Tertiary

CAREER DEVELOPMENT BENCHMARKS.

A set of quality benchmarks for career development programmes and services in Aotearoa New Zealand tertiary organisations

careersnz
mana rapuara aotearoa

Acknowledgements

Careers New Zealand wishes to thank the organisations and individuals across the tertiary education community who generously made time to help with the development of this publication. Their expertise and experience made this work possible.

Contents

Foreword

We all want our young people to succeed and have productive and fulfilling lives. To do this they need high-quality, integrated career information, and the confidence and knowledge to make good choices for themselves.

Helping career influencers provide informed career support is one of our three strategic intentions. Those influencers include schools and tertiary organisations, teachers, whānau, 'āiga, family and other community members.

Through our career development benchmarks, we support organisation-wide improvement for professional career influencers. The benchmarks are a series of three good-practice guides tailored to different stages of the transition from education and training into the workforce. They are an important tool for lifting quality and consistency across the system.

At the heart of these tertiary development benchmarks is a description of the key career competencies New Zealanders need for 21st century career literacy.

Students initially need support to develop their own career competencies. Wisely practised, these competencies give people the ability to make smart career and life decisions, and can drive a lifelong process of learning. All New Zealanders, whether they are starting their working life or are skilled and looking for a career change, or even thinking about scaling back at the end of their working lives, need to be able to act on opportunities.

Regionally, communities are thinking about how they develop skills to meet the demands of their local economy. Economic development agencies, local and regional councils and community groups around the country share the common issue of how to retain their skilled people. A key step towards making sure that skill needs and work opportunities are linked is an effective skills-based regional career network that brings together education and industry.

Aotearoa New Zealand's tertiary education sector is vital to this work. While we recognise the sector is hugely diverse, there are key facets to career development that apply to all students. These benchmarks allow each organisation to reflect on its own circumstances and contexts. It is a tool you can adapt to your own settings and contexts — a starting point for conversations about effective practice.

Aotearoa New Zealand needs the right people in the right place with the right skills to take us forward as a nation. High-quality career development is key to securing a more prosperous future. If our students succeed, we all succeed.

Keith Marshall
Chief Executive
Careers New Zealand
Mana Rapuara Aotearoa

November 2016

Introduction

The importance of career development in tertiary organisations

A career brings together all the experiences a person has over their lifetime, including their family life, friendships, culture, community activities, leisure choices, work and learning.

As each young person develops their capability to self-manage their life and learning, they need opportunities and support to successfully transition from tertiary study[1] to further learning and work.

More young people are learning than ever before — it is believed the 21st century will see the highest growth in tertiary education in history. For students to achieve their potential and be positive contributors to the community, economy and nation as a whole, tertiary organisations need to provide culturally responsive, effective career development programmes and services.

These programmes and services should focus on developing students' career literacy and capabilities so they are resilient, confident, connected and actively involved in lifelong learning.

Effective career development programmes will be essential to achieve the Government's targets for better public services. Two goals in particular are relevant:

- increase the proportion of 18-year-olds with an NCEA Level 2 or equivalent qualification
- increase the proportion of 25- to 34-year-olds with advanced trade qualifications, diplomas and degrees (at Level 4 or above).

Who uses the benchmarks?

The benefits of ensuring virtually all students succeed in tertiary education is critical for students, their families and communities, and Aotearoa New Zealand's social, cultural and economic prosperity.

The career development benchmarks are a suite of self-review tools designed to raise the quality of career development in Aotearoa New Zealand. They set out different levels of achievement for tertiary organisations to measure their career development programmes and services against.

The Career Development Benchmarks: Tertiary can be used by any tertiary education organisation that wants to ensure their students are well prepared for today's world of work.

> " The challenge for the tertiary education system is to retain the recent increased focus on student achievement while doing more to help students and their families, and those in need of up-skilling or re-skilling, to make informed study choices. This will ensure that the training learners undertake, and the qualifications they complete, provide them with good career opportunities. "

Ministry of Education,
'Tertiary Education Strategy 2014–2019: Priority 1 — Delivering skills for industry', March 2014.

---

1   For the purposes of this document, tertiary refers to universities, polytechnics, wānanga and private training establishments.

The benchmarks are a self-review tool for tertiary organisations

The Career Development Benchmarks: Tertiary aim to provide a clear and consistent framework for tertiary organisations and external bodies to review the effectiveness of career development programmes and services.

They:

- are written so the student's (rather than the organisation's) needs and competencies are at the centre
- help tertiary organisations provide high-quality, organisation-wide, integrated, culturally responsive career development programmes and services, to enable students to achieve their potential and be positive contributors to the community and nation as a whole
- are high-level, future-focused, aspirational guidelines and can be seen as an expression of intent for an organisation, rather than a set of requirements to be fulfilled
- are a suite of three, complementary benchmarks: Year 7 and 8, secondary and tertiary
- are aligned to the Ministry of Education's Tertiary Education Strategy 2014-2019, in particular:
  - Priority 1 — Delivering skills for industry
  - Priority 2 — Getting at-risk young people into a career
  - Priority 3 — Boosting achievement of Māori and Pasifika.

Using the benchmarks

- An organisation may choose to focus on certain benchmarks depending on their organisational priorities. This will enable them to identify strengths and priorities for improvement.
- To locate effective career development practice at the heart of teaching and learning, organisation leaders need to play active roles.
- It is important that organisations task a member (or members) of their senior leadership to oversee and co-ordinate career development across the organisation and support specialist staff. This will result in more effective inter-organisational collaboration and sharing of best practice across tertiary institutions and beyond, to employers, industry and public sector organisations.
- A shared decision-making approach to career development will ensure senior management and leaders, career development specialists and career development staff work collaboratively.
- In some cases there will be a need to support the professional learning of key staff to move towards achieving the skills and qualifications recommended by the benchmarks. Careful support and assistance will be required to help unqualified staff move towards achieving the necessary skills.
- It may take some time before an organisation can achieve certain benchmarks.
- In cases where specialist career development services are not available within the organisation, the following options are suggested:
  - use existing tools and resources, eg, the Careers New Zealand website careers.govt.nz
  - collaborate with other organisations to share resources and promote career development
  - contract external providers.

Priority student groups

Responsive career development

- Quality career development programmes that are student-centred, culturally responsive, raise aspirations and connect the relevance of learning to work can help tertiary organisations address the national challenge of entrenched disparity in achievement for some groups.

- An important challenge for Aotearoa New Zealand is the disparity in achievement between ethnic groups. The Government's Tertiary Education Strategy 2014–2019 states that by 2030, 30 percent of New Zealanders will be of Māori or Pasifika descent, so it is essential tertiary organisations improve delivery to these groups.

Māori students

- The Government's strategy Ka Hikitia — Accelerating Success 2013-2017 sets goals for Māori in tertiary education. He Kai Kei Aku Ringa, the Māori economic development strategy and action plan, also calls for better connections from education to employment.

- Improving Māori tertiary outcomes will require all tertiary organisations to provide better pastoral care and academic support, and a learning environment and teaching practices that are culturally responsive to Māori students.

- To support career services for Māori, Careers New Zealand has established Project Kāmehameha, which looks at how to design and develop career resources suitable for, and appealing to, Māori. Visit careers.govt.nz for more information.

Pasifika students

- The Government's strategy Pasifika Education Plan 2013–2017 aims to raise Pasifika learners' participation, engagement and achievement from early learning through to tertiary education.

- To achieve this, the education system, leadership and curricula must place Pasifika learners at the centre of teaching and learning.

- Tertiary organisations need to work with the Pasifika community to improve pastoral and academic support, learning environments and pathways into tertiary education for Pasifika students.

- To support career services for Pasifika, Careers New Zealand has established Project Lumana'i, which looks at how to design and develop career resources suitable for, and appealing to, Pasifika. Visit careers.govt.nz for more information.

Students with special education needs

- Students with special education needs face barriers to transitioning into employment, training or further tertiary education. It is important tertiary organisations include these students in the provision of career development.

Other priority student groups

- As each organisation has a unique community, the benchmarks do not specify other priority student groups; it is the responsibility of the organisation to identify and respond to these groups.

Foundation of the benchmarks

Career management competency

- Supporting all students to build their own career management competency is central to the design of the benchmarks.

- International literature closely aligns the key competencies of young people to the desired outcomes of career development. As illustrated in figure 1, the formation of self underpins the competency approach.

- Career development is the career management competency students gain through the organisation's provision of career- and transition-related programmes and services.

- The development of effective, demonstrable student career management competencies will allow tertiary organisations to attract, engage and retain students well equipped to progress in life, learning and work.

- It is acknowledged that student career management competencies are emergent depending on life stages, therefore some organisations may want to refer to the secondary career development benchmarks when considering their students.

Identifying self

What do I want to become?
hopes, aspirations, plans, learning, needs, identity, language, culture

Who am I?
traits, interests, predispositions, abilities, gender, culture, whānau

Building career management competency

Forming self

Locating self

Where am I?
community, age, learning level, geography, rohe

Figure 1: A competency approach to career development

Structure of the tertiary benchmarks

The benchmarks dimensions

- The Career Development Benchmarks: Tertiary are one set in a suite of three benchmarks. Each of the three sets is structured to include four key dimensions for effective career development practice.

- The dimensions are integrated and designed to work together to achieve successful student outcomes.

- Some dimensions are common to all three sets, while others are specifically for Year 7 and 8, secondary or tertiary.

