COMPETENCY FRAMEWORK FOR CAREER DEVELOPMENT PRACTITIONERS IN SOUTH AFRICA

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Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Competency Framework for Career Development Practitioners in South Africa

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Published by the Department of Higher Education and Training

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The purpose of the *'Competency Framework for Career Development Practitioners in South Africa'* is to set a benchmark of minimum competencies that individual Career Development Practitioners must possess in order to offer Career Development Services in South Africa.

The beneficiaries of the 'Competency Framework for Career Development Practitioners in South Africa' are:

- CDPs who will be able to identify their own skill shortages that they may have;
- Education and training providers who develop programmes for assist CDPs to improve their competencies;
- Professional bodies that will guide in the professionalisation of CDPs;
- Employers to determine required competencies of CDPs; and
- Citizens who can identify the level of service that they can expect from a CDP.

ABBREVIATIONS AND ACRONYMS

ACA	American Counselling Association
ALCDP	Advanced Level Career Development Practitioner
	Authority
CAPES	Confederation of Associations in the Private Employment Sector
CAPS	Curriculum and Assessment Policy Statement
CAS	Career Advice Services
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority
CDF	Career Development Facilitator
CDP	Career Development Practitioner
CEDEFOP	European Centre for the Development of Vocational Training
CGC	Career Guidance and Counselling
CHE	Council for Higher Education
CICA	Career Industry Council of Australia
CPD	Continuing Professional Development
CV	Curriculum Vitae
DBE	Department of Basic Education
DCS	Department of Correctional Services
DHET	Department of Higher Education and Training
DoL	Department of Labour
ELCDP	Entry Level Career Development Practitioner
ESP	Employment Services Practitioner
ESSA	Employment Services South Africa
ETDP SETA	Education, Training and Development Practices Sector Education and Training
FET	Further Education and Training
GDE	Gauteng Department of Education
HEI	Higher Education Institution
HPCSA	Health Professional Council of South Africa
HRDC	Human Resources Development Council
IAEVG	International Association for Educational and Vocational Guidance
ICT	Information Communication Technology
IPM	Institute for People Management
LLUK	Lifelong Learning United Kingdom
LO	Life Orientation

MerSETA	Manufacturing, Engineering and Related Sector Education and Training Authority
NBEET	National Board of Employment Education and Training
NBT	National Benchmark Test
NCAP	National Career Advice Portal
NCDA	National Career Development Association
NCDF	National Career Development Forum
NEET	Not in Employment, Education or Training
NICE	Network for Innovation in Career Guidance and Counselling in Europe
NOS	National Occupational Standards
NPO	Non-Profit Organisation
NQF	National Qualification Framework
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NYDA	National Youth Development Agency
OECD	Organisation for Economic Co-operation and Development
OFO	Organising Framework for Occupations
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAACDHE	Southern African Association for Counselling and Development in Higher Education
SACDA	South African Career Development Association
SAQA	South African Qualifications Authority
SCDP	Specialist Career Development Practitioner
SCQF	Scottish Credit and Qualifications Framework
SETA	Sector Education and Training Authority
SQA	Scottish Qualifications Authority
SSC	Shared Specialisation Competences
SSP	Sector Skills Plan
SSS	Student Support Services
SSSU	Student Support Services Units
SVQ	Scottish Vocational Qualification
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UNISA	University of South Africa

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Executive Summary

The development of a competency framework for Career Development Practitioners (CDPs) in South Africa is set in the context of a growing awareness in South Africa and internationally, that career development services may assist with labour market challenges related to the transition from school and university to the workforce and unemployment. Career development services can assist individuals to develop career management skills that include decision-making, transition, and career planning skills.

Policy makers are recognising the potential of career development services and attention is also drawn to the skills, knowledge and qualifications of CDPs. The Department of Higher Education and Training's 'White Paper for Post-School Education and Training' (DHET: 2013) highlights the importance of helping young people make well-informed decisions on post-school options. The 'Policy on Minimum Requirements for Teacher Education Qualifications' (DHET: 2015), furthermore identifies career guidance, counselling and specialised learning support as possible areas of specialisation for teachers.

Currently in South Africa, as in many other countries, career development services are provided by practitioners, with varying levels of skills and knowledge, to a broad range of client groups in diverse settings such as schools, post-school institutions, government services and civil society organisations. This situation has developed because, to date, the field of career development has been described as "weakly professionalised" (Organisation for Economic Cooperation and Development [OECD], 2003, p. 93), with career development practitioners entering the field from a range of disciplines and from diverse experience bases. Thus, the need to define the profession and identify its core skills and knowledge base has become a pressing issue internationally as well as in South Africa.

A number of countries (e.g. Australia, Canada, Scotland, Ireland, and the United States of America), have responded to this need by developing competency frameworks that identify the core skills and knowledge required by CDPs. Some frameworks also identify specialisations within the field that are relevant to CDPs who work in particular settings or with specific client groups. Importantly, the development of such frameworks is a precursor to the development of training courses and qualifications for the field.

While there are several international and national examples of competency frameworks, a striking similarity is evident across these frameworks in terms of the core competencies identified. Such similarities assist in defining the career development discipline internationally. However, these competency frameworks also exhibit differences that reflect responsiveness to their own national contexts, resulting from extensive national consultation processes. For the purpose of this document, international competency frameworks served as resources to inform South Africa in developing its own framework. It should be emphasised that these frameworks have not been routinely adopted; rather, extensive national consultation processes have ensured that this competency framework is context specific.

Furthermore, international literature is well-established and provided concrete examples of competency frameworks for CDPs. South African literature, in this field, is at an embryonic stage. It consists either of limited comments in academic journals (with even more limited suggested practical application), or of more recent government initiated scans of extant career delivery services in South Africa. The environmental scans were exceptionally useful in providing a baseline description for identifying what needs to be undertaken in terms of career development services improvement, and the establishment of clearly defined roles for CDPs in South Africa.

This document provides an overview of the South African context in relation to the development of a CDP competency framework. A more specific discussion of the present role definitions for CDPs in South Africa is provided in **Annexure B** and the role of CDPs is contextually defined according to fourteen settings in which CDPs have been functioning in South Africa to date.

From this more specific description of the South African context, the document broadens the perspective to consider international and national examples of competency frameworks that were considered during the development of a competency framework for South African CDPs (**Annexure C**).

The contextual analysis and international literature review lead to a proposed competency framework for CDPs in South Africa.

The document concludes with a consideration of three applied processes needed to sustain and refine the competency framework, namely, implementation, evaluation, and a plan of action.

The beneficiaries of this Framework are:

- CDPs who will be able to identify skill shortages that they may have;
- Education and training providers who develop programmes that will assist CDPs to improve their competencies;
- Professional bodies who will be able to effectively categorise CDPs;
- Employers who will know which competencies a CDP should possess; and
- Citizens who can identify the type of service that they can expect from a CDP.

A Competency Framework for Career Development Practitioners in South Africa

1. A South African Overview for a Career Development Practitioner Competency Framework

This overview originates from desktop research in considering the development of a career competency framework for CDPs in South Africa.

Broadly considered, there are two bodies of literature that have explored career psychology and career service delivery within the South African context in recent decades. The one emanated from academia (more specifically, from higher education institutions) and more recently, there has been a second body of literature that explores the status quo of career delivery services in South Africa, and provides a concomitant and initial discussion on proposed policy, both in terms of the development of career delivery services and the training of CDPs.

Therefore, in this document, **CAREER DEVELOPMENT PRACTITIONER** is adopted as an umbrella term that describes all levels of individuals delivering a variety of career services (DHET, 2013). It is useful to consider both the above-mentioned literature sources as they provide a rationale for the proposed competency framework for CDPs (**Annexure B**).

The DHET (2012:9) adopted the term **CAREER DEVELOPMENT SERVICES** to describe all the services and activities intended to assist all individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. This variety of services is encapsulated in the descriptor of career development services. Therefore, career development services, in its many forms, are provided across a wide segment of society, beginning at a very young age and continuing through to post-retirement. The types of career development services differ from environment to environment and often differ even within the same environment. The great disparity in services offered is a result not only of different environments, but also has much to do with the inconsistency of the skills levels of the individuals offering the services.

It is clear that career development services are offered not only by psychologists in whose domain career development traditionally fell. Rather, career development services, in all its many forms, are offered by a diverse range of individuals with a diverse range of qualifications and, indeed, some without any qualifications.

The above, therefore, highlights the importance of establishing a competency framework for career development practitioners that can address and standardise the quality of service that is currently being provided in the career development field, by establishing minimum competencies that individuals in this field of work must possess. This, in turn, will result in formalised career progression routes that individuals in this field of work could follow.

There is currently only one formal qualification for CDPs registered in this country, namely, the Career Development Information Officer, NQF Level 05 with ID 96372. A wide range of services is, however, offered by various stakeholders as part of career development services.

Table 1: Summary Table of Career Development Activities in South Africa

Delivery Agent	Types of Service	Minimum Education Level of CDPs
Schools	• Life-Orientation subject • Non-standardised self-exploration questionnaires • Career, bursary and institutional information • Curriculum workbooks • Career counselling in some schools	• Teachers: 4-year post-school education degree/diploma (non-career development related) • Career Guidance Practitioners: 3-year post-school degree/diploma plus a short course in Career Guidance
Technical and Vocational Education and Training (TVET) Colleges	• Part of Student Support Services • Advice on studies at a TVET college • Literacy and numeracy placement testing • Non-standardised self-exploration questionnaires	• Lecturers: 4-year post-school education degree/diploma and a short course in Career Guidance • Career Development Officers and Student Support Officers: 3-year post-school degree in Psychology
Universities	• Comprehensive career guidance service focussing on offerings by the university	• 4-year post-school qualification in Psychology
Department of Labour (DoL)	• Labour Centres across the country • Help clients find employment by registering them on Employment Services South Africa (ESSA) • Employs registered psychologists, psychometrists and counsellors to conduct Speex test[1] to match job applicants to employers' needs • Offer job hunting workshops	• Employment Service Practitioners: 3-year tertiary qualification in Psychology plus a short course in Career Guidance • Career Counsellors: 4-year tertiary qualification in Psychology
Sector Education and Training Authorities (SETAs)	• Research and then publish information on skills in demand in their sector • Education Training and Development Practices SETA (ETDP SETA) has developed a Career Development Officer (National Qualifications Framework - NQF Level 05)	• No specified minimum qualification

Delivery Agent	Types of Service	Minimum Education Level of CDPs
Department of Higher Education and Training (DHET)	• Coordinate career development services in the country • Develop policy, guidelines and protocols in career development services (enabling environment) • Publish career, institutional and other career development related information on their Career Advice Services website and National Career Advice Portal (NCAP) • Provide information, advice and guidance by means of the Career Advice Helpline (telephone, fax, SMS, 'Please Call Me', email), information sessions, career exhibitions, walk-in centres • Broadcasting Khetha Radio Programmes in 10 local languages, including Afrikaans	• NQF level 6 qualification in Education, Social Sciences or Management
National Youth Development Agency (NYDA)	• Focus on out-of-school youth and 'Not in Employment, Education or Training' (NEET) youth • Provide face-to-face career guidance • Provide group-based career guidance • Attend career exhibitions and events • Publish career, bursary, institutional and other career guidance related information on their website • Distribute a career guide	• No specified minimum qualification • All providers of career guidance have attended a short unit standard aligned Career Guidance course
Department of Correctional Services (DCS)	• Non-standardised self-exploration questionnaires • Career, bursary and institutional information • Provides career advice at walk-in centres	• Educators: 4-year post-school education degree/diploma plus a short course in Career Guidance
Libraries	• Career, bursary and institutional information • Open access computers that can be used for career guidance • In some libraries career guidance is offered by external providers • Some libraries have dedicated 'career corners'	• No specified minimum qualification

Delivery Agent	Types of Service	Minimum Education Level of CDPs
Recruitment Agencies	• Outsourced psychometric testing for matching of applicants to employer needs. Some larger agencies may have internal staff that conducts such tests. Such internal staff members are not necessarily Registered Psychologists, Psychometrists or Counsellors	• Registered Psychologists, Psychometrists, Counsellors for psychometric assessments • Non-registered recruitment practitioners conduct non-standardised self-exploration assessments, i.e., Career Path Appreciation (CPA), Thomas Personal Profile Analysis (PPA)
Organisations	• No standardised career development processes • Some organisations prefer to up-skill from within, whilst others prefer to recruit from outside of the organisation	• No specified minimum qualification
Psychologists, Psychometrists and Registered Counsellors	• Psychologists: psychometric testing and career counselling • Psychometrists: psychometric testing and career counselling • Registered Counsellors: psychometric testing and career counselling under supervision of a psychologist	• Psychologists: 6-year tertiary education plus an internship • Psychometrists: 4-year tertiary education plus an internship • Registered Counsellors: 4-year tertiary education plus an internship
Lay Career Development Practitioners	• Non-standardised self-exploration questionnaires and providing information	• No specified minimum qualification
NPO's, including religious institutions, community centres, etc.	• Services vary depending on the institutional mandate and capacity	• No specified minimum qualification
Web-Based Services	• Non-standardised self-exploration questionnaires • Psychometric assessments • Counselling • Information on careers, bursaries, institutions, and other career related information	• No specified minimum qualification

2. Career Development Competencies: Literature Review - International and National Cases

2.1 Background

Internationally, as well as in South Africa, the skills and knowledge of career development practitioners have been identified as a cause of concern, in terms of the provision and quality of career information, guidance and advice services, and the delivery of public policy such as that related to lifelong learning and the labour market. In 2003, the OECD reported on their review of career guidance policies in 14 countries. It concluded that the field is "weakly professionalised" (p. 93) and identified insufficient and inappropriate training as barriers to the capacity of career development services. Career development practitioners frequently enter the field with qualifications from related fields such as psychology, social work, teaching and human resource management, without having specific training in career development. Another two career guidance policy reviews, funded by the European Commission and the World Bank, across a further 23 countries, yielded similar results (Watts & Sultana, 2004).

A conclusion drawn from the OECD, European Commission and World Bank reviews was that governments could play a role in shaping the career development workforce by means of training and qualification arrangements. The OECD (2003) review determined that "comprehensive competency frameworks, covering both support staff and fully qualified staff, need to be developed" (p. 93) to reform the field.

A **COMPETENCY FRAMEWORK** has been identified as a set of "minimum competencies necessary to perform effectively a particular occupation or job within a particular field" (National Career Development Association - NCDA, 2009). Competency frameworks for career development practitioners, therefore, can describe the knowledge and skills needed by all levels of the broad field of career development practitioners who work in diverse roles, in diverse settings with diverse client groups. Moreover, it can foster a professional identity for those working in the field, as well as provide a structure for qualifications, training, standardisation and professionalisation.

Examples of international and national competency frameworks for CDPs were studied and analysed for the purpose of developing this framework, which is aligned to international standards **(Annexure C).**

The following are the only bodies and countries with competency frameworks for career development:

i. International Association for Education and Vocational Guidance ((IAEVG);
ii. European Centre for the Development of Vocational Training (CEDEFOP);
iii. Network for Innovation in Career Guidance and Counselling in Europe (NICE);
iv. United States of America (USA);
v. Canada;
vi. Republic of Ireland;
vii. Australia;
viii. United Kingdom (UK); and
ix. Scotland.

2.2 Summary of Findings

The development of most competency frameworks involved extensive consultation with practitioners and stakeholders and consideration of pre-existing frameworks. While commonalities exist across international and national competency frameworks, the context specific nature of each is also discernible. In summary:

2.2.1 Competency frameworks represent one element of a broader commitment to professional standards that generally include codes of ethics, advice on entry-level qualifications and continuing professional development requirements;

2.2.2 Categorising competencies is useful to ensure the development of a well conceptualised and structured competency framework. The European Centre for the Development of Vocational Training (CEDEFOP) has categorised competencies into:

i. Cognitive Competencies;
ii. Functional Competencies;
iii. Personal Competencies; and
iv. Ethical Competencies.

2.2.3 Core and specialised competencies have been identified in a number of competency frameworks. However, this has not been evident in all competency frameworks. CEDEFOP, for example, has presented a range of competencies without making a distinction between core and specialised, CEDEFOP (2009, p. 75-76). On the other hand, the United States of America (USA) has recognised differences in specialised services for people that hold a Master's or higher Counselling degree and those who may not necessarily be experts, but have an interest in career development (NCDA 2014);

Some common core competences from the different examples include:

i. Communication;
ii. Ethical behaviour;
iii. Professional behaviour;
iv. Diversity Management;
v. Career development theories and research and how to integrate these into practice;
vi. Working with clients or delivery of career development services;
vii. Working with career development systems; and
viii. Employability etc.

Some specialised services include:

i. Career counselling;
ii. Psychometric assessments;
iii. Information resource management;
iv. Content development;
v. Research;
vi. Leadership and Management;
vii. Personal coaching;
viii. Employability; and
ix. Labour market knowledge etc.

2.2.4 Knowledge related to theory and research remains essential, as it defines and distinguishes career development from other related disciplines (e.g. psychology, social work and education) in competency frameworks, especially in regard to their application in practice. Scotland is a notable exception in this regard.

2.2.5 Professionalism underpinned by ethical practice, reflective practice, commitment to lifelong learning and continuing professional development is an essential feature of career development work and should be a feature of competency frameworks, as it is in other professions.

2.2.6 Communications skills, while common to a number of 'helping professions', are essential competencies for career development practitioners.

2.2.7 Competency frameworks from the Network for Innovative Career Guidance and Counselling in Europe (NICE) and Scotland are based on a foundation of identified core roles in the field which serve to discriminate between the diverse roles assumed by career development practitioners. The two competency frameworks identify professional roles for CDPs. NICE identified six and Scotland identified five. The NICE roles are more inclined towards the specialised roles (Schiersmann, Ertelt, Mulvey, Reid and Weber, 2012), whilst Scotland provides these roles with progression from a lower or entry level to a specialised level using the Scottish Credits and Qualifications Framework (SCQF), (the Scottish Government, 2012).

2.2.8 The specialised competencies for Canada are similar to the rest of the countries, however, the Canadians have included 'community capacity building'. This competency is explained as the ability to promote community partnership and participation to increase self-sufficiency and enhance productivity. Therefore, it can be deduced that in Canada, CDPs constitute an important segment of Community Development Practitioners.

