

Programme Recognition Framework: Guidance Counselling

Criteria and Guidelines for Programme Providers

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Department of Education and Skills





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Glossary

AEGAI	Adult Educational Guidance Association of Ireland
AEGI	Adult Educational Guidance Initiative
AEGS	Adult Educational Guidance Services
APL	Accreditation of Prior Learning
CDI	Career Development Institute
CEDEFOP	European Centre for the Development of Vocational Training
CFE	Colleges of Further Education
CPD	Continuing Professional Development
DES	Department of Education and Skills
DSGC	Directors of Studies in Guidance Counselling
ECTS	European Credit Transfer and Accumulation System
ELGPN	European Lifelong Guidance Policy Network
ETB	Education and Training Board
HEI	Higher Education Institution
ICT	Information and Communications Technology
IGC	Institute of Guidance Counsellors
NCGE	National Centre for Guidance in Education
NGF	National Guidance Forum
NICE	Network for Innovation in Career Guidance and Counselling
NFQ	National Framework of Qualifications
PDST	Professional Development Service for Teachers
PLC	Post-Leaving Certificate
PRF	Programme Recognition Framework
PSI	Psychological Society of Ireland
RPL	Recognition of Prior Learning
SEN	Special Educational Needs
QQI	Quality and Qualifications Ireland
UK	United Kingdom
WIT	Waterford Institute of Technology

1. Introduction

1.1 Aim of the Programme Recognition Framework

This Programme Recognition Framework (PRF) 2016 sets out criteria and guidelines for providers of initial education programmes in guidance counselling¹ who intend that their programme graduates will work in guidance services under the remit of the Department of Education and Skills (DES). While it is recognised that guidance services are provided in many contexts and across the education and labour market sectors, the criteria and guidelines presented in this document relate only to programmes that provide a qualification for individuals who are assigned to work as guidance counsellors:

- (i) in recognised schools, including post-primary schools, Post Leaving Certificate (PLC) colleges and the Colleges of Further Education (CFE) (henceforth referred to as schools)².
- (ii) in the delivery of Adult Education Guidance Services (AEGS) in Education and Training Boards (ETBs) and also Waterford Institute of Technology (WIT) under the Adult Educational Guidance Initiative (AEGI)³.

It is intended that the PRF (2016) will enable providers of initial education programmes in guidance counselling to design and deliver a curriculum and set of learning experiences (including placement, supervision and personal development programmes) that develop the necessary core competences in their graduates. Such core competences will include the capacity to work with young people and adults and with those experiencing social exclusion and barriers to learning.

Initial education programmes in guidance counselling will be expected to equip graduates with the necessary knowledge, skills and competences to work:

- within diverse educational environments and contexts
- with diverse student populations presenting complex needs
- in designing and delivering quality guidance services

Providers of initial education programmes in guidance counselling will need to ensure that their programmes meet the criteria presented in the PRF (2016) in order that their graduates are recognised for employment as guidance counsellors in guidance services under the remit of the DES. The PRF can be implemented by providers on a voluntary basis in 2017. However, programmes will be required to meet the criteria presented in the PRF from the beginning of the 2018 academic year.

¹ Initial Education Programmes in Guidance Counselling refer to programmes offered by Higher Education Institutions (HEI) which qualify graduates as guidance counsellors. The list of recognised programmes is available from the National Centre for Guidance in Education (NCGE) website www.ncge.ie

² The *Further Education and Training (FET) Strategy (2014-2019)* published by SOLAS has implications for the future structure and organisation of FET guidance services. Requirements for guidance counselling qualifications in the FET sector (including centres of education) will be informed by the DES requirements presented in this PRF.

³ The term "AEGI" refers to the DES Initiative to provide and support the development of adult educational guidance services nationally, while the term "AEGS" refers to the Adult Educational Guidance Services operating and managed at local level by the Education and Training Boards (ETBs) or the Waterford Institute of Technology (WIT). The AEGS' will be part of the FET sector as per footnote 2.

It is envisaged that the criteria outlined in this document will also inform decisions regarding the assessment of applications from individuals holding qualifications in guidance counselling from outside of the State, who intend to work in guidance services under the remit of the DES.

1.2 Context

The increasing complexity of the guidance counsellor's role has implications for providers of initial education programmes in guidance counselling. Providers, through their programmes, need to reflect and respond to social and economic changes and developments, which impact on the nature and scope of guidance services. Providers of such programmes, in turn, through their graduates, also have a role in shaping guidance service development and delivery.

