



**Inland Norway  
University of  
Applied Sciences**

*The development of a national digital  
career guidance service that aligns with the  
expectations in the national quality  
framework*

*The Norwegian example*

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# Agenda

- Short presentation of the digital career service
- Short presentation of the national quality framework (NQF)
- Discussion on how (and why) to utilize the NQF in the further development of the digital career service as part of a holistic system for career guidance

# “ The coronavirus is a time when career guidance is desperately needed ”

(Professor Tristram Hooley, 2020)

- The International Labour Organisation says that the crisis is likely to lead to between 5-36 million new unemployed people across the world. We fear that young people, those with 'low level' skills, people with disabilities, those who are marginalized and who have been made vulnerable will experienced the worst effects of the crisis. This is another reason why career guidance is going to be so important, because in challenging economic times, ***people need help and support to find their way.***



<https://www.educaweb.com/noticia/2020/04/21/the-coronavirus-is-time-when-career-guidance-is-desperately-needed-19153/>

# HVA ØNSKER DU?

What do you want?

Self  
services



## Utforske selv

Les mer om opplæring, utdanning og  
jobbsøk

BESØK →



## Kontakte karriereveileder

Snakk med en profesjonell  
karriereveileder på nett eller telefon

BESØK →

Get in contact  
with a counsellor  
(chat or  
telephone)

A new portal launched August 24<sup>th</sup> 2020

# National digital career service

## Aims

- Further develop utdanning.no into a common national website
- Establish a technical solution for chat and telephone
- Establish operational organization for the national guidance service on chat and telephone
- Competence development of supervisors related to the service and professional anchoring and quality assurance of the service

# Assignment

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

As a follow-up of NOU 2016:7

*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.*

# About the assignment

- NOU 2016:7 *Norway under restructuring – career guidance for individuals and society* recommends that a national, cross-sectoral quality framework for career guidance be developed.
- As a follow-up of the White Paper, the Ministry of Education gave Skills Norway the assignment to develop such a framework. A cross- sectoral quality framework is regarded as a key integrative element in an overarching system for lifelong guidance.
- The general goal is for the quality framework to ensure provision of high-quality career guidance services in all sectors in Norway. Quality and professionalism are crucial for ensuring the desired outcomes for individuals as well as society.



Goal: a useful tool for  
ensuring quality in career  
guidance

- at the practical, professional and  
system levels

The assignment encompasses four areas:

# KVALITET ! KARRIEREVEILEDNING



Etikk

Les om arbeidet

What is good and ethical practice?



Kompetansestandarder

Les om arbeidet

What does a career advisor need to know?



Karrierekompetanse

Les om arbeidet

What should be the outcome of career guidance?



Kvalitetssikring

Les om arbeidet

How do we know that our work is of high quality?

# How (and why) to utilize the NQF in the further development of a holistic system for career guidance?

Systems tend to evolve over time rather than being designed at the outset. Where this happens with the involvement of multiple stakeholder it can lead to richer and more sustainable quality systems.

A quality system cannot just be a framework that is written down. If it is going to have an impact it needs to be implemented and governed carefully.

As the quality framework is finalised it is important to test it with the full range of sectors. There may be a need to produce additional documentation and translation for each sector to ensure that the framework is relevant and easy to use.

Hooley, T. (2019). International approaches to quality in career guidance. Oslo: Skills Norway.



