

AccessCareer

Enhancing Inclusive Access to Career Counselling

2024-1-ES01-KA220-ADU-000254803



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Training Curriculum Handbook



Access Career **Enhancing Inclusive Access to Career Counselling**

Training Curriculum Handbook



HEADWAY



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1. Curriculum Overview

This curriculum serves as a practical roadmap for career counsellors working with individuals from disadvantaged or vulnerable backgrounds, including the long-term unemployed, migrants, women re-entering the labour market, and people with disabilities. It aims to ensure equal access to high-quality career counselling and training services.

The curriculum is designed to support you, as a trainer or facilitator, in guiding participants toward greater self-awareness, confidence, and the practical skills needed to deliver inclusive, ethical, and empowering career guidance.

2. Guiding Principles of the Curriculum

The curriculum is built around three core guiding principles. Understanding and applying these principles will help you, as a trainer, to create meaningful learning experiences and guide participants in developing effective, inclusive and professional career counselling practices.

These principles are:

2.1 Self-Awareness and Reflection



Effective guidance begins with knowing yourself.



What it means:

Before we can fully support others, we must understand our own beliefs, assumptions, biases, and motivations. Self-awareness allows counsellors to recognize how their own perspectives influence their guidance and to act in ways that are fair, reflective and empathetic.

Practical Tips for Trainers:

- Start each session with a brief reflection exercise. For example: “What assumptions might I bring into this session?”
- Encourage participants to maintain a reflection journal throughout the training to note insights, challenges and moments of self-discovery.
- Use case studies and role plays to help participants observe their own reactions and identify where bias or assumptions may appear.
- Normalise self-reflection as an ongoing practice rather than a one-time task.

Example in Practice:

When discussing client profiles, ask participants: “What are my immediate thoughts about this individual? How might these thoughts influence my guidance?” Discuss as a group without judgment, the goal is awareness, not perfection.

2.2 Personalized Practice



Every individual is unique; guidance should meet their needs.



What it means:

Each person brings a distinct set of experiences, skills, challenges and goals. A personalised approach emphasizes listening, understanding and tailoring guidance to each individual. Rather than applying a generic solution, counsellors co-create pathways with clients, respecting their context and empowering them to take control of their career journey.

Practical Tips for Trainers:

- Encourage participants to practice active listening and reflective questioning during exercises.
- Use real or hypothetical cases to simulate scenarios involving diverse individuals (education, background, digital skills, barriers, age).
- Teach participants to co-design action plans with individuals, asking: “What matters most to you? What are your goals?”
- Highlight the importance of empathy and respect, especially when working with disadvantaged or marginalized groups.

Example in Practice:

When a disadvantaged individual expresses interest in finding a job but lacks the knowledge how to do it, a counsellor might explore their strengths, identify transferable skills and collaboratively set small, achievable goals, rather than making assumptions or pushing a predetermined path e.g using the “Individual Insertion Plan” from the “Extra Material Module”.

2.3 Continuous Learning and Adaptability



Stay curious, flexible, and open to change.



What it means:

The world of work and career guidance is constantly evolving. Counsellors must stay up-to-date with labour market trends, digital tools and innovative practices and adapt their guidance methods to meet changing individual needs. Continuous learning ensures that guidance is relevant, practical and effective.

Practical Tips for Trainers:

- Invite participants to explore new tools and resources, such as online assessment platforms or virtual collaboration apps.
- Promote a growth mindset, emphasizing that mistakes and experimentation are part of professional development.
- Facilitate discussions on how counsellors can adapt guidance strategies to different individuals and especially to disadvantaged people
- Introduce mini-challenges or tasks between sessions, encouraging participants to try new approaches in their daily work.

Example in Practice:

A counsellor may discover a new online platform that helps individuals identify emerging job opportunities. By experimenting with this tool, reflecting on results and sharing insights with peers, they continuously improve the quality of guidance they provide.