- People may notice occasional repetition of some concepts across the dimensions. This highlights the interrelated nature of the three input dimensions.

- The central focus of all the benchmarks is the **outcomes** dimension: **student career management competencies**. It describes the career management competencies students need to develop during their years of education to successfully manage their transitions.

- The other three dimensions — **organisation engagement**, **student engagement** and **employer and industry engagement** describe the **inputs** required to ensure career development programmes and services enable all students to build their career management competencies.
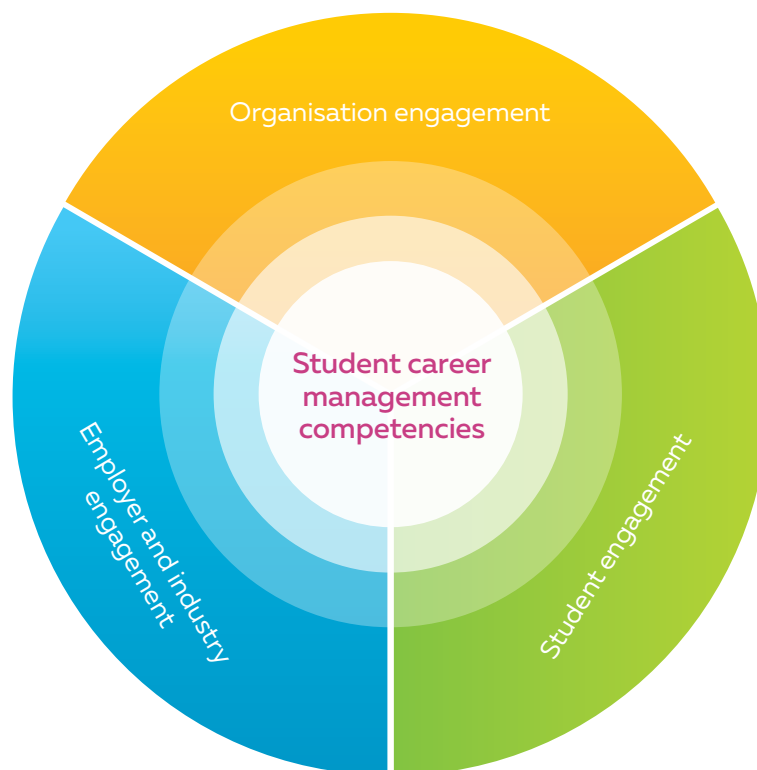

Figure 2: The four key dimensions for effective tertiary career development

The outcomes dimension

Student career management competencies

The outcomes dimension identifies the attributes students should have developed to make sound career decisions and study choices, realise their potential, complete their qualifications, and become good citizens and effective contributors to our economy and society.

The outcomes dimension:

- outlines four attributes tertiary students should have developed when they leave tertiary study and move towards work or further learning:
  - S1 developing self-awareness
  - S2 exploring opportunities
  - S3 deciding and acting
  - S4 transitions

- is designed to guide tertiary organisations when they are planning and evaluating their career development programmes and services
- details the key outcomes career development programmes and services need to provide for young people
- gives tertiary leaders and career development specialists an overview of what programmes and services need to achieve
- can be used as a framework for students' individual career development portfolios, and information about career management competency can be included in individual student's portfolios
- is not intended to form part of the self-review.

S1
Developing self-awareness

S2
Exploring opportunities

- Tertiary Education Strategy 2014–2019
- Māori Tertiary Education Framework
- Pasifika Education Plan 2013–2017

S3
Deciding and acting

S4
Transitions

Figure 3: Foundational documents related to the student career management competencies

The input dimensions

The three input dimensions set out a framework for what tertiary organisations must provide and do to build their students' career management competency.

Organisation engagement

O1, O2, O3

- A sound career development culture throughout the tertiary organisation is key to successful student and organisation outcomes.
- Effective leadership is informed by evidence-based practice, and creates a positive climate for the provision of career development information management, programmes and services. These are sufficiently resourced and supported to ensure successful transition of all students.
- It is essential there are clear strategies and plans for career development, to enable an organisation-wide approach where career development is integrated into appropriate organisational structures.

Student engagement

SE1, SE2, SE3, SE4

- Student engagement is enabled by high-quality career development information systems, programmes and services, which develop the career management competencies necessary for successful programme completion, and progression through and transition from the tertiary environment.
- Programmes and services are provided through an integrated approach, to support connected and contextualised learning, and build student capability for lifelong career management. Information systems, programmes and services are reviewed, evaluated and improved to ensure the career development needs of all students are being met.

Employer and industry engagement

E1, E2

- Employer and industry engagement is fundamental to the development of students' career management competencies and to ensure readiness for the world of work on completion of tertiary study.
- Clear and open communication between tertiary organisations, employers and industry must be established and enhanced.
- A planned, strategic, organisation-wide approach is essential for employer and industry engagement, and this needs to be backed up by robust information systems that are accessible to students, organisational staff and employers.

Self-review tool

Using the benchmarks to self-review

- The benchmarks support the shift from a career decision guidance approach to a more dynamic model of career development guidance that reflects the realities of life, learning and work today.

- It is acknowledged that organisations are self-managing. This document is a flexible self-review tool that enables organisations to use the approach that best suits their needs.

- Given the diversity of the tertiary sector, every attempt has been made to be as inclusive as possible. It is recognised that organisations have varying degrees of resourcing, which may impact on their career programmes.

- It is suggested organisations select one key dimension for their initial review rather than work through all the dimensions at once. This will allow for improved analysis and reflection.

- Tertiary organisations have chosen a number of ways to self-review career development. There are three self-review approaches suggested: baseline, dimensional and thematic. Each self-review approach:
  - captures a broad range of perspectives
  - encourages discussion
  - acknowledges that the development of career management competencies underpins all decisions and actions relating to career development programmes and services
  - needs time for and commitment to the review process
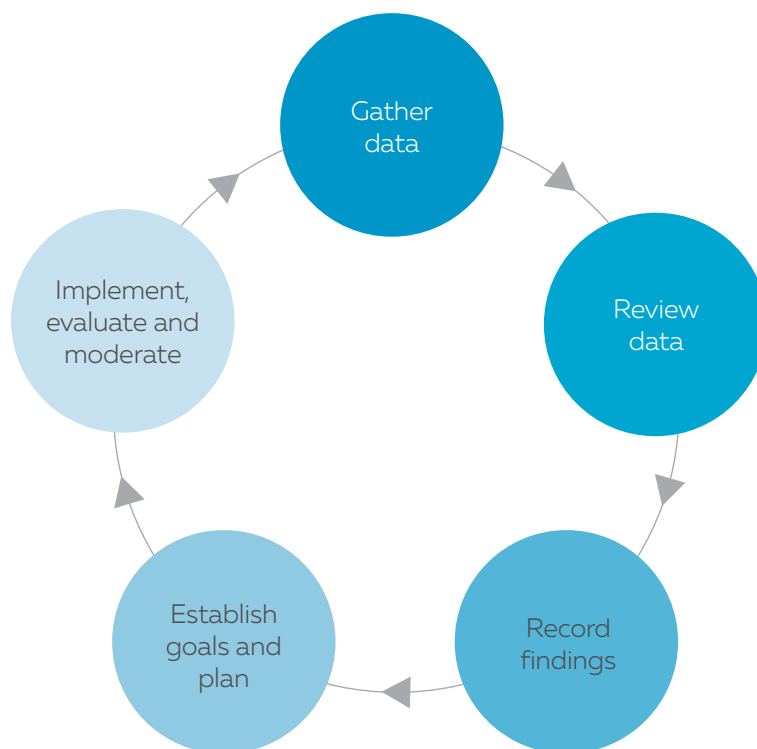 - anticipates action-planning processes that will bring about positive change.

Figure 4: Recommended process for implementing suggested approaches to self-review

Suggested approaches to self-review

Baseline approach

Involves an evidence-based audit of career development across the three input dimensions: employer and industry engagement, student engagement and organisation engagement.

Pros

- Encourages discussion.
- Identifies relationships between dimensions.
- Highlights strengths and opportunities across the organisation.
- Provides a comprehensive audit of career development.
- Allows for a multi-dimensional action plan.

Cons

- Requires a concentrated block of time to complete the self-review.

Dimensional approach

Involves choosing one dimension, eg, student engagement, and auditing it in isolation from the other two. This may involve an intentional three-year plan, where all dimensions will be reviewed during this timeframe.

Pros

- Simplifies the review process.
- Allows in-depth focus, improved analysis and reflection.

Cons

- Action planning has a one-dimensional focus.
- Ignores links with other dimensions.

Thematic approach

Involves selecting a theme, eg, building strategies for Māori students' career development, and self-assessing against assessment statements drawn from across dimensions and related subcategories.

Pros

- Provides opportunities to work at a strategic level.
- Acknowledges the interconnected roles of academic, pastoral care and career development programmes and services.
- Allows for a multi-dimensional action plan.

Cons

- May take some time to identify a theme, select relevant benchmarks and complete the review process.

Supporting resources

Tools and resources to support the self-review, and resources organisations can use to improve and develop their career development programmes and services, are available on the Careers New Zealand website careers.govt.nz, and Youth Guarantee website youthguarantee.net.nz.

Outcomes dimension tables

Student career management competencies

- This important dimension outlines the career management competencies young New Zealanders need for successful transitions.
- It describes two levels of student competence and explores the key outcomes career development programmes and services need to provide for students.

