

A national, cross-sectoral  
quality framework for  
career guidance – an  
example from Norway

New Scenes for Career  
Guidance. A Lifelong Guidance  
Conference  
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# Ministry of Education and Research



About 50  
employees in  
Oslo og Tromsø

## Divisjon for Career Guidance



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**KARRIEREVEILEDNING.NO**  
OFFENTLIG OG GRATIS

**We have national responsibility for the  
career guidance system in Norway**

Digital services

**UTDANNING.NO**  
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**KARRIEREVEILEDNING.NO**  
OFFENTLIG OG GRATIS

Develop evidence-base

Give policy advice

Coordination and cooperation

National quality framework for career guidance

 **KVALITET I KARRIEREVEILEDNING**

# We have national responsibility for the career guidance system in Norway

Career guidance in schools

Regional career centres for adults

Career guidance for refugees

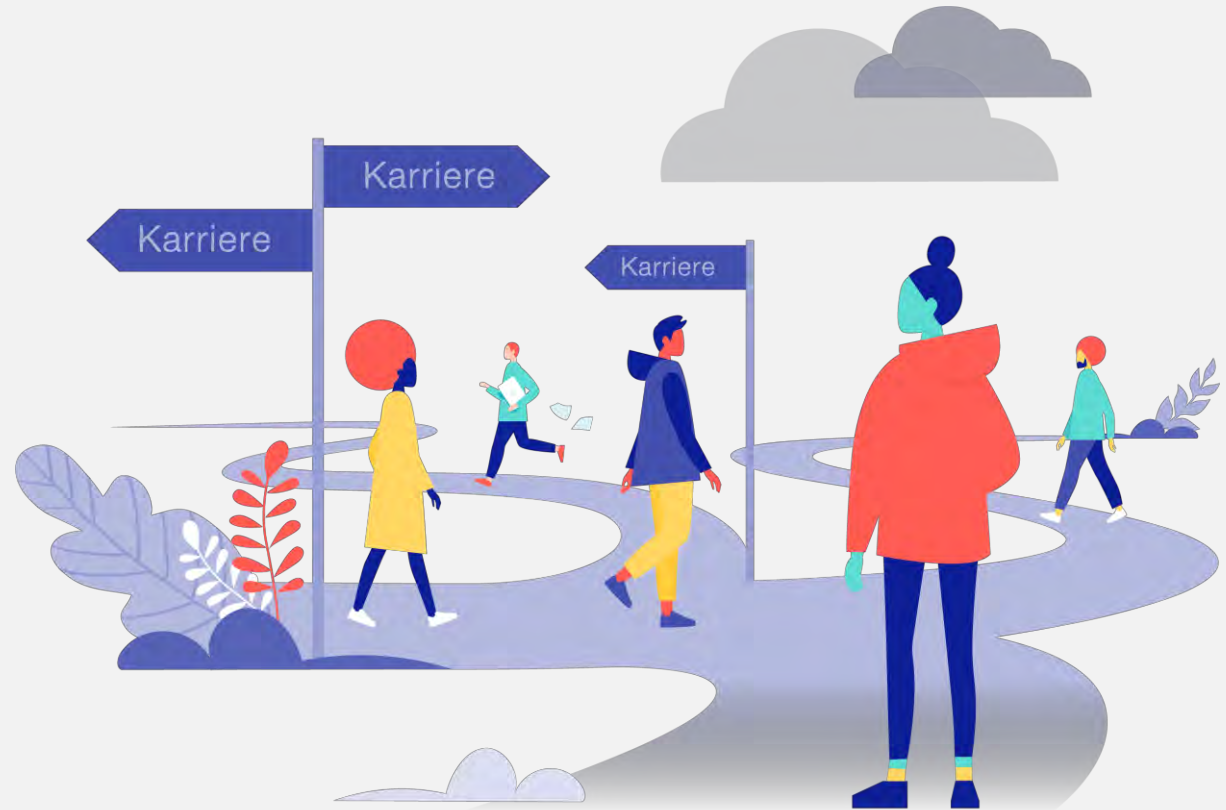
Euro guidance  
Europass

Framework for career guidance for young researchers



# Norwegian National Quality Framework for Career Guidance

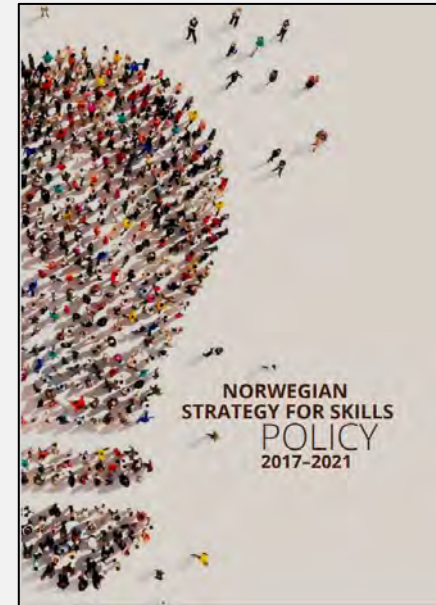
- Background and process
- What it is
- Implementation
- Discussion



# Policy background



Followed up by:



And:



OECD Skills Strategy Norway 2014,  
Key action four: **Build a more comprehensive career guidance system**

Norwegian strategy for skills policy 2017-2021, priority area one: **To further develop career guidance services**

An expert report on career guidance 2016 recommended to: **Develop a national quality framework for career guidance services**

# Followed up by an assignment

Given to the directorate in  
2017 by The Ministry of  
Education and Research:

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

*Skills Norway has been charged with initiating efforts to describe and develop a **quality framework** for career guidance.*

*The goal is to provide all inhabitants with **equal opportunities for career guidance**.*

*The quality framework should be **cross-sectoral**, and include a definition of quality criteria for the services and competence standards for career advisors.*

