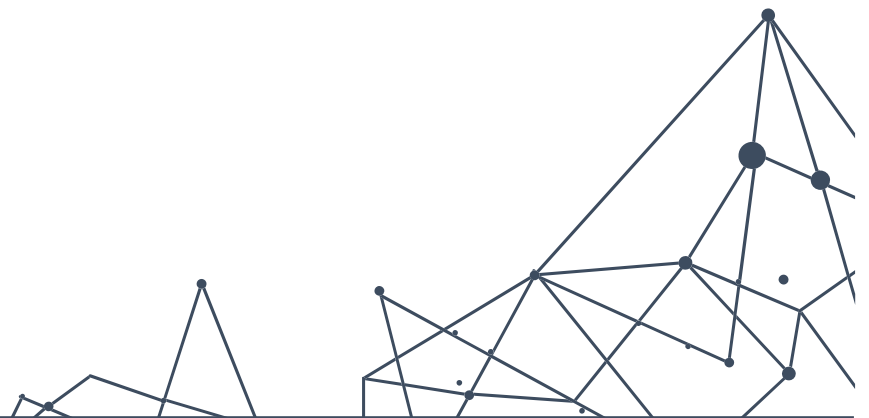


WP 4 / Activity 1

CGC-DigiTrans HE Curriculum Handbook

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Principles and objectives of the curriculum

The CGC-DigiTrans higher education curriculum was developed as part of the Erasmus+ project *CGC-DigiTrans – Career Guidance for the Digital Transformation*. The aim of this curriculum is to enable prospective and existing career guidance counsellors to effectively align guidance processes with the requirements of the digital transformation – in terms of both content and methodology.

At the centre is the application of the Roundabout Method developed in the project. This is a multi-actor approach¹ that takes into account different stakeholder groups that can contribute to the success of counselling. During development, the focus was particularly on training providers and employers/companies. However, the method can be flexibly expanded, for example to include other relevant stakeholders such as specialised advice centres or social services.

The curriculum promotes the examination of digital competence requirements, appropriate further training courses and the development of strategic counselling skills in order to effectively support those seeking advice in developing and expanding digital skills and to involve various stakeholders in this process.

The curriculum was designed for use in higher education courses, especially in degree programmes that prepare students for work in career guidance – even if they are not exclusively geared towards this profession. The curriculum is also suitable for use in continuing education programmes for counsellors. The content and learning requirements are based on university qualification levels, but the curriculum is not tied to universities as the learning location – it can also be implemented by other educational institutions or organisations that offer further training in counselling.

The curriculum has a modular structure, can be used in a variety of ways and can be adapted for both face-to-face and online formats. It is intended to help make the concepts, methods and materials developed in the project usable in the long term for application in various institutional contexts. The transfer to studies, further education and counselling practice is a central component of the project strategy.

Target group and participation requirements

The curriculum is primarily aimed at people who are being prepared for or are already working in career guidance counselling (CGC). It is designed both for the basic training of prospective counsellors and for the further training of existing professionals.

The main target group are students in study programmes that essentially – but not exclusively – prepare them for the role of career guidance counsellor. This particularly applies to social science, educational or business-related university degree programmes.

It should be noted that the application of the Roundabout Method is not limited to a specific occupational profile. In principle, it is aimed at all professionals who support people in career decision-making and transition processes – particularly in the context of further training planning or professional repositioning. This also includes, for example, professionals from human resource management, in-company training, social work or youth and educational work, provided their work involves counselling or guidance.

No specific digital skills are required. As in the case of all citizens in a society that is undergoing the digital transformation, the aim is for learners to have basic digital skills that enable them to participate actively and independently in social and professional life. What this means is described in more detail in the DigiTrans

¹ Weber P., Schulz J., Ferrari L., Sgaramelle T. M., Stark M., Trotta D., Woldendorp J., Zuanetti F. (2023). CGC Roundabout Methodology. CGC Roundabouts for Digital Transformation. Professional Guidance & Counselling (CGC) in Multi-Actor Networks. CGC Project. <https://digitransformation.net/handbook/>

report on digital competences². In addition, counsellors should be able to use digital tools that are part of their daily work safely and competently so they can ensure a high-quality counselling process and serve as authentic role models for those who are seeking advice and themselves have digital skills deficits. A positive attitude towards digital technologies in day-to-day work is therefore promoted as a central element.

Didactic concept and realisation

Basic didactic approach and guiding principles

The curriculum follows a competence-orientated, action-oriented and practice-relevant didactic approach aimed at active participation, reflection and application. Both the professional as well as the personal and social dimensions of professional counselling activities are addressed. The learning opportunities are designed in such a way that learners not only absorb knowledge, but can also apply, develop and critically reflect on it in concrete, typical counselling situations.

The focus is on a learner-centred approach that takes the learners' world of experience, prior knowledge and professional contexts seriously and actively involves them in the learning process. Collaborative work and exchange between learners are specifically encouraged – both in face-to-face and online settings.

A central didactic guiding principle is the change of perspective, which is supported in particular by the Roundabout Method. Counsellors are encouraged not only to adopt the perspective of those seeking advice, but also to understand the logic and conditions of action of other actors involved, such as companies or education providers. This systemic view of career transitions forms the basis for multi-actor counselling concepts.

Working with case studies is a central didactic element in the curriculum. This principle runs through all units. In Unit 1, fictitious case constellations are used that are specifically tailored to the purpose of each exercise. In the other units, real cases from the pilot phase of the Roundabout Method are used to analyse and further develop specific application situations or to use them as a starting point for new counselling concepts. The continuous work with cases not only promotes the applicability of what has been learnt, but also the development of multi-perspective analysis skills and systemic thinking.

The curriculum also pursues a transformative approach – it invites learners to critically question their own professional role, discover new scope for action and see themselves as active shapers of a counselling landscape that promotes learning.

Methodologically, the aim is a balance of input, testing, reflection and transfer work. This corresponds to a constructivist understanding of learning as an active, context-bound and social process.

Competence orientation and learning outcomes

The curriculum is aimed at the acquisition and deepening of counselling skills that enable specialists to professionally support people in a digitalised and changing world of work. The concept of competence encompasses technical, methodological, digital, reflective and interactive dimensions.

There is a particular focus on developing strategic counselling skills in line with the Roundabout Method – participants should learn not only to shape career transitions individually with those seeking advice, but

² Weber P. & Schulz J. (2023). CGC-DigiTrans Report. CGC Roundabouts for Digital Transformation. Professional Guidance & Counselling (CGC) in Multi-Actor Networks. CGC Project. <https://digitransformation.net/report/>

also to think systemically and actively involve relevant stakeholders such as employers or education providers.

In addition, the curriculum promotes the ability to reflect on and shape digital skills development – both for clients and in one's own role as a counsellor. Participants learn to analyse digital requirements in various professional fields, recognise digital skills deficits and identify suitable support measures.

A central didactic principle of the curriculum is the focus on learning outcomes, which is realised on two levels. Each module (unit) has an overarching learning objective that provides the thematic and competency-related framework. At the level of the individual sessions, precise learning outcomes are derived from this, which make learning progress visible and verifiable. Learning outcomes describe specific competences that are developed through suitable forms of learning and exercises. They create transparency, promote learner self-direction, facilitate methodological planning and serve as a basis for any review of the achievement of learning outcomes by learners. As developers of the curriculum, we use learning outcomes in a conscious and differentiated way – as an orientation aid for the design of learning processes, not as a restrictive grid that hinders creative, experience-based or implicit learning processes.

To formulate the learning outcomes, the revised Bloom taxonomy according to Anderson & Krathwohl is used, which distinguishes between different cognitive levels such as understanding, applying, analysing and designing³.

Example – Unit 1: Digital competences and the world of work

- Overall learning objective:
Learners can explain digital competences, the impact of the digital transformation on occupational requirements, and the strengths and weaknesses of different competence assessment tools.
- Learning outcome of a session (Session 1.2):
Learners can describe strengths and weaknesses of different types of assessment tools for digital competences in different guidance scenarios.

This combination of overarching learning objectives and precise learning outcomes ensures that the curriculum is structured in a targeted, transparent and learner-centred way.

Organisation and structure of the curriculum

The curriculum has a modular structure and consists of four units that build on each other, with each one pursuing an overarching learning objective. These units are divided into a total of twelve sessions and an optional introductory session. Each session is structured by specific learning outcomes aimed at observable behaviour, application skills and transferability.

Figure 1 provides an overview of the complete structure of the curriculum with all units and sessions:

³ Grundschober, I. (2018). Wie man Lernergebnisse schreibt. Faustregeln zum Formulieren von Lernergebnissen. Krems: Donau-Universität Krems

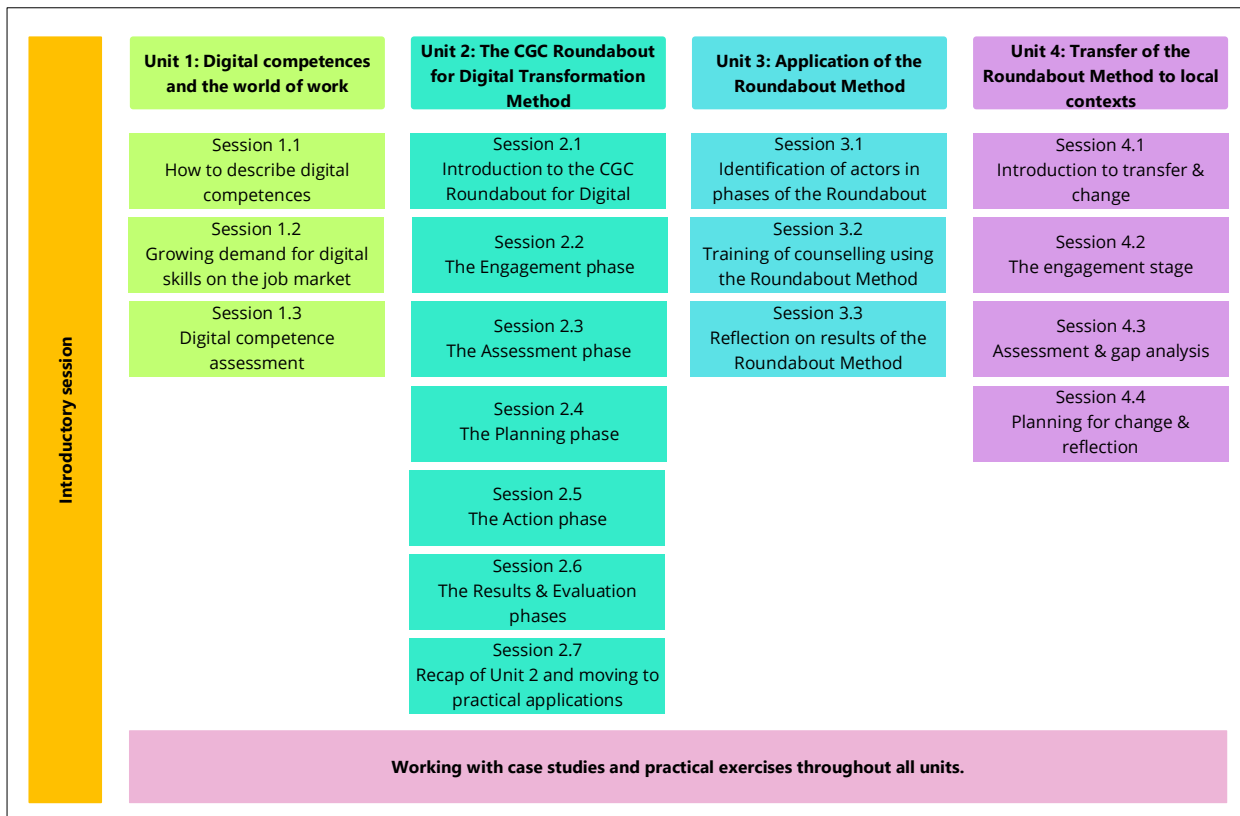


Figure 1: Structure of the CGC-DigiTrans HE Curriculum

The curriculum is designed for hybrid use, so it can be implemented in both face-to-face and online formats. In online settings, digital tools such as collaborative whiteboards or voting tools are recommended where necessary, especially to support interactive exercises. However, the implementation does not require a specific digital infrastructure and is deliberately kept flexible.

The implementation of the curriculum is based on three central types of material:

1. Unit and session plans:

These form the didactic backbone. The following elements are described for each session:

- Learning objectives and learning outcomes
- Numbered activities
- Facilitator (trainer / learning facilitator) actions
- Learner actions
- Methods used
- Materials required
- Time allocation for each step

2. Master PPT per unit:

Contains the central input phases (facilitator-centred or guided knowledge stimulus), including embedded videos, visualisations and methodological notes.

3. Collection of materials:

Includes worksheets, case studies, instructions for exercises and didactic aids for implementation.

The units build on each other to create a logical learning journey:

- Unit 1 lays the foundations for reflecting on the digital transformation, skills development and assessment.
- Unit 2 teaches the phases of the Roundabout Method.
- Unit 3 deepens the application in realistic counselling scenarios.
- Unit 4 prepares the transfer to the individual professional context.

Didactic principles and methodological implementation

The curriculum follows a learner-centred and competence-oriented approach that uses the learning outcomes as an action-guiding structure and promotes active engagement with the content through a variety of methodological approaches. The learning process is designed to be both cognitively activating and practice-orientated, with an interplay of theoretical input, application, reflection and transfer. A reflective mix of methods is therefore used that combines theory-based stimulus with dialogue-based learning, action-oriented elements and digital formats. The selection of methods is based on the formulated learning outcomes, the composition of the group and the time available.

The following overview shows the central methodological formats used in the four units of the curriculum. They are organised into three categories:

1. Input and knowledge transfer

- Facilitator-centred input with PPT and integrated videos
- Keynote speeches on key concepts (e.g. digital competences, multi-actor methodology)

2. Analysis and reflection formats

- Work with fictitious and real case studies
- Application of analysis tools:
 - Competence diagnostic tools
 - Stakeholder analysis
 - Gap analysis (including three-component structure)
 - Transfer of training (TOT) matrix
 - Appreciative Inquiry
 - 5W1H model
- Individual reflection tasks (e.g. self-assessment, transfer reflection)
- Learning diary (especially in Unit 3)

3. Co-operative learning formats

- Small-group work (e.g. applying analysis tools to specific cases)
- Peer feedback and joint analysis of procedures
- Application of tools to personal or shared counselling contexts

- Joint planning and presentation of implementation strategies

Role of facilitators

The role of facilitators in the DigiTrans curriculum differs fundamentally from the traditional position of pure knowledge mediators. They take on a facilitating and structuring role, which supports the process and is particularly crucial in multi-stakeholder counselling. Their task is not only to impart content, but also to actively promote reflection, interaction and application in the learning process.

The implementation of the curriculum requires the following from facilitators:

- **Moderation skills:** Active management of group processes, especially in interactive formats such as case work, group exercises or simulations.
- **Didactic flexibility:** Ability to respond spontaneously to the dynamics of the group, adapt methods and utilise situational learning opportunities.
- **Technological expertise:** Confident use of digital tools (e.g. online whiteboards, video platforms), especially for online or blended formats. This not only benefits the quality of the implementation, but also serves as a role model for learners.
- **Sensitivity to diversity:** Attention to the different professional backgrounds, perspectives and practical contexts of learners.
- **Support for transfer processes:** Supporting learners in transferring acquired knowledge and new perspectives to their own professional practice.

Facilitators should not see themselves as the sole source of knowledge, but rather as learning facilitators who open up spaces for dialogue, diversity of perspectives and contextualised learning. An appreciative, dialogical attitude that also acknowledges ambiguities and uncertainties in dealing with digitalisation and multi-actor processes is key.

The following measures are recommended to help you, as a facilitator, fulfil this role well:

- Sufficient time to familiarise yourself with the materials (especially the session plans)
- Optional training or collegial preparation in the sense of a “train-the-trainer” format
- Reflection phases during or after implementation (e.g. in tandem or in a team)
- Utilisation of the accompanying evaluation results for the further development of your own teaching

Transfer and further development

A central concern of the curriculum is to provide lasting impetus for teaching, further education and counselling practice beyond its pure application in the project context. The content and materials are therefore designed in such a way that they can be easily adapted, used in modules and further developed in a context-sensitive manner.

Cross-target-group applicability

Although the curriculum has been primarily designed for universities that offer degree programmes relating to educational and career guidance, its use is not limited to this institutional framework. It can also be used

in continuing vocational training, in personnel development or in the context of internal organisational qualification measures. The target group is also not exclusively limited to existing professionals – the curriculum is just as suitable for future counsellors in training as it is for career changers and related professional profiles (e.g. HR specialists, education managers, competence consultants).

Transfer to different contexts

In order to support the transfer to different learning and counselling contexts, the curriculum has been structured in such a way that:

- It can be used on a modular basis (individual units or sessions)
- It can be adapted to different formats (face-to-face, online, blended)
- It can be combined with existing qualification measures (e.g. as a specialisation module)
- It is transferable to different linguistic and cultural contexts (especially in Europe)

Available transfer resources

The project provides the following resources to support reuse:

- The complete curriculum with session plans, master PPTs and materials
- A handbook with theoretical foundations for the Roundabout Method and its embedding in the digital transformation
- A report on digital competences
- Evaluation results with tips for further didactic development
- Open access to learning materials via the project website

Strategies for future development

The sustainable utilisation and further development of the curriculum is part of the project strategy. The following measures are recommended for this:

- Embedding in curricula of existing degree programmes and further education courses
- Collection and integration of practical experience reports
- Development of further materials (e.g. transfer guidelines, case study pool)
- Expansion of international cooperation with education providers

Working with the curriculum materials

The previous sections of this handbook have outlined the didactic framework of the CGC-DigiTrans Curriculum – including its pedagogical principles, overall structure and learning outcomes. In the following part, this framework is translated into **practical implementation materials**. These materials support trainers and facilitators in delivering the training sessions step by step and ensure consistency across different contexts and formats.

The CGC-DigiTrans Curriculum provides a comprehensive set of materials designed to guide trainers and facilitators through the learning process in a structured yet flexible way. These materials are organised into three main components:

1. Session plans (in tabular format)

- Each session plan serves as a step-by-step guide for conducting the training.
- It includes:
 - Numbered activities and their titles
 - Detailed facilitator actions and learner actions
 - Methods used and required materials
 - Time allocation for each step
 - Details of supporting resources such as slides or handouts
- This structure ensures that facilitators can quickly navigate through the planned sequence and adapt it to the group's dynamics if needed.

2. Master PowerPoint for each unit

- Each unit is accompanied by a PowerPoint presentation that compiles all slides used during input phases across sessions.
- The slides, which include visuals, videos and key concepts, are directly referenced in the session plans.
- Each slide is numbered (bottom right or left) to enable **unambiguous matching** between the session plan and the slides.

3. Collection of materials (handouts, case studies, worksheets)

- All supplementary materials required for exercises, case analyses or reflection tasks are compiled in a central document.
- In the session plans, the **corresponding material number** is indicated for each activity, enabling quick identification in the collection of materials.
- Where available, **embedded hyperlinks** allow direct access to the digital materials.
- This facilitates preparation and ensures consistency in delivery.

How to use the materials in practice

- Facilitators are encouraged to **prepare each unit holistically**, familiarising themselves with the session plan, the corresponding master PPT and the relevant handouts.
- During training, the session plan serves as the **central navigation tool** – PPTs and materials are integrated at the exact points where they are needed, with use of the consistent numbering system for easy cross-referencing.
- The modular design supports **flexibility** – sessions or activities can be shortened, extended or combined, based on the time available, the learning context and/or learners' prior knowledge.
- For **online or blended formats**, session steps can be transferred to digital platforms (e.g. Miro, Mentimeter, breakout rooms) without altering the didactic logic.

