



Individual Career Development in Higher Education



Erasmus+

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Toward the European Career Development Programme: initiatives, cases, and practices in universities

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SUMMARY

The report presents the results of the practices review carried out within the ICARD project, aimed at developing a European Career Development Programme for higher education students in Europe. The aim of the study was to investigate methods, formats and topics used by higher education institutions to promote acquisition of self-awareness and career development by students.

The extent of the collection and review exercise was limited to contribution to the purpose of design: although not representing a full comparative analysis on how higher education institutions deal with the issue, it includes analysis of 88 practices from 23 countries (22 European, 1 Australian). All collected practices are available onto the ICARD [online database](#).

Practices review in the frame of ICARD confirmed that career management skills development is vary and no consensus has been reached toward a common framework of reference in Europe. However, some features are common, although carried out through different channels and by using different methods: this apply particularly to some skills, where self-understanding and decision making are the most represented as topic of learning, and on the widespread use of ICTs and online resources, even if the level of their integration vary from information, to online software, to webinars.

Taking into consideration the fragmentation of learning and guidance offer, and the differentiation of services and learning provisions across countries and institutions, the key recommendation for design is related to flexibility. The modularity of the programme, and the links between modules, should therefore include compulsory and elective modules. The European Credit Transfer and Accumulation System (ECTS) should be made explicit in design. Particularly for some themes, for example “job search”, high contextualisation at national level at least should be planned, and guidelines for developing modules in countries not included in the consortium should be provided. However, the European dimension should be always be considered, to avoid too local views, and to favour mobility. The programme should allow individual learning and self-assessment, however support should be available (e.g. by linking modules with career services; advisors; tutors). As regards learning materials, they should ideally be based on multimedia as possible, but also be internal to the programme, and avoid as possible links with sources not under the control of the provider. The programme should be reviewed on annual basis.

INTRODUCTION

This document presents the results of the preparatory research activity of the ICARD project. ICARD is aimed at developing a European Career Development Programme for higher education students in Europe. The aim of the study was to investigate methods, formats and topics used by higher education institutions to promote acquisition of self-awareness and career development by students.

The extent of the collection and review exercise was limited to contribute to the purpose of design: this document does not represent a full comparative analysis on how higher education institutions deal with the issue. However, examples and descriptions were collected from 22 countries of Europe and one outside Europe, offering therefore a meaningful overview about running practices to foster acquisition of career skills.

Following this introduction, the Intellectual Output is set out as follows:

Section 1 provides a brief overview on the topic and on the concept of career skills development in higher education, providing the background on which ICARD moves;

Section 2 describes the adopted methodology and related tools for practices collection;

Section 3 presents findings and examples of the review exercise;

Section 4 presents overall conclusions, and recommendations for the design of the ICARD programme.

Annexes present relevant references mentioned in the sections, and a presentation of the ICARD online database of practices.

It isn't the changes that do you in, it's the transitions. Change is situational; new policy, new boss, new site. Transition is the psychological process people go through to come to terms with the new situation. Change is external; transition is internal. (William Bridges)

1. CAREER DEVELOPMENT: BACKGROUND

1.1. Career Development and Lifelong Guidance

Career guidance has been a priority in past decades within the European Union and beyond. The OECD work on guidance (2004) pointed out the need of integrating career guidance into the lifelong learning strategies, acknowledging the key role of it in supporting labour market and education systems to meet their goals.

The International Labour Organisation also pointed out the need of providing guidance for human resources development (Human Resources Development Recommendation, 2004, chapter VII), by stressing the need of “assure and facilitate, throughout an individual's life, participation in, and access to, vocational and career information and guidance [etc.]”.

In the European Union, within the Council Resolution on better integrating lifelong guidance into lifelong learning strategies (2008), guidance is defined as “continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used. Guidance covers a range of individual and collective activities relating to information-giving, counselling, competence assessment, support, and the teaching of decision-making and career management skills”. The Resolution identifies four priority areas, namely encourage the lifelong acquisition of career management skills; facilitate access by all citizens to guidance services; develop quality assurance in guidance provision; encourage coordination and cooperation among the national, regional and local stakeholders.

Within this frame, a particular attention has been then paid to career development, therefore the acquisition of career management skills supporting the individual to manage learning, work, and transitions toward personal fulfilment: acquisition of career management skills is addressed by priority 1.

To this respect, the Council invited Member States

- To include teaching and learning activities which foster the development of career management skills in general, vocational and higher education programmes;
- To prepare teachers and trainers to conduct such activities and support them in this task;
- To encourage parents to become involved in guidance issues;
- To involve civil society organisations and the social partners more closely in this area;

- To facilitate access to information about training opportunities and their links to the professions, and about the skills needs anticipated in a given locality;
- To develop career management skills in adult training programmes;
- To make guidance one of the objectives of schools, VET providers and higher education establishments. Integration into working life and the operation of the local, national and European labour markets are aspects, in particular, that should be taken into account.¹

The European policy on lifelong guidance is implemented with the support of the European Lifelong Guidance Policy Network (ELGPN), which in 2012 published the European Resource Kit for Lifelong Guidance Policy Development, where the relations between the four areas and the relevance of career management skills within the overall lifelong guidance system are summarised as follows:

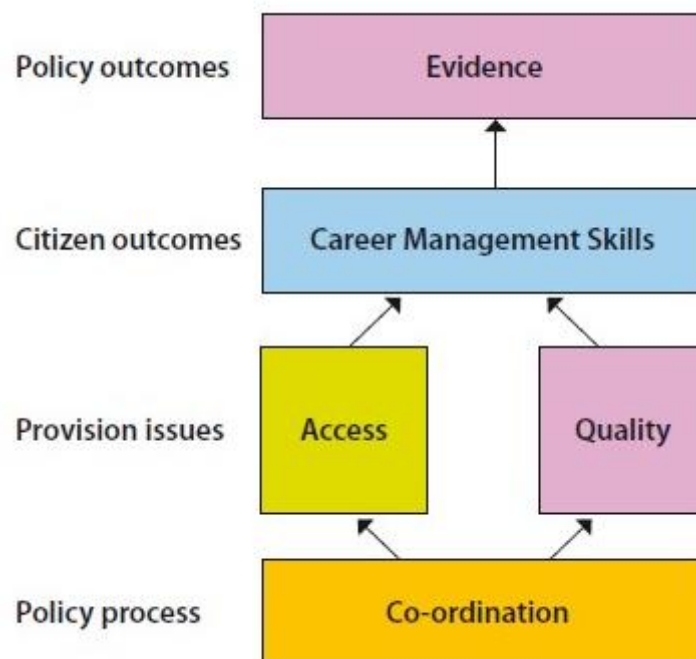


Figure 1. Model indicating the relationship between the four key themes. ELGPN 2012. European Resource Kit for Lifelong Guidance Policy Development, page 11

After the Council Resolution, career guidance has been high on the policy agenda, even if there is no pan-European plan for developing guidance services, that are still national (Plant, Thomsen 2014; CEDEFOP 2011). This turns into very varied policies across European member states, which led to a different implementation of services and involved players. As regards to developing skills for career management, the review carried out by the CEDEFOP in 2010-11 highlighted that various approaches can be found across Europe for career development in education, as integral part of the curriculum and subject-based, cross-thematic, or extra-

¹ Resolution of the Council and of the Representatives of the Governments of the Member States, on better integrating lifelong guidance into lifelong learning strategies. 2008/C 319/02

curricular (CEDEFOP 2011, page 83). These though are not necessarily linked to approached adopted by public employment services (Sultana 2009), that are more focused on short-time outcomes, such as finding a job, therefore leaving the development of career management skills mostly within the education system.

1.2. What are Career Skills?

In the European debate, the focus has been on career management skills (CMS) development, rather than on career competences: the decision of not developing a European competence framework, depend on the fact that “curricular traditions and guidance approaches differ too greatly among member states” (Thomsen 2014)².

Definitions of career management skills (CMS) vary across EU member states at national level, and a shared understanding on the meaning of the term is a concern, as it could range from job-search skills to life skills (Sultana 2011).