2.2.9 Labour market knowledge and an ability to apply it and assist clients to use it, is a defining feature of competency frameworks.

2.2.10 Development of competency frameworks needs to be accompanied by an implementation plan.

2.2.11 Australia provides an example of where a framework of professional standards has been successfully **implemented (Career Industry Council of Australia - CICA, 2011). Features of the implementation process include:**

i. Extensive consultation with stakeholders and career practitioners;

ii. A communication strategy; and

iii. Inclusive supportive and collaborative implementation processes that include a reasonable timeframe to allow practitioners and professional associations to effectively prepare and qualify.

3. The South African Competency Framework for Career Development Practitioners

This chapter sets out the competency framework for CDPs in South Africa. The framework is a result of extensive research into international career development frameworks and the national career development context. This framework has been subjected to a substantial consultative process with industry experts, stakeholders and public participation.

3.1 Purpose and Rationale

The development of a competency framework for career development practitioners in South Africa is set in the context of a growing awareness in South Africa, and internationally, that career development services have a positive impact on the economic development of a country. Career development may assist with education and labour market challenges related to the transition from school to tertiary education and subsequent employment or the transition between school and employment.

Career development services can assist individuals to develop career management skills that include decision-making, transition, and career planning skills.
Career development services in South Africa are mostly unregulated and the competency level of those offering such services range between highly qualified and highly experienced to unqualified.

The purpose of the ***'Competency Framework for Career Development Practitioners in South Africa'*** is to set a benchmark of minimum competencies that individuals must possess in order to offer career development services.

This will result in formalised educational and career progression routes that individuals in this field of work can follow.

3.2 Terminology

An abundance of terminology is in use in the field of career development. The terminology that follows is specifically relevant to this competency framework document.

3.2.1 Competency

A competency suggests that a person is *sufficiently qualified* to perform a particular job or task (http://dictionary.reference.com/browse/competency). There are several definitions defining competency, but for the purposes of this framework the following definition will apply:

A competency is a cluster of related knowledge, skills, values and attitudes that enable a person to be effective in delivering career development services (www.businessdictionary.com/).

3.2.2 Competency Framework

A competency framework is a structure that sets out and defines the knowledge, skills, attitudes and values inherent within each competency.

3.2.3 Core Competencies

Core competencies refer to "the knowledge, skills and attitudes that all CDPs should comply with regardless of their employment setting", though different levels may be applicable ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004: http://career-dev-guidelines.org/career_dev/index.php/the-standards-guidelines/core-competencies).

This framework includes "values" as an important term to define core competencies and thus defines core competencies as ***"the knowledge, skills, attitudes and values that all CDPs should comply with regardless of their employment setting".***

3.2.4 Specialised Competencies

Specialised competencies go beyond the definition of core competencies in their recognition of the diverse settings and client groups with whom CDPs work and, therefore, the diverse practices in which they engage to effectively meet the needs of their clients. Thus, ***specialised competencies are specific expert knowledge, skills, values and attitudes that CDPs need, additional to core competencies, in order to respond to the needs of their specific context, work settings and client groups.***

Some CDPs will need to have a broad range of specialised competencies, while others may require only a few or none at all, depending on the nature of the services they provide.

3.2.5 Career Development

The definition of "career development" is given as lifelong guidance for learning and work and is linked to policy agendas relating to lifelong learning, workforce development and social inclusion (Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa. DHET, 2012, p. 8).

Career development is about information, guidance and advice, is all encompassing and includes services such as the provision of career information, career advice, career guidance, career counselling and career planning.

For the purposes of this competency framework career development is defined as ***"lifelong information, guidance and advice for learning and work"***.

3.2.6 Career Development Services

Career development services are described as '***the services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers'***. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including helplines and web-based services). Activities include career information provision (in print, Information Communication Technology [ICT] based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness and career management skills), taster programmes (to sample options before choosing them), work search programmes and transition services.

3.2.7 Career Development Practitioner

A career development practitioner provides services that help people manage their careers, make occupational and study decisions, plan career transitions and find career information.

Career Development Practitioners work in many diverse environments and some may, therefore, also need to possess certain specialised knowledge, skills, attitudes and values. These result in a differentiation between core competencies, that all CDPs need to possess, and specialised competencies that only certain CDPs need to possess, and gives rise to various types of career development practitioners.

A career development practitioner is, therefore, defined as ***'a person that guides and advises people to plan and manage their careers, make occupational and study decisions, plan career transitions and find career information'.***

3.3 Principles of the Framework

The ***'Competency Framework for Career Development Practitioners'*** is designed to provide information to policy makers, post-school education and training institutions, employers, practitioners, qualification developers, professional bodies and service beneficiaries as to the knowledge, skills, values and attitudes that are expected of CDP's.

The framework intends to provide a benchmark of minimum competencies to standardise the field of career development services provision.

The framework acknowledges that there is a wide range of CDP's currently offering services in South Africa and their knowledge, skills, values and attitudes vary from highly qualified and experienced to unqualified. The framework, therefore, accepts that different types of CDPs require different levels of competence based on the nature of the work they perform which, in turn, gives rise to different categories and levels of CDPs.

This framework also acknowledges recognition of prior learning (RPL) so as to include CDPs who have been working in the field but who have no supporting qualification.

3.4 Levels of Career Development Practitioner

CDP levels differ substantially internationally. The conclusions drawn from the research conducted suggests that each country develops its levels based on its own unique environment.

Within the South African context CDP's range on a continuum from highly qualified (i.e. formal academic qualifications) and experienced (i.e. exposure to working in their field of expertise) to those with no formal qualification or significant experience.

The Framework recognises all these practitioners within different levels. It also provides for the career development of CDPs and articulation between different levels. The process of developing career development qualifications for CDPs and articulation between different levels should be structured by an industry specific professional body.

3.5 The Competencies

The competency frameworks of several countries (see Chapter 4 in this regard) have been extensively researched and analysed and this has resulted in the following competencies being identified as either core or specialised, within the South African context. A complete description of each designation and competency is provided later in this chapter.

3.5.1 Core Competencies

The core competencies are:

a) Effective Communication;

b) Demonstrate ethical behaviour;

c) Demonstrate professional behaviour;

d) Manage diversity;

e) Use career information effectively;

f) Deliver an effective career development service;

g) Advance employability of clients;

h) Understand career development; and

i) Facilitate non-standardised self-exploration career assessments.

Each competency is characterised by a particular set of knowledge, skills, values and attitudes. The Professional body/bodies for CDPs can deem CDPs as competent if they possess the knowledge, skills, values and attitudes required to practice at a particular level.

3.5.2 Specialised Competencies

The specialised competencies are:

a) Career Counselling;

b) Psychometric Assessment;

c) Research;

d) Career Development Education; and

e) Recruitment, Selection and Placement.

Career development as a profession has linkages to other occupations. Professionals in these related occupations may wish to register as CDPs and specialise in the area of skill they already possess. This would require them to demonstrate the core competencies and then receive recognition for the areas in which they wish to specialise, provided they have a related qualification or experience, whichever is applicable. In some cases CDPs may wish to specialise in a field unrelated to their current field of work or expertise and, in such cases, they will need to acquire the necessary skills, knowledge, values and attitudes.

3.6 Types of Career Development Practitioners

The competency framework recommends three types of career development practitioners:

a) Entry Level CDP (ELCDP);

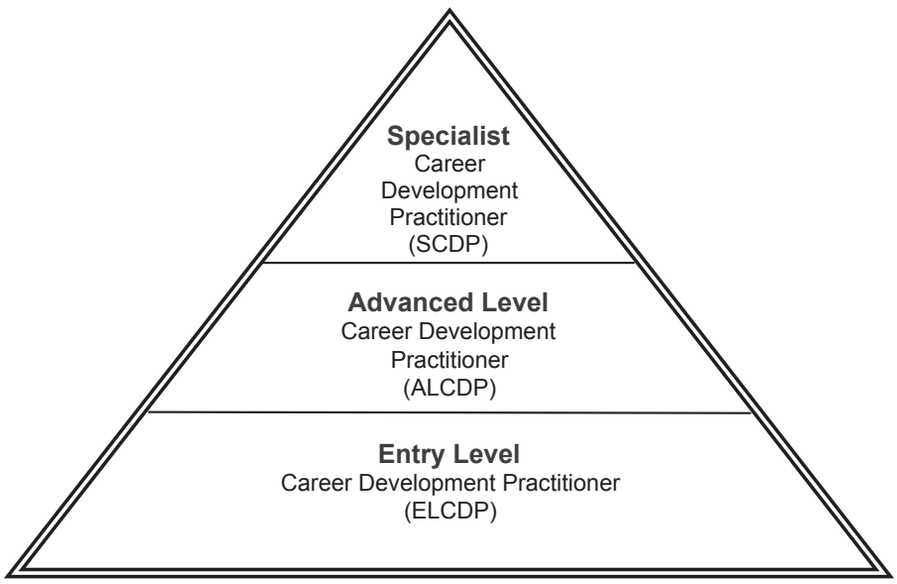
b) Advanced Level CDP (ALCDP); and

c) Specialist CDP (SCDP).

Each of these three practitioner types plays a crucial role in the delivery of career development services to our citizens.

Figure 1: Career Development Practitioner Levels

The following structure has been identified as being suitable for CDPs within the South African context.



A description of each level is provided below:

3.6.1 Entry Level CDP

An ELCDP is qualified to provide career, financial aid, educational institution, learning programme, entry requirement, labour market, job availability, career trending, National Qualification Framework and Occupational Framework for Occupations (OFO) **information** to clients. An ELCDP is able to collect, evaluate and assimilate, career related **information** and is able to refer clients to these various sources of **information**. The ELCDP is able to conduct **information** sharing sessions with both individuals and groups.

3.6.2 Advanced Level CDP

An ALCDP meets all the requirements of the ELCDP, but has additional knowledge, skills, values and attitudes which enable them to provide **more advanced/specialised services**. These include but are not limited to providing career advice and guidance, applying career development theories and decision-making models, administering non-standardised assessments, assisting clients in understanding the results of these assessments in relation to their personal circumstances, developing possible career and study options with the client and together with the client, designing a plan of action for these possible career and study options.

ALCDPs are also able to perform employability interventions such as assisting clients to develop a cover letter and a Curriculum Vitae (CV), checking the quality of work applications, preparing clients for an interview, developing networks and conducting related job seeking activities. The ALCDP is able to conduct career development interventions with individuals and groups.

3.6.3 Specialist Career Development Practitioner

A Specialist Career Development Practitioner (SCDP) meets all the requirements of the ALCDP and is a professional specialist in one or more areas of career development.

Areas of specialisation may include but are not limited to career counselling, executive coaching, career development research, course content development, CDP trainers, psychometric testing, outplacement centre developers and others as the relevant professional body may determine from time to time.

SCDPs may be registered with one or more related professional bodies such as the the Health Professions Council of South Africa (HPCSA), and the Institute for People Management (IPM), the Federation of African *Professional Staffing* Organisations, or others.

3.7 Core and specialised competencies required for each type of Career Development Practitioner

Table 2 below shows the core competencies required by CDPs. The table should be read as follows:

Competency: Providing the title of the competency, for example: Effective communication.

Description: Explaining what the core competency means, for example: Effective communication means that career development involves verbal and/or written interaction with others. Effective communication enables rapport and relationships to be built and fosters productive and collaborative work environments.

Knowledge, skills, values and attitudes: Providing an indication of how an individual can demonstrate the competency referring to the related knowledge, skills, values and attitudes. It only reflects the main distinctive knowledge, skills, values and attitudes and is not an exhaustive list.

Table 2: Core Competencies

Competency	Description
Effective Communication	Career development involves verbal or written interaction. Effective communication enables rapport and relationships to be built and fosters productive and collaborative work environments.
Knowledge, Skills, Values and Attitudes	
This competency requires a career development practitioner to: • Conduct a needs assessment with regards to the type of assistance a client requires; • Have good listening and attention giving skills; • Have effective verbal and non-verbal communication skills; • Possess good written communication skills; • Be perceptive regarding a client's appearance, demeanour, mood, attitude and behaviour; • Possess questioning and summarising skills; • Show empathy; • Be able to establish rapport with a client; • Be able to use a range of software products to convey a message; and • Possess presentation skills.	

Competency	Description
Demonstrate Ethical Behaviour	Ethical standards guide the conduct of CDPs. Ethical practice serves to develop credible, consistent and responsible service to people and, in so doing, protects the public and also CDPs. Most professions are guided by an ethical code by which the conduct of their members can be considered.
Knowledge, Skills, Values and Attitudes	
This competency requires a career development practitioner to: • Adhere to the ethical codes and standards relevant to the profession as specified by the appropriate professional body; • Understand the current legislative regulations relating to assessments, counselling and protection of personal information; • Demonstrate ethical decision-making practices and apply ethical standards in day-to-day behaviours when dealing with clients; • Follow legal and ethical principles regarding confidentiality and disclosure of information; • Abide by the legal and ethical principles and practices regarding reproducing copyrighted materials and use of standardised assessment instruments; • Have an understanding of ethical issues regarding telephonic, email and chatroom communication, advice, guidance and information sharing; • Have an understanding of ethical issues regarding individual career information, advice and guidance sessions; • Have an understanding of ethical issues regarding group career information, advice and guidance sessions;	

Knowledge, Skills, Values and Attitudes
• Use supervision and professional consultations effectively when faced with issues that fall outside of one's sphere of competence; • Abide by legal and professional credentialing and ethical standards regarding the protection and use of assessments; and • Be up to date on current ethical and legal issues with regard to the use of computer-assisted career information, advice and guidance systems.

Competency	Description
Demonstrate Professional Behaviour	Professional behaviour reflects professionalism; a trait that both clients and colleagues expect to be apparent when interacting. Professional behaviour for a CDP refers to striving for excellence in all that one does and includes showing respect and integrity in behaviour with sound self- and case-management skills. Professional behaviour includes the establishing and management of stakeholder relationships and industry networks.
Knowledge, Skills, Values and Attitudes	
This competency requires a career development practitioner to: • Develop a client management system; • Maintain client records; • Understand the boundaries and limitations of his/her scope of practice; • Develop and maintain professional working relationships; • Engage in lifelong learning to continually improve skills and knowledge; • Use planning and time management skills; • Be able to evaluate one's personal performance and/or career practice; • Access a database of stakeholder networks; • Develop a network of stakeholders who can be approached when in need of assistance, advice or information; • Develop and maintain a database of stakeholder networks at national, regional and community level; • Evaluate the service provided to clients; • Follow case and/or project management procedures; • Organise and manage services provided; and • Supervise personnel as appropriate.	

Competency	Description
Manage Diversity	Career development was born out of the social justice movement at the beginning of the 20th century and social justice remains a core value of career development services. Social justice recognises the uniqueness of individuals, i.e. every individual is different. Dealing with people from diverse backgrounds is integral to the work of CDPs. Diversity impacts the career development of people in various ways including living with disabilities, personal characteristics, beliefs and values, gender expectations, and access to opportunities.

Knowledge, Skills, Values and Attitudes
This competency requires a career development practitioner to: • Understand individual differences related to gender, sexual orientation, race, ethnicity and physical and mental capacities; • Recognise diversity in terms of culture, values, skills, attributes and circumstances; • Identify how aspects of diversity impact on career choice; • Identify special needs in respect to career choices; • Stay up-to-date with issues pertaining to diversity; • Develop a database and network of education providers who specialise in special needs/disabilities training; and • Develop a database and network of employers for special needs clients/clients living with disabilities.

Competency	Description
Use Career Information Effectively	A fundamental reason for people accessing CDPs is to obtain information on occupations and jobs, learning pathways, study options and employment opportunities. Labour market information provides a foundation for assisting people to make informed study and employment decisions. An in-depth knowledge of and ability to use labour market information is crucial in providing career development services.

Knowledge, Skills, Values and Attitudes
This competency requires a career development practitioner to: • Know where to access and have access to career information; • Know where to access and have access to information on financial aid; • Know where to access and have access to information on post-school education and training opportunities; • Know the entry requirements for post-school education and training programmes and courses; • Know where to access and have access to information on national benchmark test (NBT) writing centres; • Know where to access and have access to information on the national senior certificate (NSC) rewrite centres and schedules; • Know where to access and have access to labour market information; • Know where to access and have access to the national list of skills in high demand; • Know where to access information on salary scales; • Critically assess the quality of the information that is being used; • Thoroughly understand the national qualifications framework; • Know how to enter into a particular career through access to and understanding of career pathing information; • Access work availability information including internships, learnerships, apprenticeships, youth wage subsidy opportunities, and volunteer opportunities; • Refer clients to recognised paper and e-resources on career related information; • Understand legislation pertaining to employment, education and training; • Monitor trends in occupational shifts; and • Guide individuals and groups to develop educational plans.

Competency	Description
Deliver an Effective Career Development Service	Converting knowledge into a meaningful career development engagement is a competency often taken for granted. A CDP must be able to effectively draw upon his/her knowledge to deliver a meaningful career development service. The delivery of career development services takes place in diverse settings. In certain settings, the CDP will need to work with groups and in other settings, the CDP will need to work with individuals, making use of appropriate resources and technologies. Regulations pertaining to the psychology profession underpin this competency framework and, therefore, standardised instruments will only be used by registered practitioners who will operate under SCDP.
Knowledge, Skills, Values and Attitudes	
This competency requires a career development practitioner to: • Provide career information and advice, using appropriate and available means/resources/technologies; • Deliver career information sessions; • Facilitate individual and group career information sessions; • Conceptualise a career development programme for clients; • Design a career development programme for clients; • Deliver a career development programme for clients; and • Evaluate a career development programme with clients.	

Competency	Description
Advance Employability of Clients	A critical role of a CDP is to improve a client's opportunity of being employed or promoted. This includes providing information on employability, CV writing and editing, coaching for interviews, advising on job search strategies and other interventions that make a person more employable, using their existing skill set.
Knowledge, Skills, Values and Attitudes	
This competency requires a career development practitioner to: • Know how to access state, parastatal and private employment opportunities; • Assist clients to register on national, regional, state and private unemployment databases; • Have a knowledge of job hunting techniques; • Assist individuals to identify their work-related interests, skills, knowledge and values; • Possess CV writing skills; • Prepare clients for interviews; • Understand the importance of work on the human psyche; and • Develop a network of recruitment agencies, both generic and specialised.	

