

**This is an electronic reprint of the original article.  
This reprint *may differ* from the original in pagination and typographic detail.**

**Author(s):** Kettunen, Jaana; Lerkkanen, Jukka

**Title:** Nordic Section of NICE (Vala Network) Established Summer School on the Use of ICT in Guidance and Counselling

**Year:** 2017

**Version:**

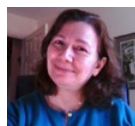
**Please cite the original version:**

Kettunen, J., & Lerkkanen, J. (2017). Nordic Section of NICE (Vala Network) Established Summer School on the Use of ICT in Guidance and Counselling. NICE Newsletter, 2017(1), 4. <https://doi.org/10.11588/nicenl.2017.1.37100>

All material supplied via JYX is protected by copyright and other intellectual property rights, and duplication or sale of all or part of any of the repository collections is not permitted, except that material may be duplicated by you for your research use or educational purposes in electronic or print form. You must obtain permission for any other use. Electronic or print copies may not be offered, whether for sale or otherwise to anyone who is not an authorised user.

# News from Around Europe

## Ongoing Implementation of the NICE Framework and Competences in Programmes and Projects of the Canterbury Christ Church University



Anne Chant,  
Canterbury Christ Church  
University, UK

There are two key areas in which the NICE framework has been embraced and incorporated into the training and development of careers practitioners from at our university.

1. The new professional qualification from the Career Development Institute (QCD – Qualification in Career Development) has embraced the competences and roles of the NICE framework. We, as a centre for the training of careers practitioners, have in turn mapped our MA in Career Management against these new criteria. These developments have enabled our MA to further embrace all aspects of careers work and a wider range of contexts which responds well to the current employment market in the UK.

2. Our centre is currently engaged in several projects that will use the NICE framework:

The Erasmus RefuNEET project seeks to support young refugees in education and entering the workforce. The NICE framework will be used to identify current competences in young refugees so that they might be further trained to provide peer support for other young refugees. We will focus particularly on the career assessment and information role.

CMinAR (Counselling for Refugee and Migrant Integration into the Labour Market – Development of Courses for Higher Education and Public Employment Services) – is an Erasmus project involving several colleagues from previous NICE partnerships. The aim is to develop specific training for career practitioners to work with refugees. It will build upon competences already enjoyed but will ensure that further specific training is congruent with NICE guidelines.

A UK-based project funded by the Higher Education Funding Council aims at supporting white working-class boys who are currently statistically the least likely to access higher education in the UK. After a needs analysis has been completed, we will be formulating some training for careers staff in schools and colleges utilising the

NICE framework and competences, particularly relating to career education and social systems interventions.

We remain committed to the principles and structures formulated by NICE and believe that they are proving their worth and original purpose in supporting the professional training and development of career practitioners in Europe at different levels and in a range of contexts.

\*\*\*\*\*

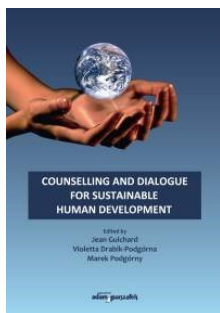
## International Modules on Career Guidance and Counselling Offered at the University of Bordeaux



Jacques Pouyaud,  
University of Bordeaux,  
France

The topics of Career Guidance and Counseling are part of the Organizational Psychology curricula in the department of psychology at the University of Bordeaux. In 2015, the curricula were modified in order to become more open to international exchanges (new learning units in English and new topics). For the CGC field, three new learning units are concerned by applying the Nice competence framework: Introduction to the Career Guidance and Counseling professional field (Bachelor degree - 3 credits); Career Guidance and Counseling level I and II (master degree - 3 + 6 credits). With these three units, we would like to develop exchanges with academic partners on the principle of the "Internationalization at home". This model consists mainly in organizing virtual exchanges, online seminars and debates, jointly prepared and animated between teachers and students from various universities (jacques.pouyaud@u-bordeaux.fr for any more details and contact to share ideas)

## "Counselling and Dialogue for Sustainable Human Development"



Edited by Jean Guichard, Violetta Drabik-Podgórná & Marek Podgórný, the UNESCO Chair on Lifelong Guidance and Counselling presents a new volume, published by Adam Marszałek (Warsaw).

## Nordic Section of NICE (VALA Network) Established Summer School on the Use of ICT in Guidance and Counselling



Jaana Kettunen &  
Jukka Lerkkanen,  
University of  
Jyväskylä, Finland

Three VALA members (University of Jyväskylä, University of Iceland, Malmö University) and the Danish eVejledning organised a first International Summer School on ICT in Guidance and Counselling. The one week long Summer School took place last August 2016 in Finland at the Jyväskylä Open University. There were 30 participants from the Nordic countries, the Baltic countries, Ireland, Spain and South Korea. There were degree students and experienced guidance and counselling practitioners from varying settings.

The summer school was a great success. From the point of view of the Nordic instructors, the summer school was a very good experience. Information based on research was connected to practice through functional training and the instructors' empirical examples.

The use of ICT, including social media, is quickly becoming as much of a necessity as an opportunity in career services, and practitioners' competence to work in this new mode is an area of increasing importance. At the summer school, great attention was paid to students' experiments and collaboration. Therefore, each afternoon was spent in interactive workshops in which the participants could deepen their know-how in a goal-oriented manner.