- It gives tertiary leaders and career development specialists an overview of what the programmes and services need to achieve.
- Tertiary organisations should use these student outcomes in the design and evaluation of their programmes and services. They can also be used as a framework for students' individual career development portfolios.

Structure of the outcomes dimension tables

- Name of dimension ————

- Dimension code ————

- Dimension statement ————

Student career management competencies

S1

Students have a strong awareness of self, their identity, language and culture, how they relate to others and their potential for development.

They can identify their social and cultural influences, and how they interact with the economy and society. Students are able to consider, analyse and apply these competencies to the lives they currently have and aspire to have.

- Category focus ————

- Assessment scale ————

- Subcategory ————

- Assessment statements ————

S1	Developing self–awareness	
Subcategory	Competent	Highly competent
S1.1 **Self-knowledge**	Students: · demonstrate the knowledge, skills, interests and values that they have developed through their learning, life and work experiences, including cultural and community activities and contributions · describe their key influences (including psychological), whānau, hapū, iwi, 'āiga, family, community and cultural identity · articulate their whānau, hapū, iwi, 'āiga, family and community expectations of them	**and**: · demonstrate how these elements relate to personal and sociocultural values and goals · articulate how these elements can be applied to their life and work plans.

Student career management competencies

S1

Students have a strong awareness of self, their identity, language and culture, how they relate to others and their potential for development.

They can identify their social and cultural influences, and how they interact with the economy and society. Students are able to consider, analyse and apply these competencies to the lives they currently have and aspire to have.

S1	**Developing self–awareness**	
Subcategory	**Competent**	**Highly competent**
S1.1 Self-knowledge	Students: · demonstrate the knowledge, skills, interests and values that they have developed through their learning, life and work experiences, including cultural and community activities and contributions · describe their key influences (including psychological), whānau, hapū, iwi, ʻāiga, family, community and cultural identity · articulate their whānau, hapū, iwi, ʻāiga, family and community expectations of them	**and**: · demonstrate how these elements relate to personal and sociocultural values and goals · articulate how these elements can be applied to their life and work plans.
S1.2 Developing capabilities	Students: · demonstrate the capabilities required to enable them to successfully transition to achieve their goals during and beyond tertiary education · outline their strengths and what they need to develop further to assist them in achieving their goals	**and**: · identify and plan how they can further develop their capabilities to ensure progression to achieve their life, learning, sociocultural and work goals.
S1.3 Changing and growing	Students: · recognise interests, aspirations, responsibilities and motivations change as they develop · recognise and adapt to these changes, and access a range of support as and when required · identify available support, including whānau, hapū, iwi, ʻāiga, family and community · recognise the need to be flexible in order to adapt to a quickly changing environment	**and**: · are able to demonstrate their ability to be flexible in proactively engaging with a quickly changing environment.

S2

Students can identify, evaluate and act on the opportunities available to them in life, learning and work. They are aware of the shifts in regional, national and global economies and society, and how that influences their life, learning and work.

S2	Exploring opportunities	
Subcategory	**Competent**	**Highly competent**
S2.1 **Opportunity awareness**	Students are able to identify, create, act on and evaluate opportunities in life, learning and work that relate to their personality, culture, strengths, interests, aspirations, responsibilities and motivations by: · making clear connections between their learning and opportunities · accessing networks that provide and assist with creating opportunities · realising their identity, language and culture are points of difference and strength · describing a diverse range of opportunities available beyond tertiary study	**and**: · making comprehensive connections between their learning and opportunities · accessing a range of networks that provide specialised opportunities · actively developing connections to people and organisations that can provide opportunities · prioritising and acting on the most appropriate opportunities.
S2.2 **Life, learning and work realities**	Students are able to identify and evaluate: · some of the realities and requirements of life, learning and work opportunities that relate to their identity and interests · the need for lifelong learning and the value of formal learning in developing their life skills · the impact of learning and work on their lifestyle · the contribution they can make to their whānau, hapū, iwi, 'āiga, families, community and society · an awareness of the need to be good citizens and effective contributors to a broader regional, national and global environment	**and**: · demonstrate how these realities relate to their own aspirations, motivations and personal circumstances · demonstrate how these can change over time due to influences of shifts in regional, national and global economies · understand the impact of learning and work on whānau, 'āiga, family and the wider community · realise the value of innovation and entrepreneurship in creating work futures.
S2.3 **Accessing and using information**	Students are able to: · evaluate information from a range of sources, including technology, to explore their life, learning and work opportunities · understand that the dynamic nature of the labour market has an impact on life, learning and work plans · explain their criteria for identifying relevant and reliable information, and filter information appropriately	**and**: · use information to examine and evaluate opportunities that could enhance their life, learning and work plans, including identity, language and culture · interpret and analyse the impact of current education, training and work trends on their life, learning and work plans · realise this information needs to be re-evaluated and added to in a continuous improvement loop · integrate this information into a thorough understanding of work-in-life.

S3

Students make well-informed decisions and implement flexible life, learning and work plans. They are adaptable and responsive to change.

They can find alternatives when faced with obstacles, and have the resilience and ability to adapt as their life, learning and work environments change.

S3	Deciding and acting

Subcategory	Competent	Highly competent
S3.1 **Making life, learning and work decisions**	Students understand that: · effective decision making is fundamental to creating the life they wish to lead · life, learning and work decisions reflect a series of choices · there is a relationship between life, learning and work roles that can have an effect on decisions · the decisions they make will have an impact on themselves and others, including their whānau, 'āiga, family and community · they can find solutions to the obstacles they will face with regard to their life, learning and work goals · chance and happenstance play an important role in their progress in life, learning and work · they need to develop an awareness of strategies that increase resilience	**and**: · apply a range of relevant decision-making strategies · identify the impact of their decisions on themselves and others · implement strategies to overcome identified obstacles · display a strong awareness of their own decision-making style, realise what works best for them in different situations and implement appropriate strategies · take advantage of the opportunities that arise as a result of chance and happenstance · implement strategies that demonstrate resilience.
S3.2 **Life, learning and work plans**	Students: · develop life, learning and work plans that satisfy and motivate them · use their plans to guide their decisions and actions · review plans as a result of experiences and feedback · manage their life, learning and work balance	**and**: · record, reflect on and amend plans in response to values, experiences, feedback and analysis of changing trends · demonstrate the ability to plan for the short-, medium- and long-term · display the flexibility to change plans according to the need of any given situation.

S4

Students develop and articulate their own personal and marketable identity that reflects their values, skills, training, knowledge and interests.

This is evident in all communications they share with the wider world, including prospective employers, broader networks and in online spaces.

S4	Transitions	
Subcategory	**Competent**	**Highly competent**
S4.1 Developing a marketable identity	Students: · synthesise their personal knowledge, life experience and understanding gained from their tertiary education towards the development of a marketable identity in order to maximise their potential · identify the connection between their identity and existing (or the development of new) opportunities	**and**: · have developed a coherent and robust marketable identity in order to maximise their potential.

S4.2 Communicating	Students:
	· understand the importance of communicating their unique skills, abilities and cultural identity through a variety of currently relevant media to a broad audience
	· recognise the significance that a positive attitude has on the process of seeking entry into the world of work
	· recognise the significance and appropriateness of their online profile/presence on the process of seeking entry into the world of work
		and:
		· can articulate a clear sense of their competitive edge, which includes:
		  – a strong understanding of their own special and distinctive capabilities (knowledge, skills, aptitudes and abilities)
		  – evidence of adaptation to complex demands
		  – consistently displaying a positive attitude in work and learning contexts.

Input dimensions tables

Effective career development practices

The following pages contain the self-review tables for the three input dimensions:

- organisation engagement
- student engagement
- employer and industry engagement.

Tertiary organisations should use these tables to self-review the career development practice in their organisation. Documents relating to a self-review should be included in the organisation's career development plan.

Structure of the input dimension tables

- Name of dimension ———————— **Organisation engagement**

- Dimension code ———————— **O1**

- Dimension statement ———————— Active and committed leadership is informed by evidence-based practice, and drives the organisation's policy and plans for the development of student career management competencies.

  These policies and plans are integrated into the organisation's programmes and services, information systems, employer engagement strategy and reporting.

- Category focus ————————

- Assessment scale ————————

- Subcategory ————————

- Assessment statements ————————

O1	Organisation-wide policies and plans			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
O1.1 Career programme policy and planning[2]	There is little or no evidence of a clear policy for the career programme.	There is a policy that states the vision and procedures for the career programme. The policy: · is grounded in career development theory and principles · considers the needs of Māori students · considers the needs of Pasifika students · considers the needs of other priority groups	**and** this policy is: · linked to other organisational policies · subject to regular review	**and also**, the policy: · informs an organisation-wide approach to career development · is widely understood and shared by the whole tertiary organisation and its stakeholders · sets out performance measures for career development for all career staff across all levels · clearly prioritises Māori and Pasifika students' tertiary education and career development needs and aspirations.

Organisation engagement

O1

Active and committed leadership is informed by evidence-based practice, and drives the organisation's policy and plans for the development of student career management competencies.

These policies and plans are integrated into the organisation's programmes and services, information systems, employer engagement strategy and reporting.