The DES has recognised graduates of initial education programmes in guidance counselling for working in post-primary schools since the late 1970s and for working in the Adult Educational Guidance Initiative (AEGI) since the year 2000. Recognised initial education programmes in guidance counselling have been presented in Circular Letters PPT12/05 and 0009/2012 issued by the DES (2005c; 2012b) to schools and Vocational Educational Committees (now the Education and Training Boards).

The criteria presented in this PRF have drawn on and been informed by the educational and guidance knowledge base from within Ireland and further afield. Material consulted included publications and research provided by bodies such as this Department, the Teaching Council (Ireland), Quality and Qualifications Ireland (QQI), the Directors of Studies in Guidance Counselling (DSGC), the European Centre for the Development of Vocational Training (CEDEFOP), the Career Development Institute (CDI) in the United Kingdom (UK), the European Lifelong Guidance Policy Network (ELGPN), the Council of the European Union, and the Network for Innovation in Career Guidance and Counselling in Europe (NICE). There also has been an extensive process of consultation with relevant stakeholders including guidance personnel in schools and in AEGS settings, professional bodies, programme providers and other educational stakeholders.

The PRF has also been prepared in consultation with QQI and reflects National Framework of Qualifications (NFQ) level 8 indicators of knowledge, skill and competence. Together with the PRF, providers may use NFQ level 8 indicators to develop programme learning outcomes.

The criteria set out in this document may evolve and develop over time in accordance with national and international developments in the guidance and education sectors⁴, and in consultation with stakeholders. Such developments may require a revision of this PRF at a later date.

⁴ To include FET as per footnote 2.

1.3 Guidance: definition and activities

Guidance is provided to young people and adults in recognised schools and in adult educational guidance services under the AEGI. While guidance counselling in educational settings is regarded as including personal and social, educational and career guidance delivered within a whole school context, service provision varies across educational settings. This has mainly to do with the education structures of the institutions concerned, terms and conditions of employment, and diversity within the target population which includes young people and adults.

For the purposes of this document, two definitions of guidance apply, one relating to schools, and the second relating to the adult guidance context provided for under the aegis of the AEGS.

Guidance in schools

“refers to a range of learning experiences provided in a developmental sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance”. (Department of Education and Science; 2005, pg. 4).

Counselling offered within a guidance context

“is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Counselling in schools may include personal counselling, educational counselling, career counselling or combinations of these”. (Department of Education and Science, 2005; pg. 4).

The provision of guidance in schools is a whole school activity (DES, 2012b). The guidance counsellor, due to his/her specialist training in guidance counselling, has a key role to play in leading and co-ordinating the delivery of the school guidance programme in consultation with members of school management and other relevant staff members. The school guidance programme should reflect the needs of all students and there should be a “balance between the personal, social, educational and career guidance offered to students...” (Department of Education and Science, 2005: pg. 4). Guidance counsellors work within a continuum of support model (NEPS, 2010), and are part of a whole school approach to supporting wellbeing in schools (NEPS, 2013).

In an **adult guidance context** i.e. the AEGS, guidance is defined as facilitating people

“...to manage their own educational, training, occupational, personal, social, and life choices so that they reach their full potential and contribute to the development of a better society”. (National Guidance Forum, 2007; pg. 6).

These definitions capture the holistic nature of guidance in encompassing personal and social, educational and career development. They also highlight the role of guidance in facilitating decision-making and life choices and promoting students’ wellbeing.

Activities relating to the work of the guidance counsellor in all service settings include the following:

- Designing, delivering and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings
- Developing effective teaching, learning and assessment strategies for the guidance class
- Providing individual and group counselling to facilitate personal and social, educational and career development and at moments of personal crisis
- Providing labour market, learning and career-related information through Information and Communications Technology (ICT) and blended learning approaches
- Planning and organising workplace learning and establishing links with the wider business community, agencies and voluntary sector
- Using psychometric tests (i.e. ability and aptitude tests and career interest inventories) to facilitate career decision-making and personal development, and to support learning and educational choices
- Providing support to, and working in collaboration with, school and ETB management and staff in the planning, leading, delivery, review and evaluation of the guidance service/programme and the whole school guidance plan
- Working with parents (as appropriate) and referral agencies in facilitating the personal and social, educational and career development of students and service users
- Referring students and service users to external agencies and professionals, as appropriate
- Establishing close ties with feeder schools, where appropriate, and with centres of further education and training and higher education.

