Qualifications, professional standards and specialisations of career development practitioners in Australian higher education institutions

Jason L. Brown[a*], Michael Healy[b], Tessa McCredie[b], and Peter McIlveen[a]

[a]*School of Linguistics Adult and Specialist Education, University of Southern Queensland, Toowoomba, Australia;* [b]*Careers and Employability, University of Southern Queensland, Toowoomba, Australia*

*Jason Brown: jason.brown@usq.edu.au

Author details

Jason Brown
ORCID ID: 0000-0003-0332-2745
Twitter @onejasonbrown

Michael Healy
ORCID ID: 0000-0002-9572-2182
Twitter @mojohealy

Tessa McCredie
ORCID ID: 0000-0001-8593-028X
Twitter @moriatytessa

Peter McIlveen
ORCID ID: 0000-0002-1864-9516
Twitter @petermcilveen

Careers services in Australian higher education: Aligning the training of practitioners to contemporary practice

As university graduates face increasingly changing and challenging labour markets, universities are prioritising the work of helping students develop their graduate employability. As a result, university careers services and career development practitioners are subject to changing strategic and operational approaches to the provision of careers and employability learning opportunities at institution-wide scale. In this study, we examine current conceptualisations of careers and employability practice through the analysis of three sources of data: program descriptions of postgraduate career development qualifications, position descriptions for careers and employability jobs advertised in Australia over the past four years, and focus groups with career development practitioners. We evaluate how well existing career development qualifications align with the work of contemporary university career development practitioners, and identify opportunities to continue evolving the profession, to better help our students meet the demands of future life and work.

Keywords: careers, educators, training, professional standards, employability, higher education

Word count: 4998

Introduction

University careers services play a pivotal role in supporting the development of career management skills and employability of students navigating an ever changing work environment (Hirschi, 2018; Mackay, Morris, Hooley, & Neary, 2016). Their contribution to higher education has positive social, economic and education benefits (Hughes, Mann, Barnes, Baldauf, & McKeown, 2016; Musset & Mytna Kurekova, 2018). One decade has passed since the Australian Government's review of career development practitioners' (CDPs) work in higher education (Phillips KPA, 2008). Since the 2008 review, there has been growing recognition that *employability* (Holmes, 2013; Okay-Somerville & Scholarios, 2017; Tomlinson, 2017) is the responsibility of all tertiary education stakeholders including universities, government, business, and students (Bridgstock & Tippett, in press; Smith, Bell, Bennett, & McAlpine, 2018), not only CDPs who offer services to students.

It is timely, therefore, to update the literature about CDPs' roles in higher education. Accordingly, in this paper we explore how well current graduate degree qualifications for CDPs align with their work in higher education, by way of analyses of the content of entry-level career development qualifications, university careers and employability job descriptions, and focus groups with CDPs and careers service managers. Finally, we identify opportunities to continue evolving the professions' contribution to employability higher education, to better help our students meet the demands of the future of work.

Careers and employability learning in higher education

The object of careers services in higher educational settings is careers and employability learning (CEL)—also referred to as career development learning (Bridgstock, Grant-

Iramu, & McAlpine, in press)—is learning centred upon the relations between the student, their academic discipline, and the world-of-work. We argue that ideally, a programmatic approach to CEL should entail a student-focused approach to learning which is directed, in the context of disciplinary curricula, toward preparation for transition into and through the world-of-work. In this way, the student will be most engaged with disciplinary content and learning experiences that are related to their career goals. However, considered integration of CEL in the curriculum has not yet reached a level of maturity across many institutions (Bridgstock et al., in press).

CEL extends on a continuum from the most intensive with a relatively limited reach (e.g., career counselling) through to the most diffuse with a relatively unlimited reach (e.g., career information websites). Typical university career development services include intensive individual *career counselling* to assist education- and career-related decision making; *career education* delivered to groups, independently or integrated into the curriculum; specialist *employability programs* for student development (e.g., industry mentoring); *employer liaison* events and programs (e.g., graduate career fairs); and *career information* delivered in various media (e.g., employment websites) (Musset & Mytna Kurekova, 2018; NAGCAS, 2017).

There is capacity for CEL to be delivered to large groups of students and integrated with academic programs (Bridgstock et al., in press; Knight & Yorke, 2003; Law, 1996; Pegg, Waldock, Hendy-Isaac, & Lawton, 2012; Yorke & Knight, 2006). As such, it can be most effectively delivered by CDPs in partnership with academic staff who are at the frontline of teaching and learning, and whose professional purview includes the integration of outcomes into curricula that are above the discipline content, such as graduate attributes and pre-professional identities (Jackson, 2016; Jorre de St Jorre & Oliver, 2017), in *connected communities* that share strategic responsibility for

CEL to students (Bridgstock, 2017; Bridgstock et al., in press; Dey & Cruzvergara, 2014; Lodders & Meijers, 2017). In addition to CDPs and discipline academics, these connected communities can include learning designers, educational technologists, librarians, work-integrated learning (WIL) specialists (Jackson, 2018), and other academic and professional stakeholders.

