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Accelerating Coaching and Counseling
through e-Tools and innovative Training

Pedagogical Framework



Introduction

The mission of the ACCEnT project is to help counselling, coaching and guidance professionals and practitioners, referred to as guidance practitioners throughout this document, who work with hard-to-reach groups (the long-term unemployed, NEETs, migrants, early school leavers, refugees and asylum seekers) in their daily work. Based on an analysis of their situation and needs in five European countries (Finland, Germany, Ireland, United Kingdom, Portugal) we define a flexible set of competences that we deem essential for today's guidance practitioners.

In this respect, this document aims at providing the learning framework that underpins the ACCEnT model, which consists of two following elements:

- A **pedagogical framework** as the foundation for the ACCEnT online-training environment.
- An educational model with a set of competences that can be cultivated through a **competence-based curriculum**.

The framework and curriculum are designed to serve as a catalyst for innovative, engaging and interdisciplinary training. Hence, we have endeavored to make this framework accessible, flexible and open to all, to allow guidance practitioners to enhance their knowledge in an innovative way, and therefore improve their ability to integrate hard-to-reach groups into the labour market.

This is the first version of the framework and curriculum and it will thus be further piloted and tested to provide a more complete, concrete and straightforward picture. In addition, the study does not provide general statements about guidance practitioners and is therefore not to be regarded as representative.

Hence, this version as it is currently drafted aims towards:

- Providing a **common ground** for the project consortium in terms of definitions, meanings and approaches that will be utilised throughout the different activities and steps of the project, so that all the work currently being developed is perfectly aligned
- Providing organisations with a guiding **background paper** that will enable them to fully understand the ACCEnT project and its conceptual underpinnings, therefore enabling them to further use the online training
- Serving as a basis for informing the design of the **evaluation methodology** that is being developed as part of the project



Pedagogical Framework


In a nutshell, the e-Learning platform of ACCEnT is an online environment based on a learning and management system with respective materials and courses for promoting an experiential learning approach. Our model builds on a combination of innovative pedagogies and exploits open technologies to bridge theory and practice and facilitate learning on career counselling and guidance.




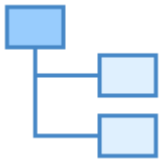
In this context, a practice-oriented and social learning environment will be designed and developed for promoting the development and application of competences and skills. The aim is to support the transfer from knowledge into experience and working competencies in a variety of domains. The transfer of knowledge created within an experiential learning environment to the job practice is fundamental to the effectiveness of the training process.


ANALYSIS

The methodology, training model, requirements on the e-Learning environment and the competence-based curriculum are designed according to the identified situation and needs of guidance practitioners. Through the analysis phase, learning objectives can be set and the learning environment can be adapted to suit learners' existing knowledge, skills and interests.

In the following, the user needs analysis performed in the ACCEnT context is presented.

Questions of the analysis phase	Analysis results
<p>Who is the primary target audience for the course?</p> 	<ul style="list-style-type: none"> • Guidance practitioners who seek further training while working in counseling, coaching and guidance with hard-to-reach groups • Experience in dealing with e-Learning formats of respondents: heterogeneous, generally average low to medium • Learning format preferences: sharing of experience, used to face-to-face training • Attitude towards online training: interested in content, skeptical about online format • Level of knowledge: heterogeneous distribution; both beginners without a professional degree and experts with years of experience and well-founded education and training

<p>What are the learning goals to be achieved?</p> 	<ul style="list-style-type: none"> • Improvement of information on hard-to-reach groups • Enhancement of intercultural competences • Providing specific coaching approaches towards hard-to-reach groups • Introduction to e-Tools in counselling and communication processes
<p>What are the constraints?</p> 	<p>In the analysis, surveyed guidance practitioners can be described as so-called "digital immigrants" who have little or no experience in dealing with online learning environments and are critical when it comes to digital forms of learning.</p>
<p>What are the technical requirements of the course?</p> 	<p>Easy and free access anytime, anywhere. In addition, a clear and comprehensible interface should guarantee high usability.</p>
<p>What are the structural characteristics of the course?</p> 	<p>Due to country-specific differences in the educational level of the guidance practitioners, gradations are planned for two modules in the course to provide an introduction to the topic of counselling, coaching and guidance with hard-to-reach groups.</p> <ul style="list-style-type: none"> • Information: one unit • Intercultural competences: split into core skills and advanced skills • Coaching skills: split into core skills and advanced skills • e-Tools: one unit <p>The course follows a linear structure; this means that learning units are (partially) built on each other and should therefore be worked on in a predefined order. References within a learning unit can only relate to content of previous learning units.</p> <p>Also, within the learning unit a linear structure is to be followed. The content is built up one after the other, so that the learner is introduced to the subject step-bystep.</p> <p>Other structural features include:</p>

	<ul style="list-style-type: none"> • Development of a placement test for core and advanced skills • Closed course with individual registration to access modules • Attendance certificate once completed • Badges for milestones / completion of modules • Forum and email exchange as means of communication
<p>What criteria will be used for the assessment?</p> 	<p>There will be a two-stage assessment procedure:</p> <ul style="list-style-type: none"> • After completion of each module (badges) • After completion of whole course (certificate): Due to the heterogeneity of the five countries and organisations, a formally certified qualification of professional competences is not pursued. <p>Proof of completion:</p> <ul style="list-style-type: none"> ✓ Completion of all required tasks ✓ Self-assessment ✓ Peer Review ✓ Reflection/learning diary

PEDAGOGICAL APPROACH FOR THE DESIGN

The education strategy and methodology for ACCEnT is a practical model for experiential and activity-based competence development, following the pertinent generic training requirements for enhancing workplace training:

1. Training should be **process-oriented**, i.e. the trainee gets the training in the situation they need for performing a certain task or job.
2. **Activity-based** and **authentic learning**, i.e. solutions that support the effective transfer of knowledge created within the training into the work domain.
3. Recognising individual and organisational learning **motives and constraints** and integrating previous knowledge and experiences.
4. Enhancing the **learning competence** of individuals, groups and organisations by supporting the development of learning strategies.
5. Supporting the development of **key skills** (e.g. communication, problem solving, critical thinking etc.).