2.4 Bringing the Principles Together

When these three principles are applied together:

Counsellors
understand themselves
(self-awareness)

They focus on the
individual's unique needs
(personalised practice)

They remain adaptable
and continuously improve
(learning and adaptability)

The result is guidance that is ethical, effective and empowering, creating real impact for individuals navigating their career paths, especially those from disadvantaged or vulnerable backgrounds.

Building on this foundation, the curriculum that follows translates these principles into practical tools, methods, and learning activities designed to support career counsellors in their daily practice.

3. Curriculum Modules

The curriculum consists of eight interconnected modules and additionally an extra unit, covering:

- **Bias Awareness**
- **Personalised Guidance**
- **Labour Market Trends**
- **Career Self-Management**
- **Digital Counselling Tools**
- **Ethics & Professional Conduct**
- **Stress Management & Burnout Prevention**
- **Life & Communication Skills & Agency**
- **Extra Material**

Each module provides ready-to-use knowledge, reflective prompts, case studies and adaptable activities, allowing participants to connect learning directly to practice. Modules can be delivered individually as workshops or as a comprehensive training programme, depending on the group's needs and available time. This progression supports a coherent learning journey while remaining flexible for adaptation to specific training contexts.

4. How to Use This Handbook

This handbook is interactive, flexible and trainer-focused. Think of it as a toolkit: you can use it to run full sessions, facilitate blended or online learning or as a reference for self-study.

The main purpose of this handbook is to help you turn curriculum content into meaningful learning experiences. It goes beyond delivering knowledge, it is designed to help participants engage, reflect and apply what they learn.



Your role as a trainer is to use this handbook to:

1

Build Participants' Confidence and Practical Competence

- **Provide** opportunities for participants to practice counselling skills through role plays, case studies and simulations.
- **Offer** guidance and constructive feedback to highlight strengths and identify areas for growth.
- **Celebrate** small wins during exercises to boost participants' confidence and motivation.

2

Encourage Reflection and Self-Awareness

- **Use** reflection prompts and discussion questions to help participants examine their own biases, assumptions and attitudes.
- **Create** a safe learning environment where participants feel comfortable sharing their insights and challenges.
- **Promote** journaling or group sharing to deepen self-awareness and reinforce learning.

3

Support Participants in Applying Learning in Real Counselling Situations

- **Link** exercises and discussions to practical scenarios that participants are likely to encounter in their work.
- **Guide** participants to develop action plans for implementing new strategies, tools, or approaches with disadvantaged people.
- **Encourage** follow-up activities that help participants translate learning into practice beyond the training session.

5. Practical Tips for Trainers



Start with reflection:

Connect each module to participants' needs with warm-up exercises or short reflection questions.

Be flexible:

Adapt the content, duration, and depth depending on the group's profile and context.

Use interactive methods:

Replace lectures with active learning techniques, interactive activities, case studies, role plays, discussions, storytelling, problem-solving, and hands-on exercises.

Encourage experience sharing:

Peer learning reinforces theory and builds practical skills.

Integrate digital tools:

Use online tools, collaborative apps or interactive platforms to enhance engagement.

Create a safe environment:

Encourage openness and curiosity; make it clear that mistakes are part of learning.

Connect learning to practice:

Always relate theory to real-life counselling situations and the challenges faced by disadvantaged people.

Encourage continuous improvement:

Remind participants that skill development is ongoing and practice leads to mastery.

Monitor learning outcomes:

Use reflection exercises or short evaluations after each module.

Build continuity:

Encourage participants to apply one new concept or tool between sessions and share experiences in the next meeting platforms to enhance engagement.

End with action:

Facilitate creation of a short action plan outlining how participants will implement their learning in daily practice.

In short, this handbook is not just a manual, but a practical roadmap that enables you to implement training sessions that are engaging, reflective, and actionable. Participants leave equipped not only with knowledge, but with the confidence and competence to apply what they have learned in their daily counselling work.