Competency	Description
Understand Career Development	Career development has a long history during which an extensive theory base has been built, that distinguishes career development from other fields. This theory base provides a way of understanding individual and group career development and should inform practice.
Knowledge, Skills, Values and Attitudes	
This competency requires a career development practitioner to: • Describe a range of decision-making theories and models; • Describe a range of career development theories and models; • Understand the process of lifelong career development; • Understand the strengths and limitations of career theory; • Utilise theories that are appropriate for the population being served; • Apply career development theories to practice; • Understand the interaction between multiple life roles; • Understand and explain career transition; • Understand how economic principles impact on career development practices; • Understand how government policies impact on career development practices; and • Have knowledge of information, techniques, and models related to career planning and placement.	
Competency	**Description**
Facilitate non-standardised self-exploration career assessments and techniques	Psychometric and non-standardised assessments are an established and recognised process of acquiring qualitative and quantitative information about clients seeking help. Whilst non-standardised self-exploration assessments and techniques can be facilitated by all professionally trained CDPs, standardised psychometric assessments may only be used by suitably categorised HPCSA registered psychologists, psychometrists and counsellors. The CDP must know which career assessment and techniques he/she can apply related to his/her competency level.

Knowledge, Skills, Values and Attitudes
This competency requires a career development practitioner to: • Describe the nature and use of different types of non-standardised self-exploration assessments and techniques, including questionnaires, checklists, interviews, inventories, tests, observations, surveys, and performance assessments; • Refer clients to SCDPS who are professionally trained and registered to offer standardised psychometric assessments, when required; • Identify, select and facilitate a selection of paper format and computer format non-standardised self-exploration career assessments and techniques for which he/she have been professionally trained; • Discuss and explain the results of a selection of non-standardised self-exploration assessment instruments for which he/she have been professionally trained; • Select non-standardised self-exploration assessment techniques and non-standardised self-exploration career assessments that are appropriate for group facilitation, as well as those appropriate for individual facilitation; • Use only those non-standardise self-exploration techniques and assessments for which they are properly and professionally trained; and • Refer clients to non-standardised self-exploration computer based assessments when required.

Table 3 below reflects 'specialised competencies' but does not refer to knowledge, skills, attitudes and values as is done for the core competencies in Table 2. Table 3 refers to "Areas of Specialisation" as this is more relevant to presenting specialised competencies.

Table 3: Specialised Competencies

Competency	Description
Career Counselling	Career Counselling is an advanced and specialised form of career development intervention. Career Counselling is based on documented theoretical models and refers to interactions between a counsellor and a client relating to personal, psychological and social issues that a client may be experiencing in relation to his/her career development. Career counselling can be delivered effectively with understanding of the macro-systemic factors that impact on career development in the South African context. Relevant career theories, therefore, become critical for CDPs to be relevant in rendering career counselling.

Areas of Specialisation
The following areas of specialisation exist within this competency. The specialisations are not exhaustive. • Career counselling for people with special needs/living with disabilities; • Rehabilitation counselling; • Group counselling; • School guidance counselling; • Employment counselling; • Retrenchment counselling; • Retirement counselling; and • Executive coaching.

Competency	Description
Psychometric Assessments	The use of psychometric assessment instruments is a specialised competency that can only be performed by registered psychometrists, career counsellors and psychologists. Psychometric assessment instruments are used to measure psychological constructs relevant to career development. CDPs who wish to develop non-standardised assessment instruments should also have an in-depth knowledge of psychometric models, principles and theories. Psychometric assessments may only be used by suitably categorised HPCSA registered psychologists, psychometrists & counsellors.
Areas of Specialisation	
The following areas of specialisation exist within this competency. The specialisations are not exhaustive. • Psychometric assessments; • Development of standardised psychometric assessments and non-standardised self-exploration instruments; and • Development of norm tables.	

Competency	Description
Research	The conducting of reliable and valid research and the publishing of research reports requires an advanced knowledge of the career development field and related research methodology.
Areas of Specialisation	
The following areas of specialisation exist within this competency. The specialisations are not exhaustive. • Research into contextualised career theory; • Publishing of career development theories, principles and practices; • Labour market research; • Research into career development services and practices; • Research, validate and publish career related information; and • Research into careers and opportunities for people with special needs and/or living with disabilities.	

Competency	Description
Career Development Education	The training of CDPs is a specialist area requiring vast knowledge, experience and expertise in the field. The level at which training takes place also varies depending on the level of the practitioner being trained or the specialisation for which he/she is being trained. The training for certain specialisations also requires an advanced level of education.
Areas of Specialisation	
The following areas of specialisation exist within this competency. The specialisations are not exhaustive. • Content Development; • Programme and course design; • Training of CDPs; • Supervision of practitioners in training; and • Facilitate e-learning.	
Competency	**Description**
Recruitment, Selection and Placement	Recruitment, selection and placement of CDPs represent a specialised area within career development. Specialists in this field may belong to other professional bodies that represent recruitment, selection and placement specialists.
Areas of Specialisation	
The following areas of specialisation exist within this competency. The specialisations are not exhaustive. • Recruitment, selection and placement practices and methodologies; • Outplacement; and • Global mobility consulting.	

3.8 Knowledge, Skills, Values and Attitudes required for each level of Career Development Practitioner

Referring to paragraph 3.6, CDPs can be at three different levels, namely, ELCDP, ALCDP or SCDP. It is important to note that the SCDPs have the same competencies as ACDPs prior to having received specialist professional recognition status.

Table 4 shows the knowledge, skills, values and attitudes expected of ELCDPs and ALCDPs for each of the core competencies. The framework advocates that SCDPs must, in addition to their specialisation, meet all the knowledge, skills, values and attitudes requirements of an ALCDP before they can be classified as a SCDP.

Table 4: Knowledge, Skills, Values and Attitudes for the Core Competencies as they apply to ELCDPs, ALCDPs and SLCDPs

Effective Communication	ELCDP	ALCDP	SCDP
Conduct a needs assessment with regards to the type of assistance a client requires	X	X	X
Have good listening and attention giving skills	X	X	X
Have effective verbal and non-verbal communication skills	X	X	X
Possess good written communication skills	X	X	X

Effective Communication	ELCDP	ALCDP	SCDP
Be perceptive to a client's appearance, demeanour, mood, attitude, and behaviour	X	X	X
Possess questioning and summarising skills	X	X	X
Show empathy	X	X	X
Ability to establish rapport with a client	X	X	X
Ability to use a range of software products to convey a message	X	X	X
Possess presentation skills	X	X	X

Demonstrate Ethical Behaviour	ELCDP	ALCDP	SLCDP
Adhere to the ethical codes and standards relevant to the profession as specified by the appropriate professional body	X	X	X
Understand the current legislative regulations relating to assessments, counselling and protection of personal information	X	X	X
Demonstrate ethical decision-making practices and apply ethical standards in day-to-day behaviours when dealing with clients	X	X	X
Follow legal and ethical principles regarding confidentiality and disclosure of information	X	X	X
Abide by the legal and ethical principles and practices regarding reproducing copyrighted materials, and use of standardised assessment instruments	X	X	X
Have an understanding of ethical issues regarding telephonic, email, and chatroom communication, advice, guidance and information sharing	X	X	X
Have an understanding of ethical issues regarding individual career information, advice and guidance sessions	X	X	X
Have an understanding of ethical issues regarding group career information, advice and guidance sessions	X	X	X
Use supervision and professional consultations effectively when faced with issues that fall outside of one's sphere of competence	X	X	X
Abide by legal and professional credentialing and ethical standards regarding the protection and use of assessments	X	X	X
Be up-to-date on current ethical and legal issues with regard to the use of computer-assisted career information, advice and guidance systems	X	X	X

Demonstrate Professional Behaviour	ELCDP	ALCDP	SLCDP
Develop a client management system	X	X	X
Maintain client records	X	X	X
Understand the boundaries and limitations of their scope of practice	X	X	X
Develop and maintain professional working relationships	X	X	X
Engage in lifelong learning to continually improve skills and knowledge	X	X	X
Use planning and time management skills	X	X	X
Be able to evaluate one's personal performance and/or career practice	X	X	X
Access a database of stakeholder networks	X	X	X

Demonstrate Professional Behaviour	ELCDP	ALCDP	SLCDP
Develop a network of stakeholders who can be approached when in need of assistance, advice or information		X	X
Develop and maintain a database of stakeholder networks at national, regional and community level Maintain a database of networks		X	X
Evaluate the service provided to clients		X	X
Follow case and/or project management procedures		X	X
Organise and manage services provided		X	X
Supervise personnel as appropriate		X	X

Manage Diversity	ELCDP	ALCDP	SLCDP
Understand individual differences related to gender, sexual orientation, race, ethnicity, and physical and mental capacities	X	X	X
Recognise diversity in terms of culture, values, skills, attributes and circumstances	X	X	X
Identify how aspects of diversity impact on career choice	X	X	X
Identify special needs in respect to career choices	X	X	X
Stay up-to-date with issues relating to diversity	X	X	X
Develop a database and network of education providers who specialise in special needs/disabilities training	X	X	X
Develop a database and network of employers for special needs clients/clients living with disabilities	X	X	X

Use Career Information Effectively	ELCDP	ALCDP	SLCDP
Know where to access and have access to career information	X	X	X
Know where to access and have access to information on financial aid	X	X	X
Know where to access and have access to information on post-school education and training opportunities	X	X	X
Know the entry requirements for post-school education and training programmes and courses	X	X	X
Know where to access and have access to information on National Benchmark Test (NBT) writing centres	X	X	X
Know where to access and have access to information on the NSC rewrite centres and schedules	X	X	X
Know where to access and have access to labour market information	X	X	X
Know where to access and have access to the national list of skills in high demand	X	X	X
Know where to access information on salary scales	X	X	X
Critically assess the quality of the information that is being used	X	X	X
Thoroughly understand the NQF	X	X	X

Use Career Information Effectively	ELCDP	ALCDP	SLCDP
Know how to enter into a particular career through access to and understanding of career pathing information	X	X	X
Access work information including internships, learnerships, apprenticeships, youth wage subsidy opportunities and volunteer opportunities	X	X	X
Refer clients to recognised paper and e-resources on career related information	X	X	X
Understand legislation pertaining to employment, education and training		X	X
Monitor trends in occupational shifts		X	X
Guide individuals and groups to develop educational plans		X	X

Deliver an Effective Career Development Service	ELCDP	ALCDP	SLCDP
Provide career information using appropriate and available means/ resources/technologies	X	X	X
Deliver career information sessions	X	X	X
Facilitate individual and group career information sessions	X	X	X
Conceptualise career development programmes for clients		X	X
Design career development programmes for clients		X	X
Deliver career development programmes for clients		X	X
Evaluate career development programmes with clients		X	X
Advance Employability of Clients	**ELCDP**	**ALCDP**	**SLCDP**
Know how to access state, parastatal, and private employment opportunities	X	X	X
Assist clients to register on national, regional, state and private unemployment databases	X	X	X
Knowledge of job hunting techniques	X	X	X
Assist individuals to identify their work-related interests, skills, knowledge and values	X	X	X
Possess CV writing skills	X	X	X
Prepare clients for interviews	X	X	X
Understand the importance of work on the human psyche		X	X
Develop a network of recruitment agencies both generic and specialised		X	X

Understand Career Development	ELCDP	ALCDP	SLCDP
Describe a range of decision-making theories and models	X	X	X
Describe a range of career development theories and models	X	X	X
Understand the process of lifelong career development	X	X	X
Understand the strengths and limitations of career theory		X	X

Utilise theories that are appropriate for the population being served		X	X
Comprehend the career needs of individuals and apply career development theories to practice		X	X
Understand the interaction between multiple life roles		X	X
Understand and explain career transition		X	X
Understand how economic principles impact on career development practices		X	X
Understand how government policies impact on career development practices		X	X
Have knowledge of information, techniques, and models related to career planning and placement		X	X
Facilitate Non-Standardised Self-Exploration Career Assessments and Techniques	**ELCDP**	**ALCDP**	**SLCDP**
Describe the nature and use of different types of non-standardised self-exploration assessments and techniques, including questionnaires, checklists, interviews, inventories, tests, observations, surveys, and performance assessments	X	X	X
Refer clients to SCDPs who are professionally trained to offer standardised psychometric assessments, when required	X	X	X
Identify, select and facilitate a selection of paper format and computer format non-standardised self-exploration career assessments and techniques for which they have been trained		X	X
Discuss and explain the results of a selection of non-standardised self-exploration assessment instruments on which they have been trained		X	X
Select non-standardised self-exploration assessment techniques and non-standardised self-exploration career assessments that are appropriate for group facilitation, as well as those appropriate for individual facilitation		X	X
Use only those non-standardised self-exploration assessments and techniques for which they are properly and professionally trained		X	X
Refer clients to non-standardised self-exploration computer based assessments when required		X	X
Conduct psychometric assessments			X
Develop standardised psychometric assessment and non-standardised assessment instruments			X

Career Counselling	**ELCDP**	**ALCDP**	**SLCDP**
Career counselling for people with special needs/living with disabilities			X
Rehabilitation counselling			X
Group counselling			X
School guidance counselling			X
Employment counselling			X
Retrenchment counselling			X
Retirement counselling			X
Executive coaching			X

Psychometric Assessments	ELCDP	ALCDP	SLCDP
Conduct psychometric assessments			X
Develop standardised psychometric assessments and non-standardised self-exploration instruments.			X
Develop norm tables			X

Research	ELCDP	ALCDP	SLCDP
Conduct research into contextualised career theory			X
Publish career development theories, principles and practices			X
Conduct research on Labour market information			X
Conduct research on career development services and practices			X
Conduct research, validate and publish career related information			X
Conduct research on careers and opportunities for people with special needs and/or living with disabilities			X

Career Development Education	ELCDP	ALCDP	SLCDP
Content Development			X
Programme and course design			X
Training of CDPs			X
Supervision of practitioners in training			X
Facilitation of e-learning			X

Recruitment, Selection and Placement	ELCDP	ALCDP	SLCDP
Recruitment, selection and placement practices and methodologies			X
Outplacement			X
Global mobility consulting			X

3.9 Recognition of Prior Learning (RPL)

In order to facilitate the career development of CDPs, the process of Recognition of Prior Learning (RPL) will be introduced as some practising CDPs may already possess a certain level of competence due to their experience in the field.

RPL can be applied at all practitioner levels.

RPL may be applied for access into a CDP programme or may be applied to acquire credits towards a qualification on the NQF. The educational institutions that will be providing education programmes for CDPs should ensure that they have the capacity to implement RPL.

The professional bodies in the career development field need to ensure that RPL is included as a route to attain professional designations. (South African Qualifications Authority - SAQA, 2013 - National Policy for the Implementation of the Recognition of Prior Learning, p.10).

4. Implementation of the Framework

The implementation of this competency framework requires specific interventions that are aimed at professionalising 'Career Development Practitioner' as a recognised occupation in South Africa.

The purpose of formalising a competency framework is to advance and improve the profession so that all South African citizens may benefit from career development services.

The following key interventions have been identified to implement the competency framework:

4.1 Development of education and training requirements for CDPs at various levels of the framework

The first step in implementing the framework is to link the competencies outlined in the framework to education and training requirements for CDPs. This process has to be implemented in parallel with the development of specific occupations, as outlined in 4.2.

The competencies will be benchmarked against the NQF and associated education and training requirements have to be developed. This will lead to the development of relevant links between qualifications and the competencies.

4.2 Development of specific occupations within the framework of CDPs

As defined, a CDP provides services that help people manage their careers, make occupational and study decisions, plan career transitions and find career information. They work in many diverse environments and some also possess certain specialised knowledge, skills, attitudes and values. As mentioned, this gives rise to various types of career development practitioners operating at different levels of this framework.

The DHET, in collaboration with post-school education and training providers, policy makers, professional bodies and quality councils, as well as government departments, agencies, Sector Education and Training Authorities (SETAs) and government supported organisations, such as the National Youth Development Agency (NYDA), will develop different occupations within the ambit of CDPs. This includes SCDPs such as counsellor, psychometrist, psychologist and career development trainer, to name but a few. These specialist designations have to be properly developed and linked to the competencies in the framework and associated qualifications of the NQF (see 4.1).

4.3 Inclusion in the Organising Framework for Occupations (OFO)

The OFO is an international coded occupational classification system that has been adopted and applied to the South African environment. It is the Department of Higher Education and Training's "key tool for identifying, reporting and monitoring skills demand and supply in the South African labour market" (DHET, 2013 - The Organising Framework for Occupations, p. 2). However, the current version of the OFO does not adequately address the South African context (in this case, the inclusion of CDPs) and as such it needs to be seen as a living framework that will be adapted and amended to suit our environment, when necessary (Herr A, 2012 - Data Analysis for the National Career Advice Portal (NCAP) project - Analysis and Recommendations. p. 17).
The only reference to any CDP on the OFO is the 6 digit code (242301) for Career Counsellors. A career counsellor is a specialisation area within the broader occupation of a career development practitioner and it is recommended that the OFO code 242301 be changed to 'Career Development Practitioner' rather than Career Counsellor.

In order for a career development practitioner to be recognised as an occupation, it requires to be included in the OFO. Without an appropriate OFO code, employment posts cannot be created, the list of skills in high demand cannot reflect the occupation, and possible learnerships cannot be developed.

Furthermore, SCDPs can also be acknowledged on the OFO, such as counsellor, psychometrist, psychologist and career development trainer. These specialist designations have to be properly developed and included in the OFO.

4.4 Advocacy and Communication

Despite having adopted an inclusive and collaborative process during the development of this competency framework, there is still the likelihood that a large number of institutions and people providing career development services may not be aware of this process. This calls for the initiation of an advocacy and communication process, targeting both institutions offering career development services or training career development practitioners, as well as individuals who are currently providing career development services, in any of its many forms.

The DHET will take the lead in this advocacy and communication process and will work together with organisations, such as post-school education and training providers, policy makers, professional bodies and quality councils, to disseminate consistent information to all current and prospective career development practitioners and institutions.