6. Identifying ways of approaching **assessment** for monitoring the effects of the training and attributing causes. Assessment is based on the demonstration.

Adult Self-regulated Learning through Linking Experience in Simulated and Real World: A Holistic Approach

The training methodology is based on the Adult Self-regulated Learning through Linking Experience in Simulated and Real World: A Holistic Approach developed by Hetzner et al. (2012). This SRL-Model involves aspects of cognition, metacognition, motivation, affect and volition.

In this concept, training activities in the online environment are linked to real life work practice. New knowledge can be learned in the online environment and transformed into competence by being applied in the work environment. Guidance practitioners learn new concepts and methods in the online learning environment and transfer that knowledge in their daily work. The learning environment supports the reflection and self-assessment process.

Experiential learning

David Kolb (1984) is one of the leading advocates and promoters of the practice of experiential learning. He defines learning as "a process, where knowledge is built up through the transformation of experience" (S. 38). For Kolb, learning is less about the acquisition or the mediation of content but rather the interaction between content and experience, both of which transform each other. In his opinion, the pedagogue's task consists of not only in imparting knowledge or implanting new ideas, but also in changing old ideas that might hinder new ones.

Kolb (1984) assumes that experiential learning follows a cycle of four steps:

Steps according to Kolb		Kolb's model with suitable learning strategies	Transfer to ACCenT platform
1. Concrete experience	The learner is completely occupied with the present new experiences	Simulation, Case Study, Excursion, Real Experience, Demonstration	Multimedia Applications illustrating case studies, examples or problems from the everyday work life of guidance practitioners
2. Observation and reflection	Reflection on and observation of the learner's experiences	Discussion, small groups, group work, planned observations	Discussion of reflective questions in forum/ peer review



	from many different perspectives		
3. Training of abstract concepts and generalisations	Concepts are formed with the help of the learner integrating their observations into logical and sound theories	Shared content	Learning unit consisting of new methods, tools and learning theories for guidance practitioners
4. Concrete testing of the concepts in new situations.	The learner uses these theories to make decisions and solve problems, resulting in experience	Laboratory experience, on-the-job experience, internships, practical exercises	<ul style="list-style-type: none"> • Development of shared content in forum/Ether pad (e.g. collection of good practices) • Reporting of on-the-job-experience in the forum
<p>Neue Perspektiven der Andragogik. In Knowles, Malcolm S.; Holton, Elwood F. III; Swanson, Richard A.: Lebenslanges Lernen. Andragogik und Erwachsenenlernen. 6. Auflage. München ; Heidelberg : Elsevier, Spektrum Akademischer Verlag 2007, S.125-225.</p>			

The four steps in his cycle provide a valuable framework for shaping learning experiences.

Experience-based learning is of particular interest to guidance practitioners because it encompasses formal learning, informal learning, non-formal learning, life learning, incidental learning and workplace learning. It is based on a set of assumptions about learning from experience. These have been identified by Boud, Cohen & Walker (1993) as:

- Experience is the foundation of, and the stimulus for, learning
- Learners actively construct their own experience
- Learning is a holistic process
- Learning is socially and culturally constructed
- Learning is influenced by the socio-emotional context in which it occurs

Using videos, diagrams and animated videos, the ACCEnT learning materials capture typical problem situations, case studies and examples from the day-to-day work of guidance practitioners. With the help of these digital mediums, the first stage of Kolb will be covered by taking the experiences of the target group into account. The learner actively and consciously looks back and reflects on completed experiences. After the presentation of the learning unit containing new methods, theories and tools, a second process of reflection takes place, where old assumptions can be replaced with the newly learned knowledge, leading to a permanent change in behaviour.



A key element of experience-based learning is that learners analyse their experience by reflecting, evaluating and reconstructing that experience (sometimes individually, sometimes collectively, sometimes both) in order to draw meaning from it in the light of prior experience. This review of their experience may lead to further action and an improvement of the daily work life. The e-Learning environment therefore supports the reflection and self-assessment process.

Kolb's approach is reflected in the structure of the learning materials of the online course as follows:

①	Multimedia presentation of case studies, problems or example of daily work as opener of learning units
②	<p>Reflective questions (Forethought) based on the <u>current</u> state of knowledge. E.g.</p> <ul style="list-style-type: none"> • <i>How would you act (based on your previous experience)?</i> • <i>What did you learn from the experience? If you like, you can describe your approach in the forum.</i> <p>⇒ The reflection questions serve to activate <u>informal</u> knowledge.</p>
③	Learning Unit (Performance) consisting of new methods, tools and learning theories for guidance practitioners.
④	<p>Reflective questions (Self-reflection) in reference to <u>new</u> knowledge. E.g.:</p> <ul style="list-style-type: none"> • <i>How would you act now? If you want you can describe what you have learned in the forum.</i> • <i>What rules or tips would you give a guidance practitioner to solve the situation after reading the text?</i> • <i>Try your new knowledge in your daily work! What has changed or improved?</i>

- ⑤ **Test** of formally acquired knowledge through interactive exercises in order to test learners' gained knowledge/experience.

DESIGN OF PLATFORM

Once we have learned who the target group of the course is and which pedagogical approach best suits them, we can develop the most effective way to provide the necessary information to achieve the goals. The e-Learning course is based on the following concepts and formats.

Theoretical underpinning: Experience-based approach

The ACCEnT online platform offers a total of four modules for learners. Due to the lack of experience of the target group in dealing with e-Learning formats, it is necessary to incorporate a user-friendly interface with a high usability score. In addition, there must be a clear added value for their daily work. The preference of the guidance practitioners interviewed for personal contact and exchange must be reflected by means of the e-Learning concept.