1.4 Guidance counselling qualification requirements

1.4.1 Schools

Key competences are required of a guidance counsellor to effectively plan, lead, deliver, review and evaluate the guidance service and a whole school approach to guidance. Such competences will ensure that the guidance provided meets the needs of all students.

As outlined in the DES (2012b) Circular Letter 0009/2012, a person being assigned as a guidance counsellor in a school must be a qualified second-level teacher⁵ and, in addition, hold the relevant recognised qualification for school guidance work. A list of programmes that lead to the awarding of such recognised qualifications is available on the NCGE website.

1.4.2 AEGS settings

Key competences are required of the guidance counsellor in the AEGS to effectively plan, lead, deliver, review and evaluate a guidance service to meet the diverse and complex needs of AEGI target groups. Clients of the AEGS include individuals and groups who “experience particular and acute barriers to participation and are more difficult to engage in the formal learning process” (DES,

⁵ Guidance counsellors working in recognised schools must meet the teacher registration requirements outlined by the Teaching Council www.teachingcouncil.ie

2012c; pg. 5), and also include young people over 16 years of age who have left school without any formal qualifications.

Guidance counsellors working in AEGS settings must meet qualification requirements outlined in Circular Letter 70/04 (DES, 2004). A teaching qualification is not required. Guidance counsellors in AEGS settings work in conjunction and in collaboration with management and staff of the relevant ETB or WIT.

1.4.3 Post-qualification professional development

Guidance counsellors working in all educational settings should keep abreast of ongoing changes and developments in fields relevant to guidance such as educational and training opportunities, ICT and the world of work and professions/occupations. Guidance counsellors should also avail of Continuing Professional Development (CPD) opportunities as provided by bodies such as the National Centre for Guidance in Education (NCGE), the Professional Development Service for Teachers (PDST), the Institute of Guidance Counsellors (IGC) and the Adult Educational Guidance Association of Ireland (AEGAI). In addition, guidance counsellors in the AEGS and schools should avail of guidance counselling supervision, where available.

2. General Criteria for the Recognition of Initial Education Programmes in Guidance Counselling

The role of the guidance counsellor requires “highly developed interpersonal skills and a high level of reflexivity” (NICE, 2012; pg. 24). Therefore, it is important that DES-recognised initial education programmes in guidance counselling prepare student guidance counsellors for entry into the profession. Programmes leading to qualifications that are recognised by the DES should meet the criteria indicated under the headings below.

2.1 National Framework of Qualifications (NFQ): award level and type

Programmes in guidance counselling recognised by the DES will, at a minimum, lead to Major Awards at NFQ level 8 offering at least 60 ECTS (European Credit Transfer and Accumulation System)⁶ in guidance counselling. Such programmes will normally be delivered over one year full-time or two years part-time.

2.2 Selection of programme participants

Programme providers should ensure, in so far as possible, that participants (student guidance counsellors) have the necessary academic ability and are personally suitable to meet the demands of the programme. For this reason, programme providers should ensure that they employ selection procedures that assess the academic and personal suitability of candidates for the role of guidance counsellor. Such selection procedures could include the following:

- One-to-one interviews or group interviews
- A personal statement by candidates outlining their suitability for the role of guidance counsellor
- Evidence of practical experience of working in a helping profession

In terms of academic suitability, candidates who intend to work in adult guidance settings should hold, at a minimum, an NFQ level 7 major award prior to acceptance onto a programme. Candidates who intend to work in recognised schools should hold, at a minimum, an NFQ level 8 major award and a recognised teaching qualification prior to acceptance onto a programme. Programme providers should also adopt, where appropriate, policies and procedures relating to the Recognition of Prior Learning (RPL) and the Accreditation of Prior Learning (APL) in the assessment of candidates.

⁶ ECTS refers to the total hours of learner effort required to complete a programme. For the purposes of this document, 1 ECT roughly corresponds to 25 hours (contact hours, independent effort – self-directed work, study, assignments).

2.3 Learning and teaching experiences

Initial teacher education programmes in guidance counselling should offer rich and diverse learning experiences, to facilitate the personal and professional development of student guidance counsellors as responsible reflective practitioners, and to prepare them for entry into the profession. Such preparation will ensure that guidance counsellors who intend to work in guidance services, under the remit of the DES, are ready to engage in professional practice, and have the necessary competence to lead, plan, deliver, review and evaluate the guidance service.