# The process

Expert report and assignment



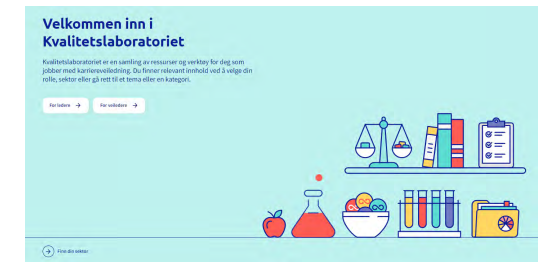
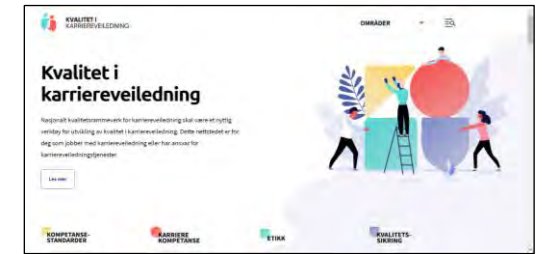
Working groups, expert help, dialogue and an open process



Report, dialogue with stakeholders




Implementation: web-site, visual profile, digital resources, quality lab, presentations at all kinds of events - and further policy development



and an ever-ongoing development and implementation...







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

- for practitioners, leaders and at systems level - in all sectors

# Formal status

Not mandatory, but a tool for soft governance

Which is both a strength

- There might be a certain resistance towards the many mandatory regulations in the sectors. This framework is voluntary, and therefore there might be more positive energy in taking it into use...

And a challenge

- With no formal mandate, it is a challenge to fully implement the framework in all sectors, especially if there is no leader support.



# Norwegian National Quality Framework for Career Guidance – four areas



## **KOMPETANSESTANDARDER**

Qualification standards



## **ETIKK**

Ethics



## **KARRIEREKOMPETANSE**

Career Competencies and Career Learning (CMS)



## **KVALITETSSIKRING**

Quality assurance

What competencies does people working with guidance

What is good ethical practice?

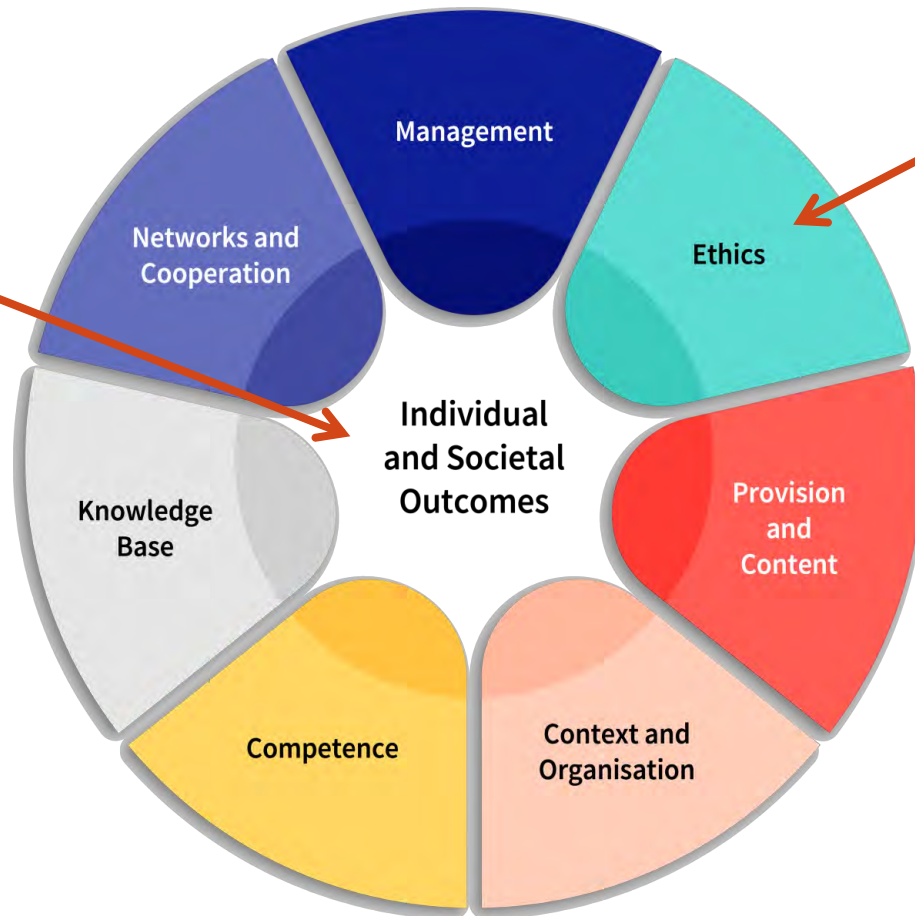
What should be the outcome of career guidance?

How do we know that what we do is of high quality?

# Area 1: Quality assurance

The quality model: What must be in place to ensure that the career guidance service is of high quality and provides a relevant output for individuals and society?

**Output:**  
for both the  
individual and  
society



**Input:**  
Seven quality  
domains that are  
essential when  
developing career  
guidance services  
of high quality and  
with a relevant  
output.

