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Accelerating Coaching and Counseling  
through e-Tools and innovative Training

# 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 counseling 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; counseling, coaching and communication skills; intercultural skills; and the use of e-Tools in the counseling 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, counseling 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 about hard-to-reach groups

1. Definition and characteristics of hard-to-reach groups and the current national contexts:
  - 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: Information for guidance practitioners
4. Life administration and rights of people who are Migrants, those with Refugee status and people seeking asylum.

### Learning Unit 2: Counselling, coaching and communication skills

1. Core skills - Person-centred counseling approach and core condition
2. Listening and questioning skills in a guidance session
3. Creating a safe guidance environment and managing a guidance session
4. Refining skills - The skilled advisor
5. Models of guidance
6. Coaching models
7. Coaching tools

### Learning Unit 3: Intercultural competencies within a guidance setting

1. Developing intercultural competencies / working transnationally within a guidance setting
2. Refined intercultural competences / working transnationally in a guidance setting

### Learning Unit 4: e-Tools

1. Useful resources for guidance practitioners
2. Creating e-Tools for practical use in a guidance setting

## 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 organise 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 judgement 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:

## **Learning Unit 1**

### **Information about hard-to-reach groups**



Learning Unit	Training goals	Learning objectives	Learning methods / activities	Material / Resources	Evidence of learning	Evaluation
<b>1. Information</b>	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
<b>Definition and characteristics of hard-to-reach groups and the current national context:</b> <ul style="list-style-type: none"> <li>A. Migrants</li> <li>B. Refugees and Asylum seekers</li> <li>C. Early school leavers</li> <li>D. NEETs</li> <li>E. Long-term unemployed</li> <li>F. Country-specific hard-to-reach groups (if applicable)</li> </ul>	Guidance practitioners: <ul style="list-style-type: none"> <li>have a clear overview of the main hard-to-reach groups</li> <li>are able to define the characteristics of each hard-to-reach group</li> <li>can recognize the challenges of working with them</li> <li>are aware of the national context of each hard-to-reach group</li> <li>will know where to find additional useful</li> </ul>	1.1. Guidance practitioners will know which hard-to-reach groups are covered in this online course and the main challenges they may 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 information and example case studies about the different types of hard-to-reach groups and their characteristics. They will also learn about and the current European and 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	Guidance practitioners will get standard solutions

	information					
<b>Further education and training</b>	2. Guidance practitioners are aware of, and know 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"> <li>• The education system</li> <li>• The further and lifelong education and training system /opportunities</li> <li>• Qualifications</li> <li>• Vocational education</li> <li>• Traineeships</li> <li>• Apprenticeships</li> <li>• Support for returning to education and training</li> </ul>	Written material, infographics, links to government websites	Quiz in the learning unit as self-assessment	Guidance practitioners will get standard solutions
<b>Workplace opportunities: Information for guidance practitioners</b>	3. Guidance practitioners are aware of the main workplace opportunities available 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	Guidance practitioners will read about and be provided resources on: <ul style="list-style-type: none"> <li>• Work experience</li> <li>• Workplace visits</li> <li>• Work/training schemes</li> <li>• Traineeships</li> <li>• Apprenticeships</li> <li>• Voluntary work</li> <li>• Support for returning to work</li> </ul>	Written material and links to government websites	Quiz in the learning unit as self-assessment	Guidance practitioners will get standard solutions



		their country				
Day-to-day tasks and rights of people who are migrant, those with refugee status and people seeking asylum	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>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 day-to-day tasks / life administration in their country</p>	<p>Guidance practitioners will read about and be provided resources on:</p> <ul style="list-style-type: none"> <li>• The rights and entitlements of asylum seekers, refugees and migrants</li> <li>• The asylum/refugee/migrant/citizenship process</li> <li>• Education and training and workplace opportunities specific to these groups</li> <li>• Responsibility as a career professional</li> <li>• Day-to-day tasks (bank, doctors, housing, recognising qualifications etc.)</li> </ul>	<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>	Quiz in the learning unit as self-assessment	Guidance practitioners will get standard solutions

## **Learning Unit 2**

### **Counseling, coaching and communication skills**



Learning Unit	Training goals	Learning objectives	Learning methods / activities	Material / Resources	Evidence of learning	Evaluation
<b>2. Coaching, counseling and communication skills</b>	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
<b>Core Counseling – Person-centered counseling approach and core conditions</b>	1. Guidance practitioners understand: <ul style="list-style-type: none"> <li>• A person-centered approach</li> <li>• The importance of trust and confidentiality</li> <li>• Understand the importance of self-reflection in the guidance counseling process</li> <li>• A basic knowledge of core counseling competences</li> </ul>	1.1 Guidance practitioners will be able to identify the principles of a person-centered approach  1.2 Guidance practitioners will be aware of basic counseling skills  1.3 Guidance practitioners will be aware of ethics and boundaries in counseling	Guidance practitioners will read about: <ul style="list-style-type: none"> <li>• the principles of a person-centered approach and the core conditions and features of the skills required:               <ul style="list-style-type: none"> <li>○ Empathy</li> <li>○ Congruence</li> <li>○ Unconditional positive regard</li> </ul> </li> <li>• Case studies where these are used</li> <li>• Active listening and basic counseling skills</li> <li>• Ethics and boundaries in counseling</li> </ul> Activities and tips will also be provided around these skills	Written material, case studies, reflective activities/exercises, videos, links to external articles.	Quiz in the learning unit as self-assessment	Guidance practitioners will get standard solutions