While providers will have flexibility in the design, development and delivery of programmes, learning and teaching experiences offered as part of a recognised programme should include:

a) Face-to-face and online learning and teaching contact hours

- to provide opportunities for group work and experiential learning
- to develop the communication skills, pedagogical and andragogical skills, and guidance counselling content knowledge necessary to engage in the full range of guidance activities

b) Significant opportunities for personal and professional development

- to include supervision and experiential group work that enhance and promote reflective practice, problem solving and critical thinking, and the development of student guidance counsellors as practitioner researchers and lifelong learners
- to include attendance by students at personal one-to-one and group counselling

c) Structured supervised placement for a minimum of 25 days⁷ (full-time)⁸ in an appropriate setting⁹ over the duration of the programme

- to take place throughout the academic year (e.g. one full-day per week) so as to provide the student guidance counsellor with the opportunity to be involved in the full range of guidance activities. In the event that the student guidance counsellor would like to avail of a placement in more than one setting, this can be facilitated as appropriate by the programme provider. However, it is advisable that the student guidance counsellor be placed in no more than two settings
- to be managed by an appropriately qualified¹⁰ placement supervisor from the programme provider in association with a qualified mentoring guidance counsellor employed by the service in which the placement is taking place¹¹

⁷ The minimum number of days specified for supervised placement has been informed by international practice in initial education programmes.

⁸ Full-time placement corresponds to a full-day's work in a guidance service for each of the 25 days of the placement. The length of the working day may vary between 5-7 hours in accordance with the type of setting.

⁹ An appropriate setting constitutes a guidance service under the remit of the DES similar to where the graduate intends to work.

¹⁰ The placement supervisor from the programme provider should hold a qualification in guidance counselling.

¹¹ The mentoring guidance counsellor employed by the service in which the placement is taking place should hold a DES-recognised qualification in guidance counselling and where possible, have a minimum of five years' experience in designing and delivering guidance services. In addition, the guidance counsellor should be a member of a professional body who participates in CPD on a regular basis. S/he will also have participated in CPD on mentoring equivalent to one full-day offered by the programme provider in collaboration with NCGE.

During the placement:

- the placement supervisor and the mentoring guidance counsellor should meet on a number of occasions to plan and review the placement, and have ongoing dialogue concerning the student guidance counsellor's progress and professional development
- the placement supervisor should meet and visit the student guidance counsellor on at least two occasions
- the mentoring guidance counsellor will provide formative feedback to the student guidance counsellor to inform the student guidance counsellor's professional development.

As the placement plays a key role in developing student guidance counsellors as professional reflective guidance counsellors, the placement should facilitate student guidance counsellors in:

- Integrating theory and practice
- Applying knowledge in practice
- Developing and demonstrating the required knowledge and skills to deliver a range of guidance activities
- Undertaking the full range of guidance activities offered by the guidance service with individuals and groups, including the delivery of class-based guidance using a range of strategies under the supervision of the mentoring guidance counsellor
- Observing the mentoring guidance counsellor at work and being provided with opportunities to be involved in a range of activities, including engaging with parents and other stakeholders, as appropriate
- Delivering a variety of guidance learning experiences under the supervision of the mentoring guidance counsellor
- Reflecting critically on integration of theory and practice, and receive formative feedback on practice from the mentoring guidance counsellor, as appropriate

d) Flexible work-based learning

In addition to the placement requirement of 25 days, student guidance counsellors should participate in five days of flexible work-based learning e.g. attendance at careers fairs, conferences, industry placements/visits etc.

2.4 Assessment of student guidance counsellors' learning

Assessment methodologies employed by the programme provider should be appropriate to the outcomes outlined in Table 1 (section 2.9), and should assess the development of core competences, including skills development, in student guidance counsellors. Assessment methodologies should be fair, transparent and consistent and should ensure that the graduating guidance counsellor is capable of sustained guidance counselling practice. There should be a combination of formative and summative assessment methodologies employed, and there should be a clear relationship between learning outcomes, the learning experiences provided and the assessment criteria.

Placement is an important core learning experience and should be assessed accordingly. Student guidance counsellors should, therefore, be required to keep a portfolio of their learning relating to the placement. The portfolio should include reports regarding involvement in guidance activities and events, such as attending meetings and parents' evenings, and the development of a guidance plan. The student guidance counsellor's progress and professional development throughout the placement should be monitored and assessed by the placement supervisor.

A student guidance counsellor is required to pass the placement element of the programme, independently of other elements of the programme, in order to achieve the guidance counselling qualification. Student guidance counsellors who fail the placement should be offered support and mentoring prior to repeating the placement.