## To be used for:

### Quality assessment:

Assess the service according to certain quality criteria and indicators

### Quality development:

Plan and prioritize for more targeted and systematic development of quality in the services

## To be used by:

Primarily owners, leaders and those at systems level, but preferably used together with practitioners



# Digital tool: Our quality

An assessment tool for career guidance services, adapted to fit the 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**

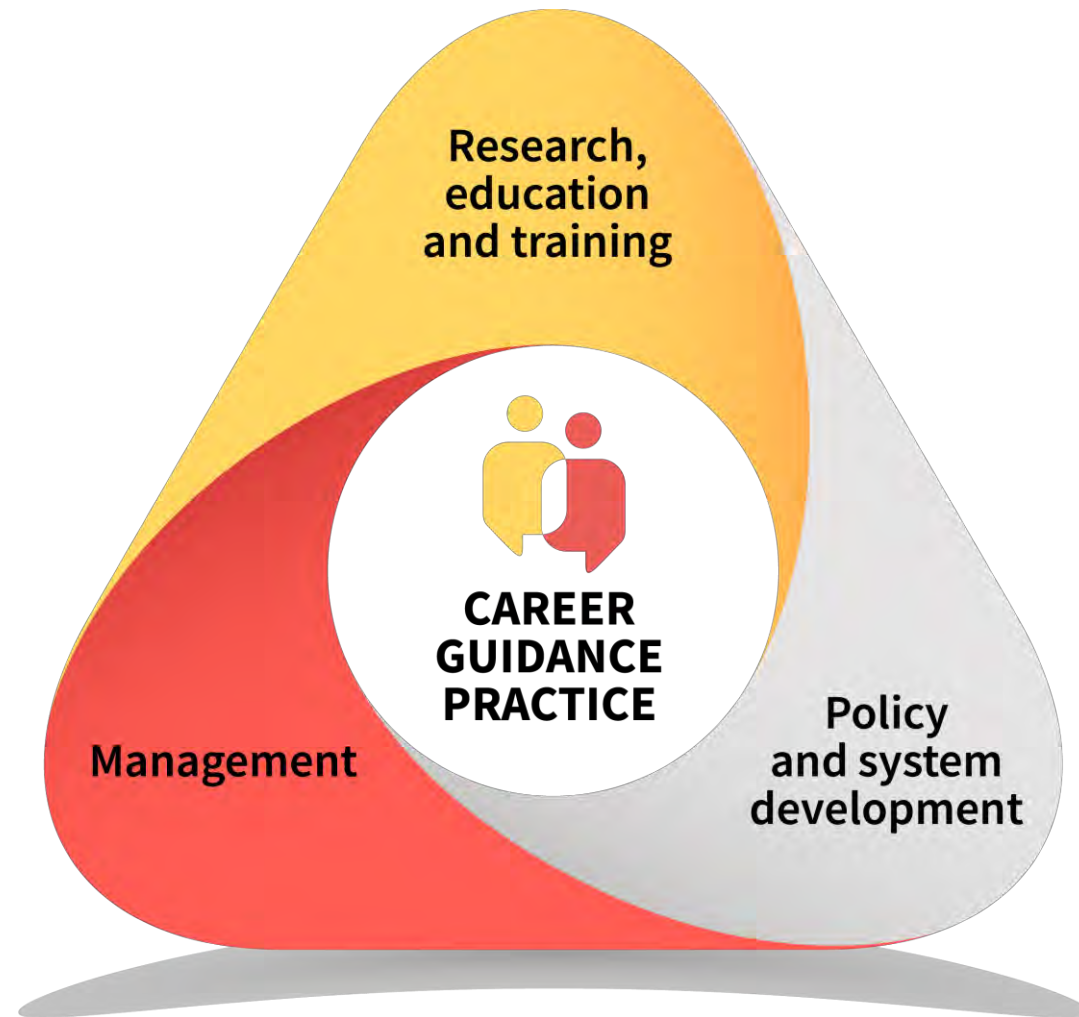
Etter at du har kartlagt kvaliteten for hvert område får du mulighet til å planlegge arbeidet med kvalitetsutvikling. Beskriv tiltakene, prioriter hva som

Two sections:

- Assessment of the service
- Planning the quality development process

# Area 2: Qualification standards

First we needed to develop a model that in an easy way could describe **working areas**, **tasks** and **roles** in the field of career guidance





Then we developed detailed description of the required qualifications for the career guidance practitioner

It is described in **seven competence areas**:

- Guidance
- Ethics
- Career specific theories and methods
- Career Learning
- Education and work
- Target group and context
- Development, networking and policymaking