6. Structure of Curriculum Modules

6.1 The Contents of each Module are:

1. Module Title	2. Sub-units Titles
3. Estimated Duration	4. Learning Objectives
5. Content Overview	6. Content Development
7. Training Methods	8. Activities and Materials
9. Assessment Methods	10. Resources and References (Pre, during and post session)



6.2 What you'll find in this Handbook about each Module

This handbook provides practical guidance for each training module. Within this handbook, you will find detailed information about each module on the following:

- **Learning Objectives:** What participants should know, feel, and be able to do at the end of the sessions
- **Key Topics:** Main content areas and discussion points.
- **Trainer Guidance:** Practical advice on facilitation, timing, and group management.
- **Reflection & Discussion:** Exercises and prompts to stimulate self-reflection and peer learning.
- **Implementation Ideas:** Role plays, case studies and activities that bring theory to life.
- **Expected Outcomes:** Competences and skills participants will develop.

7. Modules

7.1 Module 1: Bias Awareness

Module 1 Bias Awareness	
Duration	4 hours (2.5h workshop + 1.5h self-paced) - Delivery Mode: In-person, online, or blended
Learning Objectives	By the end of the session, participants will: Know: The main types and sources of bias in counselling. Feel: Safe to explore their own assumptions with openness and curiosity. Do: Apply bias-awareness tools and promote inclusive, ethical practice.
Key Topics	- Understanding personal, cultural, and systemic bias. - How bias shapes perception and decision-making. - Impacts on individuals and professional relationships. - Strategies for bias recognition and mitigation. - The counsellor's ethical and reflective role.
Trainer Guidance	- Start with an icebreaker ("What's your first thought when you hear bias?"). - Use real-life stories and case studies instead of definitions. - Normalize bias as human, not shameful. - Keep sessions active by alternating between visuals, and reflection. - Foster safety and trust through confidentiality and empathy.
Reflection & Discussion	"When have I made an assumption in counselling?" "How does bias affect client trust?" - Group exercise: Bias Mapping – identify individual vs systemic bias in your practice. - Personal journaling: "What will I do differently tomorrow?"
Implementation Ideas	Ripple Effect activity: visualize consequences of bias. Mini-cases: analyse real scenarios. Role-play: responding to biased language. Action Plan: one concrete change per participant.
Expected Outcomes	- Recognize and describe bias types. - Use inclusive language in practice. - Reflect on ethical implications. - Create and apply a personal bias-awareness plan.

7.2 Module 2: Personalized Guidance

Module 2 Personalized Guidance	
Duration	4 hours (2h workshop + 2h self-paced) - Delivery Mode: In-person, online, or blended
Learning Objectives	By the end of the session, participants will: Know: The key elements of personalized guidance and self-assessment. Feel: Empowered to support disadvantaged people through individualized approaches. Do: Apply practical tools for goal-setting, communication, and resilience.
Key Topics	- Principles of personalized guidance vs coaching and mentoring. - Self-awareness and assessment tools (MBTI, strengths, SWOT). - Goal setting and priority management. - Communication and interpersonal effectiveness. - Decision-making, problem solving, and resilience.
Trainer Guidance	- Start with Knowledge Mapping of participants' experiences. - Encourage sharing of personal insights, not "right answers." - Keep theory light—focus on practice and feedback. - Use visuals for tools (e.g., SMART, Eisenhower Matrix). - Emphasize safe, supportive feedback culture.
Reflection & Discussion	- Reflective question: "What motivates my guidance approach?" - Pair dialogue: compare personal vs client goals. - Group reflection: "What's one thing I'd like to strengthen in my counselling style?"
Implementation Ideas	Self-Assessment Lab: use real tools (MBTI, SWOT). Goal Setting Workshop: create and peer-review SMART goals. Communication Role-plays: practice active listening and empathy. Decision-Making Simulation: use frameworks (CIP/CASVE). Mini Resilience Plan: connect learning to professional growth.
Expected Outcomes	- Develop personalized guidance plans. - Strengthen self-awareness and reflection. - Apply goal-setting and communication frameworks. - Demonstrate resilience and empowerment strategies.

