



CODE OF ETHICS FOR ACCE MEMBERS

The ACCE Code of Ethics has been adopted from the 'Code of Ethics' section in the 2026 Career Industry Council of Australia's Professional Standards for Australian Career Development Practitioners. It also draws on the Victorian Institute of Teaching Code of Ethics and Code of Conduct. It is a requirement that career practitioners who are members of ACCE, adhere to the Code of Ethics.

PURPOSE OF THE CODE OF ETHICS POLICY

The Code guides professional behaviour and conduct expected of ACCE members who work in and represent the career profession.

- Promotes confidence in the profession to clients and the community.
- Ensures members of ACCE represent the integrity of the association as a founding member association of CICA.
- Informs clients, the community and stakeholders about the ethical code to which our members adhere.

While the Code of Ethics will not cover every situation, members are expected to use their code to support decisions and issues that may arise within their practice.

1. Professional Competence and Conduct

- Hold and maintain appropriate qualifications to deliver career development services, including any specialist knowledge required to work with specific populations or perform specialised tasks.
- Accurately represent their qualifications, professional experience, and scope of practice.
- Work in accordance with the CICA Professional Standards for Australian Career Development Practitioners and/or the Victorian Institute of Teaching Code of Ethics and Code of Conduct.
- Function within the boundaries of their training and experience.
- Provide services only within the boundaries of their training, experience, and professional competence.
- Commit to continuous professional development to remain current with the core competencies of the Professional Standards (15 hrs p.a.).
- Evaluate and ensure the currency and accuracy of all career development resources, including printed materials and digital content.
- Explain services, assessments, and interventions clearly and in language that is appropriate to the client's needs.
- Engage in ethical, evidence-based research consistent with professional and scientific standards.
- Undertake research and report findings, using procedures that are consistent with the accepted ethical and scientific standards of educational, psychological and social research practices.

2. Equity, inclusion and cultural responsiveness

- Treat all individuals with dignity and respect, recognising and valuing diversity in culture, identity, beliefs, abilities, and life experience.
- Provide services that are culturally appropriate, accessible, and responsive to individual needs and stages of career development.
- Avoid all forms of discrimination, bias, and stereotyping in practice and communication.
- Use inclusive and non-discriminatory language and resources across all media and delivery modes.
- Honour the client's right to make informed, independent decisions and to take responsibility for their career choices.
- Inform clients of the goals, techniques, processes, and ethical considerations of the services they receive.

3. Confidentiality, privacy and informed consent

- Maintain a current understanding of laws, policies, and professional obligations regarding confidentiality, privacy, mandatory reporting and client rights.
- Clearly inform students and clients of the boundaries of confidentiality and obtain informed consent for any disclosures of personal information.
- Protect student's and client's personal information and preserve their right to privacy at all times.
- Ensure student and client counselling records are securely maintained and only reveal confidential information within the bounds of informed consent and with expressed consent of the client/student before disclosure.
- Ensure client sessions are conducted privately and students are safe.
- Declare any conflicts of interest that may compromise professional judgment or client wellbeing and take steps to manage or avoid the

4. Ethical use of digital tools

- Critically assess and responsibly integrate digital tools and platforms, including those powered by AI, into practice and ensure clients and students are informed of the ethical risks and benefits associated with digital tools, including data use, privacy, and content accuracy.
- Maintain currency in emerging digital technologies and using AI-generated outputs and support clients to interpret and apply these digital tools appropriately, including understanding their limitation and potential risks.
- Retain the human interface and support for clients and students regardless of increasing reliance on automation or tools that may compromise quality, inclusivity, or ethical standards.
- Only use digital tools that align with professional standards and uphold client-centred, ethical practice.
- Ensure that material contained in web-based programs, resource materials and career development programs is current and accurate; ensure information provided to clients and the community is in a form that can be readily understood by the client, their parents, the school and the community
- Ensure assessment tools are chosen, administered and interpreted appropriately and accurately. Explain the content, purposes, potential benefits and results of tests and interventions in language that is easily understood by clients, students, their parents, the school community or persons for whom it is intended.
- Members will only use assessment tools for which they have appropriate training.

- Inform students and clients and provide access to information on the services being provided, i.e. purposes, goals, techniques, policies and ethical standards – as appropriate to the service being provided.
- Be client-centered and respect the values, lifestyles, plans or beliefs of clients that is free from judgement and ensures clients are well informed and have agency over their choices.
- Respect the dignity of each person for whom career development services are rendered and do not judge, coerce, or impose personal values or beliefs on clients.
- Deal with each student or client fairly, equitably and without prejudice and respect their values, beliefs and life experiences and those of their families and the communities to which they belong.
- Take into consideration the career development stage that the students or clients are at, and their career/life experiences.
- Apply, and inform students and clients about ethical issues (such as privacy, identifying information-sharing practices) associated with media technologies, including social networking.

5. Scope of practice

- Conduct career development services for which they are appropriately trained, qualified and competent.
- Adapt their practice to reflect the specific context, client group, and setting in which services are delivered.
- Make timely, appropriate referrals to other professionals when clients or students' needs fall outside their expertise or when continuity of service is not available.
- Contextualise career development theory and practice according to work settings and societal contexts.
- Ensure that ethical principles guide all modes of service delivery, including in-person, blended, and virtual environments.

6. Professional Relationships and workplace integrity

- Resolve conflicts of interest transparently and in the best interests of clients and others.
- Advocate for and assist in the development of career development services that are ethically rendered and relevant to student and client needs in cooperation with ACCE, policymakers, organisations, community agencies and other relevant stakeholders
- Foster respectful, collaborative relationships with colleagues and other professionals and acknowledge the contribution of other professionals working to improve career development services.
- Address ethical dilemmas through reflective practice, consultation, and adherence to professional standards.
- Promote ethical, high-quality career development practices within their organisations and through advocacy to stakeholders and policymakers.

BREACHES OF THE CODE OF ETHICS:

Reported breaches of the Code of Ethics will be investigated and dealt with appropriately. (e.g. through educative processes, where appropriate, or cancellation of membership).