

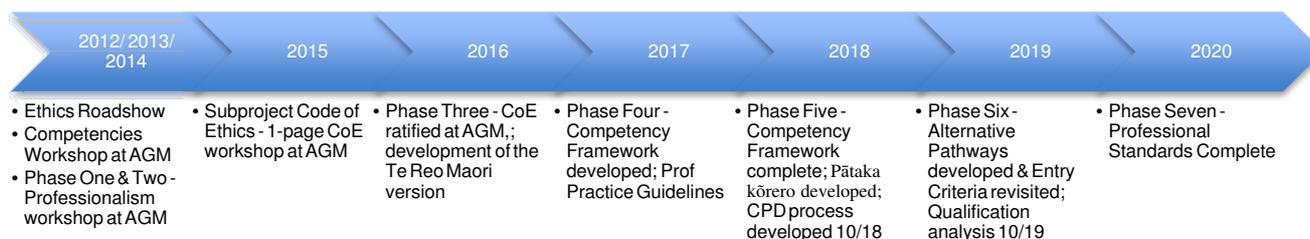
This paper is the eighth in a series of briefing papers distributed by CDANZ to all members and other interested parties. The purpose is to assist career practitioners to be well informed and updated on the project.

Professionalism Project Team

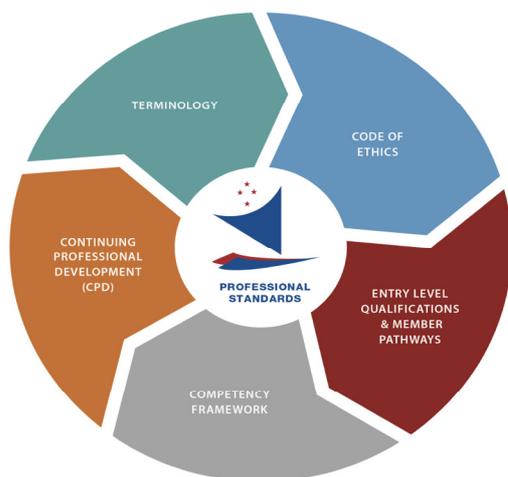
Over this last year Caroline Sandford, Dr. Val O'Reilly, Julie Thomas, Amanda Smidt, and Hilary Tomkins have been working hard on the project. We farewell Val who has been an integral part of the project from the very beginning, and we will miss her dedication, experience, insight and wisdom. We are very fortunate to welcome Robyn Bailey back to the project, who contributed to the early stages, as well as Wendy Drumm.

Recap

At the 2013 CDANZ AGM a majority vote was received against the alternative pathways remit, which read: *The portfolio process has been adopted as an alternative pathway to becoming a professional member. To undertake this option the applicant must have a minimum of an undergraduate degree. At the discretion of the Exec this process can be delegated to Exec-approved external assessors.* This was followed by a robust discussion by members in support of a thorough framework to assess whether an individual meets the required competencies for professional membership. A subsequent survey in 2014 of all CDANZ members supported the development of Professional Standards, including Alternative Pathways to Professional Membership. This resulted in strong support for the establishment of the Professionalism Project.



Elements of the Professional Standards



The concept behind the centre logo is based on traditional Pacific navigation and use of 'Wayfinding'. It represents career practitioners using professional standards to reflect on their own practice, and their journey towards professionalism. By using the Competency Framework, for example, as a self-reflective tool (guiding stars - also the Southern Cross in our CDANZ logo), they can determine where they are now (start of their journey), and what 'provisions' they might need along the way to get to where they need to be. As they journey towards professionalism, they will discover new things about themselves, picking up and filling their 'pātaka kōrero' (storehouse of information) with new knowledge, skills and attributes, becoming more intuitive and aware of themselves and their environment as they find their way.

Competency Framework

Since 2016 when members ratified the redrafted Code of Ethics, the Professionalism Project Team has focused on the redevelopment of the Competency Framework, drawing on international best practice. This work has brought together and built on the previous work of CDANZ members. Using the Professional Standards developed by the Career Industry Council of Australia (CICA) as an exemplar, the Professionalism Project Team has worked on redeveloping the CDANZ Competency Framework ratified in 2008.

Following peer and subject expert reviews, and a review by an international expert, the revised Competency Framework was moderated and presented to members for feedback via a webinar and four workshops in 2018. This gave all members the opportunity to engage with the process and provide feedback on the draft framework. **The final Competency Framework was ratified by members at the recent 2018 AGM.**

Terminology

Clarity of professional identity reflects in part the language individuals use to describe their career development services and role including what they call themselves. A lack of clarity and inconsistent use of terms in the field of career development contributes to ambiguity about the professional identity of both the field and its practitioners.

The Professional Standards for CDANZ Career Development Practitioners define the field through agreed terminology. Such agreement assists in defining the membership and features of the field. Key terms will be included within the Professional Standards and have been accepted by the National Executive and will become part of the Professional Standards.

Continuing Professional Development (CPD)

The next phase of the Professionalism Project is focussed on self-assessment of a member's current competency against the Competency Framework, and the development of a personal learning plan.

For members to develop and grow in professional competence, we encourage them to be responsible for identifying their required CPD via a robust and honest self-assessment against the core competencies. Members will be expected to undertake an annual self-reflective review on each core competency to identify and construct their personal learning plan. This will form the basis of their Professional Development.

We encourage engaging the assistance of a professional or peer supervisor, mentor, employer or senior colleague.

The next phase will be delivered as below:

2019 Steps
<ul style="list-style-type: none">• A DRAFT "CDANZ Competency Self-reflective Review Tool" will be developed• Workshops /webinar to introduce the DRAFT "CDANZ Competency Self-reflective Review Tool" to members for feedback and suggestions integrated as appropriate• Edited version will be piloted with members selected from a range of workplaces and locations• CDANZ Competency Self-reflective Review tool with instructions presented at 2019 AGM• Survey sent to members to gain an insight into Professional Development needs to inform CDANZ of PD needs

Keep an eye out for the upcoming workshops or webinar early in 2019 in your branch.

