

Scotland's Careers Strategy

Moving Forward

GLOSSARY

[Scotland's Careers Strategy: Moving Forward](#), published February 2020, seeks to bring alignment and commonality to career information, advice and guidance (CIAG) services across Scotland. A common language and approach is necessary across the services to support individuals to progressively develop and harness their career management skills on a lifelong basis.

The following glossary is derived from the [European Guidance Network Glossary](#), with alterations and additions to ensure it is appropriate to the Scotland's careers sector.

Access to guidance

Conditions, circumstances or requirements (e.g. qualification, education level, special needs, gender, age etc.) governing admission to and participation in guidance activities, and/or the right to use guidance services or programmes.

Source: Based on Cedefop (2008b)

Career

The interaction of work roles and other life roles over a person's lifespan, including how they balance paid and unpaid work, and their involvement in learning and education.

Source: Based on UNESCO (2002)

Career adviser

Career advisers assist people to explore, pursue and attain their career goals.

Source: UNESCO (2002)

Career centre

A place where people go to receive career guidance.

Source: ELGPN

Career choice

An individual's career intention based on their personal aptitudes, abilities, aspirations and goals, tempered by the realities of the labour market and their personal circumstances. The process through which an individual's career intention is developed and realised.

Source: Based on Career Guidance and Counselling Glossary

Career counselling

The interaction between a career/guidance counsellor and an individual. An individual or group process which emphasises self-awareness and understanding, and facilitates the development of a satisfying and meaningful life/work direction as a basis to guide learning, work and transition decisions, as well as how to manage responses to changing work and learning environments over the lifespan.

Source: Based on Career Guidance and Counselling Glossary and Canada Career Information Partnership (2006)

Career counsellor

Career counsellors assist people to explore, pursue and attain their career goals.

Synonym for career adviser and guidance counsellor.

Source: UNESCO (2002)

Career decision-making

The process of making a choice between particular career alternatives.

Source: ELGPN

Career development

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

Source: Based on the Career Guidance and Counselling Glossary and Canadian Career Development Foundation, (2002)

Career education

Programmes and activities of learning to help people to develop the skills necessary to manage their career and life pathway. These include accessing and making effective use of career information and guidance.

Source: Institute of Career Guidance: Careers Education Committee

Career guidance

A range of activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; to make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.

Source: Council of the European Union (2008)

Career information systems

Systems, often computer-based or online but also in print, designed to aid an individual or a group in their choice of career, employment, occupation or work by gathering together, organising and providing information about specific occupations, professions or organisations including descriptions of pay, conditions, training, qualifications and experience required.

Source: Based on Career Guidance and Counselling Glossary

Career management

An ongoing process of preparing, implementing, and monitoring career plans.

Source: Based on Storey (1976)

Career management skills

A range of competences which provide structured ways for individuals (and groups) to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions.

Source: European Lifelong Guidance Policy Network (2010)

Case management

A collaborative process which assesses, plans, implements, co-ordinates, monitors and evaluates the options and services required to meet an individual's health, social care, educational and employment needs, using communication and available resources to promote quality cost-effective outcomes.

Source: Case Management Society UK

Coaching

A process designed to focus on skill development and behaviour change to deliver improved performance. Coaching is usually delivered one-to-one.

Source: ELGPN

Common quality-assurance framework

Set of common principles, guidelines, criteria and tools adopted by a group at a local, regional, national or international level in order to develop and assure quality in guidance delivery and in relation to the qualification of guidance practitioners.

Source: Based on Cedefop (2011)

Co-operation mechanisms

Processes, systems or organisational structures used to facilitate people or organisations working together.

Source: ELGPN

Co-ordination mechanisms

Processes, systems or organisational structures used to facilitate people or organisations co-ordinating their work or interventions together.

Source: ELGPN

Cost-benefit analysis

Comparative analysis of the costs and benefits of a guidance service or particular guidance activity – and of the value of that service or activity – to select the most financially beneficial solution.

Source: Based on Cedefop (2011)

Counselling

The interaction between a professional and an individual helping them to resolve a specific problem or issue.