Case studies of such collaborative efforts (J. L. Brown, Healy, Lexis, & Julien, in press; Reddan & Rauchle, 2004; Taylor & Hooley, 2014) describe the complementary contributions that CDPs and academics can offer in designing and delivering CEL in the curriculum. A lack of curricular integration and collaboration was noted in the Australian government *Review of Career Development Services* (Phillips KPA, 2008), but more recently most university careers services reported that developing career education in the curriculum is a strategic priority (NAGCAS, 2017).

Career development evidence–based practice

With such important outcomes at stake, CEL should be based in a body of evidence of impact and outcome. Evidence-based practice involves the integration of three elements: research evidence, professional practice informed by judgement and experience, and knowledge of the needs of clients (Rousseau & Gunia, 2016; Spring, 2007). Career development practitioners apply evidence-based practice through designing and delivering services and programs informed by theory, evidence, and professional practice from the discipline of vocational psychology and its professional extension, career development practice (S. D. Brown & Lent, 2013; Byington, Felps, & Baruch, 2018; Patton & McMahon, 2014). A number of rigorously tested theories inform university CDPs' practice, including social cognitive careers theory (S. D. Brown & Lent, 2013), the systems theory framework (Patton & McMahon, 2014), and

career construction theory (Savickas, 2012, 2016), among others (Hartung, Savickas, & Walsh, 2015; Leung, 2008).

Meta-analytic research demonstrates career development interventions' effects on important factors that influences students' engagement in their studies and their graduate outcomes (Langher, Nannini, & Caputo, 2018; Whiston, Brecheisen, & Stephens, 2003; Whiston, Li, Goodrich Mitts, & Wright, 2017). In addition to the positive effects of one-on-one career counselling, (Whiston et al., 2003; Whiston et al., 2017) research demonstrates the effectiveness of group-based educational strategies involving self-reflection and writing activities (Langher et al., 2018; Whiston et al., 2003; Whiston et al., 2017). Career education has been found to increase students' confidence in making career choices (Miller, Osborn, Sampson, Peterson, & Reardon, 2018) and engagement in their studies, demonstrated by retention (Clayton, Wessel, McAtee, & Knight, 2018), and to increase the number of courses completed in a program (Hansen, Jackson, & Pedersen, 2016).

Interventions to enhance job search strategies—work that is integral to graduate employability—are demonstrably effective, with those receiving an intervention being 2.67 times more likely to obtain employment (Liu, Huang, & Wang, 2014). In particular, elements of the social cognitive career theory (Lent & Brown, 2013) target factors that influence job search behaviours, such as job search self-efficacy (Kim, Kim, & Lee, 2019; Lim, Lent, & Penn, 2016; Ruschoff, Salmela-Aro, Kowalewski, Kornelis Dijkstra, & Veenstra, 2018).

The training of career development practitioners

Career development practitioners are organised in Australia as a self-regulating profession. The Career Industry Council of Australia (CICA) represents member

professional associations and has developed the *Professional Standards for Australian Career Development Practitioners* (CICA, 2011) to guide the training and ethical practice of CDPs. Australian university careers services employ CDPs with a variety of job titles and professional backgrounds to deliver a range of specialised services and programs. Job titles include careers counsellors, career educators, employer liaison advisors, WIL placement officers, marketing and communications, project officers, team leaders, and administrative officers (NAGCAS, 2017). CDPs' disciplinary backgrounds include psychology, education, human resources and social work (McIlveen & Alchin, 2017; McIlveen, Hoare, McMahon, & Patton, 2010).

To be recognised as a professional member of a CICA member association, CDPs are required to hold at the minimum a CICA-endorsed graduate certificate in career development or an equivalent qualification (CICA, 2011, 2019; McIlveen & Alchin, 2017). According to the Australian Qualifications Framework, graduate certificates are rated at level 8, above a bachelor's degree and below a Masters. This is equivalent to an upper level 6 qualification under the European Qualifications Framework (Australia Department of Education and Training & European Commission, 2016). This qualification level is common internationally for some categories of CDP, but European and North American CDPs who offer specialist support (such as career counselling) are generally required to hold a masters level qualification (Schiersmann et al., 2016; Yoon & Hutchison, 2018). A recent survey of 28 university careers services found that 183 out of 399 staff employed at those institutions are classified as professional members—therefore meeting the CICA professional standards (NAGCAS, 2017). Not all students in graduate certificate programs intend to go on to work in higher education; the qualification is also a pathway into school career guidance, employment services and social work, human resources, and private consulting careers.

The CICA professional standards for CDPs articulate the following competencies: career development theory, advanced communication skills, ethical practice, information management, labour market information, professional practice, and diversity (CICA, 2011, p. 8). In addition to these competencies, the CICA professional standards outline several specialisations relevant to the delivery of careers services in higher education: assessment, counselling, program delivery, disability support, project management, and employer liaison (CICA, 2011, p. 8).

