Career Development are sought, analysed and actioned</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

Max Score 16

**4 points** – All items of evidence are met, positive results are consistently demonstrated and there is consistent work to gain improvement in this element.

**3 points** – Many of the items of evidence are met and there are positive results from applying this element.

**2 points** – Only some items of evidence are being met and results in relation to this element are patchy.

**1 point** – No item of evidence is met. This element is not being addressed but there is an awareness that it should be.
**Strategic Planning Processes**

This category explores the way the program develops its strategies and plans and how it communicates and coordinates them. It includes understanding the wider environment, the planning process and available resources.

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| **S1 A comprehensive written plan is followed and is in line with the school/organisation direction** |       | **S1.1** Strategic plan for Career Development program sets out objectives, student outcomes, strategies and resources required, and indicators of success  
**S1.2** Key aspects of Career Development program are linked so that participants do not encounter gaps or duplication  
**S1.3** Participants work through a sequential, developmental process referenced to the ABCD  
**S1.4** Career Development program and services plan is aligned to school/organisation strategic goals. |
| **S2 Stakeholders are partners in the planning process and seek improvements in the process** |       | **S2.1** Planning sessions set to maximise stakeholder participation  
**S2.2** There are formal reviews about the effectiveness of plans and outcome measures  
**S2.3** Additional planning expertise is called upon as needed  
**S2.4** Comparisons with other Career Development program and services plans are made |
| **S3 The Career Development program and services are placed in the context of further education and training and employment trends** |       | **S3.1** There are formal links with the wider school curriculum or organisation programs  
**S3.2** Information on the full range of opportunities is made available to clients, parents, staff  
**S3.3** There are formal links with industry and other agencies that work in the employment arena  
**S3.4** Policies and plans of the program and services are reviewed in the light of changes in further education and training, and the labour market  
**S3.5** Career staff keep current about further education and training and labour market and understand how trends impact on clients’ decision making |
| **S4 Time and resources of the program are used strategically**          |       | **S4.1** Use of time is planned on daily, weekly and annual basis  
**S4.2** Time is built to allow for good practice e.g. individual guidance, forging links with business  
**S4.3** Number/type of clients being reached through Career Development program and services is specified  
**S4.4** Time is used by practitioner/s to proactively bring about change and improvement  
**S4.5** Career practitioner/s are accessible to provide assistance and advice to young people, parents and staff  
**S4.6** Budgets are reviewed annually by Career Development group/taskforce to ensure appropriate level of support |

**Total Score**

Max Score 16

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>All items of evidence are met, positive results are consistently demonstrated and there is consistent work to gain improvement in this element.</td>
</tr>
<tr>
<td>3</td>
<td>Many of the items of evidence are met and there are positive results from applying this element.</td>
</tr>
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<td>2</td>
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<td>1</td>
<td>No item of evidence is met. This element is not being addressed but there is an awareness that it should be.</td>
</tr>
</tbody>
</table>
### Data and Analysis

This category examines how the program obtains and uses data, information and knowledge to support decision making at all levels of the enterprise. It includes, collection and interpretation of data and information, integration and use of information for decision making, creation and management of knowledge.

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
<th>✓</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| **D1 Career information is accurate, current, relevant, and accessible** | | | D1.1 A range of reliable media is accessed to gather careers information including National Career Development Week (NCDW), myfuture  
D1.2 Information continues to be accessible if there is a change of career staff  
D1.3 Information can be accessed by young people with a range of skills and backgrounds  
D1.4 Information is checked for currency and accuracy before being disseminated  
D1.5 Information is updated according to a schedule  
D1.6 Systems for gathering and providing information are reviewed frequently for possible improvements |
| **D2 Career Development knowledge and processes are rigorous and active** | | | D2.1 Career development practitioner/s are familiar with the range of Career Development theories and ABCD competencies  
D2.2 A range of people add to the information base e.g. ex students, parents, employers, subject teachers and former clients  
D2.3 Breadth of career information considered, e.g. economic trends, job futures, and referenced to ABCD competencies and phases  
D2.4 There is a process for disseminating Career Development knowledge and information to others in the school/organisation |
| **D3 Information and data analysis is used to guide decisions and planning about Career Development program and services** | | | D3.1 Information such as results and destinations are analysed  
D3.2 Feedback from other stakeholders such as parent and employer satisfaction surveys are reviewed  
D3.3 Changes in educational and training requirements and the labour market are analysed for implications  
D3.4 There is exchange of relevant data and information between career practitioner/s and other staff |
| **D4 Career Development program and services are accurately and thoroughly documented** | | | D4.1 Procedures and legal requirements documented so they can be followed by others  
D4.2 Career Development practitioner/s act in line with CICA member organisation’s code of ethics  
D4.3 Database and other electronic methods are used as appropriate  
D4.4 Young people are encouraged to develop comprehensive career portfolios using various media |

