



Quality in career guidance

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Goal: Comprehensive lifelong guidance system for all

- Includes both **access and quality**/professionality
- **Blended services**: digital AND face to face
- Aiming at cross sectoral **co-operation and co-operation** on all levels
- The Directorate has **national systems responsibility** for lifelong guidance
- **Our role** is to advise policy development and develop standards, tools, meetings places and networks and the evidence base and to coordinate the field



National quality framework

- To strengthen quality and professionalism
- Cross-sectoral
- A tool for quality development and for government
- Development involving all stakeholders
- Based on international experience
- Guidelines, not mandatory





Kvalitet i karriereveiledning

Nasjonalt kvalitetsrammeverk for karriereveiledning skal være et nyttig verktøy for utvikling av kvalitet i karriereveiledning. Dette nettstedet er for deg som jobber med karriereveiledning eller har ansvar for karriereveiledningstjenester.

[Les mer](#)



KOMPETANSE-
STANDARDS

KARRIERE
KOMPETANSE

ETIKK

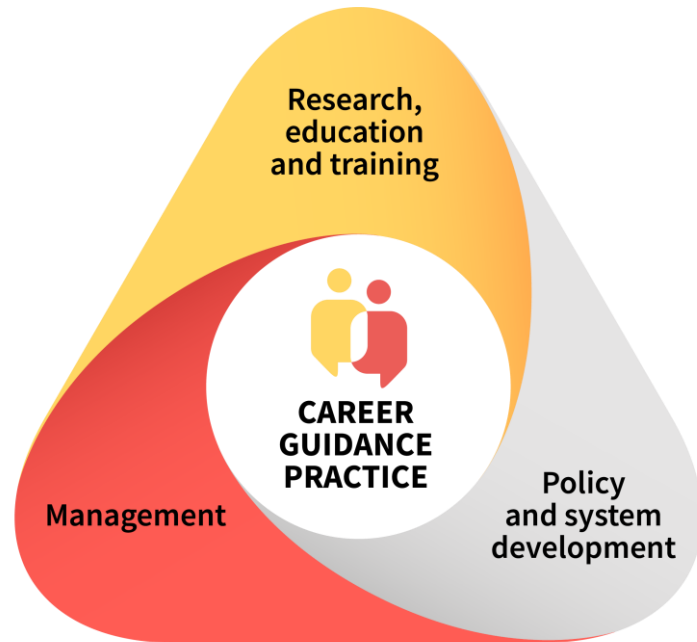
KVALITETS-
SIKRING

Cross sectoral vs customized

- The framework is cross sectoral, which is not so common internationally
- Meant to ensure a comprehensive system with equal quality services across sectors
- Required broad representation and long time to develop
- It is a challenge to implement a quality framework that is cross sectoral and not developed to fit each context perfectly
- The tension is to some extent handled within the framework