Source: Career Guidance and Counselling Glossary

Distance guidance services

Guidance services that are provided remotely, for example by telephone, email or via the internet. The key feature is that the client and guidance worker are not in face-to-face contact and, in the case of automated internet guidance, no guidance worker is directly involved in the delivery of the guidance service.

Source: ELGPN

Drop-out

A drop-out is anyone who has withdrawn from an education or training programme without completing it.

Source: Based on Cedefop (2008a)

Early school-leaver

Early school-leavers are individuals below the statutory school-leaving age who have withdrawn from or left an education or training programme without completing it.

Source: EU Council Recommendation on Early School-Leaving (2011)

Economic and social outcomes of guidance

Guidance has social and economic outcomes: in particular, improving the efficiency and effectiveness of education, training and the labour market through its contribution to reducing drop-out, preventing skills mismatches, increasing job tenure and boosting productivity; and also addressing social equity and social inclusion.

Source: ELGPN

Educational counselling/guidance

Helping an individual to reflect on personal educational issues and experiences and to make appropriate educational choices.

Source: Based on Career Guidance and Counselling Glossary

e-guidance

Counselling or guidance that is delivered using ICT and which may or may not directly involve a guidance counsellor. Frequently used to describe the provision of information or the use of self-assessment tools and exercises via the internet. e-guidance covers the provision of guidance activities and services using all forms of ICT, including:

- **Online Guidance**

Guidance provided via ICT, for example using a computer or similar electronic device (e.g. a mobile telephone). May include interaction with a guidance professional via email, webchat, sms or social media (e.g. Facebook). Frequently used to describe the provision of information or the use of self-assessment tools and exercises via the internet.

- **Telephone guidance**

The provision of guidance services via the telephone. It may involve a telephone conversation with a guidance worker or, less frequently, the delivery of pre-recorded information. Similar services are now also provided by webchat, sms or via the internet.

- **Web guidance**

Guidance activities provided via the internet using ICT. This may include the provision of information, the use of self-help materials and tools, as well as more interactive activities, such as participation in forums or discussion groups, and email or web-based discussion with a guidance worker.

Source: ELGPN

Effectiveness

Extent to which the objectives of a policy or an intervention are achieved, usually without reference to costs.

Source: Cedefop (2011)

Employability

Combination of factors which enable individuals to progress towards or get into employment, stay in employment and progress during their careers. The employability of individuals depends: (a) on personal attributes (including adequacy of knowledge and skills); (b) on the way these personal attributes are presented on the labour market; (c) on the environmental and social context (incentives and opportunities offered to update and validate their knowledge and skills); and (d) on the economic context.

Source: Based on Scottish Executive (2007); Tamkin & Hillage (1999)

Employment counselling/guidance

Counselling or guidance that addresses one or more of the following domains: career/ occupational decision making, skill enhancement, job search and employment maintenance. Activities include assessment, development and implementation of an action plan, follow-up and evaluation.

Source: Canada Career Information Partnership (2006) and Career Guidance and Counselling Glossary

Empowerment

The process of enabling and encouraging people to take greater responsibility for the control of their own lives and careers by developing greater confidence in their own capabilities.

Source: ELGPN

Entrepreneurship guidance

Guidance activities designed to assist individuals in reviewing their suitability for setting up a new business venture or embarking on self-employment, and to promote proactivity, entrepreneurship and a sense of autonomy.

Source: ELGPN

Evidence

The information presented to support a finding or conclusion. Evidence should be sufficient, competent and relevant: there are four types of evidence: observations (obtained through direct observation of people or events); documentary (obtained from written information); analytical (based on computations and comparisons); and self-reported (obtained through, for example, surveys).

Source: Glossary, United Nations, Monitoring, Evaluation and Consulting Division (MECD)

Evidence-based policy and practice

The conscientious, explicit and judicious use of current evidence of what works best, and most cost-effectively, to inform lifelong guidance policy and practice. More generally, any activity, intervention or way of working that has been designed on the basis of evidence that demonstrates the effectiveness of the particular approach (policy or practice) being used.

