

The ACCE Code of Ethics has been adopted from the 'Code of Ethics' section in the Career Industry Council of Australia's (CICA) National Professional Standards for Australian Career Development Practitioners and also draws on the Victorian Institute of Teaching Standards of Professional Practice and Code of Conduct. This policy is provided to assist ACCE members with their day to day professional practice.

## PURPOSE OF THE CODE OF ETHICS POLICY IS TO:

Provide a practical guide for professional behaviour and practice for ACCE members and assist them to solve ethical dilemmas

- Promote confidence in our profession to our schools and the community
- Uphold the integrity of ACCE members
- Inform schools and the community about the standards to which we adhere.

The ACCE Code of Ethics will not cover every situation in schools or in the community. There may be policies or procedures set down by the sector/school/organisation in which the ACCE member works, or specific issues which are covered by an industrial agreement or award. ACCE members registered with the Victorian Institute of Teaching should also be cognisant of the VIT Code of Conduct.

## 1. ETHICAL PRINCIPLES FOR PROFESSIONAL COMPETENCY AND CONDUCT

### ACCE MEMBERS

- Obtain qualifications necessary to provide career development services, including those qualifications required to undertake specialised tasks or roles and /or work with specialised populations
- Conduct career development services in accordance with the 'Code of Ethics' section contained in the National Professional Standards for Australian Career Development Practitioners
- Represent their professional competencies, training and experience accurately
- Function within the boundaries of their training and experience
- Refrain from consciously dictating to, judging or coercing client choices, values, lifestyles, plans or beliefs
- Enhance client autonomy and sense of self worth and encourage students to develop and reflect on their own values
- 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 students, their parents, the school community or persons for whom it is intended. ACCE members will only use assessment tools for which they have appropriate training.
- Monitor, maintain and enhance professional competencies
- Seek and participate in continuing professional development (CPD) in order to remain current with innovations and trends in the contexts, processes and content of career development
- 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
- 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. ETHICAL PRINCIPLES FOR CAREER DEVELOPMENT PRACTITIONER-STUDENT / CLIENT RELATIONSHIPS

### 2.1 Equity and Diversity

#### ACCE MEMBERS

- Respect the dignity of each student or client for whom career development services are rendered
- Ensure that each student and client's feelings and cultural customs are respected
- 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
- Accept the rights of the student or client to make independent choices and to take responsibility for those choices and their consequences
- Deal with each student or client fairly, equitably and without prejudice, respecting their values, beliefs and life experiences and those of their families and the communities to which they belong
- Avoid all forms of discrimination
- Ensure that the services provided are culturally appropriate, relevant to students and clients needs, and are valid and reliable regarding the information they provide
- Take into consideration the career development stage that the students or clients are at, and their career/life experiences
- Use non-discriminatory, current and accurate information within whatever medium is used
- Apply, and inform students and clients about ethical issues (such as privacy, identifying information-sharing practices) associated with media technologies, including social networking.

### 2.2 Confidentiality, disclosure and informed consent

#### ACCE MEMBERS

- Maintain a current understanding of laws, policies and professional ethics and the legal requirements and legal responsibilities that pertain to student and client rights within the school and the community

- Inform students and clients of the limits of confidentiality when it arises
- Preserve the student's and client's right to privacy
- Ensure student and client counselling records are maintained in a secure place and only reveal confidential matters when appropriate for the student's benefit or by seeking client's expressed consent before disclosure of client information
- Refrain from discussing student's or client's personal problems in situations where the information will not be treated confidentially
- Avoid or disclose conflicts of interest which compromise the best interests of their students or clients.

### 2.3 Scope of practice

#### ACCE MEMBERS

- Conduct career development services for which they are appropriately trained and currently qualified
- Are aware of the role of other professionals and agencies and when students or clients should be referred to them for assistance
- Make appropriate referral when their own competency does not meet the student's or client's need or when their professional assistance cannot be provided or continued
- Contextualise career development theory and practice according to work setting and societal context.

## 3. ETHICAL PRINCIPLES FOR PROFESSIONAL RELATIONSHIPS

### ACCE MEMBERS

- Avoid or disclose conflicts of interest
- Resolve conflict between professional ethical standards and directives or practices within the workplace through ethical decision-making and appropriate consultation
- 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
- Respect and acknowledge the contribution of other professionals
- Cooperate with other professionals and/or colleagues according to the ethical practices and procedures relevant to the situation.

## 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).