

European Summit on  
Developing the Career Workforce  
of the Future

Canterbury  
3rd - 4th September 2014

# European Competence Standards - en model for vejledningskompetence i det 21. århundrede

INSTITUT FOR UDDANNELSE OG PÆDAGOGIK (DPU)

English



HER: AU » Om AU » Institut for Uddannelse og Pædagogik (DPU) » Om instituttet » Rie Thomsen

Om instituttet

- » Historie
- » Ledelse
- » Valg 2014
- » Medarbejdere
- » Aftagerpanel
- » Find vej
- » Ledige stillinger
- Forskning
- Vidudveksling
- Uddannelse
- Aktuelt

RIE THOMSEN *Programleder*

» **» Oversigt** Publikationer Projekter Aktiviteter Presse CV Yderligere information

**Institut for Uddannelse og Pædagogik (DPU) - Forskningsprogrammet Livslang Læring**

Tuborgvej 164  
bygning B, lokale 203  
2400 København NV  
Danmark  
riet@edu.au.dk  
Direkte telefon: 87163661

 Se relationer på Aarhus Universitet

Forskningsområder



Læs mere på: [www.nice-network.eu](http://www.nice-network.eu)



European Summit on  
Developing the Career Workforce  
of the Future

Canterbury  
3rd - 4th September 2014

# European Competence Standards - en model for vejledningskompetence i det 21. århundrede

INSTITUT FOR UDDANNELSE OG PÆDAGOGIK (DPU)

English


ER HER: AU » Om AU » Institut for Uddannelse og Pædagogik (DPU) » Om instituttet » Rie Thomsen

- Om instituttet
  - Historie
  - Ledelse
  - Valg 2014
  - Medarbejdere**
  - Aftagerpanel
  - Find vej
  - Ledige stillinger
- Forskning
- Videnudveksling
- Uddannelse
- Aktuelt

RIE THOMSEN *Programleder*

Overzicht Publikationer Projekter Aktiviteter Presse CV Yderligere information

**Institut for Uddannelse og Pædagogik (DPU) - Forskningsprogrammet Livslang Læring**  
Tuborgvej 164  
bygning B, lokale 203  
2400 København NV  
Danmark  
riet@edu.au.dk  
Direkte telefon: 87163661

 Se relationer på Aarhus Universitet

Forskningsområder



Læs mere på: [www.nice-network.eu](http://www.nice-network.eu)



# NICE Steering Committee

## Professor Jean-Pierre Dauwalder



From 1975 to 1978 he was clinical psychologist and researcher at the Psychiatric Hospital of the University of Lausanne. From 1979 to 1991 he was Head of the Department of research and teaching in Social Psychiatry at the University of Bern. He also was an Associate professor for counselling and behaviour modification at the University of Lausanne from 1987 to 1991. Since 1991 he was Full professor for counselling and vocational psychology at the University of Lausanne. As Head of the Department of counselling psychology, Vice-Dean of the Faculty, President of the Committee of the Swiss National Fund and finally as President of the University Council, he was called to many different executive functions.

He organized international conferences in behaviour modification, health psychology, vocational guidance and interdisciplinary meetings on self-organisation. He also was member of editorial boards of many scientific journals. His publication list includes more than 130 articles, books and chapters.

## Professor Bernd-Joachim Ertelt



Professor Ertelt is a senior lecturer/professor for consulting science at the Jan Dlugosz University, at the Faculty of Education/Educational Science in Czestochowa, Poland. Previously he was a university lecturer at several renowned universities, such as University of Applied Labour Studies of the Federal Employment Agency, Heidelberg University (Faculty of Education), Mannheim University (Faculty of Social Sciences), and was an honorary professor at the University of National and World Economy, Sofia, Bulgaria. Since 1985 he has been active as a professional consultant and expert for international projects, and in a variety of countries for the areas Career Development and Vocational guidance, Organisational development of advisory and agency services and Qualification and training of counselling staff. In this role he was working –amongst others - in collaboration with the ILO, CEDEFOP, World Bank, EU Commission and OECD.