Photo: no.Wikipedia.org

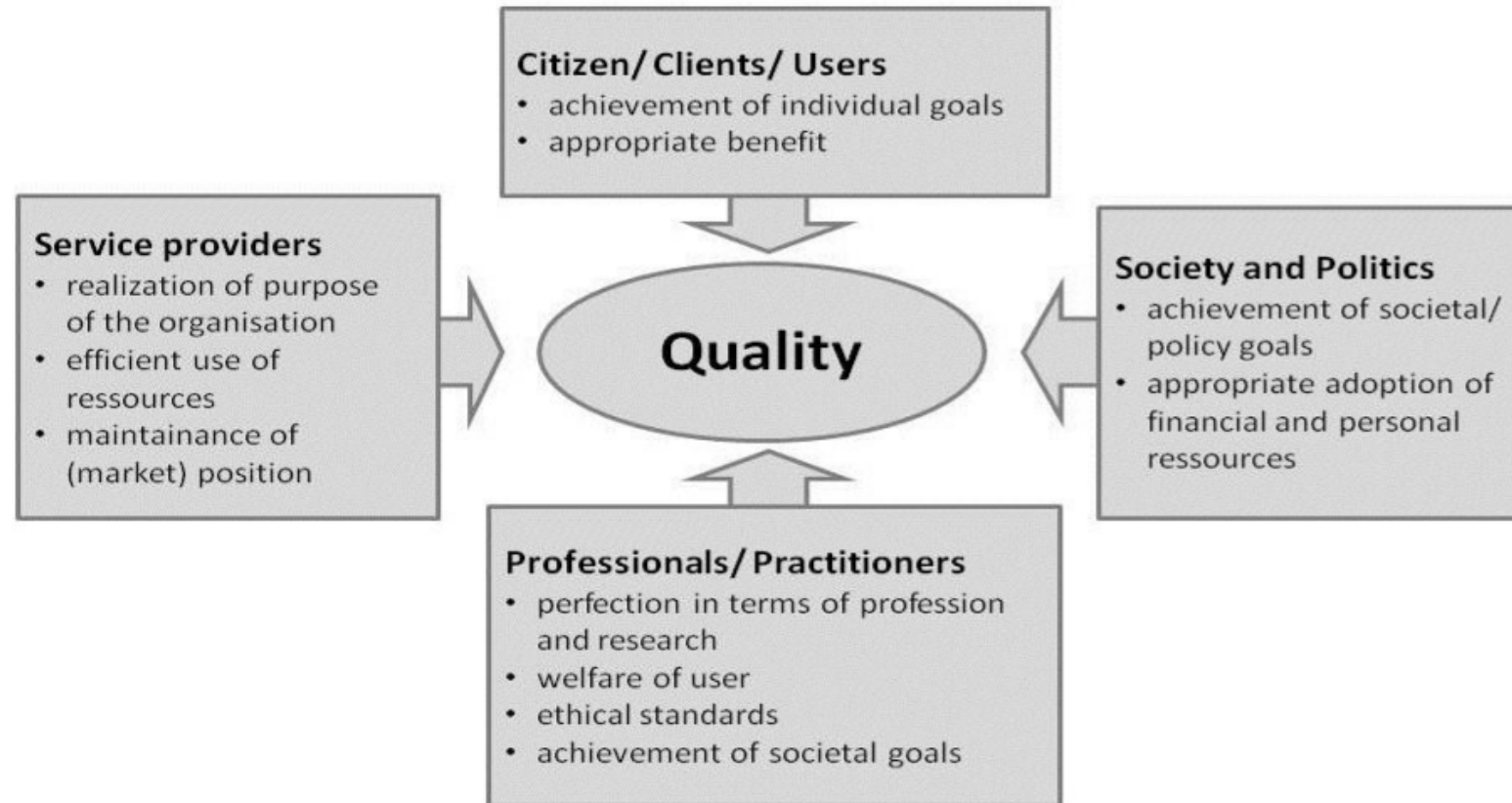


# Quality in career guidance – a contested concept



Photo: leaderproject.eu

'If you scratch below the surface, we discover that we have different views about what 'quality' really is. This is likely to depend on who we are, our social background, the evaluative criteria we use, past experiences, and so on. Most importantly, different people have different expectations and standards' (Sultana, 2018, p. 8).



Schiersmann, C. & Weber (red.) (2013). Beratung in Bildung, Beruf und Beschäftigung. Eckpunkte und Erprobung eines integrierten Qualitätskonzepts. Bielefeld: W. Bertelsmann Verlag. Translated to English by Karen Schoeber

# Points of awareness

- Be aware how the Corona-context affect the view on quality in career guidance
- “Don’t throw the baby out with the bathwater”



# Key principle in the development

## #1 *Integrated guidance*

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*Moves us away from thinking about face-to-face vs digital guidance.*

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*It encourages us to focus on what career learning is taking place rather than the mechanism through which this is delivered.*

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*Sometimes integrated guidance can be very digital... other times it won't use any digital technologies.*

# #2 Ethics

The proposal in the NQF consists of:

1

**A frame for ethical practice**

What affects the opportunities to provide ethical career guidance?

2

**What is good ethical practice?**

Ethical guidelines for career guidance

3

**Reflection model**

How to behave in ethically challenging situations

4

**A commitment to ethics**

What ethical commitments should the service make?

