



DICBDPEC

ERASMUS
MULTILATERAL PROJECTS

DEVELOPMENT AND IMPLEMENTATION
OF COMMON BACHELOR'S DEGREE PROGRAMME
IN THE EUROPEAN CONTEXT

POSTGRADUATE CERTIFICATE IN CAREER GUIDANCE AND HUMAN RESOURCE DEVELOPMENT

(in education, labour market and human resource management)



Lifelong
Learning
Programme

This project is carried out
with the support of the European Community
as a part of the Lifelong Learning Programme,
Sub-programme Erasmus, Multilateral projects.

STU



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Project ERASMUS Multilateral projects “Development and Implementation of Common Bachelor’s Degree Programme in the European Context” (DICBDPEC)

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INTRODUCTION

The present situation in Europe brings new challenges and priorities concerning all areas of life in society. The strategic document “Europe 2020“ puts forward three mutually reinforcing priorities – smart growth developing an economy based on knowledge and innovation, sustainable growth promoting a more resource efficient, greener and more competitive economy and inclusive growth fostering high-employment economy delivering social and territorial cohesion.

The challenges and priorities of the European Union defined in the document “Strategy and trends of economic and social development in European Union” (2010), pointed out many problems. They are particularly those concerning: new forms of structure of economy, employability, new occupations and qualifications, mismatches between the required qualifications and supply, increased unemployment especially among young people, impact of demographic trends on labour supply, immigration of highly skilled individuals not only from European Union, economic and migration policy, multicultural environment, education and labour mobility. Their solution also means to put greater emphasis on quality of education and vocational training (corresponding skills, knowledge and competences). Equally important is the improvement of educational opportunities at all levels, adaptation of skilled labour, information on trends at labour market (monitoring and prediction of qualification requirements).

The European Commission has defined the main initiatives in the field of science, research and education aimed at reform of study programmes (three-level system of education - BA, MA, PhD), competence-based education, open system of education, recognition of qualifications and skills, mobility in agreement with the Bologna process, international cooperation and transfer of knowledge and experience between universities.

One of the most important tools of reducing unemployment especially among young people considered by the European Union, is efficient counselling service and the training of career counsellors for new specific performance challenges. According to recommendations adopted by the European Commission by 2020, at least 50% of all young people should have a status that would allow them educational and occupational mobility. It requires interaction of specific market activities for mobility and for transnational career guidance. The professionalisation of career guidance practitioners in promoting lifelong learning, career management and human resource management, and the creation of sustainable counselling networks within the countries of the European Union are of great importance. There is a great need for future development of competences in international career guidance. The European Commission considers the education and training of career guidance staff, human resource management and quality of providing counselling services as one of important issues for achievement the strategic goals of the EU in the field of economic and social development. The efficient lifelong counselling within the European Union should be enforced by means of European cooperation and partnership between the providers of counselling services, social partners, practitioners in the field of counselling in education and employment, institutions providing education for career counsellors and workers for human resource development.

In the international context, the career counsellors are expected to dispose of new knowledge, skills and competences: knowledge of the theories on lifelong career development, management and human resource management, respect of cultural differences, ethic and moral norms, social and intercultural sensitivity, respect of gender equality, professional approach to conflict solution and use of mediation. Further, knowing the trends and differences in the field of education, vocational training, employment, unemployment and labour market. Equally important is the knowledge of national and international legislative and legal norms (study, labour, social, health-related,), skills in direct contact with individual clients, groups and members of cooperating networks (literacy in a foreign language). The active use of ICT in the national and international fields is also important.

Project ERASMUS Multilateral projects “Development and Implementation of Common Bachelor’s Degree Programme in the European Context” (DICBDPEC) reacts to current challenges. It respects significant documents of the European Union, such as the Bologna Declaration on creation of the European Higher Education Area by the year 2010 (1999), Memorandum on Lifelong Education (2000), Lisbon Strategy – knowledge-based society (2000), EU conclusions on lifelong counselling (2004; 2008), Professionalizing career guidance. Practitioner competences and qualification routes in Europe (2009), EUROPE 2020 – A strategy for smart, sustainable and inclusive growth (2010) – 5 headline targets: one in employment, four in education.