**TOTAL SCORE**

Max Score 16

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Resources

This category explores the way in which all staff are encouraged and enabled to make a contribution to the achievement of the career development program’s goals. It includes involvement and commitment, effectiveness and professional development.

<table>
<thead>
<tr>
<th>Element</th>
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</table>
| R1 Career development practitioners have the Professional Standards for Australian Career Development Practitioners competencies required to manage and deliver quality Career Development programs and services | ✓ | R1.1 Career practitioner/s have the relevant training and qualifications to be deemed a professional or associate Career Development practitioner by a CICA member association.  
R1.2 Career practitioner/s attends relevant professional learning to maintain professional/associate status with supported time release from school/organisation  
R1.3 Performance review of career practitioner/s is provided by school leaders  
R1.4 Leaders, parents, clients, employers and others indicate satisfaction with program delivery  
R1.5 Career Development is part of annual full staff professional learning |
| R2 Networks inside the school and outside the school are fostered and supported | ✓ | R2.1 Links to business, community and educational institutions are formalised through joint, planned initiatives and activities  
R2.2 An identified group supports and guides the Career Development program and services. It has members of leadership, staff and other relevant stakeholders  
R2.3 Career practitioner/s have membership of appropriate professional associations and regional career groups  
R2.4 A team approach is used to assist students to learn about post-school options  
R2.5 Career Development programs in other schools/organisations are used as sources of information, support and as a standard |
| R3 Roles, responsibilities and accountability of those delivering aspects of Career Development program and services are defined and reviewed | ✓ | R3.1 Link between Career Development and other curriculum/programs defined, mapped and monitored  
R3.2 Outcome statements written and checked for consistency and duplication  
R3.3 Position descriptions and role statements of career practitioner/s reflect the Professional Standards for Australian Career Development Practitioners competencies and are printed and publicly disseminated  
R3.4 There is a documented induction and succession plan in relation to staff changes in Career Development program and services |
| R4 Work environment maximises the effectiveness of the career practitioner/s and the Career Development program and services | ✓ | R4.1 A dedicated career resource centre has sufficient room for career counselling, storage and display of career information and appropriate staff facilities  
R4.2 The career resource centre has appropriate technology and equipment such as on-line access  
R4.3 The centre is user friendly and accessible to all clients including those with special needs  
R4.4 Career resource centre meets Occupational Health and Safety standards |

**TOTAL SCORE**

Max Score 16

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## Client Focus

This category addresses the way in which the program analyses the needs of clients and delivers a program and services that supports their future pathway plans.

<table>
<thead>
<tr>
<th>Element</th>
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</table>
| **C1** Career Development program and services designed to meet needs of clients | ☐ | C1.1 Needs of clients are regularly reviewed  
C1.2 Activities in Career Development program and services indicate awareness of diverse client needs e.g. disability, indigenous, CALD.  
C1.3 Sensitivity to cultural backgrounds and gender stereotyping is demonstrated  
C1.4 Developmental stages of students, relevant ABCD phase and prior experience is recognised and built into activities  
C1.5 There are opportunities for parental involvement such as participation in subject selection interviews  
C1.6 Students can articulate the relevance and worth of Career Development |
| **C2** Processes for communicating with clients are developed, analysed, reviewed and improved | ☐ | C2.1 Career information distribution uses a variety of channels  
C2.2 Information distribution is regularly reviewed for effectiveness  
C2.3 Communication is proactive and reflects changes in work styles and latest technology  
C2.4 Timing and frequency of communication is considered and reviewed. |
| **C3** Contribution of positive role of Career Development acknowledged | ☐ | C3.1 Career practitioner/s markets Career Development program and services as a vital aspect of client aspirations and resilience  
C3.2 School/organisation leadership acknowledges that a robust Career Development program and services can enhance the school/organisation reputation |
| **C4** Client feedback is used to inform direction and improve the delivery of the Career Development program and services | ☐ | C4.1 A range of feedback mechanisms are used and reviewed for effectiveness e.g. formal surveys, annual consultation, informal verbal feedback  
C4.2 Career Development program and services evaluated at individual client level (more than assessed results) and feedback incorporated  
C4.3 Client transition and destination surveys are analysed and reported to leadership and relevant staff  
C4.4 Stakeholder feedback is gathered, analysed  
C4.5 All feedback is used to guide future plans and actions |

