

News from around Europe

News from Denmark



by Rie Thomsen

Broadening and situating the perspective with NICE core competences.

For most of my talks and presentation I show the NICE core competence model as part of the introduction. In Denmark, the model has become known as the NICE model or the NICE flower. Firstly, I use the model to help myself and my listeners to keep in mind how broad career guidance is, and consequently how diverse functions and roles a practice contains and sometimes it is even every individual career guidance counsellor who are shifting between those roles during a working day. That requires a range of very specific but also diverse competences. Secondly, I use the model to situate the talk I am giving that day. Often my talks are in the area of social systems intervention, career education of career counselling with groups. To situate my topics within the model help me to place my research and results in a very rich and broad research field and to relate them to functioning in career guidance practice as it is practiced every day in Denmark.

News from Switzerland



by Jerome Rossier

The career counselling and vocational psychology team of the Institute of Psychology of the University of Lausanne is very pleased to announce that Andreas Hirschi, an assistant professor in our team, has been appointed as a full professor in work and organizational psychology at the Institute of Psychology of the University of Bern.

His nomination will give us the opportunity to strengthen our research collaboration with the University of Bern, as well as our collaboration for the training of Swiss career counsellors. We are also very happy to welcome Jean Guichard (INETOP, CNAM) who has agreed to teach a course in "counseling psychology" to our students currently enrolled in a Master program in vocational guidance and career counselling psychology. He has also agreed to teach this course next year with short contributions from Valérie Cohen-Scali (INETOP, CNAM) and Jacques Pouyaud (University of Bordeaux).

I would also like to mention that the "Handbook of the life design paradigm: From practice to theory, from theory to practice" will be published in summer 2014 by Hogrefe with numerous contributions from NICE members such as Jean-Pierre Dauwalder, Jean Guichard, Andreas Hirschi, Laura Nota, Jacques Pouyaud, and many others.

News from the Netherlands

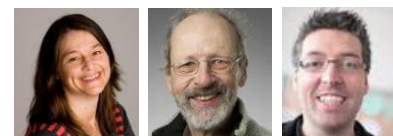


by Tim Theeboom, Annelies E.M. Van Vianen and Bianca Beersma

In April 2014, the first master level course on coaching psychology in the Netherlands was launched at the Work and Organizational Psychology Department of the University of Amsterdam. After a selection process in which students had to demonstrate both their ability and motivation, twelve ambitious students participated in a course in which they developed their understanding of the theoretical mechanisms underlying coaching and counselling, as well as several practical competencies. During the 9 week course (6 ECTS), students participated in weekly workgroups (case-based learning), prepared workshops on coaching competencies and practiced these same competencies outside the university context (peer-coaching). With regard to the competencies outlined in the

NICE project, they developed competencies on both EQF level 6 (advisor) and 7 (practitioner) in the areas of career counselling, career service management, career systems development and generic professional functions. All students passed the course, and more importantly, reported to have had a very enjoyable and valuable learning experience that contributed to their development of career management professionals.

News from Norway



by Torild Schulstok, Peter Plant and Peter Weber

A new M.A. Program in Norway

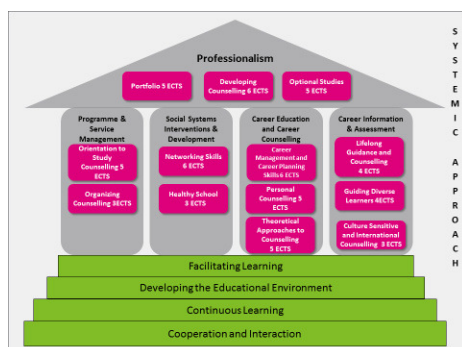
The Norwegian Ministry of Education and Research and VOX (the Norwegian Agency for Lifelong Learning) plan to establish a new Master Program for Guidance and Counselling in autumn 2014 together with two Higher Education Institutions, the University College of Lillehammer and the University College of Buskerud and Vestfold. From May 8-9, 2014 the partners of this newly established programme invited a group of experts from Denmark, England, Finland and Germany for a two-day workshop in Oslo to discuss relevant topics for the establishing of this programme, e.g. on the planned curriculum, learning formats and especially on the cooperation of different institutions running such a programme together. This occasion of fruitful exchange brought all participants interesting insights and helped to reflect the status of the ongoing development and open questions.