Partners of the project include eight universities: Slovak University of Technology in Bratislava (STU), Slovakia (coordinator), University of Nicosia (UNIC), Cyprus, Tallinn University of Technology (TTÜ), Estonia, University of Applied Labour Studies (HdBA), Mannheim, Germany, Jan Dlugosz University in Czestochowa (AJD), Poland, University of Santiago de Compostela (USC), Spain, University of Derby (UoD), United Kingdom, University of Split (UNIST), Croatia, which have a tradition in the field of education of career counsellors and human resource management and experience in introducing new study and educational programmes not only in their own countries but also in other countries of EU and the world. They are interested in introduction of innovations and new trends in education in the field of career guidance and human resource management and improvement of counselling services, while respecting the national and European specificities of labour market, certain types of programmes, disciplines and qualifications. A number of partners were and are partners in national and international projects aimed at career guidance.

The main aims of the project are:

- Harmonization of the higher education space in accordance with the Bologna process and recommendations of the Berlin Declaration.
- Harmonization of higher education with partner countries, joint ECTS, Diploma Supplement.
- Innovation of higher education with a special emphasis on European dimension aimed at improvement of qualification, adaptability and mobility of persons entering the labour market.
- Improvement of counselling in the process of choosing an education, a field of study, and career choice with a special view to help the young people in the integration process.

- Expansion of possibilities of employment at the national and international labour market, recognition of qualifications and emancipation at job search.

The specific aims of the project are:

- Transparency in existing national systems of education of career counsellors, recognition of their qualification, support of international mobility of students and graduates within the framework of partner countries.
- Harmonization of higher education for career guidance and human resource management in partner countries.
- Implementation of new joint integrated study programmes (BA, MA) enabling to achieve the recognized joint diploma / Diploma Supplement and the modular educational programme.

The project solution has ensued from significant documents, surveys and analyses:

- Document of the European Union: Strategies and trends of economic and social development within the framework of EU – requirements of future qualifications and perspectives of employment at international labour market (2010).
- National documents of partner countries: Information on national strategies and trends of economic and social development in partner countries (2010).
- Surveys of career guidance needs, requirements and demands for occupations and performance of career guidance in partner countries (2011).
- Analyses of higher education, differences in contents, forms, length and requirements for qualification and skills necessary for career guidance (2011).
- Comparisons – an international comparison of higher education for career counsellors based on national surveys and analyses (2012).

On the basis of the above documents the project partners proposed and worked out together:

- Study programme CAREER GUIDANCE AND HUMAN RESOURCE MANAGEMENT (BA) - 180 ECTS.
- Study programme CAREER GUIDANCE IN EDUCATION, PROFESSION AND HUMAN RESOURCE MANAGEMENT (MA) - 120 ECTS, 3 specializations: A: Human resource management (HRM) and organizational development, B: Career guidance in education, C: Labour market management, policy and research.
- Postgraduate educational programme STUDY COURSE IN CAREER GUIDANCE AND HUMAN RESOURCE MANAGEMENT in the sector of education, labour market, human resource management with specializations for 4 target groups: education sector; public social services and non-government and non-profit institutions; public employment services (PES); human resource management of the society (HRM).
- Professional TERMINOLOGICAL DICTIONARY composed of languages of all partner countries (CY, EE, ES, HR, DE, PL, SK, UK) along with the uniform professional terminology from the field of career guidance within EU.

- The criteria of quality assessment of education for career guidance and human resource management (using ECTS and Diploma Supplement) and a proposal of quality criteria (in agreement with EU standards) for the study programme of higher education and postgraduate education.
- The accreditation standards for higher education study programmes and quality criteria – documents necessary for accreditation of new study programmes and educational programmes.