Entry Level Qualifications and Member Pathways

The aim of this sub-project is to address gaps in our knowledge of current NZ qualifications, programmes and training relevant to the professional practice of CDANZ members, and to gain an overview of international career development professional associations' entry qualifications and membership pathways, and any implications for professional practice for CDANZ members.

Initial analysis of current qualifications identified several complexities in the present qualifications scan which will need to be considered:

- Provision of career development qualifications in NZ
- Qualifications not overtly career-development, but include career development theory and/or research
- Historical qualifications
- Programmes which lead to part of/no qualifications
- International and online qualifications

The scan of international qualifications and membership pathways provides a point of comparison for CDANZ in the New Zealand context with countries that have already implemented, or are in the process of implementing, professional standards for their professional bodies. The international landscape scan will consider:

- International overview of professional standards from a selection of career development professional bodies and membership associations
- Alternative pathways to membership

A snapshot of international qualifications and membership pathways was presented at the recent AGM (see Appendix 1). An alternative pathway exemplar (CDAA) was also presented. Applicants for CDAA membership are required to provide a statement of claim against each of the competencies for Associate and Professional membership. *Competency Statement of Claim* features include:

- Career Development Theory
- Labour Market
- Diversity
- Information and Resource Management
- Advanced Communication Skills
- Ethical Practice
- Professional Practice

Furthermore, credentialling and micro-credentialling are an opportunity and a complexity for CDANZ, and will be considered in this sub-project in terms of the *potential* for CDANZ to:

- Define credentialling as it relates to career development in the New Zealand context
- Develop career development specific micro-credentials
- Use the CDANZ Competency Framework to analyse members' credentials (e.g., formal qualifications, micro-credentials, courses, papers, professional development, etc)
- Develop a formal validation process to acknowledge members' qualifications and professional competency (credentials).

Feedback from the membership (to info@cdanz.org.nz) is welcome on:

- Entry level qualifications for professional membership
- Potential of micro-credentials for membership
- Potential of a formal credentialling process/system

Note: Please use 'Professionalism Project Feedback' in the Subject line.

Supporting resources

Pōtaka Kōrero

Development of our new Pōtaka Kōrero (storehouse of information) has commenced. Pōtaka Kōrero will contain a range of supporting documents and information, including the Practice Guidelines in development, a glossary of terms, and relevant links. Ongoing development acknowledges the importance of supporting resources alongside the Competency Framework, which will require input from members and leading practitioners.

Practice Guidelines

After the model for the Practice Guidelines was presented to members at the 2016 AGM, the following guidelines have been completed and are available on the CDANZ website:

- Third Party Work
- Professional Supervision & Mentoring

Further Practice Guidelines will be identified and developed on an ongoing basis.

CDANZ Professionalism Sub-Project: International Landscape Scan of Professional Standards

Country: Organisation	Competency Framework	Continuing Professional Development	Levels of Membership	Alternate Pathway Available	Min. Career Qual Level for Prof Members	Organisation Accredits Career Quals/Courses	Organisation Endorses External Quals/courses	Type of Industry Regulation
Australia: CICA Associations	☺	☺	☺	☺	Post-Grad	CDAA, CEAV	CICA	Professional
Canada: CCCD Associations Quebec (Counselling): CCPA, OCCOQ, RQuODE	☺	☺	☺	☺	Post-Grad	CCDF	NA ²	Professional
	☺	☺	☺	☺	Post-Grad	CCPA, OCCOQ	NA	Provincial Government
Ireland: IGC	☺	☺	☺	☺	Post-Grad ¹	NA	☺	Professional
NZ: CATE	NA	NA	NA	NA	NA	NA	NA	NA
NZ: CDANZ	☺	☺	☺	Developing	Sub-degree	NA	NA	NA
South Africa: SACDA	☺	☺	Developing	Developing	Developing	NA	NA	Government
UK: CDI	☺	☺	☺	☺	Post-Grad	☺	☺	Professional
US: NCDA	☺	☺	☺	☺	Post-Grad	☺	NA	Professional
Other: APCDA	APCDA is an Affiliate of the National Career Development Association (USA) and is informed by NCDA policy and procedures.							
Europe ICCDPP	Europe's network of associations that promote professional standards for career development includes: EACG, CEDEFOP, IAEVG, NICE. The ICCDPP facilitates and promotes international policy sharing and learning.							

Note: NA= not available/applicable. IGC¹: IGC also recognises a sub-degree qualification for the Irish Guidance Counselling programme. Although not an endorsement of qualifications and courses, the Canadian Council for Career Development (NA²) provides a National Inventory of Career Development Education/Training Programs and Courses. All associations have a career-specific Code of Ethics.

Abbreviations: APCDA: Asia Pacific Career Development Association, CATE: Careers and Transition Education Association, CCCD: Canadian Council of Career Development (Associations), CCPA: Canadian Counselling and Psychotherapy Association, CDANZ: Career Development Association of New Zealand, CDI: Career Development Institute, CEDEFOP: European Centre for the Development of Vocational Training, CICA: Career Industry Council of Australia, EACG: European Association of Career Guidance, IAEVG: International Association for Educational and Vocational Guidance, IGC: Institute of Guidance Counsellors, NCDA: National Career Development Association, NICE: Network for Innovation in Career Guidance and Counselling in Europe, OCCOQ: [Order of Guidance counsellors of Québec](#), RQuODE: [Quebec group of organizations for the development of employability](#), SACDA: South African Career Development Association