News from Finland



by Jukka Lerkkänen

Jyväskylä University of Applied Sciences (JAMK) has become one of the very first NICE partners to modify the counsellor education (60 ECTS credits) to be based on the NICE Core Competences. The first group of students following this curriculum began their studies in May 2013. The learning outcomes have been promising and the first evaluation report will be published in the end of 2014. The structure of JAMK Teacher Education College's curriculum can be seen in Graph 4.



Graph 4: The counsellor education curriculum of Jyväskylä University of Applied Sciences (August 2014).

The other NICE implementation is within the VALA network (Nordic and Baltic network for higher education institutes in guidance and counselling). This network was established by members of NICE and the University of Iceland has been the key-partner. This network has organized two conferences (Reykjavik 2012, Malmö 2013) with two development work packages developing curricula. In addition, the staff and student exchange has been promoted. In the summer 2015 the network will provide the first summer school (5 ECTS credits) in Jyväskylä, Finland. This summer school will focus on the use of ICT in guidance and it will be organized by University of Jyväskylä, Finnish Institute for Educational Research and JAMK, Teacher Education College.

News from Turkey



by Salim Atay

"Eurasia's Biggest Career Summit". ITU Career Summit'14 was organized between 26-28 February on behalf of Istanbul Technical University (ITU) Career Center. More than 30.000 visitors and more than 80 international companies attended in the summit. As the director of ITU Career Center, Salim Atay executed the program and Peter Weber and Jean-Jacques Ruppert participated in the summit as keynote speakers.

With our motto "Touch the Talent", the summit included many different programs:

- Career Fair at 6 different locations of ITU. More than 30.000 Visitors, 80 Companies and 22 Student Unions
- National Career Centers Workshop. More than 96 academicians and Career Center staff from 66 different universities, 100 Job and Vocational Counsellor
- Network Hours. Participation of more than 52 academicians and 45 company representatives
- Job and Apprenticeship Interviews. More than 90 different interview sessions (group and individual) at ITU campuses
- Case Studies and Workshops. 34 case studies and 24 workshops by participant companies
- Student Project Market. ITU students' projects were visited by more than 1.000 high school students



Photo 7: Presentation at the ITU Career Summit, featuring Peter Weber, Salim Atay and Banu Cirakoglu (from left)

During the program, Peter Weber performed a presentation about the NICE network and offered some conceptual thoughts and the training of career counsellors at the Heidelberg University. Furthermore, in National Career Centers Workshop, Jean-Jacques Ruppert shared his experience about Career Guidance & Counselling and Practices around Europe.

Finally, Salim Atay gave information about ITU Career Center activities, Turkish translation of NICE Tuning Handbook and concluded the workshop by discussing future steps for Career Counselling at the Turkish Universities. More than 96 academics and career center staff from 66 different universities and 100 career counsellors working at the Turkish Employment Agency participated in this workshop.

News from Slovakia



by Stefan Vendel

Stefan Vendel from University of Presov, Slovakia was invited as a speaker at the international conference "Education of Career Counselors" held on April 29th, 2013 at Constantine the Philosopher University in Nitra, Slovakia. He informed about the NICE Core Competences and the Roles of Career Counsellors as defined in the Tuning Handbook in his speech: *Competences for Career Counseling in EU and USA*.

Link to conference programme: http://web.saaic.sk/nrcg_new/doc%5C130429_Nitra%5CPozvanka_Nitra-29-04-2013.pdf



Photo 8: One moment of the international conference in Presov

News from Sweden



by Anders Lovén

The articles from the NICE Handbook and especially the figure of different competences areas have been used in many different courses and educational activities. In the training (three year Bachelor) of career counsellors the NICE products have been introduced and used for reflections and discussions. As a part of further training (usually 5 days) for experienced career counsellors the same materials have been used. One way of using the competence areas is to let the counsellors fill in how they use their time connected to the different parts (career counselling, career education etc.) and in the next part how they want to use their time. That opens up for a thrilling and rewarding discussion. The materials have also been used in one-day lectures for counsellors in different school organizations; also in Norway. Overall, many counsellors in Sweden now have a picture of what's going on in the NICE project.

