

**Recognition of Initial Education Programmes in Guidance Counselling
by the Department of Education and Skills**

Proposed Criteria and Guidelines for Programme Providers

Background Paper and Questionnaire

For Consultation

March, 2015

Glossary

AEGAI	Adult Educational Guidance Association of Ireland
AEGI	Adult Educational Guidance Initiative
AEGS	Adult Educational Guidance Services
CDI	Career Development Institute
CEDEFOP	European Centre for the Development of Vocational Training
CFE	College of Further Education
CPD	Continuing Professional Development
CRF	Course Recognition Framework
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
IGC	Institute of Guidance Counsellors
NCGE	National Centre for Guidance in Education
NGF	National Guidance Forum
NICE	Network for Innovation in Career Guidance & Counselling
NFQ	National Framework of Qualifications
PDST	Professional Development Service for Teachers
PLC	Post-Leaving Certificate
QQI	Quality and Qualifications, Ireland
WIT	Waterford Institute of Technology

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Part I: Background Paper

1 Introduction

Guidance counselling plays an important role in supporting lifelong learning, career management and life decisions. Guidance counsellors increasingly work in changing contexts and diverse environments, with service users placing increased demands on guidance services due to life challenges and the choices which they face. Within educational environments, guidance counsellors increasingly work with diverse student populations and within greater resource constraints. The role of the guidance counsellor is a multifaceted and specialised one requiring a variety of competences:

- leading and managing guidance service design and delivery
- working with diverse student/end user needs
- working and collaborating with other professionals in their own educational context and across varied systems and networks
- developing and implementing quality assured and evidence-informed guidance services.

Please refer to Appendix I for more information on the role and importance of lifelong guidance in educational provision.

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 (CEDEFOP, 2009; NICE, 2012).

1.1 Context

The Department of Education and Skills (DES) has been recognising graduates of initial education programmes in guidance counselling for working in post-primary schools since the late 1970s and the Adult Educational Guidance Initiative (AEGI)¹ since the year 2000. Recognised initial education programmes in guidance counselling have been outlined in Circular Letters (PPT12/05, 0009/2012) issued by the Department to schools and Vocational Educational Committees (now the Education and Training Boards). Currently recognition is given to initial education programmes in guidance counselling in accordance with criteria that were developed prior to 2006. It has been recognised by the Department for some time that the 2006 criteria (referred to as the 2006 Course Recognition Framework – CRF throughout this document) needed to be reviewed and developed further in response to developments in the guidance landscape nationally and internationally.

This document aims to expand on and develop these criteria further and to present a coherent set of standards for Providers of initial education programmes in guidance counselling to meet. It is intended that the Framework (to be referred to as the 2015 CRF throughout this document)

¹ 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 nationally by the Education and Training Boards (ETBs)/Waterford Institute of Technology (WIT)

presented in this document will enable such Providers 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.

The criteria presented in this document have drawn on and been informed by the educational and guidance knowledge base from within Ireland, including the Director of Studies in Guidance Counselling, and further afield. This is to ensure that the criteria outlined in this document are in line and consistent with national and international good practice (CEDEFOP, 2009; NICE, 2012). Material consulted included publications and research provided by bodies such as the DES, the Teaching Council (Ireland), CEDEFOP, the Career Development Institute (CDI, UK), the European Lifelong Guidance Policy Network (ELGPN), the Council of the European Union, and the Network for Innovation in Career Guidance & Counselling in Europe (NICE). Publications by researchers in Finland and the Nordic Countries have also been consulted.

The criteria and standards set out in this document may evolve and develop over time in accordance with national and international developments in the guidance and in education sectors and in line with international practice. In the review and updating of this 2015 CRF, engagement with key stakeholders will occur.

1.2 Aim of the 2015 CRF

The 2015 CRF proposes to set out new criteria and standards for Providers of initial education programmes in guidance counselling who intend for graduates of their programmes to work in guidance services under the remit of DES².