7.3 Module 3: Labour Market Trends

Module 3 Labour Market Trends	
Duration	5–7 hours (4h workshop + 1–3h self-paced) - Delivery Mode: In-person, online, or blended
Learning Objectives	By the end of the session, participants will: Know: How to access, interpret, and use Labour Market Information (LMI). Feel: Confident in simplifying complex data for disadvantaged people. Do: Integrate LMI insights into real counselling practice.
Key Topics	- Understanding and sourcing LMI. - Global, regional, and national labour market trends. - Future skill demands (digital, green, soft skills). - Tools: CEDEFOP, ESCO, national job portals. - Applying LMI to support disadvantaged clients.
Trainer Guidance	- Start with Mapping Sources of labour data (local–national–global). - Use infographics and avoid jargon. - Relate every example to participants’ daily counselling reality. - Encourage peer learning—participants often know local data sources. - Keep focus on application, not statistics.
Reflection & Discussion	“What trends affect my clients most?” “Which clients are most at risk of exclusion?” - Peer reflection: How can I translate LMI into client-friendly advice? - Journaling: “What one LMI insight will I start using immediately?”
Implementation Ideas	LMI Mapping: identify and compare sources. Trend Discussion: link global change to local impact. Skills Mapping Workshop: use CEDEFOP/ESCO tools. Case Study Role-play: translate complex data into simple guidance. Commitment Wall: note one LMI action per participant.
Expected Outcomes	- Confident LMI use in counselling - Improved data interpretation skills - Clear understanding of future skills - Stronger client-centred communication of labour insights

7.4 Module 4: Career Self-Management

Module 4 Career Self-Management	
Duration	4 hours (2h workshop + 2h self-paced) - Delivery Mode: In-person, online, or blended
Learning Objectives	By the end of the session, participants will: Know: The principles of career self-management and planning. Feel: Motivated to take ownership of their career development. Do: Guide disadvantaged people in building realistic, value-based career plans.
Key Topics	- Identifying personal career values. - SMART goal setting and prioritization. - Navigating labour market information. - Building a strong digital identity. - Creating a personal career action plan.
Trainer Guidance	- Start with a Value Sorting activity using cards or visuals. - Emphasize links between values, satisfaction, and motivation. - Demonstrate SMART goals with concrete, relatable examples. - Use simple, visual explanations for digital tools (LinkedIn, job portals). - Encourage authentic, client-tailored goal setting.
Reflection & Discussion	“Which values guide my career choices?” “What does career success mean to me?” - Group reflection: aligning goals with real-life priorities. - Short journaling: “One step I’ll take for my own career growth.”
Implementation Ideas	Value Sorting Cards: identify top values. SMART Goal Exercise: create personal and client-focused goals. Job Portal Demo: research one target occupation. Digital Profile Lab: improve CV or LinkedIn summary. Commitment Wall: one SMART goal for follow-up.
Expected Outcomes	- Increased self-awareness and direction. - Stronger goal-setting and planning ability. - Better navigation of LMI and online career tools. - Improved digital self-presentation skills.

7.5 Module 5: Digital Tools for Counselling

Module 5 Digital Tools for Counselling	
Duration	4 hours (2h workshop + 2h self-paced) - Delivery Mode: In-person, online, or blended
Learning Objectives	By the end of the session, participants will: Know: How to use digital tools for communication, career management and inclusion. Feel: Confident and ethically aware in digital counselling contexts. Do: Integrate technology responsibly and effectively in their daily practice.
Key Topics	- Digitalization in counselling: opportunities and risks. - Digital tools for CV, branding, and job search. - AI platforms and algorithmic fairness. - Online communication and data protection (GDPR). - The evolving role of the “digital counsellor.”
Trainer Guidance	- Begin with an open discussion: “How has digitalization changed your work?” - Use small-group mapping (Opportunities vs Barriers). - Emphasize digital inclusion and ethics over technical mastery. - Demonstrate tools hands-on (Zoom, Canva, Europass, job portals). - Balance enthusiasm for tech with critical thinking.
Reflection & Discussion	“Who benefits from digitalisation—and who risks exclusion?” - Peer discussion: digital empathy and boundaries. - Reflection on data protection: “What ethical dilemmas have I faced online?” - Journaling: “How will I integrate digital tools more consciously?”
Implementation Ideas	Digital Identity Lab: critique and improve sample LinkedIn profiles. Smart Search Simulation: compare job search platforms. Digital Dilemmas: discuss ethics and privacy scenarios. Digital Practice Lab: design a CV or run a mock online session. Commitment Note: one digital tool to implement ethically next month.
Expected Outcomes	- Confident, ethical use of digital platforms. - Stronger awareness of data protection and inclusion. - Practical competence in digital job search and branding tools. - Ability to act as a “digital facilitator” in counselling.