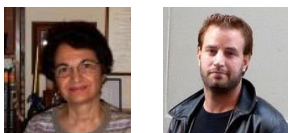
As a part of international exchange, we have had cooperation with University of West Scotland (student exchange) and University of Mannheim (staff meeting and exchange). The

Key themes of the seminary included the analysis of competences and training curricula for career professionals. NICE members Elena Fernández, Luis Sobrado and Cristina Ceinos (University of Santiago de Compostela) held a symposium, introducing the NICE Curriculum Framework as a basis for the development of degree programmes in vocational and educational guidance. Likewise, other professors from the same university, Rebeca García, Miguel Nogueira and Ana Couce, participated in a symposium on the role of scientific journals as a means of dissemination research on guidance and in the elaboration of the seminary conclusions.

An important conclusion of the seminary was that the closeness of the NICE Professional Roles and Core Competences to types of guidance intervention allows for applying the model to various contexts, and for identifying strength and weakness in the professional performance in each of them. This will help to project guidelines for the initial training (which must be common) and continuous formation of guidance professionals to enable their occupational performance and mobility.

For more information, please visit the website: <http://www.gufoi.ull.es/red/index.php/v-seminario-ripo>

News from Greece



by Despina Sidiropoulou-Dimakakou and Nikos Drosos

The PanHellenic Association for Psychosocial Rehabilitation and Work Integration (PEPSAEE) organized the "Bridges for Employment: Work integration of people from socially vulnerable groups" Conference that took place in Athens on the 18-20 of June with more than 150 participants. Bob Grove, former Joint Chief Executive of the Centre for Mental Health in London, and Maria Eduarda Duarte, President of the Counselling Psychology Division of the International Association of Applied Psychology, were the keynote speakers. The conference was part of the "Bridges for Employment" project. It includes the development of a methodology

for employment counselling, particularly for supporting people with mental health problems. As part of the project, a pilot was conducted with 15 employment-counselling offices, 60 people with mental health problems received training and employment support, and a network for mental health was set up with 26 free market enterprises. The conference gave the participants the chance to discuss several issues regarding work integration, employment counselling, and supported employment of people from socially vulnerable groups.

The Career Counselling Research and Assessment Center of the University of Athens also organized a 100 hours training seminar on new tools and methods of career assessment. The participants (30 career counsellors) had the chance to test several psychometric tools, and discuss their practical applications.

At this event, Despina Sidiropoulou-Dimakakou and Nikos Drosos, members of the NICE network, presented the "ARIADNE-Career Interests Questionnaire", a new career-guidance instrument designed to facilitate Secondary Education students' decision making regarding their educational and career future. ARIADNE is a state-of-the-art, valid and reliable psychometric tool, designed to correspond Greece's and Cyprus' educational system and current labor market. It is an online-computerized questionnaire and it provides scores for 16 occupations' categories. It is, also, an adaptive questionnaire and it can provide scores for 30 occupations' sub-categories. The European University of Cyprus offers "ARIADNE" for free to all secondary education students in Cyprus, in order to help them in their career decision making process.

News from Spain



by Luis M. Sobrado Fernandez

ELPGN glossary has also been translated to Swedish by Mia Lindberg and is going to be spread out to Swedish counsellors.

From the 20-21 March 2014, the Fifth National Seminary of the Spanish Interuniversity Guidance Professors Network meeting was celebrated with the participation of guidance professors from 16 Spanish universities.

News from the Faroe Islands



by Sif Einarsdóttir

Breaking the waves: Developing a new program in the Faroe Islands

The common points of references, especially the Nice Core Competences, the Curriculum Framework and the Professional Roles were used to help develop a new 60 ECTS postgraduate program at the University of the Faroe Islands. The competences were useful in

deciding what to emphasise in this one-year programme, based on the most pressing needs for career guidance and counselling in the Faroese society and taking the students educational and occupational experiences into account.