## Professor Andreas Frey



Professor Frey is a senior lecturer/professor for pedagogy at the Hochschule der Bundesagentur für Arbeit (University of Applied Labour Studies of the Federal Employment Agency) in Mannheim since September 2008. His main focus is on adult education, vocational and economic teaching. He studied education sciences at the Universität Koblenz-Landau and graduated with his PhD in education sciences with his thesis “General educational research with a focus on empirical educational research” at the same university. He is currently Educational Dean for the Swiss Federal Institute for Vocational Education and Training SFIVET in Zollikofen (Switzerland) and in 2004 won the Annual Incentive Award from Hogrefe Ltd publishers for his work “Innovative diagnostics in childhood and adolescence”.

## Professor Laura Nota



She is professor of Career construction and career counselling and Psychological Counselling for the Inclusion of Social Disadvantage at the Department of Philosophy, Sociology, Education and Applied Psychology, University of Padova. She is the Director of the Larios Laboratory (Laboratory for Research and Intervention in Vocational Designing and Career Counselling) and of the University Centre for Research and Services on Disability, Rehabilitation and Inclusion, at University of Padova, and of the post-graduate Master Course in ‘Life Design and Career Counselling’.

## Dr Hazel Reid



Hazel is Reader in Career Guidance, Career and Personal Development. She teaches in the areas of career development and supervises students undertaking research in the areas of Career and Narrative Research Theme. Hazel is a Fellow of the Career Research Committee for several years. Hazel also edited the *Journal of Career Development and Personal Development* from 2005 – 2012. She is also a Fellow of the National Society for Vocational Guidance, a NICEC Fellow (National Institute for Career Education and Guidance) and edits the NICEC journal.

## Professor Christiane Schiersmann



Full Professor for Adult Education Science, University of Heidelberg. She is a member of the German Society for Vocational Designing and vice president of the German Society for Vocational Designing and Research (since 2010). She is also a member of the innovation circle for Education and Research (since 2010) related to the working world, development and counselling, etc.

## Professor Salvatore Soresi



Full professor at the Department of Psychology, University of Padova for Research and Intervention in Vocational Guidance. He is also the University Centre for Research and Intervention in Vocational Guidance (SIO), of which he is a member of the Executive Board, and of the University Centre for Vocational Designing and Career Counselling.

## Dr Rie Thomsen



Dr Rie Thomsen is director of the Department of Education at Aarhus University and in the organization of communities and in the organization of interest in creating an inspiring learning environment. Her research interest is in Learning and Lifelong Guidance in Communities. Her goals for the future are to move research forward nationally and internationally in the field of career guidance.

## Dr Raimo Vuorinen



Dr Raimo Vuorinen works as a senior research fellow in Career Research at the University of Jyväskylä. He is also a member of the Lifelong Guidance Policy Network and the European Member States and the Commission of the European Communities. He moves career guidance forward in both the

# The NICE Network

The Network for Innovation in Career Guidance and Counselling in Europe (NICE) is supporting the European effort to foster lifelong learning and lifelong guidance, as well as to develop quality and professionalism in career guidance and counselling.

The NICE network currently includes 45 higher education institutions from almost all European countries, particularly universities that offer study programs in vocational and career guidance and counselling (Bachelor and Master degrees and other post-graduate degrees).

Within the network our aim is to sustain and strengthen the cooperative efforts in research and education that have developed over the past decade.

The NICE network is funded by the EU Commission.



# The NICE Network

---

The Network for Innovation in Career Guidance and Counselling in Europe (NICE) is supporting the European effort to foster lifelong learning and lifelong guidance, as well as to develop quality and professionalism in career guidance and counselling.

The NICE network currently includes 45 higher education institutions from almost all European countries, particularly universities that offer study programs in vocational and career guidance and counselling (Bachelor and Master degrees and other post-graduate degrees).