An advocacy and communication plan with a consistent and clear message will be developed and implemented. In addition to the communication being informative and collaborative, the message should also encourage practitioners to acquire the necessary skills, and institutions to standardise their services.

Institutions that currently offer career development services should be informed of the competency framework and they should be encouraged to prepare education and training plans to up-skill staff currently offering career development services. These institutions should further encourage their staff, which provide these services to join an industry related professional body.

Post-school education and training providers such as universities, universities of technology, TVET colleges, private training providers and community colleges, should be supported to establish CDP posts at appropriate levels of this framework and encourage and support CDP in career pathing and development.

The DHET will work with government departments, agencies, SETAs and government supported organisations, such as the NYDA, to specifically establish posts for career development practitioners at appropriate levels of this framework.

The occupation 'Career Development Practitioner' and, more importantly, its associated occupations, need to become recognised positions in, amongst others, organisations, Student Support Services at TVET colleges and universities, the labour centres of the Department of Labour, the education divisions of the Department of Correctional Services, the National Career Development Services at DHET, Life orientation and career support services (where these exists, e.g. in districts) within the Department of Basic Education, and any other government departments that offer or should offer career development services. Such recognition should be extended to include all spheres of government at national and local levels.

4.5 Education and training programmes be developed

The most important outcome of a competency framework is skills development. Skills development happens by means of education and training and, as such, the competency framework provides guidance on the education and training programmes that have to be developed.

Education and training providers will be informed that 'Career Development Practitioner' has been formally recognised as occupation by government, and that education and training programmes should accordingly be developed.

As part of this process, the DHET will work in collaboration with Quality Councils, such as the Council for Higher Education (CHE) and the Quality Council for Trades and Occupations (QCTO).

Education and training providers are encouraged to consider the principles of RPL and articulation which are fundamental to the design of this competency framework, as well as its implementation. Education and training providers have to take cognisance of the designations (levels) of career development practitioners.

4.6 Professional bodies to take leadership going forward

Professional bodies have an important role to play in professionalising CDPs. A strong industry specific Professional Body has to be established and supported.

The South African Career Development Association (SACDA) was established in 2010, with the intention of becoming a professional body for career development practitioners in South Africa (Herr, 2012 - SACDA Chairpersons Address). SACDA is not yet registered as a professional body.

Other professional bodies, such as the Health Professions Council of South Africa (HPCSA), the Institute for People Management (IPM), the Southern African Association for Counselling and Development in Higher Education (SAACDHE), also have an important role to play, as they too may have members who wish to become registered CDPs.

It is clearly in the interests of the profession to have strong representative professional body/bodies for CDPs. The DHET will assist in setting up a professional body for career development practitioners.

4.7 Feedback loop into the competency framework

A competency framework is a 'living document', which needs to continually be informed by industry and practitioners to ensure that it remains current and relevant to changing demands. Such feedback structures need to be formalised. Such formalisation will take place within the National Career Development Forum (NCDF), as envisioned in the Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa (DHET, 2012, p. 34) and the draft national policy on career development services in South Africa.

5. Monitoring and evaluation of implementation

As stated in the previous chapter, the purpose of this competency framework is to establish minimum competencies that individuals must possess in order to offer career development services. Chapter 4 makes recommendations on the implementation of the competency framework, while this chapter describes how its implementation should be monitored and evaluated. The monitoring and evaluation of the implementation activities of this framework will take several years, given that certain of the interventions mentioned in Chapter 4 may take some time to implement.

It is important to note that the DHET is, concurrently with the development of this competency framework, designing a research agenda for career development practice in South Africa. It may be prudent to include research into the "impact of this competency framework" in that research agenda.

The proposed competency framework suggests a number of important interventions which need to be monitored and evaluated. This requires the following questions to be answered:

i. Has the competency framework resulted in an increased number of qualified and competent career development practitioners in South Africa?
ii. Has the competency framework resulted in an increase in the competency levels of career development practitioners?
iii. Has the competency framework resulted in improved quality of career development services in the country?
iv. Has the competency framework resulted in the development of qualifications that advance the knowledge, skills, values and attitudes of career development practitioners?
v. Has the competency framework resulted in the occupational title "Career Development Practitioner" being identified in the South African version of the OFO as a recognised occupation?
vi. Has the competency framework resulted in posts being created within institutions and organisations so as to create formal employment opportunities for career development practitioners?
vii. Has the competency framework resulted in a professional body becoming more active and influential in growing, promoting and supporting the profession?
viii. Is the competency framework being revised and updated to remain relevant to changing demands?

The abovementioned monitoring and evaluation priorities are by no means exhaustive, but serve as a departure point and relate to the implementation interventions discussed in Chapter 4. It is important that the DHET establishes an institutional mechanism for the implementation of the framework and tasks the NCDF to monitor implementation.

6. Action Plan

The action plan described below highlights the short-term priorities that need to be carried out to ensure the successful implementation of this competency framework for career development practitioners.

As previously stated, competency frameworks are "living documents" that move through, in the short-term, from a development and implementation phase, to a medium-term phase during which the competencies are accepted, embedded in practice and subjected to review and to a longer-term phase during which the competencies will be subject to ongoing maintenance, review and updating. The table below depicts the priority interventions described previously, in the context of a prospective timeframe. In addition, for each priority intervention, specific tasks have been identified to guide the implementation process, and the bodies responsible for the tasks are suggested.

Table 5: Priority Interventions

Priority Interventions	Timeframe/Responsibility		
	Short-Term 2016/7 (1 Year)	**Medium-Term 2016/7 – 2018/9 (3 Years)**	**Longer-Term 2016/7 – 2020/1 (5 Years)**
1. Develop education and training requirements for CDPs at various levels of the framework a) Link the competencies outlined in the framework to education and training requirements for CDPs b) Benchmark competencies against the NQF and associated education and training requirements c) Link competencies to qualifications	DHET		
2. Develop specific occupations within the framework of CDPs a) Set up a stakeholder task team to develop different occupations within the ambit of CDPs b) Task team to develop a taxonomy of CDP occupations linked to the competencies in the framework and associated qualifications in the NQF c) NCDF to approve the taxonomy	DHET		

Priority Interventions	Timeframe/Responsibility		
	Short-Term 2016/7 (1 Year)	Medium-Term 2016/7 – 2018/9 (3 Years)	Longer-Term 2016/7 – 2020/1 (5 Years)
3. Include the occupational title "Career Development Practitioner" in the OFO a) Change the OFO Code 242301 from 'Career Counsellor' to 'Career Development Practitioner' b) Develop CDP specialised occupations c) Include the occupation of 'Career Counsellor' and others developed as specialisation of 'career development practitioner' in the OFO d) Include the specialisations identified in the competencies i.e., psychometrist, researcher, career development educator, recruitment, selection and placement consultant as specialisations of 'Career Counsellor' in the OFO e) Consult the competencies to identify the tasks that could reasonably be expected of 'Career Development Practitioner' and its specialisations for inclusion in the OFO f) Inform key stakeholders of the inclusion in the OFO of Career Development Practitioner and its specialisations	DHET		

Priority Interventions	Timeframe/Responsibility		
	Short-Term 2016/7 (1 Year)	**Medium-Term 2016/7 – 2018/9 (3 Years)**	**Longer-Term 2016/7 – 2020/1 (5 Years)**
4. Advocate and communicate the 'Competency Framework for Career Development Practitioners' and related occupations, qualifications and education and training requirements a) Develop an advocacy and communication plan b) Develop a consistent clear message that will guide the implementation of the competency framework c) Conduct a series of information seminars/webinars throughout South Africa to provide practitioners and relevant stakeholders with essential information about the implementation of the competency framework d) Develop a website to promote the competency framework and provide information on the implementation process e) Disseminate consistent and current information to all key stakeholders, including career practitioners, via various media, including social media f) Prepare a practitioner/stakeholder/general public friendly version of the document Competency Framework for Career Development Practitioners in South Africa, that can be widely disseminated g) Use the advocacy and communication plan to encourage: a. CDPs to i. Identify skills shortages they may have; ii. Upskill themselves by means of education and training opportunities available; iii. Join industry related professional bodies; b. Education and training providers to: i. Take cognisance of the designations (levels) of CDPs; ii. Develop qualifications and programmes aligned to the competency framework; iii. Offer qualifications and programmes for CDPs; Develop funding mechanisms for students to study in CDP programmes; iv. Consider the principles of RPL and articulation in programmes for CDPs; v. Set up working and appropriately staffed career development units at universities, universities of technology, TVET colleges and community colleges;	DHET	DHET and Professional body	DHET and Professional body

Priority Interventions	Timeframe/Responsibility		
	Short-Term 2016/7 (1 Year)	Medium-Term 2016/7 – 2018/9 (3 Years)	Longer-Term 2016/7 – 2020/1 (5 Years)
c. Professional bodies to: i. Acknowledge CDP as a profession; ii. Provide support to CDPs in regard to ethical and professional conduct; d. Employers (including education and training institutions, government departments/all spheres of government) to: i. Develop training plans to upskill staff offering career development services; ii. Create positions for career development practitioners; e. Department of Basic Education to: i. Acknowledge the competency framework in the training and requirements of LO teachers ii. Support LO teachers to upskill themselves and register as CDPs f. Department of Higher Education and Training to: i. Include the competencies for CDPs in initial teacher training; ii. Encourage post-school education and training institutions to appoint professional CDPs; iii. Provide assistance to CDPs employed in career pathing; g. Department of Labour (DoL) to: Align the requirements and competencies of Employment Services Practitioners (ESPs) and Career Counsellors in Labour Centres to the competency framework; Support career guidance services practitioners to upskill themselves and register as CDPs Department of Correctional Services (DCS) to: i. Align the requirements and competencies of CDPs in Correctional Services Facilities to the competency framework; ii. Support CDPs to upskill themselves and register as professional CDPs. h. SETAs to: i. Align the requirements and competencies of Information Officers that conduct outreach to the competency framework;	DHET	DHET and Professional body	DHET and Professional body
i. Support Information Officers to upskill themselves and register as professional CDPs. NYDA to: i. Align the requirements and competencies of CDPs that conduct outreach to the competency framework; ii. Support CDPs to upskill themselves and register as professional CDPs.	DHET	DHET and Professional body	DHET and Professional body

Priority Interventions	Timeframe/Responsibility		
	Short-Term 2016/7 (1 Year)	**Medium-Term 2016/7 – 2018/9 (3 Years)**	**Longer-Term 2016/7 – 2020/1 (5 Years)**
5. Develop education and training programmes and qualifications for CDP professional development			
a) Expect education and training providers to: i. Take cognisance of the designations (levels) of CDPs; ii. Develop qualifications and programmes aligned to the competency framework; iii. Offer qualifications and programmes for CDPs; iv. Develop funding mechanisms for students to study in CDP programmes; v. Consider the principles of RPL and articulation in programmes for CDPs; vi. Set up working and appropriately staffed career development units in universities, universities of technology, TVET colleges; and community colleges;			Education and training providers
b) Include CDPs in continuing professional development of life orientation teachers;			DBE
c) Include CDPs in the initial training of life orientation teachers;			DHET
d) Develop funding mechanisms for education and training providers to develop CDP programmes; and			DHET SETAs
e) Develop learnerships and internships for CDPs.			EDTP SETA
6. Establish a Professional Body for Career Development Practitioners a. Identify appropriate professional bodies of which career development practitioners could be members b. Develop a framework for professionalising the CDP profession c. Communicate professional registration to CDPs d. If needed, assist in setting up a professional body for CDPs e. Build and maintain a national database of professionally registered CDPs.		DHET	Professional Bodies

Priority Interventions	Timeframe/Responsibility		
	Short-Term 2016/7 (1 Year)	**Medium-Term 2016/7 – 2018/9 (3 Years)**	**Longer-Term 2016/7 – 2020/1 (5 Years)**
7. Develop feedback structures and procedures to update the competency framework			
a) Develop and approve a concept document to develop feedback structures and procedures to update the competency framework		DHET	NCDF
b) Establish feedback structures as outlined in the approved concept document			
c) Revise the competency framework and publish further versions according to approved plans.			
8. Monitor and evaluate the implementation of the competency framework			
a) Develop a monitoring mechanism to monitor the implementation of the competency framework	DHET	DHET and Professional Bodies	DHET and Professional Bodies
b) Produce annual monitoring reports on the implementation of the competency framework		DHET and Professional Bodies	DHET and Professional Bodies
c) Develop research topics and funding mechanisms to implement research			
d) Publish research		DHET and Professional Bodies	DHET and Professional Bodies
e) Conduct a longitudinal impact study on the implementation of the competency framework.			

7. Funding the Implementation of the Competency Framework for Career Development Practitioners

The implementation of the competency framework will be funded in a number of ways. These include existing direct funding allocations from DHETs budgets, National Skills Fund (NSF), support grants to education and training providers to develop and deliver CDP programmes, block grants which enable strategies that require, or allow government to earmark funds for CDP development, subcontracting of selected services, and market-based provision. The challenge is to identify the most appropriate mechanisms, or mix of mechanisms, that will work in particular contexts. It is postulated that a "hybrid" resourcing model will emerge following an incremental distillation of "best practice".

8. Conclusion

Development of the '**Competency Framework for Career Development Practitioners in South Africa**' was informed by research and extensive stakeholder consultation processes.

This framework was carefully benchmarked against international competency frameworks but is unique in many aspects, so as to serve the South African context.

Although this framework introduces three levels of CDPs:

- An Entry Level CDP who possesses some of the knowledge, skills, attitudes and values that make up the core competencies;
- An Advanced Level CDP who possesses all the knowledge, skills attitudes and values applicable to all the core competencies; and
- A Specialist CDP who possesses all the competencies required by an ALCDP but is also a specialist in one or more areas of practice within the career development field.

The framework provides a coherent and progressive framework for CDPs to develop their own career paths and progress in their careers.

An implementation strategy, including development of qualifications, has been presented and a funding strategy attached.

In conclusion, open, respectful and sensitive communication is critical to the successful implementation of this competency framework. Careful consideration should be given to the development of an advocacy and communication strategy. We acknowledge that communication is inherent in all interactions and, as such, is implied in this implementation process. Therefore, the implementation of this competency framework is dependent on consistent and regular communication and active collaboration between all relevant stakeholders.

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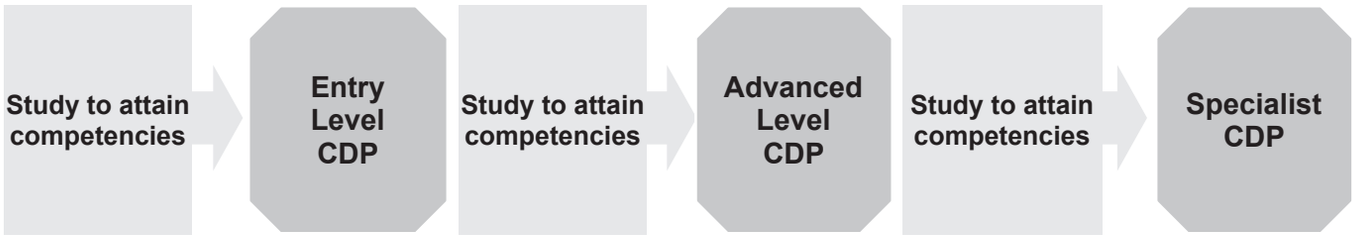
ANNEXURE A: THE COMPETENCY FRAMEWORK SUMMARY

Competency	Entry Level CDP	Ad-vanced Level CDP	Special-ist CDP	
1. Effective communication	x	x	x	**CORE COMPETENCIES** Career Development Practitioners must possess all these competencies. Advanced level CDPs will be more proficient at these competencies than an Entry level CDP. An Advanced level CDP and a Specialist CDP are at the same proficiency level for each of these core competencies.
2. Demonstrating ethical behaviour	x	x	x	
3. Demonstrating professional behaviour	x	x	x	
4. Managing diversity within career guidance	x	x	x	
5. Using career information effectively	x	x	x	
6. Deliver an effective career development service	x	x	x	
7. Advancing employability of clients	x	x	x	
8. Understand career development	x	x	x	
9. Facilitate non-standardised self-exploration career assessments and techniques	x	x	x	
10. Career counselling			x	**SPECIALIST COMPETENCIES** Advanced level CDPs may choose to specialise in one or more of these competencies and will then be known as a Specialist CDP.
11. Psychometric testing			x	
12. Research			x	
13. Career development education			x	
14. Recruitment, selection and placement			x	

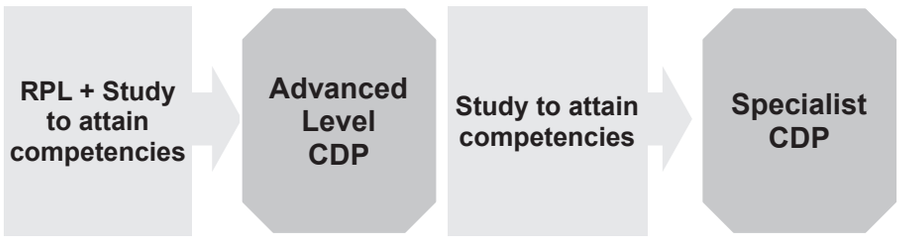
Career Paths

The flow diagrams below are examples of career paths that an individual could follow to become a career development practitioner.