2.5 Qualifications required of programme provider staff

Designing and delivering learning experiences, and assessing the learning of student guidance counsellors, should in so far as possible, be carried out by staff with a recognised qualification in guidance counselling. Other allied professionals such as psychologists may also be required to deliver aspects of the programme due to their competence and expertise in areas such as psychometric testing. All staff members should hold a major award at NFQ level 8 at a minimum and avail of CPD on an on-going basis. In so far as possible, programme provider staff, including part-time staff, should be from the provider institution itself, with outside agencies or commercial bodies brought in only when the expertise does not exist within the programme provider institution. In this event, the programme provider is responsible for ensuring that the agency or commercial body contracted to deliver content is appropriately qualified and competent, has the necessary experience and can contextualise the delivery of content to the educational setting in which the guidance service operates.

2.6 Required competences

The eight areas of competence¹² which should be addressed by programme providers seeking recognition from the DES for their programmes in guidance counselling are:

- Guidance theory and professional practice
- Counselling skills in a guidance context
- Labour market, learning and career-related information
- Teaching and learning: design, delivery and evaluation of programmes/learning experiences
- Psychometric testing: graduates should be eligible to join the Psychological Society of Ireland (PSI) register for guidance counsellors

¹² The eight areas of competence do not correspond to individual modules. Providers need to demonstrate that the outcomes presented are addressed through the learning experiences on offer.

- Communicating, collaborating and networking
- Research and evidence-informed practice
- Leading and managing the guidance service

The eight areas of competence above are aligned to the day-to-day role of guidance counsellors. The outcomes associated with each area of competence are presented in Table 1 (section 2.9) in accordance with NFQ level 8 indicators, as outlined in *QQI Award Standards - Generic Higher Education and Training* (2014b), and have been designed to align with the Higher Diploma descriptor below.

- Knowledge breadth: *An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning*
- Knowledge kind: *Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*
- Know-how and skill - range: *Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*
- Know-how and skill - selectivity: *Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing*
- Competence - context: *Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision-making; transfer and apply diagnostic and creative skills in a range of contexts*
- Competence - role: *Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*
- Competence - learning to learn: *Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*
- Competence - insight: *Express a comprehensive, internalised, personal world view manifesting solidarity with others.*

(QQI, 2014b; pg.6)

The areas of competence and associated outcomes are generic. Specialist knowledge required for working in particular settings, whether school or adult educational guidance setting, is highlighted through the use of the words 'schools' and/or 'AEGS', as appropriate. The programme provider should ensure that core content and learning experiences offered are customised to specific educational and guidance contexts, where appropriate.

It should be noted that outcomes are only stated once in Table 1 although, in some instances, outcomes indicated for an area of competence may apply to other areas of competence.

2.7 Placement

Placement facilitates the application and development of knowledge and skills in a practice environment and prepares the student guidance counsellor for professional practice. The student guidance counsellor is required to participate in structured supervised placement(s) of 25 days duration in line with the requirements outlined under section 2.3c. Placement hours per day may vary according to the guidance service in which the student guidance counsellor is placed, thus the number of hours per day may range from 5-7 hours. In addition to the placement requirement, student guidance counsellors should participate in five days of flexible work-based learning as outlined in section 2.3d e.g. attendance at careers fairs, conferences, industry placements/visits etc.

2.8 ECTS assigned to areas of competence and placement

Programmes in guidance counselling recognised by the DES will, at a minimum, lead to Major Awards at NFQ level 8, offering at least 60 ECTS in guidance counselling. Such programmes will normally be delivered over one year full-time or two years part-time.

A minimum number of ECTS is required for each of the areas of competence and placement specified below:

- Guidance theory and professional practice and counselling skills in a guidance context: 15-20 ECTS to cover the two areas of competence
- Teaching and learning – designing, delivering and evaluating programmes: 5 ECTS
- Communicating, collaborating and networking: 5 ECTS
- Leading and managing the guidance service: 5 ECTS
- Psychometric Testing: a minimum of 30 hours teaching in psychometrics is required, as specified in the joint PSI-Programme Directors' Agreement on the Certification of Psychometric Test use (for guidance counsellors)
- Placement: 10 ECTS

ECTS should be assigned to each of the remaining areas of competence (*labour market, learning and career-related information, and research and evidence-informed practice*). Providers can, therefore, determine how the remaining ECTS offered in their programme in guidance counselling, other than those specified above, are allocated. This may include assigning additional credits to the six areas identified above, if deemed appropriate. It is envisaged that this approach will provide flexibility to providers on how the additional ECTS are assigned. Programme providers will need to ensure that their programmes meet the minimum requirements stated above.