O1 Organisation-wide policies and plans

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
O1.1 Career programme policy and planning[2]	There is little or no evidence of a clear policy for the career programme.	There is a policy that states the vision and procedures for the career programme. The policy: · is grounded in career development theory and principles · considers the needs of Māori students · considers the needs of Pasifika students · considers the needs of other priority groups	**and** this policy is: · linked to other organisational policies · subject to regular review	**and also**, the policy: · informs an organisation-wide approach to career development · is widely understood and shared by the whole tertiary organisation and its stakeholders · sets out performance measures for career development for all career staff across all levels · clearly prioritises Māori and Pasifika students' tertiary education and career development needs and aspirations.

2   Although not all tertiary institutions will establish specific career departments to support students' career development, all institutions need to ensure students have access to career development programmes and services. Where institutions choose to use specific career development staff they should ensure consideration of this subcategory.

01 Organisation-wide policies and plans

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
O1.2 Organisation-wide approach **a) course content, structures and profile**	Career development is rarely linked to aspects of course content, structures and teaching and learning programmes.	Career development is linked to some faculties', schools' or departments' course content and structures, and teaching and learning programmes.	Career development is included in most faculties', schools' or departments' course content and structures, and teaching and learning programmes, as well as in general marketing, student recruitment and the online presence of the organisation.	Career development is embedded in virtually all aspects of course content, structures, teaching and learning programmes and culture across all faculties, schools and departments, **and**: · informs the presentation of course information to prospective students on the organisation's website and in student recruitment materials **and also**: · learning and teaching programmes are culturally affirming and responsive to Māori and Pasifika styles of learning.[3]

3 Ensuring teaching styles are culturally relevant to Māori and Pacific students is a priority in the Government's Tertiary Education Strategy 2014–2019.

01 Organisation-wide policies and plans

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
b) organisational strategy and documents	It is difficult to identify links to career development in any wider organisational strategy and documents.	Career development has been linked to planning in some key organisational strategy and documents.	The role of career development in achieving the tertiary organisation's goals can be clearly identified in some organisational strategy and documents, **and** this: · is regularly reviewed and updated · demonstrates inter-organisational collaboration · is easily accessible and user-friendly.	The role of career development in achieving organisation-wide goals is embedded in all key organisational strategy and documents, **and**: · includes a detailed statement of the economic contribution of successful student outcomes based on qualitative and quantitative data · demonstrates a clear connection between marketing, student recruitment, pastoral care plans and course content documents · illustrates strategic, planned and documented inter-organisational collaboration · prioritises the provision of career development that meets the recruitment, retention and completion goals for all priority groups relevant to the organisation, especially Māori and Pasifika.[4]
c) equity	There is no acknowledgement of career development in a strategy for equitable engagement.	There is acknowledgement that career development is included in a strategy for equitable engagement of Māori students, Pasifika students and students with special education needs.	There is some evidence that career development is included in a strategy for equitable engagement and achievement of Māori students, Pasifika students and students with special education needs.	Programmes are in place that address the set priorities for career development in the strategy for equitable engagement and achievement of Māori students, Pasifika students, students with special education needs and other priority groups.

4 Groups relevant to the organisation's community include, but are not limited to: Māori, Pasifika, students with special education needs, refugees, migrants, ethnic groups representative of the organisation's community and low-income groups. Priority groups identified by the Tertiary Education Strategy include Māori, Pasifika and at-risk young people. Priority group learners for Youth Guarantee include Māori, Pasifika and special education needs learners.

O2

There is a strategic, planned, team approach to career development. The career development team has a direct link to the organisation's senior management team and includes a career development specialist/s to enable organisation-wide integration of a range of career development programmes and services. The roles and responsibilities of career development staff are clearly defined, with accountability through organisational and evidence-based systems.

Note: Not all organisations will choose to establish a specific career development department. Where they do not, it must be considered how access to quality career development programmes and services will be provided.

O2 Roles and responsibilities

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
O2.1 Career development leadership	No identifiable expertise.	There is an established, suitably skilled team (with a sound base in career development and effective practice) that provides leadership and direction for career development in the organisation, **and**: • this team has a direct link to the organisation's senior management team	**and** the team members: • all have clearly defined roles and access to professional learning and development • have regular opportunities to self-review • have skills and experience delivering career programmes and services to Māori and Pasifika students	**and also**, the team: • has membership from across the organisation, including student representation • is included in the organisation's reporting cycle.

02 Roles and responsibilities

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
O2.2 Career development staff	Roles are not clearly or accurately defined and there is minimal collaboration.	Career development staff: · work impartially and collaboratively, and each member has a job description that defines their roles and responsibilities, including those relating to Māori and Pasifika students and other priority groups · are developing or maintaining currency of knowledge, skills and networks through participation at professional learning and development opportunities	**and** career development staff: · have job descriptions that include roles and responsibilities in relation to other groups that reflect the composition of the organisation's community and employers/stakeholders · have professional learning and development that includes using effective methods for working with Māori and Pasifika students and other priority groups · use their professional learning and development to inform all staff · have regular opportunities to self-review	**and also**, the organisation: · models good career development practice in planning and prioritising professional learning and development for all appropriate staff · has a range of opportunities relevant to the organisation's community that are provided by external agencies and individuals, including iwi and Pasifika organisations.

02 Roles and responsibilities

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
O2.3 Career development specialist's qualifications	The specialist/s does not hold relevant qualifications.	The specialist/s: • is studying towards at least a Level 7 career-specific qualification and is an associate member of a career development organisation • maintains currency of knowledge, skills and networks through participation at professional learning and development opportunities • has some established relationships with external organisations • is initiating engagement with external organisations whose work is focused on Māori and Pasifika students and their whānau and 'āiga, and other priority groups relevant to the organisation's community	**and** the specialist/s: • has a Level 7 career-specific qualification • is a member of an appropriate career development organisation • is a member of relevant organisational management committees and systems • has the credibility to influence across all aspects of the organisation, and some links with employers and external stakeholders	**and also**, the specialist/s: • has established relationships with a range of external organisations • meets the ongoing requirements for professional membership of a career development organisation.

O3

The organisation provides the career development information management and professional resources to ensure programmes and services meet the identified career development needs of all students.

The organisation makes best use of its own research capabilities and collaborates with partner organisations to enhance programmes and services and improve student outcomes. Career development resources are used strategically to ensure successful student outcomes.

O3   Provision of resources and support

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
O3.1 Organisation–wide career development information management	Career development information is not managed effectively.	There is a co-ordinated, secure process for the management of career development information, including employer and industry data	**and** information systems: · are centralised and easily accessed by relevant staff	**and also**, information systems: · are integrated across the organisation.
O3.2 Organisation–wide student data management	Student data is not managed effectively.	There is a co-ordinated process for the management of student data collection and storage, **and**: · student data, including ethnicity, gender and destination data, is regularly updated and stored in a confidential manner.	Student data: · includes information that enables provision of career development programmes and services to Māori, Pasifika and other priority groups	**and**, student data: · is routinely used to inform decision making on career programmes and services, including specific programmes and services for Māori and Pasifika students and communities **and also**: · graduate destination data results are analysed, published and used for reporting on student outcomes, including specific reporting on Māori and Pasifika student outcomes.

03 — Provision of resources and support

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
O3.3 Research, collaboration and innovation	There is little awareness of career development research or collaboration in the organisation.	The organisation is aware of and utilises career development research findings, **and**: • develops some of its own career development resources • collects, analyses and presents career destination data of its own graduates • collaborates with other tertiary organisations to a limited extent	**and**, the organisation participates in career development research which informs: • continuous improvement and innovation • responsiveness to Māori students, Pasifika students and priority groups **and also**: • the organisation collaborates with other tertiary organisations nationally on a regular basis.	The organisation leads career development research, **and**: • the organisation collaborates with other tertiary organisations internationally.
O3.4 Allocation and use of resources for career development	Resourcing is not sufficient to meet student needs.	Resourcing allocated is sufficient for the implementation of the career development programmes and services in the career development plan. There is specific provision of resourcing to meet the identified needs of Māori and priority groups. Time is used transparently and reported against	**and** resource allocation is: • sufficient to achieve stated programme goals and equitable outcomes for Māori, Pasifika and other priority groups • increased to support new programmes and initiatives	**and also**, resource allocation is: • linked to career development priorities and goals and is measured and reported against student outcomes • reviewed annually by senior management in consultation with the career development specialist/s to ensure it is sufficient for building the career management competencies of all students.

03 Provision of resources and support

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
O3.5 Career development facilities	Career development space is not easy to identify or access.	There is a central, accessible, user-friendly space that includes an area for career conversations and/or more intensive career guidance. A range of up-to-date resources and information is available	**and** the career development facilities have: · the capacity for confidential individual and group career guidance and/or whānau, 'āiga and family meetings · ready access to a learning space for presentations and specific career development programmes and services	**and also**, the career development facilities: · are well used by the students · have work space for all career development staff · have the flexibility to shift resources to where students are studying and/or spending their time · incorporate virtual spaces from discussion forums through courseware, distance education to virtual classrooms, depending on the organisation's technological capacity.

Student engagement

SE1

There is evidence of cohesive, co-ordinated, organisation-wide career development programmes and services that effectively engage students. They provide a variety of opportunities for all students to develop and demonstrate their career management competencies throughout their tertiary experience.

This information is clearly available in a comprehensive online career portfolio that each student compiles throughout their tertiary study.