Within the network our aim is to sustain and strengthen the cooperative efforts in research and education that have developed over the past decade.

The NICE network is funded by the EU Commission.





# European Competence Standards – A Brief Introduction

---

## 1. Goals and Call for Feedback<sup>1</sup>

With the concept described on the following pages, we aim at establishing common “European Competence Standards” (competence standards) for the professional field of career guidance and counselling. There are numerous reasons for developing such competence standards, as a special form of occupational standards:

First of all, we hope that the standards will help to **establish career guidance and counselling as a recognized profession around Europe**, by offering the basis for a common professional identity of career professionals around Europe. Only when citizens, institutions and career professionals themselves have a common idea about “what career professionals do”, will our profession really be recognized and appreciated. For this reason, our framework begins with the question, what people should be able to expect from career professionals? Our starting point needs to be a clear picture of the professional roles and functions, which career professionals perform for society, particularly for the wellbeing of individuals.

Secondly, our ambition is to define competence standards which will help to **assure the quality of training for career professionals around Europe and which can support the mutual recognition of qualifications and prior learning in the field of career guidance and counselling**. The fundamental question that needs to be addressed in securing the quality of training for any profession is whether people are ready to tackle the challenges of the particular roles and functions, which are associated to the profession. In other words, people need to be competent to perform in their job. For this purpose, it is necessary to have particular skills, particular knowledge and particular values and attitudes, which together constitute the basis for a particular competence. However, on their own, certain skills or pieces of knowledge will be insufficient to really qualify someone for filling out a role or function competently. For this reason, the concept of competence is particularly important: It focuses on the roles and functions, which professionals shall perform, and links questions of knowledge, skills, values and attitudes to their overall meaning for the performance of professionals.

<sup>1</sup> This text and the tables therein have been prepared by Johannes Katsarov, Jukka Lerkkanen, Jacques Pouyaud and Kestutis Pukelis (named in alphabetical order), who have been coordinating the NICE project to develop European Competence Standards since May 2013. The presented concepts and competence standards have been developed in cooperation of 38 experts from 19 European countries, and represent drafts for further discussion. The first official publication of the European Competence Standards is foreseen for 2015.

# 1. Goals and Call for Feedback<sup>1</sup>

With the concept described on the following pages, we aim at establishing common “European Competence Standards” (competence standards) for the professional field of career guidance and counselling. There are numerous reasons for developing such competence standards, as a special form of occupational standards:

First of all, we hope that the standards will help to **establish career guidance and counselling as a recognized profession around Europe**, by offering the basis for a common professional identity of career professionals around Europe. Only when citizens, institutions and career professionals themselves have a common idea about “what career professionals do”, will our profession really be recognized and appreciated. For this reason, our framework begins with the question, what people should be able to expect from career professionals? Our starting point needs to be a clear picture of the professional roles and functions, which career professionals perform for society, particularly for the wellbeing of individuals.

Secondly, our ambition is to define competence standards which will help to **assure the quality of training for career professionals around Europe and which can support the mutual recognition of qualifications and prior learning in the field of career guidance and counselling**. The fundamental question that needs to be addressed in securing the quality of training for any profession is whether people are ready to tackle the challenges of the particular roles and functions, which are associated to the profession. In other words, people need to be competent to perform in their job. For this purpose, it is necessary to have particular skills,



First of all, we hope that the standards will help to **establish career guidance and counselling as a recognized profession around Europe**, by offering the basis for a common professional identity of career professionals around Europe. Only when citizens, institutions and career professionals themselves have a common idea about “what career professionals do”, will our profession really be recognized and appreciated. For this reason, our framework begins with the question, what people should be able to expect from career professionals? Our starting point needs to be a clear picture of the professional roles and functions, which career professionals perform for society, particularly for the wellbeing of individuals.