## Curricular framework for the online course

<b>Listening and Questioning Skills in a guidance session</b>	<p>2. Guidance practitioners understand the importance of listening and asking questions, as well as how to identify miscommunication and how to combat it.</p>	<p>2.1 Guidance practitioners will be able to actively listen to their clients</p> <p>2.2 Guidance practitioners will be able to ask constructive questions and encourage their clients to speak openly</p> <p>2.3 Guidance practitioners will be able to understand how miscommunication occurs, and how they can try to prevent miscommunication</p>	<p>Guidance practitioners will read about:</p> <ul style="list-style-type: none"> <li>• Active listening, its features and what can hinder active listening</li> <li>• How to ask effective questions, and useful questions to ask in different situation</li> <li>• Identifying misunderstandings and how to prevent further misunderstanding</li> </ul>	<p>Written materials, links to external articles, case studies</p>	<p>Quiz in the learning unit as self-assessment</p>	<p>Guidance practitioners will get standard solutions</p>
<b>Creating a Safe Guidance environment and managing a guidance session</b>	<p>3. Guidance practitioners know how to create a safe, confidential and professional counselling environment for hard-to-reach groups, and how to manage a guidance session</p>	<p>3.1 Guidance practitioner will be able to create a suitable, safe and confidential counselling and coaching environment recognise its importance</p> <p>3.2 Guidance Practitioners will be able to effectively manage a guidance session</p>	<p>Guidance practitioners will read and watch videos about:</p> <ul style="list-style-type: none"> <li>• Planning a good space and environment for the meeting, and for different types of meeting: one-to-one, group and outreach.</li> <li>• Managing a guidance session with steps by step suggestions and timings</li> <li>• The multisensory</li> </ul>	<p>Written materials, videos, links to external articles, advice/tips</p>	<p>Quiz in the learning unit as self-assessment</p>	<p>Guidance practitioners will get standard solutions</p>

			method and how to create a comfortable safe environment			
<b>Refining Counselling skills – the skilled advisor</b>	4. Guidance practitioners understand more advanced counselling skills, as well as counselling models and theories, and how to effectively use them in a session with a client	<p>4.1 Guidance practitioners will be aware of more advanced counselling skills and how they can be used in their practice and respond to the different needs of clients</p> <p>4.2 Guidance practitioners will be aware of a variety of counselling approaches</p>	<p>Guidance practitioners will read about:</p> <ul style="list-style-type: none"> <li>Refining the core skills of counselling</li> <li>The nervous system responses and how this impacts communication.</li> <li>The different models of counselling and their characteristics</li> <li>Projection, transference and countertransference</li> </ul>	Written materials, links to external articles, videos, activities/exercises	Quiz in the learning unit as self-assessment	Guidance practitioners will get standard solutions
<b>Models of guidance</b>	5. Guidance practitioners understand three main theories in guidance work, as well as theoretical and skills based competences required to work professionally in a guidance setting.	5.1 Guidance practitioners will be aware of a three main theories in guidance and how they can be incorporated into their day-to-day work	<p>Guidance practitioners will read about:</p> <ul style="list-style-type: none"> <li>Models of career development</li> <li>Assessment competences</li> <li>Core guidance practice</li> <li>Holland's theory of vocational types</li> <li>Super's developmental self-concept</li> </ul>	Written materials, links to external articles, infographics		

			<ul style="list-style-type: none"> <li>Narrative approach to Careers counselling</li> </ul>			
Coaching models	6. Guidance practitioners understand the basics of coaching, when to use coaching, and the basic coaching models.	6.1 Guidance practitioners will be aware of what coaching is and how and when to use it	Guidance practitioners will read about: <ul style="list-style-type: none"> <li>What coaching is, and when to use it</li> <li>Action-orientated coaching</li> </ul> Clients will watch videos about coaching sessions	Written text, videos, links to external articles, activities/exercises		
Coaching tools	7. Guidance practitioners understand how to: <ul style="list-style-type: none"> <li>Help the clients to identify the most significant problems</li> <li>Help the client to set goals</li> <li>Encourage the client to find solutions</li> <li>Help the client to commit to action</li> </ul>	7.1 Guidance practitioners will be aware of the main principles of coaching and methods used in coaching sessions	Guidance practitioners will read about: <ul style="list-style-type: none"> <li>The 7 principles of coaching</li> <li>The main coaching tools: asking questions, receiving feedback, paraphrasing and reflecting feelings, and motivation techniques</li> </ul>	Written text, infographics, links to external articles	Quiz in the learning unit as self-assessment	Guidance practitioners will get standard solutions