Whilst the professional standards (CICA, 2011) and concomitantly endorsed graduate qualifications provide a measure of quality assurance, there is a need to review these qualifications in light of the higher education sector's contemporary need for strategic and curricular CEL programs that are maximally efficient, as distinct from traditional individual career counselling.

The present research

The present research investigates the alignment between the work roles of CDPs working within Australian universities and current degree qualifications for CDPs. We compare data from three sources: descriptions of graduate certificates in career development; job descriptions for roles within university careers and employability services; and focus groups with CDPs. Our research question is: to what extent do graduate certificate programs in career development meet the contemporary requirements of CDPs working in higher education?

Method

The research was conducted in three phases: an analysis of graduate certificates in career development, an analysis of careers and employability position descriptions, and focus groups with CDPs and managers. For each phase we report the method of data

collection, data analysis, and findings. We then triangulate the findings from the three phases to address our research question.

Phase 1: Graduate certificates in career development

Data collection

At the time of data collection—September 2018—seven Australian universities offered CICA-endorsed graduate certificates in career development. CICA endorse postgraduate programs in career development that teach the core competencies described in the professional standards (CICA, 2018). The program prospectus for the graduate certificate programs were accessed on universities' websites. The program prospectuses included descriptions of the topics to be taught and the learning outcomes for each of the mandatory and elective courses (otherwise known as units or subjects in some institutions) that comprise the program. From the seven programs, a total of 29 course descriptions were identified, saved in .pdf format, and imported into NVivo 12.0 for analysis.

Data analysis

Following the process of thematic analysis recommended by Braun and Clarke (2006), two of the authors read the descriptions and learning outcomes for each course to familiarise themselves with the data. Next, discrete learning outcomes from the graduate certificate course descriptions were coded to *a priori* codes defined for each of the CICA professional standards. Individual courses were coded to CICA specialisations if they demonstrated a major focus on that specialisation; not all courses were coded to specialisations. Further thematic analysis was then conducted to distinguish unique characteristics of each graduate certificate and the common themes shared among them.

Findings

All seven programs require students to take four courses to receive the graduate certificate qualification. Five of the seven programs were named as Graduate Certificates in Education, with career development as a specialisation or major. The other two programs were specifically named as Graduate Certificates in Career Development. Most programs offered four mandatory courses, with two exceptions. Program A offered three mandatory courses and a choice between an introductory and advanced course in counselling. Program G offered three mandatory courses and a choice between two elective courses to complete the qualification. The program and course information on university websites was brief and accordingly we do not expect these descriptions to reference all content taught.

The coding of the course descriptions, shown in Table 1, revealed that the programs aim to teach the professional standards (CICA, 2011) in the courses and programs examined. The professional standards—professional practice, advanced communication skills, career development theory, and ethical practice—were represented across the courses that make up the graduate certificate programs. It appears from the available information that these programs would enable a new practitioner to develop the minimum professional standards required for recognition as a professional member of a CICA member association.

Six career development specialisations are defined in the professional standards (CICA, 2011). We found that every program taught at least one course focused on the specialisation of career counselling, four programs taught a course on assessment, and six programs taught courses focused on program delivery. We found no evidence of courses relevant to the specialisations of working with people with disabilities, employer liaison, or project management.

[Insert Table 1 about here]

Phase 2: Careers and employability position descriptions

Data collection

Position descriptions for careers and employability jobs in Australian universities were collected from the authors' respective organisations, their personal archives of advertised positions, and searches on unijobs.com.au, seek.com, indeed.com, and LinkedIn. Positions in departments beyond the careers service were included if they were primarily dedicated to the provision of services and programs that promote student career development and employability. Faculty-based work-integrated learning positions were excluded, as were senior leadership positions of director or above. Positions were advertised between March 2015 and March 2019, designated as Higher Education Worker (HEW) Levels 4 to 9, came from universities in every state and territory of Australia except Tasmania and the Northern Territory, and included permanent, fixed term, full time, part-time, and casual positions. In total, 36 positions representing 20 institutions were imported into NVivo 12.0 for analysis.

Data analysis

The position descriptions' purpose, roles, responsibilities, duties, and selection criteria sections were analysed. The position descriptions were initially coded against the CICA professional standards and specialisations, to be consistent with our analysis of the graduate certificate data. One additional code, *leadership*, was added alongside the CICA professional standards to note when leadership was an explicit requirement of the role. Additional codes were added to note whether the position descriptions specified CICA-accredited qualifications and professional experience in higher education as

required or preferred selection criteria or not. The results of this coding were then analysed to identify convergent and divergent themes among the positions and characterise specialty roles in higher education careers and employability services.

Findings

The CICA professional standards were evident across the sample of position descriptions analysed. Table 2 shows the number of job descriptions referencing the professional standards and career development specialisations. All position descriptions contained duty statements or selection criteria that included some aspect of the professional practice standard. Advanced communication skills and information resource management, and career development theory were the next most referenced standards.