The programme is unusual because large part of the teachers has to be recruited from abroad. The NICE curricular framework provided an important common benchmark and language to discuss the curriculum, in particular what to include and what to leave out. The NICE Professional Roles were used to introduce the question of professionalism to students to explore current practices. This discussion was helpful for refining the program and its curriculum further. Most importantly, the common points of references help providing a solid foundation for the program development and the visual presentations, and descriptions provided a good overview of issues and tool for communication and discussion with all parties involved.

News from the Nordic countries



by *Sif Einarsdóttir*

Broadening horizons: Comparing programs in Nordic countries

A network of career guidance and counselling programs in the Nordic and Baltic countries called VALA has used the NICE Core Competences in a systematic way to compare the involved programs. The major aim of the project is to jointly develop their training curricula, so to better prepare career counsellors and guidance workers in the Nordic and Baltic countries for the diverse clients they need to work with. A central focus is on the education of those that work with adults because historically career guidance and counselling has worked more with children and youth in the Nordic countries.

The results of the comparison indicate where the programs differ. They were used, along with other information, to write an integrative summary comparing the career guidance and counselling programs. A report on historical

development of programs and this systematic comparison were used as a foundation for formulating a common vision for the future, too. VALA participants also use the information from the comparison to decide whom to visit through a mobility project, if they want to learn about specific parts of the curriculum in other programs. This is possible, because the report indicates where the different programs have their strong points.

News from Italy



by *Laura Nota and Lea Ferrari*

The Larios laboratory (Laboratory of research and intervention for career designing) of the University of Padova, coordinated by Laura Nota and Salvatore Soresi has launched the post graduate master course titled 'Counselling in school, career construction and work contexts'. This course aims to prepare counsellors to perform three different functions: managing difficult situation in schools in an inclusive way (learning difficulties, disability, relational problems) managing difficulties in career designing and counselling (with adolescents and adults; with attention to adaptability, career preparedness, optimism, hope, resilience and time perspective); managing difficulties at work (counselling and career management; attention to work stress, work well-being, unemployment and underemployment, stereotypes toward vulnerable people, work inclusions).

This course is based on the reflections done inside the NICE, the ESVDC and the Life Design International Group, and also into the University Network on Counselling that was founded in 2013 in Italy. This network includes 30 universities and aims to promote a shared vision of higher education in counselling in the national context, as well as public and at university level.

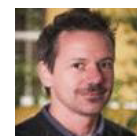
The numerous working days of the network focused the idea that counselling represents a professional function that could be delivered in multiple contexts and for diverse typologies of clients, and that it doesn't make sense in our days thinking to a standard professional profile. In fact the functions of counselling require multidisciplinary approaches, languages, instruments, and strategies that

have to be coherent with the diverse kinds of experimented discomforts and difficulties (scholastic, communitarian or working ambits, for example) in which the diverse functions of counselling are implemented.

For this reason also the training may not be standard, but it requires strong forms of personalization that take into account, on the one hand, the different stories of the participants (previous education), but also and above all, their aspirations and career design, and working environments in which they wish to practice or practice the acquired skills. The type of training that it has been planning therefore evolve around the combination of people x contexts x kinds of discomfort x nature and methods of counselling.

At the University of Padua the first training developed under the network will start, even in order to verify the effectiveness of the model, also in terms of employability of the participants and usefulness of the services that may be provided by professionals.

News from Hungary



by *István Kiss*

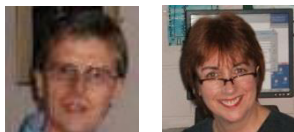
A new Hungarian program is developing – A first example for peer learning practise

In Hungary, three Universities (University ELTE, Gödöllő University and University Debrecen) are developing new study programs at BA level with the focus on career guidance and counselling. All of the involved universities have a long tradition in counselling studies, but with differences in their central focus. Now they intend to develop a shared curriculum that will be offered at all of the Universities. This process obviously can make use of the different strengths of the involved persons and the experience from former programs, which can lead to synergies and better outcomes.