It is also intended that the DES will employ the criteria outlined in this document to 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 Department.

The DES is inviting stakeholders to comment on the proposed 2015 CRF as part of its consultation process. Submissions received will be reviewed and will inform the final version of the 2015 CRF.

1.3 Standards set out in the 2015 CRF

The 2015 CRF sets out the minimum standards that are proposed as a requirement for initial education programmes in guidance counselling which aim to prepare graduates for working as professional guidance counsellors.

The programmes 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.

² Such services are located in post-primary schools, Centres for Education, Colleges of Further Education (CFE), PLC programmes and the Education and Training Boards (ETBs). It should be noted that one Adult Educational Guidance Service (AEGS) operates under Waterford Institute of Technology (WIT).

It is proposed that Providers of initial education programmes in guidance counselling will ensure that their programmes meet the criteria and standards presented in the 2015 CRF in order for their graduates to seek employment in guidance services under the remit of DES.

1.4 Guidance counselling: definition and activities

Guidance is provided to young people and adults through the school system (post-primary schools), Youthreach Centres, PLCs, the Colleges of Further Education (CFEs), and the ETBs and through the Adult Educational Guidance Service (AEGS). While guidance in educational settings is regarded as including personal and social, educational and career guidance delivered within a whole-school context, service provision varies across education 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 i.e. young people and adults.

For the purposes of this document, two definitions of guidance apply, one relating to guidance in schools and further education settings, and another relating to the adult guidance context i.e. 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).

The guidance counsellor has a key role to play in leading and coordinating the delivery of the school guidance programme.

The provision of guidance in schools is regarded as a whole-school activity (DES, 2012). The guidance counsellor, due to his/her specialist training in guidance counselling, is involved in the first instance, with members of school management and staff having key roles to play in the planning and delivery of the school guidance programme. Guidance counsellors work within a continuum of support model (NEPS, 2010), and are part of a whole-school approach to supporting well-being 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).

Both definitions capture the holistic nature of guidance i.e. personal and social, education and career development and highlight the role of guidance in facilitating decision making and life choices.

Activities in all guidance service settings include the following:

- Designing, delivering, evaluating guidance learning and developmental programmes: personal/social, educational and career development programmes.

- Counselling (to facilitate personal, social and career development and at moments of personal crises): individual/group.
- Provision of labour market, learning and career related information.
- Planning and organising workplace learning.
- Psychometric testing: using 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/ETB management and staff in the planning and delivery of the guidance service/programme.
- Working with parents (as appropriate) and referral agencies in facilitating the personal/social, educational and career development of students/service users.
- Referral: referring students/service users to external agencies and professionals as appropriate.

1.5 Guidance counselling qualification requirements

1.5.1 Post-primary schools, PLC programmes and CFE settings

Circular Letter 0009/2012 states that a guidance counsellor in a school “must be a qualified second-level teacher³ and, in addition, hold the relevant recognised qualification for school guidance work” (DES, 2012; pg. 4). Circular Letter PPT12/05 outlines a list of recognised programmes⁴.

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

1.5.2 AEGS settings

Guidance counsellors working in AEGS must meet qualification requirements outlined in Circular Letter 70/04. A teaching qualification is not required. Guidance counsellors work in conjunction and in collaboration with management and staff of the ETB/WIT. 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, 2012; pg. 5) and also include young people over 16 years of age who have left school without any formal qualifications.

Key competences are required of the guidance counsellor in the AEGS to effectively lead, plan, deliver, review and evaluate a guidance service to meet the diverse and complex needs of AEGI target groups.

1.5.3 Post-qualification professional development

Guidance counsellors working in all educational settings should keep abreast of on-ongoing changes and developments in fields relevant to guidance such as educational and training opportunities, and the world of work and professions. Guidance counsellors should also avail of Continuing Professional Development (CPD) opportunities as provided by the National Centre for Guidance in

³ Guidance counsellors working in schools, PLCs, and CFEs must meet the teacher registration requirements outlined by the Teaching Council www.teachingcouncil.ie.