2.9 Table 1: Required Competences¹³ for working as a guidance counsellor in guidance services under the remit of the Department of Education and Skills

Area of competence	Knowledge breadth and kind	Know-how and skill: range and selectivity	Competence - context	Competence - role	Competence – learning to learn	Competence - insight
	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision-making; transfer and apply diagnostic and creative skills in a range of contexts	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Express a comprehensive, internalised, personal world view manifesting solidarity with others
	Demonstrate knowledge and understanding of:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate:
Guidance (personal and social, educational and career) theory and professional practice	Theoretical frameworks and philosophical debates concerning provision of guidance to individuals and groups Lifespan approaches to guidance to meet diverse service-user needs Guidance policy and practice guidelines Theories and methodologies relating to exclusion and marginalisation Theories and methodologies relating to unemployment (AEGS) Theories and methodologies relating to the criminal justice system (AEGS) Ethical principles	Critically appraise theoretical frameworks and philosophical debates Select, develop and employ techniques for supporting service-users in developing and implementing personal and social, educational and career development plans Select appropriate techniques for working with individuals and groups and including those with complex needs Select and employ diverse methods of communication when engaging with service-users and stakeholders e.g. face-to-face, telephone, e-guidance Design record management systems in line with legislative requirements Employ appropriate interventions when working with service-users taking into account their diverse needs and contexts Employ appropriate approaches when working with service-users at risk of/experiencing social exclusion Evaluate and address complex, unfamiliar ethical issues and dilemmas	Employ ICT tools and online resources to enhance service delivery Undertake a systematic analysis of guidance practice and outcomes Apply theory to specific contexts and populations Comply with legislation relating to data management and record keeping Plan and co-ordinate a whole school approach to critical incidents (schools) Ensure the maintenance of ethical and professional standards when working with service-users and their families	Provide guidance to individuals and groups <ul style="list-style-type: none"> Refer service-users to other professionals, when required Advocate on behalf of service-users Practise within a multi-disciplinary team Establish professional relationships with individuals and groups Engage proactively with institutional staff and other stakeholders Contribute to the development of the profession Work within the boundaries of one's own professional competence and role	Critically appraise one's own professional practice using theoretical frameworks and practice guidelines as a benchmark Apply models and methodologies of reflective practice Keep up-to-date with emerging frameworks and professional debates Present material for publication and/or presentation Engage in Continuing Professional Development (CPD) in keeping up-to-date with developments relating to guidance Engage in professional development to maintain high standards of professional practice	Understanding of the scope of guidance practice (schools ¹⁴ : offering a balance between personal and social, educational and career guidance) Recognition of the importance of designing and delivering a guidance service which meets the needs of all students (personal and social, educational and career guidance) (schools) Acting with critical awareness of one's own professional competence and employ referral, as appropriate Employing self-care in maintaining professional standards

¹³ Providers will need to ensure, in the delivery of programmes, that the generic areas of competence and associated outcomes are applied, as appropriate, to particular contexts, settings and populations.

¹⁴ Reference to schools includes post-primary schools, PLC colleges, and the Colleges of Further Education (CFE).