Area 1: Qualification standards

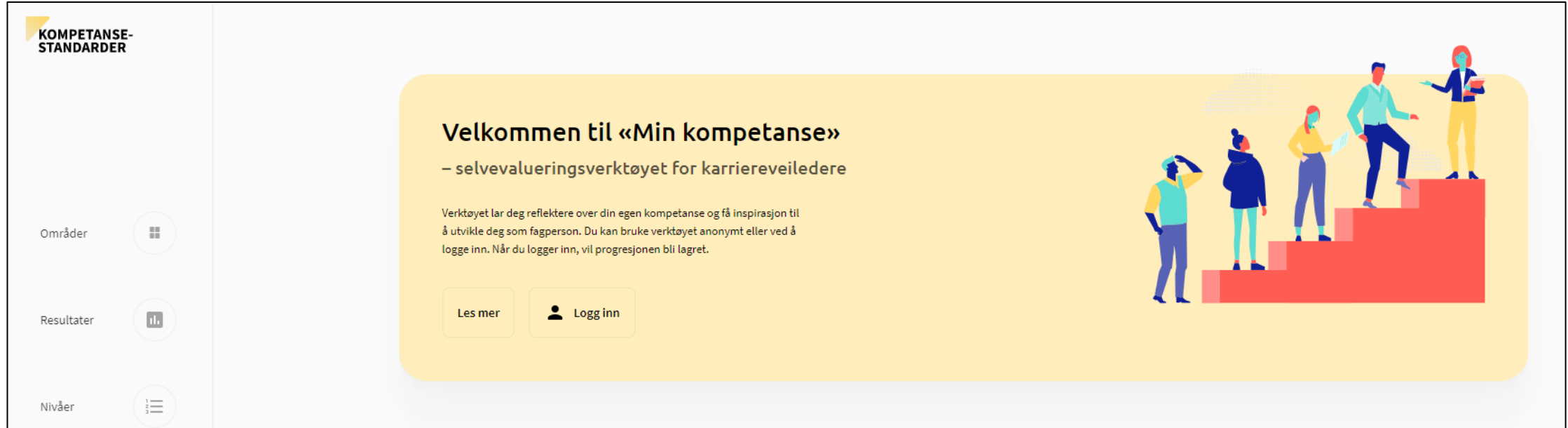


Description of working areas, tasks and roles in the field of career guidance



Detailed description of the seven areas of competence, divided into two levels: skilled/specialised

Digital tool: «My qualifications»



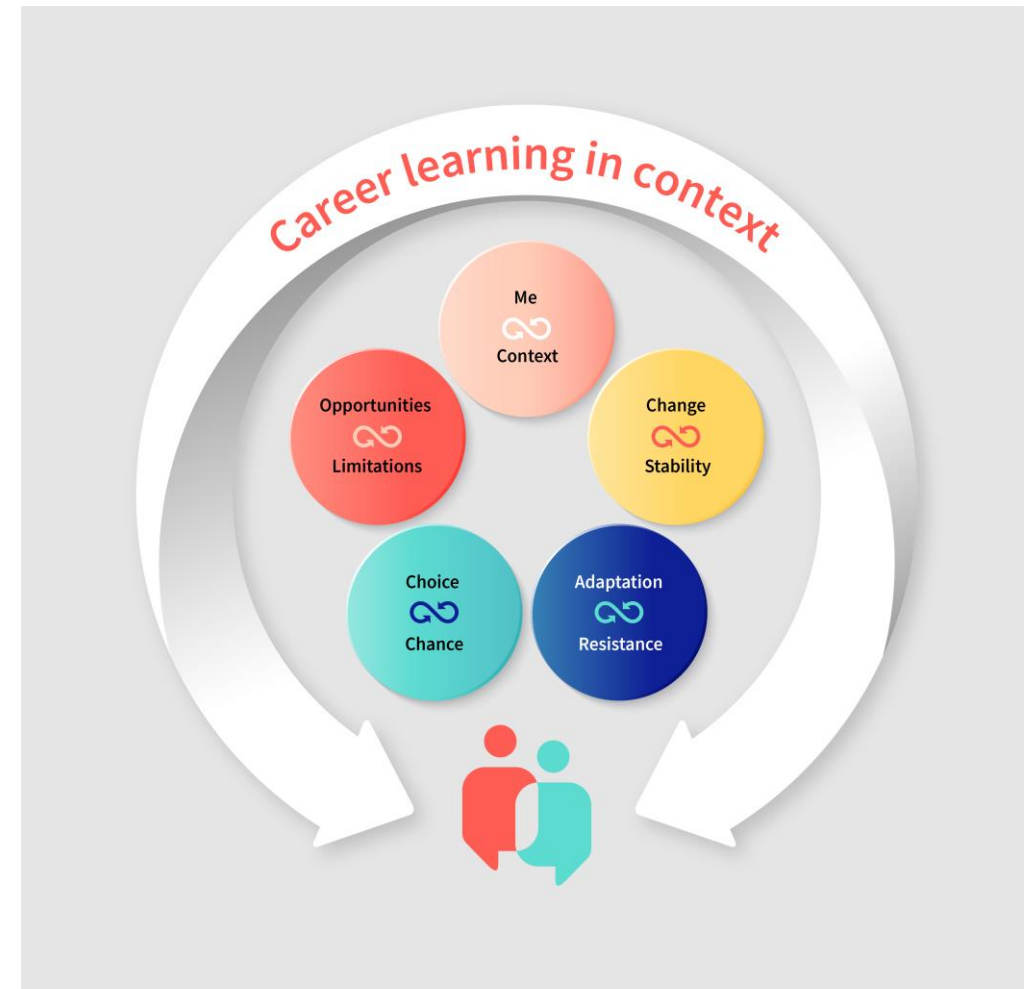
- ✓ Self assessment
- ✓ Overview over qualifications
- ✓ Reflection tool
- ✓ Inspiration for continuous professional development

Area 2: Career Competencies and Career Learning

The model:

Career learning in context

- Focus on the the different contextual conditions that influences career learning
- Describes **five areas of exploration and learning** – the “career buttons” – dilemmas and tensions
- **Includes a tool for career counsellors** and teachers to get inspiration and ideas on how to do career learning based on the career buttons.