⁴ This Circular predates the DCU initial education programme in guidance counselling which is recognised by the DES.

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 funded by the Department.

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.

The DES recognises the need for flexibility and individual approaches in the design, development and delivery of programmes across Providers. For this reason, learning and teaching methodologies will not be prescribed in this document. However it is important that the design, development and delivery of programmes take into account the breadth and depth of the learning outcomes. Programmes should offer rich and diverse learning experiences, to facilitate the personal and professional development of student guidance counsellors into responsible reflective practitioners, and 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 and evaluate the guidance service.

In order to prepare student guidance counsellors to meet defined educational and professional standards, learning experiences offered by DES recognised programmes should meet the criteria indicated under the headings below.

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

For the reasons indicated above, and in line with good practice recommendations (CEDEFOP, 2009), it is proposed that DES recognised programmes in guidance counselling are Major Awards at NFQ level 8 offering a minimum of 60 ECTS (in guidance counselling). It is also proposed that programmes should be at least one year full-time/two years part-time duration.

2.2 Selection of course 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 i.e. will be able to meet the required educational and professional standards. For this reason, Providers should ensure that they employ rigorous selection procedures which assess the academic and personal suitability of candidates for the role of guidance counsellor. Such selection procedures could include the following:

Personal suitability:

- Interviews – one-to-one interviews/group interviews with candidates
- Personal statement – candidates submit a personal statement outlining their suitability for the role of guidance counsellor
- Practical experience of working in a helping profession
- Personality testing

Academic suitability:

- A level 7/8 qualification as appropriate and/or recognition of prior learning
- A recognised teaching qualification, as appropriate

2.3 Learning and teaching experiences

Initial education programmes in guidance counselling should offer rich and diverse learning experiences to facilitate the personal and professional development of student guidance counsellors. For this reason, 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 and pedagogical/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 researchers and lifelong learners,
- to include attendance by students at personal one-to-one/group counselling.

c) Supervised placement for a minimum of 30 days⁵ (full time)⁶ in an appropriate setting⁷

- 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,
- to be supervised by an appropriately qualified guidance counsellor as the placement plays a key role in developing student guidance counsellors into professional reflective guidance counsellors.

The placement should facilitate student guidance counsellors in:

- Integrating theory and practice.
- Applying knowledge in practice.
- Undertaking the full range of guidance activities offered by the guidance service with individuals and groups using a range of strategies under the supervision of the guidance counsellor.
- Observing the experienced 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 supervision by the guidance counsellor to students and groups.
- Reflecting critically on practice and receiving feedback on practice from the supervising guidance counsellor and members of the programme team.

⁵ The number of days has been informed by international good practice in initial education programmes.

⁶ Corresponding to a full-day's work in a guidance service.

⁷ In a guidance service under the remit of the Department, similar to where the graduate intends to work.

2.4 Assessment of learning

Assessment methodologies employed by the Provider should be appropriate for the assessment of the learning outcomes outlined in this document (Table 1) and the assessment of the development of core competences (including skills development) in graduating 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 relationship between learning outcomes, the learning experiences provided and the assessment criteria.

As the placement is an important core learning experience, this should be assessed accordingly and student guidance counsellors should be required to keep a portfolio of their learning relating to the placement.

During the placement the student guidance counsellor will be overseen by a supervising guidance counsellor within the placement setting. The supervising guidance counsellor will hold a DES recognised qualification in guidance counselling, and will have at a minimum five years' experience designing and delivering guidance services. The supervising guidance counsellor will provide feedback, and make recommendations to the Provider, on the student guidance counsellor's progress and professional development.

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 i.e. to meet a professional standard. Student guidance counsellors who fail the placement should be offered support and mentoring prior to repeating the placement.