Divided into two levels: **skilled/specialised**

**New assignment:** qualification standards for those working with career guidance in schools



# Digital tool: My qualifications

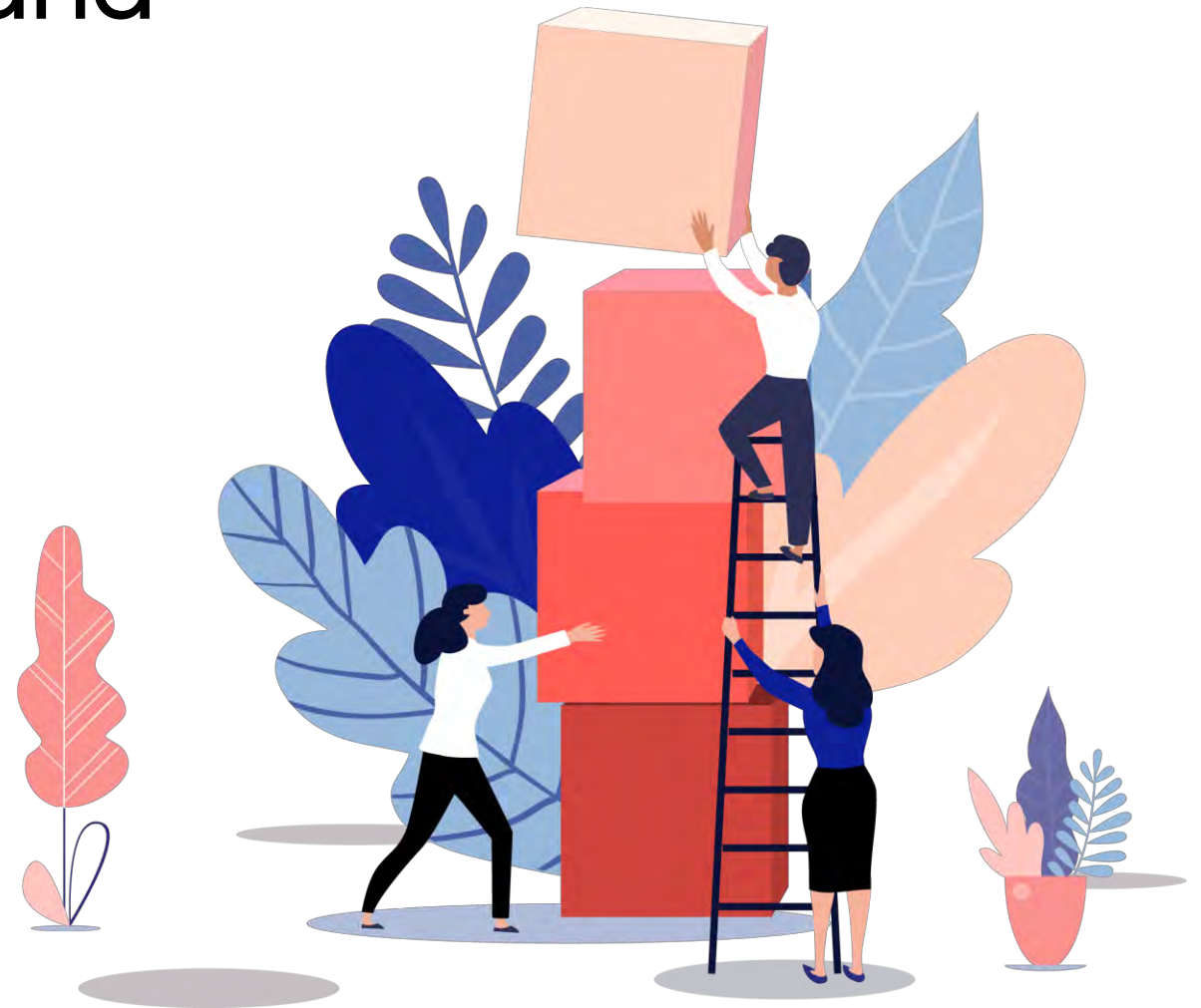
- Self assessment
- Overview over qualifications
- Reflection tool
- Inspiration for continuous professional development



The screenshot shows the user interface of the 'Min kompetanse' tool. On the left, there is a sidebar with the title 'KOMPETANSE-STANDARDER' and three menu items: 'Områder', 'Resultater', and 'Nivåer', each with a corresponding icon. The main content area has a yellow background and features the heading 'Velkommen til «Min kompetanse»' followed by the subtitle '– selvevalueringsverktøyet for karriereveiledere'. Below this, a paragraph explains the tool's purpose: 'Verktøyet lar deg reflektere over din egen kompetanse og få inspirasjon til å utvikle deg som fagperson. Du kan bruke verktøyet anonymt eller ved å logge inn. Når du logger inn, vil progresjonen bli lagret.' At the bottom of the main area, there are two buttons: 'Les mer' and 'Logg inn' with a user icon. On the right side of the main area, there is an illustration of five stylized people standing on a set of red stairs, symbolizing professional growth and development.

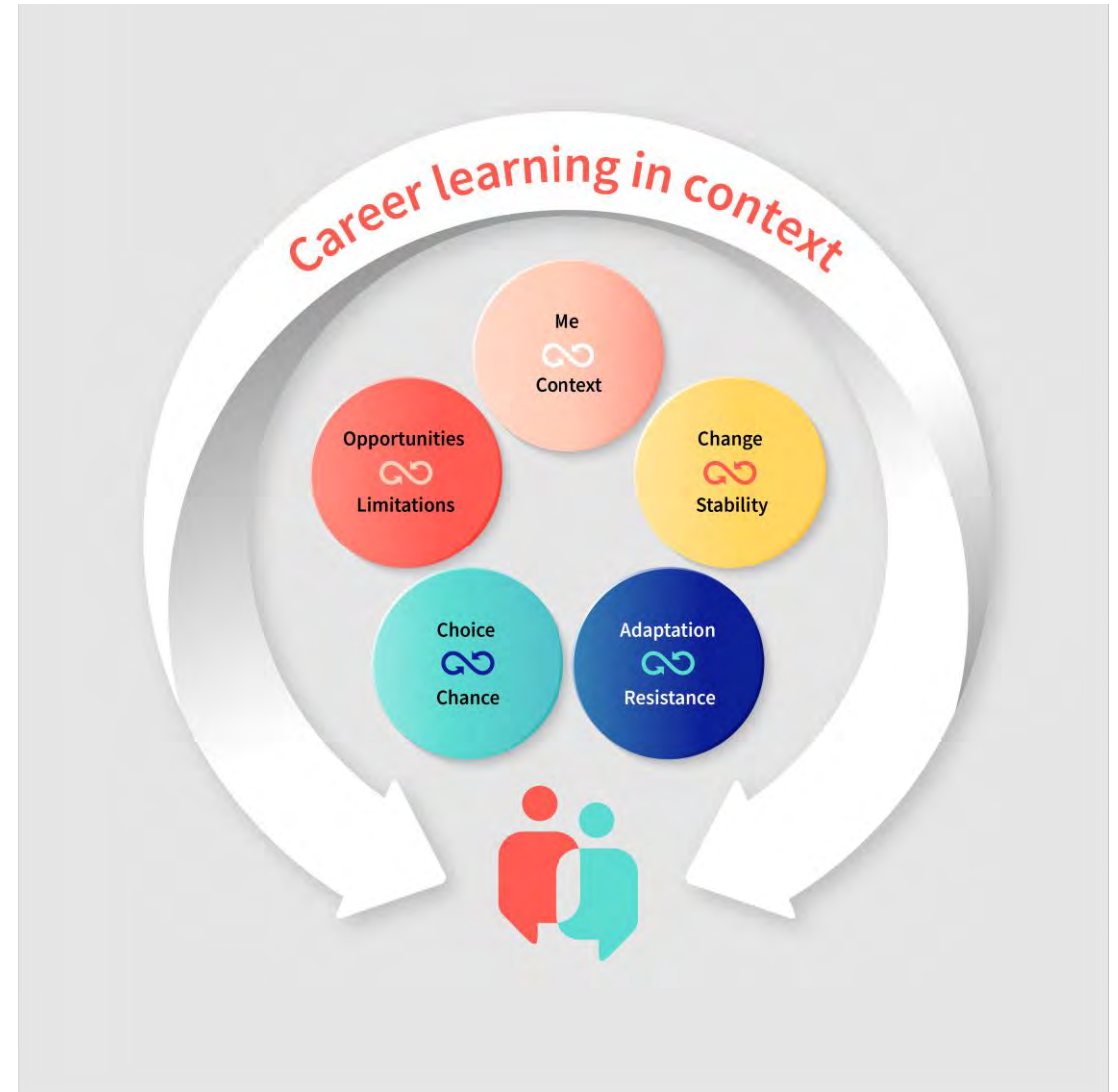
# Area 3: Career competencies and career learning (CMS)