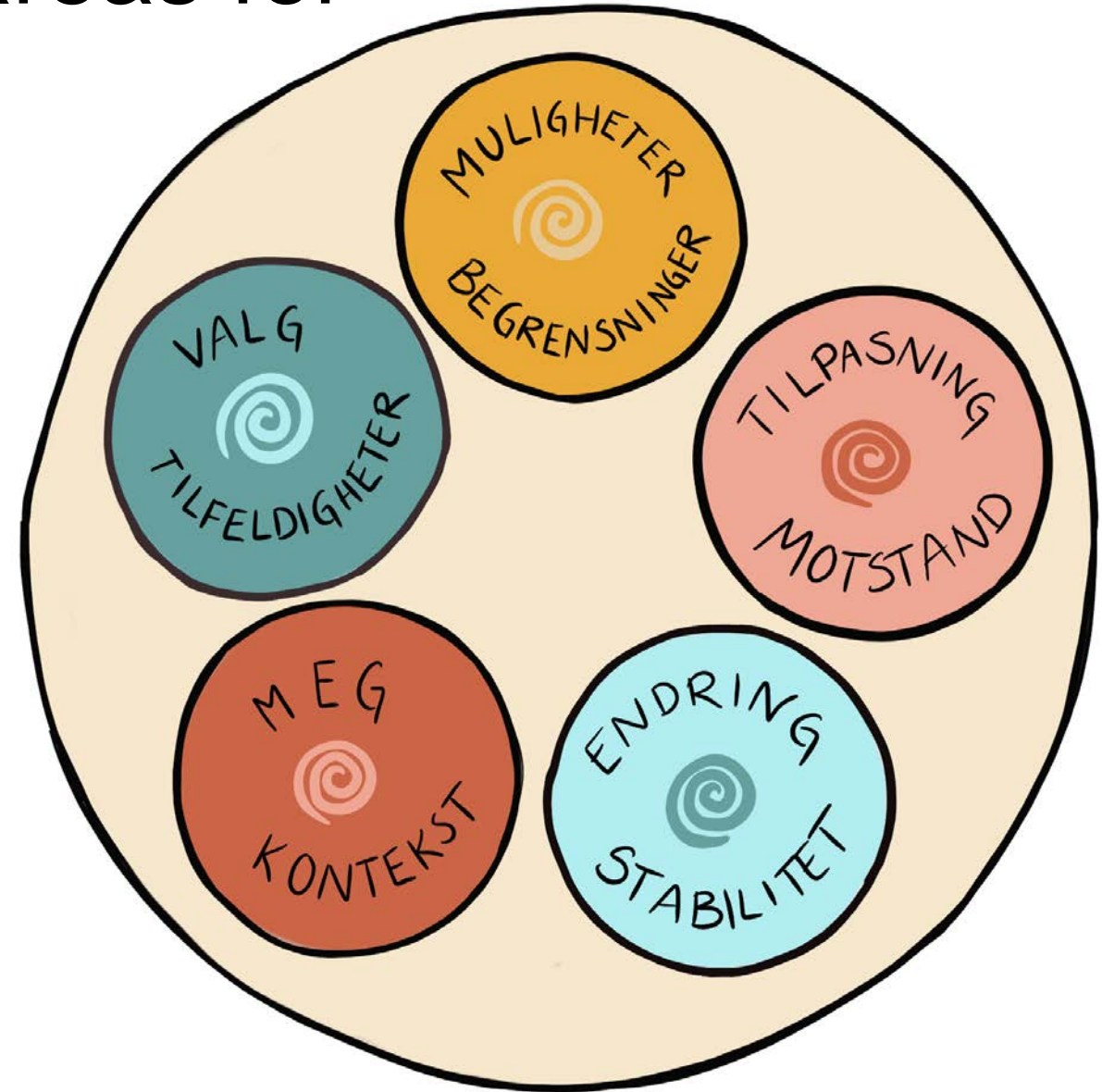
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**Value base**

On what value base does the ethical framework rest?

# #3 Career competence – areas for exploration and learning

- 1) Me in context
- 2) Opportunity horizon and limitations
- 3) Choice and coincidences
- 4) Change and stability
- 5) Adaptation and resistance



# Word pairs – tensions and dilemmas

The word pairs illustrate possible **dilemmas and tensions** that may arise and have an impact when a person sets out to address life, learning and work in times of change and transition.



*Oxymoron*

Oxymoron – a figure of speech in which two words with opposing meaning are used together intentionally for effect



## 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

## Here are some questions that can be used:



- What changes are occurring in your life or environment?
- How are these changes affecting you, what are their effects?
- Do you like or dislike change? Do you need stability?
- In these ongoing changes, does anything remain unchanged?
- Are you met with expectations for change or stability, e.g. from society, your community or yourself?
- What is the stable factor in your life at the moment? How do you feel about this stability?
- If your desire for change conflicts with a desire or need for stability, how could you make choices and appropriately balance these concerns?
- What do you see as sustainable when it comes to work and education?

# References

- Bakke, I. B., Hagaseth Haug, E., & Hooley, T. (2018). [Moving from information provision to co-careering: Integrated guidance as a new approach to e-guidance in Norway.](#) *Journal of the National Institute for Career Education and Counselling*, 41(1), 48-55. doi:10.20856/jnicec.4108.
- Haug, E. H., Hooley, T., Kettunen, J., & Thomsen, R. (2020). Setting Nordic Guidance in Context. I E. H. Haug, T. Hooley, J. Kettunen, & R. Thomsen (Red.), *Career and Career Guidance in the Nordic Countries*. Brill | Sense. <https://doi.org/10.1163/9789004428096>
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