1. An individual with no qualification and no experience



2. An individual with no qualification who has experience

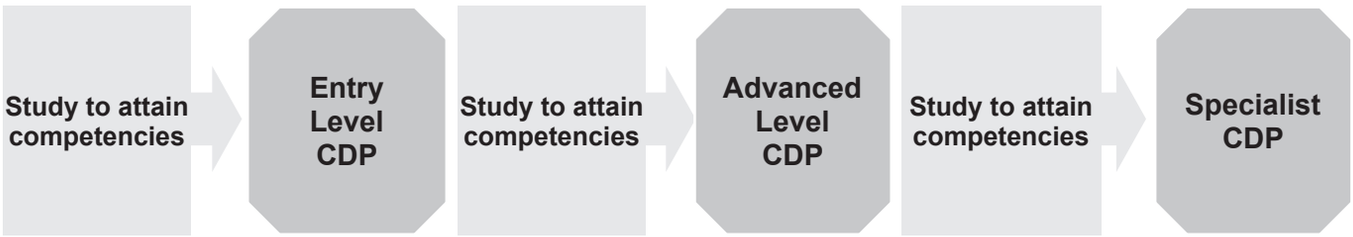


3. An individual with a “related” qualification (with or without experience)

Example Applications

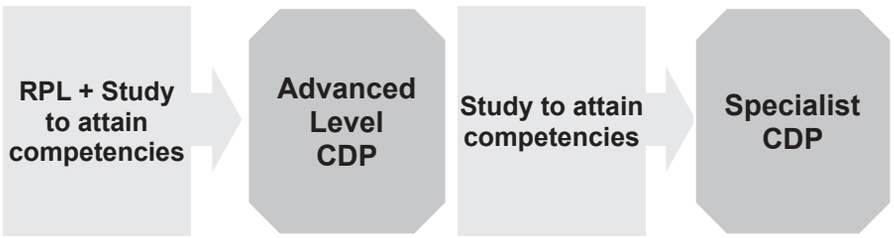
1. Individuals with no related qualifications or experience who want to become career development practitioners should acquire the competencies needed to become an entry level CDP. This will provide the foundational knowledge, skills, attitudes and values to progress further in this career.

Example 1



2. Individuals who are currently providing a career development service and have no related qualification but have experience, should either follow the path shown in Example 1 above or request RPL to enter into an advanced level CDP programme, and then progress further to become Specialist CDPs, provided they meet the requirements for entry.

Example 2



3. Individuals who have a related qualification (such as an education, psychometric, counselling, human resources qualification, etc.), can become specialist CDPs provided that they first complete a programme that gives them the competencies of an Advanced Level CDP. On completion of an Advanced Level CDP programme these individuals may, through an RPL process, apply to become Specialist CDPs (such as a specialist in career development education, a specialist in psychometric testing, a specialist in counselling, etc.), or these individuals may choose to study further towards another specialisation.

Example 3

ANNEXURE B: SOUTH AFRICAN LITERATURE REVIEW

1. A SOUTH AFRICAN CONTEXT

1.1 Academia and Career Psychology in South Africa

This brief overview of selective literature on career psychology in South Africa illustrates that there has been a longstanding acknowledgement that most South Africans' career development has been (and, indeed, continues to be) restricted and prescribed by socio-political and educational systemic factors (e.g., Watson, Samuels, & Flederman, 2014). There are several statements in the academic discourse about South African Career Psychology and its future that are worth considering in the development of a competency framework for CDPs. One statement, that directly impacts on career development service delivery, is the "longstanding call for equity of provision and the consequent reconstruction of career psychology in South Africa" (Watson, Samuels & Flederman, 2014, p. 13), a call that is central to the goals of recently developed government documents on career service delivery in South Africa.

A cautionary note in the academic literature, also reflected in national government documents, is the recognition that international models for career psychology have been indiscriminately adopted rather than adapted for use in South Africa, leading to what Stead and Watson (2002) have described as a contextually blind and a contextually bound process. Government documents make it quite clear that there is a need to contextualise any proposed competency framework for CDPs.

Another cautionary note suggests that care should be taken to ensure that a competency framework does not become a prescription, in that frameworks are often based on theoretical perspectives (Watson, 2013). Thus a proposed framework for competency development for CDPs may become a defined way of doing things, a culture itself, and there is a need to ensure that such a framework does not become restrictive and prescriptive. Consequently, in the literature that addresses service delivery issues in South Africa, there has been a call for career development service delivery in South Africa to be inclusive, flexible and responsive in order to ensure that more marginalised populations will be able to access such a service (Watson, Samuels, & Flederman, 2014).

Yet another theme that emerges from the academic literature concerns the focus of career delivery services. Both here and in government document statements, there is the criticism that career development services have been skewed towards assessment and information. Thus, Watson and McMahon (2013) point to the fact that "career delivery services in South Africa have been dominated by the use of standardised, psychometric tests" (p. 474). This is point made in the critique of extant career services by the SAQA (2012) scan. Consequently, there has been a call in the academic literature, to ensure that the development of competencies also skill CDPs to qualitatively interpret quantitative assessment, i.e. that CDPs acquire the necessary skills to contextualise assessment scores within a developing world context. Watson and McMahon also call for CDPs to be skilled in the use of alternative qualitative career assessment, particularly in group contexts, so that CDPs can accommodate "the less tangible and, therefore, less measurable variables that may influence individual career development" (p. 484).

A promising recent development has been the emergence of narrative career counselling as an approach that is contextually sensitive to the realities faced by most South Africans in their career development. Prominent amongst proponents of this approach are Maree (2007), Maree and Du Toit (2011), Maree and Molepo (2006, 2007), McMahon and Watson (2013) and Watson and McMahon (2005). While narrative career counselling shows much promise, particularly as a complementary process to traditional career assessment, its development in South Africa is at a nascent stage and it seems more suited to individual than large group intervention. Further, Watson (2013) points out that a career narrative approach would need to acknowledge the absence of career in many individuals' narratives.

More attention has been paid to competency development for CDPs in the international than the national literature. A recent reference in this regard warns those who may develop competency frameworks, that such competencies "need to be constantly updated in order to ensure that trainees are equipped to meet the changing realities of the workforce" (Hiebert & Neault, 2014, p. 689). Thus, Hiebert and Neault perceive a competency framework for CDPs as a living document, "changing and developing to remain relevant to current societal conditions" (p. 700).

Despite calling for constant revision of competency frameworks, Hiebert and Neault (2014) suggest that there is no need to start from scratch, that there are a considerable number of competency framework models that can be incorporated or, as they term it, "tailored" (p. 698) in order to be contextually sensitive. These authors conclude, from their comparison of competency definitions across nations, that most definitions involve three components: knowledge, skills and personal attributes or attitudes. Further, they suggest that a comprehensive framework of competencies is advisable, as it allows CDPs to be trained in whatever competencies are necessary for their level of functioning. Importantly, Hiebert and Neault suggest that it would be wise to include Recognition of Prior Learning in any proposed competency framework for CDPs, as some CDPs may already possess a certain level of competence due to the various career pathways they have followed.

1.2 Government Statements and Career Service Delivery in South Africa

There have been several recent government statements about career development services and the role of the CDP in the South African context. These statements are unambiguous about the need for a competency framework for CDPs. Thus the DHET (2013) concept document for a competency framework states that CDPs need to be "suitably trained to deliver such services" (p. 2). Furthermore, this document argues that the development of such a framework needs to be "specific to the South African context and in line with international standards" (p. 2). Similarly, the SAQA (2012) document that scanned career advice services in South Africa, states in one of its nine objectives for career development services, that there is an urgent need "to propose standards for career guidance systems, services and practitioners" (p. 8). Further, Flederman (2009), in an earlier environmental scan, emphasised the need for a coordinated policy position in career development service delivery.

Admirably these government documents do not shy away from critiquing beyond South Africa's apartheid history to South Africa's more recent democratic history in identifying the shortfalls in providing such training to date. Thus the DHET (2013) concept document acknowledges that relevant government authorities have been "inactive in providing a co-ordinated structure for career development practitioners and [in] defining the content and processes of training for them" (p. 3). Seen as critical in this concept document, is the identification of the absence of a nationally agreed classification for different levels of CDPs, the consequent different standards required for such levels, and the integrated learning pathways that CDPs could progressively follow (DHET, 2013). As a consequence of this identified infrastructural gap, the type of training programmes presently provided for CPDs in South Africa, in the few instances where these exist, is exceptionally varied in terms of both quantitative (e.g., length of programmes) and qualitative (e.g., content of programmes) aspects.

1.3 General Competency Guidelines

Two possible ways of exploring competency guidelines for CDPs in South Africa, are to consider what government documents suggest, and what extant career delivery services define for the role of CDPs in their services. Indeed, both Flederman (2009) and SAQA (2012) suggest that the development of a competency framework for CDPs needs to build on and further develop the critical scoping/scan of documents published in recent years. Several issues highlighted by these concept and government documents need to be noted when considering what competencies should be core elements in the training of CDPs.

1.3.1 What do government documents suggest?

a) The functions of career delivery services

One central issue concerns what career development services should provide, i.e., what the task of such services should be. The DHET (2013) concept document for the development of a competency framework for CDPs implies (rather than explicitly describes) in its definition of career service delivery, the type of competencies required of CDPs. In this document six core tasks are set out for CDPs to accomplish within their career service provision. These tasks should assist individuals to:

i. Build foundational career management skills;

ii. Develop intentional career planning skills;

iii. Acquire and understand information on both learning and careers, and the interactive nature of such information;

iv. Cope with and adjust to personal and labour market changes over time;

v. Make informed learning and career decisions about future educational and career opportunities; and

vi. Know how and where to access career development services throughout their lifespan.

b) The relationship to existing competency frameworks

A second issue identified in South African policy documents, is the need for cautious consideration of existing internationally defined competency frameworks for CDPs. There seems to be general agreement that, while international framework models provide useful, and indeed essential descriptions of CDP core competencies, such competencies need to be contextually considered. The extensive international literature on CDP competencies reflects the contextual realities of first world contexts (although these contexts themselves are constantly modifying and calling for further adaptation of competency frameworks).

South African government documents list diverse contextual factors that would need to be considered when developing a competency framework that reflects the realities within which CDPs must practice. The DHET (2013) document argues that, given South Africa's developmental status, any suggested framework should emphasise a unique approach. In this regard, a useful statement from the DHET document is that any suggested competency framework should be benchmarked "against international standards/frameworks, but have a contextualised framework for use in South Africa" (p. 5).

There has been some discussion about the contextual realities that career development services and CDPs face in South Africa. The academic literature discussed earlier, identifies several contextual issues that need to be considered. Similarly, South African government documents have specifically described a number of contextual realities that could impact the development of a framework of competencies for CDPs. Amongst others; the SAQA document (2012) lists core influences, such as socioeconomic conditions and the present state of education and training infrastructures in South Africa.

There are, of course, many other contextual issues, but these two contextual influences provide critical examples of how standards of service delivery and, more specifically, the standards required of CDPs, are impacted by macro-systemic factors. In brief, socioeconomic conditions that create challenges for career delivery services include the persistent levels of inequality amongst South African citizens, the high levels of unemployment, the oversupply of low or unskilled workers, the concomitant undersupply of high skilled workers, and the large number of South Africans who live in rural and remote areas. Furthermore, both quantitative and qualitative challenges have been identified in South Africa's education and training systems (SAQA, 2012), resulting in a summative statement in the SAQA scan document that "the current state of education and training in South Africa is not favourable to knowledge generation and to the development of the appropriate skills necessary for growth in key sectors" (p. 19).

c) The status quo of career development services in South Africa

The types of career development services available in South Africa have been described in an earlier section of this document. The present section considers several critical points that have been made about such services in the recent SAQA (2012) environmental scan. In general, SAQA's environmental scan emphasises critical limitations concerning the status quo of career development services provided by a wide variety of service providers. A persistent limitation is the lack of adequately trained and resourced personnel, whether this be Life Orientation teachers functioning at school level or staff working in the Student Support Units of Technical and Vocational Education and Training (TVET) colleges.

Limitations existing in the type of career development service delivery have also been identified. Thus, even in the more advanced student counselling services of Higher Education Institutions in South Africa, there is still an emphasis on more traditional models of career guidance, with a concomitant emphasis on assessment. Government sponsored career development services are found in a range of public employment services, SETAs, and statutory bodies, such as the NYDA). The latter career development service providers have been described as mainly providing career information and psychometric assessment, or as acting as referral agents to other services which provide specifically

prescribed services, such as job preparedness, entrepreneurial development, life skills training and job placement. The SAQA (2012) scan concludes that "it is reported that many of these units do not even carry out career guidance at all" (p. 41).

A recurrent theme, emerging from the environmental scans and government documents (DHET, 2013; Flederman, 2009; SAQA, 2012), is the lack of a coordinated structure that would support and train South African career development practitioners, with the result that "most of the stakeholders are trying to fulfil their mandates on their own" (SAQA, 2012, p. 41).

d) A competency framework requires competency designated levels

In a certain sense, the issue of levels of career development practitioners reflects on the previous point of designing a framework that reflects the present realities of South Africa. In this regard, great care should be taken to avoid the 'one size fits all' approach in that CDPs will need to function in diverse socioeconomic circumstances with clientele who experience different levels of advantage/disadvantage in the infrastructures available to them. Thus the level of career development service provision will need to accommodate the realities of differing contextual challenges and, by implication, will call for CDPs to have differing levels of competence, dependent on how they need to fulfil their role.

The above explicitly calls for some sort of categorisation of CDPs. Indeed, South African government documents suggest that proposed competencies are grouped in such a way as to define the different levels of CDPs. The SAQA document (SAQA, 2012. p. 59), takes this issue further by suggesting three levels of CDPs for consideration -- career advisors who may function as Life Orientation teachers in schools and for whom there is a one-day course available at present; career guidance practitioners for whom a five-day course is presently available; and career counsellors for whom a one-year qualification is presently proposed.

e) A competency framework requires minimum standards

The South African government documents that have explored potential frameworks for future career development services, endorse the international trend for developing minimum standards for both service provision and the training of CDPs. In this regard, the SAQA (2012) document cautions that "there is no perfect standard-setting method and decisions are made on the most important criteria for the circumstances" (p. 57). This note of caution suggests that the issue of establishing minimum standards is related to the issue of creating a classification for different levels of CDPs. On the one hand, there is a need for foundational competencies that any CDP should have. On the other hand, the more advanced the competency skills required for the service provision, the higher the level of competency training one could expect of a CDP. Implicit too in the cautionary note from the SAQA document, is the recognition that an initial baseline needs to be established and that, in a developing national context, developing a competency framework becomes a developmental process in itself, a process that calls for improvements as contexts change, and challenges the functions of both career development services and the CDPs who function therein.

f) A competency framework requires consultation

The issue of contextualising a competency framework explicitly recognises the need to engage with diverse South African contexts. This, in turn, suggests a stakeholder approach in which contextual issues can be raised, discussed and, where appropriate, incorporated into a competency framework. All this calls for a consultative process, something that both earlier environmental scans of career development services undertook (Flederman, 2009; SAQA, 2012). However, policy development documents require consultation with policy makers. Thus the SAQA document provides a list of stakeholders who were consulted and is skewed in its designation of these stakeholders. Most stakeholders were directors, chief executive officers, programme managers or international experts. Such a group of stakeholders may well have made sense given the focus of existing documents, but there is clearly also a need to cast the stakeholder net wider, particularly when a competency framework will also propose different levels of CDPs. Therefore, it is necessary to ensure that stakeholder consultation includes individuals whose functions are closer to the implementation level of career development services. These stakeholders include policy makers and practitioners.

g) A competency framework requires an implementation, monitoring and evaluation strategy

The academic literature shows little substantive evidence of research that has been undertaken in order to evaluate career services provision in South Africa and, as such, any perceptions that exist about the status quo of South African career development service delivery are seldom backed by research findings.

There is a need to conduct such research and also to incorporate monitoring, evaluation and consequently, research, as essential components in the development of a competency framework for CDPs. Thus it will be insufficient to establish a baseline competency framework; there is a need to consider an evidence base to such baseline development as well. This is particularly true when one considers a competency framework for CDPs as a process document that will require further modification and refinement over time. A monitoring and evaluation process will need to consider not only aspects of a proposed framework that need to be improved on, but also aspects that were not initially considered or identified by the stakeholders involved. Furthermore, a proposed framework is as good as its implementation. The latter issue of monitoring and evaluating the implementation of a framework for career competencies is critical. We are not short on policy development in South Africa, in general, but we are demonstrably short on effective implementation of such policy.

1.3.2 What do career delivery services suggest?

Page 10 of the competency framework document briefly describes South African career development service provision. It provides a summary table that lists the types of services available and the minimum educational level required for such services. There is, however, no specific description of the competencies required for these career development services and the minimum educational level can only be identified for less than half of the 15 services listed. Moreover, some of the listed programmes for skill training are based on more generic frameworks such as SAQA's (2014) *Registered Unit Standard: Assist and support learners to manage their career experiences* document. There is a subsection in this document on 'essential embedded knowledge' that implicitly describes several competencies that would be required of practitioners, all of which focus on information dissemination or referral procedures.

Similarly, SETA's (2013) qualification programme for lay counsellors, while still at a developmental stage, provides two documents that describe the occupational profile structure for a career counsellor, as well as a work experience module that considers career guidance related to fieldwork experience. The occupational profile document emphasises cognitive competencies relating to career assessment and career information dissemination. While there is some acknowledgement that career counsellors are involved in counselling, this activity is broadly defined with no specific skills or competencies identified or delineated. Thus the document states that a career counsellor should be able to "conduct a structured career guidance session" and "assist candidates with the development of a personal career path" (p. 1). Importantly, however, is the acknowledgement of the need for ethical behaviour as well as the need to maintain a network of stakeholders who could support career developmental processes. The work experience module document exclusively focuses on the competencies that CDPs would require within the specific setting of work experience exposure.

Another document worth considering is SAQA's (2011) document on NQF and career advice services: Student support services training workbook. This workbook makes a distinction between career advising and career counselling, with the former activity focusing on the provision of information and the latter activity identified as being able to "administer psychological assessments and interpret these when dealing with clients" (p. 32). The career counsellor is recognised as being more process-oriented but, as with other South African documents, no framework of competencies is identified to ensure that individuals are competent in this process. This document does, however, point out that both career advising and career counselling require competency in effective communication.

The available documentation on career delivery services in South Africa is encouraging in that a start has been made to clarify and define widely disparate bodies working in the field. However, such documentation is at an embryonic stage in terms of the identification of the competencies required for different levels of CDPs. If anything, a desktop search on the topic of competency development for CDPs in South Africa simply reinforces the recognition, as discussed in the next subsection, that there is no substantive and explicit description of the competencies required of CDPs. As such, the present state of the literature, whether academic or policy in nature, emphasises the urgent need

for the development of an initial framework for competency development for CDPs, so that a process of training can be implemented and then subsequently modified over time.