The graduates of proposed study programmes within the framework of the project will receive professional qualification for performing an occupation and work opportunities in which they may find employment in education sector (primary and secondary schools, higher education institutions and universities), sector of labour and social affairs, public services, human resources sections in companies and organizations, employment associations (social partners), non-government and non-profit institutions, private sector, European and international organizations in vocational guidance and human resource management.

The partners wish to express their conviction that the project will contribute to extension of European space in the field of career guidance and human resource management. To increase of transparency and harmony between qualifications achieved in the context of education for career guidance and human resource management provided at universities in the partner countries of the European Union: to transfer of innovation procedures in higher education and vocational education and training in the field of career guidance and human resource management not only within the framework of partner universities but also in the other educational institutions; to expansion of the possibilities and access to higher education and vocational training for specialists specializing in career guidance and human resource management with a view to European dimension; to deepening cooperation between higher education institutions in the EU countries.

The partnership wants to thank all who have contributed to the success of this project.

Above all we would like to take up this opportunity to thank our external evaluator, Dr. Czesław Noworol M.Sc., D.Sc. of the Jagiellonian University in Krakow, for his higher qualified commitment to the project.

I would like to thank to all partners for the great cooperation and support in dealing with and managing the project DICBDPEC especially to Prof. Dr. Bernd Joachim Ertelt.

For the project partners Laura Gressnerová
Coordinator of the project

POSTGRADUATE PROGRAMME

1. Basic: 12 ECTS (6 x 2 ECTS)
2. Each of 4 target groups specialisation: 12 ECTS/ 1 specialisation
 - compulsory: 4 modules = 12 ECTS (4 x 3 ECTS)
 - facultative: 2 modules = 6 ECTS (2 x 3 ECTS) – must be at least 2 chosen

Total: 30 ECTS x 28 hrs = 840 hrs.

8 hrs/ day = 105 days

Lesson time 1/3 = 35 days

Specialisations for 4 target groups:

1. Educational sector
2. Public social services and Non-governmental and non-profit institutions
3. Public employment services (PES)
4. Human resource management of companies (HRM)

POSTGRADUATE CERTIFICATE IN CAREER GUIDANCE AND HUMAN RESOURCE DEVELOPMENT (in education, labour market and human resource management)				
Target groups				
Basic modules	Education sector (elementary and secondary schools, colleges and universities) Ed	Public social services and Non-governmental (NGO) and non-profit institutions (NPI) PuN	Employment services (PES) PES	Human resource development in companies (HRD) HR