The European Union does not provide a specific definition for career development skills, but implicitly includes them within the key competences for lifelong learning – learning to learn, social and civic competences, and the sense of initiative (Bandura et al. 2001). However, the ELGPN’s Resource kit (2012) provides a European definition, referring to career management skills as “a range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions”.

The International Labour office, by defining core work skills for employability (ILO 2013), also refers to career development skills - learning to learn, communication, teamwork, and problem solving.

The OECD also refers to career education “as part of the curriculum” (OECD 2004), and stresses both the need of exploring the world of work through experiences (visits, work shadowing, simulations), and the need of promoting acquisition of career management skills, such as self-awareness, capability to make decisions and managing transitions.

Whilst the need of career skills is widely acknowledged, the identification and definition of which skills should be addressed to this aim is less shared. This largely depends by national frameworks and cultural backgrounds. A complete framework has been developed in Scotland and addressed to organisations responsible for planning, management and delivery of career information, advice and guidance services, and career related learning. Within the framework, competences are grouped into themes as follows (Career Management Skills Framework for Scotland, page 9):

- Self – competences that enable individuals to develop their sense of self within society;
- Strengths – competences that enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities;
- Horizons – competences that enable individuals to visualise, plan and achieve their career aspirations throughout life;

² A recent concept note on career competences investigates the possibilities for Nordic countries to develop joint documents on career competences and/or a competence framework for career learning in Nordic countries (Thomsen 2014)

- Networks – competences that enable individuals to develop relationships and networks of support

The overall reference framework for Scotland is given here below as Annex 1.

Comprehensive guidelines on how to implement CMS development are provided as Annex C of the mentioned resources kit. As addressed at European level, it takes into consideration differences across countries, and offers to policy makers and providers two possible scenarios of CMS development, as follows:

- Career education as a learning activity explicitly focused on CMS development;
- Activities implicitly related to CMS development, that are divided into two main areas, (1) learning experience; (2) guidance services.

Complete scenarios provided by the ELPGN network are given as reference in annex 2.

1.3. Career Guidance and Career Development Skills in Higher Education

Likewise, general provisions for CMS development in guidance systems in higher education are different across countries (Katzensteiner, Ferrer-Sama, Rott, 2008).

The Bologna process called on the enhancement of employability, since the first joint declaration (“creation of the European area of higher education as a key way to promote citizens' mobility and employability”, Sorbonne Declaration 1998; “to promote European citizens employability”, Bologna Declaration 1999), and increasing its relevance in following joint decisions (Bucharest Communiqué 2012: “...“to enhance the employability and personal and professional development of graduates throughout their careers to serve Europe’s needs”).

Career guidance is analysed by the implementation report of the Bologna process in the higher education area (2012) within the organisational perspective, it means the services provided to students, supporting employability. The report acknowledges the complexity of the field: services can be provided at a central level of higher education institutions, or by individual faculties and departments, can be internal (to the university) or provided by external institutions. Legislative frameworks are also not harmonised: in some countries, higher education institutions are legally bound to provide certain types of services, in other countries such obligation does not exist. This impacts also on national funding provisions for support services.

The fragmentation in organisational terms naturally led to a great variety of CMS activities. The outcomes of the peer learning event in Vilnius (Sultana 2009) provide useful elements to understand the complexity of the picture: as regards current practices in implementing the CMS curriculum in the education sector, four ways of delivery were identified, namely

- Taught as separate subject;
- Theme across the curriculum (e.g. within civic education, economics);
- Extra-curricular activities (e.g. workshops);
- Mix of the two or all three of the above.

This has been confirmed by the analysis of practices in the frame of the ICARD project, as explained in Chapter 3.

2. METHODOLOGY

2.1. Research Approach

ICARD work focused in understanding how the development of career skills is addressed in higher education, by investigating methods of delivery, level of integration within learning and support provisions, tools and instruments used to promote skills' acquisition.

Research questions leading the work were:

- (a) How do higher education institutions provide/promote self-understanding, self-awareness, and personal development of students?
- (b) How do higher education students prepare themselves to face the world of work?
- (c) In which way educational and career guidance is integrated into higher education learning and support systems?

The aim of the review work was directly linked to the European Career Development Programme provision, to ensure the design and consequent development of a flexible and meaningful path, which can be easily integrated into higher education institutions.

The work was planned as based on desk research only: the developed template for collection was addressed to gather data from sources such documents, archival records, and physical artifacts, mostly available within the Internet. As field research was not planned, for the purpose of ICARD review, multiple sources of evidences should be used for each practice description, to ensure triangulation. In addition, it was recommended to apply investigators' triangulation (Patton, 1987) as possible, by involving different researchers in the templates development and delivery.

2.2. Practices collection

Practices were collected by using the following template, where description on how to fill in it were also given:

TITLE	DESCRIPTION	REASON
Case study title	--	--
Leading institution name	--	--
Reference person	--	--
Country	--	--
Website	--	--
Background	Brief overview of <ul style="list-style-type: none"> - institution - type of learners 	This is to identify the context in which the practice takes or has taken place.
Intended outcome(s)	Objective(s) behind the practice	Why this practice has been implemented? Are intended outcomes achieved?

TITLE	DESCRIPTION	REASON
Established practice	Description of practice as implemented, e.g.: <ul style="list-style-type: none"> - service/course description; - departments/units involved; - staff involved; - monitoring and evaluation processes; - etc. 	This is the description of the practice in relation with the context.
The self-awareness and personal development advantage	Describe the benefits of the addition or amendment of elements of self-awareness and personal development for higher education students, as experienced by learners, teachers and/or the institution and/or the labour market	This is to underline the advantages of the use of programmes, courses, other kind of services for self-awareness and personal development purposes.
Key points for ICARD (*)	Briefly identify the most important points in the case study for other HEI – these may include risks as well as benefits, and those elements that also the ECDP should include. Please use bullet list for this section.	This is to point out the key points that can be relevant in relation to ICARD (*) this section will be used for analysis only and not published onto the online database
Strengths	A summary of how and why the practice outlined here has been effective, strong points of the practice. Please use bullet list for this section.	Lesson learnt (what works)
Additional information	Use this optional section to add any additional information	
Keywords (tags)	<i>To choose max 3 from the following list (choose the area(s) if the practice covers a full cycle):</i> <ol style="list-style-type: none"> 1) Career guidance <ul style="list-style-type: none"> - Self-awareness (strengths and weaknesses) - Professional development - Professional progression/outlet 2) Professional competences (market needs) <ul style="list-style-type: none"> - Self-awareness - Organisation (ability to organise themselves) - Communication abilities - Sense of commitment and persistence - Capability of making decisions and working autonomously - Teamwork - Ability to learn and 	This is to allow the online search from the database, and should therefore refer to the most relevant area of intervention/addressed topic of the practice

TITLE	DESCRIPTION	REASON
	adaptability - Flexibility and attitude to change - Stress management, ability to work under pressure, self-control - Problem solving and negotiation abilities - Result-oriented attitude - Commitment with the company/organisation - Customer-oriented attitude - Excellence-oriented attitude - Entrepreneurship (initiative, innovation, creativity, ability to create new ideas) - Leadership (ability to motivate and influence others in a positive way) 3) Work placement - Search tools (e.g. CV) - Jobs posts, classified ads - Jobs search resources - Interviews	

Table 1. Collection template explained

The final version of the template was discussed and agreed in the frame of a devoted session during the kick off meeting (November 2014); the final list of tags were agreed for analysis only, while the online database search engine required a different organisation of tags that is described in Paragraph 3.4 here below.

The collection exercise took place between January and March 2015. Filled templates were shared in an online space, accessible by each member of the ICARD consortium.

3. FINDINGS

After the ending of the collection phase, a first analysis of practices was carried out in April 2015 and discussed among the ICARD consortium members in the frame of the second coordination meeting. The following paragraph summarises the main findings for the purpose of the ECDP development, and includes the outcomes of the discussion.

3.1. Description of the sample

During the collection period, 88 practices have been analysed and described. Geographical distribution, including examples from 22 European countries and 1 country outside EU (Australia), is highlighted in figure 2.