1.4 Summative Guidelines

The bottom line for those who will develop a competency framework for CDPs, is the recognition that such a document needs to create an initial benchmark for the training of CDPs, a baseline from which to further develop CDP competencies over time. Amongst other realities that government documents suggest need consideration, is the reality that "There is currently no competency framework for Career Development Practitioners in South Africa" (DHET, 2013, p. 4). A start urgently needs to be made and government initiatives, in this regard, are to be lauded. However, the lack of a baseline for CDP competency training to date, also suggests that we are at a starting point.

A competency framework may well establish an initial baseline, but it also starts a process that should accommodate ongoing change that reflects the realities within which CDPs and their career development service provision will be required to function. The initial proposed baseline will give rise to the need for future modification and refinement, all of which calls for ongoing consultation, evaluation and research to be built into this initial proposal. The latter steps, while critical for ongoing validation, are often difficult to implement due time and financial constraints. In this regard, it is worth quoting Hiebert and Neault (2014), who state that the effort required in creating:

> *"... the first edition is so great that it interferes with a process of regularly revisiting the competency framework to make sure it is still current and relevant. Thus it is important in the beginning to conceptualise a framework and a process for revisiting the competency framework and making sure it reflects the reality that practitioners face in the workplace. We suggest that every 3-5 years is a workable interval for reviewing competency frameworks" (p. 700).*

More difficult to address are the realities that various government documents suggest we need to consider. It is one matter to propose a competency framework for CDPs; it is another matter to ensure its sustainable implementation. An even more complex challenge is to consider the realities that may impact on CDPs' performance of their roles. Here we refer to infrastructural supportive structures, the lack of which seriously impedes the effectiveness of CDPs in implementing their roles in a meaningful way. Simply put, competency training for CDPs has a better chance of succeeding in a 'competent environment', i.e., in an environment in which supportive structures have been created within which to implement the skills acquired through competency training.

The literature illustrates an understanding of the reciprocal nature of CDPs' roles and the infrastructures in which they work. The DHET (2013) document, for instance, refers to this when it argues that the development of a competency framework will impact on broader issues that need to be addressed. Thus, the example is offered of how such a framework could itself provide a framework that could guide the development of career development programmes. While it would seem that the latter suggestion refers to training programmes for potential CDPs, the present authors would also argue that the content of a competency framework for CDPs could provide guidelines for career development programmes that can be implemented, for instance, with school learners,.

1.5 The current role of Career Development Practitioners in South Africa

The current role of career development practitioners (CDPs) in South Africa is a complex one. This complexity stems from the reality that there are highly qualified individuals performing very similar roles as others with little or no recognised qualification. This situation is further complicated by the many diverse environments in which career development services are provided and the inconsistency in the skills and qualifications held by the people in these environments.

It is clear, therefore, that one cannot discuss the role of CDPs without also discussing the various environments in which they perform their roles. Whilst this section attempts to be as specific as possible, the reality is that the assertions made remain generalisations, due to the many different environments in which career development services are offered, as well as the diverse range of qualifications held by the individuals offering these services.

This section will also refer to terms such as career development, career guidance, career advice, and career counselling. The Framework for Career Development in South Africa (SAQA, 2012) recommends that "the term Career Development Services be adopted to describe all the services and activities intended to assist all individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers" (p. 9).

This section acknowledges this recommendation. However, in certain environments the terms career guidance, career information and career counselling are more appropriate to the circumstances, and in such cases these terms are used.

Below follows a discussion of the various environments in which some form of career development service is provided, the types of services being offered in those environments and the qualifications of the individuals offering them.

1.5.1 Schools

The National Curriculum and Assessment Policy Statement (CAPS) includes career guidance as a key deliverable in the LO subject. Career guidance is covered under the CAPS topic "Careers and Career Choices", and is included in the curriculum from as early as grade 7.

a) Type of services provided

The services in schools are pedagogic in nature and focus on lifelong learning. Educators are expected to guide learners through a structured process of choosing a suitable career and study path. This process is structured over a six year period starting in grade 7 and ending in grade 12, which is what gives the process its pedagogic status. The extent to which this service is provided in the manner required, is largely dependent on the capabilities of the educators and the availability of resources.

Career and related information resources are becoming more readily available to both educators and learners alike. The availability of information does, however, demand that the learner understand and process the information and is also discerning regarding its accuracy. In essence then, the availability of information places a demand on the educator who should be equipped to assist learners in processing the information accurately. As mentioned previously, the extent to which educators are able to do so differs from school to school.

The disparity in the level of career development services offered at schools is a systemic issue brought about through the apartheid system. The majority of schools in the country do not appoint a permanent person responsible for career development. The existing system by-and-large will identify an educator to teach LO (the subject wherein Career Development resides). This educator may, in the next year, be reassigned a new teaching role and another educator may be assigned the role of teaching LO.

The net result of this is that no one educator ever becomes proficient enough to either offer a quality service or to build up a sufficient resource base to properly guide learners.

b) Education level of persons providing the services

Educators in South Africa are required to have at least 4 years of post-school higher education in order to teach at Foundation, Intermediate, Senior or Further Education and Training (FET) phase. Educators will have selected in their studies "appropriate and sufficient academic subject content knowledge to teach school subjects for a particular phase of schooling" (DHET, 2015. P. 64). Life Orientation (Senior and FET phase) is one of the academic subjects that educators may select in their studies.

LO prepares educators to teach development of self in society, social and environmental responsibilities, democracy and human rights, careers and choices and physical education.

Career Development, as mentioned previously, falls within the 'careers and choices' outcome of the curriculum and educators who have selected LO as a subject may well be equipped to provide a certain level of career development support to learners. It is important to mention that LO educators are not specialist career development practitioners.

It is also important to mention that many educators who offers LO are not trained as LO educators.

The “Policy on the minimum requirements for Teacher Education Qualifications, as revised 2014” (DHET, 2015), shows that a structure is in place to allow for the development of a specialised career development qualification that educators may select as a further specialisation (Policy on the Minimum Requirements for Teacher Education Qualifications, as revised 2014, Figure 1-3. P 17).

LO Educators in certain provinces such as the Western Cape, Gauteng, Mpumalanga, and the Northern Cape, have undergone some career development training programme with PACE Career Centre. The Career Development Interns appointed by the ETDPSETA have also completed a career development programme facilitated by the University of South Africa (UNISA). The knowledge of such teachers is, however, lost to learners if these educators are not kept in their positions as LO educators. The point can also be made that those educators who do indeed remain in their positions for any length of time, also should be attending professional development programmes to assist them to keep up to date and current.

It is worthwhile noting that certain schools (mostly private) may have an educational or counselling psychologist on their staff, who may take on the responsibility of providing career guidance to learners. These interventions are, however, not usually related to the curriculum but rather are stand-alone interventions offered at grade 9 level for subject choice, and grade 12 level for career choice and they would usually include some form of psychometric assessment and counselling.

A more recent intervention into the schooling system by, in particular, the Gauteng Department of Education (GDE), has seen unemployed graduates entering the schooling system serving as support staff and offering career guidance to learners. These graduates come from a variety of academic backgrounds such as the sciences, business, arts and the like. The single common denominator is that each of these school support staff have undergone a 5-day career practitioner programme that allows them to facilitate a self-assessment questionnaire with learners and then direct learners to necessary resources to conduct career research. Student support staff is generally better equipped to offer learners career guidance services than most educators (Herr, A. 2012).

It would seem then that within the school environment the educators, that are most effectively offering career guidance to learners, have a 3-year post-school qualification as well as a specialised skill certificate in career guidance.

1.5.2 Technical and Vocational Education and Training Colleges

Technical and Vocational Education and Training (TVET) colleges (previously known as Further Education and Training [FET] colleges), are expected to offer career guidance to all prospective students. TVET colleges have a low throughput rate and an ever-increasing applicant pool. Career guidance services at TVET colleges are becoming increasingly necessary, so as to increase the percentage of students progressing through the academic levels.

a) Type of services provided

The Further Education and Training Act 16 of 2006 specifies that each FET College (now known as TVET colleges) is to offer Student Support Services (SSS). The SSS Framework (2009) specifies that FET (TVET) colleges should be offering career guidance and counselling services and should have a dedicated area set aside specifically for career information.

Career guidance and counselling services refer to the testing of the literacy and numeracy levels of applicants, so as to see whether they will cope with the academic demand of the programme for which they are applying. This is known as “placement testing”. In addition, TVET colleges are also required to conduct an interest questionnaire to help guide the applicant into a programme of interest. Following completion of the placement testing and the interest questionnaire, SSS staff members are required to offer feedback and advice to applicants.

The manual for SSS (2009. P. 18) states the following: “It is important to make sure that a match exists between the results and the student’s programme choice. If the results indicate that the preferred programme will not be suitable for the student, another programme that is more suitable must be chosen. Once the correct programme has been decided on, the registration process can be completed”.

The implication here is that in addition to placement testing and providing career information, the Student Support Services staff is also required to provide career counselling.

b) Education level of persons providing the services

Despite the Further Education and Training Act 16 of 2006 specifying that all FET Colleges are to offer SSS, the wage structure which TVET Colleges currently use does not allow for the employment of Support Services staff. This has resulted in TVET Colleges using lecturers to offer these services in a full-time capacity.

TVET College lecturers are required to have at least a three year post-school qualification. The lecturers who offer student support are sent on courses and skills programmes in counselling to provide them with the necessary skills to offer counselling services. In certain colleges, this student support staffs has also attended skills programmes in career guidance.

The combination of a three year post-school qualification together with specialised programmes in counselling and in career guidance, seems to be used in TVET colleges that do have Student Support Units (SSU) in place.

1.5.3 Universities

The Higher Education Act 101 of 1997 makes provision for Higher Education Institutions to provide Student Support Services and indeed, most Higher Education Institutions (HEI) in South Africa do have specialised student support or student counselling units. Whilst HEIs act autonomously from one another, the Southern African Association for Counselling and Development in Higher Education (SAACDHE) is working towards improving these services at HEIs.

a) Type of services provided

One of the services provided by the student support and counselling units at HEIs is career guidance. The nature of these services differs depending on the theoretical model preferred by the unit. In certain institutions psychometric assessments are used, whilst in other institutions open discussion models may be used. The important point, however, is that career guidance is provided. These services are available to both students and the broader public.

b) Education level of persons providing the services

The education level of individuals performing these services requires at least a 4-year post-school degree, usually an Honours degree if they are acting as interns in the unit, or a Master's degree or higher if they are employed full-time in the unit.

1.5.4 Department of Labour

The Department of Labour (DoL) is responsible for preparing and assisting citizens to find gainful employment. The department's focus is essentially on assisting the unemployed to find work.

a) Type of services provided

There are approximately 125 labour centres that assist the unemployed in finding work. The DoL also has 21 mobile units to assist those citizens who are unable to visit a labour centre.

There are two primary organisational positions within the DoL that deal with employability issues.

The first position is the Employment Services Practitioner (ESP). ESPs have two primary roles with regards to career development. The first is to identify job opportunities around the country and ensure that these are captured into the Employment Services for South Africa (ESSA) system. The other primary role is to assist jobseekers to register themselves on the ESSA system, so that a potential match between job provider and job seeker can be made.

The ESPs provide basic career information and attend career exhibitions and occasionally offer workshops on job hunting skills.

The second organisation position refers to the Career Counsellors. Career counsellors provide a psychometric assessment and selection service for employers and training providers who are recruiting from ESSA. They run

employment counselling for the unemployed on ESSA, to assist them to move from unemployment to employment, self-employment or training.

The DoL Career Counsellors work with youth, women, people with disabilities, ex-offenders, retrenchees, long-term unemployed, and short-term unemployed. To satisfy the wide spectrum of this group, DoL Career Counsellors offer life skills programmes that will make the target group more employable. DoL Career Counsellors also offer workshops on job hunting skills such as CV writing, interviews, basic conditions of employment, and so on. In addition, DoL career counsellors go out into the community to render employment counselling.

The focus of the DoL is essentially to assist the unemployed to find employment.

b) Education level of persons providing the services

The ESPs are required to have a 3-year tertiary qualification in social sciences or a relevant qualification and two years' experience.

Career Counsellors are required to hold an Honours Degree in Psychology, or equivalent qualification, plus two to three years relevant experience and should be registered with the HPCSA as a Counsellor or Psychometrist.

1.5.5 Sector Education and Training Authorities

Sector Education and Training Authorities (SETAs) are established under the Skills Development Act 97 of 1998. The National Skills Development Strategy III (NSDS III), specifies the role of the SETA in relation to career development. There are 21 SETAs in South Africa.

a) Type of services provided

Section 10 (1) (a) of the Skills Development Act specifies that each SETA is to develop a Sector Skills Plan (SSP). The SSP should provide information on the supply of and demand for labour within a particular economic sector. In addition, the SSP should provide an analysis of where the demands are in terms of skills, so that this information can be collected from all the SETAs and fed into a national labour market analysis. The DHET is responsible for collating all the information into a single labour market analysis.

Each SETA is responsible for making their SSP information available to the public. They usually do so by publishing this information on their websites. A resultant role that emanates from the SSP is one of creating awareness around the skills in demand in the sector. Most SETAs use their communication departments to disseminate information to schools, tertiary institutions, employers, and other government departments. SETAs do not employ career development staff, but marketing and Information officers who disseminate the information though career exhibitions and mobile units. SETAs with mobile units are Manufacturing Engineering and Related Services SETA (MerSETA), Culture, Arts, Tourism, Hospitality and Sports SETA (CATHSSETA) and Bank SETA.

In essence therefore, the primary role that SETAs play in career guidance is one of information dissemination, specifically with regards to employment trends in their particular economic sector. It is noteworthy that the ETDP SETA has registered a Career Development Officer Qualification at NQF Level 05.

b) Education level of persons providing the services

There is no identifiable education level for persons performing these services at the SETAs. As described in the paragraph above, the departments that take responsibility for information dissemination are predominantly the communication departments. The people in these departments are primarily specialists in communication and marketing and have very little affinity or academic education in the social sciences, career guidance or counselling.

1.5.6 Department of Higher Education and Training

Due to the outcomes of the 2009 Polokwane conference the Minister of Higher Education and Training was tasked, in 2010, with coordinating and driving career development in the country (Delivery Agreement 5). The first task was to develop a framework that guides the coordination of career development services in the country. The DHET

established a Ministerial Task Team to prepare a framework document. The framework titled: '*Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa*' was published in October 2012 (herein referred to as the Framework). This was a collaborative effort of all the government departments whose Ministers are signatories to Delivery Agreement 5 (Report on the survey of career development activities 2013/2014. P. 5).

Strategic Objective 11 of the South African Qualifications Authority Strategic Plan (2012-2017) states that SAQA must provide leadership in establishing a policy framework for career advice services as well as carry out a career advice project for the advancement of lifelong learning. In line with this SAQA has produced a document titled "A Framework for Cooperation in the provision of Career Development Services in South Africa". This document was released in 2012 and was commissioned by the DHET.

Resulting from the abovementioned document, DHET contracted SAQA to establish a Career Development Service (CDS) Project. This service was taken over by DHET in October 2014 and is now offered by DHET.

a) Type of services provided

The DHET provides the following services:

Information Services

Services offered under the Information unit are:

i. Career help website

The CDS Website is the platform for communicating career development information to the public. The content on the CDS website is constantly updated with the latest information. The website can be accessed at www.careerhelp.org.za. The mobisite can be accessed at mobi.careerhelp.org.za.

ii. National Career Advice Portal (NCAP)

The National Career Advice Portal (NCAP) has a non-standardised interest questionnaire, approximately 1500 occupations with descriptions and learning pathways. The NCAP address is htpp://ncap.careerhelp.org.za.

iii. Career Development Services Information Hub (CDS Info Hub)

The purpose of the information hub is to ensure that relevant, accurate and consistent information pertaining to careers is available for career advisors. Researchers source, validate and collate information.

Career Advisory Helpline

The CDS Helpline offers a multi-channel career guidance service via:

- SMS – 072 204 5056 (please call me);
- Telephone – 086 999 0123
- E-mail – careerhelp.org.za;
- Facebook – wwwfacebook.com; and
- Twitter – http://twitter.com/rsacareerhelp.org.za

Training and Support Services

A Training and Support Services provide career information by means of capacity building workshops for career advisors, educators and community groups. Information sessions are presented to learners, unemployed youth and community groups. Career exhibitions are part of Training and Support Services.

Communication and Advocacy Services

Advocacy and communication form an integral part of coordinating career development services. Stakeholders have to be aware of all national services and such awareness eliminates duplications. Services are also communicated to beneficiaries via various channels. The Khetha Radio Programme is presented once a week on 10 radio stations, in 10 local languages, including Afrikaans.

b) Education level of persons that provide the services

The minimum education level required to be employed as a Career Information Officer at the Career Advice Services helpline is an NQF level 7 (Bachelor Degree or Advanced Diploma) qualification in the educational or behavioural sciences. Those in supervisory positions may also be employed with an NQF level 7 qualification in management. Quality coaches and team leaders continually monitor helpline staff performance and introduce function specific training programmes to assist in skill development.

1.5.7 National Youth Development Agency

The NYDA takes its mandate from the NYDA Act (54 of 2008). The NYDA's primary function is to promote economic advancement amongst youth. One of the tasks the NYDA performs to achieve this, is to provide career guidance. The NYDA employs Career Guidance Officers and Managers who are based in 14 branches across the country and the Head Office.

a) Type of services provided

The NYDA offers two types of career guidance services. The one service is to provide information on careers, bursaries, study opportunities and scarce skills via the NYDA website. The other is a personal service, which takes the form of face-to-face career counselling, attending career exhibitions, and assisting schools and TVET colleges by offering career guidance to their students.

The NYDA makes use of a non-standardised self-exploration questionnaire and a career guidance workbook when providing face-to-face career guidance.

b) Education level of persons providing the services

There is no minimum qualification level for a career guidance officer at the NYDA. All career guidance officers at the NYDA have been recruited from within the agency. The criterion for selection is "an interest in career guidance". Career Guidance Managers have 4-year qualifications in Psychology.

1.5.8 Department of Correctional Services

One of the primary goals of the Department of Correctional Services (DCS) is to reintroduce offenders into society as law abiding citizens who make a positive contribution to the economy. The DCS endeavours to do so by means of various education programmes conducted in the correctional facilities. One of the DCS programmes provides career guidance to offenders and is run by the facility educators.

a) Type of services provided

The DCS education facilitators conduct non-standardised Self-Exploration questionnaires with offenders and then assist them in identifying a career path that is achievable within the context of the environment. These career development services run in selected correctional facilities.