- A model: Career learning in context
- The career buttons
- A digital tool



# The model: Career learning in context

- Highlights and discusses the different contextual conditions that influences career learning
- Describes five areas of exploration and learning – the career buttons



# The Career Buttons

Five «areas for exploration and learning»

Presented in word pairs (oxymorons)

Illustrates the possible *dilemmas and tensions* that may arise when a person sets out to address life, learning and work in times of change and transition.





## Me

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

## Context

- See and understand my background, my life framework and how these frameworks may impact my situation
- See, analyse and understand the communities to which I belong
  - family, friends, colleagues, local community
  - as well as working life, culture and society
- See and understand how my background and life context may impact on wishes and choices when it comes to education and work



Choice



Chance

## Choice

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

## Chance

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



**Opportunities**



**Limitations**

## Opportunity

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

## Limitations

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



**Change**



**Stability**

## **Change**

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

## **Stability**

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





Adaptation



Resistance

## Adaptation

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

## Resistance

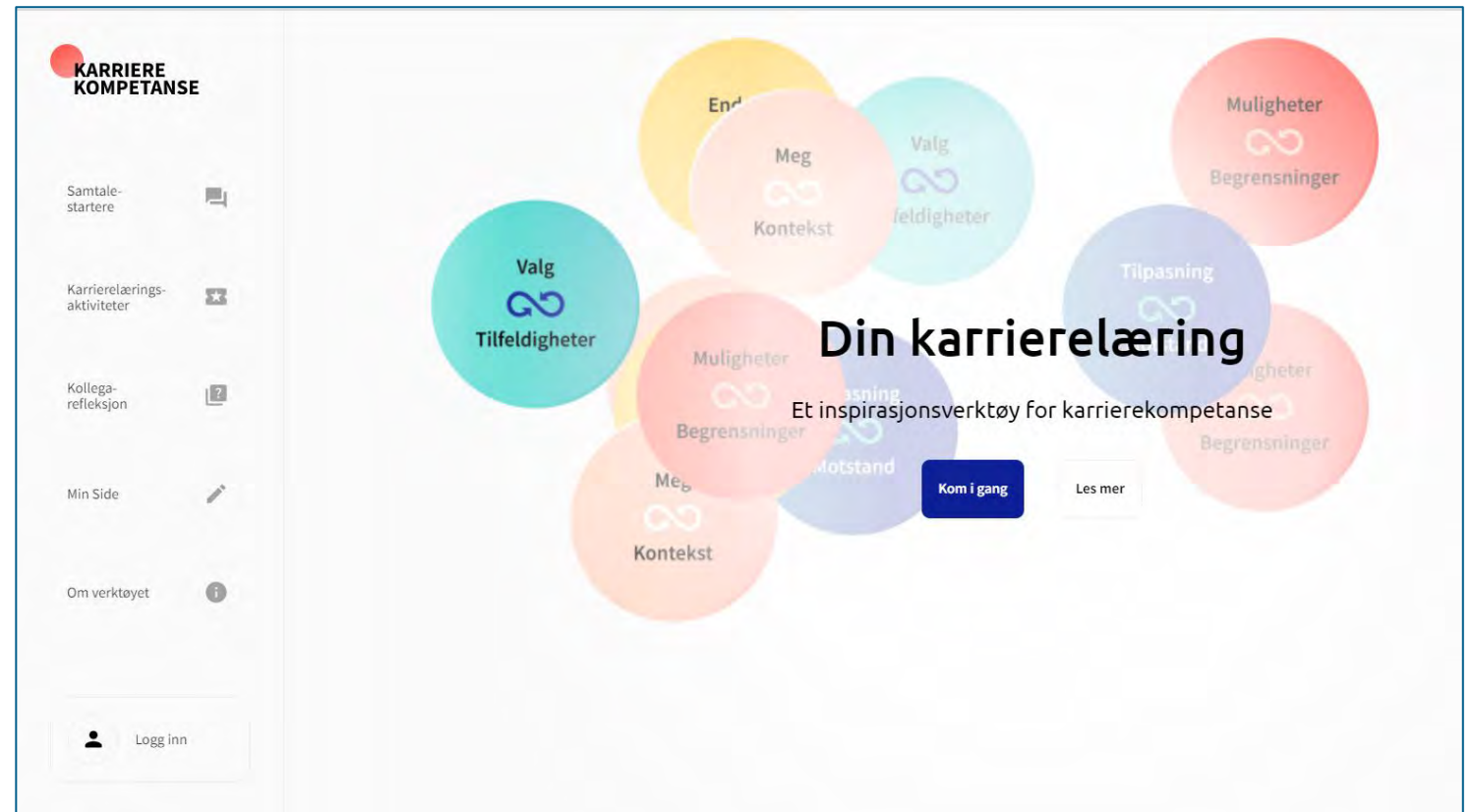
- assess whether challenges encountered in a career-related situation call for resistance
- find out why a situation provokes resistance
- explore and assess the consequences of resistance
- determine whether the consequences of resistance are acceptable
- determine whether a balance between adaptation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