Source: ELGPN

Flexicurity

An integrated strategy for enhancing, at the same time, flexibility and security in the labour market. Flexicurity attempts to reconcile employers' need for a flexible workforce with workers' need for security – confidence that they will not face long periods of unemployment.

Source: European Commission

Further Education (FE)

Further education is provided through a network of further education colleges. Colleges offer a wide range of vocational qualifications including vocational, competency-based qualifications (previously known as SVQs), Higher National Certificates and Higher National Diplomas.

Guidance

Help for individuals to make choices about education, training and employment.

Source: Hawthorn (1991)

Guidance counsellor

A trained individual delivering guidance as defined above. Guidance counsellors assist people to explore, pursue and attain their career goals.

Source: Career Guidance and Counselling Glossary

Guidance outcomes

Guidance has economic, social and learning outcomes and these reflect both its personal impact and the wider societal benefits.

COMMENT: See separate definitions of 'Economic and social outcomes of guidance' and 'Learning outcomes of guidance', and also the definition of 'Outcome (quality)'.

Source: ELGPN

Guidance policy

Policy that determines and shapes the range and extent of guidance services that exist, their aims and principles, how the services are funded, and who is eligible to use them and under what circumstances.

Source: ELGPN

Guidance services

The range of services offered by a particular guidance provider. These might be services designed for different client groups or the different ways that guidance might be delivered (e.g. face-to-face, online, telephone, etc.).

Source: ELGPN

Guidance systems

The way the delivery of guidance services has been designed and organised. This might be the approach taken in a particular country or region to the organisation of guidance services or a particular way of delivering guidance, such as online or at a distance.

Source: ELGPN

Higher Education (HE)

Higher Education is delivered mainly at Universities, or other Higher Education Institutions (such as Art Schools or Rural Colleges) which have the authority to award academic degrees. All Scottish universities have the power to award degrees at all levels: undergraduate, taught postgraduate, and doctoral.

Impact

General term used to describe the effects of a programme, policy or socioeconomic change. Impact can be positive or negative as well as foreseen or unforeseen.

Source: Cedefop (2011)

Indicator

Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor.

Source: Adapted from OECD (2010)

Information and communication technologies (ICT)

Technologies which provide for the electronic input, storage, retrieval, processing, transmission and dissemination of information.

Source: Cedefop (2004)

Job-search training

Training designed to help people in their search for jobs/employment.

Source: ELGPN

Key competences

The sum of skills (basic skills and new basic skills) needed to live in contemporary society. In its recommendation on key competences for lifelong learning, the European Commission sets out the eight key competences: communication in the mother tongue; communication in foreign languages; competence in maths and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; and cultural awareness and expression.

Source: Cedefop (2008a)

Labour market information systems

Systems, mechanisms or processes for gathering, organising and providing information about the state of the labour market and/or professions and jobs. This includes recording changes taking place within the labour market, employment, jobs and the professions.

Source: ELGPN

Learning outcomes of guidance

The set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a guidance activity or through participation in the guidance process.

Source: Based on Cedefop (2008b)

Lifelong guidance

A range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.

Source: Council of the European Union (2008)

Lifelong learning

All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.

Source: Based on Cedefop (2004)

Mentoring

A developmental relationship that enhances both an individual's growth and his/her career advancement.

Source: Kram (1985)

Outcome (quality)

Positive or negative longer-term socio-economic change or impact that occurs directly or indirectly from an intervention's input, activities and output.

Source: Cedefop (2011)

Output (quality)

Immediate and direct tangible result of an intervention.

Source: Cedefop (2011)

Performance measures/indicators

Data, usually quantitative, that provide a measure of an individual's, team's or organisation's level of attainment, against which the level of others can be compared.

Source: Cedefop (2011)

Personal action planning

The process of mapping out the necessary steps that an individual needs to take and the services s/he might need to use in order to achieve an identified educational, vocational or personal goal. The process might be conducted by the individual on their own, in conjunction with someone else (e.g. a career counsellor) or by using a proforma/template or online tool.

Source: Based on Career Guidance and Counselling Glossary

Portfolio

A portfolio is designed to be a record of the competences (skills, knowledge and abilities) and experiences of an individual. It may list formal qualifications or include examples of work as well as recording training courses, work experience and non-work activities undertaken by the individual.