2.5 Qualifications required of Provider staff

Provider staff delivering learning experiences and assessing the learning of student guidance counsellors should be appropriately qualified and hold, where appropriate, a recognised qualification in guidance counselling. In addition, programme staff should hold a qualification which is higher than that which the student guidance counsellor is expected to achieve. Other allied professionals such as psychologists may be required to deliver aspects of the programme due to their competence and expertise in areas such as psychometric testing. In so far as possible, programme staff should be from the Provider Institution itself with third parties brought in only when the expertise does not exist within the Provider Institution. In this event, the Provider is responsible for ensuring that the third party contracted to deliver content is appropriately qualified, competent, have the necessary experience to do so and is briefed accordingly.

2.6 Required Competences in the CRF

Eight areas of competence are identified in the CRF and these are aligned to the day to day role required of guidance counsellors. The eight areas which should be addressed by Providers seeking DES recognition for their programmes in guidance counselling are:

- Guidance counselling: theory and professional practice, includes counselling as outlined in section 1.4.
- 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 PSI Register for guidance counsellors
- Communicating, collaborating and networking
- Ethics
- Research and evidence informed practice
- Leading and managing the guidance service

The eight areas of competence and the learning outcomes associated with each area of competence are presented in Table 1 (below) in accordance with the following outline:

- Area of Competence: relates to the role of the guidance counsellor
- Learning outcomes at NFQ Level 8 (QQI, 2014) as:
 - Knowledge breadth – *understanding of the theory, concepts & methods pertaining to a field (or fields) of learning*
 - Knowledge kind – *detailed knowledge & understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*
 - Know-how & skill: range – *demonstrate mastery of a complex & specialised area of skills & tools; use & modify advanced skills & tools to conduct closely guided research, professional or advanced technical activity*
 - Know-how & 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 resources*
 - Competence-context – *use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer & apply diagnostic & creative skills in a range of contexts*
 - Competence-role – *act effectively under guidance in a peer relationship with qualified practitioners, lead multiple, complex & heterogeneous groups*

The areas of competence and associated learning outcomes are generic. Specialist knowledge required for working in particular settings i.e. school/PLCs/CFE, or adult guidance settings is indicated through the use of the words 'schools' and/or 'AEGS' as appropriate.

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

Area of competence	Knowledge breadth & kind	Know-how & skill: range & selectivity	Competence-context	Competence-role	Competence L to L	Competence Insight
	<p>An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning</p> <p>Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)</p>	<p>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</p> <p>Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing</p>	<p>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</p>	<p>Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups</p>	<p>Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically</p>	<p>Express a comprehensive, internalised, personal world view manifesting solidarity with others</p>
	<p>Demonstrate knowledge and understanding of:</p>	<p>Demonstrate ability to</p>	<p>Demonstrate ability to</p>	<p>Demonstrate ability to</p>	<p>Demonstrate ability to</p>	<p>Demonstrate</p>
<p>Guidance counselling: theory & professional practice</p>	<p>Theoretical frameworks and philosophical debates concerning provision of guidance counselling to individuals and groups</p> <p>Human developmental models and approaches to guidance counselling to meet diverse service-user needs</p> <p>Factors affecting emotional, social, cultural and cognitive status and development and their implications for guidance counselling of individuals and groups</p> <p>Approaches to guidance counselling of individuals and groups</p> <p>Professional competence boundaries, and referral routes and destinations</p> <p>Guidance counselling practice guidelines</p> <p>Career development models and the importance of resilience and adaptability</p> <p>Career management and decision making techniques</p>	<p>Critically appraise and theoretical frameworks and philosophical debates</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 in relation to adolescent developmental milestones and transitions respecting differences including cultural differences</p> <p>Select or develop and employ techniques for supporting service-users in developing and implementing personal/career development plans</p> <p>Assess individual/group personal/career developmental needs</p> <p>Select appropriate techniques for working with individuals/groups</p>	<p>Employ ICT tools and online resources to enhance service delivery</p> <p>Undertake a systematic analysis of guidance counselling practice and outcomes</p> <p>Apply advanced reflection skills in day to day practice</p> <p>Comply with legislation relating to data management and record keeping</p>	<p>Provide effective personal/career guidance counselling 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 & confidentiality when working with minors</p> <p>Provide personal/career guidance counselling to individuals and groups</p> <ul style="list-style-type: none"> • Refer service-users to other professionals when required • Advocate on behalf of service users • Practice within a multi-disciplinary team • Establish professional relationships with individuals/groups • Engage proactively with institutional staff and other stakeholders <p>Schools: Lead and manage a whole school approach to critical incidents</p>	<p>Critically appraise one's own professional practice using theoretical frameworks and practice guidelines as a benchmark</p> <p>Models and methodologies of reflective practice</p> <p>Professional reflective practice</p> <p>Engage effectively in reflective practice, self-care, supervision and CPD</p> <p>Keep up-to-date with emerging professions and career structures</p> <p>Present material for publication and/or presentation</p> <p>Importance of Continuing Professional Development (CPD) in keeping up-to-date with developments relating to guidance</p>	<p>Understanding of the scope of guidance counselling practice and the boundaries of one's own professional competence</p>