### TOTAL SCORE
Max Score 16

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### Processes and Services

This category examines the processes the program uses to provide quality information and services to its clients.

<table>
<thead>
<tr>
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<th>Score</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR1 Career Development program and services is a whole school/organisation activity</td>
<td>✔️</td>
<td>PR1.1 Outcome statements across learning areas and activities reflect relevant career development competencies in the ABCD&lt;br&gt;PR1.2 Teachers can articulate the way that career development competencies assists outcomes in their subject areas or programs&lt;br&gt;PR1.3 Whole staff are involved in professional learning about Career Development&lt;br&gt;PR1.4 Change of career practitioner does not significantly alter the delivery of the Career Development program and services</td>
</tr>
<tr>
<td>PR2 The program is enriched by applying new approaches that have been researched for appropriateness</td>
<td>☐</td>
<td>PR2.1 Activities learned through professional learning are implemented&lt;br&gt;PR2.2 New resources are assessed and used&lt;br&gt;PR2.3 Innovative teaching and learning strategies are used in delivery of career education/activities&lt;br&gt;PR2.4 Career practitioner/s can describe recent developments in career development theory and practice, nationally and internationally&lt;br&gt;PR2.5 Career Development theoretical frameworks underpin Career Development program and services</td>
</tr>
<tr>
<td>PR3 Career Development competencies are developed in clients to equip them for deciding on future pathway options</td>
<td>☐</td>
<td>PR3.1 Clients can identify their values, skills and aptitudes&lt;br&gt;PR3.2 Young people and parents can articulate an understanding of future work, lifelong learning and links between school and post-school education and training and future pathways&lt;br&gt;PR3.3 Clients’ capacity for independent exploration and decision making is developed&lt;br&gt;PR3.4 All pathways are presented as valid, valued options&lt;br&gt;PR3.5 ABCD appropriate developmental phases are mapped and linked to curriculum/activities includes in-class learning and structured workplace learning</td>
</tr>
<tr>
<td>PR4 There is consideration of effectiveness of sources of information and providers of career development resources</td>
<td>☐</td>
<td>PR4.1 Sources of careers information are reviewed using ABCD&lt;br&gt;PR4.2 Employers who provide work experience and workplace learning are reviewed for appropriateness and effectiveness&lt;br&gt;PR4.3 Career practitioner/s acknowledges the contribution of community agencies and providers to the effectiveness of Career Development program and services&lt;br&gt;PR4.4 Careers practitioner/s move quickly to solve problems with providers</td>
</tr>
</tbody>
</table>

**Total Score**<br>Max Score 16

- **4 points** – All items of evidence are met, positive results are consistently demonstrated and there is consistent work to gain improvement in this element.
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Outcomes

The intent of this category is to demonstrate the performance of the career development program and services to date by using appropriate data, to assess outcomes and plan for the future. It includes indicators of success and indicators of sustainability.

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| 01 Measuring success of the program are established and reviewed | | O1.1 Performance measures are linked to each program objective  
O1.2 Performance measures are reviewed for trends  
O1.3 Criteria for success in Career Development program and services are part of the wider school/organisation measures |
| 02 Indicators of sustainability are used | | O2.1 Measures of long term success are established and trends reviewed  
O2.2 Responsiveness to change is demonstrated e.g. incorporating recommendations of education, government and industry reports  
O2.3 There is a documented induction and succession plan in relation to staff changes in Career Development program and services |
| 03 Opportunities for Career Development program and services to be improved and sustained are incorporated | | O3.1 Formal improvement process is documented  
O3.2 Program is reviewed annually  
O3.3 Comparisons with other school/organisations Career Development programs are undertaken  
O3.4 Long term future of the Career Development program is discussed between careers personnel, leadership, parent or other relevant stakeholders and considered a shared responsibility |
| 04 Results are widely reported | | O4.1 Regular reports about Career Development program and services are made to stakeholders  
O4.2 Program outcomes are incorporated in formal school/organisation reporting process  
O4.3 Program report includes stakeholder feedback and reports on all outcome measures against objectives and targets e.g. student outcomes, destinations and completion rates |

TOTAL SCORE
Max Score 16

4 points – All items of evidence are met, positive results are consistently demonstrated and there is consistent work to gain improvement in this element.