Secondly, our ambition is to define competence standards which will help to **assure the quality of training for career professionals around Europe and which can support the mutual recognition of qualifications and prior learning in the field of career guidance and counselling**. The fundamental question that needs to be addressed in securing the quality of training for any profession is whether people are ready to tackle the challenges of the particular roles and functions, which are associated to the profession. In other words, people need to be competent to perform in their job. For this purpose, it is necessary to have particular skills, particular knowledge and particular values and attitudes, which together constitute the basis for a particular competence. However, on their own, certain skills or pieces of knowledge will be insufficient to really qualify someone for filling out a role or function competently. For this reason, the concept of competence is particularly important: It focuses on the roles and functions, which professionals shall perform, and links questions of knowledge, skills, values and attitudes to their overall meaning for the performance of professionals.

Whereas many competence frameworks do not differentiate between competences and psychosocial resources, we find it important to first look at the level of competence. The reasoning is very basic: Which knowledge, skills, values and attitudes are relevant in the training of professionals should depend on the competence expected of a professional, i.e. what is the person supposed to be able to do in practice. Therefore, we have decided to first identify the most important competences, which career professionals need for their practice, before we investigate further, and try to identify the relevant psychosocial resources in the next step.

**Following this line of thinking, competence standards need to differentiate between two dimensions:**

1. The description of occupational challenges (“professional functions”)
2. The description of measurable “competences” needed to perform these professional functions

The first dimension (“professional functions”) is important to explain to the public what career professionals actually do, what the purpose of the profession is, and what may be expected of professionals. It is also important for career professionals to have a common idea about the mission of their profession, particularly because a professional identity encourages people to live up to professional standards and develop themselves further as professionals.

The second dimension (“competences”) is important for purposes of training and assessment of people’s readiness to perform professional functions. Therefore, competence descriptions

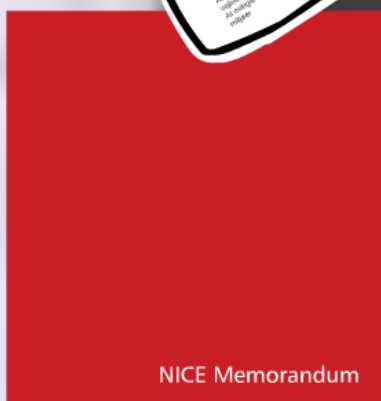
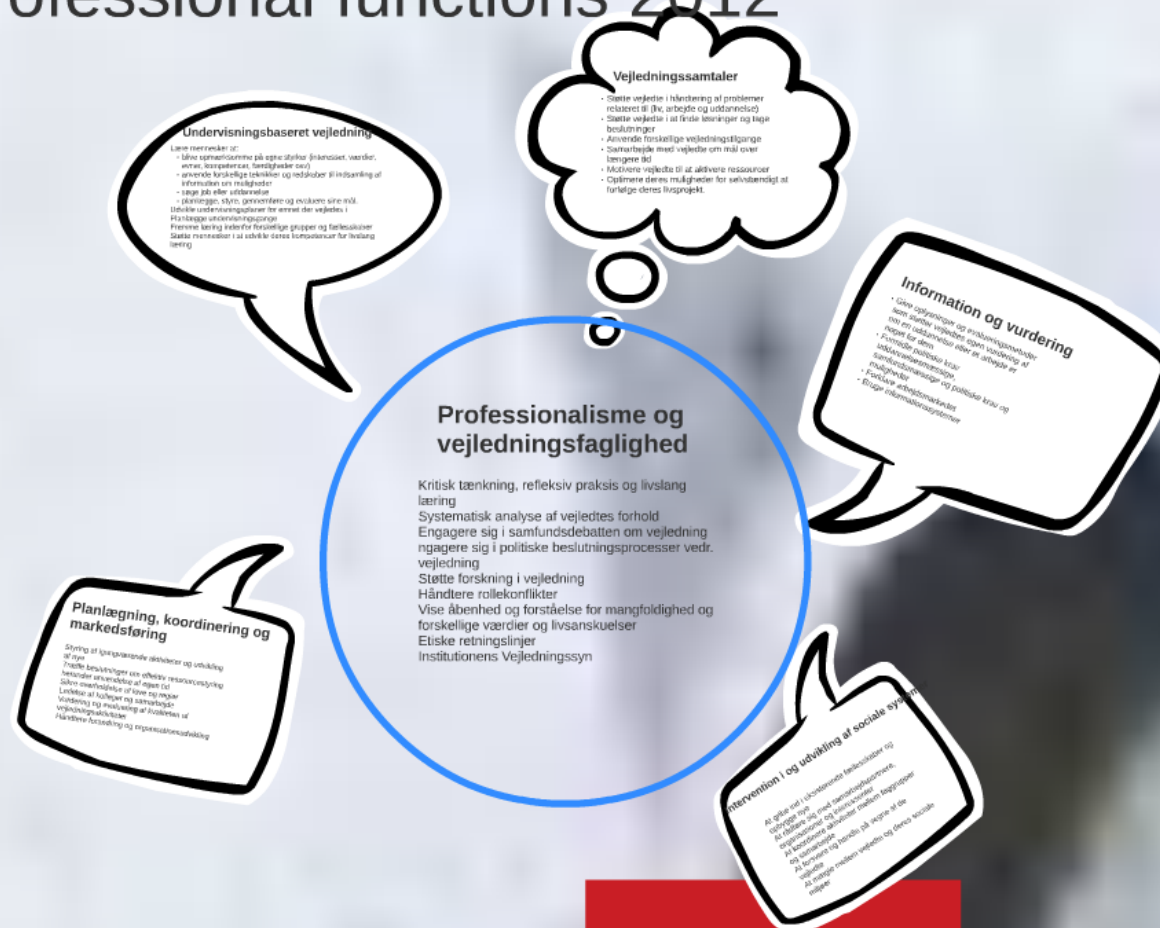