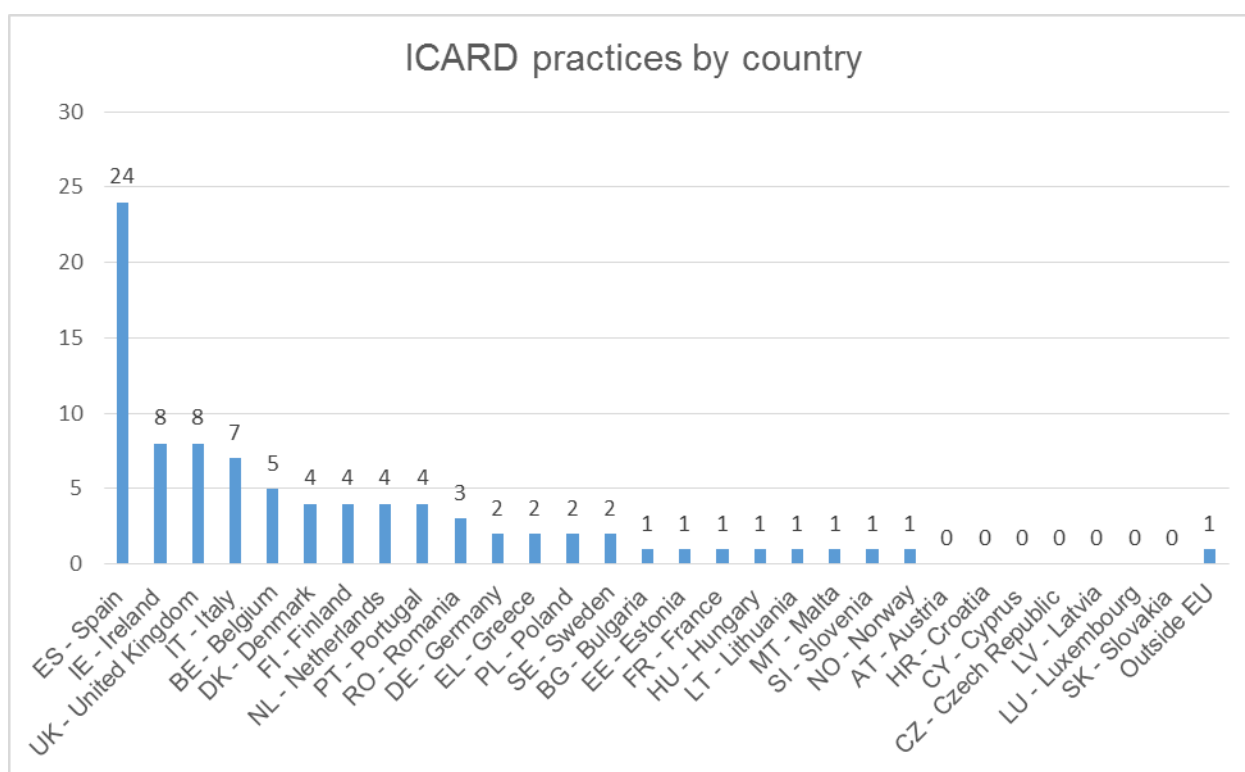


Figure 2. Practices' geographical distribution

As regards type of institutions and organisations, 84 practices were collected from universities and other institutions in tertiary education; 2 from National Authorities, such as ministries of Education; 2 practices were "inter-organisational", means implemented in more than one organisation, as joint service, or in the frame of national and transnational projects.

3.2. Practices analysis: common characteristics

Although different in methods of delivery and organisational settings, all analysed experiences share basic guidance services that include career development topics, in particular:

- Individual guidance: this is available in all institutions, and it is delivered mostly *in situ* (face-to-face meetings), in career offices. However, the use of online tools seems to be increasing, particularly with regard to counselling and guidance sessions taking place over Skype (e.g. at the Jagiellonian University in Poland, the Open University UK, etc.) ;
- Group guidance: also in this case, the use of workshops and seminars for career guidance is widespread. As well, tackled subjects are recurring among European career centres, and include topics such as career planning; job search; applying for a job; personal branding; salary negotiation, etc. Workshops can be single events held on a precise topic, and/or cycles of events related to core information and skills for career development (see 3.3.2);
- Information, particularly online information: this is definitely common to all practices, with different degrees of interactivity and completeness, and include web pages, normally within the website of career centres, and an extensive use of social media for updates and tips. Facebook is amongst the most frequent, sometimes linked with Twitter accounts.

3.3. Practices analysis: approaches to career development

As a general overview with regard to approaches to career development, practices can be clustered in three main areas:

- Integration with curricula;
- Extra-curricular activities;
- Taught as separate subject in courses and modules.

However, as rightly pointed out by Sultana (2009), often a single institution provides two or all three of the above. In the following paragraphs, examples on approaches to career development are given.

3.3.1 Integrated approach

Within this group, two sub-approaches can be identified:

- Integration with teaching and learning, it means within a disciplinary or trans-disciplinary area;
- Integration with the world of work, by means of learning by doing (at the workplace, through stages/internship; at the university, cooperating with enterprises)

Several universities in addition propose to students modules already available within disciplinary curricula (it means not developed specifically to the purpose, e.g. communication) to develop career skills, particularly for soft-skills development.

Some examples of integrated approaches are given in boxes below.

Integration with teaching and learning activities is pursued through a systemic approach, therefore embedding career skills in didactics:

Box 1. University of Mondragon, Spain: the Mendeberri model.

Established by Mondragon University in 1999 to enhance students' employability, the Mendeberri model is focused on soft-skills acquisition, promotes students' autonomy, and engage students in leading projects, working in team, taking decisions, negotiating and communicating.

The students are asked to take responsibility over their own learning, and to make choices all over the study career.

The model implies a change in the contents of learning, and in particular a change in the role of teachers and tutors, who coach and guide students working in small groups promoting cooperative work.

Students work in different teams throughout their studies and develop communication and social skills, as well as innovation and entrepreneurship, and a sense of responsibility.

Again, an embedded approach to career skills development is also pursued through cooperation with regional players, and by adopting integrated pedagogical approaches:

Box 2. Laurea University of Applied Sciences, Finland: Learning by Development

The Learning by Developing (LbD) action model is based on a development project that is genuinely rooted in the world of work, and allows acquiring a range of pragmatic competences by engaging students, closely working with lecturers and experts from the world of work, to deal with issues and problems outside the university settings.

This approach emphasises employability, by developing experience in working on challenges in areas of potential employment, building soft skills, and promoting innovation and management of projects.

The LbD action model comprises the following complementary stages (Raij 2012, pages 11-12): "1) identifying the phenomenon of the R&D project with its concepts and relationships between concepts; 2) reflecting on the meanings of previous research findings and solutions; 3) predictive recognition and description of processes related to the project, which makes possible both an abductive hypothesis (an initial presumption based on prior clarifications, facts and discoveries) and a personal curriculum; 4) acquiring tools that are existing theories and models, subject related concepts, and instruments for doing; 5) acting together, which encompasses the creation of new habits of action and problem-solving skills; 6) continuous evaluation of the project and personal learning process (the consequences of activities); 7) sharing experiences and creating new meanings, 8) recognizing and evaluating achieved competence; 9) assessing the impact of the project; and 10) sharing, disseminating and productizing the outcomes".

Links with regional development is in facts a key development area for employability of students, within the frame of the third mission of universities:

Box 3. John Moores University Liverpool, United Kingdom: the WoW scheme

The World of Work Skills Certificate is an employer-backed and employer-verified certificate available only to LJMU students, developed in partnership with leading employers.

The WoW process has four stages:

Stage 1 begins with a 90-minute web-based employability skills gap analysis. This is followed by a group or one-to-one workshop conversation with a WoW delivery team careers adviser or trainer to agree an action plan to address the gaps identified.

Stage 2 is a programme of development workshops, so students can understand what the missing elements mean and how to acquire them.

In Stage 3, students are asked to write a profile: if this does not demonstrate that they have all the skills, they can go on to acquire them – for example, through a placement, voluntary work, or a further workshop.

The final WoW stage, stage 4, is a one-to-one filmed interview with a local employer partner.

3.3.2 Extra-curricular activities

Extra-curricular activities take place and are organised usually by universities' career centres, even if some initiative can take place also at a faculty/department level, according to the organisation of the institution.