<p>MODULE Basic 1 Introduction to CG, Human Resource Development and Programme management</p> <p>MODULE Basic 2 Information management (knowledge about professions, competences and classification systems; information marketing)</p> <p>MODULE Basic 3 Labour relations and legislation (International, European, national and regional, law in labour, mobility and CG)</p> <p>MODULE Basic 4 European dimension of CG and intercultural CG</p> <p>MODULE Basic 5 Theories of career counselling and psychological aspects of</p>	<p>Module Ed1. Kindergarten and elementary school – introduction to world of work – introduction to developmental psychology concerning vocational interests and self concepts – curriculum modules of vocational orientation in kindergarten and elementary schools – motivation of students to take part in CG modules – improvement of career management skills – consultation with parents</p> <p>Module Ed2. Secondary I (9-10 grade) – integration of CG modules within curriculum – preparation for transition into Secondary II incl. Dual System of VET – labour market needs for professions</p>	<p>Module PuN1. Case and care management, networking – basics in vocational/occupational case and care management – management of networking (PES, social insurance, healthcare) at communal, regional and national level – law in social affairs national, European and international</p> <p>Module PuN2. Social security – social security systems (an international comparison – cooperation between Public authorities and NGOs</p> <p>Module PuN3. Demographic issues – demographic theories and methods – application in different fields – international comparison of statistics and methods</p>	<p>Module PES1. Placement – theories and methods in placement incl. coaching and job search strategies – ICT in placement; job banking and social media</p> <p>Module PES2. EURES, Euroguidance – introduction and practical training</p> <p>Module PES3. European and international programmes (BD-BG, M 1b, course 3) – development of programmes</p> <p>Module PES4. Labour market management – labour market statistics and economical evaluation (regional, national, international) – European employment strategy – regional and national employment policy</p>	<p>Module HR1. Career development theories in relation to HRM, – selected theories (J. Holland, D. Super, work adjustment, life designing)</p> <p>Module HR2. Employability management (how can I motivate my employees) – change management – organisational development – project management</p> <p>Module HR3. CG in organisational change activities – managing resistances against organis. change – conflict management – counselling in outplacement activities</p> <p>Module HR4. European and international programmes – (BD-BG, M 1b, course 3) – EU programmes for</p>
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<p>career choice and career development</p> <p>MODULE Basic 6 ICT and applications in CG and development of career guidance organisation</p>	<ul style="list-style-type: none"> – demand oriented information Management – prevention against drop-outs – motivation of students to take part in CG modules – improvement of career management skills – consultation with parents <p>Module Ed3. Secondary II (4-5 grade)</p> <ul style="list-style-type: none"> – integration of CG modules within curriculum – transition into universities, e.g. study programmes, faculties, etc. – transition into labour market – labour market needs and competences – study mobility in EU and abroad – internship programmes – knowledge of equivalence of degrees and Professional qualifications obtained in different countries (course 	<p>Module PuN4. Special applications:</p> <ul style="list-style-type: none"> – older people (retired), – protection of children in working families – family care counselling – minority and multicultural counselling – gender and diversity management in public social services – migrants workers – brain circulation <p>Module PuN5. National and EU programmes for financial support</p> <ul style="list-style-type: none"> – European regulations in financial support, esp. unemployment insurance <p>Module PuN6. Public management</p> <ul style="list-style-type: none"> – public governance – strategic and operative controlling – resource management 	<p>Module PES5. Financial support</p> <ul style="list-style-type: none"> – financial support for active search – financial support for adopting competences <p>Module PES6. Counselling and advice giving for employers/ companies</p> <ul style="list-style-type: none"> – consultation for further training for staff (“qualification counselling”) <p>Module PES7. Supporting placement of special target groups</p> <ul style="list-style-type: none"> – minority and multicultural counselling – networking in region to promote the integration into labour market – further training opportunities – programmes for financial support – development of programmes in PES and lifelong learning 	<p>companies</p> <p>Module HR5. Recruitment of staff and personnel marketing</p> <ul style="list-style-type: none"> – exchange of staff – innovative development – staff recruitment <p>Module HR6. Cooperation with PES</p> <ul style="list-style-type: none"> – comparison of best practices for cooperation between PES and companies – cooperation and outplacement
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	<p>BD–BG M1a,course 4)</p> <ul style="list-style-type: none"> – demand oriented information management – prevention against drop-outs motivation of students to take part in CG modules improvement of career management skills <p>Module Ed4. Universities</p> <ul style="list-style-type: none"> – integration of CG modules within curriculum – models of CC in universities – study mobility (BD-BG), – knowledge of equivalence of degrees and Professional qualifications obtained in different countries (course BD-BG M1a,course4) – labour market needs national, international – living and cultural conditions in EU and other countries incl. social security, esp. EU – motivation of students to take part in CG modules 		<p>Module PES8. Support for entrepreneurship</p> <ul style="list-style-type: none"> – programmes at national and EU level – Financial support – logistic support <p>Module PES9. Programme/ and change management in PES</p> <ul style="list-style-type: none"> – specifics characteristics of PES organisations – planning further training activities – promoting international staff exchange mobility in the EU – prevention of “burn out” - syndrom 	
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	<p>Module Ed5. Adult education – lifelong counselling</p> <ul style="list-style-type: none"> – CG for adults, incl. older s – organisation and financing of further training – further training programmes and accreditation (ECTS for VET – ECVET) – needs of labour market – knowledge of equivalence of degrees and Professional qualifications obtained in different countries (course BD-BG M1a, course 4) – demand oriented information Management 			
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MODULE 1