# Digital tool: Your career learning

A tool to get inspiration and ideas on how to do career learning on the basis of the career buttons

3 sections:

1. "Start-up questions" for career learning
2. Examples and ideas on career learning activities
3. Reflections on dilemmas and challenges in career learning



# Area 4: Ethics

## Ethical standards for career guidance

Three areas:

- Relations and cooperation
- Competence
- Reflection



### 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

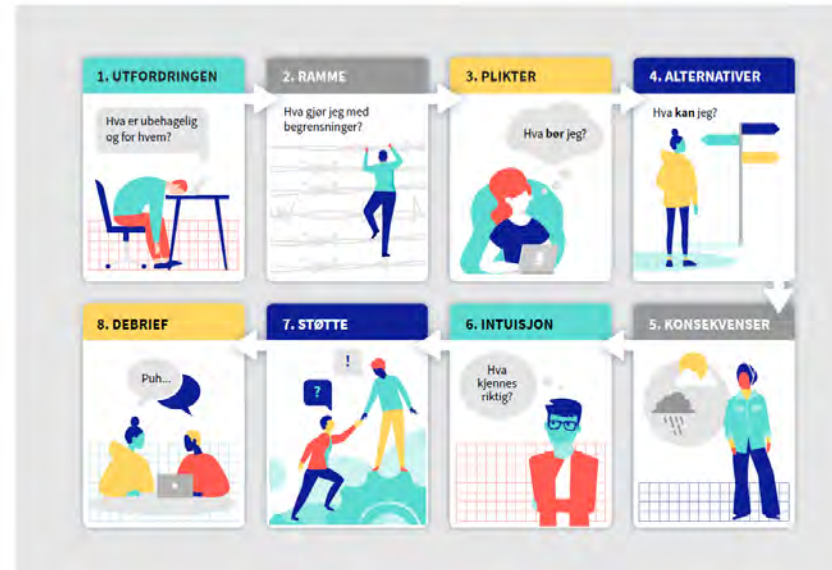
9. being aware of what the core values and goal of career guidance are
10. having a conscious approach to my attitudes and how they can affect my practice of career guidance
11. having a critical view of my competence and continuously assessing the need to improve my competence
12. being aware of the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

# Ethics in context



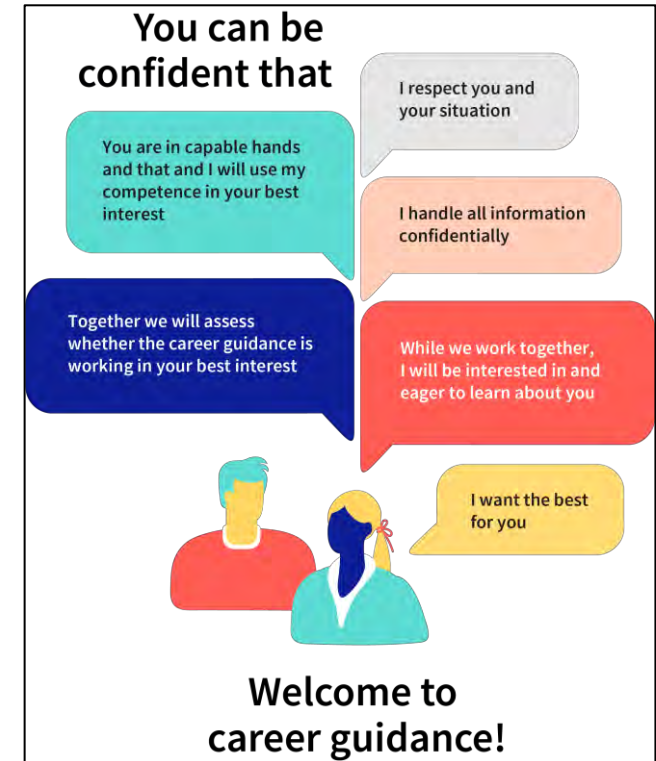
Discusses how ethical conduct is dependent on contextual factors