Introductory session of the CGC-DigiTrans HE Curriculum programme


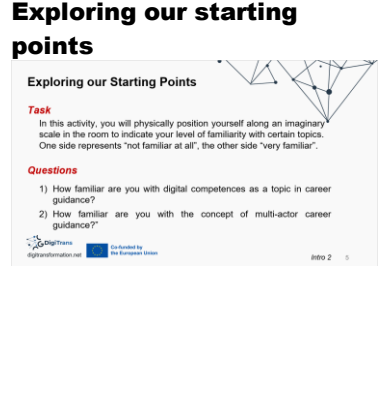
Unit	Unit learning goal	Unit workload
Introduction to the CGC-DigiTrans HE Curriculum	Learners understand the digital transformation in the world of work and in CGC practices.	45 mins / 60 mins


In this unit, learners are introduced to the structure and objectives of the CGC-DigiTrans HE Curriculum. They explore their own starting points by reflecting on their familiarity with digital competences and the concept of multi-actor career guidance. Learners are introduced to the CGC Roundabout for Digital Transformation Method and invited to formulate personal expectations of the programme. A key focus of the session is to align these expectations with the learning journey ahead, building a shared understanding of the programme's scope, structure and aims. Through use of interactive and reflective activities, this unit lays the foundations for active engagement in the modules that follow.

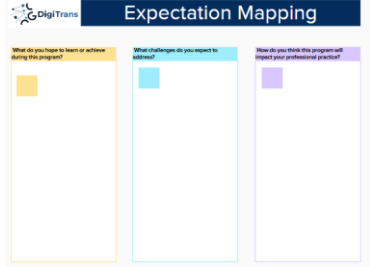
Session overview


Title of session	Session learning outcomes	Session workload
Introduction: What to expect from the CGC-DigiTrans HE Curriculum	<ul style="list-style-type: none"> - LO 0.1: Learners can explain the basic idea of the CGC Roundabout for Digital Transformation. - LO 0.2: Learners can describe the goals of the CGC-DigiTrans HE Curriculum. 	45 mins class learning 60 mins independent learning

Introductory session: What to expect from the CGC-DigiTrans HE Curriculum

Introduction: What to expect from the CGC-DigiTrans HE Curriculum						45 minutes
– LO: Learners can explain the basic rationale of the CGC Roundabouts for Digital Transformation methodology and the corresponding HE curriculum.						
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
Intro 1	Session agenda  <p>Introduction DigiTrans HE Curriculum Programme</p> <p>Agenda</p> <ul style="list-style-type: none"> • Introduction CGC Roundabouts for Digital Transformation • Digital Footprint Snap Shots • Exploring Our Starting Points • Expectation Mapping • Curriculum Overview 	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: <ol style="list-style-type: none"> 1. (2 mins) Briefly explain the goals of this session – introducing the CGC Roundabout Method, finding out about expectations and providing an overview of the curriculum. 2. (2 mins) Share the session agenda and structure. 	Listen to the introduction, familiarise themselves with the session structure and ask any questions for clarification purposes.	Facilitator-centred input	PPT_Intro_Session & Unit 1: Intro 1	5 mins
Intro 2	Exploring our starting points  <p>Exploring our Starting Points</p> <p>Task</p> <p>In this activity, you will physically position yourself along an imaginary scale in the room to indicate your level of familiarity with certain topics. One side represents "not familiar at all", the other side "very familiar".</p> <p>Questions</p> <ol style="list-style-type: none"> 1) How familiar are you with digital competences as a topic in career guidance? 2) How familiar are you with the concept of multi-actor career guidance? 	Aim: To gauge learners' familiarity with digital competences and multi-actor career guidance. Steps: <ol style="list-style-type: none"> 1. (2 mins) Explain the task to the learners. 2. (3 mins) Show the first question and ask learners to respond by positioning themselves in the room. <ul style="list-style-type: none"> • "How familiar are you with digital competences as a topic in career guidance?" (Scale: not at all familiar – very familiar) <ol style="list-style-type: none"> 3. (1 min) Ask some of the learners why they chose that position. 	Physically position themselves along an imaginary scale in the room to indicate their level of familiarity with the topics to which the questions relate.	Reflective and visual learning	PPT_Intro_Session & Unit 1: Intro 2	10 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
		<p>4. Show the second question and ask learners to respond by positioning themselves in the room.</p> <ul style="list-style-type: none"> • “How familiar are you with the concept of multi-actor career guidance?” (Scale: not at all familiar – very familiar) <p>5. (1 min) Ask some of the learners why they chose that position.</p> <p>Note: This activity provides a quick overview of where learners currently stand in terms of the questions above. In an online format, you could use an online survey tool such as Mentimeter to obtain a quick overview.</p>				
Intro 3	Introducing the CGC Roundabout Method 	<p>Aim: To provide learners with a basic understanding of the CGC Roundabout Method and its relevance to the curriculum.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. (3 mins) Play a pre-prepared introductory video about the method. <p>Note: The collection of materials for the curriculum contains an animated video that can be used for this exercise. If an animated video is not a suitable medium for imparting knowledge to your group of learners, you can also use other materials such as a PPT presentation. You will need to prepare this content yourself.</p> <ol style="list-style-type: none"> 2. (2 mins) Emphasise how the method supports multi-actor career guidance and digital competence development. 	Watch the video and note down key ideas.	Knowledge sharing (optional multimedia)	PPT_Intro_Session & Unit 1: Intro 3 Note: Link to video in PPT	5 mins
Intro 4	Expectation mapping	<p>Aim: To find out about learners' goals and expectations for the curriculum in a collaborative and visual way, fostering a shared understanding of the group's needs.</p> <p>Steps:</p>	<ol style="list-style-type: none"> 1. Reflect on their goals and expectations for the programme. 2. Write down their 	Reflective and participatory full-group discussion	PPT_Intro_Session & Unit 1: Intro 4 Face-to-face session: sticky notes and a	15 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
		<ol style="list-style-type: none"> (2 mins) Introduce the activity: <ul style="list-style-type: none"> Explain that learners will write down their expectations and goals for the programme and that these will be shared in a visual format (e.g. on a physical board or a virtual whiteboard). Ask guiding questions to focus learners' responses: <ul style="list-style-type: none"> “What do you hope to learn or achieve during this programme?” “What challenges do you expect to address?” “How do you think this programme will impact your professional practice?” (5 mins) Ask learners to write down their thoughts – one idea per sticky note or card. (5 mins) When learners finish writing, invite them to place their sticky notes or cards on the board or add them to the digital collaboration tool. (5 mins) Group similar ideas together in real time as learners place or add their notes (e.g. “skills”, “challenges” “professional goals”). (3 mins) Facilitate a brief discussion of the key themes that emerge: <ul style="list-style-type: none"> Highlight common goals and unique expectations Address any areas that might not align with the curriculum, noting how these might still be supported in other ways (e.g. future opportunities or resources) 	<p>thoughts on sticky notes.</p> <ol style="list-style-type: none"> Contribute their notes to the shared board and engage in the group discussion. 		<p>large board or wall space</p> <p>Online session: digital collaboration tool (e.g. Miro, Mural, Jamboard or Mentimeter)</p>	
Intro 5	The learning journey ahead	<p>Aim: To provide learners with an overview of the curriculum structure and clarify its alignment with their expectations.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Deliver a PowerPoint presentation that covers: 	<p>Listen to the presentation, note down key details and ask questions for clarification purposes.</p>	<p>Knowledge sharing</p>	<p>PPT_Intro_Session & Unit 1: Intro 5</p>	<p>10 mins</p>

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
	 <p>The Learning Journey Ahead</p>	<ul style="list-style-type: none"> ○ The structure of the curriculum (units, sessions, activities) ○ Key topics, goals and expected outcomes <p>2. (3 mins) Address how the curriculum aligns with learners' expectations and acknowledge areas outside the programme's scope.</p>				

Recommended independent learning activities for the introductory session of the curriculum				
Intro 6	Reading the CGC-DigiTrans Report & reflecting	<p>This homework is designed to help you develop a deeper understanding of digital competences in career guidance by reading the CGC-DigiTrans Report and reflecting on key questions relating to your own practice.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Read the CGC-DigiTrans Report on digital competences, focusing on the DigiTrans framework and its relevance to career guidance. The report is approximately 20 pages long, so make sure to allocate enough time to read it carefully. 2. As you read, or after you finish, take some time to reflect on the following questions. You do not need to write down your responses; just think about them and consider how they relate to your work. <ul style="list-style-type: none"> • Question 1: How do digital competences impact on career guidance practices? Think about the ways digital competences are becoming essential in career guidance. Consider what specific digital skills may be needed in this field and why they are important for both practitioners and clients in the modern job market. • Question 2: How could you incorporate digital competency frameworks, such as DigiTrans, into your own professional practice? Reflect on how you might use the DigiTrans framework or similar models to assess and support the development of digital competences in your clients. What potential benefits or challenges do you see in integrating such frameworks into your guidance work? 	CGC-DigiTrans Report on Digital Skills	60 mins

Unit 1 – Digital competences and the world of work

Overview of unit

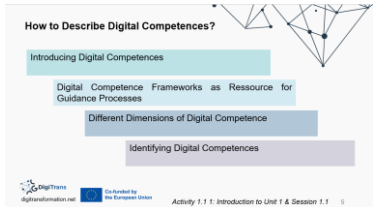

Unit	Unit learning goal	Unit workload
1 – Digital competences and the world of work	Learners can explain digital competences, the impact of the digital transformation on occupational requirements, and the strengths and weaknesses of different competence assessment tools.	360 mins / 150 mins


In this unit, learners will explore the impact of the digital transformation on the modern world of work and the evolving competency requirements it brings. The unit is designed to build awareness of the rapid technological changes affecting career landscapes, with a focus on understanding and categorising digital competences essential in various professions. Learners will engage with the CGC-DigiTrans competence framework, learning to recognise the digital skills required in different job roles. Through practical activities, including case study analysis and digital competence assessments, they will gain insights into how the digital transformation is shaping occupational demands and how to support clients in adapting to these changes. This unit emphasises both the practical and analytical skills that career guidance counsellors require to address clients' digital competence needs effectively in a job market being shaped by the digital transformation.

Overview of sessions

Title of session	Session learning outcomes	Session workload
1.1 How to describe digital competences	<ul style="list-style-type: none"> - Learners can explain the dimensions of the CGC-DigiTrans competence framework. - Learners can classify clients' statements about digital skills according to the dimensions of the DigiTrans competence framework. 	165 mins class learning 45 mins independent learning
1.2 Growing demand for digital skills on the job market	<ul style="list-style-type: none"> - Learners can describe how the digital transformation has changed occupational job requirements in different professions, complete with examples. - Learners can use online sources of information to find out about (digital) occupational competence requirements. 	115 mins class learning 45 mins independent learning
1.3 Digital competence assessment	<ul style="list-style-type: none"> - Learners can describe strengths and weaknesses of different types of assessment tools in different guidance scenarios. 	120 mins class learning 60 mins independent learning

Session 1.1: How to describe digital competences

Session		How to describe digital competences				120 minutes
No. 1.1		<ul style="list-style-type: none"> LO1.1: Learners can explain the dimensions of the CGC-DigiTrans competence framework. LO1.2: Learners can classify clients' statements about digital skills according to the dimensions of the DigiTrans competence framework. 				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
1.1.1	Introduction to Unit 1 & Session 1.1 	Aim: To give learners an overview of Unit 1 and Session 1.1. Steps: Show learners the corresponding PPT slides setting out the sessions in Unit 1, the learning objectives of Session 1.1 and the activities in this session. Explain the aim of this unit to learners, i.e. to acquire basic knowledge about the importance of digital competences in a society shaped by the digital transformation.	Listen to the presentation.	Facilitator-centred input	PPT_Intro_Session & Unit 1: Activity 1.1.1	5 mins
1.1.2	Introducing digital competences 	Aim: To familiarise learners with the topic of the digital transformation, digital skills and corresponding competence frameworks. Note: The collection of materials for the curriculum contains an animated video that can be used for this exercise. If an animated video is not a suitable medium for imparting knowledge to your group of learners, you can also use other materials such as a PPT presentation. You will need to prepare this content yourself. Steps: 1. (7 mins) Play the video on a suitable medium.	1. Watch and listen attentively to the input on digital skills. 2. Share their thoughts in response to the facilitator's questions and ask their own questions to aid their understanding.	Facilitator-centred input	PPT_Intro_Session & Unit 1: Activity 1.1.2 DigiTrans Video Digital Competences	10 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
		2. (3 mins) After the video has finished playing, give learners the opportunity to ask questions to aid their understanding and express their thoughts.				
1.1.3	<p>Digital competence frameworks as a resource for guidance processes</p> <p>(Digital) Competence Frameworks - Examples</p> <ul style="list-style-type: none"> • Digital Competences as sub-dimension of general competence frameworks- e.g. OECD Learning Compass (OECD, 2019a; OECD, 2019b) • Frameworks focused on Digital Competences in general- e.g. DigComp 2.2 (Voornari, Kuzer & Puntis, 2022) • Sector/occupation-specific digital competence frameworks: e.g. Digital Capabilities Framework for education sector (Lisc data analytics, 2022) 	<p>Aim: To teach learners the benefits of competence frameworks when dealing with digital competences in counselling.</p> <p>Steps:</p> <ol style="list-style-type: none"> (15 mins) Show and explain the slides on digital competence frameworks and the DigiTrans competence framework. (10 mins.) Allow time for questions to aid understanding and thought-provoking input in relation to the following question: <p>What relevance do competence frameworks have for working with clients in the context of counselling processes?</p> <p>Conclusion (5 mins): Refer to the stimulus question or the learners' thoughts. Make it clear that competence frameworks help facilitate a more structured discussion about digital competences and their different dimensions in counselling situations and that they offer valuable support in analysing clients' existing competences and competence requirements in professional life.</p>	<ol style="list-style-type: none"> Listen attentively to the input on digital competence frameworks. Share their thoughts in response to the facilitator's questions and ask their own questions to aid their understanding. 	Facilitator-centred input	PPT_Intro_Session & Unit 1: Activity 1.1.3	30 mins
1.1.4	<p>Different dimensions of digital competence</p>	<p>Aim: To apply knowledge about digital competences in the context of the DigiTrans framework in a practical way by reflecting on examples of digital competences relevant to the profession of educational and vocational counsellor.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Explain the task to the learners. (5 mins) Ask the learners to form small groups. Ideally, there should be 3-5 people in each group. The small groups 	<ol style="list-style-type: none"> Form small groups according to the instructions and get together to work on the assigned dimension of digital competence. Discuss via the sub-dimensions (differentiation level 2) how these could manifest themselves in the practical work of CGCs. Record practical examples 	Collaborative learning, group discussion	<p>PPT_Intro_Session & Unit 1: Activity 1.1.4</p> <p>Collection of materials:</p> <p>1.1.4 DigiTrans Framework – Basic Digital Competences handout</p>	40 mins

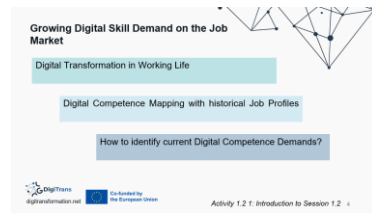
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1.1.5	<p>Identifying digital competences</p> <table border="1"> <thead> <tr> <th>Digital competence groups</th> <th>Situations from case "John"</th> </tr> </thead> <tbody> <tr> <td>Technical proficiency</td> <td> <ul style="list-style-type: none"> Working with a new computer-controlled machinery in the factory <ul style="list-style-type: none"> Working with digital interfaces Programming the machines. Using software troubleshooting technical issues </td> </tr> <tr> <td>Information, data and media literacy</td> <td> <ul style="list-style-type: none"> John was required to interpret production data and reports. Understanding and making sense of the digital data. Hard to differentiate reliable sources from unreliable ones </td> </tr> <tr> <td>Communication and collaboration</td> <td> <ul style="list-style-type: none"> Shift to digital communication platforms within the company. Challenging to adapt to email and instant messaging for team coordination, reluctance to engage in online collaborative tools </td> </tr> <tr> <td>Digital content creation</td> <td> <ul style="list-style-type: none"> Understanding the principles of creating clear and effective digital content. </td> </tr> <tr> <td>Transversal competences</td> <td> <ul style="list-style-type: none"> Adaptability Digital learning. Resilience </td> </tr> </tbody> </table>	Digital competence groups	Situations from case "John"	Technical proficiency	<ul style="list-style-type: none"> Working with a new computer-controlled machinery in the factory <ul style="list-style-type: none"> Working with digital interfaces Programming the machines. Using software troubleshooting technical issues 	Information, data and media literacy	<ul style="list-style-type: none"> John was required to interpret production data and reports. Understanding and making sense of the digital data. Hard to differentiate reliable sources from unreliable ones 	Communication and collaboration	<ul style="list-style-type: none"> Shift to digital communication platforms within the company. Challenging to adapt to email and instant messaging for team coordination, reluctance to engage in online collaborative tools 	Digital content creation	<ul style="list-style-type: none"> Understanding the principles of creating clear and effective digital content. 	Transversal competences	<ul style="list-style-type: none"> Adaptability Digital learning. Resilience 	<p>Aim: For learners to deepen their understanding of digital competences and the DigiTrans competence framework. In addition, learners will take their first steps towards using competence frameworks as a tool in counselling processes by identifying digital competences and assigning them to the correct dimension.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Explain the task to the learners. Each learner should receive the following: <ul style="list-style-type: none"> One of the two case studies (John or Mario) to work on The matching worksheet for the case study The DigiTrans framework overview table as an aid (15 mins) Let the learners start working. (15 mins) Discussion of results: First show the table of results for Mario and explain which examples from the text are assigned to the respective dimension and why. At the end, ask whether the learners agree or whether there are 	<ol style="list-style-type: none"> Read the case study and mark text passages that they consider to be indicative of digital competences. In a further step, learners assign the text passages to the appropriate dimension of the DigiTrans framework. Compare their results with the model solution presented by the facilitator. Learners can speak up if they come to different conclusions and give reasons for these. 	<p>Individual work</p> <p>Facilitator-centred input</p> <p>Full-group discussion</p>	<p>PPT_Intro_Session & Unit 1: Activity 1.1.5</p> <p>Collection of materials:</p> <p>1.1.5 Case description, John</p> <p>1.1.5 Case description, Mario</p> <p>1.1.5 Worksheet, John</p> <p>1.1.5 Worksheet, Mario</p> <p>1.1.5 Solution table, John</p> <p>1.1.5 Solution table, Mario</p>	35 mins
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No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
		<p>any objections and why. Repeat the process for the John case study.</p> <p>Note: If time is short, you can distribute just one of the case studies. You will then only need half the time to discuss the results.</p>				



Recommended independent learning activities for Session 1.1				
		Instructions for learners	Materials	Duration
1.1.6	My digital competence journey	<p>As homework, take some time to reflect on your current digital competences and how they support your personal and professional activities. Use the following prompts to guide your reflection. This activity will help you gain a better understanding of your digital strengths, challenges and growth opportunities.</p> <p>1. Digital tools and their use</p> <ul style="list-style-type: none"> • List the digital tools or applications you use most frequently in your daily life (e.g. email platforms, collaboration tools, social media). • For each tool, briefly describe its primary purpose and how you use it. <p>Example: <i>"I frequently use Google Docs for collaborative writing and editing with my colleagues."</i></p> <p>2. Strengths</p> <ul style="list-style-type: none"> • Identify areas where you feel confident using digital tools or applying digital skills. • Reflect on how these strengths benefit your personal or professional tasks. <p>Example: <i>"I'm confident in managing video conferencing tools like Zoom, which has helped me lead remote meetings effectively."</i></p> <p>3. Challenges</p> <ul style="list-style-type: none"> • Think about any digital tools or tasks you find challenging or avoid using/doing. • Reflect on why these are difficult for you and how you currently work around these challenges. <p>Example: <i>"I struggle with using advanced Excel functions, which makes data analysis harder for me."</i></p> <p>4. Personal growth</p> <ul style="list-style-type: none"> • Reflect on how your digital skills have evolved over the past five to ten years. • Describe any new tools or competences you've learned recently and what prompted these developments. <p>Example: <i>"Over the past five years, I've learned to use Trello to manage team projects as part of my shift to remote work."</i></p>	None	45 mins