NETWORK FOR INNOVATION IN  
CAREER GUIDANCE & COUNSELLING IN EUROPE

Læs mere på: [www.nice-network.eu](http://www.nice-network.eu)

# NICE- professional functions 2012



The Memorandum on the Ethics of Academic Training and Research in Career Guidance and Career Assessment Activities is a useful tool for the professionalization of career guidance and reporting, which need to be based on evidence of competence-based academic building of career guidance and reporting.

The need for interdisciplinary research on career guidance and assessment, the building of research networks and networks in research centers.

The need for building the gaps between research, policy, practice and policy, and the need for building the gaps between research, policy, practice and policy, and the need for building the gaps between research, policy, practice and policy.

High quality competence-based academic training  
 Innovative research and excellent doctoral training  
 Joint ventures of research, practice and policy

# Professionalisme og vejledningsfaglighed

Kritisk tænkning, refleksiv praksis og livslang læring  
Systematisk analyse af vejledtes forhold  
Engagere sig i samfundsdebatten om vejledning  
engagere sig i politiske beslutningsprocesser vedr. vejledning  
Støtte forskning i vejledning  
Håndtere rollekonflikter  
Vise åbenhed og forståelse for mangfoldighed og forskellige værdier og livsanskuelser  
Etiske retningslinjer  
Institutionens Vejledningssyn

son  
om e  
noget  
• Formid  
uddann  
samfund  
mulighed  
• Forklare an  
• Bruge inform

ing og

Intervention i og udvikling af sociale systemer  
...bringe ind i eksisterende fællesskaber og  
...nye  
...in med samarbejdspartnere,  
...interesser  
...ter mellem faggrup  
...ne af de

## Vejledningssamtaler

- Støtte vejledte i håndtering af problemer relateret til (liv, arbejde og uddannelse)
- Støtte vejledte i at finde løsninger og tage beslutninger
- Anvende forskellige vejledningstilgange
- Samarbejde med vejledte om mål over længere tid
- Motivere vejledte til at aktivere ressourcer
- Optimere deres muligheder for selvstændigt at forfølge deres livsprojekt.