What is most evident from the job descriptions is that CDPs perform a variety of skilled job functions. In relation to career development specialisations, program delivery was evident in 30 out of the 36 job descriptions, counselling described in 12 job descriptions, employer liaison in 11, leadership in 10, project management in 8, assessment in 7, and working with people with disabilities was mentioned in one job description. Based on the coding of job descriptions, five categories of job roles within university careers services can be described: career counselling, employer engagement, leadership, careers and employability education, and administration and project management.

Career counselling. These roles include career counselling, assessment and program delivery. Although this might appear to be a traditional CDP function, only three of the 36 job descriptions fit this category. It appears to be uncommon for a job role to be primarily focused on the provision of one-to-one career counselling.

Employer engagement. Four job descriptions had a focus on developing relationships with employers to identify employment opportunities, deliver programs, and manage projects. These positions also included duties or criteria related to program delivery and project management.

Leadership. Three job descriptions were classified as leadership roles and were either the most senior role in the careers service or a team lead. The focus of these roles was on providing leadership to staff, supervising program delivery, and project management, such as managing resources and budgets.

Careers and employability education. This category includes job titles such as careers advisor, employability programs officer, mentoring advisor, and careers education coordinator. Twenty-three of the job descriptions fit this category. They deliver programs and workshops, develop curriculum, engage with employers, and provide career counselling and assessment.

Administrative and project management. Three roles fit this category and have a focus on project management (at a lower level of responsibility than those in leadership roles), program delivery and employer liaison. The jobs in this category included administrative support and roles for managing specific projects focused on mentoring, internships and disability support. The emphasis of these roles was weighted more toward project management than program delivery.

[Insert Table 2 about here]

Phase 3: Career development practitioner focus groups

Data collection

Two semi-structured one-hour focus groups of university CDPs and career service managers were conducted to provide additional insight into the qualifications and professional practice of CDPs in higher education. Homogeneity of the focus group participants for this study was unavoidable given the focus on CDP views in university contexts. A total of 16 participants were selected using purposive sampling. Focus group questions centred on the role of the CDP and the careers service within higher education.

The first group included nine CDPs who were responsible for the design and delivery of careers and employability programs and services. All participants, bar two, were currently employed within Australian university careers services. The two participants not currently employed in a careers service had recent experience working in university careers services and their current occupation focused on supporting university graduates and their transition into the labour market. Three participants were from a human resources or industry background and five participants were from a career development background, evidenced by post graduate qualifications in career development. There was one participant with neither human resource qualifications nor career development qualifications. This participant was a career consultant in private practice who had previously been employed within a university carer service.

The second group included seven managers of university careers services and was conducted to further explore themes that emerged from the first, relating to the experience of negotiating the complexity of careers and employability in a tertiary context. Careers service managers participating in the second focus group comprised of three participants from New South Wales universities, two from Queensland

universities, one from a Western Australian university and one from a Victorian university. Focus group recordings were transcribed and supplemented with notes taken by the facilitator during the sessions.

Data analysis

NVivo was used to code the two data sets using emergent thematic analysis for identifying and analysing patterns in the data. Analysis involved multiple stages of open coding, re-coding and organising the data into core categories and subcategories for experiential thematic analysis (Punch & Oancea, 2014) to distinguish the themes within the data.

Findings

The main findings from the focus groups highlight the complex landscape in which CDPs are situated to support the development of employability for university students. Emergent themes included the perceived view of careers services and their contribution to the employability agenda, complexity of service delivery, and the context-bound nature of perceptions of employability.

The focus groups described how CDPs and service managers are challenged by the view of the careers service within universities and the employability agenda: 'the careers service is almost seen as expendable in the employability agenda' (Participant 11). This sense of disempowerment belies the changing nature of careers services and the adjustment of CDPs to situate themselves within an era of increased institutional focus on employability. Of note was reference to radical changes to careers services, including dissolution: 'we have no careers service, we're not the only service to disappear' (Participant 14). Participants noted that, in the current climate of employability, recruitment agency types of careers services were an attractive model to

senior executive staff, with little emphasis on the educative and developmental CEL that CDPs can offer. CDPs believed the focus of senior executives on the number of student resumes reviewed, for example, reflected low value placed on the careers service and the work of the CDPs.

There was agreement regarding the complexity of service delivery in the current environment. The focus groups emphasised the context-bound nature of perceptions of employability, particularly in relation to the agendas at universities driving a focus on addressing employability through the lens of student employment outcomes. CDPs identified several tasks they were responsible for, including coaching and counselling, career education, WIL facilitation, managing leadership and award programs, facilitating talent pipelines, and resume and employment seeking advice. One participant noted, 'we've gone from being very specific [in our service delivery] to being very broad' (Participant 13).

Focus group participants noted the emerging move toward embedding CEL into curriculum as a key aspect of the developmental process of student employability, but the extent to which careers services were involved varied between institutions. One participant stated that their university's increased focus on graduate outcomes has 'made the employability agenda become a part of the [university's] learning and teaching framework' (Participant 11). Such an approach was seen as a positive influence which raised the profile of the CDP's role within the university in delivering CEL. Although the focus on embedding employability into the curriculum was seen as a scalable approach, there was alongside it an increasing emphasis on demonstrating the impact of services provided, which raised additional challenges related to the research and evaluation competencies and resources of careers services.