Area 3: Ethics

The ethical standards



Relation and cooperation

When relating to and cooperating with clients

4. I respect the client's inherent worth and equality
5. I show interest in the client's background, current situation and future
6. I show humility and use the client's understanding of their situation and opportunities as a starting point
7. I am aware of the power that is entrusted to my role, and do my best to exercise that power for the benefit of the client and the process that we are going through together
8. I observe confidentiality and other provisions regarding data protection



Competence

When I provide career guidance

1. I do this on the basis of up-to-date and evidence-based knowledge of the field of careers
2. I handle cases for which I have the competence and mandate. I recognise my professional limitations and inform clients about other relevant bodies and services
3. I use methods and approaches that are suitable for the client's situation and opportunities



Reflection

I reflect on my practice by

9. being aware of what the core values and goal of career guidance are
10. having a conscious approach to my attitudes and how they can affect my practice of career guidance
11. having a critical view of my competence and continuously assessing the need to improve my competence
12. being aware of the limits of professional practice and if necessary challenging these

Ethics in context



Discusses how ethical conduct is dependent on contextual factors

The reflection model



Inspiration to develop the ability to cope with ethically challenging situations

The service declaration

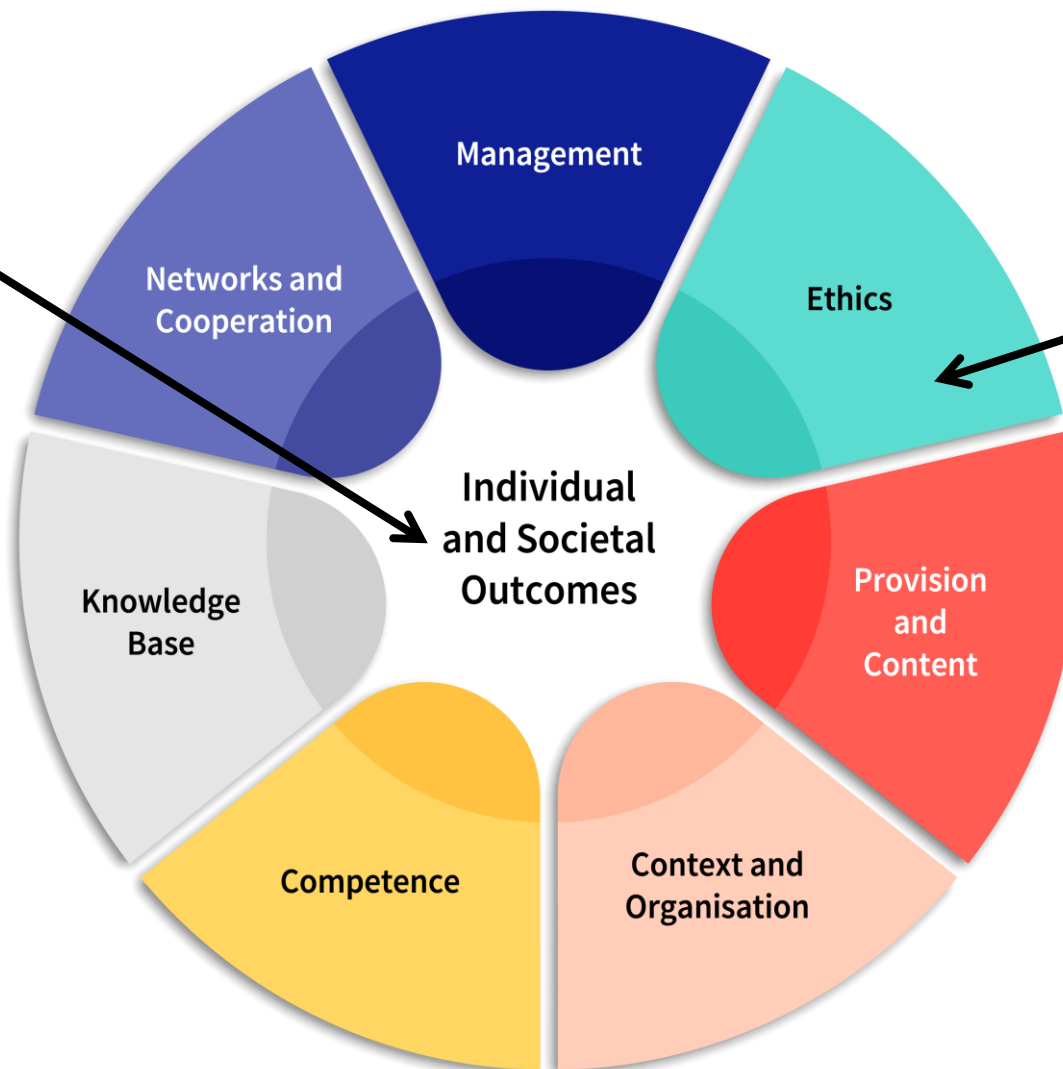


To communicate commitment to ethical conduct

Area 4: Quality assurance

The output:

of career guidance,
for both the
individual and
society



The input:

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

Digital tool: «Our quality»

An assessment and planning tool for career guidance services, also adapted to three different sectors

KVALITETS-
SIKRING

Kartlegging

Resultater

Planlegging

Rapporter

Logg inn

Velkommen til Vår kvalitet

- verktøy for kvalitetssikring av karriereveiledning

Verktøyet Vår kvalitet gir en helhetlig tilnærming til arbeidet med kvalitetssikring. Med verktøyet kan du kartlegge kvaliteten på karriereveiledningen, planlegge det videre arbeidet og få en helhetlig oversikt over kvalitetsutviklingsarbeidet. Sorter og prioriter oppgaver og tiltak underveis. Lag tilpassede rapporter som du kan dele med andre. Logg inn for å lagre arbeidet.

[Les mer](#)[Logg inn](#)

KARTLEGG KVALITETEN

Start med å kartlegge kvaliteten på de ulike innsatsområdene. Ta stilling til hver påstand og vurder hvilket nivå dere er på. Til slutt får du en oppsummering av

PLANLEGG ARBEIDET MED KVALITETSUTVIKLING