## Info

- Give op som stø om en ud noget for a
- Formidle und

## Information og vurdering

- Give oplysninger og evalueringsmetoder som støtter vejledtes egen vurdering af om en uddannelse eller et arbejde er noget for dem
- Formidle politiske krav uddannelsesmæssige, samfundsmæssige og politiske krav og muligheder
- Forklare arbejdsmarkedet
- Bruge informationssystemer

## Intervention i og udvikling af sociale systemer

At gribe ind i eksisterende fællesskaber og opbygge nye

At rådføre sig med samarbejdspartnere, organisationer og interessenter

At koordinere aktiviteter mellem faggrupper og samarbejde

At forsvare og handle på vegne af de vejledte

At mægle mellem vejledte og deres sociale miljøer



# Planlægning, koordinering og markedsføring

Styring af igangværende aktiviteter og udvikling af nye

Træffe beslutninger om effektiv ressourcestyring herunder anvendelse af egen tid

Sikre overholdelse af love og regler

Ledelse af kolleger og samarbejde

Vurdering og evaluering af kvaliteten af vejledningsaktiviteter

Håndtere forandring og organisationsudvikling

## Undervisningsbaseret vejledning

Lære mennesker at:

- blive opmærksomme på egne styrker (interesser, værdier, evner, kompetencer, færdigheder osv)
- anvende forskellige teknikker og redskaber til indsamling af information om muligheder
- søge job eller uddannelse
- planlægge, styre, gennemføre og evaluere sine mål.

Udvikle undervisningsplaner for emnet der vejledes i

Planlægge undervisningsgange

Fremme læring indenfor forskellige grupper og fællesskaber

Støtte mennesker i at udvikle deres kompetencer for livslang læring

# Competence Standards for A

	Career Education Competences	Career Assessment & Information Competences	Career Counselling Competences
Career Advisors should be able to...	<ol style="list-style-type: none"> <li>1. Explain how to prepare applications for jobs and training opportunities (CVs, letters, interviews) to the level of general standards</li> <li>2. Explain how to learn about educational and occupational options and requirements</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify websites, self-assessment tools and other sources which provide career information for the particular target group of the client, responding to the explicit interests, abilities, skills, competences and needs they have formulated</li> </ol>	<ol style="list-style-type: none"> <li>1. Produce a confidential, respectful and supportive environment for clients to speak openly about their career-related concerns and questions</li> <li>2. Confirm the type of career-related challenge a client is facing, based on active listening to concerns and questions voiced by client</li> </ol>
Counsellors should be able to...	<ol style="list-style-type: none"> <li>1. Assess the career management competences of clients with appropriate instruments and approaches</li> <li>2. Design and implement career education sessions and educational methods to meet learning needs for the particular target group</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess informational needs of clients, regarding their interests and competences, the relevant labour market, and features of vocational and educational systems, to confront informational problems such as information overflow, stereotypes, disinformation, and lack of information</li> <li>2. Select scientifically valid-</li> </ol>	<ol style="list-style-type: none"> <li>1. Conclude a client's main reason for seeking support in an empathic and respectful way, based on a client-centred interview</li> <li>2. Formulate an offer for a counselling agreement with a client, specifying objectives and approaches that suit the client's priorities and resources</li> <li>3. Explore which psychological and external resources are available</li> </ol>