The most common format for this kind of activities is the workshop: all career services analysed within the collected practices present some workshop/event or cycle of events dedicated to one or more topics related to career skills development. As regards content, the recurrent topics are related with job search, including curriculum building, personal branding, career planning, etc., however when organised as cycle of events, they can include also self-awareness, decision making, teamwork.

In the following boxes, examples of formats and contents from European universities' extra-curricular activities are provided.

Box 4. Delft University of Technology, The Netherlands: Lustrum Career Event (2015)

The Delft career centre organises an event to celebrate its first five years of activity. The event is composed by three meetings:

1. Get inspired – experiences and ideas
2. Get prepared – career workshops
3. Get connected – networking

Within the programme, regular services of the centre are active (such as LinkedIn training, assessment service, etc.), and meetings with employers are planned.

Particularly interesting the use of webinars for extracurricular activities:

Box 5. University of Muester, Germany: Career Service à la carte

The Career Service offers a series of webinars for vocational guidance. Students are able to accumulate credit points with their participation and chose freely from a long list of potential topics. As example, here the programme of summer semester 2015:

- Webinar "Out on the job? - Dealing with sexual orientation in working life "
- Career or Master - decision after the Bachelor
- Webinar "Working in the EU - but how?"
- Webinar "Career with a bachelor?"
- Make change processes competently Meet
- Decisions in studies and career
- Webinar "Good advice for the career - from annoying to useful"
- Creating your individual professional profile
- Webinar "The Basics of Professional Orientation and individual profiling "
- Makes just a job, the mind is a good job? - Professional profiling in the context of the environmental sustainability Verkehrsclub VCD
- Webinar "Financing of international internships"
- How do I get to professional information? From the perfect research to the knowledge management. A workshop with the keeeb GmbH
- Webinar "Online reputation: your reputation on the Net"
- Webinar "Applying for jobs and internships in Germany"
- Job search in Jobportal Jungle: Where and how should I seek?
- Webinar "Job interviews for the UK job market"
- Dial M: Job! A telephone interview training with SThree
- Webinar "Apply in English"
- webinar "Assessment Centres in the UK"
- Webinar "Layout of application documents"
- Webinar "Scanning, compressing, storing: technical aspects in the application process"
- Employment for internship and career
- Short Seminar: The English interview
- Get ready! The first steps of the professional career - application training with Kindernothilfe

Some more informal formats are used to favour the meetings between students and employers, in example:

Box 6. Glasgow Caledonian University, United Kingdom: Career Conversations

Students can talk with employers in different situations than an interview or a firm visit. It fosters understanding of the point of view of employers when searching for employees.

The activities take place as informal drop-in sessions in the sofa area of one of the universities' centres over an extended lunchtime period. Employers can discuss their job opportunities and recruitment practices with students and explore a range of employability

topics, work experience and career options. Students can drop in to one of the events both individually or in small groups.

A few practices use mentoring and peer learning activities, strengthening the link between alumni and students, in example:

Box 7. University of Aarhus, School of Business and Social Sciences, Denmark: AU MENTOR 100

The mentor programme, an initiative by Aarhus BSS and Social Sciences, the AU Mentor is a program where graduates, Danish master students and refugees and/or immigrants students are brought together. Graduates are freely connected with master students and, when time comes, the latter turn their position and become mentors.

The objective of the programme is personal and career development for master students, to prepare them for life after graduation by matching them with a former student (an alum from Aarhus University/Aarhus School of Business) from the business community.

The mentor-mentee relation lasts for six months and involves a monthly meeting of 90 minutes at the University of Aarhus. The University has an important role. First, establishes a connection with alumni which graduated the business master program and are willingly to connect with current students at the same Faculty. Second, it gathers their stories and publishes the list on the Au Mentor program web site. Third, it identifies the master students who need a mentor. Each student has to choose and write a list of five mentors he would like to work with. A career counsellor analyses the lists and, given the mentees needs and the mentors' information, it will organize interviews and assign a mentor to each mentee. Once this part is finished, the University of Aarhus organizes a meeting between all the mentors and the mentees and the activities begin. After two months, when the mentee has a good sense of what mentoring is about, he will meet a refugee or immigrant student and he will be assigned as mentor. This "double mentoring" process has the advantage to build a close partnership between the university, its graduates, current master students, refugees and immigrants. As a mentee, the master student have the chance to learn from a person with experience. As a mentor, the master student has the opportunity to help another student to grow and to find its place in a different culture and to learn more about a culture he does not know. The mentor-mentee relationship is based on a written agreement signed during their first encounter. It is here, where they establish what they want, what they need, how many times they will meet, what they would like to discuss.

AU Mentor100 is an exclusive programme - for only 100 alumni and 100 master students.

3.3.3 Separate courses

Courses on career skills are rather widespread, particularly in countries where devoted policies for their promotion are in place (like in example United Kingdom). We can identify two main types of learning offer to this respect, namely:

- Programmes that cover the entire study cycle (from transition in to transition out);
- Programmes that promotes acquisition of a particular set of skills (mostly soft-skills).

Programmes and courses can lead to a certificate, or give university credits (ECTS).

The Queensland University of Technology provides a good example of a programme covering the entire study cycle. The programme has been adopted by several other universities in Australia:

Box 8. Queensland University of Technology, Australia: the Career Development Programme (CDP)

The programme was designed and developed by a group from Careers and Employment and eLearning Services, and has been implemented on regular basis from 2008, after a two-year piloting period.

The CDP covers both educational guidance and career guidance, therefore providing self-understanding skills on both dimensions. Being accessible from the first year, it allows students to know more about themselves and to make decisions that correspond to their ambitions also in the choice of studies. It also equips students with skills to face the world of work, and to be active in job search by using appropriate channels and appropriate ways to apply for a job. In addition, it promotes the acquisition of in-job skills (e.g. modules Effective Workplace Communication, Thriving in a Workplace, Managing Pressures). CDP addresses in full topics and skills related to personal development.

CDP comprises 30 unique interactive online modules that nest within a clear concise organisational structure across six individual programs. Each module takes one hour to complete and upon successful completion, students receive their results in an automated 'Certificate of Completion'. An additional certificate is awarded upon successful completion of a program.

The overall original concept of the CDP was that the online modules were developed around the student needs identified in each of three major strategic student learning and support projects:

Transitions In (TIP), composed by University Preparation Program + Career Preparation Program

Work Integrated Learning (WIL), composed by Work Placement Preparation and Career Management Programs

Transitions Out (TOP), composed by Graduate Careers and Workplace Resilience Programs.

Two Portuguese higher education institutions have jointly developed a programme for the development of soft skills, that includes lessons, workshops, and learning by doing:

Box 9. University of Tras Os Montes, Portugal: Plano de Soft-Skills da UTAD

The University of Tras-os-Montes and Alto Douro (UTAD) have jointly developed this course, that consists of a series of lectures, workshops and volunteer activities.

Target audience are students of the 2nd cycle and students of the 3rd year of the 1st cycle of all courses taught in UTAD. However, as membership is free and voluntary, students from other academic years, or other courses of study, can be accepted, although priority is given

to the target audience. Participation to the course (minimum participation required is 75%) gives 3 ECTS.

The programme includes the following activities and address the following content:

Lectures

- being an entrepreneur
- Managing conflict
- Organize the agenda
- Funding Sources
- Be more creative
- Internationalization
- active job search

Workshops:

- CV building
- Public speaking
- Team work
- Role-play interview
- Make summaries
- Tools for creativity

Voluntary activities

- UTAD activities;
- Extra-university institutions;
- EDP solidarity;
- Other

The MOOC format for courses on career skills development has recently been used:

Box 10. University of London, United Kingdom: MOOC on Career and Employability skills

Open trans-disciplinary course, it consists of a variety of methods with material being presented in clear, sequential units and regular opportunities to reflect on the non-linear aspects of this subject. The course consists of self-reflective exercises and questionnaires, active reading tasks, short segmented videos of lecturer-led delivery accompanied by slides, practical assignments (e.g. informational interviewing) and short segmented videos of related activities (e.g. mock interviews) to provide feedback on. There are self-evaluation questionnaires to help monitor progress.