Area of competence	Knowledge breadth and kind	Know-how and skill: range and selectivity	Competence - context	Competence - role	Competence – learning to learn	Competence - insight
	Demonstrate knowledge and understanding of:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate:
Counselling skills in a guidance context	<p>Theories and methods pertaining to counselling in a guidance context</p> <p>Lifespan developmental models to meet diverse service-user needs</p> <p>Factors affecting emotional, social, moral, cultural, cognitive, educational and career development and wellbeing, and implications for working with individuals and groups</p> <p>Individual and group approaches</p> <p>Professional competence boundaries, referral routes and destinations</p> <p>Theoretical frameworks and methodologies concerning the provision of counselling in a guidance context to individuals and groups with complex needs and those at risk of marginalisation</p> <p>Theoretical frameworks relating to mental health and disability/ Special Educational Needs (SEN) (within a guidance context)</p> <p>Legislation, policy and professional practice guidelines relating to the provision of counselling in a guidance context e.g. data protection legislation; Freedom of Information legislation; Equality Legislation; Education Act and Education Welfare Act; Department of Education and Skills' Circulars and policy; Child Care legislation and child protection legislation</p> <p>Theoretical frameworks relating to resilience, adaptability, motivation, transition and decision making</p>	<p>Recognise the boundaries of one's own professional competence and refer service-users, when necessary</p> <p>Demonstrate the ability to gain informed consent and maintain confidentiality using knowledge of its limits (especially when working with minors)</p> <p>Critique, select or develop and employ methods for working with young people and their guardians/adults in relation to developmental milestones and transitions, respecting individual needs, including cultural differences, SEN, etc.</p> <p>Select and employ counselling skills to engage with diverse service-users in a guidance context</p> <p>Write case reports</p> <p>Exercise the skills required for managing counselling practice – contracting, action planning and referral</p> <p>Deliver counselling interventions in a guidance context in accordance with legislative and practice guidelines requirements</p> <p>Monitor, evaluate and report on the effectiveness of interventions</p>	<p>Apply advanced reflection skills in day-to-day practice</p> <p>Comply with legislation relating to child protection</p> <p>Assess individual and group development, including complex personal and social, educational and career development needs</p> <p>Demonstrate theoretically driven personal and career counselling practice</p>	<p>Apply counselling theory to personal and social, educational and career guidance practice</p> <p>Provide individual and group counselling in a guidance context and seek advice and support, as appropriate</p> <p>Remain professionally grounded in the presence of distress and the expression of strong emotions</p> <p>Engage in self-care and supervision to support professional practice</p> <p>Exercise appropriate judgement within the limits of consent and confidentiality when working with minors</p> <p>Provide personal and social, educational and career counselling to individuals and groups</p> <p>Refer service-users to other professionals, when required</p>	<p>Engage in professional reflective practice</p> <p>Engage effectively in reflective practice, self-care, supervision and CPD</p>	<p>Understanding of the boundaries of one's own professional competence and when to employ referral and self-care</p>

Area of competence	Knowledge breadth and kind	Know-how and skill: range and selectivity	Competence - context	Competence - role	Competence – learning to learn	Competence - insight
	Demonstrate knowledge and understanding of:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate:
<p>Labour market, learning and career-related information</p>	<p>Sources of information and knowledge about occupations, professions and career pathways and their education and training requirements</p> <ul style="list-style-type: none"> • Professional bodies/occupational associations • Labour market trends and occupations • Labour market economics <p>Education and training resources (including online resources):</p> <ul style="list-style-type: none"> • Irish education and training system • Education and training providers and programmes • Qualification Frameworks • Recognition of Prior Learning (RPL) processes • Education and training opportunities abroad <p>The role of guidance and its contribution to society:</p> <ul style="list-style-type: none"> • Lifelong learning and employment • Economic development and social inclusion, financial supports 	<p>Find, interpret and present relevant information and knowledge</p> <p>Develop guidance-related information resources and services using a range of media including ICT</p> <p>Communicate the relevance of educational programmes to occupations and career paths</p>	<p>Effectively support service-users with accessing, interpreting and using information appropriately</p> <p>Enable service-users to effectively critique and employ labour market and educational information in response to their needs</p> <p>Facilitate the development of career and digital literacy skills in service-users</p>	<p>Identify and communicate labour market trends and skill shortages, emerging careers and occupations to individuals and groups</p> <p>Evaluate information sources and resources</p>	<p>Keep up-to-date with emerging professions and career pathways</p>	<p>Critically evaluate sources of information and knowledge and develop when required</p>