Career Advisors should be able to...	<ol style="list-style-type: none"> <li>1. Explain how to prepare applications for jobs and training opportunities (CVs, letters, interviews) to the level of general standards</li> <li>2. Explain how to learn about educational and occupational options and requirements</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify websites, self-assessment tools and other sources which provide career information for the particular target group of the client, responding to the explicit interests, abilities, skills, competences and needs they have formulated</li> </ol>	<ol style="list-style-type: none"> <li>1. Produce a comprehensive and supportive plan for clients to solve their career-related questions</li> <li>2. Confirm the type of challenge a client has and on active listening questions voice</li> </ol>
Career Guidance Counsellors should (additionally) be able to...	<ol style="list-style-type: none"> <li>1. Assess the career management competences of clients with appropriate instruments and approaches</li> <li>2. Design and implement career education sessions and educational methods to meet learning needs for the particular target group</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess informational needs of clients, regarding their interests and competences, the relevant labour market, and features of vocational and educational systems, to confront informational problems such as information overflow, stereotypes, disinformation, and lack of information</li> <li>2. Select scientifically validated methods and tools for self-assessment, as well as information sources to satisfy the clients informational needs</li> <li>3. Assess particular resources, interests or other relevant characteristics of an individual client using a validated career assessment approach in a collaborative way, to provide the client with personally relevant information</li> </ol>	<ol style="list-style-type: none"> <li>1. Conclude a client's needs for seeking supportive and responsive on a client-centered approach</li> <li>2. Formulate an overall counselling approach for the client, specifying the approaches the client's priorities and needs</li> <li>3. Explore which external resources to support the client with phases of the career planning personal goals</li> <li>4. Assess the meaning of the situations and the needs of informational clients, based on their competences and resources</li> <li>5. Apply suitable and creative problem-solving decision-making based on the client's experiences and resources</li> </ol>
Career Experts of a particular role should (additionally) be able to...	<ol style="list-style-type: none"> <li>1. Develop methodologies for measuring people's career management competences for particular target groups, based on scientific evidence and methodology</li> <li>2. Develop strategies, curricula and training programs for improving the career management competences of various target groups based on recognized needs of the target group and relevant quality standards</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and validate psychometric tools (tests, questionnaires, scales etc.) scientifically, to provide a relevant and reliable diagnosis of people's career related interests, abilities, competences, motivations and other characteristics</li> <li>2. Design and develop career information systems to systemize relevant information on specific labour markets, education and training systems, and to anticipate emerging trends and issues</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and validate counselling approaches and instruments to work with specific needs of career-related clients</li> <li>2. Review the practice of guidance counselling for career advisors for their professional competence, personal self-awareness, collaborative way of working, attention to individual and ethical aspects</li> </ol>

# Competence Standards for All

	Career Education Competences	Career Assessment & Information Competences	Career Counselling Competences
Career Advisors should be able to...	<ol style="list-style-type: none"> <li>1. Explain how to prepare applications for jobs and training opportunities (CVs, letters, interviews) to the level of general standards</li> <li>2. Explain how to learn about educational and occupational options and requirements</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify websites, self-assessment tools and other sources which provide career information for the particular target group of the client, responding to the explicit interests, abilities, skills, competences and needs they have formulated</li> </ol>	<ol style="list-style-type: none"> <li>1. Produce a confidential, respectful and supportive environment for clients to speak openly about their career-related concerns and questions</li> <li>2. Confirm the type of career-related challenge a client is facing, based on active listening to concerns and questions voiced by client</li> </ol>
Career Guidance Counsellors should (additionally) be able to...	<ol style="list-style-type: none"> <li>1. Assess the career management competences of clients with appropriate instruments and approaches</li> <li>2. Design and implement career education sessions and educational methods to meet learning needs for the particular target group</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess informational needs of clients, regarding their interests and competences, the relevant labour market, and features of vocational and educational systems, to confront informational problems such as information overflow, stereotypes, disinformation, and lack of information</li> <li>2. Select scientifically validated methods and tools for self-assessment, as well as information sources to satisfy the clients informational needs</li> <li>3. Assess particular resources, interests or other relevant characteristics of an individual client using a validated career assessment approach in a collaborative way, to provide the client with personally relevant information</li> </ol>	<ol style="list-style-type: none"> <li>1. Conclude a client's main reason for seeking support in an empathic and respectful way, based on a client-centred interview</li> <li>2. Formulate an offer for a counselling agreement with a client, specifying objectives and approaches that suit the client's priorities and resources</li> <li>3. Explore which psychological and external resources are available to support the client to cope with phases of stress and achieving personal growth</li> <li>4. Assess the meaning of complex situations and different types of information together with clients, based on their interests, competences and other resources</li> <li>5. Apply suitable models for creative problem-solving, decision-making and planning, based on the interests, preferences and resources of clients</li> </ol>
Career Experts of a particular role should (additionally) be able to...	<ol style="list-style-type: none"> <li>1. Develop methodologies for measuring people's career management competences for particular target groups, based on scientific evidence and methodology</li> <li>2. Develop strategies, curricula and training programs for improving the career management competences of various target groups based on recognized needs of the target group and relevant quality standards</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and validate psychometric tools (tests, questionnaires, scales etc.) scientifically, to provide a relevant and reliable diagnosis of people's career related interests, abilities, competences, motivations and other characteristics</li> <li>2. Design and develop career information systems to systemize relevant information on specific labour markets, education and training systems, and to anticipate emerging trends and issues</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and validate career counselling approaches and instruments to support clients with specific needs to solve their career-related problems</li> <li>2. Review the practice of career guidance counsellors and career advisors for the development of their competence and professional self-awareness in a collaborative way, paying particular attention to intercultural and ethical aspect</li> </ol>