The DCS is piloting career development walk-in centres in St Albans and Helderstroom Correctional Centres in partnership with the DHET. Services offered include materials, face to face career guidance, NCAP, career help website and referrals to the DHET career helpline. Career development services through the centres are currently offered to employees and their children. The next phase would be to include inmates.

b) Education level of persons providing the services

Most education facilitators within the DCS have an education qualification or related 3-year qualification. Those correctional facilities that do offer career development services, have offered short skills based career guidance training programmes to the facilitators.

1.5.9 Libraries

The National Library of South Africa Act 92 of 1998 lists the core functions of a library. Whilst providing career development services per se, is not one of them, the act does list "to promote information awareness and information literacy" (p. 6) as a core function.

a) Type of services provided

Most libraries in the country have computers available for clients. These public access computers allow clients to access career development resources, such as tertiary education websites, career information and bursary information sites, and so on. Most libraries will also have paper format resources, but many of these resources are outdated.

In addition to making information available, some libraries have dedicated "Career Corners" that deal only with career development. Some libraries host regular career development workshops. The libraries do not themselves offer the service, but rather appoint an external service provider to run career development workshops.

b) b) Education level of persons providing the services

No regulated qualification exists for people offering career development services in libraries.

1.5.10 Recruitment Agencies

Most recruitment agents do not play a direct, explicit role in career development. Recruitment agents are, however, well placed to offer such a service due to the inherent nature of their work. The Confederation of Associations in the Private Employment Sector (CAPES) is the private employment sector industry body. The body is non-prescriptive in terms of career development practices.

a) Type of services provided

Recruitment agents attempt to find the best possible match between a prospective employee and an employer. Employers provide the recruitment agent with a job description and an organisational culture explanation. The recruitment agent will identify prospective applicants from their database or place an advertisement in the media.

Certain recruitment agencies require prospective applicants to undergo an assessment to determine their fit with the organisational culture. Most recruitment agencies outsource the assessment function if they do not have the correct skills in-house, but in other cases the employer has the necessary capacity and conducts their own assessments. The prospective applicant's CV is used to measure the fit with the job description. Certain recruitment agents will provide applicants with a workshop in interview skills, so as to better prepare them for the interview.

b) Education level of persons providing the services

The educational qualifications of people in this industry are very diverse -- ranging from individuals with a 1 year post school diploma to others that possess specialist PhD qualifications. The salient point in this regard is that recruitment agencies generally tend to outsource their assessment processes.

1.5.11 Employers

Career development practices taking place in organisations most often fall within the domain of the Human Resources Department. The Institute for People Management (IPM) is a professional body for the human resources profession. In 2012, the IPM formulated a concept paper that defined the competencies for those working as human resource professionals. The concept plan defines one of a human resource professional's competencies as the ability to "Build capability and capacity internally to fulfil the requirements arising from the introduction of the new competencies and

provide necessary training and support for employees. (HR Competencies Formulation Concept Paper; November 2012. P. 22).

Due to the great diversity of organisations, in size and nature, there is no standardisation in relation to career development practices in industry. Certain organisations may have fully functional career development units within their human resources department; other organisations may simply assign the role of career development to a staff member within the human resources department, whilst yet other organisations may outsource the function. Some organisations do not offer any formal career development services. In many cases the function of career development may be decentralised to line management level.

a) Type of services provided

Career development services in organisations seem mostly to revolve around skills development either to facilitate lateral or vertical movement, or progression within the organisation framework. In many cases the career development process results from performance appraisals which may highlight skill deficiencies or possible skill requirements for advancement. In many cases the onus rests on the individuals to identify the course or qualification they wish to pursue and then approach the line manager.

b) Education level of persons providing the services

As a result of the great diversity discussed above, the levels of qualification are as diverse as the industries in the economy. Within the human resources departments themselves, the qualifications range from one year certificate programmes to doctoral degrees in human resources and psychology. At line management level the qualification is linked directly to the nature of the line management position and, in most cases, bears almost no relationship to career development at all. These may include qualifications in engineering, accounting, fashion, art, hospitality, and really any possible qualification available. It is likely that a percentage of people in line management positions have taken a course in career development or human resources. Certain line managers may have completed the unit standard based short course, “Manage Individual Careers”..

1.5.12 Private Practice: Psychologists, Psychometrists and Registered Counsellors

The Health Professions Council of South Africa (HPCSA) is a statutory body guided by the Health Professions Act 56 of 1974. The HPCSA comprises several professional boards that govern and regulate the particular profession. The Professional Board for Psychology regulates the following professions: psychologists, intern psychologists, student psychologists, Registered Counsellors, psychometrists, and psychotechnicians.

a) Type of services provided

Psychologists, psychometrists and Registered Counsellors are allowed to offer career development services. The types of services that each designation may offer are guided by the Professional Board of Psychology. In relation to career development, psychologists and psychometrists may perform the same roles, namely conducting career development related assessments, interpreting the results and providing feedback to clients. Registered Counsellors may also conduct certain assessments (not to the same extent as psychologists or psychometrists). The interpretation and feedback, however, should be done under supervision of a psychologist.

Psychologists, psychometrists and Registered Counsellors in private practice charge clients for the services they offer.

b) Education level of persons providing the services

Psychologists must have a Master’s degree or higher and must have completed an internship. A psychometrist must have an honours degree in psychology and must have completed an internship. A Registered Counsellor must have an honours degree in psychology or a four year integrated Bachelors in Psychology (Registered Counsellor) degree and also have completed an internship.

1.5.13 Private Practice: Lay Career Development Practitioners

Lay Career Development Practitioners (CDPs) are differentiated from private psychologists, psychometrists and Registered Counsellors. Lay CDPs offer career development services without using any form of psychometric testing or psychological constructs. There are no guidelines or policies that inform these practitioners.

a) Type of services provided

The types of services that these Lay CDPs offer differ vastly from one another. Some may simply offer assistance by talking with the client, whilst others may use a more structured approach, employing self-designed workbooks and non-regulated questionnaires. There are currently no qualitative guidelines within the sector of private CDPs and the value of the service that their clients receive can vary from extremely useful to harmful.

b) Education level of persons providing the services

Private CDPs, as mentioned above, are currently not regulated. Therefore, the level of qualifications held can vary from none at all to an unrelated degree. Some of these private CDPs have undergone some form of career development related training in the form of a short course. The most closely aligned short course related to career guidance, is the unit standard “Assist and support learners to manage their learning experiences”.

1.5.14 Non-profit Organisations including religious institutions, community centres, etc.

A proportion of Non-profit Organisations (NPOs), faith based organisations and other community service centres offer some career development services, depending on the community served and the particular mandate of the organisation. Institutions that have a strong youth focus are more likely to offer career development services.

a) Type of services provided

In many organisations, career development is offered as part of youth development. No regulated career development practice is offered in these organisations. The services will vary from comprehensive career development services to simple career guidance and referral systems, depending on the qualification and experience of the person providing the service. Career exhibitions form part of activities that fall under career development services.

b) Education level of persons providing the services

As to be expected from sub-paragraph a) above, the type of qualification of persons offering the service will vary. In some institutions dedicated to youth development, career guidance will be offered by someone with some form of background and training in career development. In other, less youth focused organisations, career development may be offered by the religious leader or possibly by someone less qualified. Some organisations employ registered Social Workers who perform child and youth work, including counselling.

1.5.15 Web-Based Services – opportunistic versus pedagogic

The internet is both a wealth of information, as it is a source of misinformation. The internet is surely the most widely used resource for accessing information on which career-related decisions are based. The value of the internet as a resource is dependent mostly on the pedagogic values of the site. Many sites are used simply to attract traffic, so as to generate secondary revenue streams. Such websites are usually designed by internet entrepreneurs who identify a trend and then scrape together information from other sites simply to create content on their website. In such cases the content on the websites is often (but not always), unverified and often incorrect.

Websites that are established purely for educational purposes generally do provide valuable information.

a) Type of services provided

Internet based career development sites provide a range of services including assessments, career information, and bursary, scholarship and career choice related information. As discussed above, the veracity of internet information is not always established. The same applies to assessments available on various websites; these can vary from unreliable, with little validity, to reliable and valid. Users are not always able to distinguish between assessments.

Most internet career development services are ‘person to programme’, i.e., the user interacts with a programme which provides automated responses. Other internet career development programmes are ‘person to person’, meaning that an individual interacts with another individual over the internet. Certain career development programmes are a hybrid of the two types, i.e., person to person interactivity is optional after a person to programme process.

b) Education level of persons providing the services

The credibility of a website can often be established by checking the qualifications of the person managing the website, or through institutional credibility, whereby a website is given associated value because it is a product of a recognised educational, government or corporate institution. Naturally the qualification levels of website owners may vary from no qualification to highly qualify.

ANNEXURE C: INTERNATIONAL LITERATURE REVIEW

1. INTERNATIONAL EXAMPLES OF COMPETENCY FRAMEWORKS

International competency frameworks refer to those that cross country borders. Three examples will be presented here, specifically those of the International Association for Educational and Vocational Guidance, the European Centre for the Development of Vocational Training (CEDEFOP), and the Network for Innovation in Career Guidance and Counselling in Europe (NICE). Each competency framework will be briefly described.

1.1 International Association for Educational and Vocational Guidance

The International Association for Educational and Vocational Guidance (IAEVG) is the only international professional association for career and educational guidance practitioners and practitioner associations and has over 16,000 members from 53 countries on six continents (IAEVG, 2014). The mission of the IAEVG advocates educational and vocational guidance for all people and supports the provision of quality services by recommending minimum qualifications for educational and vocational guidance practitioners.

In addition to adopting a set of ethical standards to guide practitioners and enhance the quality of guidance services, the IAEVG (2003) published a framework of International Competencies for Educational and Vocational Guidance Practitioners that identifies the knowledge, skills, and attitudes practitioners should possess in order to provide quality services (Repetto, Malik, Ferrer, Manzano, & Hiebert, 2003). The competencies were developed after an extensive international consultation process in nine identified world regions, including Africa. Responses from 41 countries informed the development of the competency framework. The identification of competencies contributes to defining the field of career development as unique and distinguishes it from other professions.

The IAEVG competency framework comprises two sections: "***core competencies*** that all practitioners need regardless their job setting, and ***specialised competencies*** that are additional skills, knowledge, and attitudes that may be required, depending on the type of work setting and the client groups that are being served" (Repetto et al., 2003).

The 11 International Competencies for Educational and Vocational Guidance Practitioners approved by the IAEVG General Assembly, in Bern on 4 September 2003 are:

C1 Demonstrate appropriate ethical behaviour and professional conduct in the fulfilment of roles and responsibilities

C2 Demonstrate advocacy and leadership in advancing clients' learning, career development and personal concerns

C3 Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations

C4 Integrate theory and research into practice in guidance, career development, counselling and consultation

C5 Skills to design implement and evaluate guidance and counselling programs and interventions

C6 Demonstrate awareness of his/her own capacity and limitations

C7 Ability to communicate effectively with colleagues or clients, using the appropriate level of language

C8 Knowledge of updated information on educational, training, employment trends, labour market, and social issues

C9 Social and cross-cultural sensitiveness

C10 Skills to cooperate effectively in a team of professionals

C11 Demonstrate knowledge of lifelong career development process (IAEVG, 2003).

The IAEVG competency framework identifies specialised competencies in 10 areas:

i. Assessment;
ii. Educational guidance;
iii. Career development;
iv. Counselling;
v. Information management;
vi. Consultation and coordination;
vii. Research and evaluation;
viii. Program and service management;
ix. Community capacity building; and
x. Placement.

Within each of these specialisations, between five and ten specific competencies are identified. The specialised competencies will be required of some, but not all practitioners, depending on the nature of their work. The specialised competencies recognise the breadth of career development practices and the settings in which these take place and are, therefore, inclusive of all practitioners.

1.2 European Centre for the Development of Vocational Training

With a view to professionalising guidance in Europe, the European Centre for the Development of Vocational Training (CEDEFOP) investigated practitioner competencies and qualification routes, and proposed a competency framework. The impetus for the work undertaken by CEDEFOP was recognition that the training of CDPs is highly variable across countries, and the limited mobility of practitioners between workforce sectors, and from paraprofessional to professional roles. Drawing on a definition of competence adopted by the European Qualifications Framework, CEDEFOP regarded competence as being underpinned by propositional knowledge (knowing what), practical knowledge (knowing how) and procedural knowledge (knowing how to be). Moreover, the definition of competence p emphasised ethical and reflective practice. Thus CEDEFOP (2009) adopted a four-part definition of competence:

i. Cognitive competence, involving the use of theory and concepts as well as informal tacit knowledge gained experientially;
ii. Functional competence (skills or know-how), involving those things a person should be able to do when they are functioning in a given area of work, learning or social activity;
iii. Personal competence, involving knowing how to conduct oneself in a specific situation; and
iv. Ethical competence, involving the possession of certain personal and professional values. (p. 75 – 76).

CEDEFOP identified two issues on which agreement across the member countries would be difficult, specifically: 1) the *level* of qualification sufficient to undertake professional roles to ensure adequate skills, knowledge and competence; and 2) *specialisation* in the field of career guidance and the extent to which training would be offered. Essentially, CEDEFOP acknowledged the diverse, but complementary, professional backgrounds (e.g., psychology, social work, education), with which career development practitioners have traditionally entered the field and also recognised that, while such qualifications develop complementary skills and knowledge, they do not usually specifically develop career development specific skills, knowledge and competencies.

After reviewing existing competency frameworks, CEDEFOP concluded that there was little difference between the core competencies and specialised competencies described in some competency frameworks. Thus it determined 3 broad areas of competencies, Foundation Competencies, Client Interaction Competencies and Supporting Competencies. CEDEFOP identified six foundational or transversal competencies that relate primarily to personal competence (knowing how to conduct oneself in a specific situation) and ethical competence (the possession of certain personal and professional values). The foundational competences apply to all professional activities. In addition, six client-interaction competences that apply to working with clients, and seven supporting competencies that apply to

other career development roles related to the facilities, networks and resources required for service delivery were identified. Essentially, client-interaction competencies would be visible to clients and supporting competencies would be less visible to clients but fundamental to the work of career practitioners. The client-interaction and supporting competencies recommend that the context and conditions, in which the competency is being applied, are taken into account in relation to the tasks identified within each competency (CEDEFOP, 2009).

1.3 Network for Innovation in Career Guidance and Counselling in Europe

The NICE is a consortium of academics, from 40 higher education institutions from 28 European countries, which specialise in career guidance and counselling training and research in Europe. The consortium is funded by the European Commission. The NICE mission is to "promote professionalism and excellence in career guidance and counselling" (p. 7). In 2012, NICE published a 'Handbook for the Academic Training of Career Guidance and Counselling (CGC) Professionals' (Schiersmann, Ertelt, Katsarov, Mulvey, Reid, & Weber, 2012) in which they identified common points of reference that could facilitate establishing degree programs in the field and inform curriculum design.

NICE proposed six professional roles that it believes constitute the profession of career guidance and counselling, while acknowledging that career practitioners will perform the roles to varying degrees, switch between them or combine them, or focus on particular roles while not attending to others.

The roles are:

i. **Career Guidance and Counselling Professional**

   The Career Guidance and Counselling Professional adopts professional values and ethical standards in practice, develops and regulates relationships appropriately, engages in continuous learning and critical thinking, and advocates for the profession.

ii. **Career Educator**

   The Career Educator supports people in developing their own career management competencies.

iii. **Career Information and Assessment Expert**

   The Career Information and Assessment Expert supports people in assessing their personal characteristics and needs, then connects them with the labour market and education systems.

iv. **Career Counsellor**

   The Career Counsellor supports individuals in understanding their situations, so as to work through issues towards solutions.

v. **Programme and Service Manager**

   The Programme and Service Manager ensures the quality and delivery of CGC organisations' services.

vi. **Social Systems Intervener and Developer**

   The Social Systems Intervener & Developer supports clients (even) in crisis and works to change systems for the better (Schiersmann, 2012, pp. 44-45).

Depicted as interconnected circles, at the heart of the six roles is that of the Career Guidance and Counselling Professional. Based on these six roles, NICE identified core competencies, specifically:

i. Professionalism;
ii. Career Counselling;
iii. Career Education;
iv. Career Information and Assessment;
v. Program and Service Management; and
vi. Social Systems Intervention and Development.

Professionalism is regarded as a fundamental competence as well as a unifying competence. Table 3 offers brief descriptions of the competencies. Detailed descriptions are provided in Schiersmann et al. (2012).

The NICE Core Competences provide a foundation for identifying the contents of the NICE Curriculum that can inform the development of career guidance and counselling degree programs. Consisting of nine modules, the NICE curriculum includes one module on professionalism, five modules on the competencies previously described, and a further three modules on knowledge related to individual career development, organisation, groups and communication and societies, politics and markets. Each module is similarly described and includes learning outcomes in relation to the core competence and sub-competence, learning outcomes in relation to cognitive resources (competence specific knowledge), affective resources (attitudes, values and motivations), and behavioural resources (skills and techniques), references to teaching and learning methods, and references to assessment methods.

1.4 National Examples of Competency Frameworks

A number of countries have developed competency frameworks particular to their own national contexts. The competency frameworks to be reviewed here include those of the National Career Development Association (NCDA) of the United States of America (USA), the Canadian Career Development Guidelines and Standards, the Career Industry Council of Australia (CICA), the Employment National Training Organisation of the United Kingdom (UK), the National Guidance Forum of Ireland and Scotland's Qualifications and Continuous Professional Development Framework for the Career Development Workforce in Scotland.

1.4.1 United States of America

In the context of the USA, the NCDA, a division of the American Counselling Association (ACA), represents Career Counsellors and other career service providers. Recognising the diverse background and breadth of work of CDPs, the NCDA has identified competencies for career counsellors and also for career development facilitators.

