



EQF

Description of Learning Outcomes

Annex 12 to 103 SymfoS TtT Curriculum

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EQF – Description of Learning Outcomes

Annex 12
to IO3 SymfoS TtT Curriculum



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EQF – Description of Learning Outcomes

The European Qualifications Framework (EQF)

is a tool for transparency, comparability, and translation that makes it possible to compare and understand the various national qualifications throughout Europe. It covers the entire education and training system, from general and vocational training and continuing education to higher education and non-formal and informal learning. The purpose of the EQF and its classification into eight reference levels is to serve as a reference framework for the education systems of member states for mapping their national qualifications. This framework defines eight levels which aim to cover the entire range of educational qualifications. Every level is defined by ‘descriptors’. These descriptors do not refer to aspects such as the training duration, the location of training but to the outcomes of learning processes, that is: what a learner knows understands and is able to do at the end of his/her education or training programme.

The EQF Recommendation requires that the link between the levels of national qualifications and the levels of the EQF is defined based on learning outcomes. It is widely acknowledged that there is not a common approach in using learning outcomes; however, a common understanding of the main concept and principles would facilitate the implementation of common European tools such as the EQF, ECVET, and ECTS, which are all based on learning outcomes.

“The European and national level discussions have also highlighted the need for some common ground with respect to learning outcomes so that European level tools (EQF, ECVET, the developing taxonomies of knowledge, skills and competences) can function efficiently. This does not imply that there should be a common approach to defining and using learning outcomes across countries. As explained above, such a restrictive approach would not account for important differences in the ways in which learning can be described within national systems.”

USING LEARNING OUTCOMES, European Qualifications Framework Series: Note 4
http://www.cedefop.europa.eu/files/Using_learning_outcomes.pdf

In this note, we present the “SymfoS Learning Outcomes” that have been defined jointly with the SymfoS project partners in Austria, Germany, Ireland, Italy and Spain.

SymfoS Certification Process

The SymfoS-Method is a very successful and powerful counselling approach. To use this in a responsible way, one has to be an experienced Job and Career Counselling practitioner as a requirement to apply for the certified SymfoS training process. In concrete terms, this means, that all applicants for the training programme have to be aware of the fundamental pedagogical approach and the required SymfoS trainer skills.

These prerequisites, the Motivation and the Pre-Qualification of the Learners are assessed in the Learning Agreement. This document contains information about the Learner, the issuing organisation, Pre-Qualification and Motivation of the Learner and Information about the required qualification to fulfill the SymfoS trainer standard. This Learning agreement is signed by the Learner and the training Institute and serves as a contract for the full training programme.