INTRODUCTION TO CG, HUMAN RESOURCE DEVELOPMENT AND PROGRAMME MANAGEMENT

2 ECTS (1ECTS = 28 acad. hrs. workload)

1.1

CAREER GUIDANCE IN MODERN SOCIETY

(throughout the EU)

Definitions of CG

1.1.1 Career guidance

systems, concepts, theories of choice and development, theories and techniques of career counselling

1.1.2 Status, position and tasks of career guidance under the conditions of market economy

different functions and tasks of CG in modern society (EU Commission, OECD , CEDEFOP, etc.); bodies, institutions, associations dealing with CG

1.2

INTRODUCTION TO CAREER GUIDANCE METHODOLOGIES

1.2.1 Information management

(information and communication technologies; cognitive information processing model (Samson, J), information structured methodology (Ertelt/Schulz), information classification; selection of appropriate recourses; develop and manage systems

1.2.2 Individual and team approaches to career counselling

1.2.3 Use of modern information and communication technologies (ICT) in career guidance

using ICT to promote CG services; managing personal data on the Internet; use social networks to engage with clients; work with ethical and legislative frameworks; using social media wikis, logs etc. effectively; proficient in ICT applications

1.2.4 Specific counselling, methods according to the target group needs (age, specific needs, type of the attended school) attended

development of the career management skills; programmes of orientation for the transition to active life and development of the career; application of guidance techniques within appropriate interview settings

1.3

PROMOTING LIFELONG LEARNING IN CAREER GUIDANCE

relation between LLL and CG; the strategic aspect career guidance can be emphasized; Maslow's hierarchy of needs

1.4

EUROPEAN AND WORLD WIDE INITIATIVES IN CAREER GUIDANCE AND COUNSELLING

it is important to emphasize the international orientation of the course of studies and the curriculum

1.5

HUMAN RESOURCE DEVELOPMENT

Fields and methods of HRM in organisations/ companies

Human factor in services

Supporting recruitment and development

Marketing and public relations strategies for career guidance services

Individual marketing of competencies / job search methods

1.6

PROGRAMME AND SERVICE MANAGEMENT

Make effective and efficient the guidance organisations

Quality management and evaluation: ensure the quality of the services for the clients

Managing the important information, evaluating the outcomes of interventions, developing the organisations

Contracting: clarify what kind of services client need

Project management

(see NICE 2012)

**MODULE 2
INFORMATION MANAGEMENT**

2ECTS (1ECTS = 28 acad. hrs. workload)

2.1

INFORMATION MANAGEMENT – CONCEPTS, TARGET GROUPS, CONTENTS

2.1.1 Conception of professional information

definition of information; role of information in supporting career decision making and planning

2.1.2 Orientation in subsystems of professional information. Basic kinds of professional information

information classification systems; types of information: education and training, labour market, counselling and information services, support services; regional, national, European dimension

2.1.3 Content of external professional information

2.2

METHODS OF INFORMATION MANAGEMENT AND MARKETING

2.2.1 Effectiveness of professional information - criteria. Main principles of processing information aids (print, video, film, PC programmes, CD, Internet), principles of work with professional information

ability to analyze information resources

2.2.2 Methods and means of professional information provision

design and marketing principles; design and produce resources; use of information in a range of settings