		<p>5. Wrap-up</p> <ul style="list-style-type: none"> • Conclude your reflection with a short summary: <ul style="list-style-type: none"> ○ What are you most proud of in terms of your digital competences? ○ What digital skills or tools would you like to improve, and why? <p>Example: <i>"I'm proud of my ability to troubleshoot basic IT issues independently. I'd like to learn video editing to create more engaging presentations."</i></p>		
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Session 1.2: Growing demand for digital skills on the job market

Session		Growing demand for digital skills on the job market			120 minutes	
No. 1.2		<ul style="list-style-type: none"> → LO 1.3: Learners can describe how the digital transformation has changed occupational job requirements in different professions, complete with examples. → LO1.4: Learners can analyse labour market information on occupational competence requirements. 				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
1.2.1	Introduction to Session 1.2 	<p>Aim: To give learners an overview of Session 1.2.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Show learners the corresponding PPT slides setting out the learning objectives of Session 1.2 and the activities of this session. Explain the aim of this unit to learners, i.e.: understanding the shift in competence requirements as a result of the digital transformation. 	Listen to the presentation.	Facilitator-centred input	PPT_Intro_Session & Unit 1: Activity 1.2.1	5 mins
1.2.2	Presentation about the digital transformation of working life	<p>Aim: To provide learners with fundamental knowledge on the digital transformation and its impact on competence requirements in the working world, using career guidance counsellors as a practical example.</p> <p>Steps:</p>	1. Listen and reflect (15 mins): Learners listen to the presentation, making personal connections with the concepts and examples. They are encouraged to think of	Presentation / knowledge sharing	PPT_Intro_Session & Unit 1: Activity 1.2.2	25 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
	 <p>Digital Transformation of Work Life Understanding evolving digital competence demand Session 1.2 - Growing Digital Skill Demand on the Job Market</p> <p><small>Co-funded by the European Union</small></p>	<p>1. (15 mins) Deliver the PowerPoint presentation on the digital transformation covering the following aspects:</p> <ul style="list-style-type: none"> ○ Digital transformation: The broad-scale shift driven by digital technology across industries and roles. ○ Digitisation vs. digitalisation: Distinguishing between converting information to digital form (digitisation) and using digital technologies to change business processes (digitalisation). ○ Digital divide: The gap between those who have easy access to digital technology and those who do not – a critical factor in career guidance. ○ Lifelong learning: Emphasise the importance of ongoing learning for individuals to keep up with evolving digital skills and competences. ○ Evolving digital competences for CGCs: How does the digital transformation change job profiles and what does this mean in terms of competence requirements for CGCs? <p>2. (10 mins) Discussion about the implications of the digital transformation in terms of changed competence requirements in professions and challenges arising for CGCs in their support of clients.</p>	<p>specific instances in their work where the digital transformation has influenced competence requirements.</p> <p>2. Participate in a discussion and share reflections, considering implications of the digital transformation in terms of changed competence requirements in professions and challenges arising for CGCs in their support of clients.</p>			

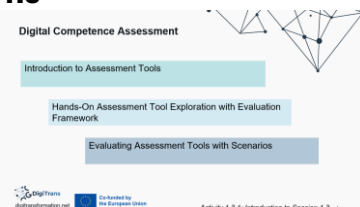

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1.2.3	<p>Competence evolution – then vs. now</p>   <div data-bbox="257 406 548 710" style="border: 1px solid black; padding: 5px;"> <p>Occupation Title: Secretary</p> <p>Description</p> <p>Secretaries support the smooth operations within an organization by performing a variety of administrative tasks. These tasks include answering telephone calls, writing and storing letters, organizing agendas, scheduling meetings, and taking messages. They manage the physical filing of documents, organize meetings and events, and handle basic databases. Manual management and security of office workflow are central aspects of the role.</p> <p>Basic Skills and Competences</p> <ul style="list-style-type: none"> • Telephone and written communication with internal and external contacts • Material organization and maintenance of databases • Preparation and management of paper documents • Archiving and organizing physical files and records • Receiving and assisting visitors and guests • Creating and handling correspondence, such as business letters and invitations • Assisting with the organization of meetings and events <p>Basic Knowledge</p> <ul style="list-style-type: none"> • Basic knowledge in word processing (e.g. Microsoft Word or typing skills) • Familiarity with office equipment (e.g. the machine, copier, telephone system) • Understanding of company policies and procedures • Basic knowledge in office organization and filing management <p>Optional Skills and Competences</p> <ul style="list-style-type: none"> • Assisting in travel planning and booking for employees • Basic knowledge in spreadsheets (e.g. Microsoft Excel) for creating simple tables • Basic bookkeeping skills, e.g., managing small budgets on the daily cash • Creating simple presentation materials upon request • Processing incoming and outgoing mail shipments <p>Optional Knowledge</p> <ul style="list-style-type: none"> • Knowledge of basic accounting and bookkeeping • General legal knowledge for filing and documentation in a business context • Basic knowledge of workplace safety regulations and their application in the office • Familiarity with safety standards and compliance rules in the business environment </div> <p>digitransformation.net 4</p>	<p>Aim: To help learners understand how digital competence requirements have evolved within specific professions, highlighting the significance of the digital transformation. This activity should also make learners aware of the fact that they need information on an occupation in order to have a good idea of what is currently required in terms of competences in a particular field of work.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Introduction: Introduce the purpose of the activity, explaining that learners will examine historical job profiles (from around 1999) and then brainstorm current digital skills essential for these roles. 2. Form groups and distribute the profiles: Give learners the historical job profiles and the digital transformation handout, which outlines key technological trends and their impact on job roles. 3. Analyse the past (5 mins) Review the historical job profile from 1999: <ul style="list-style-type: none"> o What tasks are listed in the profile? o Which competences are mentioned that seem outdated? 4. Imagine the present (10 mins): <ul style="list-style-type: none"> o Where do learners think digital tools and competences are relevant today? o How do the trends from the digital transformation handout relate to this job profile? <p>Discuss & form hypotheses (20 mins) Ask learners to share their key hypotheses with the group, e.g. “In the past, X was important, but today, Y might be more relevant.” Ask learners about where they are uncertain and what questions they would research to get a better picture of current competence requirements.</p>	<ol style="list-style-type: none"> 1. Examine the historical job profile (5 mins) to identify skills and competences that seem outdated or less relevant today. 2. Brainstorm and list potential current competence requirements (10 mins) to collaboratively identify current digital competences in the context of the DigiTrans framework that are necessary for the same role, reflecting on how demands have shifted. 3. Share insights (20 mins) by presenting key hypotheses, focusing on how the digital transformation has redefined skills in their assigned job role. 	<p>Comparative and collaborative learning</p>	<p>PPT_Intro_Session & Unit 1: Activity 1.2.3</p> <p>Collection of materials:</p> <p>1.2.3 Historical job profiles from 1999</p> <p>1.2.3 – Digital Transformation handout</p>	<p>40 mins</p>



No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
1.2.4	Comparing with today's job market <small>Secretarial work: Digital technology revolutionising secretary roles</small> <small>The use of modern office technology has streamlined office processes for secretaries. This has resulted in reduced manual labour and repetitive work, as well as substantial reductions in paperwork and data entry.</small> <small>Imagine organising a meeting for internal stakeholders; one change from one stakeholder would mean that the secretary has to make multiple calls to nail down the specific timing of the meeting. However, with calendar software the secretary doesn't have to call anyone and can access everyone's calendar with the software suggesting availabilities for all parties.</small> <small>From software for scheduling and document management to advanced communication tools, the modern secretary is at the forefront of utilising technology to streamline office operations, enhance productivity, and facilitate seamless collaboration. Here are some examples of such digital tools:</small> <small>Communication tools</small> <small>Various communication tools such as video conferencing software, team collaboration platforms, and instant messaging applications (like Zoom, Microsoft Teams and Skype) have become essential in the modern office. These digital technologies enable real-time communication, allowing teams to collaborate and communicate effectively, irrespective of their physical locations.</small> <small>Cloud computing</small> <small>Cloud computing has revolutionised the modern office by providing scalable and flexible computing resources that can be accessed remotely. Cloud-based services like cloud storage, applications, and backup solutions like Dropbox and OneDrive have become integral to everyday office operations, enabling seamless collaboration and data accessibility from anywhere.</small> <small>"Technology has also allowed information to be centralised online, making backend operations easier. It has also made information easier to access, especially remotely, enabling collaboration across teams and regions," says Kate Chung (Director at Page Personnel Hong Kong).</small> <small>Productivity tools</small> <small>One of the most significant impacts of digital technology on secretary careers is the automation of repetitive, manual tasks such as scheduling, email management, filing, data entry, traditional minute-taking, and bookkeeping responsibilities.</small> <small>Various productivity tools such as project management software, task management applications, time tracking tools, and automation software streamline workflow processes, enhance productivity, and optimise time management in the modern office environment.</small> <small>Some examples of productivity software include Microsoft Office, LibreOffice, Google Workspace, Zoho Office Suite, Power BI and Apple iWork.</small>	Aim: To verify assumptions about digital competence requirements using real labour market information. Steps: <ol style="list-style-type: none"> Provide each group with the assigned curated job market information (5 mins): <ul style="list-style-type: none"> Secretary – professional career insights & recruitment industry report Industrial mechanic – occupational profile based on labour market data from a public employment service Hospitality receptionist – current job profile on ESCO Graphic designer – job advertisement Analysis in groups (15 mins): <ul style="list-style-type: none"> Which digital skills are explicitly mentioned? How do today's job descriptions compare to the learners' earlier hypotheses? Are digital skills described in enough detail to guide clients effectively? Groups share their key findings with the full group (20 mins). 	<ol style="list-style-type: none"> Analyse current labour market information for assigned occupations (15 mins). Reflection and sharing (10 mins): Groups share their findings, reflecting on the group work questions in relation to their assigned occupation. 	Research-based and reflective learning	PPT_Intro_Session & Unit 1: Activity 1.2.4 Collection of materials: 1.2.4 Current hospitality receptionist job profile on ESCO 1.2.4 Simplified job advertisement for a graphic designer 1.2.4 Simplified professional career insights & recruitment industry report for a secretary 1.2.4 Occupational profile based on labour market data from a public employment service – industrial mechanic with a focus on mechatronics	40 mins
1.2.5	Session wrap-up	Summarise the key insights from both activities, emphasising the rapid digital transformation of job roles and the importance of career counsellors keeping up to date with digital competence requirements. Encourage reflection by asking: <ul style="list-style-type: none"> What strategies can you use in your career guidance practice to keep up with these shifts? How can multi-actor collaboration improve career guidance? 	Reflect on what they have learned from the session and share final thoughts in a full-group discussion on integrating digital competence guidance into their practice.	Full-group discussion	None (optional note-taking)	10 mins

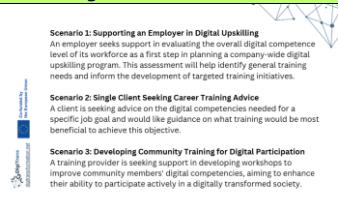
Recommended independent learning activities for Session 1.2				
		Instructions for learners	Materials	Duration
1.2.6	Exploring digital skills in job listings	<p>As a CGC, it is important to be aware of the (digital) skills requirements in occupations and, in particular, in specific jobs. We have already worked with job ads during this session. This exercise involves examining job ads and the information that can be gained from them in greater detail.</p> <ol style="list-style-type: none"> 1. Select job listings (10 mins) <ul style="list-style-type: none"> • Go to an online job portal (e.g. LinkedIn, Indeed, StepStone) and choose two or three job postings that interest you. • Look for job roles that you are familiar with or that you might encounter in your career guidance practice. You might choose a different occupation to the one you were working on during the class session. 2. Identify digital competence requirements (15 mins) <ul style="list-style-type: none"> • Review each job ad carefully and list any digital skills or tools that are explicitly mentioned. • Pay attention to both “must-have” and “nice-to-have” skills, as these often indicate the digital competences valued in the role. 3. Analyse using the DigiTrans framework (15–20 mins) <ul style="list-style-type: none"> • Use the DigiTrans framework for digital competences to categorise the skills you found under the following dimensions: <ul style="list-style-type: none"> ○ Technical proficiency: Skills relating to operating devices, software or hardware. ○ Information, data and media literacy: Skills in finding, evaluating and handling digital information. ○ Communication and collaboration: Skills that support interaction and teamwork via digital platforms. ○ Digital content creation: Skills for creating and editing digital content. ○ Transversal competences: General skills that support adaptability, problem-solving and lifelong learning in digital contexts. • For each skill identified, note down which dimension it falls into. • Reflect on which dimensions are most frequently required and what this implies about the digital competence requirements in these roles. 4. Write a short summary (10 mins) <ul style="list-style-type: none"> • Summarise your findings in one short paragraph (around 150–200 words). Answer the following questions: <ul style="list-style-type: none"> ○ What digital competences were most commonly required across the job ads? ○ Did any dimensions from the DigiTrans framework stand out as particularly important? ○ Did you find enough information about competence requirements to enable you to advise a client on competence requirements for this job? What other options are available to you for investigating the competence requirements of a job? 	<p>Access to a job portal (LinkedIn, Indeed, StepStone, etc.)</p> <p>Collection of materials:</p> <p>1.1.4 DigiTrans Framework – Basic Digital Competences handout</p>	45 mins

Session 1.3: Digital competence assessment

Session	Digital competence assessment	120 minutes
No. 1.3	– LO1.5: Learners can describe strengths and weaknesses of different types of assessment tools in different guidance scenarios.	

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
1.3.1	Introduction to Session 1.3 	<p>Aim: To give learners an overview of Session 1.3.</p> <p>Steps:</p> <p>Show learners the corresponding PPT slides setting out the learning objectives of Session 1.3 and the activities of this session. Explain the aim of this unit to learners, i.e.: understanding the shift in competence requirements as a result of the digital transformation.</p>	Listen to the presentation.	Facilitator-centred input	PPT_Intro_Session & Unit 1: Activity 1.3.1	5 mins
1.3.2	Introduction to assessment tools 	<p>Aim: To provide an overview of digital competence assessment tools, introduce relevant aspects for evaluation, and outline the session structure.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Present a brief overview of the five tools (competency interview, Europass Digital Skills Test, Digital Competence Wheel, Digital Self-Efficacy Scale, and Digital Skills for Integration and Active Citizenship). Explain the purpose of each tool and how it may be applied in career guidance. 2. Introduce the Tool Evaluation handout, which outlines key aspects to consider, such as competency scope, usability, adaptability, feedback depth and client relevance. <p>Note 1: Encourage learners to use the framework as a guide for evaluating each tool during their exploration.</p> <p>Note 2: The above-mentioned tools are merely suggestions. If there are other or better tools available in your country or if new tools have been developed, feel free to integrate them into this activity.</p>	<ol style="list-style-type: none"> 1. Listen to the overview and the instructions for the activities that follow. 2. Join an assigned group. 	Presentation, instruction	PPT_Intro_Session & Unit 1: Activity 1.3.2 Collection of materials: 1.3.2 Tool Evaluation handout	20 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration										
1.3.3	<p>Hands-on assessment tool exploration with evaluation framework</p>   <table border="1" data-bbox="224 430 571 694"> <thead> <tr> <th>Analysis dimensions and example questions</th> <th>Your notes</th> </tr> </thead> <tbody> <tr> <td> Competency Scope Which digital competencies are assessed? How relevant are these competencies for different client profiles? </td> <td></td> </tr> <tr> <td> Ease of Use and Accessibility How user-friendly is the tool? Is it suitable for clients with varying digital literacy levels? </td> <td></td> </tr> <tr> <td> Flexibility and Adaptability Can the tool be used in different guidance settings (e.g. individual, group, remote)? Is it adaptable for clients from diverse professional fields? </td> <td></td> </tr> <tr> <td> Depth and Detail of Feedback What type of feedback is provided? Is the feedback actionable and practical for guidance purposes? </td> <td></td> </tr> </tbody> </table>	Analysis dimensions and example questions	Your notes	Competency Scope Which digital competencies are assessed? How relevant are these competencies for different client profiles?		Ease of Use and Accessibility How user-friendly is the tool? Is it suitable for clients with varying digital literacy levels?		Flexibility and Adaptability Can the tool be used in different guidance settings (e.g. individual, group, remote)? Is it adaptable for clients from diverse professional fields?		Depth and Detail of Feedback What type of feedback is provided? Is the feedback actionable and practical for guidance purposes?		<p>Aim: To enable learners to experience the tools first-hand and systematically evaluate them using the framework.</p> <p>Steps:</p> <ol style="list-style-type: none"> Explain that learners will be analysing selected tools rather than completing them, using the evaluation framework as a structured approach. Divide learners into small groups. Assign a different type of assessment tool to each group, and give the groups the materials relating to the different tools: <ul style="list-style-type: none"> Online questionnaires: Examples of tools (Europass Digital Skills Test, Digital Competence Wheel, Digital Skills for Integration and Active Citizenship) Competency interview: A structured interview guide assessing digital competences Paper-based questionnaire: Example: Digital Self-Efficacy Scale Tool analysis (30 mins): Each group systematically analyses their assigned tool using the evaluation framework provided. Groups discuss and note down: <ul style="list-style-type: none"> Competency scope: What digital competences are assessed? Ease of use and accessibility: Is the tool intuitive? Is it suitable for clients with varying digital literacy levels? Flexibility and adaptability: Can the tool be used in different career guidance settings (individual/group/remote)? Depth and detail of feedback: What kind of feedback is provided? How useful is it for career counsellors? <p>Closing: Prompt each group to consolidate their findings, summarising strengths, limitations and potential applications.</p>	<ol style="list-style-type: none"> Review the assigned assessment tool by examining excerpts, descriptions and/or screenshots provided. Use the evaluation framework to systematically analyse the tool's scope, usability, adaptability and feedback quality. 	<p>Experiential learning, guided tool exploration</p>	<p>PPT_Intro_Session & Unit 1: Activity 1.3.3</p> <p>Collection of materials:</p> <p>1.3.3 Digital Self-Efficacy Test</p> <p>1.3.3 Competency interview guide: Digital competences for CGCs</p> <p>1.3.3 Europass Digital Skills Test: example questions and sample report</p>	35 mins
Analysis dimensions and example questions	Your notes															
Competency Scope Which digital competencies are assessed? How relevant are these competencies for different client profiles?																
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Depth and Detail of Feedback What type of feedback is provided? Is the feedback actionable and practical for guidance purposes?																
1.3.4	<p>Evaluating assessment tools with scenarios</p>	<p>Aim: To guide groups to evaluate their assigned assessment tool's suitability for various career guidance scenarios and prepare a concise presentation.</p> <p>Steps:</p> <ol style="list-style-type: none"> Provide each group with brief descriptions of three scenarios: <ul style="list-style-type: none"> Employer counselling 	<ol style="list-style-type: none"> Discuss the scenarios within their group. Compare the scenarios with their findings in the tool evaluation framework the group worked out in the previous activity. Prepare a short presentation that 	<p>Scenario-based analysis, collaborative discussion, presentation preparation</p>	<p>PPT_Intro Session & Unit 1: Activity 1.3.4</p> <p>Flip charts, markers, online whiteboard or PowerPoint as needed</p>	30 mins										