Overall findings

The graduate certificate qualifications analysed in this study are described in the CICA professional standards as entry-level qualifications required for a professional CDP (CICA, 2011). Based on our analysis of careers and employability position descriptions, we concur that these qualifications can be viewed as the starting point for recognition of professional status for practitioners who are working in a variety of roles in university careers services. They provide foundational knowledge of career development theory, ethical and professional practice, and advanced communication skills that are vital to all university careers and employability professionals, no matter their precise role.

However, our findings highlight that the significant focus on career counselling in the graduate certificates does not align with the nature of contemporary university careers and employability work. Although career counselling was listed as a responsibility in several positions, it was typically one of several tasks and seldom the primary focus of the role. Some speciality roles identified by our analysis, such as project management and employer liaison, have no counselling responsibilities at all.

Careers services deliver a range of scalable career and employability interventions such as career education, events, and mentoring programs. Indeed, the focus groups highlight the complexity of roles and responsibilities of contemporary CDPs working in complex environments to support students navigating the changing nature of the world-of-work. To that end, the position descriptions show that the primary focus of CDPs is the provision of careers and employability education. This category was most represented in this analysis and includes delivering programs, providing some counselling and assessment, and performing a range of other tasks such as employer liaison, internal stakeholder engagement, and project management. These broad roles represent the typical careers and employability practitioner position, but

they are only partially aligned with the content of most graduate certificates, which for the most part do not provide any substantive introduction to employer liaison, stakeholder management, or higher education teaching and learning. One notable exception is Program G, which allows students to take an elective on collaboration and consultation in education or on learning theories and pedagogy.

The OECD highlights employer engagement as integral to supporting students' career development in educational settings (Musset & Mytna Kurekova, 2018). Our analysis supports this recommendation, showing that employer engagement is an important element of contemporary careers and employability work. Four positions were focused entirely on employer liaison, and employer liaison was included as a responsibility or requirement in a further 19 positions. The graduate certificates do not cover employer liaison in detail, if at all, leaving a gap in the preparation of this specialist area of university career development practice.

Discussion

In light of our triangulation of data from analysis of graduate certificate programs in career development and position descriptions of CDP roles within higher education careers services, we present two main challenges. First, universities teaching graduate certificate programs should review the content and learning outcomes to ensure alignment with contemporary career development practice. A continued focus on addressing the CICA professional standards and teaching content relevant to CDPs in all contexts in which they work, should be maintained. However, to better accommodate the increasing diversity of their graduates' professional roles, career development graduate certificates could be redesigned to allow students to select one of the required four courses from appropriate electives relevant to their area of practice, as not all CDPs

provide career counselling to students. Training for specialist career development roles in higher education should be delivered through graduate diploma and masters' level programs. At present, most of the graduate certificate programs endorsed by CICA have pathways into Master of Education programs, where there is potential for CDPs to combine studies in career development with other streams within education masters' programs, such as educational leadership, curriculum design, and learning theories, to complement and expand capacity to design and deliver impactful CEL that supports student employability.

The second challenge is determining the boundaries of responsibility for CDPs' contribution to the employability agenda in universities. What we suggest here is a pathway for the enhancement of careers services within higher education with the concomitant aim of enhancing CEL for students. We have demonstrated that CDPs have the theory and evidence base and professional expertise necessary for the design and delivery of quality CEL experiences and have argued that this represents a fundamentally important contribution to universities' efforts to develop the employability of their students. Building partnerships among university staff for the improvement of student learning outcomes is the ultimate goal, and we suggest that enhancing CDPs' capacity to work within the mainstream educational enterprise is a way forward toward achieving it. This will require capability development of CDPs to operate in a complex and changing environment (Bridgstock et al., in press), but also careful consideration of the strategic and operational management of the careers services in which they work.

Given the breadth of CDP roles within universities, thought needs to be given to determining how to leverage the knowledge and skills of this group of professional staff. With their various services of career counselling, career education, employer

liaison, and project management, careers services could be placed organisationally in student services, teaching and learning services, embedded within faculties, or as part of industry engagement units. Any and all of these options are legitimate. However, the existing approach of requiring practitioners to perform many of these different and highly specialised roles at once and without sufficient resources is not sustainable or structured to support the delivery of quality CEL at scale. Furthermore, employability initiatives that do not include consultation or collaboration with careers services will not take full advantage of the well-established evidence and theory of the career development field, which could represent a significant risk to quality, impact, and outcomes.