# The reflection model



Inspiration to develop the ability to cope with ethically challenging situations

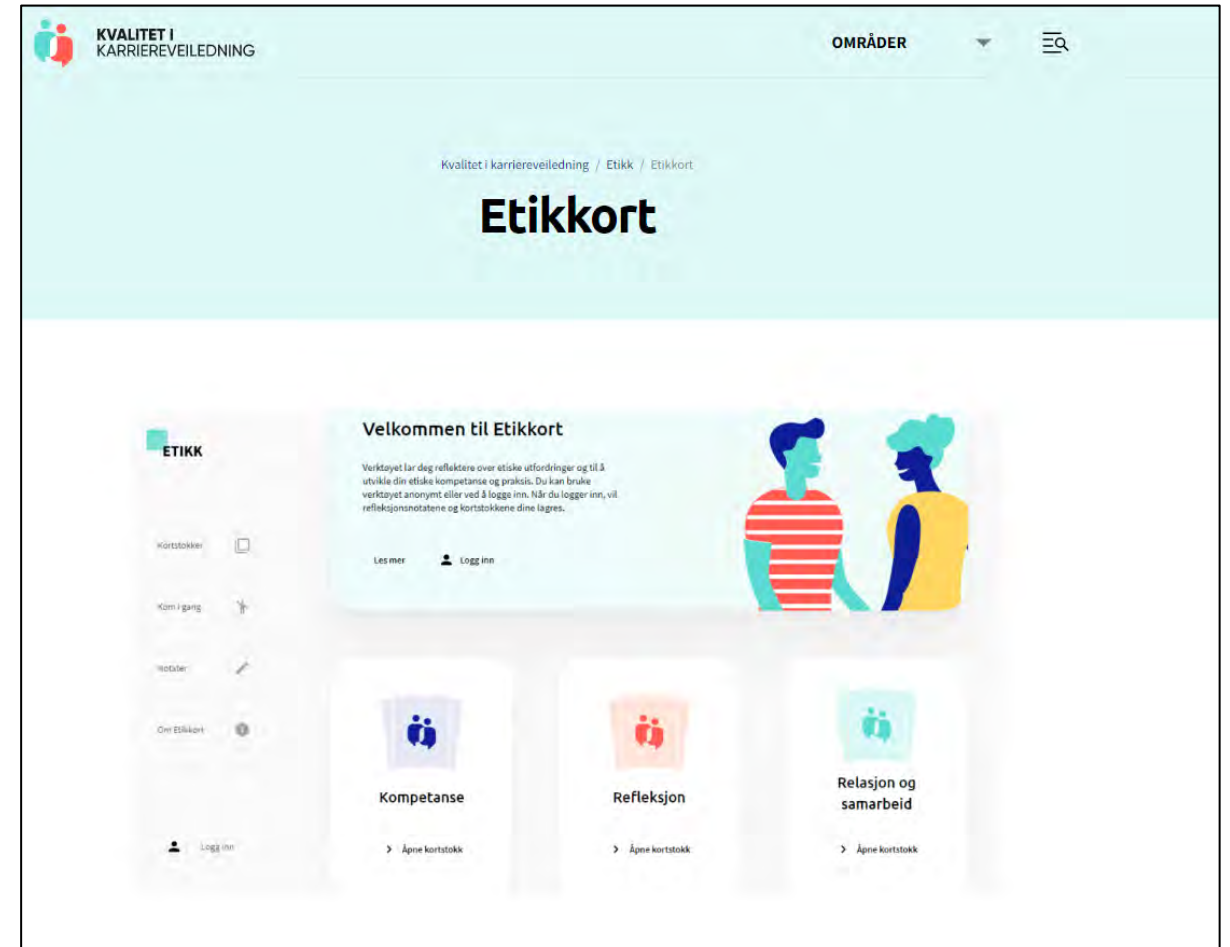
# The service declaration



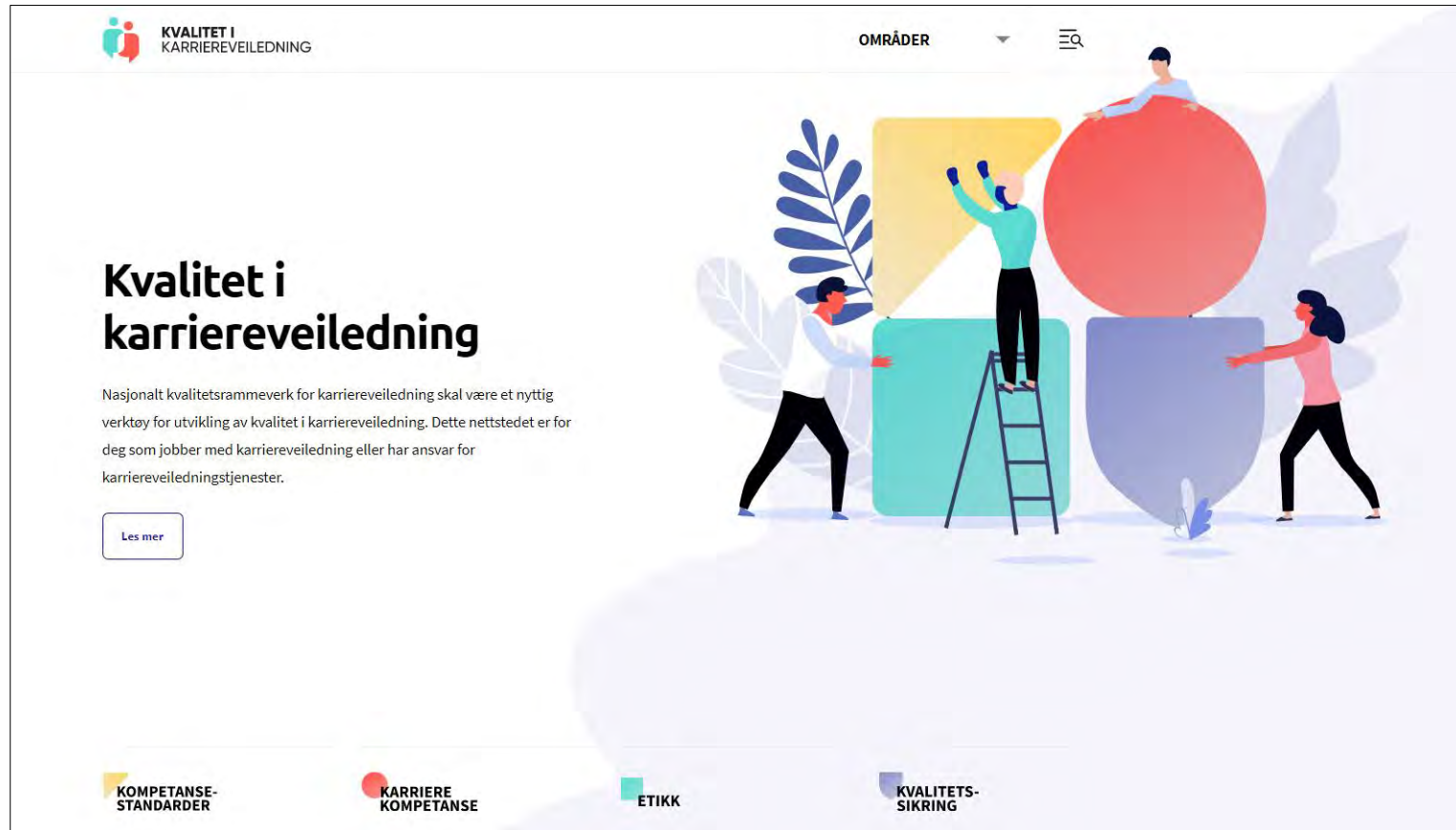
To communicate commitment to ethical conduct