The course syllabus is organised over six weeks, each of them addressed to one skills or set of skills, as follows:

Week One: What do you want? – Self Awareness

Week Two: What can you offer? – Skills Awareness

Week Three: Are you ready to find success? – Career Readiness

Week Four: How do you express yourself? – Articulating Your Experiences

Week Five: What impact do you make? – Making a Good Impression in Person

Week Six: How do you build fruitful relationships? – Networking Online and in Person

Each week consists in 3-6 hours learning.

3.4. Practices analysis: addressed topics

To the purpose of analysis and classification of practices, the initial tag list, as shown in table 1, was modified during the second coordination meeting. Tags were clustered in two main areas:

- Type of service;
- Addressed skill.

If the first is more useful for the aim of making retrievable the practices onto the database published in the project website, the latter is useful to understand to which extent universities focus their activities on precise skills development. Table 2 describes the final list of tags used for classification:

Services/materials	
Career guidance	general and applicable to all practices, includes professional development and professional progression
Full career development course	Course addressing transition in – ongoing – transition out
Learning materials	different than a full course - learning materials for specific purpose
Educational guidance	refers to the choice of studies, here only related to career (the student wishes to undertake)
Online service	service delivered online (both courses or counselling), and online software; it does not includes online information
Work placement	all activities related to placement, including job search
Skills	
Self-understanding	self-awareness/knowledge, includes self-assessment, self-confidence, self-esteem
Soft skills	communication, organisation, teamwork
Adaptability and flexibility	ability to learn, attitude to change
Stress management	ability to work under pressure
Decision making	capability of making decisions, autonomously working
Entrepreneurship	sense of initiative, innovation, creativity, ability to create new ideas
Leadership	ability to motivate and positively influence others

Table 2. Simplified list of items for classification

As previously said, almost all universities focus on similar topics, which cover to some extent almost all career skills. However, it appears clear that some topics are more frequent than others, as highlighted in the following chart:

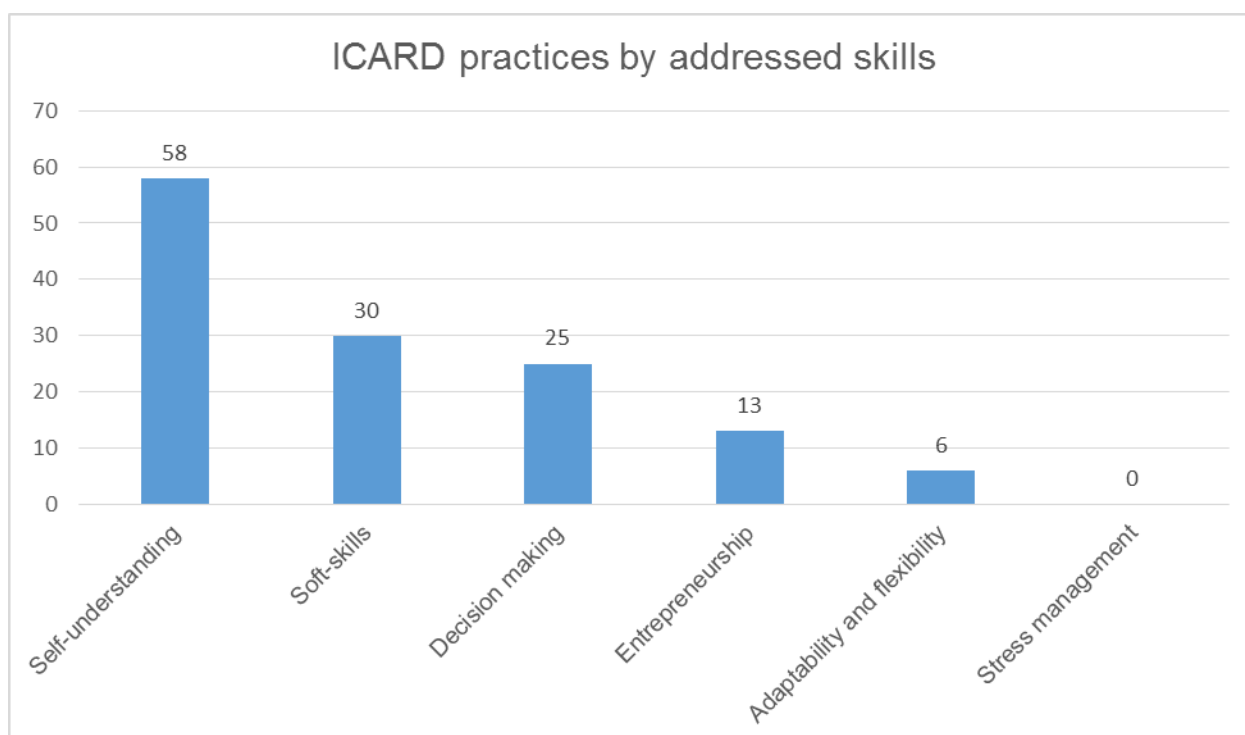


Figure 3. Career skills addressed by universities services

Not surprisingly, self-understanding is among the main concerns for those dealing with higher education students in terms of career guidance: as also literature widely acknowledge, self-understanding, or awareness, is a key skill to make choices and manage transitions in professional and personal life. This cross and overlap partially Decision Making, which also refers to the ability of making choices, but it is often addressed through specific events, or modules/courses. Self-understanding is often associated with the ePortfolio or portfolio development and use (e.g. PEC, FR; Goldsmith University, UK; Antwerp University, BE).

Likewise, the development of soft skills is also considered very relevant for career development: this is stressed by European recommendations, being included in key competences, but also by recent studies and findings (e.g. McKinsey survey 2013, NACE Job Outlook survey 2014), as most required skills by employers.

As regards entrepreneurship, it should be stressed that entrepreneurship is here intended as sense of initiative, capacity of being proactive, of taking action, etc. This is therefore conceived as a transversal skills, which is not necessarily related to creation of start-ups, or self-employment. However, activities provided by career centres in universities include both aspects.

3.5. Practices analysis: the use of ICTs

Since ICARD purpose is to develop a distance education learning programme, and giving the fact that in the knowledge society ICTs are embedded in daily activities, practices have been analysed also with regard to the use of online technologies for career development.

3.5.1 The use of social media

Social media are somehow embedded in regular activities related to career guidance, particularly for information, as previously said: Facebook is the most common media used, as online group where students are followers.

Social media are also addressed as topic for skills development, in the frame of personal branding: to this respect, the most addressed social network is LinkedIn.

There is no evidence of the use of social media as channel or tool to develop career skills; it is likely that most of workshops plan sessions of 'learning by doing' directly on the social platforms – this can be verifiable only by means of field research activities.

3.5.2 Software and online tools

Some interesting software, developed to the purpose, are used to support acquisition of career skills: these can be used individually, online, or be used within a blended process that then foresees meetings with the guidance practitioner or the counsellor. The purpose of these support software is either to address skills development, or to support transition moments.

Box 11. Trinity College Dublin, Ireland: Destinations software

Destinations® and recommended websites include a series of activities and exercises designed to lead you through the career planning process, as part of the SODA model, ie self-awareness, opportunity awareness, decision making and taking action.

SELF-AWARENESS involves identifying and reflecting on students' skills, interests, personality and values. Destinations® Self-awareness includes tools to help you.

OPPORTUNITY AWARENESS helps you to identify work and further study options.

DECISION MAKING includes tools and techniques to help the student decide on what is best for him/her.

ACTION takes the student through the practical application and selection process:

It is advised to use the tool with the help of a Careers Adviser, by bringing along copies of the print-outs from Destinations® and/or any others.

The Profråd service also address target groups outside the university:

Box 12. Norwegian University of Science and Technology (NTNU), Norway: Profråd career service

Profråd is a career counselling tool developed by Oskar Solberg, a PhD at the NTNU. It is used by students from the university, adults with professional experience, or persons who need to change their career.

Profråd aims to help students, graduates and persons to choose the study/training/career path that suits them better.