From May 22-23, 2014, the NICE Peer Learning Group visited Budapest and Gödöllő. In a fruitful workshop, questions concerning core competences, contents, target groups and other topics were discussed, with colleagues from Iceland, Germany, Slovenia, Lithuania and Norway sharing their experience and thoughts with the colleagues from ELTE and Gödöllő. As a result of the

workshop, all participants expressed their interest in using the NICE common reference points in the future, and voiced their interest in engaging in further peer learning for exchange and cooperation.

News from Scotland



by *Graham Allan and Janet Moffett*

Developing a Qualification Benchmark in Scotland: Use of the NICE Core Competences

Many undergraduate and some Postgraduate/Masters qualifications in the UK are based on what is termed a Benchmark Statement. These are published by the Quality Assurance Agency for Higher Education (the QAA). These statements contain the key knowledge and skill core competences for a particular qualification or discipline, in our case for career guidance and development and are used for a variety of purposes. Primarily they are an important external source of reference for higher education providers when new programmes are being designed and developed in a subject area. They provide general guidance for articulating the learning outcomes associated with specific programmes but are not a specification of a detailed curriculum in the subject.

Scotland has had a Benchmark for a Masters-level Qualification in Career Guidance and Development since 2007. Benchmarks are normally written by a representative group, consisting of employers, academics and professional bodies and require to be updated on a regular basis to ensure their currency and validity. Given that we had an existing Benchmark from 2007 which was due to be revised, and given our involvement in the NICE project and that we were about to undertake a review of our Career Guidance and Development programme here at the University of the West of Scotland, we decided to bring all three of these factors together and re-write our Benchmark making use of the NICE Core Competences and use the results to inform the learning outcomes of our revised programme. This has resulted in a Benchmark of eight sets of Standards which incorporate: ethics and professional practice, career

development theory, career guidance practice, career guidance policy, career related information and learning, partnership working, labour market intelligence and career guidance research. We have ensured that the five NICE Core Competences are represented in these eight Standards.

The Career Guidance programme at the University of the West of Scotland

The Career Guidance programme at the University of the West of Scotland underwent a major review in April 2014. This review has given us a further 6 years of 'life' and allowed us to demonstrate the contribution that our involvement in the NICE project was making to the success of our programme. For example, we used the NICE competences to redesign our course content, particularly those relating to professionalism, career education, career counselling and ethics.

Our review was undertaken by a team of internal and external experts and we were delighted that Sif Einarsdottir, our Icelandic partner, was able to join us as an external colleague. Sif made a significant contribution to the discussion and helped us to demonstrate that we are promoting 'internationalisation' and 'innovation in teaching and learning' by working with and supporting our students. Looking ahead we would like to have at least one of our future external examiners from one of our NICE partners ... **is anyone interested in joining us?**

News from France



by *Jacques Pouyaud*

Bordeaux – Internationalization and development of a joint modules

The University of Bordeaux and its College of Human Sciences see it as a priority to open their curriculum for international cooperation. As of January 2014, the master degree "organizational, working and counselling psychology" has obtained a three-year funding to develop a new frame for its curriculum linked with European standards

(European competence descriptions for organizational psychologists and counselling psychologists).

In this project we would like to use the NICE competence framework to develop some training modules that we could share with other universities. For example, the project could be used to offer modules of 6 or 9 UE credits, based on 2 or 3 of the NICE Core Competences. Each partner could propose in his curriculum and exchange via online courses, and/or staff and student Erasmus mobility. The main idea is to organize, with the help of the NICE Peer Learning team, the NICE Mobility Team, and the NICE Consistent Tuning Model group, a specific group of volunteer partners, which would be able to work on the development of such training modules, and jointly implement them. We have planned to constitute this group and work on modules in 2015, and begin implementation in September 2015, January 2016. For the moment, we are making a call for partnership and ask everyone interested to contact us.