The course design approach is developed in order to support the communicative exchange of guidance practitioners as an essential success factor of the platform. Specific occasions for peer-to-peer communication are created from the start (e.g. through an introductory day at the beginning of the online course, emails from tutors and course management, threads and comments in the forums, etc.). In addition, guidance practitioners are encouraged to share their previous experience and new knowledge in forums and thus create innovative solutions or collect good practice examples. Interactive multimedia elements such as practice-oriented videos, animations and diagrams, which build on the experience of the guidance practitioners, will be developed during the project.

Educational and technical support are important elements in providing high quality e-Learning. Through learner-oriented support, the online course can be used effectively and in a variety of ways. As the target audience is comprised of people with little technical skill who do not routinely deal with computers, the elements of the course should be as simple as possible. A closed course with its own registration will be developed in order to enable learning progress and to provide motivation incentives. Due to the varying previous knowledge of the guidance practitioners, two sections are developed:

Definition

Core skills	Ideal for learners who have little or no previous knowledge or education on guidance counselling and coaching and are not well acquainted with concepts but would like to learn basic ideas, practical methods and tools
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Advanced skills	Ideal for learners who have knowledge of the fundamental concepts of counselling, coaching and guidance but would like to update, deepen and optimise their experience and share experience with fellow counselling and guidance practitioners.
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The course follows a linear structure; this means that learning units are (partially) built on each other and should therefore be worked on/through in a predefined order. The content is built up one after the other, so that the learner is introduced to the subject step-by-step. References within a learning unit can only relate to content of previous learning units. The development of different sections is reflected as follows in the overall development of the course:

Structure

Modules	Levels		
Information	No levels		
Intercultural competences	Core skills	Advanced skills	Placement Test: suggestion which level is suitable for the learner
Counselling, coaching and communication	Core skills	Advanced skills	
e-Tools	No Levels		

The modules will contain the following content that will be defined in more detail in the competence-based curriculum.

Information	<ol style="list-style-type: none"> Information in general: Getting all information - legal, organisational, administrative - in the involved countries. Participants are supported in finding all the necessary information as fast as possible and thus become enabled to give support to their clients in the best way. Specific information on recognition of professional qualifications: give orientation in the myriad of legal regulations and show pathways to receive an employment permit (if needed), approval of educational and vocational certificates, further education and training possibilities.
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	<p>c. Specific information on qualifications and training for the target group of migrants: access to language lessons and education in the receiving country, from vocational training to Higher Education institutions.</p>
Intercultural competence	<p>This part of the seminar supports guidance practitioners in gaining awareness of communication processes and cultural barriers and helps them to handle difficult cultural situations.</p> <p>Questions to be addressed:</p> <p>Which are the most common cultural challenges a specific group has to face? How can the work of guidance practitioners be influenced by cultural barriers? How communication skills and styles influence motivation? How to detect cultural and social barriers? And how to overcome those barriers? Social-communicative and intercultural competence is a key factor for working successfully with hard-to-reach groups.</p> <p>This area of the online course aims at providing guidance practitioners with the necessary sensitivity and awareness for their work with people from different backgrounds. They are assisted to act as mediators between different cultures and social groups, understanding the background, attitudes and behaviours of different groups of people.</p>
Counselling, coaching and communication skills	<p>Hard-to-reach groups that are likely to become and remain unemployed build a very heterogeneous group. Support is very demanding and challenging and must be provided individually and is often only fulfilled by individual coaching. Therefore, the training will be focused on the development of coaching competences, especially technical-methodical competences: targeted restatements, identifying, listening, questioning, clarifying to help individuals shift their perspectives and thereby discover different approaches to achieve their goals.</p>
Using e-Tools in the counselling and communication process	<p>The training approach will use a set of e-Tools (online meeting tools, video-chat, video, social media, scheduling, self-reflection and self-assessment, online cooperation tools, game based learning etc.) for the communication and counselling process. The tools also provided learning content as well as being an example.</p>

Implementation:

Due to country- and organisation-specific characteristics, the use of the ACCEnT course in different scenarios is possible. The learning materials can be used as a self-study online offer (for interested



guidance practitioners who would like to improve their skills independently) but also in the form of a blended course with attendance and networking phases. Blended course formats are particularly suitable for introducing and inspiring people to e-Learning and are therefore especially suitable for the target group. The introductory phase could be used for the exchange of experience between guidance practitioners or for the development of best practice.

Implementation scenarios:

- Complete online offer with specific pedagogical and technical support for an optimal assistance for self-learner.
- Blended learning offer: selective attendance phases support phases of self-directed online learning, e.g. with a kick-off event and a final event.
- Flipped classroom: The learners independently learn the digitally provided learning content. In addition to this, the participants will reinforce what they have learned together during a face-to-face meeting.

A detailed description of the scenarios can be found in the **Implementation Guidelines**.

EVALUATION INSTRUMENTS

In order to continually improve the online courses, it is essential to carry out evaluation with the target group in order to tailor the platform and course content to the needs and competences of guidance practitioners.

Evaluation will focus on the following course elements:

- **Structure of course and learning process:** Was the organisation of the learning process transparent and comprehensible?
- **Course content:** Were the materials practically and authentically designed? Was the selection of the materials meaningful and relevant for the everyday life of guidance practitioners?
- **Quality of learning materials:** How effective was the course at helping guidance practitioners reach the learning objectives?
- **Transfer possibilities in practice:** Has using the course led to changes in behaviour and/or practice?
- **Usability:** To what extent have the different features of the course led to an understandable and comprehensible use of the course?
- **Assessment:** Did the assessments support the learning process? Were the evaluations tailored to the target group?
- **Support:** Were the technical support options sufficient and helpful for the learners?

Mainly online questionnaires will be used as instruments for course evaluation. The learner will respond to these questionnaires after the completion of each module. In addition, the online platform will be presented during the multiplier event and evaluated by the participants present.