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
	 <p>Scenario 1: Supporting an Employer in Digital Upskilling An employer seeks support in evaluating the overall digital competence level of its workforce as a first step in planning a company-wide digital upskilling program. This assessment will help identify general training needs and inform the development of targeted training initiatives.</p> <p>Scenario 2: Single Client Seeking Career Training Advice A client is seeking advice on the digital competencies needed for a specific job goal and would like guidance on what training would be most beneficial to achieve this objective.</p> <p>Scenario 3: Developing Community Training for Digital Participation A training provider is seeking support in developing workshops to improve community members' digital competencies, aiming to enhance their ability to participate actively in a digitally transformed society.</p>	<ul style="list-style-type: none"> ○ Individual job seeker counselling ○ Support for training provider <ol style="list-style-type: none"> 2. Instruct groups to use the tool evaluation framework and their findings from the previous activity to discuss how well their assigned tool applies to each scenario. They should focus on aspects such as usability, adaptability and competency scope. 3. Ask each group to choose one scenario for which they believe their tool is the best fit. They should be prepared to explain why this scenario is the most suitable and why their tool is less applicable to the other scenarios. 4. Presentation preparation: Each group should prepare a brief presentation to share their analysis, using a flip chart, an online whiteboard or a short PowerPoint to support their points. The presentation should include: <ul style="list-style-type: none"> ● A summary of their findings based on the tool evaluation framework ● An explanation of why they selected one scenario as the best fit for the tool ● Reasons why the tool was less suitable for the other two scenarios <p>Note: If the training is taking place under time constraints, you can save time by skipping the reasons why the tool was less suitable for the other two scenarios.</p>	<p>summarises their findings and rationale.</p>		<p>Collection of materials:</p> <p>1.3.4 Scenarios for tool evaluation</p>	
1.3.5	Group presentations and reflections	<p>Aim: To encourage cross-group learning and reflection on a tool's effectiveness and potential applications.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Have each group present their findings, sharing insights into the tool's strengths, weaknesses and relevance to the scenarios provided. 2. Closing: Lead a final reflection session, inviting learners to discuss general takeaways and insights into how they could apply these tools in their future career guidance roles. Encourage reflection by asking: "What strategies can you use in your career guidance practice to keep up with these shifts?" 	<p>Each group presents its findings, engages in reflective discussion with other groups, and consolidates insights into the use of assessment tools.</p>	<p>Presentation, reflective discussion</p>	<p>PPT_Intro_Session & Unit 1: Activity 1.3.5</p> <p>Flip charts or digital tools for sharing group summaries</p>	<p>30 mins</p>

Recommended independent learning activities for Session 1.3				
		Instructions for learners	Materials	Duration
1.3.6	Create an interview guide for a competency interview	<p>By creating a guide for a competency interview on your own, you will be able to practise applying the DigiTrans framework to a real-world scenario, tailoring digital competency questions to fit the unique requirements of a specific job role. This exercise will help you gain insight into how digital competence requirements vary across professions. It will also help you develop the necessary skills for designing targeted interview questions that assess relevant digital skills effectively.</p> <ol style="list-style-type: none"> 1. Choose a job role (5 mins) <ul style="list-style-type: none"> • Choose a profession or job that interests you or that you perhaps come across particularly frequently in your counselling practice. 2. Research digital competence requirements (15–20 mins) <ul style="list-style-type: none"> • Investigate the digital competence requirements specific to the selected job role. You can use job portals (e.g. LinkedIn, Indeed) or other sources of information about occupational job requirements (e.g. ESCO) to review job descriptions and note down any digital skills or tools that are frequently required. • Consider competences across the DigiTrans framework dimensions: <ul style="list-style-type: none"> ○ Technical proficiency: Basic technical skills for using job-specific software or hardware. ○ Information, data and media literacy: Skills for managing information, assessing data quality and using media effectively. ○ Communication and collaboration: Competences that support interaction, teamwork or client communication. ○ Digital content creation: Skills for creating, editing and managing digital content. ○ Transversal competences: General digital skills that enhance adaptability, problem-solving and lifelong learning. • Note down any specific software, platforms or tools associated with the role that should be considered in the interview guide. 3. Revise the interview guide (15–20 mins) <ul style="list-style-type: none"> • Using the example interview guide provided in class, adapt each question to reflect the digital competences required for your chosen job role. • Focus on ensuring that each dimension of the DigiTrans framework is represented in your questions. • For example, if “digital content creation” is crucial, include questions that assess the candidate’s experience in content creation tools specific to the role. • Tailor questions to explore both proficiency and practical application of digital competences relevant to the selected job. 	<p>Access to job portals (e.g. LinkedIn, Indeed) or other resources for job description research</p> <p>Collection of materials:</p> <p>1.1.4 DigiTrans Framework – Basic Digital Competences handout</p> <p>1.3.3 Competency interview guide: Digital competences for CGCs</p>	60 mins

Unit 2 – The CGC Roundabout for Digital Transformation Method

Overview of unit




Unit	Unit learning goal	Unit workload
2 – The CGC Roundabout for Digital Transformation Method	Learners can explain the Roundabout methodology, the six phases, and the main constraints and potentiality associated with it.	480 mins / 210–610 mins independent learning




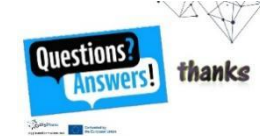
In this unit, learners will explore all the components and steps of the Roundabout Method. The unit is designed to help learners build up their knowledge and their basic practice with the Roundabout Method, moving through each phase in turn. Learners will engage in the analysis of each step, learning to identify the content, use various tools, familiarise themselves with the procedures, and identify both the actors involved and their associated roles. By carrying out practical activities such as case study analysis and using the tools themselves, learners will gain insight into how to use the method and monitor the process to support clients in identifying their digital competence needs and developing their goals through joint commitment and active engagement in the learning process together with all the actors involved.

Overview of sessions

Title of session	Session learning outcomes	Session workload
2.1 Introduction to the CGC Roundabout for Digital Transformation Method	<ul style="list-style-type: none"> → Learners can explain the key concepts of the Roundabout Method. → Learners can explain the innovative potential of the method. → Learners can describe the process of the method. 	60 mins class learning 30–75 mins independent learning
2.2 The <i>Engagement</i> phase	<ul style="list-style-type: none"> → Learners can describe the goals, procedures, techniques and tools of the Engagement phase of the Roundabout Method. 	90 mins class learning 30–70 mins independent learning
2.3 The <i>Assessment</i> phase	<ul style="list-style-type: none"> → Learners can describe the goals, procedures, techniques and tools of the Assessment phase of the Roundabout Method. 	90 mins class learning 35–200 mins independent learning
2.4 The <i>Planning</i> phase	<ul style="list-style-type: none"> → Learners can describe the goals, procedures, techniques and tools of the Planning phase of the Roundabout Method. 	90 mins class learning 30–80 mins independent learning
2.5 The <i>Action</i> phase	<ul style="list-style-type: none"> → Learners can describe the goals, procedures, techniques and tools of the Action phase of the Roundabout Method. 	90 mins class learning 30–75 mins independent learning
2.6 The <i>Results and Evaluation</i> phases	<ul style="list-style-type: none"> → Learners can describe the goals, procedures, techniques and tools of the Results and Evaluation phases of the Roundabout Method. 	90 mins class learning 30–75 mins independent learning
2.7 Recap of Unit 2 and moving to practical applications	<ul style="list-style-type: none"> → Learners can identify the different phases of the Roundabout Method through discussion of the two case studies (presented in the handbook). 	60 mins class learning 30 mins independent learning




Session 2.1: Introduction to the CGC Roundabout for Digital Transformation Method


Session		Introduction to the CGC Roundabout for Digital Transformation Method				60 minutes	
No. 2.1		<ul style="list-style-type: none"> - LO2.1: Learners can explain the key concepts of the Roundabout Method. - LO2.2: Learners can explain the innovative potential of the method. - LO2.3: Learners can describe the process of the method. 					
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration	
2.1.1	Welcome and introduction 	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: <ol style="list-style-type: none"> (4 mins) Greet learners and ask them to introduce themselves (if applicable). (2 mins) Briefly explain the goals of this session. 	Listen to the introduction and familiarise themselves with the session structure.	Facilitator-centred learning	PPT_Unit 2: Activity 2.1.1	5 mins	
2.1.2	Key concept of the CGC Roundabout Method 	Aim: To explain the key concept of the CGC Roundabout Method. Steps: (8 mins) Briefly explain: <ul style="list-style-type: none"> - The importance of creating a network of relevant actors - The use of a "Roundabout" concept as a way of improving digital transformation skills - The use of the "learning helix" concept as a way of improving digital transformation skills in the CGC Roundabout Method 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.1.2 Video Session 3a: Roundabout Method (EN)	10 mins	
2.1.3	Innovative potential of the CGC Roundabout Method 	Aim: To explain the innovative potential of the CGC Roundabout Method. Steps: (8 mins) Briefly explain the innovative potential of the CGC Roundabout Method, taking account of the following core elements: <ul style="list-style-type: none"> - Multi-actor career guidance (MACG) - Case-based collaboration - Changes in the results 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.1.3	10 mins	


No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
		<ul style="list-style-type: none"> - Training needs analysis with reference to digital competences - Tools for practical implementation - Cooperative development, application and evaluation/assessment 				
2.1.4	Generic description of the method 	Aim: To introduce a generic description of the method. Steps: (5 mins) Briefly explain the phases of the CGC Roundabout Method (Engagement, Assessment, Planning, Action, Results, Evaluation).	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.1.4	10 mins
2.1.5	Reflection time 	Aim: To facilitate a full-group discussion. Steps: 1. (5 mins) Facilitate a class discussion on possible barriers to the CGC Roundabout Method. 2. (5 mins) Facilitate a class discussion on possible strategies for resolving the identified barriers.	1. Reflect on the target questions and note down their thoughts. 2. Contribute to the class discussion, using their notes.	Reflective and collaborative learning	PPT_Unit 2: Activity 2.1.5	10 mins
2.1.6	The CGC Roundabout Method – basic considerations 	Aim: To develop basic considerations in relation to the CGC Roundabout Method. Steps: (5 mins) Briefly explain basic considerations relating to the implementation of the CGC Roundabout Method as follows: <ul style="list-style-type: none"> - Organisational or individual perspective - Digital transformation as a relevant topic - Generic process model as a base - Linearity of models and non-linearity of practice - Single contacts or counselling processes - Methodological knowledge in line with knowledge about digitalisation 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.1.6	10 mins
2.1.7	Question time 	Aim: To provide additional information and/or explanation if needed. Steps: (5 mins) Start a session recap on the topic presented in the training session.	Listen to the summary, reflect on their engagement and learning, and ask any final questions.	Reflective learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.1.7	5 mins

Recommended independent learning activities for Session 2.1				
		Instructions for learners	Materials	Duration
2.1.8	General overview of the Roundabout Method	<p>As homework, take some time to reflect on the CGC Roundabout Method and expand your knowledge by reading some materials or watching the video. This activity will help you gain a better understanding of the method. The following questions may help you structure your knowledge:</p> <ul style="list-style-type: none"> - What are the main theoretical foundations of the CGC Roundabout Method? - What is the learning helix? - What is multi-actor career guidance counselling? - What are the main steps of the CGC Roundabout Method? - What are the basic considerations relating to the implementation of this model? 	<p>Video Session 3a: Roundabout Method (EN)</p> <p>Handbook (EN): chapters # 1, 2, 3</p> <p>Collection of materials:</p> <p>2.1.8 Task description – general overview of the Roundabout Method</p> <p>2.1.8 – Factsheet – general overview of the Roundabout Method</p>	45 mins
2.1.9	Reflective exercise on the introduction	<p>At the end of the session, take some time to reflect on the introduction to the CGC Roundabout Method and expand your knowledge by reviewing the PPT, reading some materials or watching the video. This activity will help you gain a better understanding of the method. Answering the following questions may help you improve your career counselling and guidance competences:</p> <ul style="list-style-type: none"> - What are the pros of this phase? - What are the challenges of this phase? - What are the most important things I learned from this session? 	<p>PPT_Unit 2</p> <p>Video Session 3a: Roundabout Method (EN)</p> <p>Handbook (EN): chapters # 1, 2, 3</p> <p>Collection of materials:</p> <p>2.1.9 – Task description for the reflective exercise on the introductory session</p> <p>2.1.9 – Factsheet on the introductory session – reflective exercise</p>	30 mins

Session 2.2: The Engagement phase

Session		The Engagement phase				90 minutes
No. 2.2		LO2.4: Learners can describe the goals, procedures, techniques and tools of the Engagement phase of the Roundabout Method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.2.1	Welcome and introduction 	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: <ol style="list-style-type: none"> (3 mins) Briefly recap the contents of the previous session. (2 mins) Briefly explain the goals of this session. 	Listen to the introduction and familiarise themselves with the session structure.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.2.1	5 mins
2.2.2	Key concept of the Engagement phase 	Aim: To introduce the specific components of the Engagement phase. Steps: <ol style="list-style-type: none"> (20 mins) Explain the goals and procedures of the Engagement phase in detail, taking account of the following sub-phases and key topics: initiation, occasion, counsellor supports client in describing the occasion, counsellor and client clarify the interest, counsellor makes suggestions on how to proceed (contracting). 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.2.2 Video Session 3: Roundabout Method (EN)	15 mins
2.2.3	Tools for the Engagement phase 	Aim: To introduce the tools that may be used in this phase of the method. Steps: <ol style="list-style-type: none"> (15 mins) Explain the Engagement phase in detail, paying special attention to the guidelines for clarification of the following concepts: occasion, concern, mandate and contract. (15 mins) Explain the questionnaire for the initial interview with employers in detail. 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.2.3 Tools in digital and paper versions specified in Appendices 2 and 3 of the handbook	25 mins




No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.2.4	Practice time 	<p>Aim: To improve practical skills for establishing whether the CGC Roundabout Method is appropriate for the client.</p> <p>Steps:</p> <ol style="list-style-type: none"> (30 mins) Propose a group exercise on four different case studies (company vs. individual; need relating to digital skills implementation vs. non-digital skills needs). (10 mins) Open a class discussion on the decision made on the case studies by the groups. 	<p>Working in small groups, learners: (a) read the exercise instructions, (b) read and reflect on the assigned clinical case and start a group discussion to familiarise themselves with it, (c) taking inspiration from the two tools proposed, work on defining the client's needs and decide whether implementing the Roundabout Method is possible and appropriate, (d) share their reflections in a class discussion.</p>	<p>Reflective, practical and collaborative learning</p>	<p>PPT_Unit 2: Activity 2.2.4</p> <p>Collection of materials:</p> <p>2.2.4 Task description – group case study analysis</p> <p>2.2.4 - The case of Giacomo N.</p> <p>2.2.4 - The case of Adelina S.</p> <p>2.2.4 - The case of Marta S.</p> <p>2.2.4 - The case of Marco L. and Diego M.</p> <p>2.2.4 - Questionnaire for initial interview with employers</p> <p>2.2.4 - Factsheet – Session: Engagement phase</p> <p>2.2.4 - Guidelines for clarification of occasion, concern, mandate and contract</p>	40 mins



No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
					2.2.4 Questionnaire for initial interview with employers	
2.2.5	Question time 	Aim: To provide additional information and/or explanation if needed. Steps: (5 mins) Start a session recap on the topic presented in the training session.	Listen to the summary, reflect on their engagement and learning, and ask any final questions.	Reflective learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.2.5	5 mins


Recommended independent learning activities for Session 2.2				
		Instructions for learners	Materials	Duration
2.2.6	Is the CGC Roundabout Method appropriate for the client? Group case study analysis	Four case studies are included in the collection of materials: (a) Read the case study assigned to your group and (b) briefly discuss it in your small group to familiarise yourselves with it. (c) Define the client's relevant needs and motivation and decide whether implementing the Roundabout Method is possible and appropriate. A fact sheet has been developed to facilitate this task. You can take inspiration from the two tools that are proposed for the Engagement phase in the handbook and included in the collection of materials. (d) Finally, share your reflections with the class.	Collection of materials: 2.2.4 Task description – group case study analysis 2.2.4 - The case of Giacomo N. 2.2.4 - The case of Adelina S. 2.2.4 - The case of Marta S. 2.2.4 - The case of Marco L. and Diego M. 2.2.4 - Questionnaire for initial interview with employers	40 mins

			<p>2.2.4 - Factsheet – Session: Engagement phase</p> <p>2.2.4 - Guidelines for clarification of occasion, concern, mandate and contract</p> <p>2.2.4 Questionnaire for initial interview with employers</p>	
2.2.7	Reflective exercise on the Engagement phase	<p>At the end of the session, take some time to reflect on the Engagement phase of the CGC Roundabout Method and expand your knowledge by reviewing the PPT, reading some materials or watching the video. This activity will help you gain a better understanding of the method. Answering the following questions may help you improve your career counselling and guidance competences:</p> <ul style="list-style-type: none"> - What are the pros of this phase? - What are the challenges of this phase? - What are the most important things I learned from this session? 	<p>PPT_Unit 2</p> <p>Video Session 3: Roundabout Method (EN)</p> <p>Handbook (EN): chapters # 4 (first part/4.1) and Appendices 2 and 3</p> <p>Collection of materials:</p> <p>2.2.7 Task description – reflective exercise on the Engagement phase</p> <p>2.2.7 Factsheet – reflective exercise: Engagement phase</p>	30 mins

Session 2.3: The Assessment phase

Session		The Assessment phase				90 minutes
No. 2.3		LO2.5: Learners can describe the goals, procedures, techniques and tools of the Assessment phase of the Roundabout Method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.3.1	Welcome and introduction 	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: <ol style="list-style-type: none"> (3 mins) Briefly recap the contents of the previous session. (2 mins) Briefly explain the goals of this session. 	Listen to the introduction and familiarise themselves with the session structure.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.3.1	5 mins
2.3.2	Key concept of the Assessment phase 	Aim: To introduce the specific components of the Assessment phase. Steps: (5 mins) Explain the goals and procedures of the Assessment phase, taking account of the following elements and key topics: situation, analysis, self-assessment and awareness.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.3.2	5 mins
2.3.3	Tools for the Assessment phase when working with a single client 	Aim: To introduce the procedure and the tools that can be used during the Assessment phase of the method when working with a single client. Steps: <ol style="list-style-type: none"> (5 mins) Explain the goals, procedure and method that can be used during the Assessment phase when working with a single client (work and personal history, strengths and difficulties, interests, barriers, support, etc.). (15 mins) Explain in detail the tools for the assessment and self-assessment processes for individuals: <ul style="list-style-type: none"> - Task analysis - Skills analysis 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.3.3 Tools in digital and paper versions from Appendices 4-7 of the handbook	20 mins




No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
		<ul style="list-style-type: none"> - “Digitalisation” future-oriented interview - Digital adaptability indicators 				
2.3.4	Tools for the Assessment phase when working with a company 	<p>Aim: To introduce the procedure and the tools that can be used during the Assessment phase of the method when working with a company.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Explain the goals, procedure and method that can be used during the Assessment phase where the aim is to implement an assessment that simultaneously considers two different perspectives: the organisational perspective and the employee perspective. (15 mins) Explain in detail the tool for implementing the assessment processes in the organisation: <ul style="list-style-type: none"> - Simple job analysis interview on digital competence requirements - Job description and task documentation 	<p>Listen to the presentation, note down key details and ask questions for clarification purposes.</p>	<p>Facilitator-centred learning</p> <p>Knowledge sharing and discussions (if applicable)</p>	<p>PPT_Unit 2: Activity 2.3.4</p> <p>Tools in digital and paper versions from Appendices 8 and 9 of the handbook</p>	20 mins
2.3.5	Practice time 	<p>Aim: To improve practical skills in scoring a questionnaire and preparing a report.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Give a brief presentation of a possible report for sharing results with a client, with emphasis on the key elements. (30 mins) Propose an example from a case study of “The General Attitudes towards Artificial Intelligence Scale (GAAIS)” (Schepman & Rodway, 2020) and ask learners to proceed with the analysis and development of a small personalised report from a semi-structured report template. 	<ol style="list-style-type: none"> 1. Listen to the presentation, note down key details and ask questions for clarification purposes. 2. Working in small groups, learners: (a) read the exercise instructions, (b) hold a group discussion, (c) analyse responses and proceed with analysis of the results (raw scores by factor, conversion to z-scores and t-scores by factor). 3. Develop a small personalised report from a semi-structured report template. 	<p>Reflective, practical and collaborative learning</p>	<p>PPT_Unit 2: Activity 2.3.5</p> <p>Article: Attitudes towards Artificial Intelligence https://doi.org/10.1016/j.chbr.2020.10.0014.</p> <p>Collection of materials:</p> <p>2.3.5 Task description</p> <p>2.3.5 Completed Artificial Intelligence Scale Questionnaire</p> <p>2.3.5 – Semi-structured report form</p>	35 mins



No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.3.6	Question time 	Aim: To provide additional information and/or explanation if needed. Steps: (5 mins) Start a session recap on the topic presented in the training session.	Listen to the summary, reflect on their engagement and learning, and ask any final questions.	Reflective learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.3.6	5 mins