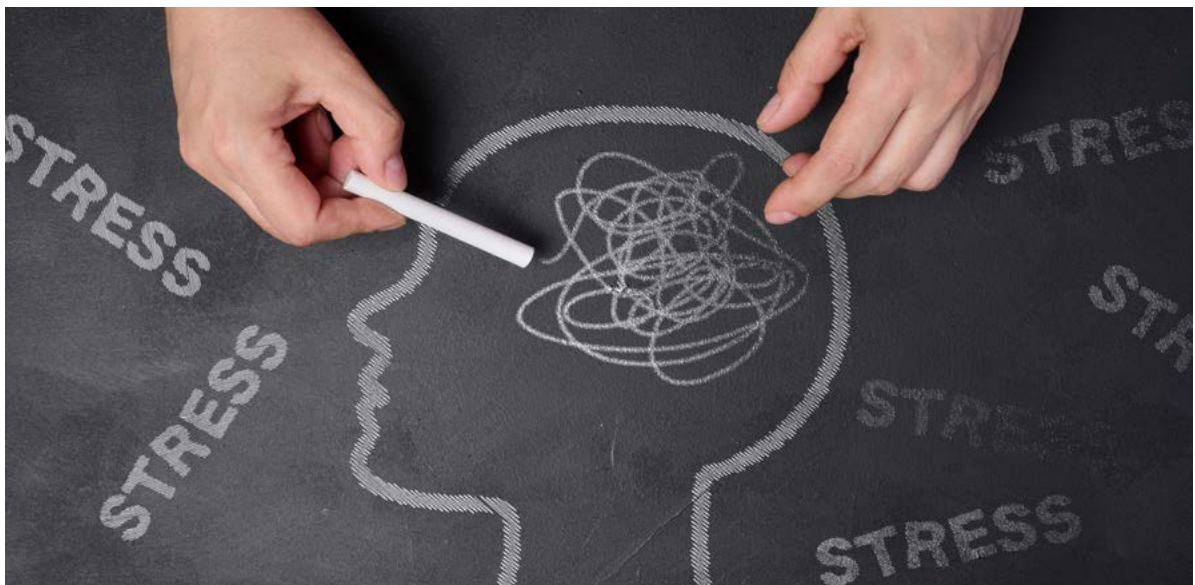
7.6 Module 6: Ethics & Professional Conduct