Demonstrate knowledge and understanding of:	Demonstrate ability to	Demonstrate ability to	Demonstrate ability to	Demonstrate ability to	Demonstrate ability to	Demonstrate
<p>Guidance counselling: theory & professional practice continued...</p>	<p>Legislation, policy and professional practice guidelines relating to the provision of counselling in a guidance context e.g.: data protection/FOI, Equality Legislation, Education Act/Education Welfare Act, Department of Education & Skills Circulars and policy, Child Care Acts</p>	<p>Select and employ diverse communications skills to engage with service-users and stakeholders e.g. f2f, telephone, e-guidance</p> <p>Write case reports</p> <p>Employ appropriate interventions when working with service-users taking into account their diverse needs and contexts</p> <p>Employ appropriate approaches when working with service-users at risk of/experiencing social exclusion</p> <p>Monitor, evaluate & report on the effectiveness of interventions</p> <p>Exercise the skills required for managing counselling (personal/career) practice – contracting, action planning and referral</p> <p>Deliver counselling (personal/career) interventions in accordance with legislative and practice guidelines requirements</p> <p>Design record management systems in line with legislative requirements</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 learning information in response to their needs</p> <p>Facilitate the development of career and digital literacy skills in service-users</p> <p>Develop guidance counselling related information resources and services using a range of media including ICT</p>	<p>Contribute to the development of the profession</p>		
<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 <p>Education and training resources</p> <ul style="list-style-type: none"> Irish education and training system Education and training providers and programmes Qualifications Frameworks Education and training opportunities abroad 	<p>Finding, interpreting and presenting relevant information and knowledge</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 learning information in response to their needs</p> <p>Facilitate the development of career and digital literacy skills in service-users</p> <p>Develop guidance counselling related information resources and services using a range of media including ICT</p>			

	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 continued...</p>	<p>The role of guidance counselling and its contribution to society</p> <ul style="list-style-type: none"> lifelong learning & employment economic development. & social inclusion 	<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>Support and promote learning required for personal/social and career development</p> <p>Design, deliver and evaluate personal/social, educational and career guidance programmes e.g.</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 in the curriculum 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 & social/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 (for example: learning difficulties, bullying, social exclusion, bereavement, unemployment)</p>		
<p>Teaching and Learning – designing, delivering and evaluating programmes</p>	<p>Learning theories</p> <p>Career learning and development</p> <p>Diverse barriers to learning</p> <p>Teaching and assessment methodologies including technology aided teaching and assessment</p> <p>Principles of (classroom) behaviour management</p> <p>Teaching (pedagogy/andragogy) approaches for guidance counselling purposes</p>					
<p>Psychometric Testing</p>	<p>Theories, applications and limitations of psychometric testing</p> <p>Statistical methods for psychometric testing</p>	<p>Critically evaluate the validity, suitability and reliability of ability/attainment/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 	<p>Select and administer tests in a range of contexts and to individuals/groups with diverse needs</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>	