The Career Counsellor competencies represent the "minimum competencies for those professionals at or above the Master's degree level of education" (NCDA, 2009a). The NCDA developed a set of 11 Career Counselling Competencies that represent the minimum competencies necessary to perform effectively as a career counsellor (National Career Development Association, 2009a). In 2009, the NCDA revised the competencies to infuse elements of their Multi-Cultural Career Counselling Minimum Competencies. In 2010, the NCDA also published a set of eight Career Counsellor Assessment and Evaluation Competencies because "effectiveness in assessment and evaluation is critical to effective career counselling, these competencies are critical for career counsellor practice and service to students, clients, and other customers". The NCDA (2009) career counselling competencies are:

i. Career development theory;
ii. Individual and group counselling skills;
iii. Individual and group assessment;
iv. Information/resources;
v. Program promotion, management and implementation;
vi. Coaching, consultation and performance improvement;
vii. Diverse populations;
viii. Supervision;
ix. Ethical/legal issues;
x. Research/evaluation; and
xi. Technology.

In addition, the NCDA developed a set of Career Development Facilitator Competencies (National Career Development Association, 2004a), that underpin its career development facilitator training program. These competencies recognise that not all CDPs are career counsellors and many work in a range of career development settings and incorporate "career development information or skills in their work with students, adults, clients, employees, or the public"

(NCDA 2014). Such CDPs may have a range of job titles including "career group facilitator, job search trainer, career resource centre coordinator, career coach, career development case manager, intake interviewer, occupational and labour market information resource person, human resource career development coordinator, employment/ placement specialist, or workforce development staff person" (NCDA, 2014). The NCDA Career Development Facilitator Competencies are:

i. **Helping Skills** - Be proficient in the basic career facilitating process while including productive interpersonal relationships;

ii. **Labour Market Information and Resources** - Understand labour market and occupational information and trends. Be able to use current resources;

iii. **Assessment** - Comprehend and use (*under supervision*) both formal and informal career development assessments with emphasis on relating appropriate ones to the population served;

iv. **Diverse Populations** - Recognize special needs of various groups and adapt services to meet their needs;

v. **Ethical and Legal Issues** - Follow the Career Development Facilitator (CDF) code of ethics and know current legislative regulations;

vi. **Career Development Models** - Understand career development theories, models, and techniques as they apply to lifelong development, gender, age, and ethnic background;

vii. **Employability Skills** - Know job search strategies and placement techniques, especially in working with specific groups;

viii. **Training Clients and Peers** - Prepare and develop materials for training programs and presentations;

ix. **Program Management/Implementation** - Understand career development programs and their implementation, and work as a liaison in collaborative relationships;

x. **Promotion and Public Relations** - Market and promote career development programs with staff and supervisors;

xi. **Technology** - Comprehend and use career development computer applications; and

xii. **Consultation** - Accept suggestions for performance improvement from consultants or supervisors (NCDA, 2014).

In recognition of the diverse backgrounds of and roles undertaken by CDPs, the NCDA membership categories include professional members who hold a Master's degree or higher in counselling or a closely related field, and regular members who have an interest or involvement in career development and a desire to uphold the mission and principles of the NCDA. In addition, members may apply for special membership categories such as Fellow, Master Career Counsellor, and Master Career Development Professional. Based on the career development facilitator competencies, the NCDA developed a Career Development Facilitator credential "to provide training specifications and credentialing for these career providers" and "to define and differentiate two levels of career practice" (National Career Development Association, 2014). The credential is awarded through the Centre for Credentialing and Education, a subsidiary of the National Board for Certified Counsellors in the United States. Gaining the credential requires participation in an approved 120 hour Career Development Facilitator course conducted face to face or through eLearning, in addition to work experience. The NCDA actively promotes the Career Development Facilitator credential, more recently termed the Global Career Development Facilitator credential. Training is provided through a network of Master Trainers and instructors and a register of programs and instructors is maintained.

1.4.2 Canada

Discussion about the development of professional standards for career practitioners began in Canada in 1996 and, following a three phase consultation and development process, the Canadian Standards and Guidelines for Career Development were launched in 2001. The main goal of the Canadian Standards and Guidelines for Career Development initiative is to spell out the competencies that service providers need in order to deliver comprehensive career services to clients across the lifespan (National Steering Committee for Career Development Guidelines and Standards, 2004). The standards and guidelines initiative was funded by Human Resources Development Canada

(HRDC) and matched by in-kind and cash contributions from career development partners (National Steering Committee for Career Development Guidelines and Standards, 2004).

The development of the professional standards was managed by the National Steering Committee (NSC) for Career Development Guidelines and Standards. In phase one, a basic framework was developed and subsequent consultation with the career development community determined that there was strong support for the project to continue. Phase two involved further consultation with career practitioners and stakeholders, and the development and validation of the content of the standards and guidelines. A Stakeholder Liaison and Advisory Council was formed to maintain links with the community and a draft of the standards and guidelines was distributed, for endorsement, throughout the career development community. Phase three concerned implementation of the Standards and Guidelines and focused on application, through the dual focus of field testing and facilitating use. Field testing considered the application of the Standards and Guidelines in areas such as training, self-assessment, human resources development, quality assurance, professional associations, policy development, research and program development, and marketing (Hiebert, 2002). Facilitating the use of the Standards and Guidelines was promoted by developing materials such as online resources, including PowerPoint presentations, self-assessment tools, a practical guide to applying the standards, and examples of promising practices (National Steering Committee for Career Development Guidelines and Standards, 2004). An extensive communication strategy, including newsletters, ensured that the career development community was informed about the Standards and Guidelines. Thus, in the Canadian context, mindful of the diverse nature of career development work and practitioner backgrounds, the process of developing and implementing Standards and Guidelines utilised an inclusive, open process built on collaboration and consultation, recognised prior learning, recognised the diverse needs within the career development sector, and recognised the diverse skill sets of practitioners in the field so that they felt validated and included (National Steering Committee for Career Development Guidelines and Standards).

The Canadian Standards and Guidelines for Career Development include core competencies, areas of specialisation, a code of ethics and a glossary of terms. Regarded as a living document, the Standards and Guidelines were revised in 2012. The core competencies emphasise the knowledge, skills, attitudes and values required by all career development practitioners, regardless of their client group or the nature of their work.

The core competencies are grouped under the broad categories of:

i. Professional behaviour;
ii. Interpersonal competence;
iii. Career development knowledge; and
iv. Needs assessment and referral.

Within each of these categories a number of core competencies are identified. The importance of each competency is explained and examples of how the competency may be demonstrated are provided (NSC for Career Development Guidelines and Standards, 2004).

In addition to the core competencies, six areas of specialisation were identified to reflect the diverse work of career development practitioners and the specialist knowledge, skills, attitudes and values required in some work settings and for particular client groups. The areas of specialisation are:

i. Assessment;
ii. Facilitated individual and group learning;
iii. Career counselling;
iv. Information and resource management;
v. Work development; and
vi. Community capacity building (National Steering Committee for Career Development Guidelines and Standards)

Similar to the core competencies, within each of these areas of specialisation a number of competencies have been identified, their importance described, and examples provided on how the competency may be demonstrated. In addition, Shared Specialisation Competencies (SSC) have been identified for each specialisation.

1.4.3 Republic of Ireland

In Ireland, a Competency Framework for Guidance Practitioners was developed by a subcommittee of the National Guidance Forum, a joint initiative of the Minister for Education and Science and the Minister for Enterprise, Trade and Employment, which was formed in April 2004 for a term of office which concluded in October 2006. The purpose of the competency Framework is to "influence the future professional education and training of practitioners who will provide guidance across the life cycle and in a range of different contexts" (National Guidance Forum, 2007, p. 6).

The Irish competencies are grouped into five categories:

i. Theory and practice of vocational, educational and personal/social guidance throughout the lifespan;
ii. Labour market education and training;
iii. Counselling;
iv. Information and resource management; and
v. Professional practice.

In addition, a number of specialisations integral to the work of many guidance practitioners, have been identified, specifically assessment, guidance service management, and liaison. Assessment is included in the category of theory and practice of vocational, educational, and personal/social guidance. Guidance service management and liaison are included in the category of professional practice.

1.4.4 Australia

The Career Industry Council of Australia (CICA), is the foremost body for career development in Australia. CICA membership is open to non-profit career development organisations, as determined by the committee of management to meet the vision and mission of CICA. Its membership constitutes 12 professional associations that represent career development practitioners from a range of settings including schools, universities, technical and further education, and private practice. A major focus of CICA has been the development and implementation of the Professional Standards for Australian Career Development Practitioners (CICA, 2006).

The issue of quality standards and competency frameworks is not new to the Australian career industry. In the early 1990s, the National Board of Employment Education and Training (NBEET) report; Strengthening Careers Education in Schools (NBEET, 1991), identified an absence of standards to guide the training and in-service education of career coordinators, the term used to describe people responsible for coordinating and implementing career education programs in schools. The report identified inconsistent quality and levels of existing courses, and access by career coordinators to those courses, as problematic. Believing that informed and comprehensive career education for students require appropriately trained career coordinators, NBEET (1992) developed a national training framework for career coordinators around six core dimensions that were to inform such training, specifically:

i. Professional knowledge and practice;
ii. Career education and career guidance;
iii. Counselling and career counselling;
iv. Curriculum and program development;
v. Information and resources; and
vi. Organisation, management and consultation.

For each of these units, a list of key elements or competency units and performance criteria were identified. Unfortunately, an implementation process was not facilitated and the potential of the competencies was not fulfilled. Moreover, the competency units were developed for only one segment of the career development labour force. Despite the narrower occupational focus and being more than 20 years old, these competency units are consistent with more recently produced standards (e.g., those of the IAEVG).

The most recent impetus for the development of Professional Standards for the Australian career industry was the OECD (2003) international review of career guidance, which revealed inadequacies in the training and qualifications of career practitioners in many countries, including Australia. Subsequently, the Australian Government, via its relevant departments, funded the National Standards and Accreditation of Career Practitioners project, which was commissioned through the Career Industry Council of Australia. The first edition of the Professional Standards for Australian Career Development Practitioners was published in 2006 and the Professional Standards were fully implemented by 2012.

The Professional Standards for Australian Career Development Practitioners (CICA, 2011) contain six elements including competency guidelines, specifically:

i. Terminology;
ii. Membership of the Profession;
iii. A Code of Ethics;
iv. Entry-Level Qualifications;
v. Continuing Professional Development (CPD); and
vi. Competency Guidelines.

The CICA Professional Standards identify two levels of career development practitioners, professional and associate level, to recognise the diversity of career roles. The minimum entry level qualification for a professional career development practitioner is an endorsed graduate certificate or vocational graduate certificate level qualification. The minimum entry level qualification for an associate career development practitioner is a vocational certificate IV level qualification. This distinction between practitioner levels, however, is not evident through the competencies.

Within the competency guidelines, core competencies and areas of specialisation are identified. Drawing on a Canadian definition, core competencies are regarded as “The skills, knowledge, and attitudes that all career development practitioners require regardless of their employment setting” ([Canadian] National Steering Committee for Career Development Guidelines and Standards, 2004). Areas of specialisation are regarded as “additional knowledge, skills, attitudes and values that may be required to undertake specialised tasks or roles and/or work with specialised populations depending on the type of work setting and the client groups that are being served” (adapted from the Canadian National Steering Committee for Career Development Guidelines and Standards, 2004).

The Core Competencies are grouped into seven broad categories, specifically:

i. Career development theory;
ii. Labour market;
iii. Advanced communication skills;
iv. Ethical practice;
v. Diversity;
vi. Information and resource management; and
vii. Professional practice.

Within each of these categories, a number of core competencies specific to the category have been identified. The specialisations are embedded within the core competencies. Specialised competencies related to assessment are described within the category of career development theory. Specialised competencies related to counselling and program delivery are described within the category of advanced communication skills. Specialised competencies related to working with people with disabilities are described within the category of diversity. Specialised competencies related to project management and employer liaison are described within the category of professional practice. It is important to note that each of the core competencies is broken down into a number of narrower task/skill/knowledge specific competencies (Australia, 2011).

1.4.5 United Kingdom Career Development Occupational Standards

Lifelong Learning United Kingdom (LLUK) is a body which sets standards for the lifelong learning section, which involves creating new National Occupational Standards (NOS) and updating existing standards. This process takes place by means of extensive consultation with employers and stakeholders. The first step in the process of developing NOS is to construct a career development functional map, which describes the functions of a particular job role. Following the identification of a purpose for the role (i.e., a summary of potential outcomes), the main functions performed to achieve the outcome are presented and subsequently more detailed functions are identified. The NOS are closely related to the second level functions and "intend to define the competencies required to carry out the functions delivered by the career development workforce".

Table 1: Abridged National Development Functional Map (UK, 2011)

Purpose	Goals
To assist individuals to develop the skills to make and manage their choices of occupations and learning to fulfil their potential and contribute to their personal wellbeing, social and financial success as well as to society and the economic prosperity of the country.	Develop ethical and reflective practice
	Enable individuals to enter lifelong learning and develop career management skills
	Enable individuals to access wider service; and promote and improve the services
	Promote and improve the services

Based on the Career Development Functional Map, a list of standards was developed by means of a consultation process. The Career Development Standards are:

i. Build and apply understanding of theory and effective practice in career development;
ii. Reflect on, develop and maintain own skills and practice in career development;
iii. Develop and apply ethical practice in your career development role;
iv. Build and maintain relationships with individuals to ensure a client-centred approach;
v. Work with individuals to explore and identify their needs and aspirations;
vi. Enable individuals to set realistic goals and career development objectives;
vii. Deliver individual and group development through career-related learning;
viii. Enable individuals to use and apply information for career development;
ix. Provide ongoing support to help individuals achieve their goals and development objectives;
x. Help individuals evaluate their progress and achievement and plan for the future;
xi. Improve services to individuals by collaborating with others;
xii. Enable individuals to access referral opportunities;
xiii. Represent individuals' needs to others;
xiv. Promote the availability, value and effectiveness of the service on offer;
xv. Monitor, evaluate and improve the effectiveness of the service on offer; and
xvi. Plan and undertake research on behalf of the service.

In addition, competencies from other related standards (e.g., learning and development and libraries, archives, records and information services management) are "sign-posted" (p. 8) to career development because they complement career development work. Each standard includes a list of relevant occupations, key words, an overview, performance criteria that indicate what practitioners must be able to do, and knowledge and understanding that underpins the standard.

1.4.6 Scotland

In 2011, the Scottish Government published its first career development strategy (The Scottish Government, 2011) with a view to redesigning and improving career information, advice and guidance in Scotland. The strategy recognised that "career guidance is a distinct, defined and specialist profession which demands a unique set of core skills and expects all career guidance practitioners to be professionally qualified" (p. 10). Subsequently, a working group was established to "develop a framework for qualifications and Continuous Professional Development (CPD) for the career development workforce in Scotland" (The Scottish Government, 2012, p. 2).

By considering the Scottish career development workforce, five "typical roles" were identified and mapped against the 12 levels of the Scottish Credit and Qualifications Framework (SCQF). A detailed explanation of background and experience required for each role is provided (Scottish Government, 2012).

Table 2: "Typical roles", SCQF levels, entry level requirements and occupational titles

"Typical Role"	SCQF level and typical entry level requirements	Occupational Titles
First Contact Advisor	SCQF levels 5 or 6	Receptionist, Clerical, Careers Support
Employability Advisor	SCQF levels 6 or 7	Personal Adviser, Employment Coach, Skills Adviser, Employability Tutor, Employment and Skills Adviser, Careers Assistant, Learning and Development Worker
Education Guidance Advisor	SCQF Levels 7 and 11	Student Development Officer/Adviser, Learner and Development Officer/Adviser, Learning and Development Tutor, Learner Development Tutor
Key Worker	SCQF Levels 8 and 11	Intensive Support Personal Adviser, Personal Adviser, Peer Adviser
Careers Advisor	SCQF level 11	Personal Adviser, Careers Coach, Adult Careers Adviser, Advice and Guidance Worker, Career and Progression Adviser, Careers Consultant, Careers Guidance Adviser, Employment-Skills Adviser

(The Scottish Government, 2012).

For each "typical role", a detailed profile was developed that includes a range of occupational titles, a description of the identified role's typical work tasks, typical competencies (knowledge and skills), typical attributes, where this role may typically be found, typical job level, typical entry requirements, typical CPD opportunities, and potential career development opportunities within the career development workforce. The common tasks, competencies and attributes of the Scottish career development workforce are synthesised. Interestingly, the competencies (knowledge and skills) do not incorporate knowledge of career theory or research.

By considering the competencies, the "typical roles have been matched to recommended relevant qualifications of the SCGF". It is of interest that the Scottish Vocational Qualifications (SVQs) are based on the National Occupational Standards (NOS) discussed earlier, and are accredited by the Scottish Qualifications Authority (SQA).

1.5 Points to note

As reflected in this document, the development of most competency frameworks has involved extensive consultation with practitioners and stakeholders, as well as consideration of pre-existing frameworks.

- Development of competency frameworks needs to be accompanied by an implementation plan.
- Australia provides an example of where a framework of professional standards has been successfully implemented. Features of the implementation process included:
  - » Extensive consultation with stakeholders and career practitioners

- » A communication strategy, and
- » Inclusive supportive and collaborative implementation processes that included a reasonable timeframe to allow practitioners and professional associations to effectively prepare and qualify.

- Competency frameworks represent one element of a broader commitment to professional standards that generally include codes of ethics, advice on entry-level qualifications, and continuing professional development requirements.
- A comparison of many of the competency frameworks, presented in this document, from which some conclusions may be drawn, specifically:
  - » Knowledge related to theory and research remain essential knowledge as it defines career development from other related disciplines (e.g., psychology, social work, education) in competency frameworks, especially in regard to the application in practice. Scotland is a notable exception in this regard.
  - » Labour market knowledge and an ability to apply it and assist clients to use it, is a defining feature of competency frameworks.
  - » Professionalism underpinned by ethical practice, reflective practice, commitment to lifelong learning and continuing professional development is an essential feature of career development work and should be a feature of competency frameworks, as it is in other professions.
  - » Communications skills, while common to a number of 'helping professions', are essential competencies for career development practitioners.
  - » Specialisations have been identified in a number of competency frameworks, and core competencies have been identified for some. However, this has not been evident in all competency frameworks.
  - » Two competency frameworks, those of the NICE Network and Scotland, are based on a foundation of identified core roles in the field; this serves to discriminate between the diverse roles undertaken by career development practitioners.

Notes