Recommended independent learning activities for Session 2.3				
		Instructions for learners	Materials	Duration
2.3.7	Scoring a questionnaire and preparing a personalised report	In this activity, you will learn how to score a questionnaire and prepare a personalised report for a single client. The questionnaire and the scoring refer to the additional material available at the end of the article by Schepman and Rodway, <i>Attitudes towards Artificial Intelligence</i> https://doi.org/10.1016/j.chbr.2020.100014 . Means and standard deviations were calculated using the data file shared by the authors at the end of their article. To complete this activity, please proceed as follows: - Read the questionnaire that has been completed by Mr. T. - Follow the instructions to calculate the z-scores and t-scores and to understand how to interpret the results. - Follow the instructions to prepare a personalised report.	<i>Article: Attitudes towards Artificial Intelligence</i> https://doi.org/10.1016/j.chbr.2020.100014 . Collection of materials: 2.3.5 Task description 2.3.5 Completed Artificial Intelligence Scale Questionnaire 2.3.5 – Semi-structured report form	35 mins
2.3.8	Applying an assessment tool	As homework, select one of the assessment tools described in Appendices 4 to 9. Interview one client or an organisational actor. Analyse and summarise the results in a report.	<i>Tools in digital or paper versions from Appendices 4-9 of the handbook</i> Collection of materials: 2.3.8 Task description – applying an assessment tool 2.3.8 Factsheet – Applying an assessment tool	180 mins

2.3.9	Reflective exercise on the Assessment phase	<p>At the end of the session, take some time to reflect on the Assessment phase of the CGC Roundabout Method and expand your knowledge by reviewing the PPT, reading some materials or watching the video. This activity will help you gain a better understanding of the method. Answering the following questions may help you improve your career counselling and guidance competences:</p> <ul style="list-style-type: none"> - What are the pros of this phase? - What are the challenges of this phase? - What are the most important things I learned from this session? 	<p>PPT_Unit 2</p> <p>Video Session 3: Roundabout Method (EN)</p> <p>Handbook (EN): chapters # 5</p> <p>Collection of materials:</p> <p>2.3.9 Task description – reflective exercise on the Assessment phase</p> <p>2.3.9 Factsheet – Assessment phase reflective exercise</p>	<p>45 mins</p>
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Session 2.4: The Planning phase




Session		The Planning phase				90 minutes
No. 2.4		LO2.6: Learners can describe the goals, procedures, techniques and tools of the Planning phase of the Roundabout Method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.4.1	Welcome and introduction 	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: 1. (3 mins) Briefly recap the contents of the previous session. 2. (2 mins) Briefly explain the goals of this session.	Listen to the introduction and familiarise themselves with the session structure.	Facilitator-centred learning Knowledge sharing and discussion (if applicable)	PPT_Unit 2: Activity 2.4.1	5 mins
2.4.2	Key concept of the Planning phase 	Aim: To introduce the specific components of the Planning phase process. Steps: (15 mins) Explain the goals and the procedures of the Planning phase in detail, taking account of the following sub-phases and key topics: goal setting, planning of solutions, agreements for next steps, involvement and cooperation.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussion (if applicable)	PPT_Unit 2: Activity 2.4.2	15 mins
2.4.3	Tools for the Planning phase 	Aim: To introduce the procedure and the tools that can be used in this phase of the method when working with a single client. Steps: (30 mins) Explain in detail the tools that are useful for implementing the planning processes: <ul style="list-style-type: none"> - Obtaining an overview of further education training options - System-environment analysis - Translating competence requirements into CET objectives - Employee logbook 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.4.3 Tools in digital or paper versions from Appendices 11, 12 and 14 of the handbook	30 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.4.4	Practice time 	Aim: To improve practical skills in planning. Steps: 1. (5 mins) Show the key results of the Giacomo case study presented in Session 2. 2. (30 mins) Starting with the case of Giacomo, create possible plans that can be activated to achieve the identified goals.	1. Listen to the presentation, note down key details and ask questions for clarification purposes. 2. Working in small groups, learners: (a) read the exercise instructions, (b) hold a group discussion, (c) develop a small personalised report to share the following details with clients: goals, action plan and stakeholders to be involved.	Reflective, practical and collaborative learning	PPT_Unit 2: Activity 2.4.4 Collection of materials: 2.4.4 Task description 2.4.4 – The case of Giacomo N. – assessment results 2.4.4 Factsheet Planning Phase – the involvement of stakeholders in the planning process	35 mins
2.4.5	Question time 	Aim: To provide additional information and/or explanation if needed. Steps: (5 mins) Start a session recap on the topic presented in the training session.	Listen to the summary, reflect on their engagement and learning, and ask any final questions.	Reflective learning Discussion (if applicable)	PPT_Unit 2: Activity 2.4.5	5 mins

Recommended independent learning activities for Session 2.4				
		Instructions for learners	Materials	Duration
2.4.6	The involvement of stakeholders in the planning process	<p>The involvement of other stakeholders is of particular importance in the planning process.</p> <p>Take a moment to review the case of Giacomo, read the additional information provided on the assessment results and then proceed as follows:</p> <ol style="list-style-type: none"> Identify options and support on offer to the client Discuss in your group how these can serve as suitable solutions for the client Prepare a short report for the client that outlines the solutions, the support identified and the reasons for proposing these 	<p>Handbook (EN): chapter #4</p> <p>Collection of materials:</p> <p>2.4.4 Task description</p> <p>2.4.4 – The case of Giacomo N. – assessment results</p> <p>2.4.4 Factsheet Planning Phase – the involvement of stakeholders in the planning process</p>	50 mins
2.4.7	Reflective exercise on the Planning phase	<p>At the end of the session, take some time to reflect on the introduction to the CGC Roundabout Method and expand your knowledge by reviewing the PPT, reading some materials or watching the video. This activity will help you gain a better understanding of the method. Answering the following questions may help you improve your career counselling and guidance competences:</p> <ul style="list-style-type: none"> What are the pros of this phase? What are the challenges of this phase? What are the most important things I learned from this session? 	<p>PPT_Unit 2</p> <p>Video Session 3: Roundabout Method (EN)</p> <p>Handbook (EN): chapter # 4</p> <p>Collection of materials:</p> <p>2.4.7 Task description</p> <p>2.4.2 Factsheet – Reflective exercise on the Planning phase</p>	30 mins




Session 2.5: The Action phase


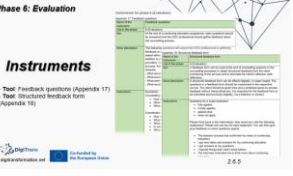

Session		The Action phase			90 minutes	
No. 2.5		LO2.7: Learners can describe the goals, procedures, techniques and tools of the Action phase of the Roundabout Method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.5.1	Welcome and introduction 	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: <ol style="list-style-type: none"> (3 mins) Briefly recap the contents of the previous session. (2 mins) Briefly explain the goals of this session. 	Listen to the introduction and familiarise themselves with the session structure.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.5.1	5 mins
2.5.2	Key concept of the Action phase 	Aim: To introduce the specific components of the Action phase process. Steps: <p>(15 mins) Explain the goals and procedures of the Action phase in detail, taking into account the tasks and actions that all the actors involved in the process are implementing to achieve the shared goals.</p>	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.5.2	15 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.5.3	Tools to use in the Action phase 	Aim: To introduce the procedure and the tools that can be used in this phase of the method. Steps: <ol style="list-style-type: none"> (10 mins) Explain the “Next Steps and Action Plan” tool (Appendix 15 of the handbook). (15 mins) Support group reflection on identifying the roles that the different actors involved in the process (client, employer, counsellor, training provider) could take to guide actions, foster retention of the training course, and overcome possible obstacles identified. 	<ol style="list-style-type: none"> Listen to the presentation, note down key details and ask questions for clarification purposes. Reflect on the target questions and note down their thoughts. Contribute to the group discussion, using their notes. 	Facilitator-centred learning Knowledge sharing Reflective and collaborative learning	PPT_Unit 2: Activity 2.5.3 Tools in digital or paper versions from Appendix 15 of the handbook Collection of materials: 2.5.3 Task description 2.5.3 Case examples & factsheet	25 mins
2.5.4	Practice time 	Aim: To improve practical skills in the Action phase. Steps: <ol style="list-style-type: none"> (5 mins) Show the components of a possible “Action phase form” to be drafted and shared with the client. (35 mins) Starting with the two case examples, learners fill in the “Action phase form” to share with the client. 	<ol style="list-style-type: none"> Listen to the presentation, note down key details and ask questions for clarification purposes. Working in small groups, learners: (a) read the exercise instructions, (b) have a group discussion, (c) fill in the form. 	Reflective, practical and collaborative learning	PPT_Unit 2: Activity 2.5.4	40 mins
2.5.5	Question time 	Aim: To provide additional information and/or explanation if needed. Steps: (5 mins) Start a session recap on the topic presented in the training session.	Listen to the summary, reflect on their engagement and learning, and ask any final questions.	Reflective learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.5.5	5 mins

Recommended independent learning activities for Session 2.5				
		Instructions for learners	Materials	Duration
2.5.6	Monitoring the implementation of the Action phase	<p>Various actors from different contexts are involved in the Roundabout process, who come into play once or more during the process for various targets in the action implementation process. The actions that have been formulated and completed help the client organise and control the action plan. This process supports realistic expectations and helps the client anticipate and prepare for the obstacles to be faced.</p> <p>In a group, (a) read the two examples, (b) discuss them, and (c) fill in the form that has been designed for monitoring the action implementation process, highlighting the <i>Who</i>, <i>What</i>, <i>When</i> and <i>How</i> for the various actors getting involved in the process.</p> <p>Afterwards, you could also create a text, infographic, video or visual map to describe the implementation of the Action phase.</p>	<p>Handbook EN): chapter # 4</p> <p>Collection of materials:</p> <p>2.5.3 Task description</p> <p>2.5.3 Case examples & factsheet</p>	45 mins
2.5.7	Reflective exercise on the Action phase	<p>At the end of the session, take some time to reflect on the introduction to the CGC Roundabout Method and expand your knowledge by reviewing the PPT, reading some materials or watching the video. This activity will help you gain a better understanding of the method. Answering the following questions may help you improve your career counselling and guidance competences:</p> <ul style="list-style-type: none"> - What are the pros of this phase? - What are the challenges of this phase? - What are the most important things I learned from this session? 	<p>PPT_Unit 2</p> <p>Video Session 3a: Roundabout Method (EN)</p> <p>Handbook EN): chapter # 4</p> <p>Collection of materials:</p> <p>2.5.7 Task description</p> <p>2.5.7 Factsheet – Reflective exercise on the Action phase</p>	30 mins




Session 2.6: The Results and Evaluation phases


Session		The Results and Evaluation phases				90 minutes
No. 2.6		LO2.8: Learners can describe the goals, procedures, techniques and tools of the Results and Evaluation phases of the Roundabout Method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.6.1	Welcome and introduction 	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: <ol style="list-style-type: none"> (3 mins) Briefly recap the contents of the previous session. (2 mins) Briefly explain the general goals of this session. 	Listen to the introduction and familiarise themselves with the session structure.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.6.1	5 mins
2.6.2	Key concept of the Results phase 	Aim: To introduce the specific components of the Results phase process. Steps: (10 mins) Explain the goals and procedures of the Results phase in detail.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.6.2	10 mins
2.6.3	Tools to use in the Results phase 	Aim: To introduce the tools that can be used in the Results phase process. Steps: <ol style="list-style-type: none"> (5 mins) Explain the “Continuing education certificate” tool (see Appendix 16 of the handbook). (10 mins) Facilitate the group reflection on the importance of (a) developing a training certificate, and (b) defining tasks between the employment agency and the training agency. 	<ol style="list-style-type: none"> Listen to the presentation, note down key details, and ask questions for clarification purposes. Reflect on the target questions and note down their thoughts. Contribute to the group discussion, using their notes. 	Facilitator-centred learning Knowledge sharing Reflective and collaborative learning	PPT_Unit 2: Activity 2.6.3 Tools in digital or paper versions from Appendix 16 of the handbook	15 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.6.4	Key concept of the Evaluation phase 	Aim: To introduce the specific components of the Evaluation phase process. Steps: (10 mins) Explain the goals and procedures of the Evaluation phase in detail.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning Knowledge sharing and discussions (if applicable)	PPT_Unit 2: Activity 2.6.4	10 mins
2.6.5	Tools to use in the Evaluation phase 	Aim: To introduce the tools that can be used in the Evaluation phase process. Steps: 1. (5 mins) - Explain the Evaluation tools in detail: - "Feedback questions" tool (Appendix 17) - "Structured feedback form" tool (Appendix 18) 2. (15 mins) Facilitate the group reflection on the relevance of the information gathered via the two tools presented for all actors involved in the process.	1. Listen to the presentation, note down key details, and ask questions for clarification purposes. 2. Reflect on the target questions and note down their thoughts. 3. Contribute to the group discussion, using their notes.	Facilitator-centred learning Knowledge sharing Reflective and collaborative learning	PPT_Unit 2: Activity 2.6.5 Tools in digital or paper versions from Appendices 17 and 18 of the handbook	15 mins
2.6.6	Question time 	Aim: To provide additional information and/or explanation if needed. Steps: (5 mins) Start a session recap on the topic presented in the training session.	Listen to the summary, reflect on their engagement and learning, and ask any final questions.	Reflective learning Discussions (if applicable)	PPT_Unit 2: Activity 2.6.6	5 mins

Recommended independent learning activities for Session 2.6				
		Instructions for learners	Materials	Duration
2.6.7	Working on client awareness during the Results phase	<p>The training institution is usually responsible for providing a certificate containing detailed information about the action implemented and the results obtained. Being able to explore these could be important.</p> <p>As homework, after reading the Europass template, develop questions that you, as a counsellor, could use to support clients' own description of the activities performed and the learning outcomes achieved by participating in both a formal and an informal training activity relating to the digital competences that are listed in the certificate of attendance and that the client can include in their CV.</p> <p>You could also think of a short, meaningful role-playing activity.</p>	<p>(https://europa.eu/europass/en)</p> <p>Collection of materials:</p> <p>2.6.7 Task description</p> <p>2.6.7 Factsheet – Working on client awareness during the Results phase</p>	45 mins
2.6.8	Reflective exercise on the Results and Evaluation phases	<p>At the end of the session, take some time to reflect on the introduction to the CGC Roundabout Method and expand your knowledge by reviewing the PPT, reading some materials or watching the video. This activity will help you gain a better understanding of the method. Answering the following questions may help you improve your career counselling and guidance competences:</p> <ul style="list-style-type: none"> - What are the pros of this phase? - What are the challenges of this phase? - What are the most important things I learned from this session? 	<p>PPT_Unit 2</p> <p>Video Session 3: Roundabout Method (EN)</p> <p>Handbook EN): chapter # 4</p> <p>Collection of materials:</p> <p>2.6.8 Task description</p> <p>2.6.8 Factsheet – reflective exercise: Results and Evaluation phases</p>	30 mins

Session 2.7: recap of Unit 2 and moving to practical applications

Session		recap of Unit 2 and moving to practical applications				60 minutes
No. 2.7		LO2.9: Learners can identify the different phases of the Roundabout Method through discussion of two case studies.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.7.1	Introduction  <p>Goals of the session</p> <ul style="list-style-type: none"> The Unit 2 Recap: a summary of goals and tasks in each phase Moving to Practical Applications: final activity and reflective thoughts on the Method 	Aim: To summarise the objectives of the final session and explain the proposed activities. Steps: (5 mins) Recap the contents of the Roundabout phases and explain the proposed activities.	Listen to the introduction.	Facilitator-centred learning	PPT_Unit 2: Activity 2.7.1	5 mins
2.7.2	Unit 2 recap  <p>The Unit 2 Recap</p> <p>1. Engagement: Identify what practice is being used. Consider how you can create a safe environment for learners. Practice what you want to teach the next time. Identify the key objectives of the learning objectives.</p> <p>2. Practice: Identify the key objectives of the learning objectives. Consider how you can create a safe environment for learners. Practice what you want to teach the next time. Identify the key objectives of the learning objectives.</p>	Aim: To rehearse the different Roundabout phases. Steps: 1. (5 mins) Briefly recap the contents of the Roundabout phases. 2. (5 mins) Provide instructions for the activity.	Listen to the summary	Facilitator-centred learning	PPT_Unit 2: Activity 2.7.2	10 mins
2.7.3	Practice time  <p>PRACTICE TIME</p>	Aim: To improve learners' ability to identify the various Roundabout phases. Steps: Identify the Roundabout phases in a case study chosen by learners.	Analyse in groups. Working in small groups, learners: (a) choose a case to refer to in the activity; (b) identify on the factsheet the phases in the case they are analysing; (c) discuss and agree on the analysis.	Reflective practice and collaborative learning	PPT_Unit 2: Activity 2.7.3 Collection of materials: 2.7.3 Task description 2.7.3 Case example: Julia M., an individual client 2.7.3 Factsheet – Unit 2 recap	30 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
2.7.4	Reflective activity 	Aim: To facilitate personal reflective thoughts on the method. Steps: (5 mins) Start a session recap on the topic presented in the training session.	Listen to the summary, reflect on their engagement and learning, and ask any final questions.	Reflective learning	PPT_Unit 2: Activity 2.7.4	15 mins

Recommended independent learning activities for Session 2.7					
		Instructions for learners	Materials	Duration	
	Identify the phases in a case study	Read the "Julia" example case study. Divide the example into six sections. Assign the individual sections to the phases of the CGC Roundabout methodology (Engagement, Assessment, Planning, Action, Results, Evaluation). In each phase, identify the success factors (actions and attitudes of the counsellor) that contributed to the success of the counselling process. Share your thoughts with the group.	Collection of materials: 2.7.3 Task description 2.7.3 Case example: Julia M., an individual client 2.7.3 Factsheet – Unit 2 recap	30 mins	

Unit 3 – Application of the Roundabout Method

Overview of unit

Unit	Unit learning goal	Unit workload
3 – Application of the Roundabout Method (short version)	Learners can apply the Roundabout Method.	1 day (8 learning periods of 45 minutes each = 360 minutes) + a buffer of 45 minutes
3 – Application of the Roundabout Method (long version)	Learners can apply the Roundabout Method.	1.5 days (12 learning periods of 45 minutes each = 540 minutes) + a buffer of 45 minutes

In this unit, learners will try out the practical application of the Roundabout Method, using case studies. In the first part (Session 3.1), learners will familiarise themselves with a real case study that was developed during a former part of the DigiTrans project. They will use a real case study to develop the individual phases of the Roundabout Method and identify the actions and tasks of actors (guidance practitioners, advice seekers) and stakeholders (employers, training providers). In the second part (Session 3.2), learners will try out the Roundabout Method in counselling exercises, using real case studies as examples. The Roundabout Method is initially carried out as a role-play with individual actors. More complex counselling settings follow step by step, with different actors seeking advice. In a third part (Session 3.3), the students reflect on the possibilities of applying and implementing the Roundabout Method practically in the context of their own work.