	Demonstrate knowledge and understanding of:	Demonstrate ability to	Demonstrate ability to	Demonstrate ability to	Demonstrate ability to	Demonstrate
<i>Psychometric Testing continued...</i>		<ul style="list-style-type: none"> Seek informed consent (confidentiality/data protection) prior to administration Analyse and interpret test results Provide feedback on test results sensitively 				
<i>Communicating, collaborating and networking</i>	Principles of effective collaboration and team working Networking principles	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Present in varied formats to inform and influence peers and stakeholders Advocate on behalf of service users with management and external agencies/organisations 	<ul style="list-style-type: none"> Work/network effectively with others in accordance with the institution ethos and context Lead collaborations and influence ideas 	<ul style="list-style-type: none"> Share experience with others and learn from them Develop and maintain professional networks to enhance own learning and development 	
<i>Ethics</i>	Ethical principles	<ul style="list-style-type: none"> Evaluate and address complex and unfamiliar ethical issues and dilemmas 	<ul style="list-style-type: none"> Ensure the maintenance of ethical and professional standards when working with service users and their families 	<ul style="list-style-type: none"> Work within the boundaries of one's own professional competence and role 		<ul style="list-style-type: none"> Act with critical awareness of one's own professional competence and employ referral as appropriate
<i>Research and evidence informed practice</i>	[Awareness of the] guidance counselling research literature Research methods including quantitative and qualitative methods Statistical methods and interpreting data Research ethics	<ul style="list-style-type: none"> Critically appraise the guidance counselling 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 	<ul style="list-style-type: none"> Utilise research findings and evidence to inform guidance counselling practice and work with service users and stakeholders Critique and evaluate one's own research projects 	<ul style="list-style-type: none"> Research, present and report outcomes of guidance counselling practice to educational stakeholders and colleagues 	<ul style="list-style-type: none"> Utilise data and evidence to inform practice Reflect upon and critically appraise one's own professional practice through the analysis of the literature and research findings 	

	Demonstrate knowledge and understanding of:	Demonstrate ability to	Demonstrate ability to	Demonstrate ability to	Demonstrate ability to	Demonstrate
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	Develop, implement and evaluate a guidance plan Evaluate the effectiveness of the guidance service Promote and communicate activities of the guidance service to stakeholders Manage caseloads	School: Plan delivery of the school guidance service so that it reflects the needs of all students and offers a balance of personal/social, educational and career guidance AEGS/other: Plan delivery of the adult guidance service to reflect the needs of service users	Demonstrate innovation and creativity in the strategic planning of the guidance service Lead the development of policies relating to the guidance service in collaboration with management and staff and stakeholders		
		Demonstrate effective leadership and management skills Demonstrate the interpersonal skills required for leading and managing the guidance service	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			

Part II – Questionnaire

3. The Consultation Process

3.1 Aim of the Consultation Process

The aim of this consultation process is to ensure that those with an interest and involvement in the guidance counselling profession are provided with an opportunity to comment on the proposed criteria and guidelines.

3.2 How to Respond

The consultation process will begin in March, 2015 and will close at **5pm on the 30th April, 2015**. Please ensure that your response, using the submission form below, reaches the DES within this timeframe. In your submission, please indicate if you are making the submission as an individual or on behalf of an organisation/group – name and contact details should be provided.

Submissions should be sent using this template to guidance@education.gov.ie or by post to:

Tim O’Keeffe, Department of Education and Skills, Marlborough Street, Dublin 1.