News from Finland



by *Rachel Mulvey*

At the invitation of Jukka Lerkannen, Raimo Vuorinen and Jaana Kettunen, Rachel Mulvey headed north to Finland where she delivered three distinct presentations in April. Common to all of them was reference to the NICE CPR with specific consideration of the role of Professionalism.

First stop was a workshop with 50 career professionals in training at the Jyväskylä University of Applied Sciences (JAMK). This interactive session investigated transferable employability skills and really got the students thinking about their own skillset and mindset – and of course that of their clients.

In Helsinki on the 28 April 2014, Rachel and Jukka together delivered the keynote at the Finnish National Board of Education annual conference for career counsellors and teachers; around 130 delegates from all over

Finland. The joint focus here was on the Youth Guarantee Initiative, asking *What does policy mean for career workers' roles?*

Although recorded in the Finnish Institute for Educational Research at University of Jyväskylä, Rachel's webinar '*Professionalism: the common competence which binds the career workforce in effective practice*', was streamed worldwide. Sponsored by the European Lifelong Guidance Policy Network (ELGPN) and the International Association of Educational & Vocational Guidance (IAEVG/AIOSP) the event, including global Q&A can be freely accessed here: <https://moniviestin.jyu.fi/ohjelmat/erillis/ktl/evokes/professionalism>.

News on the PES to PES Dialogue of the European Commission



by Lukasz Sienkiewicz

Publication of the Analytical Paper 'European reference competence profile for PES and EURES counsellors'

European Public Employment Services (PES) face new challenges attributed to their changing role successfully implementing the EU 2020 strategy, which influences the job requirements for employment counsellors.

In view of this challenge, a European reference competence profile for PES and EURES counsellors has been developed. The aim of this paper is to describe and confirm core operational competences to serve as both a manual and reference tool PES in their recruitment and training of employment counsellors. The content was developed and agreed with public employment services (PES) and reflects comments from the EURES working group on training.

The Analytical paper divides this profile into three corresponding competence areas:

1. Foundational competences represent general practitioners' values and skills that are relevant to a number of different tasks and situations.

2. Client interaction competences (working with jobseekers and employers) represent the broadest area of competences, linked to the major tasks performed by employment counsellors on a daily basis.

3. Supportive competences (systems and technical) represent both competences to deal with technological aspects of the work (ICT) as well as service and country-specific competences.

These three major areas aim to represent the scope and diversity of tasks, which employment counsellors deal with. The full paper is available to read and download on the PES to PES website:

<http://ec.europa.eu/social/keyDocuments.jsp?pager.offset=0&langId=en&mode=advancedSubmit&policyArea=0&subCategory=0&year=0&country=0&type=0&advSearchKey=pesreprots&orderBy=docOrder>

The paper was produced by Łukasz Sienkiewicz, Warsaw School of Economics, in collaboration with the project coordinator from the European Commission, DG Employment, Social Affairs and Inclusion, in cooperation with Raimo Vuorinen (the European Lifelong Guidance Policy Network), and with the support of ICF GHK and the Budapest Institute.

News from ELGPN



Shared by Raimo Vuorinen

Guidance highlights in the EASQ public consultation results

In April 2014, the ELGPN submitted a Position Paper to the European Commission public consultation on the European Area of Skills and Qualifications (EASQ). Coinciding with the public consultation, a special Eurobarometer survey was also conducted.

The results and implications of the consultation and the Eurobarometer survey were presented and discussed at a conference in Brussels on 17 June 2014.

Of special interest to the guidance community are two findings highlighted in the Result of the Public Consultation document:

- The findings indicate that “[t]here [is] a strong agreement on the importance of high quality and independent guidance services at all levels of education and employment, including from early stages, in order to reduce early school leaving or drop out and to foster employability. Labour market actors should have an active role in the provision of guidance services to help overcome skills mismatches.”
- The consultation “[r]espondents also pointed to the essential role of guidance and guidance services in promoting access to relevant information...”

More information about the Eurobarometer and the consultation can be found at http://europa.eu/rapid/press-release_IP-14-685_en.htm