SE1	Organisation-wide approach			
Subcategory	**Ineffective**	**Adequate**	**Consolidating effectiveness**	**Highly effective**
SE1.1 Career development programmes and services	Students, including Māori and Pasifika, have limited exposure to career development programmes and services.	Students, particularly Māori and Pasifika, have exposure to career development programmes and services.	Students have exposure to a wide range of career development programmes and services.	Students have extensive exposure to culturally relevant career development programmes and services, which are clearly integrated with their learning.
SE1.2 Online career portfolio	There is no evidence of an online career portfolio for students, including Māori and Pasifika.	The organisation is working towards implementation of online career portfolios for all students.	Learning and teaching are incorporated into a clear online career portfolio, which reflects the student's individual profile, **and**: · is an extension of their secondary school portfolio (if applicable) · can be added to throughout the student's tertiary study and beyond · is culturally relevant for students, particularly Māori and Pasifika	**and also**: · the online career portfolio contains comprehensive, culturally relevant information from the student's work experience · the online career portfolio receives credit towards the course that the student is enrolled in · students are encouraged to utilise and maintain the career plan beyond tertiary study in order to reflect a commitment to lifelong learning · virtually all students are using their portfolio independently for career decision making and planning · there is evidence of regular use by virtually all Māori and Pasifika students.

SE2

Career development information systems, programmes and services are developed and enhanced through data analysis, review and evaluation.

The systems, programmes and services are enriched by incorporating new approaches and opportunities to meet the identified, specific career development needs of students.

SE2 — Documentation and planning

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
SE2.1 Planning and review	There is no identified process for the planning and review of information systems, programmes and services. Some aspects may be reviewed.	There is a process for planning and reviewing information systems, programmes and services in some organisational areas, **and**: • this takes the needs of Māori, Pasifika and priority groups into account	**and**: • there is an identified process for the planning, review and evaluation of information systems, programmes and services in most organisational areas, which involves internal stakeholders, including students.	There is an established process for planning, review and evaluation of information systems and programmes and services in all organisational areas, which involves internal (students and staff) and external (community and industry groups) stakeholders.
SE2.2 Response to current trends and new opportunities	Programmes and services are static and there is no evidence of a response to initiatives and new opportunities.	Programmes and services are adapted and developed in response to: • government initiatives • developments in education and work • new insights into meeting the equitable needs of Māori, Pasifika and priority student groups	**and**: • regional, national and global trends	**and also**: • opportunities that can assist in the development and improvement of programmes and services are identified and implemented. This may include using professional development, networking and consulting specialist agencies.

SE3

Student engagement is supported by career development information systems that are able to be accessed easily by current and prospective students, staff, employers and local communities.

Career development information systems are up to date, relevant and regularly reviewed to ensure currency.

SE3	Information systems and resources			
Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
SE3.1 Student access to career development information systems	Students have limited access to career development information systems.	Students have access to career development information systems, **and**: • they have some support in accessing and using career development information systems and resources • access to information systems is provided in ways that are relevant to the equitable needs and aspirations of: – Māori students and whānau – Pasifika students and 'āiga – other priority groups.	Students have ready access to accurate, current and well-managed information systems and resources. They are well supported and are confident in accessing and using career development information systems. There is evidence that career development information systems are being used by Māori and Pasifika students.	Students and whānau, 'āiga and families have ready access to accurate, current and well-managed information systems and resources. Evidence shows that career development information systems are used by virtually all Māori and Pasifika students and their whānau and 'āiga.

SE3 — Information systems and resources

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
SE3.2 Career development information services content	Information technology is used to present content and consists of links to external career information websites.	Career development information services' content is presented on the organisation's website	**and**: · there is a dedicated career space on the organisation's website with a mechanism for students to link to employers · the career development team makes use of social media platforms to interact with students, the community and/or employers	**and also**: · as a result of content quality, there is a developing community of interest around the organisation's career information in dedicated social media spaces. This includes student, community, employer and industry participation · there is peer interaction via a range of technology platforms.
		New information and resources are sourced as required for new and existing programmes and services	**and**: · there is a documented system for sourcing new and replacement resources · quality assurance processes are in place for the collection, verification and presentation of career development information and data	**and also**: · new resources and information are sourced and enhanced based on user testing with students, employers and interest communities. There is clear evidence of Māori and Pasifika students and communities in user testing · information and resources are reviewed as part of the process of evaluating existing programmes and services · incorporate the use of different media (eg, text, media clips, images) online · reflect the identity, languages and cultures of the organisation's community · refer to the employment and industry needs of the community.

SE4

Programmes and services actively engage students, whānau, 'āiga, families and the community in supporting their students.

Networking and network development are evident and ongoing activities, and are used as a source of shared learning, knowledge production and knowledge management.

SE4 — Engaging student networks

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
SE4.1 Participation	There is occasional communication and few opportunities for students to participate in career activities.	There is a regular process of informing and updating students, whānau, 'āiga, families and the organisation's community on career development programmes, services and opportunities.	Students and their whānau, 'āiga and families access career development programmes, **and**: • career activities are informed by regular consultation.	There is active engagement in the implementation of career activities by students, whānau, 'āiga, families and the organisation's community.
SE4.2 Networks and partnerships	It is difficult to identify networks that support career development programmes and services.	There are some networks that support organisation-wide career development across the tertiary education sector, community organisations and secondary schools.	A range of national and international networks, which may be formal, informal, face-to-face and virtual, are sought and fostered in order to meet identified student needs.	There are established networks and they are regularly reviewed in an effort to build professional communities.
		There is some evidence of engagement with iwi, community organisations and industry to support the career development of Māori, Pasifika and other priority groups.	Opportunities to partner with iwi, community organisations, industry or other specialist agencies to ensure the career development aspirations of Māori, Pasifika and other priority groups are met.	Opportunities to partner with iwi, community organisations or other specialist agencies to advance the career development aspirations of Māori, Pasifika and other priority groups, are evident.

Employer and industry engagement

E1

Employers and industry and tertiary organisations will co-operate to ensure an effective engagement strategy is implemented.

This will incorporate memoranda of understanding, formal agreements, partnerships and strong relationships that enable mutually beneficial outcomes for all stakeholders, particularly students.

E1 Effective engagement processes				
Subcategory	**Ineffective**	**Adequate**	**Consolidating effectiveness**	**Highly effective**
E1.1 Strategy	There is little acknowledgement of employer and industry engagement in any career strategy documentation.	There is: · a demonstrated, clear employer and industry engagement strategy · recognition of the value of employer and industry engagement in broader organisational strategy documents · senior management support for employer and industry engagement.	This is communicated with all staff **and**: · is clear and transparent for students · there is alignment between the employer and industry engagement strategy of the tertiary organisation, and expectations from employers and industry · there are specific strategies for Māori and Pasifika students, particularly to enable them to progress in industries and courses where Māori and Pasifika students are traditionally under-represented	**and also**: · there is active employer and industry engagement in the process of developing strategy · relevant iwi, Māori and Pasifika organisations are identified that can support Māori or Pasifika students into high-demand industries or employment.

E1 — Effective engagement processes

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
E1.2 Relationships	There is little connection between the organisation and employers and industry.	There is clear evidence of the development of sustainable and effective relationships between organisations, employers and industry, **and**: · staff are aware of the importance of these relationships, and impart relevant industry information to students · there is clear information outlining the benefits of these relationships to employers and industry.	Enduring, effective and mutually beneficial relationships have been built across relevant industry groups and volunteering organisations, **and**: · there is a strong relationship with graduates to ensure destination data is captured, and avenues for collaboration are explored · course content demonstrates strong awareness of current industry trends · links between course content, career development and current industry practices are explicit and are understood by employers, students, teaching staff and the career development team · tertiary organisations and employer and industry groups are partnered with iwi, Māori or Pasifika organisations that can support Māori and Pasifika students to succeed.	These relationships also include: · the full range of relevant enterprises, including small–medium enterprises and overseas organisations **and**: · employer and industry engagement is balanced across faculties, departments and student groups.

E2

Students have access to work programmes and events relevant to their programme of study, and access to current industry data that will enhance their career competencies and prepare them for their post–study activity.

E2 — Student engagement with employers and industry

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
E2.1 Industry programmes	Students have little or no awareness or exposure to work experience, mentoring and/or internship programmes.	Students have: · been made aware of work experience, mentoring and/or internship programmes and have had a limited opportunity to engage with them.	Students have: · had opportunities with a variety of work experience, mentoring and/or internship programmes.	Students have: · had opportunities in a broad range of equitable and transparent work experience, mentoring and/or internship programmes **and**: · are able to draw upon these experiences to shape their learning.
E2.2 Employability skills	Students have very little awareness of employability skills.	Students have an: · awareness of employability skills **and**: · can demonstrate employability skills in some work settings.	Students can: · demonstrate employability skills in various work settings relevant to their study area.	Students can: · demonstrate broad and comprehensive employability skills, including entrepreneurship, across industry · identify areas for their development in future workplaces.

E2 — Student engagement with employers and industry

Subcategory	Ineffective	Adequate	Consolidating effectiveness	Highly effective
E2.3 Industry awareness	Students have very little awareness of industry trends and activity.	Students have: · an awareness of industry trends and activity relevant to their area of study **and**: · can communicate this to a range of audiences.	Students can: · demonstrate wider industry awareness relevant to their study area **and**: · can relate this to their job search in an effective way.	Students can: · demonstrate wider and comprehensive industry awareness across a wide range of industries · successfully use this information to make strong connections with employers.
E2.4 Events	There are minimal opportunities for students and employers and industry to interact.	There is a series of career events where students, employers and industry have the opportunity to interact, **and**: · students are made aware of events in a timely and consistent manner · there is clear evaluation provided for events and opportunities.	There is a variety of employer and industry events regarding information, recruitment, networking and employability skills, **and**: · there is a clear orientation plan for new students, which clearly explains career events and activities · recent graduates are used extensively as role models in these events · there are events specifically targeted to Māori and Pasifika students · there is clear evaluation and continuous improvement of these events.	There are culturally relevant events for all priority student groups,[5] particularly in high-demand industries where these students have traditionally been under-represented, **and**: · that encourage Māori and Pasifika students to progress into and achieve at higher levels of study **and also**: · students are actively promoted to employers and industry outside of these events, through other channels.