Overview of sessions

Title of session	Session learning outcomes	Session workload
3.1 Identification of actors in phases of the Roundabout Method, using case studies	LO 3.1: Learners can identify, describe and reflect on the actors (counsellor, client, stakeholders) and their tasks in the individual phases of the method.	1 x 90 minutes of class learning (plus 45 minutes in the long version)
3.2 Training of counselling using case studies with the Roundabout Method	LO 3.2: Learners counsel clients seeking advice and stakeholders at the same time, using the Roundabout Method. LO 3.3: Learners counsel collaboratively with other counsellors, using the Roundabout Method.	2 x 90 minutes of class learning (plus 1 x 90 minutes in the long version)
3.3 Reflection on results of the Roundabout Method for learners' own guidance and practice	LO 3.4: Learners reflect on how they can incorporate results from the Evaluation phase into the further development of their own guidance and the learning helix. LO 3.5: Learners reflect on how practical adaptations of the Roundabout Method might look.	1 x 90 minutes and 1 x 45 minutes of class learning (plus 1 x 45 minutes in the long version)

Session 3.1: Identification of actors in phases of the Roundabout Method, using case studies (short version)

Session		Identification of actors in phases of the Roundabout Method, using case studies (short version)				90 minutes
No. 3.1		LO 3.1 Learners can identify, describe and reflect on the actors (counsellor, client, stakeholders) and their tasks in the individual phases of the method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.1.1	Welcome and introduction	Aim: To create a welcoming atmosphere and to outline Unit 3 and the objective of Session 1. Steps: <ol style="list-style-type: none"> (2 mins) Greet learners and introduce yourself (if applicable). (2 mins) Briefly explain the content of Unit 3. (1 min) Briefly explain the objective of Session 1. 	Listen to the introduction and familiarise themselves with the structure of Session 1.	Facilitator-centred learning	PPT_Unit 3: Activity 3.1.1	5 mins
3.1.2	Warm-up	Aim: To briefly recap key topics from Unit 2. Steps: <ol style="list-style-type: none"> (6 mins) Briefly recap key results from Unit 2: <ul style="list-style-type: none"> Phases of the CGC Roundabout Method Aims of the multi-actor career guidance approach (MACG) Advantages and difficulties of the approach Impact on or changes in actions, thoughts and emotions of actors in the context of MACG (2 mins) Show results on cards or (prepared) flip chart if necessary. (2 mins) Illustrate the transition to the topic of Session 1. 	Recall content from Unit 2 in dialogue with the facilitator.	Facilitator-centred learning, knowledge sharing and discussion	PPT_Unit 3: 3.1.2 Flip chart with cards (if necessary)	10 mins
3.1.3	Introduction to the “Naomi” case study	Aim: To introduce the “Naomi” case study. Steps: <ol style="list-style-type: none"> (4 mins) Explain the background to and content of the “Naomi” case study. (1 min) Give a justification for the selection of the case study. 	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning	PPT_Unit 3: 3.1.3	5 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.1.4	Instructions for group work	<p>Aim: To give instructions for group work.</p> <p>Steps:</p> <ol style="list-style-type: none"> (2 mins) Instruct all learners to work on leading questions. (3 mins) Tell learners that a presentation on each leading question will be given by one group only (to prevent double presentations). Other groups should supplement the single group's results in the presentation to the full group. 	Listen and ask questions if necessary.	Facilitator-centred learning	PPT_Unit 3: 3.1.4 Collection of materials: 3.1.1 Case study, Naomi 3.1.2 Leading questions	5 mins
3.1.5	Group work	<p>Aim: For learners to become familiar with a real case study involving the CGC Roundabout Method.</p> <p>Note: Support the group work if necessary.</p>	Become acquainted with the case study by reading it and answering leading questions.	Group work	Collection of materials: 3.1.2 Case study, Naomi 3.1.2 Leading questions	40 mins
3.1.6	Presentation of results	<p>Aim: For learners to be able to reflect on actors and their tasks in different phases of the CGC Roundabout Method.</p> <p>Note: Moderate presentations. Suggest that results can be supplemented by learners from other groups. Stimulate reflection and discussion.</p>	Present and discuss results.	Presentation, discussion and reflection	Flip chart or PPT presentation by learners	15 mins
3.1.7	Closing discussion	<p>Aim: For learners to recount the takeaways from the session in the full group.</p> <p>Question: How have you benefited from getting to know the actors and stakeholders involved in the case study?</p> <p>Note: In the full group, encourage learners to reflect on the specifics of the case and their own learning outcomes.</p>	Reflect on what they have learned.	Reflection in the full group	PPT_Unit 3: 3.1.7	5 mins
3.1.8	Closing thoughts	<p>Aim: For learners to reflect on their own learning outcomes.</p> <p>Steps:</p> <ol style="list-style-type: none"> (4 mins) Invite learners to reflect on their own learning outcomes and to write these down on sticky notes. (1 min) Collect the sticky notes together on a flip chart. 	Write down what they have learned.	Reflection by every single learner	Sticky notes and flip chart PPT_Unit 3: 3.1.8	5 mins

Session 3.1: Identification of actors (long version)

Session		Identification of actors in phases of the Roundabout Method, using case studies (long version)				90 + 45 minutes
No. 3.1		LO 3.1 Learners can identify, describe and reflect on the actors (counsellor, client, stakeholders) and their tasks in the individual phases of the method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.1.1	Welcome and introduction	<p>Aim: To create a welcoming atmosphere and to outline Unit 3 and the objective of Session 1.</p> <p>Steps:</p> <ol style="list-style-type: none"> (2 mins) Greet learners and introduce yourself (if applicable). (2 mins) Briefly explain the content of Unit 3. (1 min) Briefly explain the objective of Session 1. 	Listen to the introduction and familiarise themselves with the structure of Session 1.	Facilitator-centred learning	PPT_Unit 3: 3.1.1p	5 mins
3.1.2	Warm-up	<p>Aim: To briefly recap key topics from Unit 2.</p> <p>Steps:</p> <ol style="list-style-type: none"> (6 mins) Briefly recap key results from Unit 2: <ul style="list-style-type: none"> Phases of the CGC Roundabout Method Aims of the multi-actor career guidance approach (MACG) Advantages and difficulties of the approach Impact on or changes in actions, thoughts and emotions of actors in the context of MACG (2 mins) Show results on cards or flip chart if necessary. (2 mins) Illustrate the transition to the topic of Session 1. 	Recall content from Unit 2 in dialogue with the facilitator.	Facilitator-centred learning, knowledge sharing and discussion	PPT_Unit 3: 3.1.2 Flip chart with cards (if necessary)	10 mins
3.1.3	Raising awareness of the importance of stakeholders	<p>Aim: For learners to develop awareness of the importance and significance of stakeholders in the CGC Roundabout Method.</p> <p>Steps:</p> <ol style="list-style-type: none"> (2 mins) Raise awareness of the different stakeholders by asking: "Which stakeholders do you know?" (4 mins) Collect internal and external stakeholders who are important in the CGC Roundabout Method. (2 mins) Collect different stakeholders' tasks. 	Reflect on their knowledge about stakeholders.	Facilitator-centred learning, knowledge sharing and discussion	PPT_Unit 3: 3.1.3 Cards and flip chart	10 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
		4. (2 mins) On the flip chart, categorise different stakeholders in the CGC Roundabout Method. Note: Write down stakeholders and their tasks on cards, pin them onto a flip chart and work with learners to categorise them.				
3.1.4	Instructions for group work	Aim: To give instructions for group work. Steps: <ol style="list-style-type: none"> (3 mins) Instruct learners to form groups, decide on one stakeholder in their group, and work with leading questions. (2 mins) Instruct every group to prepare a short presentation for the full group. 	Listen and ask questions if necessary.	Facilitator-centred learning	PPT_Unit 3: 3.1.4	5 mins
3.1.5	Group work	Aim: For learners to be able to describe characteristics of stakeholders in the CGC Roundabout Method. Note: Support the group work if necessary.	Work with leading questions.	Group work	Internet research by learners if applicable	15 mins
	Break (15 minutes)					
3.1.6	Presentation of results	Aim: For learners to be able to reflect on characteristics of stakeholders in the CGC Roundabout Method. Note: Encourage learners to reflect on the specifics of different stakeholders.	Present and discuss results.	Presentation, reflection and discussion	PPT_Unit 3: 3.1.6 Presentation or flip chart	10 mins
3.1.7	Introduction to the “Naomi” case study	Aim: To introduce the “Naomi” case study. Steps: <ol style="list-style-type: none"> (4 mins) Explain the background to and content of the “Naomi” case study. (1 min) Give a justification for the selection of the case study. 	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning	PPT_Unit 3: 3.1.7	5 mins
3.1.8	Instructions for group work	Aim: To give instructions for group work. Steps: <ol style="list-style-type: none"> (2 mins) Instruct all learners to work on leading questions. (3 mins) Tell learners that presentations on each leading question will be given by one group only (to avoid double presentations). Other groups should supplement the single group’s results in the presentation to the full group. 	Listen and ask questions if necessary.	Facilitator-centred learning	PPT_Unit 3: 3.1.8 Collection of materials: 3.1.1 Case study, Naomi 3.1.2 Leading questions	5 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.1.9	Group work	Aim: For learners to become familiar with a real case study involving the CGC Roundabout Method. Note: Support the group work if necessary.	Become acquainted with the case study by reading it and answering leading questions.	Group work	3.1.1 Case study, Naomi 3.1.2 Leading questions	40 mins
3.1.10	Presentation of results	Aim: For learners to be able to reflect on actors and their tasks in different phases of the CGC Roundabout Method. Note: Moderate presentations. Suggest that results can be supplemented by learners from other groups. Stimulate reflection and discussion.	Present and discuss results.	Presentation, discussion and reflection	Flip chart or PPT presentation by learners	15 mins
3.1.11	Closing discussion	Aim: For learners to recount the takeaways from the session in the full group. Question: How have you benefited from getting to know the actors and stakeholders involved in the case study? Note: In the full group, encourage learners to reflect on the specifics of the case, stakeholders and their own learning outcomes.	Reflect on what they have learned.	Reflection in the full group	PPT_Unit 3: 3.1.11	10 mins
3.1.12	Closing thoughts	Aim: For learners to reflect on their own learning outcomes. Steps: 1. (4 mins) Invite learners to reflect on their own learning outcomes and to write these down on sticky notes. 2. (1 min) Collect the sticky notes together on a flip chart.	Write down what they have learned.	Reflection by every single learner	Sticky notes and flip chart PPT_Unit 3: 3.1.12	5 mins

Session 3.2: Training of counselling using case studies with the Roundabout Method (short version)

Session No. 3.2		Training of counselling using case studies with the Roundabout Method (short version)				2 x 90 minutes
		LO 3.2: Learners counsel clients seeking advice and stakeholders at the same time, using the Roundabout Method. LO 3.3: Learners counsel collaboratively with other counsellors, using the Roundabout Method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.2.1	Welcome and introduction	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: <ol style="list-style-type: none"> (3 mins) Briefly recap the contents of the previous session. (2 mins) Briefly explain the goals of this session. 	Listen to the introduction and familiarise themselves with the structure of Session 2.	Facilitator-centred learning and discussion (if applicable)	PPT_Unit 3: 3.2.1	5 mins
3.2.2	Introduction to role-play using the “Robert” case study	Aim: To introduce learners to the “Robert” case study for the purposes of role-play. Steps: <ol style="list-style-type: none"> (4 mins) Explain the background to and content of the “Robert” case study for the role-play. (1 min) Give a justification for the selection of the case study for the role-play. 	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning	PPT_Unit 3: 3.2.2	5 mins
3.2.3	Instructions for the “Robert” role-play (phase 1)	Aim: To give instructions for the role-play (phase 1). Steps: <ol style="list-style-type: none"> (7 mins) Give instructions for the content of the role-play in phase 1. (4 mins) Give instructions for the process of the role-play with the fish-bowl method (if necessary). (3 mins) Divide the learners into groups. (2 mins) Support learners’ role decisions. (2 mins) Present observation criteria. (2 mins) Present feedback rules. Note: Present material for preparation of the role-play and support division of learners into groups of “counsellors”, “clients” and “stakeholders” (e.g. employer, provider).	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning and knowledge sharing	PPT_Unit 3: 3.2.3 Collection of materials: 3.2.1 Content (phase1) 3.2.2 Role description, counsellor (phase 1) 3.2.3 Role description, Robert J. (phase 1)	20 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
					3.2.4 Description of fish-bowl method 3.2.5 Observation criteria DigiTrans Handbook Appendix 2, see https://digitransformation.net/handbook (possibly) Flip chart with observation criteria (possibly) Flip chart with feedback rules (possibly)	
3.2.4	Group work	Aim: For learners to become familiar with different actors in the role-play. Note: Support the group work and preparation of role-players if necessary.	Prepare for the role-play, using guided material. Define role-players and observers in each group.	Group work with practical and collaborative learning	Collection of materials: 3.2.1 Content (phase1) 3.2.2 Role description, counsellor (phase 1) 3.2.3 Role description, Robert J. (phase 1) 3.2.5 Observation criteria	20 mins
3.2.5	Role-play (phase 1)	Aim: For learners to improve their practical skills in managing phase 1. Steps: (20 mins) Facilitate the role-play between counsellor and client in phase 1. In accordance with the fish-bowl method, many role-players are involved in the role-plays in turn.	Perform one role-play involving the roles of counsellor and client (possibly also with employer and training provider).	Role-play	If necessary: guided questions or own scripts	20 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
		Note: Give instructions on how to use the fish-bowl method in the role-plays, manage the time and give support if necessary.				
3.2.6	Feedback and reflection	<p>Aim: To reflect on practical experiences in the role-play.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Gather feedback from all role-players (counsellor, client and possibly employer, training provider). (5 mins) Gather feedback from observers. (5 mins) Give your own feedback. <p>Notes:</p> <p>Gather feedback from role-players and observers, give your own feedback, and support reflection on practical experiences and learning processes.</p>	Give feedback (role-players and observers) and reflect on the role-play.	Feedback and reflection on role-play	PPT_Unit 3: 3.3.6 Flip chart with observation criteria (possibly) Flip chart with feedback rules (possibly)	15 mins
	Break (15 minutes)					
3.2.7	Instructions for the “Robert” role-play (phase 3)	<p>Aim: To give instructions for the role-play (phase 3).</p> <p>Steps:</p> <ol style="list-style-type: none"> (8 mins) Give instructions for the content of the role-play in phase 3. (5 mins) Give instructions for the process of the role-play with the fish-bowl method (if necessary). (3 mins) Divide the learners into groups. (2 mins) Support learners' role decisions. (2 mins) Present observation criteria (if necessary). <p>Note: Present material for preparation of the role-play and support division of learners into groups of “counsellors”, “clients” and “stakeholders” (e.g. employer, provider).</p>	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning and knowledge sharing	PPT_Unit 3: 3.2.7 Collection of materials: 3.2.12 Content (phase 3) 3.2.13 Role description, counsellor (phase 3) 3.2.14 Role description, Robert (phase 3) 3.2.15 Role description, employer 1 (phase 3) 3.2.16 Role description, employer 2 (phase 3) 3.2.17 Role description,	20 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
					provider 1 (phase 3) 3.2.18 Role description, provider 2 (phase 3) 3.2.4 Description of fish-bowl method 3.2.5 Observation criteria Flip chart with observation criteria (possibly) Flip chart with feedback rules (possibly)	
3.2.8	Group work	Aim: For learners to become familiar with different actors in the role-play. Note: Support the group work and preparation of role-players if necessary.	Prepare for the role-play, using guided material (case descriptions).	Group work with practical and collaborative learning	Collection of materials: 3.2.12 Content (phase 3) 3.2.13 Role description, counsellor (phase 3) 3.2.14 Role description, Robert (phase 3) 3.2.15 Role description, employer 1 (phase 3) 3.2.16 Role description, employer 2 (phase 3) 3.2.17 Role description, provider 1 (phase 3)	20 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
					3.2.18 Role description, provider 2 (phase 3)	
3.2.9	Role-play (phase 2)	<p>Aim: For learners to improve their practical skills in managing phase 2.</p> <p>Steps:</p> <p>(20 mins) Facilitate the role-play between counsellor and client in phase 2. In accordance with the fish-bowl method, many role-players are involved in the role-plays in turn.</p> <p>Note: Give instructions on how to use the fish-bowl method in the role-plays, manage the time and give support if necessary.</p>	Perform one role-play involving the roles of counsellor, client, employers (I+II), training providers (I+II) and possibly further stakeholders.	Role-play	If necessary: guided questions or own scripts	20 mins
3.2.10	Feedback and reflection	<p>Aim: To reflect on practical experiences in the role-play.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Gather feedback from all role-players (counsellor, client, employer, training provider). (5 mins) Gather feedback from observers. (5 mins) Give your own feedback. (5 mins) Support reflection on practical experience. <p>Notes: Gather feedback from role-players and observers, give your own feedback, and support reflection on practical experiences and learning processes.</p>	Give feedback (role-players and observers) and reflect on the role-play.	Feedback and reflection on role-play	PPT_Unit 3: 3.2.10 Flip chart with observation criteria (possibly) Flip chart with feedback rules (possibly)	20 mins
3.2.11	Closing thoughts	<p>Aim: To invite learners to write down their own learning outcomes on sticky notes.</p> <p>Steps:</p> <ol style="list-style-type: none"> (8 mins) Learners reflect on their own learning outcomes and write these down on sticky notes. (2 mins) Collect the sticky notes together on a flip chart. 	Write down what they have learned.	Reflection by each individual learner	PPT_Unit 3: 3.2.11 Sticky notes and flip chart	10 mins

Session 3.2: Training of counselling using case studies with the Roundabout Method (long version)

Session No. 3.2		Training of counselling using case studies with the Roundabout Method (long version)				3 x 90 minutes
		LO 3.2: Learners counsel clients seeking advice and stakeholders at the same time, using the Roundabout Method. LO 3.3: Learners counsel collaboratively with other counsellors, using the Roundabout Method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.2.1	Welcome and introduction	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: <ol style="list-style-type: none"> (3 mins) Briefly recap the contents of the previous session. (2 mins) Briefly explain the goals of this session. 	Listen to the introduction and familiarise themselves with the structure of Session 2.	Facilitator-centred learning and discussion (if applicable)	PPT_Unit 3: 3.2.1	5 mins
3.2.2	Introduction to role-play using the “Robert” case study	Aim: To introduce learners to the “Robert” case study for the purposes of role-play. Steps: <ol style="list-style-type: none"> (4 mins) Explain the background to and content of the “Robert” case study for the role-play. (1 min) Give a justification for the selection of the case study for the role-play. 	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning	PPT_Unit 3: 3.2.2	5 mins
3.2.3	Instructions for the “Robert” role-play (phase 1)	Aim: To give instructions for the role-play (phase 1). Steps: <ol style="list-style-type: none"> (7 mins) Give instructions for the content of the role-play in phase 1. (4 mins) Give instructions for the process of the role-play with the fish-bowl method (if necessary). (3 mins) Divide the learners into groups. (2 mins) Support learners’ role decisions. (2 mins) Present observation criteria. (2 mins) Present feedback rules. Note: Present material for preparation of the role-play and support division of learners into groups of “counsellors” and “clients”. Decide whether groups of “employers” and “providers” are also to be integrated into the	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning and knowledge sharing	PPT_Unit 3: 3.2.3 Collection of materials: 3.2.1 Content (phase1) 3.2.2 Role description, counsellor (phase 1) 3.2.3 Role description, Robert J. (phase 1) 3.2.4 Description of fish-bowl method 3.2.5 Observation criteria	20 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
		role-play in phase 1. If they are, the fish-bowl method must then also be explained.			DigiTrans Handbook Appendix 2, see https://digitransformation.net/handbook (possibly) Flip chart with observation criteria (possibly) Flip chart with feedback rules (possibly)	
3.2.4	Group work	Aim: For learners to become familiar with different actors in the role-play. Note: Support the group work and preparation of role-players if necessary.	Prepare for the role-play, using guided material. Define role-players and observers in each group.	Group work with practical and collaborative learning	Collection of materials: 3.2.1 Content (phase1) 3.2.2 Role description, counsellor (phase 1) 3.2.3 Role description, Robert J. (phase 1) 3.2.5 Observation criteria	20 mins
3.2.5	Role-play (phase 1)	Aim: For learners to improve their practical skills in managing phase 1. Steps: (20 mins) Facilitate the role-play between counsellor and client in phase 2. In accordance with the fish-bowl method, many role-players are involved in the role-plays in turn. Note: Manage the duration of the role-play and provide support if necessary. If other roles (employer, training provider) are involved, give instructions on how to use the fish-bowl method in the role-play.	Perform one role-play involving the roles of counsellor and client (possibly also with employer and training provider).	Role-play	If necessary: guided questions or own scripts	20 mins
3.2.6	Feedback and reflection	Aim: To reflect on practical experiences in the role-play. Steps: 1. (5 mins) Gather feedback from all role-players (counsellor, client and possibly employer, training provider). 2. (5 mins) Gather feedback from observers.	Give feedback (role-players and observers) and reflect on the role-play.	Feedback and reflection on role-play	PPT_Unit 3: 3.2.6 Flip chart with observation criteria (possibly) Flip chart with feedback rules (possibly)	15 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
		3. (5 mins) Give your own feedback. Notes: Gather feedback from role-players and observers, give your own feedback, and support reflection on practical experiences and learning processes.				
	Break (15 minutes)					
3.2.7	Instructions for the “Robert” role-play (phase 2)	Aim: To give instructions for the role-play (phase 2). Steps: <ol style="list-style-type: none"> (8 mins) Give instructions for the content of the role-play in phase 2. (5 mins) Give instructions for the process of the role-play with the fish-bowl method (if necessary). (3 mins) Divide the learners into groups. (2 mins) Support learners’ role decisions. (2 mins) Present observation criteria (if necessary). Note: Present material for preparation of the role-play and support division of learners into groups of “counsellors”, “clients” and “stakeholders” (e.g. employer, provider).	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning and knowledge sharing	PPT_Unit 3: 3.2.7 Collection of materials: 3.2.6 Content (phase 2) 3.2.7 Role description, counsellor (phase 2) 3.2.8 Role description, Robert (phase 2) 3.2.9 Role description, employer 1 (phase 2) 3.2.10 Role description, employer 2 (phase 2) 3.2.11 Role description, employer 3 (phase 2) 3.2.4 Description of fish-bowl method 3.2.5 Observation criteria Flip chart with observation criteria (possibly) Flip chart with feedback rules (possibly)	20 mins
3.2.8	Group work	Aim: For learners to become familiar with different actors in the role-play. Note: Support the group work and preparation of role-players if necessary.	Prepare for the role-play, using guided material (case descriptions).	Group work with practical and collaborative learning	Collection of materials: 3.2.6 Content (phase 2)	20 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
					3.2.7 Role description, counsellor (phase 2) 3.2.8 Role description, Robert (phase 2) 3.2.9 Role description, employer 1 (phase 2) 3.2.10 Role description, employer 2 (phase 2) 3.2.11 Role description, employer 3 (phase 2) 3.2.5 Observation criteria	
3.2.9	Role-play (phase 2)	<p>Aim: For learners to improve their practical skills in managing phase 2.</p> <p>Steps: (20 mins) Facilitate the role-play between counsellor and client in phase 2. In accordance with the fish-bowl method, many role-players are involved in the role-plays in turn.</p> <p>Note: Give instructions on how to use the fish-bowl method in the role-plays, manage the time and give support if necessary.</p>	Perform one role-play involving the roles of counsellor, client, employers (I+II), training providers (I+II) and possibly further stakeholders.	Role-play	If necessary: guided questions or own scripts	20 mins
3.2.10	Feedback and reflection	<p>Aim: To reflect on practical experiences in the role-play.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Gather feedback from all role-players (counsellor, client, employer, training provider). (5 mins) Gather feedback from observers. (5 mins) Give your own feedback. (5 mins) Support reflection on practical experience. <p>Notes: Gather feedback from role-players and observers, give your own feedback, and support reflection on practical experiences and learning processes.</p>	Give feedback (role-players and observers) and reflect on the role-play.	Feedback and reflection on role-play	PPT_Unit 3: 3.2.10 Flip chart with observation criteria (possibly) Flip chart with feedback rules (possibly)	20 mins
	Break (15 minutes)					