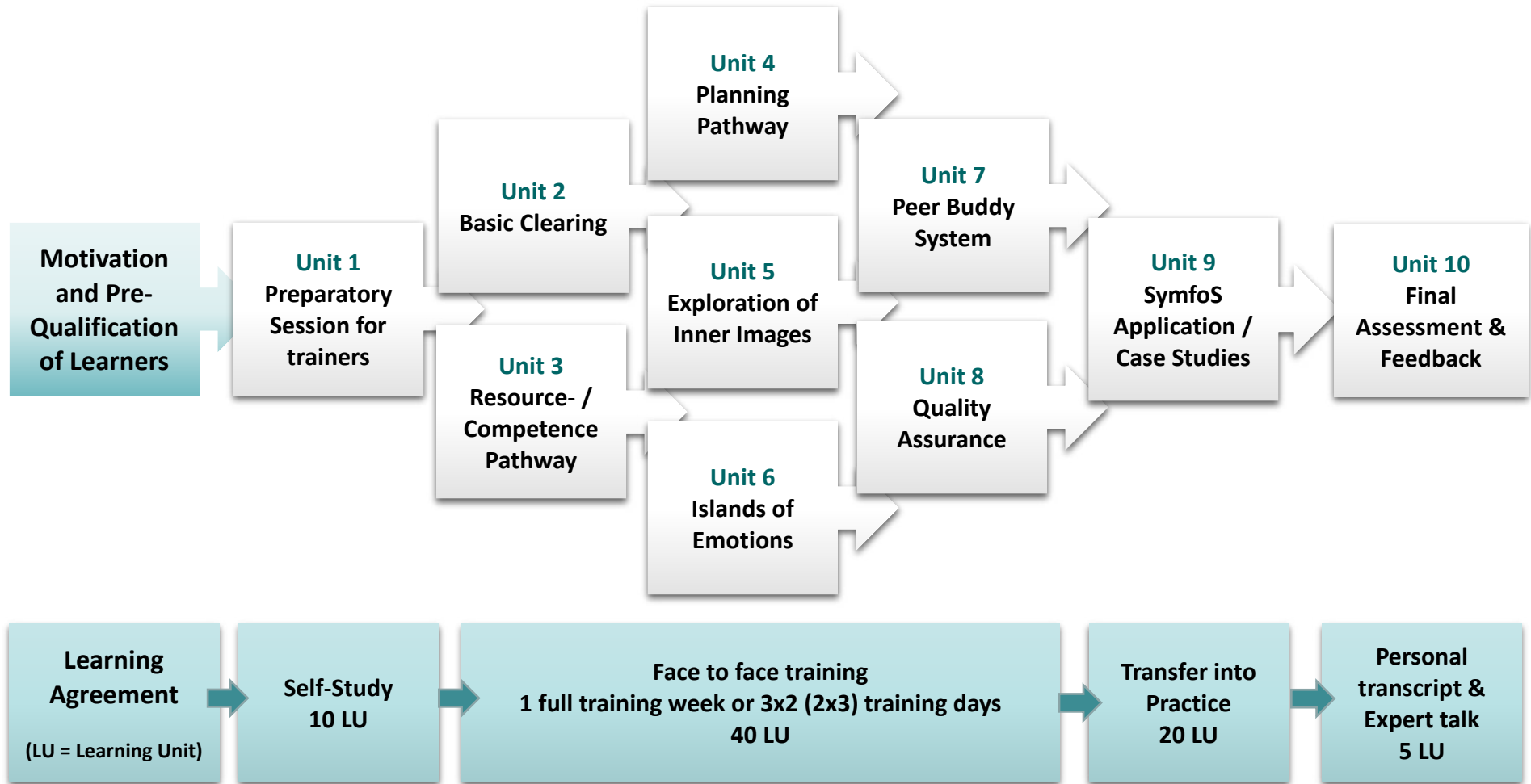
To transfer the acquired knowledge into practice, the learned and proven interventions must be applied with clients. After the Train-the-Trainer course the practitioners have to document at least three counselling sessions with the learned interventions. It is recommended to conduct counselling sessions with all learned interventions in practice.

After successfully completing the training, a personal transcript has to be completed to reflect the personal learning outcomes. This, together with the documented Case Studies, will be discussed during an expert interview as assessment to become a certified SymfoS trainer.

The SymfoS training programme is divided into 10 Units.

Please refer to the chart attached on the next page.

How to become a SymfoS Trainer



SymfoS Training - Description of Learning Outcomes based on criteria for ECVET & EQF

SymfoS Training	Short Description	Documents/Links/Material
<p>SymfoS Training Description</p>	<p>SymfoS – Symbols for Success project promotes an innovative education and career guidance method addressed to young disadvantaged people based on sets of symbols.</p> <p>Very often the traditional counselling methods are aimed at young people who have advanced writing and reading skills and are already supported by a strong social system. These kinds of interventions can be ineffective with young people who, for various reasons, find difficulties in expressing in words their situation, their needs and their goals for the future. Working with symbols is an opportunity for them to use a universal language to do it.</p> <p>What are SymfoS aims? SymfoS aims to support young people, who encounter difficulties in finding their own pathway within the education system and labour market, to set their own goals for their future. SymfoS aims to provide educational guidance and professional operators with a holistic method that improves the overall quality of counselling.</p>	<p>www.SymfoS.eu</p> <p>Generic Framework for Symbol Work</p>