Source: ELGPN

Profiling

The process of collecting information about a person to form a profile that describes him/her. This may involve collecting a standard set of information, possibly to compare people, or the construction of a one-off description of a person. A similar approach is also commonly used to profile jobs or occupations and a job or occupational profile may be included in a career information system to make it easier to make comparisons between jobs and occupations.

Source: ELGPN

Quality assurance

Activities involving planning, implementation, evaluation, reporting, and quality improvement, implemented to ensure that guidance activities (content of programmes, design, assessment and validation of outcomes, etc.) meet the quality requirements expected by stakeholders.

Source: Based on Cedefop (2011)

Quality criteria

Independent standards for measuring the quality of guidance provision or services.

Source: ELGPN

Quality indicators

Formally recognised figure(s) or ratio(s) used as yardsticks to judge and assess quality performance.

Source: Van den Berghe (1996)

Quality standard

Technical specifications which are measurable and have been drawn up by consensus and approved by an organisation with recognised and relevant expertise at regional, national or international levels. The purpose of quality standards is optimisation of input and/or output of guidance. The standard(s) that an organisation sets for all of its key business operations and that help clarify what an organisation expects of its employees in delivering these operations or a client can expect when using the service.

Source: Based on Cedefop (2003)

Quality system

Organisational structure, procedures, processes, and resources needed to implement quality management. The quality system provides the framework for planning, implementing, and assessing services provided and for carrying out required quality assurance and quality control.

Source: ISO (1994); MassDEP

Quantitative and qualitative evidence

Numerical information is used to provide quantitative evidence, while qualitative evidence is based on observation and judgement and deals with meanings. Qualitative evidence is usually provided by experts or people considered by virtue of their training or work experience to be appropriately qualified to make such assessments.

Source: ELGPN

School-to-work transition

The process of moving from education or training to employment, covering the period in which the change takes place.

Source: Based on Cedefop (2008a)

Self-help provision

An approach to the provision of guidance services that depends on the client either working on their own using resources and materials designed to be used without additional support from a career counsellor, or where responsibility for choosing an appropriate form of career support is left up to the client.

Source: ELGPN

Self-knowledge

Knowledge that an individual has about him/herself.

Source: ELGPN

Self-management of competences

When an individual takes responsibility for the development of their own competences. Sometimes this might also include the individual taking responsibility for the recording or logging of their competences: for example, in a portfolio.

Source: ELGPN

Self-service

A mode of delivery of guidance services in which it is up to the client to select the guidance services, interventions or activities s/he will use.

Source: ELGPN

Transition

The process of moving from one education, employment or training situation to another. This would include a move out of the labour market, for example into unemployment or to look after children, and the move back into employment, education or training after a period of not being in work, education or training.

Source: ELGPN

Transversal skills

The skills individuals have which are relevant to jobs and occupations other than the ones they currently have or have recently had. These skills may also have been acquired through non-work or leisure activities or through participation in education or training. More generally, these are skills which have been learned in one context or to master a special situation/ problem and can be transferred to another context.

Source: Based on Cedefop (2008a)

Validation of non-formal and informal learning

A process of confirmation by an authorised body that an individual has acquired learning outcomes against a relevant standard. It consists of four distinct phases: (1) identification – through dialogue – of particular experiences made by an individual; (2) documentation – to make visible the individual experiences; (3) a formal assessment of these experiences; and (4) recognition leading to a certification, e.g. a partial or full qualification.

Source: EU proposed definition from DG EAC

Vocational guidance

Help for individuals to make choices about education, training and employment.

Source: Hawthorn (1991)

Work experience

Knowledge, skills and competences acquired by an individual during their working life. This term is also used to describe short periods of work-based learning (commonly carried out while the individual is participating in a related education or training programme) or working as a trainee or intern in order to gain experience of a particular occupation or type of work.

Source: Based on Career Guidance and Counselling Glossary

Work practice

The opportunity to participate in work activities in order to gain experience and develop appropriate work skills and attitudes to work.

Source: ELGPN

Work-based learning

Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, usually in the workplace.

Source: Based on Cedefop (2011)