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.2.11	Instructions for the “Robert” role-play (phase 3)	<p>Aim: To give instructions for the role-play (phase 3).</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. (8 mins) Give instructions for the content of the role-play in phase 3. 2. (5 mins) Give instructions for the process of the role-play with the fish-bowl method (if necessary). 3. (3 mins) Divide the learners into groups. 4. (2 mins) Support learners’ role decisions. 5. (2 mins) Present observation criteria (if necessary). <p>Note: Present material for preparation of the role-play and support division of learners into groups of “counsellors”, “clients” and “stakeholders” (e.g. employer, provider).</p>	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning and knowledge sharing	PPT_Unit 3: 3.2.11 PPT_Unit 3: 3.2.7 Collection of materials: 3.2.12 Content (phase 3) 3.2.13 Role description, counsellor (phase 3) 3.2.14 Role description, Robert (phase 3) 3.2.15 Role description, employer 1 (phase 3) 3.2.16 Role description, employer 2 (phase 3) 3.2.17 Role description, provider 1 (phase 3) 3.2.18 Role description, provider 2 (phase 3) 3.2.4 Description of fish-bowl method 3.2.5 Observation criteria Flip chart with observation criteria (possibly) Flip chart with feedback rules (possibly)	20 mins
3.2.12	Group work	<p>Aim: For learners to become familiar with different actors in the role-play.</p> <p>Note: Support the group work and preparation of role-players if necessary.</p>	Prepare for the role-play, using guided material (case descriptions).	Group work with practical and collaborative learning	Collection of materials: 3.2.12 Content (phase 3) 3.2.13 Role description, counsellor (phase 3)	20 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
					3.2.14 Role description, Robert (phase 3) 3.2.15 Role description, employer 1 (phase 3) 3.2.16 Role description, employer 2 (phase 3) 3.2.17 Role description, provider 1 (phase 3) 3.2.18 Role description, provider 2 (phase 3)	
3.2.13	Role-play (phase 3)	<p>Aim: For learners to improve their practical skills in managing phase 3.</p> <p>Steps: (20 mins) Facilitate the role-play between counsellor and client in phase 2. In accordance with the fish-bowl method, many role-players are involved in the role-plays in turn.</p> <p>Note: Give instructions on how to use the fish-bowl method in the role-plays, manage the time and give support if necessary.</p>	Perform one role-play involving the roles of counsellor, client, employers (I+II), training providers (I+II) and possibly further stakeholders.	Role-play	If necessary: guided questions or own scripts	20 mins
3.2.14	Feedback and reflection	<p>Aim: For learners to reflect on their practical experiences in the role-play.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Gather feedback from all role-players (counsellor, client, employer, training provider). (5 mins) Gather feedback from observers. (5 mins) Give your own feedback. (5 mins) Support reflection on practical experience. <p>Notes: Gather feedback from role-players and observers, give your own feedback, and support reflection on practical experiences and learning processes.</p>	Give feedback (role-players and observers) and reflect on the role-play.	Feedback and reflection on role-play	PPT_Unit 3: 3.2.14 Flip chart with observation criteria (possibly) Flip chart with feedback rules (possibly)	20 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.2.15	Closing thoughts	<p>Aim: To invite learners to write down their own learning outcomes on sticky notes.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. (8 mins) Learners reflect on their own learning outcomes and write these down on sticky notes. 2. (2 mins) Collect the sticky notes together on a flip chart. 	Write down what they have learned.	Reflection by each individual learner	PPT_Unit 3: 3.2.15 Sticky notes and flip chart	10 mins

Session 3.3 Reflection on results of the Roundabout Method for learners' own guidance and practice (short version)

Session No. 3.3		Reflection on results of the Roundabout Method for learners' own guidance and practice (short version)				90 minutes and 45 minutes
		LO 3.4: Learners reflect on how they can incorporate results from the Evaluation phase into the further development of their own guidance and the learning helix. LO 3.5: Learners reflect on how practical adaptations of the Roundabout Method might look.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.3.1	Welcome and introduction	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session.	Listen to the introduction and familiarise themselves with the structure of Session 3.	Facilitator-centred learning and discussion (if applicable)	PPT_Unit 3: 3.3.1 Introduction	5 mins
3.3.2	Warm-up	Aim: For learners to make connections between their prior knowledge and the topic. Question: What connections (experiences, plans) can you make between the CGC Roundabout Method and your professional counselling practice (including internships)? Steps: <ol style="list-style-type: none"> (2 mins) Briefly explain the Advance Organizer method. (10 mins) Learners work on answering the questions (on cards). (13 mins) Learners pin their cards onto a pinboard and explain their thoughts. Note: Method of advance organizer (see short description)	Students work on the question and present their results	Advance organizer, guided brainstorming and reflective learning	PPT_Unit 3: 3.3.2 presentation brainstorming Material Collection: 3.3.1 Description advance organizer Prepared flipchart and cards	25 mins
3.3.3	Instruction for group work	Aim: Instruction for group work Steps: <ol style="list-style-type: none"> (2 min) Students divide four groups (2 min) Every group chooses a case-study to work with! (2 min) Presentation of group work! (4 min) Presentation of leading questions 	Students listen and ask questions for understanding if necessary	Frontal learning	PPT_Unit 3: 3.3.3 Presentation with leading questions	10 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.3.4	Group work	<p>Aim: Students reflect on modifying own guidance practice and first practical adaptations of the CGC Roundabout Method</p> <p>Note: Facilitator supports group work if necessary</p>	Students divide into groups, work with leading questions and prepare a presentation for the full group.	Group work	Collection of materials: 3.3.2 Leading questions for group work 3.1.1 Case study, Naomi 3.3.3 Case study, Robert 3.3.4 Case study, Mrs. Kazem 3.3.5 Case study, Stephen 3.3.6 Description of learning helix	50 mins
	Break (15 minutes)					
3.3.5	Presentation of results	<p>Aim: For learners to be able to compare, classify and reflect on the results of work by different groups.</p> <p>Note: Moderate presentations and initiate reflections on the results.</p>	Present the results of their individual and group work and reflect on their results.	Presentation, discussion and reflection	PPT presentation or flip chart	25 mins
3.3.6	Closing discussion	<p>Aim: For learners to recount the takeaways from the session in the full group.</p> <p>Question: What benefits have you derived from (1) reflecting on the results of the Evaluation phase for the further development of your own guidance and the learning helix and (2) reflecting on the first practical adaptations of the CGC Roundabout Method?</p> <p>Note: Encourage students to reflect on the development of their own guidance and the first practical adaptations of the CGC Roundabout Method.</p>	Reflect on what they have learned.	Reflection in the full group	PPT_Unit 3: 3.3.6	10 mins
3.3.7	Closing thoughts	<p>Aim: For learners to write down their own learning outcomes on sticky notes.</p> <p>Steps:</p> <ol style="list-style-type: none"> (8 mins) Learners reflect on their own learning outcomes and write these down on sticky notes. (2 mins) Collect the sticky notes together on a flip chart. <p>Note: Learners are required to reflect and share their thoughts about their experiences.</p>	Reflective exercise: learners write down their thoughts on sticky notes.	Reflection by every single learner	PPT_Unit 3: 3.3.7 Closing thoughts Sticky notes and flip chart	10 mins

Session 3.3 Reflection on results of the Roundabout Method for learners' own guidance and practice (long version)

Session No. 3.3		Training of counselling using case studies with the Roundabout Method (long version)				2 x 90 minutes
		LO 3.4: Learners reflect on how they can incorporate results from the Evaluation phase into the further development of their own guidance and the learning helix. LO 3.5: Learners reflect on how practical adaptations of the Roundabout Method might look.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.3.1	Welcome and introduction	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session.	Listen to the introduction and familiarise themselves with the structure of Session 3.	Facilitator-centred learning and discussion (if applicable)	PPT_Unit 3: 3.3.1 Introduction	5 mins
3.3.2	Warm-up	Aim: For learners to make connections between their prior knowledge and the topic. Question: What connections (experiences, plans) can you make between the CGC Roundabout Method and your professional counselling practice (including internships)? Steps: <ol style="list-style-type: none"> (2 mins) Briefly explain the Advance Organizer method. (10 mins) Learners work on answering the questions (on cards). (13 mins) Learners pin their cards onto a pinboard and explain their thoughts. Note: Advance Organizer method (see short description)	Work on the question and present their results.	Advance Organizer, guided brainstorming and reflective learning	PPT_Unit 3: 3.3.2 Brainstorming presentation Collection of materials: 3.3.1 Description of Advance Organizer method Prepared flip chart and cards	25 mins
3.3.3	Instructions for group work	Aim: To give instructions for group work. Steps: <ol style="list-style-type: none"> (2 mins) Learners divide into four groups. (2 mins) Every group chooses a case study to work with. (2 mins) Presentation of group work. (4 mins) Presentation of leading questions. 	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning	PPT_Unit 3: 3.3.3 Presentation with leading questions	10 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.3.4	Group work	<p>Aim: For learners to reflect on modifying their own guidance practice and the first practical adaptations of the CGC Roundabout Method.</p> <p>Notes: Support the group work if necessary.</p>	Divide into groups, work with leading questions and prepare a presentation for the full group.	Group work	3.3.2 Leading questions for group work 3.1.1 Case study, Naomi 3.3.3 Case study, Robert 3.3.4 Case study, Mrs. Kazem 3.3.5 Case study, Stephen 3.3.6 Description of learning helix	50 mins
	Break (15 minutes)					
3.3.5	Presentation of results	<p>Aim: For learners to be able to compare, classify and reflect on the results of work by different groups.</p> <p>Note: Moderate presentations and initiate reflections on the results.</p>	Present the results of their individual and group work and reflect on their results.	Presentation, discussion and reflection	PPT presentation or flip chart	25 mins
3.3.6	Closing discussion	<p>Aim: For learners to recount the takeaways from the session in the full group.</p> <p>Question: What benefits have you derived from (1) reflecting on the results of the Evaluation phase for the further development of your own guidance and the learning helix and (2) reflecting on the first practical adaptations of the CGC Roundabout Method?</p> <p>Note: Encourage students to reflect on the development of their own guidance and the first practical adaptations of the CGC Roundabout Method.</p>	Reflect on what they have learned.	Reflection in the full group	PPT_Unit 3: 3.3.6	10 mins
3.3.7	Closing thoughts	<p>Aim: For learners to write down their own learning outcomes on sticky notes.</p> <p>Steps:</p> <ol style="list-style-type: none"> (8 mins) Learners reflect on their own learning outcomes and write these down on sticky notes. (2 mins) Collect the sticky notes together on a flip chart. <p>Note: Learners are required to reflect and share their thoughts about their experiences.</p>	Reflective exercise: learners write down their thoughts on sticky notes.	Reflection by every single learner	PPT_Unit 3: 3.3.7 Closing thoughts Sticky notes and flip chart	10 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
3.3.8	Instructions for handstand method	<p>Aim: To give instructions for the handstand method.</p> <p>Question: What would have to happen for the Roundabout Method to fail completely?</p> <p>Steps:</p> <ol style="list-style-type: none"> (3 mins) Tell learners about working in (marble) groups with the handstand method. (2 mins) Tell learners about the group work. <p>Notes: Tell learners to reflect on the main question.</p>	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning	PPT_Unit 3: 3.3.8 Presentation introduction Collection of materials: 3.3.7 Description of handstand method	5 mins
3.3.9	Group work	<p>Aim: For learners to work on reasons why the CGC Roundabout Method might fail.</p> <p>Note: Support the group work if necessary.</p>	Divide into small groups (or marble groups) and work on the question.	Group work (or marble groups)	PPT_Unit 3: 3.3.9	10 mins
3.3.10	Presentation of results	<p>Aim: For learners to reflect on reasons why the CGC Roundabout Method might fail.</p> <p>Notes: Moderate the presentations and initiate reflections on the results. Work with the learners to cluster results and discuss and reflect on them.</p>	Present, discuss and reflect on the results of their group work.	Presentation, discussion and reflection	Flip chart with cards	10 mins
3.3.11	Instructions for handstand method	<p>Aim: To give instructions for the handstand method.</p> <p>Question: What would have to change for the CGC Roundabout Method to be successful?</p> <p>Steps:</p> <ol style="list-style-type: none"> (1 min) Tell learners about working in (marble) groups with the handstand method. (1 min) Tell learners about the group work. <p>Note: Tell learners to reflect on the main question.</p>	Listen and ask questions for clarification purposes if necessary.	Facilitator-centred learning	PPT_Unit 3: 3.3.11 Presentation introduction Collection of materials: 3.3.7 Description of handstand method	2 mins
3.3.12	Group work	<p>Aim: For learners to work on reasons why the CGC Roundabout Method would become successful in practice and develop recommendations.</p> <p>Note: Support the group work if necessary.</p>	Divide into small groups (or marble groups) and work on the question.	Group work or marble groups	PPT_Unit 3: 3.3.12	13 mins
3.3.13	Presentation of results	<p>Aim: For learners to reflect on reasons why the CGC Roundabout Method would become successful and the associated recommendations.</p> <p>Note: Moderate the presentations and initiate reflections on the results. Work with the learners to cluster results and discuss and reflect on them.</p>	Present, discuss and reflect on the results of their group work.	Presentation, discussion and reflection	Pinboard and cards	10 mins

Unit 4 – Transfer of the Roundabout Method to local contexts

Overview of unit

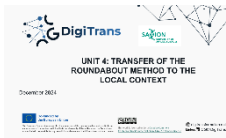


Unit	Unit learning goal	Unit workload
1 – Exploring the transfer of the Roundabout Method to the local context	In this unit, learners will explore and analyse the transfer of learning to their local context.	90 mins class learning

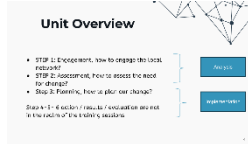



In this unit, learners will explore the transfer of learning in this course to their local context. To do this, they will start by analysing their local situation and matching the Roundabout Method to local needs. Applying the principles of Appreciative Inquiry and gap analysis, learners will identify key stakeholders and evaluate the local network's potential for development, enabling effective engagement and collaboration in change initiatives relating to the Roundabout Method. In their analysis, learners will explore the key characteristics of the Roundabout Method to identify strengths, gaps and needs, and establish criteria for implementing the Roundabout Method effectively in their work with a diverse group of clients. Based on their analysis, learners will design an actionable and adaptive implementation plan for change, reflecting on strategies for addressing identified gaps and ensuring sustainable outcomes when working with the Roundabout Method. Finally, learners will critically reflect on their learning process and define new learning goals in their process of working with the Roundabout Method.