3 points – Many of the items of evidence are met and there are positive results from applying this element.

2 points – Only some items of evidence are being met and results in relation to this element are patchy.

1 point – No item of evidence is met. This element is not being addressed but there is an awareness that it should be.
### LEADERSHIP AND MANAGEMENT

| L1 | The direction and purpose of Career Development is widely understood |
| L2 | Career Development is positioned as an important, relevant and integral part of the school/organisation |
| L3 | Career Development has explicit support of the school/organisation including executive, board or council |
| L4 | Leadership facilitates flexibility, and innovation |

### STRATEGIC PLANNING PROCESSES

| S1 | A comprehensive written plan is followed and is in line with the school/organisation direction |
| S2 | Stakeholders are partners in the planning process and seek improvements in the process |
| S3 | The Career Development program and services are placed in the context of further education and training and employment trends |
| S4 | Time and resources of the program are used strategically |

### DATA AND ANALYSIS

| D1 | Career information is accurate, current, relevant, and accessible |
| D2 | Career Development knowledge and processes are rigorous and active |
| D3 | Information and data analysis is used to guide decisions and planning about Career Development program and services |
| D4 | Career Development program and services are accurately and thoroughly documented |

### RESOURCES

| R1 | Career development practitioners have the Professional Standards for Australian Career Development Practitioners competencies required to manage and deliver quality Careers Development programs and services |
| R2 | Networks inside the school and outside the school are fostered and supported |
| R3 | Roles, responsibilities and accountability of those delivering aspects of Career Development program and services are defined and reviewed |
| R4 | Work environment maximises the effectiveness of the career practitioner/s and the Career Development program and services |
| R5 | Work environment maximises the effectiveness of the career practitioner/s and the Career Development program and services |

### CLIENT FOCUS

| C1 | Career Development program and services designed to meet needs of clients |
| C2 | Processes for communicating with clients are developed, analysed, reviewed and improved |
| C3 | Contribution of positive role of Career Development acknowledged |
| C4 | Client feedback is used to inform direction and improve the delivery of the Career Development program and services |

### PROCESSES AND SERVICES

| PR1 | Career Development program and services is a whole school/organisation activity |
| PR2 | The program is enriched by applying new approaches that have been researched for appropriateness |
| PR3 | Career development competencies are developed in clients to equip them for deciding future pathway options |

### OUTCOMES

| O1 | Measures for judging success of the program are established and reviewed |
| O2 | Indicators of sustainability are used |
| O3 | Opportunities for Career Development program and services to be improved and sustained are Incorporated |
| O4 | Results are widely reported |

### Benchmarks Summary

<table>
<thead>
<tr>
<th>LEADERSHIP AND MANAGEMENT</th>
<th>STRATEGIC PLANNING PROCESSES</th>
<th>DATA AND ANALYSIS</th>
<th>RESOURCES</th>
<th>CLIENT FOCUS</th>
<th>PROCESSES AND SERVICES</th>
<th>OUTCOMES</th>
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<td>R4</td>
<td>C4</td>
<td>PR4</td>
<td>O4</td>
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</tbody>
</table>
**Appendix 3: Sample Action Plan**

(Use one page per category but remember to keep plans simple and achievable – you might want to choose only one category initially with one or two outcomes.)

Name of category to be improved: 

Outcome of plan: 

The indicators that tell us we have achieved this outcome are: 

<table>
<thead>
<tr>
<th>Outcomes to be achieved</th>
<th>Actions</th>
<th>Who will do it?</th>
<th>How will it be done?</th>
<th>Additional resources needed</th>
<th>By when?</th>
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Career Development Quality Benchmarks
Glossary

**Australian Blueprint for Career Development (ABCD)**
The Australian Blueprint for Career Development (ABCD) is a framework for designing, implementing and evaluating career development programs for young people and adults. At its core, the Blueprint identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers.