<p>SymfoS Counselling Process Main steps</p>	<p>The counselling process starts with a "Basic Clearing" (Unit 2) that helps to screen appropriate youth for symbol work. Young people are referred into three possible groups:</p> <ul style="list-style-type: none"> * Young people who only need information will be provided with CV-training, and regular job seeking instruments. * Young people in need of counselling in the field of resources and competences will be supported by the SymfoS Interventions "Resource-&Competence Pathway" (Unit 3) and "Planning Pathway" (Unit 4). * For all others, who need additional support on different topics, we will work with the whole SymfoS toolkit (Unit 3 to Unit 7). <p>Symbol counselling scenarios will be chosen according to specific needs, aims and objectives of SymfoS clients. To assure a successful learning transfer, the outcomes from the counselling process (e.g. job application, choice of high school, etc.) will be defined in a roadmap. This allows the clients to reach their targets more easily and in a structured way.</p> <p>Finally we also developed a Peer buddy system that delivers support for the difficult transfer from training into daily life (Unit 7).</p>	<p>SymfoS Counselling Process Chart</p>
<p>Required pre-qualification of SymfoS Trainers</p>	<p>The trainer's fundamental pedagogical approach is crucial for the successful implementation of symbol work sessions:</p> <ul style="list-style-type: none"> * Basic systematic approach in developmental pedagogy * An open, client-centric basic attitude * An accepting, appreciative basic attitude * A resource- and solution-oriented basic attitude 	<p>SymfoS TTT course material</p> <p>SymfoS TTT Curriculum</p>

Learning Units for SymfoS Trainers

SymfoS Learning Units	Short Description	Duration in hours
UNIT 1 - Preparatory Session for Trainers (Self-centred Learning)	To prepare for the face to face training sessions, all participants receive relevant literature about Symbol work in general and the SymfoS approach for directed learning.	10
UNIT 2 - Basic Clearing	The basic clearing section of this programme has been established to provide trainers/practitioners with an adequate assessment tool to diagnose the needs of the young person they consult. By the end of the assessment practitioners will have decided, in conjunction with the young person, the need level of counselling that is applicable to their clients.	6
UNIT 3 - Resource-/Competence Pathway	The 'Resource & Competence Pathway' intends to facilitate supported self-reflection on acquired resources and competencies. Resources are seen as sources of supply or support for the clients, all available means to realize the individual aims, in particular to achieve career and educational needs.	6
UNIT 4 - Planning Pathway	The 'Planning Pathway' intends to help the clients to create a detailed action plan and to efficiently use the resources and competencies that have been acquired in their life time and that have become visible through the 'Resource & Competence Pathway'. The detailed 'Planning Pathway' helps the clients to define their future pathway and to achieve their goals in small and realistic steps.	6
UNIT 5 - Exploration of Inner Images	The intervention 'Exploration of Inner Images' enables young people to visualize inner images with materials that have a more archaic character. The material makes it easier for clients to reduce resistance and get direct access to their relevant topics and feelings. In the course of working unconscious, repressed and hitherto deliberately withheld information is brought to light.	6

UNIT 6 - Islands of Emotions	The intervention 'Islands of Emotions' is very well accepted by many young people and can treat diverse topics like feelings, characteristics and goals. They can be used for clarification in the sense of 'I do not know what's going on' at the moment, for diagnosis, decision-making, analysis of group situations or relationship aspects.	6
UNIT 7 - Peer Buddy System	Peer buddy system has been developed to support the implementation of learning and career pathways and to make use of the knowledge and the experiences of the peer group. This system aims to have an impact on the social capital of disadvantaged young people to build their own Social Network.	6
UNIT 8 - Quality Assurance	In the context of SymfoS, the Quality assurance (QA) is an instrument to ensure the quality of the consultations, to continuously improve the interventions for the target group and to adapt the method to the respective conditions in the different organizations. The further development and adaption of the interventions is a very important part of SymfoS project.	4
UNIT 9 - SymfoS Application / Case Studies (Transfer into practice)	To transfer the acquired knowledge into practice, the learned and proven interventions must be applied with clients. After the Train-the-Trainer course the practitioners have to document at least three counselling sessions with the learned interventions. It is recommended to conduct counselling sessions with all learned intervention in practice.	20
UNIT 10 - Final Assessment & Feedback	After successfully completing the training, a personal transcript has to be completed to reflect the personal learning outcomes. This, together with the documented Case Studies, will be discussed during an expert interview as assessment to become a certified SymfoS trainer.	5
	Total Learning Units:	75