At u.  
miljøer

The Memorandum  
Guidance and  
professional  
the near future

- the need for  
guidance and
- the need for  
training of exce
- the need for b  
to enhance exist

High qua  
Innovativ  
Joint ven

# NICE Memorandum

---

The Memorandum on the Future of Academic Training and Research in Career Guidance and Counselling articulates three central needs for the professionalization of career guidance and counselling, which need to be tackled in the near future:

- the need for high quality, competence-based academic training of career guidance and counselling professionals;
- the need for interdisciplinary research on career guidance and counselling, the training of excellent researchers and setting up a research community;
- the need for bridging the gaps between research, theory, practice and policy, and to enhance existing cooperation between the different actors in the field.

High quality competence-based academic  
Innovative research and excellent doctora



professionalization of career guidance and counselling, which need to be tackled in the near future:

- the need for high quality, competence-based academic training of career guidance and counselling professionals;
- the need for interdisciplinary research on career guidance and counselling, the training of excellent researchers and setting up a research community;
- the need for bridging the gaps between research, theory, practice and policy, and to enhance existing cooperation between the different actors in the field.

High quality competence-based academic training  
Innovative research and excellent doctoral training  
Joint ventures of research, practice and policy



... competence standards ...  
Professional Roles. Some of the professional roles are defined only for one of the roles, which is why we define them in an address...  
professional functions". This means that they are important for all of the professional roles.  
3 - 4 SEPTEMBER 2014 | CANTERBURY CHRIST CHURCH UNIVERSITY 25



NETWORK FOR INNOVATION IN CAREER GUIDANCE & COUNSELLING IN EUROPE

About Us Projects Downloads Partners Events

Home Contact Imprint Sitemap

## Public Consultation on European Competence Standards

Our Network aims at establishing common "European Competence Standards" for the professional field of career guidance and counselling. A first draft has been presented to approximately 200 stakeholders from 32 European countries at the European Summit on Developing the Career Workforce of the Future in Canterbury (UK) on September 4, 2014 (see Events).

To validate the competence standards, NICE asks all interested career professionals, associations, public employment service managers, HR managers, citizen representatives, researchers, lecturers, and policy-makers concerned with questions of education, training, employment, inclusion and lifelong guidance to review them and provide feedback and comments until November 15, 2014.

The European Competence Standards shall be a living document, which NICE will update regularly as a responsible network, and which we hope to translate into many languages. Feedback will be

### NEWS

Draft for European Competence Standards

more >

European Summit on Developing the Career Workforce of the Future

more >

Supporting Mobility through Guidance

more >

NICE Handbook en Francais

more >