**Career**
Defined as paid and unpaid roles across the lifespan; life roles; leisure; learning and work.

**Career Development**
The lifelong process of managing learning and work activities in order to live a productive and fulfilling life.

**Career Development Practitioner**
This term refers to professional and associate career development practitioners who have the appropriate qualifications and competencies as outlined in the Professional Standards for Australian Career Development Practitioners.

**Career Development Program**
Detailed structure outlining courses, strategies, activities and outcomes to deliver a developmental program for young people to develop the skills to make informed decisions about their further education and training and employment.

**Career Development Services**
A career development service is defined as any individual or group activity facilitated by the presence and guidance of an instructor/leader/practitioner, whose object is to assist in this case young people to make educational, training and occupational choices and to manage their careers.

**Career Education**
Career education is one part of a comprehensive Career Development strategy. The Career Education Taskforce of MCEETYA now MCEEDYA defined career education as the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which assist students to make informed decisions about their study and/or work options and enable effective participation in working life.
In this document, it includes the provision of careers curriculum, careers information, careers guidance and linkages with the world of work.

**CICA**
The Career Industry Council of Australia (CICA) Inc represents national, state and territory career practitioner organisations.
CICA promotes and supports the lifelong and life-wide career development of all Australians through its involvement in policy development and best practice implementation.
CICA Guiding Principles for Career Development Services and Career Information

The Guiding Principles are intended to enhance the quality of career development services and career information products by providing a framework against which career development service providers and career information publishers can assess and evaluate their processes and products.

Leadership
Leaders are those responsible for the overall management of the school/organisation, includes principals, managers or directors.

Local employers
Those employers who are associated with that school community/organisation, not necessarily geographically local.

The campaign aims to encourage all Australians to take responsibility for managing and developing their own career journey in order to ‘get the life they love!’ Careers events held at any time during the year can be registered on the website.

Parents
For brevity, this term is used but is inclusive of caregivers and guardians.

Performance Measure
A measure of success (i.e. performance). A Performance Indicator for a TAFE institute may be absenteeism. A Performance Measure may be the number of unexplained absences per class.

Professional Standards for Australian Career Development Practitioners
The Professional Standards for Australian Career Development Practitioners have been developed to promote a career development culture in the Australian community. The Standards refer to the systems and procedures that define the career industry, its members and services and determine the professional status of career development practitioners.

Stakeholders
Members of the school/organisation and its community that have a ‘stake’ in the outcomes of Career Development programs and services – such as young people, parents, industry, staff, community employers, agencies, government.
## Acronyms