The evaluation of the pilot course will additionally integrate face-to-face sequences (day in presence) with participants in order to get more detailed feedback about the developed online courses. Furthermore, each learning unit will be evaluated through the learners' feedback.

Competence-based curriculum

The ACCEnT competence-based curriculum describes the competences that could be cultivated to make guidance practitioners ready for a better current and future advisory service for the integration of hard-to-reach target groups into the European labour market. With the term 'competences', we refer to a combination of values, skills, knowledge and attitudes, which may empower and enable practitioners both individually and collectively to deepen, update and expand their knowledge.



CURRICULAR FRAMEWORK

FOR THE ONLINE COURSE

CONTRIBUTION TO IO2



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ACCEnT Curricular Framework

IO1 Conclusions

Specifically, IO1 concluded that:

Countries across Europe are increasingly including career guidance and counselling as part of their national policies to improve employment rates, as it is proven to be effective in assisting with the development of skills needed to pursue successful careers. Those that struggle to engage with the labour market are socio-economically vulnerable groups, the top five of which are: the long term unemployed; NEETs; early school leavers; migrants; and refugees and asylum seekers.

A flexible online training course providing general information; counselling, coaching and communication skills; intercultural skills; and the use of e-Tools in the counselling and communication process meets the needs of those working with hard-to-reach groups (referred to as guidance practitioners throughout). Through a survey of 84 guidance practitioners and interviews with 19 guidance practitioners across all five partner countries, the use of e-Tools, coaching methods, career development models and intercultural competences were among the top five areas that guidance practitioners reported having further training needs – all of which are covered in the below four modules. These will all provide the necessary information and techniques to help guidance practitioners overcome the four identified major challenges when working with these hard-to-reach groups: interpersonal relationships, communication, intercultural competences and helping individuals to achieve their goals.

In regards to the units and topics covered, the modules need to ensure that the learning outcomes are linked directly to the identified hard-to-reach groups as opposed to career guidance, counselling and coaching in general. Training activities and case studies will therefore focus on these hard-to-reach groups and highlight why and how the learned techniques can be implemented into daily practice. In addition, as the modules are heavily focused on learning, assessment should be minimal and only to ensure that guidance practitioners understand how to correctly incorporate what they have learned, rather than to assess general knowledge.

As guidance practitioners have very demanding and time consuming jobs, the survey found that short sessions of 45 to 60 minutes were preferred, in a flexible environment that can be completed at each participant's preferred time of day and at their own pace – whether that be weekly or monthly. Therefore, although the curriculum may include elements of group work and peer-to-peer evaluation, it is not integral to the learning process and all units can be completed without this group feedback.

Learning Units

As a result, IO1 validated that the content of the online course should be organised in four learning units:



Learning Unit 1: Information

1. Definition and characteristics of hard-to-reach groups and the current national context:
 - Migrants
 - Refugees and asylum seekers
 - Early school leavers
 - NEETs
 - Long-term unemployed
 - Country-specific hard-to-reach groups
2. Further education and training
3. Workplace Opportunities
4. Life admin and rights of foreign nationals



Learning Unit 2: Counselling, coaching and communication skills

Core:

1. Listening and questioning skills
2. Basic concepts of counselling and coaching
3. Creating a safe counselling and coaching environment
4. Coaching methods
5. Personality types and communication styles

Advanced:

1. Career coaching and counselling skills
2. Communication processes and dealing with misunderstanding
3. Coaching models



Learning Unit 3: Intercultural competence skills

Core:

1. What is culture?

Advanced:

1. Intercultural communication
2. Social representation
3. Cultural standards
4. Intercultural sensitivity
5. Real life situations



Learning Unit 4: Using e-Tools in counselling and communication processes



1. e-Tools: the basics
2. Selecting the right e-Tool
3. Using and creating basic e-Tools
4. The future of e-Tools
5. Practical use of e-Tools in regards to:
 - Communication
 - Demonstrating the value of education
 - Coaching skills
 - Promoting autonomy

Curricular framework

The orientation defined takes the form of a curricular framework which embeds:

Training goals - broad statements describing what the learner should be able to do once instruction is complete. Goals are observable, measurable and as specific, focused and clear as possible.

Learning objectives - more specific information which outlines how each goal will be met. Objectives are observable, measurable and as specific, focused and clear as possible. They organize the process of learning as the acquisition of knowledge, the application of knowledge into skills, and the integration of skills with attitudes, values, and dispositions into competencies.

1. Knowledge focuses on the actual understanding of particular facts/concepts.
2. Skills reflect the practical application of the theoretical knowledge.
3. Attitudes (dispositions) focus on the way a person views something or tends to behave towards it.

Learning methods/activities - address different learning styles / preferences (Visual, Aural, Verbal, Kinesthetic, Logical, Social, Independent). Evidence produced during the learning activities -- these are results that someone can see, hear, read.

Evidence of Learning - incorporate quizzes and assignments to assess progress and understanding. This also includes assessment and judgment on quality of evidence in order to conclude whether the learners achieved the learning objectives or not.

The framework includes a sequential and relational learning process while supporting the stand-alone nature of the course units.