SymfoS Training - Unit 1 - Preparatory Session for trainers (self-centred learning)

Description of learning outcomes

UNIT 1	Aim of UNIT 1 - Preparatory Session for trainers	Documents/Links/Material
<p>Description of 'Preparatory Session for trainers'</p>	<p>To prepare for the face to face training sessions, all participants receive relevant literature about Symbol work in general and the SymfoS approach for self-centred learning.</p> <p>In the run-up to a Train-the-Trainer course, each trainer deals in detail with the aims of the SymfoS project and symbol work. The method is clearly described in the 'SymfoS Train-the-Trainer (TTT) Curriculum' and the 'Generic Framework for Symbol Work', which trainers receive for their preparatory session. These documents shall be used during the whole TTT course.</p> <p>In addition we provide learners with a wide range of information on the website: www.SymfoS.eu</p> <p>All trainers have to fill in the "SymfoS Learning Agreement" and will then be provided with all documents.</p>	<p>www.SymfoS.eu</p> <p>www.psychologische-symbolarbeit.de</p> <p>Generic Framework for Symbol Work</p> <p>SymfoS Learning Agreement</p>
<p>LEARNING OUTCOMES</p>	<p>Trainers know how to</p>	

<p>Knowledge</p>	<ul style="list-style-type: none"> * describe the main idea and concept of the SymfoS project by working with the Generic Framework and the TTT Curriculum * name the different guidance tools used within SymfoS method * respect the fundamental pedagogical approach, trainer skills and the ethical guidelines and gather more information if needed 	<p>SymfoS TTT Curriculum</p> <p>SymfoS TTT Material</p> <p>SymfoS TTT Profile</p>
<p>Trainers are able to</p>		
<p>Skills</p>	<ul style="list-style-type: none"> * apply the project-specific language and the theoretical background of the SymfoS method * explain the method including the pedagogical approach, the required trainer skills and ethical guidelines * use the main SymfoS tools: training platform and the social media devices 	<p>SymfoS Social Media</p>
<p>Trainers acquired competences on how to</p>		
<p>Competences</p>	<ul style="list-style-type: none"> * prepare adequately for the training in order to being able to focus on essential content during the training * review constantly own pedagogical attitude and practice relating to the fundamental pedagogical approach * acquire further information on symbol work in general 	

SymfoS Training - Unit 2 - Basic Clearing

Description of learning outcomes

UNIT 2	Aim of UNIT 2 - Basic Clearing	Documents/Links/Material
<p>Description of 'Basic Clearing'</p>	<p>The SymfoS Project looks to establish the use of symbols as a guidance tool for young people. Not all of them will need the intense interventions that can be offered through symbols work, while others will benefit from a tailored use of this technique throughout their guidance experience.</p> <p>The basic clearing section of this programme has been established to provide trainers/practitioners with an adequate assessment tool to establish the needs of the young person they meet. By the end of the assessment practitioners/trainers will have decided, in conjunction with the young person, the need level of counselling that is applicable to their clients.</p> <p>All trainers attending Unit 2 need to be familiar with the documents listed in the right column (see Outcomes of Unit 1).</p> <p>The Learning Outcomes as well as further documents to be actively used in this Unit are described below:</p>	<p>www.SymfoS.eu</p> <p>Generic Framework for Symbol Work</p> <p>SymfoS TTT Curriculum</p> <p>Concept Note Basic Clearing</p>