Module 6 Ethics & Professional Conduct	
Duration	5–7 hours (4 hours workshop + 1–3 hours self-paced) - Delivery Mode: In-person, online, or blended
Learning Objectives	By the end of the session, participants will: Know: The meaning of ethics and professional conduct in career counselling. Feel: A sense of responsibility and confidence in applying ethical standards. Do: Integrate ethical decision-making and reflective practice into daily work.
Key Topics	- Ethics in career counselling: principles, relevance, and frameworks. - Core professional values: integrity, respect, competence, impartiality. - Confidentiality, informed consent and professional boundaries. - Ethical decision-making frameworks and real-life dilemmas. - Reflection, self-assessment, and personal ethical action planning. - Ethical sensitivities in working with disadvantaged or culturally diverse clients.
Trainer Guidance	- Begin with an icebreaker on personal definitions of ethics. - Emphasize that ethical practice builds trust and credibility. - Use short, relatable case studies to stimulate discussion. - Encourage non-judgmental dialogue about moral grey areas. - Maintain a focus on real-world application, not theory alone. - Close with reflective commitments and personal action plans.
Reflection & Discussion	“What does being ethical mean in your daily work?” “How do you balance empathy and professional boundaries?” “Which situations test your ethical judgment most?” - Group reflection: “What makes ethical decisions difficult – and how can frameworks help?” - Journaling: “What steps can I take to strengthen my ethical integrity?”
Implementation Ideas	Values Mapping Exercise: Identify and rank top professional values. Code in Practice Workshop: Match ethical principles to real cases. Ethical Dilemmas Role-Play: Simulate situations involving confidentiality, bias, or conflict of interest. Decision-Making Framework Activity: Apply structured reasoning to dilemmas. Personal Ethics Action Plan: Define steps, strategies, and commitments for ethical improvement.
Expected Outcomes	Participants will be able to: - Define ethics and professional conduct within career counselling. - Identify and apply core professional values and standards. - Maintain appropriate boundaries and confidentiality. - Use structured frameworks to resolve ethical dilemmas. - Demonstrate ethical sensitivity with diverse or disadvantaged clients. - Commit to continuous self-reflection and ethical growth.

7.7 Module 7: Stress Management & Burnout Prevention

Module 7 Stress Management & Burnout Prevention	
Duration	4–7 hours: 3 hours (workshop) + 1–3 hours (self-paced) - Delivery Mode: In-person, online, or blended
Learning Objectives	By the end of the session, participants will: Know: The difference between stress and burnout, their causes, and early warning signs. Feel: Empowered to manage pressure and protect their own well-being. Do: Apply stress management tools and create a personal burnout-prevention plan.
Key Topics	- The meaning and impact of stress and burnout in HR and helping professions. - Sources and symptoms of stress at work. - Practical stress management tools (Eisenhower Matrix, mindfulness, peer support). - Understanding and preventing burnout – stages, signs, and recovery. - The Maslach Burnout Inventory (MBI) and its application. - Building resilience and maintaining professional boundaries.
Trainer Guidance	- Open with a reality check: “Who here has ever felt overwhelmed by their workload?” - Normalize discussion about stress – avoid framing it as personal weakness. - Use short, high-impact activities to keep the energy level up. - Link each topic to participants’ daily challenges (emotional labour, client load). - Encourage self-compassion and mutual support as part of professional ethics. - End with an actionable personal commitment – “one thing I’ll do differently starting tomorrow.”
Reflection & Discussion	“What are your main stress triggers in your professional role?” “How do you know when your stress is turning into burnout?” “What does self-care look like for you in practice?” “How can teams support each other’s well-being?” - Journaling prompt: “Three early signs that I’m approaching burnout are...”

Implementation Ideas	• Stress Mapping Exercise: Identify top 5 stressors and rate their impact. • Eisenhower Matrix Workshop: Prioritize work tasks by urgency/ importance. • Burnout vs. Stress Quiz: Identify personal patterns and risk zones. • Case Studies: Analyze burnout experiences of career professionals. • MBI Self-Assessment: Reflect on burnout levels and create an action plan. • Guided Mindfulness Break: 3-minute breathing or body-scan exercise. • Personal Resilience Plan: Define boundaries, routines, and peer support strategies.
Expected Outcomes	• Differentiate between stress and burnout. • Recognize personal and organizational stressors. • Apply effective time management and stress reduction techniques. • Identify burnout warning signs and intervene early. • Use the Maslach framework to self-assess burnout risk. • Develop resilience and a personal self-care strategy. • Foster a supportive workplace culture that values well-being.