Limitations and future research

Whilst the present findings are based on triangulated data, there are limitations to their interpretation. Although there have been attempts to organise a coherent model of CDP role and work in higher education (Anderson, Milligan, Caldwell, & Johson, 1994; McIlveen & Alchin, 2017; Phillips KPA, 2008), there is, as yet, is no nationally agreed job description. The present sample of job descriptions cannot be taken as definitive and exhaustive—they were the positions publicly advertised during a narrow time period. A comprehensive review of careers services in Australian universities should include a thorough audit of position descriptions, enough to allow for a quantitative analysis of the data to extract consistently identified dimensions that represent the work of CDPs. We also note that CICA (at the time of finalising this paper) has released a revised version of the Professional Standards (CICA, 2019). There was insufficient time to revisit the data collected in this present research, however on reading the revised standards, there are no significant changes that would impact on the validity of these results.

Conclusion

As higher education institutions focus on strategies to develop graduate employability, career development practitioners are adapting to shifting priorities and increasingly complex environments to deliver scalable evidence-based programs and services to better prepare graduates for an uncertain world-of-work. With a focus on collaboration with academic and other professional staff to deliver services across career counselling, employer engagement, leadership, careers and employability education, and administration and project management, the graduate certificate programs in career development need to be reviewed to ensure that the training of CDPs is aligned with contemporary practice.

Acknowledgments

This work was supported in part through an Australian Government Research Training Program Scholarship.

Declaration of interest

Professor Peter McIlveen is the program convenor for one of the CICA endorsed postgraduate programs included in this study; however, was not involved in the collection and analysis of data for this study.

References

Anderson, D. S., Milligan, B., Caldwell, G., & Johson, R. (1994). *Careers advisory services in higher education.* Canberra, Australia: Australian Government Publishing Service.

Australia Department of Education and Training, & European Commission. (2016). *Comparative analysis of the Australian Qualifications Framework and the European Qualifications Framework for lifelong learning: Joint technical report*. Commonwealth of Australia. Canberrra, Australia. Retrieved from https://internationaleducation.gov.au/News/Latest-News/Documents/ED16-0165%20-%20693040%20-%20Joint%20Technical%20Report_ACC.pdf

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. doi:10.1191/1478088706qp063oa

Bridgstock, R. (2017). The university and the knowledge network: A new educational model for twenty-first century learning and employability. In *Graduate employability in context* (pp. 339-358): Springer.

Bridgstock, R., Grant-Iramu, M., & McAlpine, A. (in press). Integrating career development learning into the curriculum: Collaboration with the careers service for employability. *The Journal of Teaching and Learning for Graduate Employability*.

Bridgstock, R., & Tippett, N. (in press). A connected approach to learning in higher education. In R. Bridgstock & N. Tippett (Eds.), *Higher education and the future of graduate employability: A connectedness learning approach*. London, England: Edward Elgar.

Brown, J. L., Healy, M., Lexis, L., & Julien, B. L. (in press). Connectedness learning in the life sciences: LinkedIn as an assessment task for employability and career exploration. In R. Birdgstock & N. Tippet (Eds.), *Higher education and the future of graduate employability: A connectedness learning approach*. London, England: Edward Elgar.

Brown, S. D., & Lent, R. W. (2013). *Career development and counseling: Putting theory and research to work*. Hoboken, NJ: Wiley.

Byington, E. K., Felps, W., & Baruch, Y. (2018). Mapping the Journal of Vocational Behavior: A 23-year review. *Journal of Vocational Behavior*. doi:10.1016/j.jvb.2018.07.007

CICA. (2011). *Professional standards for Australian career development practitioners*. Retrieved from https://cica.org.au/wp-content/uploads/cica_prof_standards_booklet.pdf

CICA. (2018). Course endorsement. Retrieved from https://cica.org.au/course-endorsement/

CICA. (2019). *Professional standards for Australian career development practitioners*. Retrieved from https://cica.org.au/wp-content/uploads/Professional-Standards-for-Australian-Career-Development-Practitioners-2019.pdf

Clayton, K., Wessel, R. D., McAtee, J., & Knight, W. E. (2018). KEY careers: Increasing retention and graduation rates with career interventions. *Journal of Career Development*. doi:10.1177/0894845318763972

Dey, F., & Cruzvergara, C. Y. (2014). Evolution of career services in higher education. *New Directions for Student Services, 2014*(148), 5-18. doi:10.1002/ss.20105

Hansen, J. M., Jackson, A. P., & Pedersen, T. R. (2016). Career development courses and educational outcomes: Do career courses make a difference? *Journal of Career Development*. doi:10.1177/0894845316644984