The dedicated ACCEnT curricular framework has been developed as a tool that is to simultaneously accommodate the process of course content development and the learning process itself. The framework is presented below:



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Learning Unit 1

Information



Learning Unit	Training goals	Learning objectives	Learning methods / activities	Material / Resources	Evidence of learning	Evaluation
1. Information	Overall results or capabilities that career practitioners will attain	What career practitioners will know, be able to do or be able to demonstrate as a result of the learning activities in this plan	What career practitioner will do in order to achieve the learning objectives		Evidence produced during the learning activities - these are results that someone can see, hear, read	Assessment and judgement on quality of evidence in order to conclude whether the career practitioner achieved the learning objectives or not
Definition and characteristics of hard-to-reach groups and the current national context: A. Migrants B. Refugees and Asylum seekers C. Early school leavers D. NEETs E. Long-term unemployed F. Country-specific hard-to-reach groups (if applicable)	Guidance practitioners: <ul style="list-style-type: none"> • have a clear overview of the main hard-to-reach groups • are able to define the characteristics of each hard-to-reach group • can recognize the challenges of working with them • are aware of the national situation of each hard-to-reach group • will know where to find additional useful information 	1.1. Guidance practitioners will know which hard-to-reach groups are covered in this online course and the main challenges they face when working with each group 1.2 Guidance practitioners will be aware of the current situations and trends of these hard-to-reach groups in their country and know where to find additional information	Guidance practitioners will read case studies and external resources about the different types of hard-to-reach groups, the challenges of working with them and the current national situation and trends	Definitions and information (infographics with ACCEnT research results) about hard-to-reach groups in the form of text, diagrams, tables and videos, links to external resources/websites	Quiz in the learning unit as self-assessment / vote: which groups do you work with the most / which groups do you need more help with?	Guidance practitioners will get standard solutions

Further education and training	2. Guidance practitioners are aware of, and where to find information about, the education and training system in their country, with particular focus on lifelong learning opportunities that can benefit hard-to-reach groups	2.1 Guidance practitioners will be aware of the education and training system in their country, particularly in relation to lifelong learning for hard-to-reach groups (including language courses for foreign nationals) 2.2 Guidance practitioners will be aware of where to find additional information about each of the opportunities available in their country	Guidance practitioners will read about and be provided resources on: <ul style="list-style-type: none"> • The education system • The further and lifelong education and training system /opportunities • Qualifications • Vocational education • Traineeships • Apprenticeships • Support for returning to education and training 	Written material, links to government websites		
Workplace opportunities	3. Guidance practitioners are aware of the main workplace opportunities available, their benefits and links to country-specific information	3.1 Guidance practitioners will be aware of the different types and benefits of workplace opportunities for hard-to-reach groups for integrating within the labour market 3.2 Guidance practitioners will be aware of where to access official information about each of these opportunities in their country	Guidance practitioners will read about and be provided resources on: <ul style="list-style-type: none"> • Work experience • Workplace visits • Work/training schemes • Traineeships • Apprenticeships • Voluntary work • Support for returning to work 	Written material, links to government websites, videos, personal stories (from experienced practitioners working with hard-to-reach groups)	Quiz in the learning unit as self-assessment	Guidance practitioners will get standard solutions

<p>Life admin and rights of foreign nationals</p>	<p>4. Guidance practitioners are aware of the official process and rights of asylum seekers, refugees and migrants in their country and are able to provide information on all aspects of life admin and adjusting to a new country</p>	<p>4.1 Guidance practitioners will be aware of where to find information about the rights of migrants, refugees and asylum seekers; the official asylum/refugee/migrant/citizenship process and the extent to which they can legally offer official advice to their clients</p> <p>4.2 Guidance practitioners will be able to provide information on life admin in their country</p>	<p>Guidance practitioners will read about and be provided resources on:</p> <ul style="list-style-type: none"> • The rights and entitlements of asylum seekers, refugees and migrants • The asylum/refugee/migrant/citizenship process • Education and training and workplace opportunities specific to these groups • Responsibility as a career professional • Life admin (bank, doctors, housing, recognizing qualifications etc.) 	<p>Written material, links to government/charity websites, videos, diagrams and charts</p> <p>Links to asylum seeker, refugee and migrant support/community groups (online and face-to-face)</p>	<p>Quiz in the learning unit as self-assessment</p>	<p>Guidance practitioners will get standard solutions</p>
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Learning Unit 2

Core counselling, coaching and communication skills

Learning Unit	Training goals	Learning objectives	Learning methods / activities	Material / Resources	Evidence of learning	Evaluation
2. Coaching, counselling and communication skills	Overall results or capabilities that career practitioners will attain	What career practitioners will know, be able to do or be able to demonstrate as a result of the learning activities in this plan	What career practitioner will do in order to achieve the learning objectives		Evidence produced during the learning activities - these are results that someone can see, hear, read	Assessment and judgement on quality of evidence in order to conclude whether the career practitioner achieved the learning objectives or not
Listening and Questioning Skills	1. Guidance practitioners know basic level dialogue skills and understand the importance of listening and asking questions with hard-to-reach groups	1.1 Guidance practitioners will be able to: <ul style="list-style-type: none"> • Listen actively • Ask constructive questions • Empathize with clients • Start a constructive and respectful conversation • Follow conversation and recognize essential information 	Guidance practitioners will write a plan for counselling session with helpful, empowering questions and write a structured reflection about what they find easy and challenging in communication	Written materials, videos. Podcasts, quiz, real-life situations, tests		
Basic Concepts of Counselling and Coaching	2. Guidance practitioners understand: <ul style="list-style-type: none"> • A client-oriented approach • How to treat clients individually and respectfully 	2.1 Guidance practitioners will be able to: <ul style="list-style-type: none"> • Identify the principles of a confidential conversation • Understand their role in a guidance situation 	Guidance practitioners will listen to podcasts or watch videos and answer questions online: does this person lack direction/ motivation or moving forward/ progressing?	Written material, podcasts	Quiz - does this person lack direction / motivation or are they moving forward and progressing?	Guidance practitioners will get standard solutions