5 Groups relevant to the organisation's community include, but are not limited to: Māori, Pasifika, students with special education needs, refugees, migrants, ethnic groups representative of the organisation's community and low-income groups. Priority groups identified by the Tertiary Education Strategy include Māori, Pasifika and at-risk young people. Priority group learners for Youth Guarantee include Māori, Pasifika and special education needs learners.

Development of the benchmarks

A wide range of sources and experiences have been drawn upon in developing these benchmarks. These sources are fully detailed in the bibliography, however, the main sources include:

- Careers New Zealand, 'Career Education Benchmarks — Secondary', (2011)

- Association of Graduate Careers Advisory Service, 'Careers Education Benchmark Statement', UK, (2006)

- Career Industry Council of Australia 'Developing Guidelines for Career Development Services and Career Information', (2007)

- Ministry of Education, 'Tertiary Education Strategy 2010–2015', (2010), and 'Tertiary Education Strategy 2014–2019', (2014).

Consultation has included:

- reviews by internationally recognised career development practitioners and researchers

- an external reference group representing all key stakeholders

- Māori and Pasifika cultural advisors

- testing in selected tertiary organisations across Aotearoa New Zealand

- student focus group meetings.

The process has also integrated thinking from other key Ministry of Education strategies:

- Ministry of Education, 'Ka Hikitia: Managing for Success — Māori Education Strategy 2008–2012', (2008), and 'The Māori Education Strategy: Ka Hikitia — Accelerating Success 2013–2017', (2013)

- Ministry of Education, 'Māori Tertiary Education Framework', (2003)

- Ministry of Education, 'Pasifika Education Plan 2013–2017', (2013).

These strategic plans are an intrinsic part of the benchmarks model and should inform the approach taken in tertiary organisations.

CAREER READY

Why we're here

We help people make informed learning and work choices so they, and the country, will have a better future.

We help boost skills and employment, and reduce long-term welfare dependence.

Who we are

We are career experts. We help people navigate their career journey.

careersnz
mana rapuara aotearoa

Our work helps grow a skilled workforce and improves outcomes for young people by connecting learning to work and enhancing career-related services.

What we do

We are a hub for independent career information and advice.
Our strategy for 2015–2019 focuses on young people, Māori and Pasifika through:

Developing

new and existing digital tools and resources to help people make informed learning and work choices.

Delivering

professional development services for those influencing other people's career choices, to help them provide informed career support.

Connecting

educators and employers to improve career pathways at important transition points in people's learning and work lives.

Relevant and effective for Māori and Pasifika

Glossary

Career

The sequence and variety of work roles, paid and unpaid, that a person undertakes throughout a lifetime. More broadly, "career" embraces life roles in the home and the community, leisure activities, learning and work. Work, learning and life, though sometimes distinct, are closely intertwined. Everyone has a career.[6]

Career awareness

An ongoing, lifelong process strongly linked to career development. The process begins with an awareness of the ways people make a living, explore possible career options, and make life/work choices. It continues throughout a person's working life.

Career counselling

An individual or group process that emphasises self–awareness and understanding, and facilitates people to develop a satisfying and meaningful life/work direction. Career counselling is used to guide learning, work and transition decisions, as well as to manage responses to changing work and learning environments over the lifespan.[7]

Career development

The lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future.[8]

Career development benchmarks

The Aotearoa New Zealand benchmarks are a suite of self–review tools for intermediate, secondary and tertiary education providers to assess and improve the quality of their career development programmes and services. The Career Development Benchmarks: Tertiary are designed to fit alongside the Career Development Benchmarks: Secondary and Career Development Benchmarks: Year 7 and 8.

Career development information

The information (print, electronic, personal contacts and other resources) that assists the process of career development. Career information includes occupational and industry information, education and training information and social information related to the world of work.[9]

Career development plan

A document that provides a vision for career development linked to the organisation's strategic direction. It provides an overview of all career development programmes and services, and is tailored specifically to the organisation's needs. It is a living, working document that is easy for all staff to understand, and is updated as an organisation progresses towards its goals.

Career development programme

Detailed structure outlining courses, strategies, activities and outcomes to deliver a developmental programme for young people to develop the skills to make informed decisions about their further education, training and employment.

Career development services

A wide range of programmes and services provided in many different jurisdictions and delivery settings. Their objective is to assist individuals to gain the knowledge, skills, attitudes and behaviours to manage their life, learning and work in self–directed ways.[10]

6   Ministry of Education, 'Career Education and Guidance in New Zealand Schools', (2009).

7   Canadian Council for Career Development, 'Canadian Standards and Guidelines for Career Development Practitioners: Glossary of career development terms', (2012).

8   Canadian Council.

9   Ministerial Council for Education, Early Childhood Development and Youth Affairs, 'Australian Blueprint for Career Development', (2010).

10 Canadian Career Development Foundation, 'Career Development: A primer and a glossary', (2002).

Career development specialist

A qualified career development specialist responsible for overseeing the co-ordination and implementation of organisation-wide, integrated career development programmes and services. The specialist works with other key organisational personnel to develop and improve the programmes and services and is supported by a team.

Career development staff

All staff who deliver specialist career development programmes and services and/or provide support for staff working in this area.

Career education

Planned, progressive learning experiences that help students develop career management competencies that will assist them to manage their lives. Career education includes elements that stand alone and elements that are part of regular classroom teaching.[11]

Career guidance

A range of interventions, including career development and counselling, which help people move from a general understanding of life and work to a specific understanding of the realistic learning and work options that are open to them.[12]

Career influencers

People who influence the careers of others. Key influencers include educators, whānau, 'āiga, family and those in business and community organisations helping shape the professional development and careers of others.

Career information

The co-ordinated provision of print, electronic and contact resources to enable users to develop a better understanding of occupations, employment types, sectors and employing/learning organisations; current and future employment, training and educational opportunities.[13]

Career literacy

Career literacy includes the skills of understanding one's own strengths and weaknesses, needs and wants; of being able to identify relevant opportunities, and access information on them; of being able to take career-related decisions; and of being able to present oneself effectively in order to gain access to courses or jobs.[14]

Career management competencies

Understandings, skills and attitudes people use to develop and manage their careers. Career management competencies equip people to better understand themselves, make informed decisions about learning and work options, act on their decisions and participate effectively in work and society.[15]

Culturally responsive

Appropriately responding to and affirming every student's identity, language and culture. Each individual student, no matter which cultural base they come from, will experience career development in a way that responds to them and affirms their culture.

---

11 Ministry of Education, 'Career Education and Guidance'.

12 Career Industry Council of Australia, 'Professional Standards for Australian Career Development Practitioners', (2003).

13 The Scottish Government, 'Career Information, Advice and Guidance in Scotland: A framework for service redesign and improvement', (2011).

14 Career Industry Council of Australia, 'Career Development Services and Student Retention', (2009).

15 Ministry of Education, 'Career Education and Guidance'.

Evidence

In the context of this document, evidence is the supporting information or data used to identify strengths and opportunities for improvement in career development programmes and services. Supporting evidence is used to measure a tertiary organisation's performance during the self-review process, and the extent to which goals established during the action-planning process are met.

Employability skills

The skills required not only to gain employment, but also to progress within an enterprise to achieve one's potential and contribute successfully to enterprise strategic directions.[16] Employability skills are generic skills and attributes that can be transferred from one situation to another.[17]

Happenstance

Planned happenstance theory is a conceptual framework extending career counselling to include the creating and transforming of unplanned events into opportunities for learning. The goal of a planned happenstance intervention is to assist clients to generate, recognise and incorporate chance events into their career development.[18]

Job

A paid position requiring a group of specific attributes and skills that enable a person to perform tasks in an organisation. It may be part time or full time and exist for a short or long duration.[19]

Mapping

Auditing and recording all tertiary organisation-wide career development activities, programmes and services. Mapping identifies where and how students' career management competencies are being developed and what gaps there are. Mapping assists the organisation to develop a scaffolded plan so the career development needs of all students can be met. This information can also help in planning career-specific professional development for staff.

Marketable identity

The set of skills, knowledge, attitudes and attributes a student communicates to an audience in order to convey their competitive advantage and maximise their potential. This is not limited to specific work competencies, but may also encompass life experience and transferable skills. A student's culture is a significant factor in this concept, as this will shape an individual's sense of worth and self-awareness, which are the foundations of their marketable identity.

Measurable Gains Framework

A tool the Ministry of Education has developed to measure and report on progress in implementing Ka Hikitia. The tool takes a systems-level perspective but is easily adapted for use in tertiary organisations. A logic model provides an overview of the elements that need to be monitored to ensure Ka Hikitia succeeds in achieving its strategic outcome of "Māori achieving education success as Māori".[20]

Occupation

A group of similar jobs found in different industries or organisations.[21]

Pathways

Pathways is a generic term used to explain a person's journey from childhood, through schooling and on to employment. The concept of multiple pathways reinforces the unique nature of each student's collective experiences, especially in the context of secondary and tertiary education.