Etter at du har kartlagt kvaliteten for hvert område får du mulighet til å planlegge arbeidet med kvalitetsutvikling. Beskriv tiltakene, prioriter hva som

Standard vs mandatory

It is a challenge to implement a quality framework that is cross sectoral and that is **not mandatory and regulated by law, but volunteer to take into use**. It is a soft power instrument.

We need to **make it worth while** to use and implement the framework by stimulating both **practitioners, leaders and owners** of career guidance services to be engaged in quality development and make sure they find the framework relevant, easy accessible and inspiring.

We are using different (both traditional and more innovative) ways to succeed with the implementation process.

In the end it is up to the different stakeholders to **buy into the ambition to develop career guidance services in Norway that hold the highest quality possible!**

Implementation and use

- More and more known and positively met by different stakeholders
- It has been embraced by the career counsellors and many of the leaders, especially at the career centres for adults
- The career centres have an ambassador role – but the other services have also started implementation
- Some have used it as a basis for a new strategy for the career centre service
- The Ministry has asked us to develop competency standards for career guidance practitioners in schools based on the framework
- A mandatory training course for refugees has career competency and the career buttons as its core element
- Quality Assurance (area 4) was used in a research project as an analytic tool to gain insight in the different factors that influence quality in career guidance and learning in schools. Read the report [here](#)



Coming: The Quality Laboratory

User feedback and needs:

- Very interesting, legitimate and motivating, but a bit massive
- How do I get started?
- Needs to be more customized to each sector/services

First version of **The Quality Laboratory** will be launched in 2023

- Different types of resources to help get to know the framework and find out how to use it
- Developed on the basis of user feedback from the career guidance field and with a representative resource team
- Will be integrated with the web site for the framework



What's in it for you?

- Norwegian website available [here](#)
- English version (overview) available [here](#)
- The English report about the framework is [published on Epale](#)
- Read articles (in Norwegian) at [Veilederforum.no](#)
- You are free to use it to get started in your own service!
 - The Quality Assurance tool is useful to get an overview of the service and what is needed to obtain and assure quality in career guidance
- The process offers experiences that can be useful for the other Nordic countries, although the circumstances are different in each country.
- But be critical and adaptive!