	<ul style="list-style-type: none"> Ethics and responsibilities of a guidance practitioner The methods used in guidance 	<ul style="list-style-type: none"> Create trust and rapport and understand the importance of it Paraphrase and summarise 				
Creating a Safe Counseling and Coaching Environment	3. Guidance practitioners know how to create a safe counselling environment for hard-to-reach groups	3.1 Guidance practitioner will be able to create a suitable, safe and confidential counselling and coaching environment recognize its importance	Guidance practitioners will: <ul style="list-style-type: none"> Draw and send a picture of a good environment for counseling and (career) guidance. (maybe describe a good place too if they are unable to draw/scan images into a computer) See pictures of rooms and write what is good / not good in that space for counselling / coaching 	Written materials, resources for the learning activities – templates, pictures etc.	Drawing/writing activity and identifying what is good and not good about a room activity	Peer to peer review and discussion
Coaching methods	4. Guidance practitioners understand how a simple coaching method works and know when to use coaching with hard-to-reach groups	4.1 Guidance practitioners will: <ul style="list-style-type: none"> Understand the basics of coaching – what is it, what it isn't Know when to use coaching Be aware of their own socioeconomic context, cultural 	Guidance practitioners will: <ul style="list-style-type: none"> Identify problems in a story of an imaginary client Watch a short video of a coaching situation Completing a test about "Would you use coaching in 	Resources for learning activities – videos, template	Self-assessment of coaching scenarios Completion of learning activities	Guidance practitioners will get standard solutions Peer to peer review and discussion

		background, values and norms and how they affect the counselling/coaching situation	this situation?" yes/no <ul style="list-style-type: none"> Write a self-reflection of when they would use coaching and when they wouldn't and why 			
Personality types and communication styles	5. Guidance practitioners have a basic understanding of different personality types and have a toolbox of communication styles for various situations with hard-to-reach groups	5.1 Guidance practitioners will understand that there are different personality types and what kind of impact that has in communication 5.2 Guidance practitioners will know how non-verbal communication and body language affect social interaction and will be able to recognize different communication styles (passive, aggressive, assertive etc.)	Guidance practitioners will: <ul style="list-style-type: none"> Read about personality types (Jung's theory PEMS) Complete a personality test (PEMS) Complete a self-reflection about what it means to the communication process when the client has the same/different personality type – challenges 	Written material, links to external resources – personality tests	Self-reflection activity	

Learning Unit 2

Advanced coaching, counselling and communication skills

Learning Unit	Training goals	Learning objectives	Learning methods / activities	Material / Resources	Evidence of learning	Evaluation
2. Coaching, counselling and communication skills	Overall results or capabilities that career practitioners will attain	What career practitioners will know, be able to do or be able to demonstrate as a result of the learning activities in this plan	What career practitioner will do in order to achieve the learning objectives		Evidence produced during the learning activities - these are results that someone can see, hear, read	Assessment and judgement on quality of evidence in order to conclude whether the career practitioner achieved the learning objectives or not
Career Coaching and Counselling Skills	1. Guidance practitioners are aware of the professional skills they need for their practice and why they are important	1. Guidance practitioners will be able to apply the following skills and understand when and how they may be applied during the communication process: <ul style="list-style-type: none"> • Reflective practice • Adapting and tailoring communication to the client • Challenging the client appropriately • Reference counselling models and techniques suitable to the client 	Guidance practitioners will reflect on their own experiences and demonstrate that they have these skills or provide examples showing that they understand where these skills can be used. They will also learn about counselling models and techniques, such as CBT, solution focused brief therapy, Gestalt, Person Centered etc.	Written material, definitions, examples, Images	Guidance practitioners will provide examples of when they have demonstrated each of the skills or will provide a situation where they have seen this skill being demonstrated	Peer to peer review
Communication processes and dealing with misunderstanding	2. Guidance practitioners are aware of verbal, nonverbal and paraverbal communication processes and	2.1 Guidance practitioners will be able to describe and evaluate the characteristics, benefits and drawbacks of verbal, nonverbal and	Guidance practitioners will read descriptions and provided examples of verbal, nonverbal and paraverbal communication. and learn how to recognize	Written resources on verbal, nonverbal and paraverbal communication; visual graphics, videos, practical examples, e.g. on gestures, facial	Quizzes in the learning unit as self-assessment	Guidance practitioners will get standard solutions

	recognize when they have been misunderstood. They can also deal with language barriers and silence of clients	paraverbal communication 2.2 Guidance practitioners will be able to recognize the characteristics of when someone has not understood communication and be able to adapt communication, deal with language barriers and/or client silence	and identify understanding and misunderstanding and adapt communication accordingly	expressions, body posture, etc.		
Coaching models	3. Guidance practitioners are aware of some of the main coaching models and the advantages and disadvantages of using them with each hard-to-reach group. They are also aware of the ethical guidelines and responsibility around the appropriate use of these models	3.1 Guidance practitioners will be able to use a variety of career coaching models in their practice to: <ul style="list-style-type: none"> • Help the clients to identify the most significant problems • Help the client to set goals • Encourage the client to find solutions • Help the client to commit to action 3.2 Guidance practitioners will be able to select which model is appropriate for particular situations with hard-to-reach groups	Guidance practitioners will read about a variety of coaching models, how to use them and their advantages and disadvantages. They will be provided with examples about the use of each model and be made aware of the responsibility they have as a coach. Guidance practitioners will use these skills and record an example coaching session with a colleague or client / write a summary of their coaching session with a colleague or	Written information, Case studies, templates	Upload the recording/summary of the example coaching session	Peer to peer review

			peer through the course			
Encouraging motivation	4. Guidance practitioners are able to encourage clients' motivation through applying knowledge from the unit to motivational techniques	4.1 Guidance practitioners will be able to recognize when clients lack motivation and be able to encourage client motivation through the use of coaching and counseling skills learned from the unit as well as incorporating motivational techniques and language into practice – this will include normalizing peoples' experiences	Guidance practitioners will read materials about motivational techniques and language (including Bandura's self-efficacy theory) and are provided with a case study to show how this can be achieved through counselling and coaching. They will apply the knowledge learned from the unit through real life situations. These will then be shared and can be reviewed by other career practitioners	Written information, graphics, real-life situations and case studies	Guidance practitioners will be provided with a real-life situation for a client and must explain the methods they would use to motivate and encourage them to raise their aspirations / to achieve their goals and how this would impact the client	Peer to peer review