Area of competence	Knowledge breadth and kind	Know-how and skill: range and selectivity	Competence - context	Competence - role	Competence – learning to learn	Competence - insight
	Demonstrate knowledge and understanding of:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate:
Teaching and learning – designing, delivering and evaluating programmes	<p>Learning theories and pedagogical/andragogical approaches</p> <p>Career learning and development</p> <p>Diverse barriers to learning</p> <p>Effective group and classroom teaching, learning and assessment methodologies and strategies, including technology-aided teaching and assessment</p> <p>Principles of managing group dynamics and engaging learners</p> <p>Teaching approaches (pedagogical and andragogical) for guidance purposes</p>	<p>Select from and employ a range of techniques to motivate learning and overcome barriers to learning</p> <p>Assess learning</p> <p>Critically appraise learning and teaching practices</p> <p>Employ appropriate pedagogies to facilitate learning and development in response to the needs of groups and different contexts</p>	<p>Support and promote learning required for personal and social, educational and career development</p> <p>Design, deliver and evaluate personal and social, educational and career guidance programmes:</p> <ul style="list-style-type: none"> • Undertake needs analyses to inform the design and development of programmes • Create, choose and organise a range of digital and other resources to support learning and development • Manage learning and development programmes to meet identified needs • Evaluate the effectiveness of learning and teaching programmes 	<p>Lead the development of teaching and assessment to promote effective learning</p> <p>Employ innovative techniques to engage service-users in personal and social, educational and career learning and development</p> <p>Promote guidance-related learning and development within the wider curriculum and for diverse service-users, including those facing acute challenges (e.g. learning difficulties, bullying, social exclusion, bereavement, unemployment)</p>	<p>Critically evaluate one’s own practice and competence in designing and delivering and facilitating learning experiences.</p>	<p>Reflective facilitation practices in modifying practice in response to needs and contexts</p> <p>Understanding of one’s influence on individual and group motivation and capacity to learn when facilitating learning and developmental experiences</p>
Psychometric Testing	<p>Theories, applications and limitations of psychometric testing</p> <p>Statistical methods for psychometric testing</p> <p>Legislation relating to data protection considerations when employing psychometric testing in educational settings</p>	<p>Critically evaluate the validity, suitability and reliability of ability, attainment and interest tests (including online tests) taking account of the context e.g. information needs, cultural differences, educational disadvantage, literacy and numeracy skills, and special educational needs</p> <p>Select and apply tests appropriate to requirements and one’s own professional competence</p> <ul style="list-style-type: none"> • Employ appropriate record keeping and confidentiality • Inform test takers of the purposes, and limitations of tests and the validity of the uses to be made of the findings • Inform test takers of the data protection issues relating to online tests • Obtain informed consent (confidentiality and data protection) prior to administration • Analyse and interpret test results 	<p>Select and administer tests appropriately in a range of contexts and to individuals and groups with diverse needs</p> <p>Provide feedback appropriately and in a meaningful way to test takers</p>	<p>Employ testing in accordance with one’s own role and competence</p>	<p>Critically evaluate one’s own practice and competence in relation to test administration, scoring, interpretation and feedback</p> <p>Identify own learning needs and take steps to address them</p>	<p>Understanding the scope of practice and boundaries of one’s own professional competence</p>

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	Demonstrate knowledge and understanding of:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate ability to:	Demonstrate:
Communicating, collaborating and networking	Principles of effective collaboration and team working Networking principles	Manage conflict through effective negotiation Chair and facilitate meetings Critically evaluate complex situations Write and present insightful critiques of practice or relevant literature to peers and stakeholders	Present in varied formats to inform and influence peers and stakeholders Advocate on behalf of service-users with management and external agencies/organisations	Work and network effectively with others in accordance with the Institution ethos and context Lead collaborations and influence ideas	Share experience with others and learn from them Develop and maintain professional networks to enhance own learning and development	Understanding of one's own communication, collaboration and networking style and adapt behaviour when required
Research and evidence-informed practice	[Awareness of the] guidance research/policy/practice literature Research methods including quantitative and qualitative methods Statistical methods and interpreting data Research ethics	Critically appraise the guidance research literature Select and apply appropriate methodologies in the ethical design and conduct of research projects: • Use information and communications tools for research • Generate evidence from data • Produce and publish research reports	Utilise research findings and evidence to inform guidance practice and work with service-users and stakeholders Critique and evaluate one's own research projects	Research, present and report outcomes of guidance practice to educational stakeholders and colleagues	Utilise data and evidence to inform practice	Critical appraisal one's own professional practice through analysis of the literature and research findings
Leading and managing the guidance service	Theory, models and principles of guidance service management and delivery Strategic planning methodologies and quality assurance frameworks for educational settings	Lead the development, implementation and evaluation of a guidance plan Evaluate the effectiveness of the guidance service Promote and communicate activities of the guidance service to stakeholders Manage caseloads Demonstrate effective leadership and management skills Demonstrate the interpersonal skills required for leading and managing the guidance service	Plan delivery of the school guidance service, in collaboration with the whole school community, so that it reflects the needs of all students and offers a balance of inputs in relation to personal and social development, educational and career guidance (schools) Plan delivery of the adult guidance service to reflect the needs of service-users (AEGS) Lead and manage the guidance service within the institutional ethos and context and in response to the needs of service-users Professionally lead and manage the guidance service within an institutional context	Demonstrate innovation and creativity in the strategic planning of the guidance service Plan and co-ordinate the development of policies relating to the guidance service in collaboration with management and staff and stakeholders	Critically evaluate one's own practice in leading and managing a guidance service	Critical reflection of one's own leadership and management style

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