2.2.3 Specificities of their work of career counsellors with professional information in various stages of professional/career development

using information in the guidance process

2.2.4 Specific methods of the work of career counsellors with professional information according to socio-economic situation in the society (economic depression and development, boom) and the type of clientele (diverse level of personality, qualification preconditions)

matching resources to client needs; designing and producing resources; differentiating information resources; accessing translation services

2.2.5 Specific methods of the work of career counsellors with professional information according to socio-economic situation in society (economic depression and development, boom) and the type of clientele (diverse level of personality, qualification preconditions)

2.3

MANAGEMENT OF ADVISORY SERVICES

2.3.1 Questions of career counselling management

part of QM

2.3.2 Guidance of career counsellors, professional workplaces specialising in CG problems

2.3.3 Scientific research in career guidance problems

2.3.4 Marketing management for information in vocational guidance, public marketing, providing marketing and sales marketing

2.3.5 Empirical research into the behaviour of clients in the vocational decision making processes with special consideration of the "Information overload" phenomenon

2.3.6 Demanded oriented information systems in vocational guidance: Evaluation of the concepts

2.4

PROFESSIONS, COMPETENCES AND CLASSIFICATION SYSTEMS

2.4.1 Description and analysis of jobs and professions

2.4.1.1 Dynamics of profession

Differences between European/other models of professional identity; Community of practice (Lave and Wenger, 1991).

2.4.1.2 Social processes connected with profession

Societal remit to profession; government intervention; autonomy of profession.

2.4.1.3 Vocational training, performance of profession

Links with Vocational qualifications.

2.4.2 National and international qualification systems of occupations

MODULE 3 LABOUR RELATIONS AND LEGISLATION
2 ECTS (1 ECTS = 28 acad. hrs. workload)
<p>3.1 POLICY AND PRINCIPLES OF EMPLOYMENT RELATIONS</p> <p>3.1.1 Definition of employment relations and legal rules in EU</p> <p>3.1.2 Historical development of employment relations in CY, EE, ES, HR, DE, PL, SK, UK and EU the role of the Unions and the development of the role of unions in learning, Union Learning reps and Union learn</p> <p>3.1.3 Problems in the employment relations, reasons and linking in the EU countries</p>
<p>3.2 SOCIAL PARTNERSHIPS</p> <p>3.2.1 Social partners and their representatives</p> <p>3.2.2 Legislative framework of social partnership in EU</p> <p>3.2.3 Functions of the career counsellor in the system of social partnership</p>
<p>3.3 LEGAL FRAMEWORK OF CG AND EUROPEAN SOCIAL CHARTER</p> <p>skills of law analysis on CG and EU Social and Values Charter; fundamental aspect of CG; comparative legislation of CG;</p> <p>3.3.1 Legal questions in career guidance - competencies for legal identification and CG</p> <p>3.3.2 Entrepreneurship law - basic knowledge about entrepreneurship</p> <p>3.3.3 European Social Charter and the right to vocational guidance - basic principles and knowledge; right to vocational and educational guidance in EU</p>
<p>3.4 INTERNATIONAL LAW AND MOBILITY</p> <p>fundamental analysis of EU legislation on social and labour mobility; knowledge of practice regulations on mobility, BD - BG; EQR; EU PASS; ECVET, ECT ECTS;</p>



MODULE 4
EUROPEAN DIMENSION OF CG AND INTERCULTURAL CG
2 ECTS (1ECTS = 28 acad. hrs. workload)
4.1 WORK WITH EUROPEAN NETWORKS OF CG participation in creation of information systems for national and European counselling
4.2 INTERCULTURAL CG – THEORY AND PRACTICE 4.2.1 Selected theories of guidance in special consideration of national and intercultural areas of usage 4.2.2 Theories of career choice and career procedure for transnational usage
4.3 EUROPEAN POLICY, EU MODELS AND PROGRAMMES FOR CG