Learning Unit 3

Core intercultural competence skills

Learning Unit	Training goals	Learning objectives	Learning methods / activities	Material / Resources	Evidence of learning	Evaluation
3. Intercultural competence	Overall results or capabilities that career practitioners will attain	What career practitioners will know, be able to do or be able to demonstrate as a result of the learning activities in this plan	What career practitioner will do in order to achieve the learning objectives		Evidence produced during the learning activities -- these are results that someone can see, hear, read	Assessment and judgement on quality of evidence in order to conclude whether the career practitioner achieved the learning objectives or not
What is Culture?	<p>1. Guidance practitioners:</p> <ul style="list-style-type: none"> Know definitions, aspects and dimensions of culture and can find and identify cultural differences Can respect individuality despite cultural backgrounds or stereotypes Can recognize differences between client's culture when working in a group setting 	<p>1.1 Guidance practitioners will be able to define culture using a cultural model</p> <p>1.2 Guidance practitioners will:</p> <ul style="list-style-type: none"> be aware of their own cultural background, values and norms and how they affect the guidance situation know basic concepts of cultural differences (theirs and their clients, and between multiple clients) and understand how this impacts the 	<p>Guidance practitioners will research the cultural features (religion, language etc.) of the biggest ethnic groups in their country and reflect on how that can affect the counselling situation, work life, studying, etc.</p> <p>Guidance practitioners will research and complete a template detailing the differences between their own culture and an additional culture they have researched</p>	<p>Written material, definitions, models, aspects and dimensions of culture, examples, template</p>	<p>Quizzes in the learning unit as self-assessment</p> <p>Complete template about differences between own and another culture</p>	<p>Career practitioners will get standard solutions for the quiz and peer review for culture difference</p>

		communication process				
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Learning Unit 3

Advanced intercultural competence skills

Learning Unit	Training goals	Learning objectives	Learning methods / activities	Material / Resources	Evidence of learning	Evaluation
3. Intercultural competence	Overall results or capabilities that career practitioners will attain	What career practitioners will know, be able to do or be able to demonstrate as a result of the learning activities in this plan	What career practitioner will do in order to achieve the learning objectives		Evidence produced during the learning activities -- these are results that someone can see, hear, read	Assessment and judgement on quality of evidence in order to conclude whether the career practitioner achieved the learning objectives or not
Intercultural Communication	1. Guidance practitioners know how to apply successful models of communication and intercultural communication and how culture can affect communication	<p>1.1 Guidance practitioners will be able to use communication models and basic assumptions</p> <p>1.2 Guidance practitioners will be able to demonstrate how culture affects communication and how this affects the counselling and job seeking process</p>	Guidance practitioners will read descriptions of communication models, supported by graphics / video. They will also be provided with examples of how different cultures may communicate differently in the same situation	Communication models demonstrating relevant dimensions of communication and intercultural communication. Case studies of different cultures communication styles	Quizzes in the learning unit as self-assessment and a communication task	Guidance practitioners will get standard solutions
Social representation	2. Guidance practitioners know the preconceptions/ stereotypes for hard-to-reach groups and how they affect the counselling process	<p>2.1 Guidance practitioners will be able to define and reflect upon stereotypes</p> <p>2.2 Guidance practitioners will be able to recognize cultural biases</p>	Guidance practitioners will read about dimensions and aspects of stereotypes and the process of stereotyping and how to recognize cultural biases, supported by graphics, video and audio files	Definitions, models and examples of stereotypes and stereotyping Case studies	Quizzes in the learning unit as self-assessment	Guidance practitioners will get standard solutions

Cultural Standards	3. Guidance practitioners are aware of cultural standards in their own country/culture and other countries/cultures and can aid clients with the transition between cultures in regard to job seeking	<p>3.1 Guidance practitioners will be able to identify and describe several cultural standards in their own country/culture related to other countries/cultures in regard to job seeking</p> <p>3.2 Guidance practitioners will be able to make clients aware of the differences between their culture and the culture of the country they are in</p>	<p>Guidance practitioners will learn about several aspects of cultural standards:</p> <ul style="list-style-type: none"> • Behaviour / manners • Gender • Expected education levels • Highly regarded jobs • Attitudes towards authority • Attitudes towards work/life balance • Privacy 	Descriptions of several aspects and dimensions of cultural standards and their intercultural relativity in the form of texts, videos, links. They will be provided with case studies	Quizzes in the learning unit as self-assessment	Guidance practitioners will get standard solutions
Intercultural Sensitivity	4. Guidance practitioners are able to develop intercultural sensitivity based on the Development Model of Intercultural Sensitivity (DMIS) by Milton Bennett	<p>4.1 Guidance practitioners will be able to:</p> <ul style="list-style-type: none"> • describe the stages of Intercultural Sensitivity and apply this knowledge to intercultural situations • plan their reactions in specific situations referring to intercultural communication • change perspectives and to show empathy towards members of different cultures 	<p>Guidance practitioners will read description of the stage model by Milton Bennett, supported by visual graphics and videos/audio files</p> <p>Guidance practitioners will use the model to analyse their own culture and attitudes</p>	<p>Development Model of Intercultural Sensitivity by Milton Bennett</p> <p>Template to use the model</p>	Completion of template of the development model	Peer to peer review for the completion of the template

Real life situations	5. Guidance practitioners are able to apply the knowledge, attitudes and competences acquired in the learning module to their work with hard-to-reach groups and intercultural situations in general	5.1 Guidance practitioners will be able to demonstrate that they know how to act in specific situations related to communication with hard-to-reach groups and intercultural communication; they are able to transfer the knowledge of the learning module to practical training tasks	Guidance practitioners will receive several real-life situations where they have to apply the approaches learned in unit	Real life situations around communication with hard-to-reach groups, including intercultural situations	Guidance practitioners will be provided with a real-life situation and they must explain how they would deal with the situation	Peer to peer review
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Learning Unit 4