The following acronyms are used in the *Resource for career practitioners* and are accurate at the time of compilation of the list. Some are used in the text, and some are used in the documents that readers are referred to.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Name</th>
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<tbody>
<tr>
<td>The Access Program</td>
<td>Australian Apprenticeships Access Program</td>
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<tr>
<td>AAC</td>
<td>Australian Apprenticeships Centre</td>
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<tr>
<td>ABCD</td>
<td>Australian Blueprint for Career Development</td>
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<td>ACDS</td>
<td>Australian Career Development Studies</td>
</tr>
<tr>
<td>ACTCEA</td>
<td>ACT Career Education Association</td>
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<tr>
<td>AQF</td>
<td>Australian Qualification Framework</td>
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<tr>
<td>AQTF</td>
<td>Australian Quality Training Framework</td>
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<td>CAANSW</td>
<td>Career Advisers Association of New South Wales</td>
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<td>CDAA</td>
<td>Career Development Association of Australia</td>
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<td>CEANT</td>
<td>Career Educators Association Northern Territory</td>
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<td>CEAU</td>
<td>Career Education Association of Victoria</td>
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<td>CEAWA</td>
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<td>Career Information Centre</td>
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<tr>
<td>CICA</td>
<td>Career Industry Council of Australia</td>
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<td>DEEWR</td>
<td>Australian Government Department of Education, Employment and Workplace Relations</td>
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<tr>
<td>FaHCSIA</td>
<td>Australian Government Department of Families, Housing, Community Services and Indigenous Affairs</td>
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<tr>
<td>IAEG</td>
<td>International Association for Educational and Vocational Guidance</td>
</tr>
<tr>
<td>IYLP</td>
<td>Indigenous Youth Leadership Program</td>
</tr>
<tr>
<td>IYMP</td>
<td>Indigenous Youth Mobility Program</td>
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<tr>
<td>JSA</td>
<td>Job Services Australia</td>
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<tr>
<td>LLNP</td>
<td>Language, Literacy and Numeracy Program</td>
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<tr>
<td>MCEECDYA</td>
<td>Ministerial Council on Education, Early Childhood Development and Youth Affairs</td>
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<td>NCDW</td>
<td>National Career Development Week</td>
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<tr>
<td>NCIS</td>
<td>National Career Information System (myfuture)</td>
</tr>
<tr>
<td>NCVER</td>
<td>National Centre for Vocational Education Research</td>
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<tr>
<td>NQC</td>
<td>National Quality Council</td>
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<tr>
<td>OECD</td>
<td>Organisation for Economic Cooperation and Development</td>
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<tr>
<td>QASA</td>
<td>Queensland Association of Student Advisers</td>
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<tr>
<td>QGCA</td>
<td>Queensland Guidance and Counselling Association</td>
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<tr>
<td>ReCaP</td>
<td>Resource for Career Practitioners</td>
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<tr>
<td>SBAs/SATs</td>
<td>School Based Apprenticeships and Traineeships</td>
</tr>
<tr>
<td>SWL</td>
<td>Structured Workplace Learning</td>
</tr>
<tr>
<td>TAC</td>
<td>Tertiary Admissions Centre (VTAC, SATAC, QTAC, TISC, UAC)</td>
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<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
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<tr>
<td>TTCS</td>
<td>The Trade Training Centres in Schools</td>
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<tr>
<td>TRGS</td>
<td>The Real Game Series</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
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<tr>
<td>VETiS</td>
<td>Vocational Education and Training in Schools</td>
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</tbody>
</table>
Hints on conducting a joint development exercise

A joint development exercise will work best when:

- Schools/organisations seek the opportunity to participate rather than being coerced
- The exercise involves a minimum of two and maximum of three schools/organisations
- There is an independent facilitator
- It is completed in one session of about three hours
- Expectations are clarified at the beginning
- Participants understand that it is a learning exercise, not a competition
- Each school confidentially scores its own Careers Development program and services using the Career Development Quality Benchmarks
- Each school then describes those elements in which it performed well to the other schools
- Schools question each other about why they have performed well - *what are you doing, do you think, that allowed you to score so well in that category?*
- Good practice is recorded.

As the Career Development Quality Benchmarks is designed as a self-development and planning tool, it must NOT be used to compare programs and their scores.

Career Development is a vital element in delivering school effectiveness and assisting Victorian young people to navigate their way through school, to productive and fulfilling post-school options.
Today, a career incorporates everything we do in life – what we learn through participation in cultural activities, work experience, education, parenting, sports, hobbies, voluntary work and paid work – all these roles and activities of life and work add to a person’s career.

In these busy times, managing a career is more important than ever before.

Career development is the process of managing life, learning, and work over the lifespan. It applies to everyone:

• Children think about what they want to do when they grow up, and form ideas about work and adult life.

• Adolescents make decisions about subjects and courses, and juggle school, part-time work, family and other interests.

• Adults work in the home, in paid employment, as volunteers; juggle paid employment, family life, and other interests; and participate in learning experiences. They may change jobs several times and experience periods of unemployment, over employment and under employment.
“How we develop career services over the next few years is critical if we are to support all young people to manage their lives effectively to meet the challenges of the changing patterns of work.”

Peter Tatham Executive Director Career Industry Council of Australia
2009 CEAV Biennial Conference
The importance of Career Development in schools

“Career Development must be core business for all schools”
Edmund Misson General Manager Youth Transitions Division
Department of Education and Early Childhood Development 2009
CEAV Biennial Conference

“The OECD has recognised that career services are necessary for effective transition systems. It notes that career management skills are an essential literacy alongside other literacies for successful transitions into and from education, training and work”
Career Guidance and Public Policy Bridging the Gap 2004 Report

“How we develop career services over the next few years is critical if we are to support all young people to manage their lives effectively to meet the challenges of the changing patterns of work.”
Peter Tatham Executive Director Career Industry Council of Australia
2009 CEAV Biennial Conference

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