3.3 Disclosure of Submissions

All those making submissions should be aware that the DES intends to make the submissions publicly available in full and that submissions received will be subject to requests for release under the *Freedom of Information Acts*.

3.4 Submission Form

Name of Respondent(s):

Organisation (if appropriate):

Email address:

Questions for Consultation

1. Please provide your views on the proposed Course Recognition Framework (CRF) for Programme Providers.

2. Please provide your views on the appropriateness of the criteria set out in *Section 2* of this document. Include a response for each of the sub-headings (i-vii) indicated below.

- i. National Framework of Qualifications (NFQ): Award Level and Type

ii. Selection of course participants

iii. Learning and teaching experiences

iv. Assessment of learning

v. Qualifications of programme staff

vi. Required competences (and associated ECTS) presented in Table 1?

vii. Any additional criteria which should be indicated?

3. Any other comments you would like to make?

Thank you for taking the time to complete this questionnaire. Your feedback will inform the development of the 2015 CRF.

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Appendix I: Role and Importance of Lifelong Guidance in Educational Provision

The importance of lifelong guidance and its role in supporting citizens in accessing learning and employment opportunities has long been recognised by policy makers and citizens alike – Council of the European Union (EU) *Resolutions* (2004, 2008); *Special Eurobarometer* on the European Areas of Skills and Qualifications (EASQ) (2014). The EU Council *Resolutions* highlight the importance of guidance in facilitating educational and career decisions and choices, the development of self-management skills and recognise guidance as “a key instrument for education and training institutions to improve the quality and provision of learning” (Council of the European Union, 2004; pg. 1). Lifelong guidance is defined in the *Resolutions* (2004, 2008) as:

“ a range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.” (Council of the European Union, 2008; pg. 2).

The two Council *Resolutions* highlight the role of lifelong guidance in contributing to a range of public policy, social and economic goals – access to and participation in learning and employment, labour market efficiency, career development and progression, social inclusion (combatting early school leaving) and economic development. In addition lifelong guidance is regarded as having a role in enhancing the efficiency of “investment in education and vocational training, lifelong learning and human capital and workforce development” (Council of the European Union, 2004; pg. 2).

An ELGPN (European Lifelong Guidance Policy Network) Guide on *The Evidence Base on Lifelong Guidance* has identified the different types and levels of impact of lifelong guidance, ranging from educational outcomes to economic, employment and social outcomes (Hooley, 2014). Beneficiaries of guidance include individuals and their families, communities, employers and wider society. In addition the design of effective lifelong guidance systems has been linked with the importance of well-trained professionals who can deliver ‘holistic services’ in response to end user needs in conjunction with other professionals (ibid).

In Ireland, in the education sector, the provision of guidance in schools is a requirement of *The Education Act* (1998). Section 9c of *The Education Act* states that a school shall “use its available resources to – (c) ensure that students have access to appropriate guidance to assist them in their educational and career choices” (Government of Ireland, 1998). Guidance counsellors in schools have been identified as playing an important role in supporting students’ transitions to second level education, in making decisions on subject choices and career options (DEIS Action Plan, 2005, pg.44). *A Framework for Junior Cycle* (2012) highlights the importance of guidance in supporting students’ acquisition of self-management skills to facilitate them in making effective life choices and decisions. Guidance is linked to Principles within the Junior Cycle Framework such as ‘continuity’, and ‘learning to learn’, and with Key Skills such as ‘managing myself’ and a number of the Statements of Learning (DES, 2012).

In the further education and training sector, the 'proposed building blocks' for a strategy for guidance has been set out by SOLAS in its *Further Education and Training (FET) Strategy (2014)*. The 'building blocks' of an integrated guidance strategy for FET have been identified as the building on and expansion of the existing Adult Educational Guidance Services (AEGS) to include adults within the general population, collaboration with PLC based guidance provision and implementation of a quality assured guidance service.