## **Learning Unit 3**

### **Intercultural competencies within a guidance setting**



Learning Unit	Training goals	Learning objectives	Learning methods / activities	Material / Resources	Evidence of learning	Evaluation
<b>3. Intercultural competence</b>	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
<b>Developing intercultural competences / within transnationally within a guidance setting</b>	1. Guidance practitioners understand the differences between different cultures and how to respect differences in the guidance setting, and increase their knowledge of culture.	<p>1.1 Guidance practitioners will be able to effectively work with clients from diverse social and cultural backgrounds and be aware of how their own culture ad assumptions, and their clients culture and assumption, can impact the guidance process</p> <p>1.2 Guidance practitioners will be aware of the-culture infused counselling competences framework.</p>	<p>Guidance practitioners will read about a framework of culture-infused counselling competences, which covers:</p> <ul style="list-style-type: none"> <li>• cultural awareness of self – assumptions, values and biases</li> <li>• cultural awareness of other – the worldview of the client</li> <li>• culturally sensitive working alliance</li> </ul>	Written text, links to external articles, infographics	Quizzes in the learning unit as self-assessment	Guidance practitioners will get standard solutions



## Curricular framework for the online course

<p>Refined intercultural competencies / working transnationally in a guidance setting</p>	<p>2. Guidance practitioners are able to develop intercultural sensitivity based on the intercultural sensitivity models, and therefore work effectively with a wide range of clients</p>	<p>2.1 Guidance practitioners will be familiar with the Development model of intercultural sensitivity (DIMS) and the process model of intercultural competence</p> <p>2.2 Guidance practitioners will be aware of how interculturally competent they are, and will be aware of how to increase their competencies</p> <p>2.3 Guidance practitioners will be aware of how to work effectively with clients from different cultural backgrounds, including how to work with an interpreter.</p>	<p>Guidance practitioners will read about:</p> <ul style="list-style-type: none"> <li>• Bennett's Developmental model of intercultural sensitivity</li> <li>• Deardorff's process model of intercultural competence</li> <li>• Guidelines of intercultural communication and working with an interpreter</li> <li>• How to reflect on their own intercultural competence</li> </ul>	<p>Written text, links to external articles, videos, infographics, tips/advice</p>	<p>Quizzes in the learning unit as self-assessment</p>	<p>Guidance practitioners will get standard solutions</p>
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## **Learning Unit 4**

### **Using e-Tools in counselling and communication processes**



## Curricular framework for the online course

Learning Unit	Training goals	Learning objectives	Learning methods / activities	Material / Resources	Evidence of learning	Evaluation
<b>4. Using e-Tools</b>	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
<b>Useful resources for guidance practitioners</b>	1. Guidance practitioners know what e-Tools are, their benefits and limitations, and how and when to use them with different clients	<p>1.1 Guidance practitioners will be able to identify and describe a variety of types of e-Tool and their benefits and limitations</p> <p>1.2 Guidance practitioners will be able to analyse e-Tools through SWOT analysis</p> <p>1.3 Guidance practitioners will be able to select the best e-Tool to use in specific situations with hard-to-reach groups / individual clients</p> <p>1.4 Guidance practitioners will be aware of data protection and its role in using particular e-Tools</p>	<p>Guidance practitioners will be provided a list of e-Tools with links as well as read about:</p> <ul style="list-style-type: none"> <li>• The different types of e-Tools</li> <li>• The benefits and limitations of e-Tools</li> <li>• SWOT analysis of e-Tools</li> <li>• Data protection when using e-Tools</li> <li>• Case studies and examples of how and when certain e-Tools can be used to help the client</li> </ul>	Written text, videos, case studies, links to e-Tools,	Quiz in the learning unit as self-assessment	Guidance practitioners will get standard solutions

## Curricular framework for the online course

<p>Creating e-Tools for practical use in a guidance setting</p>	<p>2. Guidance practitioners will know how to use and create basic e-Tools and teach their clients how to use/access them, as well as the potential of e-Tools in the future</p>	<p>2.1 Guidance practitioners will be able to use and create some basic e-Tools (e.g. Skype, podcasts, blogs, videos etc.)</p> <p>2.2 Guidance professionals will be able to teach clients how they can access and use e-Tools</p> <p>2.3 Guidance practitioners will be aware of emerging technologies and possible future technologies</p>	<p>Guidance practitioners will read information about:</p> <ul style="list-style-type: none"> <li>• Creating and using videos</li> <li>• Using Skype and messenger services in a guidance setting</li> <li>• Running webinars</li> <li>• Using Kahoot! and Mentimeter</li> <li>• The future of e-Tools</li> </ul>	<p>Written text, links to e-Tools, case studies, links to external articles.</p>		
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