The access to Profråd is possible only after creating an online account. Once logged, one has

to read several sentences and to select whether he agrees or not. The sentences are related to the following areas:

- Interests
- Abilities and talents
- Values and attitudes
- Decision-Making
- Decision Safety
- Controlling attitude
- School and work experience
- Job and education
- Information Searching

All the information gathered after the selection, are used to identify what type of study/training and career path is suited for that person. A graphic presentation of the student' interest profile is generated. Depending on the values obtain after the completion of the test, one will identify a different type of study/training or job activities. The types are: practical technical, investigative, artistic, social, enterprising and conventional.

The Career Unlocker is instead dedicated to those who at a certain point of their path “got stuck”, therefore addresses the decision making process:

Box 13. University of Reading, United Kingdom: Career Unlocker

Career Unlocker is designed to help those who have got stuck at some point during the career decision making process.

The Career Unlocker *homepage* presents six sections to be completed. Each section is comprised of five “cards” containing statements. The student should go through each section in turn, clicking on each card to bring it to the front and then reading the statement: If the issue on the card is creating a barrier to the student making further progress with career choice then, s/he should click the Yes button beneath it, otherwise s/he should click the No button.

The next stage is to *prioritise* chosen statements from the last stage. The student should click on each card to bring it to the front, and then decide whether the statement reflects one of her/his priorities or not. If it does, click the *This is a priority* button. By default, all cards are marked as not being priorities. Once the student has chosen at least one card as being a priority, the Submit button will be enabled. The system allows max five priorities to be selected.

Action stage is to go through each priority statement that chosen in the last stage in more detail. For each priority, the student will be shown a page like the one below. The page will contain a number of actions with tick boxes and a free text box. For each priority, the student should read the advice and then review the actions suggested and tick those that s/he would like to carry out. Then, the student should use the free text box to write down any extra notes or ideas related to the priority or chosen actions.

The personal plan is the final stage of Career Unlocker, where all inputs from previous stages are collected into one place. At this stage the student will see all the selected actions for each of the priorities the student decided upon. The student should review these and write clearly

and specifically what s/he thinks her/his next steps will be in the free text box at the bottom of the page.

The plan creation is supported by *The Advice on action planning* button, which gives some simple advice on how to create a realistic action plan and stick to it.

3.5.3 Online services

Another type of service include the use of platforms, managing different services within one only environment. Here two examples, different in scope and audience, are given.

The KVIS service is a wide initiative having national dimension:

Box 14. Vytautas Magnus University, Lithuania: Career Management Information System "Your Career" (KVIS)

The Career Management Information System "Your Career" (KVIS) aims to provide students with automated tools and services that allow users to track personal career management process. KVIS is linked with national data and provides also data for monitoring and evaluation of processes and outcomes on the transition from education to work.

KVIS consists of the following functional modules:

KVIS portal module for providing information about career management services, in the order in which they are provided, initiate their receipt or to receive them, analyse graduates' career monitoring data.

Career management services module is designed to provide students a career assessment, career counselling, career knowledge, career education, job and internship search service.

Personal career Desktop module, for connecting to KVIS in the personal career management tools and manage them in one, quickly accessible and convenient location.

Career Library module to look for career management information sources in Lithuania Academic Electronic Library Information System, manage personal KVIS user library, view career centres libraries and reading news.

Graduates Career Monitoring module to collect, analyse and present various groups (pupils, students, parents, academics, politicians and others.) Objective: employment rate, rank, salary and subjective satisfaction studies, work, career information given by the high school graduates career monitoring shall take place five years after graduation.

Career Management Professionals performance management module, for planning, organizing, monitoring, analysing students' career management services; to collect and process information relevant to a dynamic and high-quality student career management services.

The General Administration module to serve KVIS performance management and other functional modules KVIS needs.

Data storage and management module to manage and control all in one place KVIS data.

Data Exchange module to create links between KVIS data providers and recipients, public information systems, and public databases.

KVIS benefits for students in higher education:

- create and manage personal career plans;
- develop career management skills needed;
- assess interests, values, skills, etc.;
- find solutions to problems;
- find reliable information about career, professions and occupations, organizations, training, practice and work opportunities;
- establish and maintain contacts with potential employers;
- seek and use resources of career management;
- practice and find work.

The Competency Center is a service of the Ca' Foscari University in Venice which accompany the students during their study career and it is integrated with other events organised by the career centre:

Box 15. Ca' Foscari University of Venice: the Competency Center

The online platform Competency Centre, developed by the Ca' Foscari University, aims at accompanying the students through the process of transversal competences development.

By means of the accomplishment of activities within the platform, the system guides the users in acquiring an improved self-awareness about aspirations and professional and personal objectives. In addition, assessment tools are provided for measuring skills acquisition. The pathway leads to the building of a personal development plan.

Through the platform, each user integrates the phases of the learning process and accesses a set of additional activities (for example, reading a short article, watching a movie, filling in questionnaires, completing exercises). An individual feedback is prepared for all participants helping them to become aware of the composition of their competency-portfolio and to address their efforts to the development of the identified areas of improvement.

4. CONCLUSIONS AND DESIGN RECOMMENDATIONS

This final section summarises the key conclusions of the review exercise and lists implications that should be taken into account to design the European Career Development Programme.

Practices review in the frame of ICARD confirmed suggestions coming by literature: the landscape of career management skills development is vary and no consensus has been reached toward a common framework of reference. However, it is evident that – although through different channels and by using different methods and approaches – addressed skills are recurrent, and include in particular self-understanding; decision making; teamwork; entrepreneurship; and in general all other soft-skills. The use of online technologies and tools is also common in all studied institutions, even if at different levels of usage (from topic for personal branding learning events, to complete online learning offer).

There is a consensus however on the need of promoting acquisition of career skills for life: policies and recommendations from the European Union, the OECD and the ILO advice to include development of key competences at all levels of education and training, and to put in place lifelong guidance strategies, to empower citizens to manage their own career.

For the purpose of the ECDP design, the following elements should be considered:

- European references like the scenarios described in the European Resource Kit for Lifelong Guidance Policy Development published by the ELGPN, and here provided as Annex 2, should be taken into account;
- The learning programme should be flexible and adaptable to different national frameworks and organisational settings; as example, elective modules should be developed along with compulsory modules;
- The learning programme should be designed considering the European Credit Transfer and Accumulation System (ECTS), in order both to facilitate adoption of the ECDP in universities outside the consortium, and to ensure recognition in case of mobility;
- The learning programme, as already planned at the proposal stage, should encompass the university experience of the student, therefore including transition in, during the university years, and transition out (either for BA and MA students);
- Modules should be contextualised at national level, particularly those referring to job market, job search, placement etc. For countries not included in the consortium, or in the piloting phase, guidelines on how to develop effective learning materials should be provided. Nevertheless, the European dimension should be integrated also in these models, to equip learners with skills allowing mobility of future workers;
- The programme should allow blended learning, therefore should include the opportunity to contact an advisor, or tutor: however, it should allow also individual learning, being therefore completed with self-assessment exercises. This will enlarge the audience of interested institutions, and will also allow the learner to decide the best option for her/his own learning experience;
- Learning materials should be based on multimedia as possible, and be connected to real life examples; however, scaffolding should be internal to the programme as possible, then avoiding external links to other sources or channels that are not under the control of the programme provider;

- As already planned by the ICARD project, an external feedback on the first design draft, with advisors, counsellors, and students, ideally also from universities outside the consortium, should be collected, analysed and integrated before the development phase. Development should be also be planned by taking into account frequent feedbacks from final beneficiaries, both advisors and students:
- It is suggested to review the learning programme and related materials on annual basis, to keep it updated within a fast, dynamic and evolving field.

For the purpose of contributing to the European debate in the field, it is suggested to promote participation of other universities to the database of practices, already planned as online open resource, in order to enrich the references already collected.