16 Australian Chamber of Commerce and Industry & Business Council of Australia, 'Employability Skills for the Future', (2002).

17 Ministerial Council for Education, Early Childhood Development and Youth Affairs.

18 Journal of Counseling and Development, 'Planned Happenstance: Constructing unexpected career opportunities', (1999).

19 Ministerial Council for Education, Early Childhood Development and Youth Affairs.

20 Ministry of Education, 'Ruia: Teacher appraisal for Māori learners' success', (n.d.).

21 Cherednichenko, B., 'Career Education Elective Curriculum: A Department of Education, Science and Training project', (2005).

Personalised learning

Takes account of students' individual learning needs, helps them understand how they learn and, with support, allows them to take control of their own learning.

Profession

A profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as, possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others.[22]

Qualification

Certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.[23]

Special education needs

Students with special education needs face barriers to learning associated with communication, social, physical, behavioural, sensory (vision and/or hearing), cognitive or mental health issues — or a combination of these. These students may require additional support, adapted programmes or learning environments, or specialised equipment or materials.

Student data

Any information about current or previous students, including but not limited to, ethnicity, gender, course of study, personal information and graduate destination, held in the organisation's information systems.

Transitions

Most students make many transitions during their education, though some transitions, such as from secondary school, are considered critical. Successful transitions are about building resilience in order to manage change and adapt to new situations. This is linked to academic achievement, student wellbeing and better student outcomes.

Vocational Pathways

A tool that provides a clear framework for vocational options, supports better programme design and career advice and improves the links between education and employment. There are six pathways that will help students structure their programmes and make choices to meet their goals.

Work

A set of activities with an intended set of outcomes from which it is hoped that a person will derive personal satisfaction. It is not necessarily tied to paid employment. It can also encompass other meaningful and satisfying activities through which an individual's career develops such as parenting or volunteering.[24]

Youth Guarantee

A Ministry of Education initiative that aims to provide students with a variety of choices about their learning to help them achieve NCEA Level 2 so they can progress to further education, training or work.

22 Professions Australia, 'What is a profession?', (n.d.).

23 UNEVOC, 'International Handbook of Education for the Changing World of Work: Bridging academic and vocational learning', (2009).

24 Australian Curriculum, Assessment and Reporting Authority, 'Work Studies: Glossary', (n.d.).

References

1. Other tertiary education is also provided by government agencies, external stakeholders and tertiary education organisations.

2. Careers New Zealand can provide career development support, see careers.govt.nz for more information.

3. Ministry of Education. (2014). 'Tertiary Education Strategy 2014–2019'. Retrieved 26 September 2016, from www.education.govt.nz/assets/Documents/Further-education/Tertiary-Education-Strategy.pdf.

4. Ministry of Education, 'Tertiary Education Strategy'; Ministry of Education. (n.d.). 'Youth Guarantee: Vocational Pathways'. Retrieved 29 August 2016, from http://youthguarantee.net.nz/vocational-pathways.

5. Ministry of Education, 'Tertiary Education Strategy'; Ministry of Education, 'Youth Guarantee'.

6. Ministry of Education. (2009). 'Career Education and Guidance in New Zealand Schools'. Retrieved 29 August 2016, from http://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education.

7. Canadian Council for Career Development. (2004). 'Canadian Standards and Guidelines for Career Development Practitioners: Code of ethics'. Retrieved 26 September 2016, from http://career-dev-guidelines.org/career_dev/wp-content/uploads/2011/11/Doc-10-CODE-OF-ETHICS1.pdf.

8. Canadian Council.

9. Ministerial Council for Education, Early Childhood Development and Youth Affairs. (2010). 'Australian Blueprint for Career Development'. MCEECDYA; Miles Morgan, Australia. Retrieved 26 September 2016, from https://docs.education.gov.au/system/files/doc/other/australian_blueprint_for_career_development.pdf.

10. Canadian Career Development Foundation. (2002). 'Career Development: A primer and a glossary'. Ontario, Canada.

11. Ministry of Education, 'Career Education and Guidance'.

12. Career Industry Council of Australia. (2007). 'Professional Standards for Australian Career Development Practitioners'. Retrieved 26 September 2016, from https://cica.org.au/wp-content/uploads/cica_prof_standards_booklet.pdf.

13. The Scottish Government. (2011). 'Career Information, Advice and Guidance in Scotland: A framework for service redesign and improvement'. Retrieved 18 October 2016, from http://www.gov.scot/Resource/Doc/344766/0114737.pdf.

14. Career Industry Council of Australia. (2009). 'Career Development Services and Student Retention'. CICA, Australia. Retrieved 19 October 2016, from https://cica.org.au/wp-content/uploads/CICA_Career-development-services-and-student-retention-Report_Jan2009_final1.pdf.

15. Ministry of Education, 'Career Education and Guidance'.

16. Australian Chamber of Commerce and Industry & Business Council of Australia. (2002). 'Employability Skills for the Future'. Canberra, Australia.

17. Ministerial Council for Education, Early Childhood Development and Youth Affairs.

18. Krumboltz, J., Levin, A., & Mitchell, K. (1999). 'Planned Happenstance: Constructing unexpected career opportunities'. Journal of Counseling and Development, 77(2), 115-124.

19. Ministerial Council for Education, Early Childhood Development and Youth Affairs.

20. Ministry of Education. (n.d.). 'Ruia: Teacher appraisal for Māori learners' success'. Retrieved 19 October 2016, from http://appraisal.ruia.educationalleaders.govt.nz/.

21. Cherednichenko, B. (2005). 'Career Education Elective Curriculum: A Department of Education, Science and Training Project'. Department of Education, Employment and Workplace Relations, Australia.

22. Professions Australia. (n.d.). 'What is a profession?'. Retrieved 19 October 2016, from http://www.professions.com.au/about-us/what-is-a-professional.

23. UNEVOC. (2009). 'International Handbook of Education for the Changing World of Work: Bridging academic and vocational learning'. International Library of Technical and Vocational Education and Training, Germany.

24. Australian Curriculum, Assessment and Reporting Authority. (n.d.). 'Work Studies: Glossary'. Retrieved 19 October 2016, from http://v7-5.australiancurriculum.edu.au/work-studies/glossary.

Bibliography

Access Economics Pty Ltd. (2006). 'The Economic Benefits of Career Development Services'. The Career Industry Council of Australia. Retrieved 26 September 2016, from https://cica.org.au/wp-content/uploads/Access-Economics-Scoping-Study-on-Economic-Benefits-of-Career-Development-Services-Nov-2006.pdf.

Arthur, N. (2008). 'Qualification Standards for Career Practitioners'. International Handbook of Career Guidance, 303-323.

Australian Chamber of Commerce and Industry & Business Council of Australia. (2002). 'Employability Skills for the Future'. Canberra, Australia.

Australian Curriculum, Assessment and Reporting Authority. (n.d.). 'Work Studies: Glossary'. Retrieved 19 October 2016, from http://v7-5.australiancurriculum.edu.au/work-studies/glossary.

Australian Government. (2004). 'Australian Government Support of Career Education and Transition Initiatives'. Accessed 20 April 2009, from www.dest.gov.au/sectors/career_development/programmes_funding/programme_categories/key_career_priorities/career_advice_australia.htm.

Bridges Transitions Inc. (n.d.). 'Blueprint for Life and Work Design'. Accessed May 2011, from www.bridges.com/blueprint/index.html.

Bromell, D., & Hyland, M. (2007). 'Social Inclusion and Participation Group'. Ministry of Social Development, Wellington.

Burwell, R., & Kalbfleisch, S. (2007). 'Report on the Canadian Career Counsellor Education Survey'. Canadian Journal of Career Development/Revue, 6(1), 4–20.

Canadian Career Development Foundation. (2002). 'Career Development: A primer and a glossary'. Ontario, Canada.

Canadian Council for Career Development. (2004). 'Canadian Standards and Guidelines for Career Development Practitioners: Code of ethics'. Retrieved 26 September 2016, from http://career-dev-guidelines.org/career_dev/wp-content/uploads/2011/11/Doc-10-CODE-OF-ETHICS1.pdf.

Canadian Council for Career Development. (2012). 'Canadian Standards and Guidelines for Career Development Practitioners: Glossary of career development terms'. Retrieved 18 October 2016, from http://career-dev-guidelines.org/career_dev/wp-content/uploads/2015/06/Glossary.pdf.

Career Education Association of Victoria. (2010). 'Career Development Quality Benchmarks for Good Practice'. Retrieved 26 September 2016, from http://www.ceav.vic.edu.au/media/2996/careers_edu_qual_benchmark_final.pdf.

Career Industry Council of Australia. (2007). 'Developing Guidelines for Career Development Services and Career Information'. CICA; Miles Morgan, Australia. Retrieved 26 September 2016, from https://cica.org.au/wp-content/uploads/Developing-Guidelines-for-Career-Development-Services-and-Career-Information.pdf.

Career Industry Council of Australia. (2007). 'Guiding Principles for Career Development Services and Career Information Products'. Retrieved 26 September 2016, from https://cica.org.au/wp-content/uploads/Guiding-Principles-for-Career-Development-Services-Information-2007.pdf.

Career Industry Council of Australia. (2007). 'Professional Standards for Australian Career Development Practitioners'. Retrieved 26 September 2016, from https://cica.org.au/wp-content/uploads/cica_prof_standards_booklet.pdf.