7.8 Module 8: Life & Comp Skills & Agency

Module 8 Life & Comp Skills & Agency	
Duration	5 hours (3-hour interactive workshop + 2-hour assignments / homework) - Delivery Mode: In-person, online, or blended
Learning Objectives	By the end of the session, participants will: Know: How to recognize emotions, communicate empathetically, and use basic resilience strategies. Feel: More in control of their emotions and confident in their interactions. Do: Apply self-regulation, active listening, and resilience techniques in real-life situations and set one actionable personal goal.
Key Topics	- Emotional Self-Awareness: Identifying emotions, triggers, and coping strategies. - Communication & Active Listening: Paraphrasing, open-ended questions, non-verbal cues. - Resilience & Stress Management: Stress mapping, mindful breathing, positive reframing. - Personal Agency: Self-efficacy, goal setting, intentional action. - Case Studies & Success Stories: Applying emotional intelligence and agency skills. - Accessibility Considerations: Inclusive methods, multi-modal learning, pacing, clarity.
Trainer Guidance	- Use interactive methods combining short explanations, activities, and reflection. - Allocate ~35–45 minutes per sub-unit; include reflection after each activity. - Encourage participation through pair discussions, group sharing, and role plays. - Validate all emotions; foster a psychologically safe environment. - Ensure accessibility: multi-modal inputs, clear language, written instructions, and extra time if needed. - Emphasize progressive flow: Awareness → Communication → Regulation → Empowerment → Application.
Reflection & Discussion	- Prompts: “Which emotions do I struggle to identify?” “How can I improve my listening?” “What micro-goal can I set this week to strengthen agency?” - Methods: Journaling, peer discussions, small group reflections. - Encourage sharing one concrete insight or strategy at the end.

Implementation Ideas	• Role Plays: Active listening exercises in pairs. • Case Study: Identify moments of agency and reframe as strengths. • Success Story: Create a confidence ladder and discuss incremental growth. • Stress Mapping Worksheet: Identify triggers, coping strategies, and share in pairs. • Personal Agency Roadmap: Set a micro-goal, steps, and support needed. • Guided Mindfulness: Short breathing or relaxation exercises.
Expected Outcomes	Participants will develop: • Emotional awareness and self-regulation skills. • Effective communication and active listening abilities. • Resilience and stress management strategies. • A sense of personal agency and confidence in goal setting. • Ability to apply these skills to both personal and professional contexts. • Awareness of inclusive practices for diverse learning needs.

7.9 Extra Material

7.9.1 Purpose

This module provides an additional toolkit to complement the core curriculum. It equips career counsellors with practical, adaptable resources that support inclusivity, digitalisation, and counsellor well-being. Materials include templates, checklists, guides for disadvantaged groups, online resources, and self-care strategies.

7.9.2 How to Use This Module

The toolkit can be used in multiple ways:

- **As a training resource** – to enrich sessions and workshops for career practitioners.
- **As a reflective companion** – to support counsellors' ongoing self-assessment and professional care.
- **As a practical reference** – during real counselling sessions or when planning client interventions.
- **As a shared learning space** – encouraging peer exchange and adaptation across different contexts and countries.

You may introduce selected tools progressively throughout the modules or use them collectively in a dedicated workshop on applied practice.

7.9.3 Included Tools in Extra Material Module

1

User Profile Sheet

A practical template to record essential client information, background, and initial needs assessment.

2

Individual Insertion Plan

A structured form supporting goal-setting, career planning, and follow-up actions with each individual.

3

Counselling Session Checklist

A quick reference to ensure a clear session structure, ethical practice, and client engagement.

4

Local Resources Guide

A mapping template for identifying community and institutional support resources available for disadvantaged people.

5

Employment Search Kit

Practical tools and exercises to enhance disadvantaged people job search, networking, and application skills.

6

Mini Guide on Key Competences

A concise overview of transversal competences based on the EU framework, with examples of how to recognise and develop them.

7

Multilingual Guidance Glossary

Key terms and concepts in guidance translated into project languages, promoting shared understanding across contexts.

8

Simplified Role – Play Exercises

Short, adaptable scenarios that help practitioners or trainees simulate guidance situations and improve communication skills.

9

Online Tools Library

A curated selection of free digital tools, platforms, and resources to enhance remote or blended counselling practice.

10

Professional Self-Care Guide

Strategies for maintaining well-being, managing workload, and preventing burnout in guidance professionals.