# Digital tool: The ethics cards

- a playful way to work with ethical dilemmas
- alone or together
- to initiate ethical reflection and promote good practice



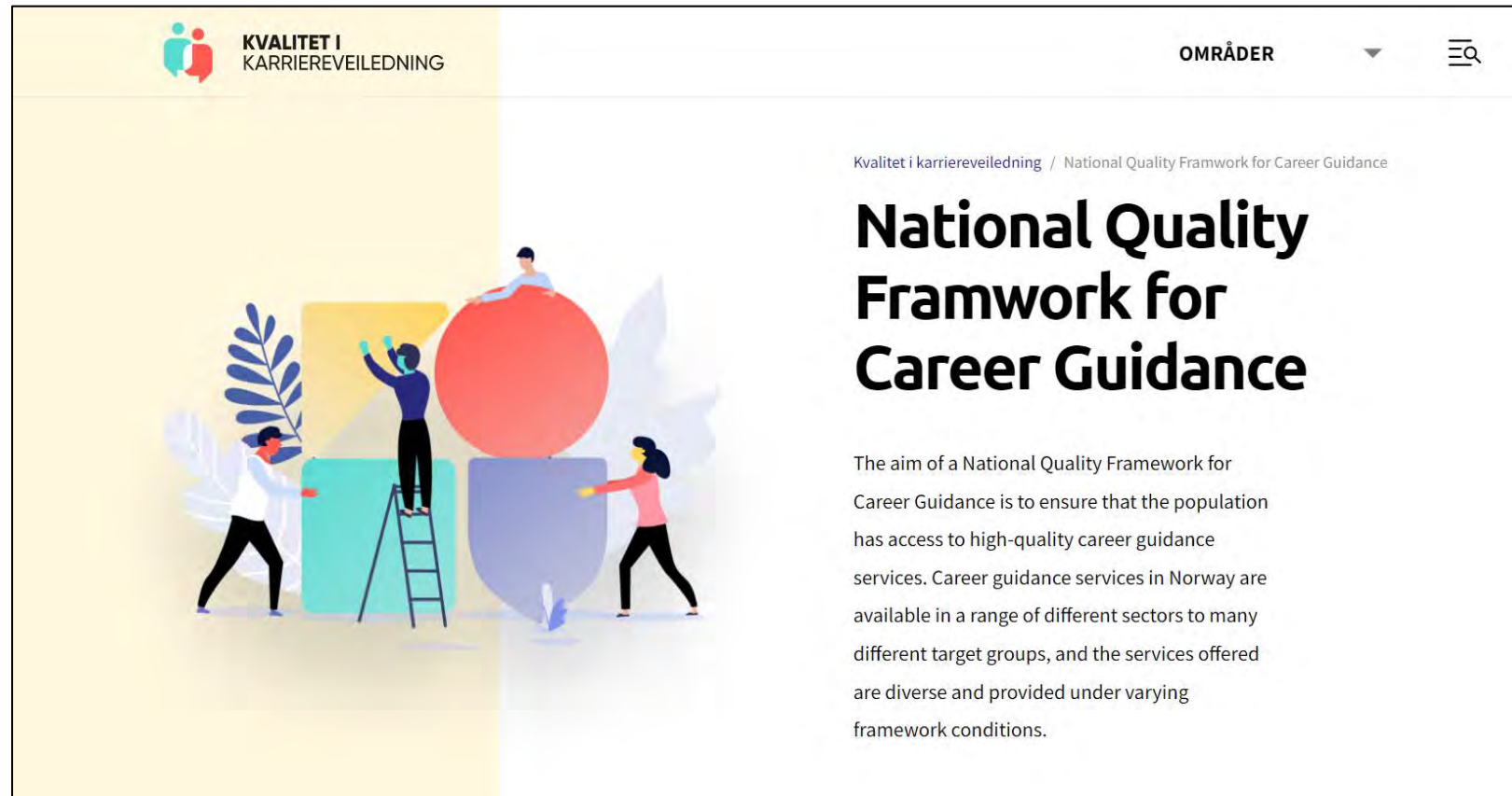
# Website: Quality in career guidance



Access to:

- The report
- Background and evidence base
- Presentation of the four areas
- Access to the digital tools

Also with an english section: [here](#)



KVALITET I  
KARRIEREVEILEDNING

OMRÅDER

Kvalitet i karriereveiledning / National Quality Framework for Career Guidance

## National Quality Framework for Career Guidance

The aim of a National Quality Framework for Career Guidance is to ensure that the population has access to high-quality career guidance services. Career guidance services in Norway are available in a range of different sectors to many different target groups, and the services offered are diverse and provided under varying framework conditions.

The background report is translated into english

# The quality laboratory



## The next step when it comes to digital resources – to further stimulate implementation

- Easy accessible resources presented in different formats: films, podcast, articles, free to use learning material etc.
- More customized to each sector
- For learning, better understanding the framework and the many ways it can be used, and to get inspiration on how to do quality development in your own services



# Implementation

The framework is quite well known and has been positively met by different stakeholders in all sectors.

Practitioners, leaders and owners of career guidance services in all sectors have started to use the framework as a basis for quality development.

But:

It is a challenge to implement a quality framework that is cross sectoral (not developed to fit each context perfectly) and that is not mandatory and regulated by law, but volunteer to take into use.

So 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. We will keep putting a lot of effort into it!

But 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 😊.



# Thank you for your attention



# Issues for discussions

- What conclusions, in relation to the development of guidance policy and/or practice can we make out of what we just heard?
- Can this kind of frameworks actually have an impact on the development of quality of career guidance?
- Could a national strategy for lifelong guidance or a new European resolution on career guidance serve the same purpose?
- Do you have some experience from your country that you would like to share??