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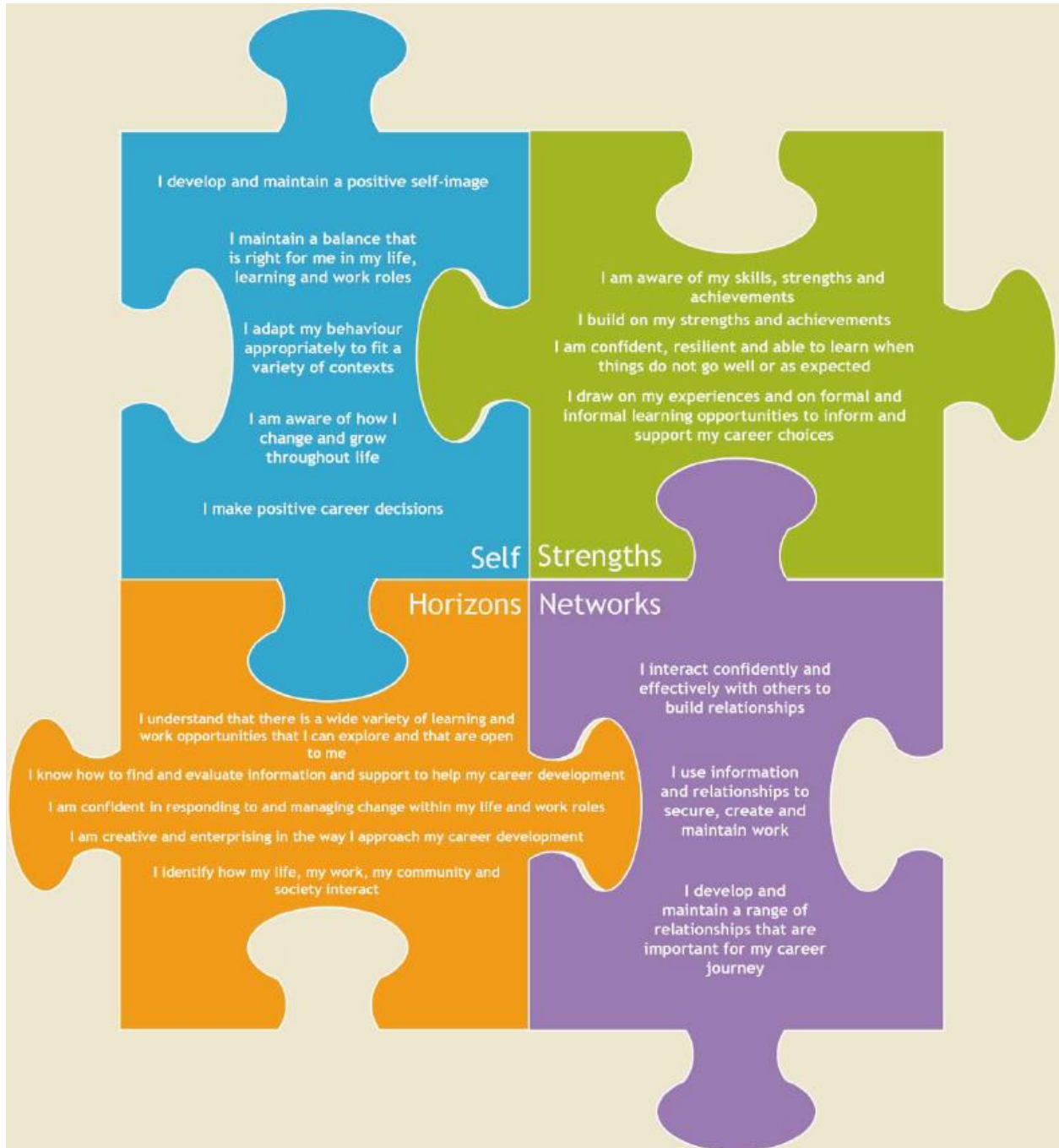
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ANNEX 1 – THE CAREER MANAGEMENT SKILLS FRAMEWORK, SCOTLAND



ANNEX 2. GUIDELINES FOR CAREER MANAGEMENT SKILLS DEVELOPMENT (ELGPN)

1. Scenario	<p>Career education as a learning activity explicitly focused on CMS development</p> <p>Main features of the scenario are: consistency of the formal learning process, clear focus on system of skills that are important for the development of career; consistent structure of CMS used for the development of the learning activity; CMS as clearly defined and measured outcomes of the planned learning activity.</p>
Goal	To help individuals systematically develop CMS which encompass coherent groups of skills that are important for their career
Theoretical framework	<p>For example:</p> <ul style="list-style-type: none"> • DOTS (self awareness, opportunity awareness, decision learning, transition learning) • Developmental socio-constructivist learning theory
Sets of CMS	<p>For example:</p> <p>Career education related to three central knowledge and skills areas:</p> <ol style="list-style-type: none"> 1. The personal choice 2. Education, training and occupations 3. The labour market <p>The aims are for the students to:</p> <ul style="list-style-type: none"> • develop professional, social and personal competencies; • make an informed and realistic choice of education or training programme; • understand the value of lifelong learning; • be able to deal with conditions related to education, training, vocations and the labour market; • 'educability'. <p>(This example is from Career Education in Denmark for students aged 7–16)</p> <p>Key competencies for the choice of occupation (educational area 'People and World of Work') are defined as follows:</p> <ul style="list-style-type: none"> • positive attitude towards work; • understanding of labour and work activities as an opportunity for self-realisation, self-actualisation and development of entrepreneurial thinking; • orientation in various fields of human activities, including various forms of manual and intellectual work; • acquisition of necessary knowledge and skills important for choice of occupational direction, for further orientation in life and profession, and for assertion in the labour market. <p>(This example is from the Framework Education Programme for the primary level in the Czech Republic)</p> <p>At the core of the career education programme are career management competences – knowledge and comprehension, skills and attitudes, required for the discovering of self and career opportunities, career planning, career self-management and harmonising these with other aspects of life.</p> <p>Three main areas of career competences:</p> <ol style="list-style-type: none"> 1. Self-knowledge and self-assertiveness: <ul style="list-style-type: none"> • Knowing about individual strengths and weaknesses • Knowing personal interests, values and predispositions • Developing positive self-image • Developing positive relationships with others

	<p>2. Exploring learning and career opportunities:</p> <ul style="list-style-type: none"> • Finding, processing and applying of information • Lifelong learning • Exploring career and learning opportunities • Exploring social environment <p>3. Career-specific competences:</p> <ul style="list-style-type: none"> • Taking career decisions • Developing personal career plan • Defining adequate learning/career and life goals • Applying knowledge and skills in seeking implementation of learning/career and life goals • Managing transitions (from school to further learning or the labour market) • Employability (for students in VET schools) <p>(This example is from the Model of Career Education for students in general education and VET in Lithuania)</p> <p>Professional orientation is offered as optional and non-compulsory subject or as a cross-curriculum topic. CMS is listed within expected pupil achievements in the National Curriculum Framework, in individual educational cycles for the areas of humanities and social sciences. Part of the general educational goals are defined as follows:</p> <ul style="list-style-type: none"> • developing valid attitudes and skills of learning from all available sources; • readiness for lifelong learning; • assuming responsibility for one's own learning and professional development. <p>(This example is from the National Curriculum Framework in Croatia)</p> <p>Career education lessons (6 hours in total) for all Form 4 students in 10 state colleges cover three main areas of career competences:</p> <ol style="list-style-type: none"> 1. Self awareness – to encourage students to reflect upon themselves as well as on their aspirations in terms of which careers are of particular interest to them. This also helps students become aware of values, interests and skills needed in exploring the world of work. 2. Opportunity awareness – with a focus on helping students acquire skills in looking for and evaluating information collected on career pathways, training and labour market opportunities. Students are also made aware of the differences and similarities between school life and the world of work, new challenges as a result of globalisation, and the importance of lifelong learning. 3. Transition learning skills – with a focus on job-seeking skills as well as information about the National Qualifications Framework. Students are given the opportunity to prepare a letter of application as well as a curriculum vitae according to the Europass model. Attention is also given to preparing for and experiencing an interview. <p>(This example is taken from the Career Guidance Programme in Malta)</p>
Practitioners	<ul style="list-style-type: none"> • Careers teachers / career guidance teachers • Teachers of other subjects • Trainers • Lecturers • Guidance practitioners
Methods and organisation of CMS development	<p>For example:</p> <p>Pedagogical approach and methods (prevailing), based on arranging regular learning experiences in the form of mandatory or optional careers lessons, which may be implemented across the curriculum, and may include extra-curricular activities (seminars, projects, workshops; vocational experiences, e.g. job shadowing, on-site visits, career fairs, job expos, work tasters; talks by representatives from post-secondary institutions; talks by employers), alongside supportive services (information, counselling, advice)</p>