Hartung, P. J., Savickas, M., & Walsh, W. B. (2015). *APA handbook of career intervention*.
Hirschi, A. (2018). The fourth industrial revolution: Issues and implications for career research and practice. *Career Development Quarterly, 66*(3), 192 - 204.
Holmes, L. (2013). Competing perspectives on graduate employability: Possession, position or process? *Studies in Higher Education, 38*(4), 538-554. doi:10.1080/03075079.2011.587140
Hughes, D., Mann, A., Barnes, S.-A., Baldauf, B., & McKeown, R. (2016). *Careers education: International literature review*. Retrieved from Warwick, England: http://wrap.warwick.ac.uk/80474/
Jackson, D. (2016). Re-conceptualising graduate employability: the importance of pre-professional identity. *Higher Education Research & Development, 35*(5), 925-939. doi:10.1080/07294360.2016.1139551
Jackson, D. (2018). Developing graduate career readiness in Australia: Shifting from extra-curricular internships to work-integrated learning. *International Journal of Work-Intergrated Learning, 19*(1), 23-35.
Jorre de St Jorre, T., & Oliver, B. (2017). Want students to engage? Contextualise graduate learning outcomes and assess for employability. *Higher Education Research & Development, 0*(0). doi:10.1080/07294360.2017.1339183
Kim, J. G., Kim, H. J., & Lee, K.-H. (2019). Understanding behavioral job search self-efficacy through the social cognitive lens: A meta-analytic review. *Journal of Vocational Behavior*. doi:10.1016/j.jvb.2019.01.004
Knight, P., & Yorke, M. (2003). *Learning, curriculum and employability in higher education*. London, England: RoutledgeFalmer.
Langher, V., Nannini, V., & Caputo, A. (2018). What do university or graduate students need to make the cut? A meta-analysis on career intervention effectiveness. *Journal of Educational, Cultural and Psychological Studies*(17), 21-43. doi:10.7358/ecps-2018-017-lang
Law, B. (1996). Careers education in a curriculum. In A. G. Watts, B. Law, J. Killeen, J. M. Kidd, & R. Hawthorn (Eds.), *Rethinking careers education and guidance: Theory, policy and practice* (pp. 134-148). London, England: Routledge.
Lent, R. W., & Brown, S. D. (2013). Social cognitive model of career self-management: Toward a unifying view of adaptive career behavior across the life span. *Journal of Counseling Psychology, 60*(4), 557 - 568. doi:10.1037/a0033446
Leung, S. A. (2008). The big five career theories. In J. A. Athanasou & R. V. Esbroeck (Eds.), *International handbook of career guidance* (pp. 115-132). Dordrecht, the Netherlands: Springer.
Lim, R. H., Lent, R. W., & Penn, L. T. (2016). Prediction of job search intentions and behaviors: Testing the social cognitive model of career self-management. *Journal of Counseling Psychology*, No Pagination Specified. doi:10.1037/cou0000154
Liu, S., Huang, J. L., & Wang, M. (2014). Effectiveness of job search interventions: A meta-analytic review. *Psychological Bulletin, 140*(4), 1009-1041. doi:10.1037/a0035923
Lodders, N., & Meijers, F. (2017). Collective learning, transformational leadership and new forms of careers guidance in universities. *British Journal of Guidance & Counselling, 45*(5), 532-546. doi:10.1080/03069885.2016.1271864
Mackay, S., Morris, M., Hooley, T., & Neary, S. (2016). *Maximising the impact of careers services on career management skills: A review of the literature*.

Retrieved from Derby, England: http://derby.openrepository.com/derby/handle/10545/606949
McIlveen, P., & Alchin, C. (2017). Qualifications for Australian career development practitioners. In H. Yoon, B. Hutchison, M. Maze, C. Pritchard, & A. Reiss (Eds.), *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.
McIlveen, P., Hoare, N., McMahon, M., & Patton, W. (2010). Reviewing psychologists' qualifications for career development practice in Australia. *Australian Psychologist, 45*(2), 84-97. doi:10.1080/00050060903261512
Miller, A. K., Osborn, D. S., Sampson, J. P., Peterson, G. W., & Reardon, R. C. (2018). The impact of a college career course on students' career decision states. *The Career Development Quarterly, 66*(4), 371-377. doi:10.1002/cdq.12157
Musset, P., & Mytna Kurekova, L. (2018). Working it out: Career guidance and employer engagement. *OECD Working Papers, No 175.* Retrieved from http://dx.doi.org/10.1787/51c9d18d-en
NAGCAS. (2017). *NAGCAS benchmarking survey report 2017*. Retrieved from www.nagcas.org.au
Okay-Somerville, B., & Scholarios, D. (2017). Position, possession or process? Understanding objective and subjective employability during university-to-work transitions. *Studies in Higher Education, 42*(7), 1275-1291. doi:10.1080/03075079.2015.1091813
Patton, W., & McMahon, M. (2014). *Career development and systems theory: Connecting theory and practice*. Rotterdam, the Netherlands: SensePublishers.
Pegg, A., Waldock, J., Hendy-Isaac, S., & Lawton, R. (2012). *Pedagogy for employability*. Retrieved from York, England: http://oro.open.ac.uk/30792/
Phillips KPA. (2008). *Review of career development services in Australian tertiary institutions*. Canberra: Department of Education, Employment and Workplace Relations.
Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education* (2nd ed.). London, UK: Sage.
Reddan, G., & Rauchle, M. (2004). Combining quality work-integrated learning and career development learning through the use of the SOAR model to enhance employability. *International Journal of Work-Intergrated Learning, 18*(2), 129-139.
Rousseau, D. M., & Gunia, B. C. (2016). Evidence-based practice: The psychology of EBP implementation. *Annual Review of Psychology, 67*, 667-692. doi:10.1146/annurev-psych-122414-033336
Ruschoff, B., Salmela-Aro, K., Kowalewski, T., Kornelis Dijkstra, J., & Veenstra, R. (2018). Peer networks in the school-to-work transition. *Career Development International*. doi:10.1108/CDI-02-2018-0052
Savickas, M. L. (2012). Life design: A paradigm for career intervention in the 21st century. *Journal of Counseling & Development, 90*(1), 13-19. doi:10.1111/j.1556-6676.2012.00002.x
Savickas, M. L. (2016). Reflection and reflexivity during life-design interventions: Comments on Career Construction Counseling. *Journal of Vocational Behavior, 97*, 84-89. doi:10.1016/j.jvb.2016.09.001
Schiersmann, C., Einarsdottir, S., Katsarov, J., Lerkkanen, J., Mulvey, R., Pouyaud, J., . . . Weber, P. (2016). *European competence standards for the academic training of career practitioners: NICE Handbook Volume 2* (Vol. 2): Barbara Budrich.