Career Industry Council of Australia. (2007). 'The Public Benefits of Career Development Services: A position paper'. Retrieved 26 September 2016, from https://cica.org.au/wp-content/uploads/The-Public-Benefits-of-Career-Development-Services-A-Position-Paper-.pdf.

Career Industry Council of Australia. (2009). 'A National Framework for Career Literacy in Australia'. CICA & TDA. Retrieved June 2011, from www.cica.org.au/resources/cica-papers-and-submissions.

Career Industry Council of Australia. (2009). 'Career Development Services and Student Retention'. CICA, Australia. Retrieved 19 October 2016, from https://cica.org.au/wp-content/uploads/CICA_Career-development-services-and-student-retention-Report_Jan2009_final1.pdf.

Career Industry Council of Australia. (2011). 'Identification of Issues That Impact Upon the Provision of Effective Career Development Services for VET Learners'. Retrieved 26 September 2016, from https://cica.org.au/wp-content/uploads/CICA-Identification-of-issues-that-impact-upon-the-provision-of-effective-career-development-services-for-VET-learnersV2.pdf.

Careers New Zealand. (2011). 'Career Education Benchmarks — Secondary'. Careers New Zealand, Wellington.

Chen, C. P. (2004). 'Positive Compromise: A new perspective for career psychology'. Australian Journal of Career Development, 13(2), 17–28.

Cherednichenko, B. (2005). 'Career Education Elective Curriculum: A Department of Education, Science and Training Project'. Department of Education, Employment and Workplace Relations, Australia.

Dalziel, P., Higgins, J., Phillips, H., & Vaughan, K. (2009). 'A Matter of Perspective: Mapping education employment linkages in Aotearoa New Zealand'. AERU Research Unit, Lincoln University, Christchurch.

Department for Children, Schools and Families. (2009). 'Quality, choice and aspiration: A strategy for young people's information, advice and guidance'. Retrieved 26 September 2016, from http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/IAG-Report-v2.pdf.

Department for Children, Schools and Families. (2009). 'Statutory Guidance: Impartial careers education'. DCSF Publications, Nottingham.

Department of Education, Employment and Work Relations. (2008). 'Tailoring a Career Education Programme to Suit Student Needs'. Retrieved 8 October 2008, from www.dest. au/sectors/career_development/publications_resources/recap.

European Centre for the Development of Vocational Training. (2009). 'Professionalising Career Guidance: Practitioner competences and qualification routes in Europe'. Retrieved 26 September 2016, from http://www.cedefop.europa.eu/en/Files/5193_EN.PDF.

Furbish, D. (2004). 'Professionalisation for New Zealand Career Practice: Lessons to learn, challenges to meet'. New Zealand Journal of Counselling, 25(2), 44–53.

Garcia-Aracil, A. & Palomares-Montero, D. (2010). 'Examining Benchmark Indicator Systems for the Evaluation of Higher Education Institutions'. The International Journal of Higher Education Research, 60(2), 217-234.

Gunz, H., & Peiperl, M. (2007). 'Handbook of Career Studies'. Retrieved 26 September 2016, from https://au.sagepub.com/en-gb/oce/handbook-of-career-studies/book226304.

Herr, E. (2001). 'Career Development and Its Practice: A historical perspective'. The Career Development Quarterly, 49(3), 196–211.

Hodgetts, I. (2009). 'Rethinking Career Education in Schools: Foundations for a New Zealand framework'. Career Services rapuara. Retrieved 26 September 2016, from www.careers.govt.nz/assets/pages/docs/research-report-rethinking-career-education-in-schools.pdf.

Hughes, D., & Gration, G. (2009). CfBT Education Trust. Retrieved May 2011, from www.cfbt.com/evidenceforeducation/pdf/Online%20resource3.pdf.

Hughes, E., Pudney, V., Rainey, L., & Simons, M. (2008). 'What Choice? An evaluation of career development services for young people'. NCVER, Adelaide.

Krumboltz, J., Levin, A., & Mitchell, K. (1999). 'Planned Happenstance: Constructing unexpected career opportunities'. Journal of Counseling and Development, 77(2), 115-124.

Māori Economic Development Panel. (2012). 'He Kai Kei Aku Ringa: The Crown-Māori economic growth partnership — Strategy to 2040 and Action Plan 2012–2017'. Retrieved 15 October 2016, from https://www.tpk.govt.nz/en/a-matou-mohiotanga/business-and-economics/he-kai-kei-aku-ringa--the-crown-maori-economic-gro.

McCowan, C., McKenzie, M., Medford, L., & Smith, N. (2001). 'Careering in the South Pacific: An overview of career guidance and counselling policy and practice in Australia and New Zealand'. Australian Journal of Career Development, 10(3), 28-34.

McMahon, M., Patton, W., & Tatham, P. (2002). 'Managing Life, Learning and Work in the 21st Century: Issues informing the design of an Australian blueprint for career development'. Retrieved 26 September 2016, from https://cica.org.au/wp-content/uploads/Managing-Life-Learning-and-Work-in-the-21-Century-MMcM_WP_PT.pdf.

Ministerial Council for Education, Early Childhood Development and Youth Affairs. (2010). 'Australian Blueprint for Career Development'. MCEECDYA; Miles Morgan, Australia. Retrieved 26 September 2016, from https://docs.education.gov.au/system/files/doc/other/australian_blueprint_for_career_development.pdf.

Ministry of Education. (2003). 'Māori Tertiary Education Framework: A report by the Māori Tertiary Reference Group'. Retrieved 19 October 2016, from http://www.education.govt.nz/further-education/policies-and-strategies/maori-tertiary-education-framework/.

Ministry of Education. (2008). 'Ka Hikitia: Managing for Success — Māori Education Strategy 2008-2012'. Retrieved 19 October 2016, from http://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitia2009PartOne.pdf.

Ministry of Education. (2009). 'Career Education and Guidance in New Zealand Schools'. Retrieved 29 August 2016, from http://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education.

Ministry of Education. (2010). 'Tertiary Education Strategy 2010–2015'.

Ministry of Education. (2013). 'Pasifika Education Plan 2013–2017'. Retrieved 26 August 2016, from http://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/PasifikaEdPlan2013To2017V2.pdf.

Ministry of Education. (2013). 'The Māori Education Strategy: Ka Hikitia — Accelerating Success 2013–2017'. Retrieved 29 August 2016, from www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf.

Ministry of Education. (2014). 'Tertiary Education Strategy 2014–2019'. Retrieved 26 September 2016, from www.education.govt.nz/assets/Documents/Further-education/Tertiary-Education-Strategy.pdf.

Ministry of Education. (n.d.). 'Ruia: Teacher appraisal for Māori learners' success'. Retrieved 19 October 2016, from http://appraisal.ruia.educationalleaders.govt.nz/.

Ministry of Education. (n.d.). 'Youth Guarantee: Vocational Pathways'. Accessed 29 August 2016, from http://youthguarantee.net.nz/vocational-pathways.

O'Neil, P., & Vaughan, K. (2010). 'Career Education Networks and Communities of Practice: A report from the school-communities strand of the education employment linkages project'. AERU Research Unit, Lincoln University, Christchurch. Retrieved 26 September 2016, from https://researcharchive.lincoln.ac.nz/handle/10182/4370.

Organisation for Economic Co-operation and Development. (2003). 'Education Policy Analysis'. Retrieved 26 September 2016, from https://www.oecd.org/edu/school/educationpolicyanalysis-2003edition.htm.

Organisation for Economic Co-operation and Development. (2004). 'Career Guidance and Public Policy: Bridging the gap'. Retrieved 26 September 2016, from http://www.oecd.org/edu/innovation-education/34050171.pdf.

Plant, P. (2004). 'Quality in Career Guidance: Issues and methods'. International Journal for Educational and Vocational Guidance, 4(2), 141–157.

Professions Australia. (n.d.). 'What is a profession?'. Retrieved 19 October 2016, from http://www.professions.com.au/about-us/what-is-a-professional.

Stanbury, D. (2006). 'Careers Education Benchmark Statement'. Association of Graduate Careers Advisory Service. Retrieved 13 October 2016, from http://www.agcas.org.uk/agcas_resources/33-Careers-Education-Benchmark-Statement.

The Association for Career Education and Guidance and Youth Access. (2010). 'Career Education Framework'. DCSF Publications, Nottingham.

The Scottish Government. (2011). 'Career Information, Advice and Guidance in Scotland: A framework for service redesign and improvement'. Retrieved 18 October 2016, from http://www.gov.scot/Resource/Doc/344766/0114737.pdf.

UNEVOC. (2009). 'International Handbook of Education for the Changing World of Work: Bridging academic and vocational learning'. International Library of Technical and Vocational Education and Training, Germany.

Watts, A. G. (2002). 'Policy and Practice in Career Guidance: An international perspective'. Organisation for Economic Co-operation and Development. Retrieved 27 September 2016, from http://www.oecd.org/edu/innovation-education/1963023.pdf.

Watts, A. G. (2007). 'Career Services: A review in an international perspective'. Career Services, Wellington.

Wilson, A. G., & Young, L. M. (1998). 'Implementation of the Career Information and Guidance Policy in Schools: 1998 follow-up study'. University of Otago Consulting Group, Dunedin.

Wyn, J. (2003). 'Future of Work'. Jobs Research Trust. The Jobs Letter, 197, 6.

careersnz
mana rapuara aotearoa

New Zealand Government