# CONTENT

## Editorial

<table>
<thead>
<tr>
<th>Memorandum on Academic Training and Research in Career Guidance and Counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorandum on Academic Training and Research</td>
</tr>
<tr>
<td>in Career Guidance and Counselling</td>
</tr>
</tbody>
</table>

## 1. Introduction

1.1 Purpose of the Handbook  
1.2 Structure

## 2. Goals and Design of the European Competence Standards

2.1 Background  
2.2 Goals  
2.3 Challenges  
2.4 Design of the Competence Standards

## 3. Three Types of Career Practitioners

3.1 The NICE Professional Roles Revisited  
3.2 The NICE Types of Career Practitioners  
3.3 Task Profiles  
3.3.1 Task Profile of Career Advisors  
3.3.2 Task Profile of Career Professionals  
3.3.3 Task Profiles of Career Specialists
## 4. European Competence Standards

4.1 Competence Definition 51
4.2 Formulation of Competence Standards 52
4.3 The European Competence Standards 54
4.4 Using the ECS for Curriculum Development 54
4.4.1 Examples 55
4.4.2 Working with the NICE Curriculum Framework 60

## 5. Recommended Qualification Levels

5.1 Recommended Qualification Levels 65
5.2 Elaboration of Recommended Qualification Levels 66
5.2.1 Career Advisors 67
5.2.2 Career Professionals 71
5.2.3 Career Specialists 74

## 6. Quality Assurance and Enhancement: Policy and Practice

6.1 Policy Drivers 81
6.2 How NICE supports Quality Assurance and Enhancement 84

## 7. Peer Learning for the Quality Enhancement of Degree Programmes

7.1 Peer Learning in the Context of Academic Training 91
7.1.1 Peer Learning as a Method for Quality Enhancement 91
7.1.2 Five Principles for Quality Enhancement through Peer Learning 92
7.2 Peer Learning in Practice: Three Case Studies 94
7.2.1 Moderation of Peer Learning Activities 94
7.2.2 Description of Three Peer-Learning Activities 96
7.3 Guidelines for Peer Learning 98
7.4 Opportunities and Challenges of Peer Learning 103