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Accelerating Coaching and Counseling  
through e-Tools and innovative Training

# Pedagogical Framework & Curriculum





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

<p><b>What are the learning goals to be achieved?</b></p> 	<ul style="list-style-type: none"> <li>• Improvement of information on hard-to-reach groups</li> <li>• Enhancement of intercultural competences</li> <li>• Providing specific coaching approaches towards hard-to-reach groups</li> <li>• Introduction to e-Tools in counselling and communication processes</li> </ul>
<p><b>What are the constraints?</b></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><b>What are the technical requirements of the course?</b></p> 	<p>Easy and free access anytime, anywhere. In addition, a clear and comprehensible interface should guarantee high usability.</p>
<p><b>What are the structural characteristics of the course?</b></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"> <li>• Information: one unit</li> <li>• Intercultural competences: split into core skills and advanced skills</li> <li>• Coaching skills: split into core skills and advanced skills</li> <li>• e-Tools: one unit</li> </ul> <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"> <li>• Development of a placement test for core and advanced skills</li> <li>• Closed course with individual registration to access modules</li> <li>• Attendance certificate once completed</li> <li>• Badges for milestones / completion of modules</li> <li>• Forum and email exchange as means of communication</li> </ul>
<p><b>What criteria will be used for the assessment?</b></p> 	<p>There will be a two-stage assessment procedure:</p> <ul style="list-style-type: none"> <li>• After completion of <b>each module</b> (badges)</li> <li>• After completion of <b>whole course</b> (certificate): Due to the heterogeneity of the five countries and organisations, a formally certified qualification of professional competences is not pursued.</li> </ul> <p>Proof of completion:</p> <ul style="list-style-type: none"> <li>✓ Completion of all required tasks</li> <li>✓ Self-assessment</li> <li>✓ Peer Review</li> <li>✓ Reflection/learning diary</li> </ul>

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

- 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

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

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

<b>Information</b>	<ol style="list-style-type: none"> <li><b>Information in general:</b> 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.</li> <li><b>Specific information on recognition of professional qualifications:</b> 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.</li> </ol>
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	<p>c. <b>Specific information on qualifications and training for the target group of migrants:</b> access to language lessons and education in the receiving country, from vocational training to Higher Education institutions.</p>
<b>Intercultural competence</b>	<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 <b>cultural challenges</b> 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 <b>sensitivity</b> 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>
<b>Counselling, coaching and communication skills</b>	<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 <b>individually</b> and is often only fulfilled by <b>individual coaching</b>. 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>
<b>Using e-Tools in the counselling and communication process</b>	<p>The training approach will use a set of <b>e-Tools</b> (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 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

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# **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</li> </ul>	<b>Guidance practitioners:</b> <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</li> </ul>	<b>1.1. Guidance practitioners will know</b> which hard-to-reach groups are covered in this online course and the main challenges they may face when working with each group  <b>1.2 Guidance practitioners will be</b> 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

groups (if applicable)	additional useful information					
Further education and training	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	<p>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)</p> <p>2.2 Guidance practitioners will be aware of where to find additional information about each of the opportunities available in their country</p>	<p>Guidance practitioners will read about and be provided resources on:</p> <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
Workplace opportunities: Information for guidance practitioners	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	<p>Guidance practitioners will read about and be provided resources on:</p> <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> </ul>	Written material and links to government websites	Quiz in the learning unit as self-assessment	Guidance practitioners will get standard solutions



		3.2 Guidance practitioners will be aware of where to access official information about each of these opportunities in their country	<ul style="list-style-type: none"> <li>• Voluntary work</li> <li>• Support for returning to work</li> </ul>			
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> </ul>	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

			<ul style="list-style-type: none"> <li>• Active listening and basic counseling skills</li> <li>• Ethics and boundaries in counseling</li> </ul> <p>Activities and tips will also be provided around these skills</p>			
<b>Listening and Questioning Skills in a guidance session</b>	2. Guidance practitioners understand the importance of listening and asking questions, as well as how to identify miscommunication and how to combat it.	<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>	Written materials, links to external articles, case studies	Quiz in the learning unit as self-assessment	Guidance practitioners will get standard solutions

<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 method and how to create a comfortable safe environment</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>
<b>Refining Counselling skills – the skilled advisor</b>	<p>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>	<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</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</li> </ul>	<p>Written materials, links to external articles, videos, activities/exercises</p>	<p>Quiz in the learning unit as self-assessment</p>	<p>Guidance practitioners will get standard solutions</p>

		aware of a variety of counselling approaches	their characteristics <ul style="list-style-type: none"> <li>• Projection, transference and countertransference</li> </ul>			
<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	Guidance practitioners will read about: <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> <li>• Narrative approach to Careers counselling</li> </ul>	Written materials, links to external articles, infographics		
<b>Coaching models</b>	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>	Written text, videos, links to external articles, activities/exercises		

			Clients will watch videos about coaching sessions			
<b>Coaching tools</b>	<p>7. Guidance practitioners understand how to:</p> <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>	<p>7.1 Guidance practitioners will be aware of the main principles of coaching and methods used in coaching sessions</p>	<p>Guidance practitioners will read about:</p> <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>	<p>Written text, infographics, links to external articles</p>	<p>Quiz in the learning unit as self-assessment</p>	<p>Guidance practitioners will get standard solutions</p>

## Learning Unit 3

### Intercultural competencies within a guidance setting

Learning Unit	Training goals	Learning objectives	Learning methods / activities	Material / Resources	Evidence of learning	Evaluation
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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
Developing intercultural competences / within transnationally within a guidance setting	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

<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**

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</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

		<p>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>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</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>		

		possible future technologies				
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## Sources

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