**MODULE 5
THEORIES OF CAREER COUNSELLING AND PSYCHOLOGICAL ASPECTS OF CAREER CHOICE AND CAREER DEVELOPMENT**

2 ECTS (1ECTS = 28 acad. hrs. workload)

**5.1
PSYCHOLOGICAL ASPECTS OF CAREER CHOICE AND CAREER DEVELOPMENT**

5.1.1 Overview of theories of career choice and career development

- theory “trait – factor“
- psychoanalytical theories
- Holland’s typology
- career choice as a rationally managed process
- information – management modules
- developmental theories, esp. life designing approach

**5.2
THEORIES OF CAREER COUNSELLING**

5.2.1 Cognitive behavioural and decision-making theories of counselling

5.2.2 Model of problem management (Egan)

5.2.3 Solution focused counselling

5.2.4 Person-centred approach (Rogers)

5.2.5 Theories of achievement motivation and related constructs

5.2.6 Theories of cognitive information processing and decision-making

5.3

STANDARDS OF OCCUPATIONS / EMPLOYMENTS, QUALIFICATION STANDARDS AND JOB ANALYSIS

5.3.1 Standards of occupations / employment

5.3.2. National Vocational Qualifications (NVQs)

5.3.3 Complex job and occupation analysis

5.3.4 Labour psychology and changes in the world of work

5.4

DIVERSITY MANAGEMENT in CG and LABOUR MARKET

5.4.1 Gender equality in the labour market

5.4.2 Demographic, ethnic and social discrimination

5.5

ETHICS AND PROFESSIONALIZATION OF CG COUNSELLORS

<p>MODULE 6 DEVELOPMENTS IN CG ORGANISATIONS AND ICT APPLICATIONS</p>
<p>2 ECTS (1ECTS = 28 acad. hrs. workload)</p>
<p>6.1 INFORMATION SYSTEMS AND WEB BASED APPLICATIONS IN CAREER GUIDANCE provision of professional information through digital storage media, websites, blogs (ICT skills for CG counsellors, Leonardo da Vinci, 2006 (ASTER); ability to select and evaluate resources to provide guidance)</p> <p>6.1.1 Training of career counsellors in using interactive computing software in counselling practice</p> <p>6.1.2 Computer-based counselling systems in transnational career guidance</p>
<p>6.2 ICT COMPETENCES FOR CG</p> <p>6.2.1 Presentation techniques</p> <p>6.2.2 International networks of CG</p> <p>6.2.3 CG software for employment and job seeking</p> <p>6.2.4 Self-evaluation software</p> <p>6.2.5 Applied research in CG counselling</p>
<p>6.3 CHANGE MANAGEMENT AND PROJECT MANAGEMENT</p> <p>6.3.1 Planning, processes and scheduling, budget and controlling</p> <p>6.3.2 Theories and practice in change management and programme planning</p> <p>6.3.3 Framework of organizational change</p> <p>6.3.4 Starting scenarios of organizational change: kick-off meeting, workshops, real time strategy change, open space technology, etc.</p> <p>6.3.5 Handle obstacles and resistances against innovations</p>



6.3.6 Project management (organisation, implementation and controlling)

6.3.7 Action learning as collegial support of project work

6.4

PUBLIC MANAGEMENT, GOVERNMENT IN CG AND CASE AND CARE MANAGEMENT

6.4.1 E.g. ERP

6.4.2 IT instruments in controlling (like SAP)

6.4.3 Simulation in public services

6.4.4 Basic concepts: front and back office, one stop government

6.4.5 Relations with clients

6.4.6 Conflict management and mediation

6.4.7 Concepts and practice in networking in the field of CG and placement



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E R A S M U S
MULTILATERAL PROJECTS

DEVELOPMENT AND IMPLEMENTATION
OF COMMON BACHELOR'S DEGREE PROGRAMME
IN THE EUROPEAN CONTEXT

POSTGRADUATE CERTIFICATE IN CAREER GUIDANCE AND HUMAN RESOURCE DEVELOPMENT

(in education, labour market and human resource management)

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