11

Guidance Casebook

Real or simulated case studies illustrating disadvantaged client situations, with space for reflection and discussion.

12

Bias Awareness Checklist

A reflective instrument to identify and challenge personal or systemic biases that may influence counselling processes.



7.9.4 Trainer's Tips for Extra Material Use



Combine and adapt:

Select tools that best fit the needs of your clients, not all need to be used at once.

Integrate across modules:

Many tools can complement previous modules (e.g., the Bias Checklist fits with Module 1; the Self-Care Guide supports Module 3).

Encourage reflection:

After each activity, prompt participants to note insights and possible applications in their work.

Localise resources:

Update the Local Resources Guide and Employment Kit according to your region's labour market and support structures.

Promote sustainability:

Encourage practitioners to revisit and update these tools regularly as part of their professional growth.

8. Resources

8.1 Modules Resources

We suggest that you make use of the curriculum resources and thoughtfully integrate them into your sessions, before, during, and after each training module. By incorporating these resources at every stage, you can better prepare participants, reinforce key concepts throughout the sessions and support the ongoing application of learning after the training has concluded.

8.2 Handbook Resources

The following resources were instrumental in the development of this handbook and can be consulted for further guidance on creating effective training materials for career counsellors:

1. European Commission – Adult Learning

Provides strategic frameworks and policies for adult learning within the EU, emphasizing the importance of lifelong learning and career guidance.

[🔗 https://education.ec.europa.eu/education-levels/adult-learning/about-adult-learning](https://education.ec.europa.eu/education-levels/adult-learning/about-adult-learning)

2. IAEVG (International Association for Educational and Vocational Guidance)

Offers tools, ethical guidelines, and frameworks for professional practice in educational and vocational guidance.

[🔗 https://iaevg.com/](https://iaevg.com/)

3. EPAL – Electronic Platform for Adult Learning in Europe

A multilingual platform providing resources, teaching materials, and case studies for adult educators across Europe.

[🔗 https://epale.ec.europa.eu/en](https://epale.ec.europa.eu/en)

4. CEDEFOP – European Centre for the Development of Vocational Training

Publishes research reports, labour market insights, and competence frameworks to support evidence-based practice in career guidance.

[🔗 https://www.cedefop.europa.eu/en/publications-and-resources/publications](https://www.cedefop.europa.eu/en/publications-and-resources/publications)

5. OECD – Organisation for Economic Co-operation and Development

Offers guidelines and support for designing, implementing, and evaluating lifelong learning policies and practices.

[🔗 https://www.oecd.org/education/adult-learning/](https://www.oecd.org/education/adult-learning/)

6. ESCO – European Skills, Competences, Qualifications and Occupations

European multilingual classification of Skills, Competences and Occupations.

ESCO works as a dictionary, describing, identifying and classifying professional

occupations and skills relevant for the EU labour market and education and training

[🔗 https://esco.ec.europa.eu/en](https://esco.ec.europa.eu/en)

9. Conclusion

The Access Career Training Curriculum Handbook has been designed as a practical, flexible, and inclusive roadmap for career counsellors, trainers, and guidance professionals. Through its structured modules, guiding principles, and toolkit of resources, it aims to empower practitioners to deliver effective, ethical and individualized career guidance, particularly for individuals from vulnerable or disadvantaged backgrounds.

By combining theoretical knowledge, reflective practice, and hands-on tools, this handbook supports both the professional growth of counsellors and the real-life impact of their work. It encourages continuous learning, adaptability, and collaboration, fostering confidence and competence in applying innovative approaches to career guidance.

As you implement the curriculum, remember that every interaction with an individual is an opportunity to make a difference. Use this handbook not only as a manual, but as a source of inspiration, reflection and practical guidance. Adapt the materials to your local context, experiment with the tools and share insights with peers.

Ultimately, the goal of Access Career is to enhance inclusivity, accessibility, and empowerment in career counselling across Europe. By applying the principles and tools presented here, you contribute to building a more equitable and supportive environment where disadvantaged people can navigate their career paths with confidence, agency, and dignity.

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