Using e-Tools in counselling and communication processes

Learning Unit	Training goals	Learning objectives	Learning methods / activities	Material / Resources	Evidence of learning	Evaluation
4. Using e-Tools	Overall results or capabilities that career practitioners will attain	What career practitioners will know, be able to do or be able to demonstrate as a result of the learning activities in this plan	What career practitioner will do in order to achieve the learning objectives		Evidence produced during the learning activities -- these are results that someone can see, hear, read	Assessment and judgement on quality of evidence in order to conclude whether the career practitioner achieved the learning objectives or not
e-Tools: the basics	1. Guidance practitioners know what e-Tools are, their benefits and limitations, and how and when to use them.	<p>1.1 Guidance practitioners will be able to describe a variety of types of e-Tool</p> <p>1.2 Guidance practitioners will be able to describe the benefits and limitations of e-Tools in career guidance/counselling/coaching and the benefits of specific types of e-Tools</p> <p>1.3 Guidance practitioners will be aware of data protection and its role in using particular e-Tools</p>	<p>Guidance practitioners will read materials around e-Tools – supported by links, videos, diagrams – their practical use in career guidance/coaching/counseling as well as their benefits and limitations with hard-to-reach groups</p> <p>They will also read about data protection and how it may apply to their use of certain e-Tools</p>	Writing, links to e-Tools, videos, diagrams	Quiz in the learning unit as self-assessment	Guidance practitioners will get standard solutions

Selecting the right e-Tool	<p>2. Guidance practitioners are able to select the right e-Tool for each hard-to-reach group</p>	<p>2.1 Guidance practitioners will be able to identify the criteria for using each type of e-Tool in terms of skills through SWOT analysis</p> <p>2.2 Guidance practitioners will be able to select the best e-Tool to use in specific situations with hard-to-reach groups</p>	<p>Guidance practitioners will read about the sorts of skills needed when using e-Tools – with links to those e-tools so they can try it themselves. The use of SWOT analysis will be explained and an example will be provided</p>	<p>Written material, examples, diagrams, links to e-tools, SWOT analysis information</p>	<p>Guidance practitioners will be provided with an e-Tool - they need to identify the skills needed and match this to one of multiple given profiles and explain why the use of this e-Tool is appropriate for the chosen person</p>	<p>Standard solutions / Peer to peer review</p>
Using and creating basic e-Tools	<p>3. Guidance practitioners will know how to use and create basic e-Tools and teach their clients how to use/access them</p>	<p>3.1 Guidance practitioners will be able to use and create some basic e-Tools (e.g. Skype, podcasts, blogs, videos etc.)</p> <p>3.2 Guidance professionals will be able to teach clients how they can access and use e-Tools</p>	<p>Guidance practitioners will read instructions and watch videos on how to use basic e-Tool, how to create basic e-Tools and how to teach their clients to access and use them. They will then create a basic e-Tool of their choice to be posted in the shared space</p>	<p>Written material, links to external resources, videos, diagrams</p>	<p>Guidance practitioners will need to create an e-Tool of their choice and post it in the shared space</p>	<p>Peer to peer review</p>
The future of e-Tools	<p>4. Guidance practitioners are aware of the increased role of technology in the future, the possible impacts it may have on e-Tools and how it may potentially benefit providing</p>	<p>4.1 Guidance practitioners will be aware of emerging technologies and possible future technologies</p> <p>4.2 Guidance practitioners will be able to imagine the 'ideal' e-Tool for hard-to-reach</p>	<p>Guidance practitioners will read (through writing and articles) about emerging digital technologies and ones that are becoming more popular/ widespread (e.g. AI, voice control, VR, LMI access, robots) and potential future</p>	<p>Written material, articles, videos, diagrams</p>	<p>Guidance practitioners will be provided with real-life situations and will explain the areas where current e-Tools are limiting and the type of 'ideal' e-Tool may be developed in the future and why it will be beneficial for</p>	<p>Peer to peer review</p>

	career support for hard-to-reach groups	groups which incorporate these technologies	technologies and each of their benefits and limitations		the chosen real-life situation	
Practical use: Communication	5. Guidance practitioners are aware of how to implement certain e-Tools to aid the communication process	5.1 Guidance practitioners will be able to use a variety of e-Tools to help with the communication process	Guidance practitioners will be provided with and use e-Tools that help the communication process and be provided with information on why they are useful and how to use them	e-Tools: (e.g. messaging/communication tools – Skype, WhatsApp, translation tools, blogs etc.) written material, diagrams, screenshots	Contribution in online discussion	Contribution in online discussion
Practical use: Demonstrating the value of education	6. Guidance practitioners are aware of how to implement certain e-Tools to encourage clients to seek further education and training	6.1 Guidance practitioners will be able to use a variety of e-Tools to help demonstrate the value of education to clients	Guidance practitioners will be provided with and use e-Tools that highlight the value of education/obtaining experience and skills on career prospects and be provided with information on why they are useful and how to use them	e-Tools: (e.g., game-based, skills assessment tools) written material, diagrams, screenshots	Contribution in online discussion	Contribution in online discussion
Practical use: Coaching skills	7. Guidance practitioners are aware of how to implement certain e-Tools to help with the coaching process	7.1 Guidance practitioners will be able to use a variety of e-Tools to help with the coaching process	Guidance practitioners will be provided with and use e-Tools that help the coaching process and be provided with information on why they are useful and how to use them	e-Tools: (e.g. game-based, skills assessment tools) written material, diagrams, screenshots	Contribution in online discussion	Contribution in online discussion

Practical use: Promoting autonomy	8. Guidance practitioners are aware of how to implement certain e-Tools to promote autonomy among clients	8.1 Guidance practitioners will be able to use a variety of e-Tools to help promote autonomy among clients	Guidance practitioners will be provided with and use e-Tools that promote autonomy and be provided with information on why they are useful and how to use them	e-Tools: (e.g. skills assessment tools, personality tests written material, diagrams, screenshots	Contribution in online discussion	Contribution in online discussion
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