Methods of CMS evaluation	For example: evaluation of career education outcomes (i.e. acquired CMS competences) through portfolio, personal accounts and applying other evaluation techniques and tools CMS could be listed and evaluated within expected student achievements in individual educational cycles
Age-specific aspects	Typical age of participants of career education are students in primary and secondary education, also in VET or HE Possible higher intensity of career education programme (number of hours) for age-groups at transition points (e.g. from compulsory to vocational (upper secondary) education level, i.e. aged 14-16)
Sector-specific aspects	Career education usually takes place in primary and secondary education, but can also be organised in VET or HE

2. Scenario	Activities implicitly related to CMS development Main features of the scenarios are: general aim of the organised activity (learning experience or guidance service) is broader than skills that are important for the development of career, although certain outcomes of the activity could be classified as CMS.
2.1. Scenario	Learning experience (formal, informal, non-formal).
Goal	To help individuals develop transversal (soft/meta) skills which are important in life and career
Theoretical framework	For example: <ul style="list-style-type: none"> Life-role relevance in curriculum (LIRRIC) Personal development and embedded learning methods DOTS (self awareness, opportunity awareness, decision learning, transition learning)
Sets of CMS	For example: <ul style="list-style-type: none"> Basic competences (self-reflection, decision-making, searching and evaluating information, defining and pursuing targets) Personal skills (self-efficacy, promotion of self-esteem, self-confidence) Social skills (communication, teamwork, managing interpersonal conflicts) <p>CMS constitutes a part of personal and social skills, described as:</p> <ul style="list-style-type: none"> Self-management skills (including communication skills, leadership skills, self-awareness skills, and self-evaluation skills – i.e. understanding one's abilities and interests; self-confidence/self-efficacy skills, problem-solving skills, teamwork, decision-making skills) Opportunity awareness skills (including skills in looking for and evaluating information collected related to career pathways, training and labour market opportunities) Transition skills (including skills in personal action planning; job-search skills – writing letters of applications, CV writing, interview and self-presentation skills; awareness of work ethics) <p>(This example is from the Personal-Social Development programme in Malta)</p> <ul style="list-style-type: none"> Leadership skills Employability, job-search skills Problem-solving skills Entrepreneurship skills Acquisition of basic career information, learning about career information sources, learning how to manage career information
Practitioners	<ul style="list-style-type: none"> Teachers Trainers Lecturers Tutors Employment service staff Social workers (especially in NGO sector engaged in social inclusion programmes with disadvantaged people in education and employment)

Methods and organisation of CMS development	<p>For example:</p> <ul style="list-style-type: none"> • Pedagogical approach and methods (prevailing) • Cross-curricular themes and subjects • Thematic periods, short-term course/seminars (e.g. for unemployed focusing on re-employability, job-search), training sessions (e.g. on job-seeking skills and skills employers look for) • Lessons that are thematically related to CMS (e.g. economics, psychology, other) • Job clubs • Work exposure (to encourage job-seekers to gain work experience)
Methods of CMS evaluation	<p>For example:</p> <ul style="list-style-type: none"> • Evaluation of efficacy of the learning experience (programme) in relation to its goals (through portfolio or other methods) • Accreditation of prior experiential learning (APEL) including CMS
Age-specific aspects	<ul style="list-style-type: none"> • Students in primary, secondary education, VET and HE, mostly older youngsters and adults • Groups of users who need extra career development processes and to acquire CMS that could help overcome career obstacles (e.g. people who have work in unskilled jobs for several years with no formal education)
Sector-specific aspects	<p>Learning experience takes place in education and employment settings (secondary education; also in VET and HE, labour market institutions, public employment services (PES), youth job centres, other)</p> <ul style="list-style-type: none"> • Basic competences • Social skills • Personal skills • Self-management skills • Leadership skills <p>are more frequently mentioned as related to the educational sector.</p> <ul style="list-style-type: none"> • Employability skills • Problem-solving skills • Entrepreneurship skills <p>are more frequently mentioned as related to the employment sector.</p> <p>In the NGO sector, fostering and developing CMS is an integral part of social work aimed at supporting disabled or socially disadvantaged groups and individuals; other aspects blended with CMS include self-management on housing, finance and socio-cultural issues</p>
2.2. Scenario	Guidance services and guidance-related activities
Goal	To assist individual career development process through counselling, information, advice, coaching and other guidance services and also contribute to the development of transversal (soft/meta) skills which are important in life and career. CMS are usually described as a 'positive side-effect' of the guidance services.
Theoretical framework	<p>For example:</p> <ul style="list-style-type: none"> • Socio-constructivist theory. • In some instances, traditional guidance theories prevalent, such as matching (trait/factor) theories. Different models of capability and personality assessment (theories by Guilford, Thurstone, Holland, Bujas, Cattell, Glasser, Plutchick, Eysenck, etc.) • In employment sector, CMS tend to be developed under knowledge and approaches from work and organisational psychology.

Sets of CMS	<p>For example:</p> <ul style="list-style-type: none"> • Self-efficacy • Self-esteem • Confidence-building • Decision-making • Better knowledge of learning opportunities, labour market, etc. <p>A lifelong guidance framework identifies the knowledge, attitudes, skills and behaviours that children, youth and adults need to effectively manage their careers and the choices they will make throughout their lives. The competencies to be developed include:</p> <ul style="list-style-type: none"> • develop a positive self-concept • interact effectively • manage information • manage change • make decisions • access the labour market <p>(This example is from the Lifelong Guidance Framework in Portugal – see Table C.2)</p> <p>Group counselling for unemployed persons comprises modules developing:</p> <ul style="list-style-type: none"> • employability skills: <ul style="list-style-type: none"> • writing cover letters and resume • active job-seeking techniques • preparing for interviews • self-assessment of professional possibilities • self-management skills • decision-making skills • self-awareness • self-confidence • self-esteem • communication skills • self-presentation skills <p>(This example is from the Group Counselling Model for unemployed persons in Croatia)</p> <p>Within the education sector, different aspects of CMS are taught through the following career guidance activities at a national level:</p> <ul style="list-style-type: none"> • job exposure experiences • career orientation visits • careers days/fairs/talks • learning expos • subject options exercises • transition exercises <p>(This example is from the Career Guidance Programme for students within compulsory schooling in Malta)</p>
Practitioners	<ul style="list-style-type: none"> • Counsellors (psychologists, social workers, school counsellors, other) • Occupational psychologists • Careers advisers • Employment service staff (employment counsellors)

Methods and organisation of CMS development	<p>For example:</p> <ul style="list-style-type: none"> • Individual and group guidance sessions, as well as introductory courses and bridge-building schemes <p>The tools used for different aspects of CMS within employment are:</p> <ul style="list-style-type: none"> • Personal/professional profile • Professional plan • Portfolio • Vocational guidance software 'My Choice' • PES portal • Guide through occupations • Assessment of capabilities which could include psychological testing • Labour exchange • E-information <p>(This example is from the Group Counselling Model for unemployed persons in Croatia)</p>
Methods of CMS evaluation	<p>For example:</p> <ul style="list-style-type: none"> • Evaluating the results of guidance service provision (e.g. success of transition to education, training or employment)
Age-specific aspects	All-age provision (lifelong guidance)
Sector-specific aspects	<p>In the education sector: emphasis on decision about further education or employment path based on a career choice as well as development of transversal skills which are important in life and career</p> <p>In the employment sector: emphasis on employment, on trait/factor-based self-knowledge leading to build-up of competences to increase employability</p>

ANNEX 3. THE ICARD ONLINE DATABASE OF PRACTICES

All collected practices in the frame of the Intellectual Output 1 of the ICARD project are published online:

ICARD PRACTICES DATABASE

A search engine is available by type of service/tool

- Career guidance
- Full career development course
- Learning materials
- Educational guidance
- Online service
- Work placement

And by skill:

- Self-understanding
- Soft skills
- Adaptability and flexibility
- Stress management
- Decision making
- Entrepreneurship
- Leadership

The ICARD consortium welcomes contributions, then description of further practices from additional higher education institutions: please follow the instructions published onto the [ICARD website](#).