Smith, M., Bell, K., Bennett, D., & McAlpine, A. (2018). *Employability in a global context: Evolving policy and practice in employability, work integrated learning, and career development learning*. Graduate Careers Australia, Wollongong, Australia.

Spring, B. (2007). Evidence-based practice in clinical psychology: What it is, why it matters; what you need to know. *Journal of Clinical Psychology, 63*(7), 611-631. doi:10.1002/jclp.20373

Taylor, A. R., & Hooley, T. (2014). Evaluating the impact of career management skills module and internship programme within a university business school. *British Journal of Guidance & Counselling, 42*(5), 487-499. doi:10.1080/03069885.2014.918934

Tomlinson, M. (2017). Introduction: Graduate employability in context: Charting a complex, contested and multi-faceted policy and research field. In M. Tomlinson & L. Holmes (Eds.), *Graduate employability in context: Theory, research and debate*. London, United Kingdom: Palgrave Macmillan.

Whiston, S. C., Brecheisen, B. K., & Stephens, J. (2003). Does treatment modality affect career counseling effectiveness? *Journal of Vocational Behavior, 62*, 390-410.

Whiston, S. C., Li, Y., Goodrich Mitts, N., & Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytic replication and extension. *Journal of Vocational Behavior, 100*, 175-184. doi:10.1016/j.jvb.2017.03.010

Yoon, H. J., & Hutchison, B. (2018). Syntheses and future directions for career services, credentials, and training. In H. J. Yoon, B. Hutchison, M. Maze, C. Pritchard, & A. Reiss (Eds.), *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

Yorke, M., & Knight, P. (2006). *Embedding employability into the curriculum*. Retrieved from York, England: https://www.heacademy.ac.uk/knowledge-hub/embedding-employability-curriculum

Table 1. Count of courses in graduate certificate programs in career development that address CICA professional standards and career development specialisations.

	Graduate Certificate Programs in Career Development						
Professional Standards and Specialisations	Program A *n* = 4	Program B *n* = 4	Program C *n* = 4	Program D *n* = 4	Program E *n* = 4	Program F *n* = 4	Program G *n* = 5
CICA Professional Standards							
Career Development Theory	2	4	3	4	2	2	2
Labour Markets	1	3	3	2	1	1	0
Advanced Communication Skills	1	4	4	4	2	0	5
Ethical Practice	2	4	3	3	1	1	5
Diversity	0	4	3	2	2	1	0
Information Resource Management	1	2	2	3	1	1	0
Professional Practice	2	4	4	4	4	1	5
Career Development Specialisations							
Assessment	1	0	1	1	1	0	0
Counselling	1	2	2	1	1	2	1
Disabilities	0	0	0	0	0	0	0
Employer liaison	0	0	0	0	0	0	0
Program delivery	2	0	4	0	1	2	2
Project management	0	0	0	0	0	0	0

Table 2. Categorisation of career development position descriptions.

Professional Standards and Specialisations	**Categories of Career Development Position Descriptions**					
	Career Counselling *n* = 3	Employer Engagement *n* = 4	Leadership *n* = 3	Project Management *n* = 3	Careers & Employability Education *n* = 23	Total *N* = 36
CICA Professional Standards						
Career Development Theory	0	0	1	1	12	14
Labour Market	1	1	0	1	10	13
Advanced Communication Skills	2	4	3	3	18	30
Ethical Practice	0	0	2	2	9	13
Diversity	0	0	1	1	8	10
Information Resource Management	2	3	1	2	14	22
Professional Practice	3	4	3	3	23	36
Career Development Specialisations						
Assessment	1	0	1	0	5	7
Counselling	3	0	1	0	8	12
Disabilities	0	0	0	1	0	1
Employer liaison	0	4	0	2	5	11
Leadership	0	1	3	1	5	10
Program delivery	2	2	3	2	21	30
Project management	0	1	2	3	2	8