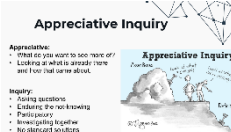
Overview of sessions

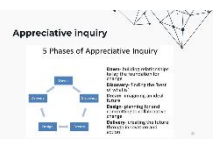

Title of session	Session learning outcomes	Session workload
4.1 Introduction to transfer and change	→ LO 4.1: Learners are able to explain how Appreciative Inquiry and gap analysis can be used in the transfer of training in the Roundabout Method.	90 mins class learning
4.2 The engagement stage	→ LO 4.2: Learners are able to identify key stakeholders and evaluate the local network's potential for development, enabling effective engagement and collaboration in change initiatives relating to the Roundabout Method.	90 mins class learning
4.3 Assessment and gap analysis	→ LO 4.3: Learners are able to analyse their current professional context in terms of the key characteristics of the Roundabout Method to identify strengths, gaps and needs, and establish criteria for implementing the Roundabout Method effectively in their work with a diverse group of clients.	90 mins class learning
4.4 Planning for change and reflection	→ LO 4.4: Learners are able to design an actionable and adaptive implementation plan for change, reflecting on strategies for addressing identified gaps and ensuring sustainable outcomes when working with the Roundabout Method. → LO 4.5: Learners are able to critically reflect on their learning process and define new learning goals in their process of working with the Roundabout Method.	90 mins class learning

Session 4.1: Exploring the transfer of the Roundabout Method to the local context

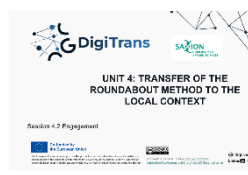
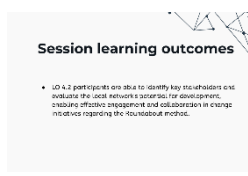
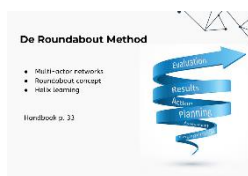
Session No. 4.1		Exploring the transfer of the Roundabout Method to the local context				90 minutes
		LO 4.1: Learners are able to explain how Appreciative Inquiry and gap analysis can be used in the transfer of training in the Roundabout Method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.1.1	Welcome and introduction 	Aim: To create a welcoming atmosphere and outline the topic of Unit 4. Steps: <ol style="list-style-type: none"> (3 mins) Greet learners and introduce yourself (if applicable). (2 mins) Briefly explain the topic of the unit. 	Listen to the introduction and familiarise themselves with the unit and session structure.	Facilitator-centred learning	PPT_Unit 4: 4.1.1	10 mins
4.1.2	Learning outcomes of Unit 4 	Aim: To explain the learning outcomes of the unit and the concept of transfer of training. Steps: <ol style="list-style-type: none"> (2 mins) Briefly describe the five learning outcomes of this unit. 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.1.2	5 mins
4.1.3	Content of the four sessions 	Aim: To explain the content of the four sessions in this unit. Steps: <ol style="list-style-type: none"> (2 mins) Briefly explain the topics of the four sessions in Unit 4. 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.1.3	5 mins

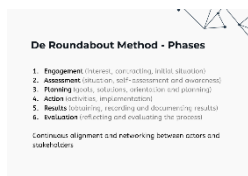
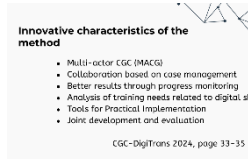


No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.1.4	The Roundabout phases as steps for transfer 	<p>Aim: To introduce the idea of applying the Roundabout phases to the transfer of training process.</p> <p>Steps: (5 mins) Briefly mention the phases in the Roundabout process and explain their relevance to the transfer of training process.</p>	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.1.4	5 mins
4.1.5	Transfer of training (TOT) 	<p>Aim: To introduce the transfer of training (TOT) concept.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Introduce and explain the TOT matrix (Broad & Newstrom) Explain the exercise – filling in the matrix in pairs. 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.1.5	5 mins
4.1.6	Applying TOT to learners' own work contexts 	<p>Aim: For learners to apply TOT analysis to their own work contexts.</p> <p>Steps:</p> <ol style="list-style-type: none"> (2 mins) Introduce a group exercise on the application of the TOT matrix to learners' own work contexts. (5 mins) Learners work in pairs and discuss the dimensions of the matrix. (3 mins) Full-group discussion about the outcomes of the pair work. 	Work in pairs on the dimensions of the TOT matrix. Write down their personal thoughts on the dimensions. Comment on their experiences in a full-group discussion.	Reflective and collaborative learning	PPT_Unit 4: 4.1.5 Collection of materials: 4.1.6 Handout for the Application of the Transfer of Training Analysis exercise	20 mins
4.1.7	The learning organisation 	<p>Aim: To explain the concept of a learning organisation and the five principles that define it.</p> <p>Steps: (5 mins) Facilitate a class discussion on the topic presented in the training session.</p>	Listen to the summary, reflect on their engagement, and ask any final questions.	Reflective learning + discussions (if applicable)	PPT_Unit 4: 4.1.7	5 mins


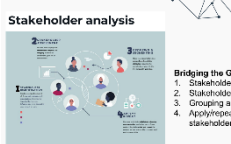

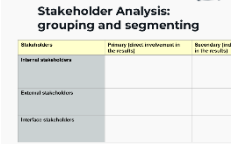
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.1.8	Managing change 	Aim: To explain the stages of a transition process. Steps: (5 mins) Briefly explain the three stages of a transition and change process – transition starts with an ending and ends with a beginning.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.1.8	5 mins
4.1.9	Introduction to gap analysis 	Aim: To explain the essence of a gap analysis. Steps: (5 mins) Briefly explain the three components of a gap analysis: current state, desired state, and gap action steps.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.1.9	5 mins
4.1.10	Components of a gap analysis 	Aim: To explain the stages of a transition process. Steps: (5 mins) Briefly explain the three components of a gap analysis.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.1.10	5 mins
4.1.11	Introduction to Appreciative Inquiry 	Aim: To explain the concept of Appreciative Inquiry as a method for exploring options for change. Steps: (5 mins) Introduce the concept of Appreciative Inquiry and explain how it differs from other methods for change, most of which focus on problem-solving.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.1.11	5 mins

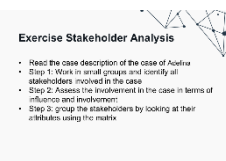


No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.1.12	The five Appreciative Inquiry phases 	Aim: To explain the concept of Appreciative Inquiry as a method for exploring options for change. Steps: (5 mins) Introduce the concept of Appreciative Inquiry and explain how it differs from other methods for change, most of which focus on problem-solving.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.1.12	5 mins
4.1.13	Time for questions and reflections 	Aim: To clarify anything that is unclear and answer questions. Steps: (5 mins) Ask if anything is unclear and reflect on the content and learning outcomes of the session. Look ahead and prepare for session 4.2.	Ask questions for clarification purposes and reflect on their personal learning outcomes from this session.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.1.13	10 mins


Session 4.2: The engagement stage in the transfer of training

Session No. 4.2		The engagement stage in the transfer of training				90 minutes
		LO 4.2: Learners are able to identify key stakeholders and evaluate the local network's potential for development, enabling effective engagement and collaboration in change initiatives relating to the Roundabout Method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.2.1.	Welcome and introduction 	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: <ol style="list-style-type: none"> (3 mins) Briefly recap the contents of the previous session. (2 mins) Briefly explain the goals of this session. 	Listen to the introduction and familiarise themselves with the session structure.	Facilitator-centred learning + discussions (if applicable)	PPT_Unit 4: 4.2.1	5 mins
4.2.2.	Learning outcomes of this session 	Aim: To explain the learning outcomes of this session and the concept of stakeholder analysis. Steps: <ol style="list-style-type: none"> (2 mins) Briefly describe the learning outcomes of this session. 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.2.2	2 mins
4.2.3.	What is transfer of training? 	Aim: To briefly summarise and recap the main characteristics of the Roundabout Method. Steps: <ol style="list-style-type: none"> (1 min) Introduce and explain the importance of implementing the method. (2 mins) Briefly describe the main characteristics of the Roundabout Method. 	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.2.3	2 mins

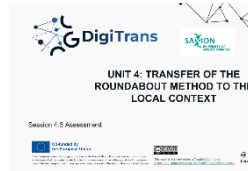
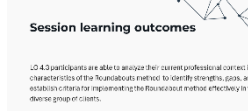
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.2.4.	What is transfer of training?  <p>De Roundabout Method - Phases</p> <ol style="list-style-type: none"> 1. Engagement (interest, connecting, initial situation) 2. Assessment (situation, self-assessment and overview) 3. Planning (goals, indicators, orientation and planning) 4. Action (activities, implementation) 5. Results (collecting, recording and documenting results) 6. Reflection (reflecting and evaluating the process) <p>Continuous alignment and networking between actors and stakeholders</p>	Aim: To briefly summarise and recap the main characteristics of the Roundabout Method. Steps: (2 mins) Briefly describe the phases of the Roundabout Method.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.2.4	2 mins
4.2.5.	What is transfer of training?  <p>Innovative characteristics of the method</p> <ul style="list-style-type: none"> • Multi-actor ECG (MACGI) • Collaboration based on case management • Better results through progress monitoring • Analysis of training needs related to digital sk • Tools for Practical Implementation • Joint development and evaluation <p>CGC-DigiTrans 2024, page 33-35</p>	Aim: To briefly summarise and recap the main characteristics of the Roundabout Method. Steps: (2 mins) Briefly describe the innovative characteristics of the Roundabout Method.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.2.5	2 mins
4.2.6.	What is transfer of training?  <p>Multi-actor and multi-level approach</p> 	Aim: To briefly summarise and recap the main characteristics of the Roundabout Method. Steps: (2 mins) Briefly describe the concept of the multi-actor and multi-level approach.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.2.6	2 mins

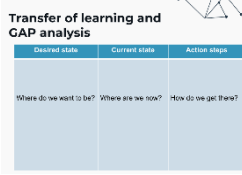

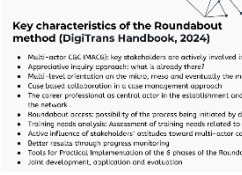
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.2.7.	Gap analysis and Appreciative Inquiry 	Aim: To introduce gap analysis from the Appreciative Inquiry perspective. Steps: (5 mins) Recap and summarise the essence of gap analysis and the Appreciative Inquiry approach and show the link between the two – appreciating what is there and adding to that by means of a process of change and transition.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.2.7	5 mins
4.2.8.	Stakeholder analysis 	Aim: To introduce the four steps of the stakeholder analysis. Steps: (5 mins) Introduce the four steps of the stakeholder analysis.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.2.8	5 mins
4.2.9.	Stakeholder analysis 	Aim: To explain the four steps of the stakeholder analysis. Steps: (5 mins) Explain the four steps of the stakeholder analysis.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.2.9	5 mins
4.2.10.	Stakeholder analysis 	Aim: To introduce the stakeholder analysis matrix. Steps: (5 mins) Explain the dimensions of the stakeholder analysis matrix.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.2.10	5 mins

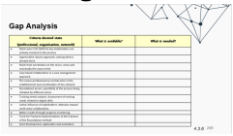

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.2.11.	Introduction to the stakeholder analysis exercise  <p>Exercise Stakeholder Analysis</p> <ul style="list-style-type: none"> Read the case description of the case of Asteria Step 1: Work in small groups and identify all stakeholders involved in the case Step 2: Assess the involvement in the case in terms of influence and involvement Step 3: Group the stakeholders by looking at their attributes using the matrix 	Aim: To apply the stakeholder analysis to a concrete case Steps: <ol style="list-style-type: none"> (5 mins) Explain the purpose of the group exercise – listing and grouping the stakeholders in the case. (15 mins) The learners work on the exercise in small groups. (10 mins) Presentation to the full group and discussion of the outcomes of the exercise. 	<ol style="list-style-type: none"> Split into small groups. Read the exercise instructions. Read and reflect on the assigned case. Start a group discussion. Group the stakeholders, using the stakeholder matrix. <p>Present the outcomes of the small-group work to the full group.</p>	Reflective, practical and collaborative learning	PPT_Unit 4: 4.2.11 Collection of materials: 4.2.11 Handout for the Application of the Stakeholder Analysis I exercise	30 mins
4.2.12.	Explanation of the stakeholder matrix  <p>Stakeholder Analysis</p>	Aim: To explain the use of the stakeholder analysis matrix. Steps: (5 mins) Explain the use of the stakeholder analysis matrix.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.2.12	5 mins
4.2.13.	Stakeholder analysis exercise for a personal case  <p>Stakeholder Analysis</p>	Aim: To apply the stakeholder analysis to a personal case Steps: <ol style="list-style-type: none"> (2 mins) Explain the purpose of the individual exercise that involves listing and grouping stakeholders in a personal case. (10 mins) The learners work individually on the exercise. (3 mins) Full-group discussion about the outcomes of the exercise. 	<ol style="list-style-type: none"> Work individually on the exercise. Engage in a full-group discussion about the outcomes of the individual exercise. 	Reflective, practical and collaborative learning	PPT_Unit 4: 4.2.12 Collection of materials: 4.2.13 Handout for the Application of the Stakeholder Analysis II exercise	15 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.2.14.	Question time 	Aim: To provide additional information and/or explanation if needed. Steps: (5 mins) Facilitate a class discussion on the topic presented in the training session.	Listen to the summary, reflect on their engagement, and ask any final questions.	Reflective learning + discussions (if applicable)	PPT_Unit 4: 4.2.14	5 mins

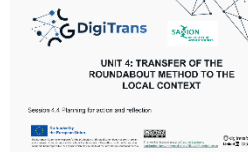
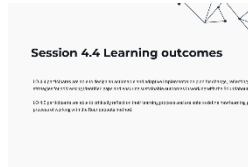
Session 4.3: The assessment stage in the transfer of training

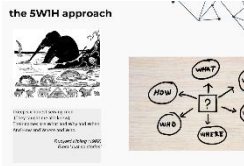
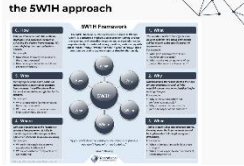
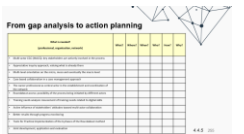
Session No. 4.3		The assessment stage in the transfer of training				90 minutes
		LO 4.3: Learners are able to analyse their current professional context in terms of the key characteristics of the Roundabout Method to identify strengths, gaps and needs, and establish criteria for implementing the Roundabout Method effectively in their work with a diverse group of clients.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.3.1	Welcome and introduction 	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: 1. (3 mins) Briefly recap the contents of the previous session. 2. (2 mins) Briefly explain the goals of this session.	Listen to the introduction and familiarise themselves with the session structure.	Facilitator-centred learning + discussions (if applicable)	PPT_Unit 4: 4.3.1	5 mins
4.3.2.	Learning outcomes of session 4.3 	Aim: To introduce the learning outcomes of this session. Steps: (5 mins) Explain the goals and procedures of the assessment stage in detail, taking account of the following elements and key topics: situation, analysis, self-assessment and awareness.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.3.2	5 mins

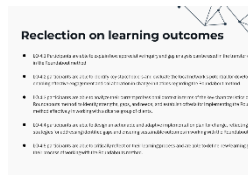

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.3.3	Recap the gap analysis  <p>Transfer of learning and GAP analysis</p> <p>Desired state Current state Action steps</p> <p>Where do we want to be? Where are we now? How do we get there?</p>	<p>Aim: To recap and refer to the introduction to the gap analysis covered in the previous session.</p> <p>Steps: (5 mins) Explain the three stages of a gap analysis and their connection with the transfer of training.</p>	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.3.3	5 mins
4.3.4.	Transfer of learning and Appreciative Inquiry  <p>Transfer of learning and Appreciative Inquiry</p>	<p>Aim: To explain the transfer of learning as a work in progress from the perspective of Appreciative Inquiry.</p> <p>Steps: (5 mins) Explain the transfer of training using the metaphor of a bridge that you are building as you walk across it. It is a work in progress.</p>	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.3.4	5 mins
4.3.5	Criteria for the gap analysis – the Roundabout Method  <p>Key characteristics of the Roundabout method (DigiTrans Handbook, 2024)</p> <ul style="list-style-type: none"> • Multi-sector SME (SMACC) key stakeholders are actively involved in Appreciative Inquiry approach: what is already there? • Multi-levels of initiation on the micro, meso and eventually the macro level • Case based collaboration in a case management approach • The career professional as central actor in the establishment and the network • Roundabout: access possibility of the process being initiated by different actors • Training needs analysis: Assessment of training needs related to the current state • Active influence of stakeholders: stimulates resource multi-sector use • Better results through progress monitoring • Tools for Practical Implementation of the 8 phases of the Roundabout Method • Joint development, duplication and evaluation 	<p>Aim: To explain the key characteristics of the Roundabout Method as criteria for the gap analysis.</p> <p>Steps: (10 mins) Explain in detail the key characteristics of the Roundabout Method as criteria for describing the desired state and the current state.</p>	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.3.5	10 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.3.6	Gap analysis of professional setting exercise 	<p>Aim: For learners to analyse their own professional setting using the Roundabout Method gap criteria.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Explain the matrix, using the characteristics of the Roundabout Method to describe the current state and the gap between the current state and the desired state. (30 mins) Learners work in small groups, analysing their professional context in terms of the criteria from the gap analysis. <p>(20 mins) Full-group discussion, peer feedback and summarising the possibilities for innovation.</p>	<p>Listen to the presentation, note down key details and ask questions for clarification purposes.</p> <p>Split into small groups.</p> <p>Read the exercise instructions.</p> <p>Start a group discussion.</p> <p>Analyse their professional context in terms of the criteria from the GAP analysis.</p>	<p>Reflective, practical and collaborative learning</p>	<p>PPT_Unit 4: 4.3.6</p> <p>Collection of materials:</p> <p>4.3.6 Handout for the Application of the Professional Setting Gap Analysis exercise</p>	55 mins
4.3.7	Question time 	<p>Aim: To provide additional information and/or explanation if needed.</p> <p>Steps:</p> <p>(5 mins) Facilitate a class discussion on the topic presented in the training session.</p>	<p>Listen to the summary, reflect on their engagement, and ask any final questions.</p>	<p>Reflective learning + discussions (if applicable)</p>	<p>PPT_Unit 4: 4.3.7</p>	5 mins

Session 4.4. The planning stage in the transfer of training and reflection

Session No. 4.4		The planning stage in the transfer of training and reflection				90 minutes
		LO 4.4: Learners are able to design an actionable and adaptive implementation plan for change, reflecting on strategies for addressing identified gaps and ensuring sustainable outcomes when working with the Roundabout Method. LO 4.5 Learners are able to critically reflect on their learning process and define new learning goals in their process of working with the Roundabout Method.				
No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.4.1	Welcome and introduction 	Aim: To create a welcoming atmosphere, outline the session objectives and explain the purpose of the session. Steps: 1. (3 mins) Briefly recap the contents of the previous session. 2. (2 mins) Briefly explain the goals of this session.	Listen to the introduction and familiarise themselves with the session structure.	Facilitator-centred learning + discussions (if applicable)	PPT_Unit 4: 4.4.1	5 mins
4.4.2	Learning outcomes of Session 4.4 	Aim: To introduce the learning outcomes of Session 4.4. Steps: (5 mins) Introduce the learning outcomes of this session.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Facilitator-centred learning + knowledge sharing and discussions (if applicable)	PPT_Unit 4: 4.4.2	5 mins

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.4.3	Introduction of the 5W1H model for action planning 	<p>Aim: To introduce the Kipling 5W1H approach.</p> <p>Steps: Introduce the 5W1H method by explaining that every well-designed plan needs to address the why, what, when, who, where and how of the implementation of the plan.</p>	<p>Listen to the presentation, note down key details and ask questions for clarification purposes.</p>	<p>Facilitator-centred learning + knowledge sharing and discussions (if applicable)</p>	<p>PPT_Unit 4: 4.4.3</p>	<p>5 mins</p>
4.4.4	Explaining the 5W1H model 	<p>Aim: To explain the Kipling 5W1H approach.</p> <p>Steps: Explain the six components of the 5W1H model and give examples to clarify them.</p>	<p>Listen to the presentation, note down key details and ask questions for clarification purposes.</p>	<p>Facilitator-centred learning + knowledge sharing and discussions (if applicable)</p>	<p>PPT_Unit 4: 4.4.4</p>	<p>5 mins</p>
4.4.5	Exercise in applying 5W1H to the gap analysis 	<p>Aim: For learners to work on and create a draft of an implementation plan to successfully introduce the Roundabout Method into their own working context.</p> <p>Steps:</p> <ol style="list-style-type: none"> (5 mins) Explain the matrix, describing the outcomes of the gap analysis and identifying the 5W1H dimensions of their implementation plan. (30 mins) Learners work in small groups to create a draft of an implementation plan to successfully introduce the Roundabout Method into their own working context. (20 mins) Full-group discussion, peer feedback and summarising the possibilities for innovation. 	<p>Listen to the presentation, note down key details and ask questions for clarification purposes.</p> <p>Split into small groups. Read the exercise instructions.</p> <p>Start a group discussion. Create a draft of an implementation plan to successfully introduce the Roundabout Method into their own working context.</p>	<p>Reflective, practical and collaborative learning</p>	<p>PPT_Unit 4: 4.4.5</p> <p>Collection of materials:</p> <p>4.4.5 Handout for the Application of 5W1H to the Gap Analysis exercise</p>	<p>55 mins</p>

No.	Activity	Facilitator actions	Learner actions	Method	Materials	Duration
4.4.6.	Reflection time 	Aim: To reflect on the learning outcomes of Unit 4 and identify new learning goals for the transfer of learning to the future working context. Steps: (10 mins) Facilitate a reflective discussion on the learning outcomes of the unit.	Listen to the summary, reflect on their engagement, and ask any final questions.	Reflective learning + discussions (if applicable)	PPT_Unit 4: 4.4.6	10 mins
4.4.7.	Resources 	Aim: To refer to further learning resources developed by the CGC-DigiTrans team. Steps: (5 mins) Recap the Roundabout Method learning resources and refer to them for further reading.	Listen to the presentation, note down key details and ask questions for clarification purposes.	Reflective learning + discussions (if applicable)	PPT_Unit 4: 4.4.7	5 mins