LEARNING OUTCOMES	Trainers know how to	
<p>Knowledge</p>	<ul style="list-style-type: none"> * understand the aim of the basic clearing intervention * interpret the SymfoS Counselling Process Chart which enables trainers to work independently with their young clients on the first clarification of aims * work with the Basic Clearing Concept in an efficient way: Trainers know how to use the material for basic clearing in order to guide their clients through this important first step of the SymfoS training 	<p>SymfoS Counselling Process Chart</p>
	<p>Trainers are able to</p>	
<p>Skills</p>	<ul style="list-style-type: none"> * act on their own initiative to support their clients to define their individual goal(s) by encouraging them to select symbols for relevant aspects by using the work pad * complete the action plan together with the client and evaluate the situation in each area by using the evaluation pathways * autonomously conduct the counselling session in order to clearly identify the level of intervention required for their clients after the basic clearing assessment 	<p>Wooden case #4</p> <p>Template "Action Plan"</p> <p>Concept Note: SymfoS Resource-/ and Competence Pathway</p>

	Trainers acquired competences on how to	
<p>Competences</p>	<ul style="list-style-type: none"> * independently prepare and structure the SymfoS Basic Clearing Process in order to professionally guide the clients through this process by applying the material developed for this unit (as described above) * actively initiate sessions with other trainers/colleagues (Intravision) in order to inform them on the outcomes and to share their experience with them * autonomously document the outcomes of this clearing phase and evaluate the results of the Basic Clearing sessions following the SymfoS Quality Management handbook 	<p>SymfoS QM Handbook</p>

SymfoS Training - Unit 3 - Resource-/Competence Pathway

Description of learning outcomes

UNIT 3	Aim of UNIT 3 - Resource-/Competence Pathway	Documents/Links/Material
<p>Description of 'Resource-/Competence Pathway'</p>	<p>The Resources & Competencies Pathway intends to facilitate supported self-reflection on acquired resources and competencies.</p> <p>Resources are seen as sources of supply or support for the clients, all available means to realise the individual aims, in particular to achieve career and educational needs. Competencies are defined as strengths, abilities and skills, already applied and proofed in concrete situations in prior life. Both, acquired resources and competences are key assets, valuable and important to possess, if clients can really trust on them.</p> <p>Discovering these is a process that must be accompanied very carefully. Clients must be able to rely on their resources and competencies in real life, all of them have to pass the reality check. Therefore, in the consultation great attention must be paid, not to “invent” or “give away” numerous resources and competencies. Clients have to detect their own, reliable ones. In general “Less is more”, which means that one “real” resource, is much more helpful than numerous wobbly ones. The Resource & Competence Pathway is suitable for a review, a look back on client’s prior life as well as an anamnesis, an in-depth knowledge of the entire personality of the client.</p> <p>Also, it forms the basis for a preview and the development of a detailed action-plan.</p>	<p>www.SymfoS.eu</p> <p>SymfoS Generic Framework</p> <p>SymfoS Counselling Process Chart</p> <p>Concept note: Resource & Competence Pathway</p>

LEARNING OUTCOMES	Trainers know how to	
Knowledge	<ul style="list-style-type: none"> * work efficiently with the intervention "Resource- / Competence Pathway": the trainers know how to use the material to guide the client through the consultation process (oriented to his / her topic), especially to help the client to rely on the own resources and competencies * handle the functioning and the dynamics of the method * use the effect of symbols and the depth of biography work to accompany and guide the client carefully 	SymfoS TTT Course Material
	Trainers are able to	
Skills	<ul style="list-style-type: none"> * independently assist clients in defining their goals by encouraging them to select symbols for the relevant aspects through the intervention and to help clients to discover, perceive and explore their own resources and competencies, so they can achieve their goals * work with the client to develop an action plan for the next steps after consulting with this intervention * moderate the counselling processes in symbol work sessions: introducing the individual phases of counselling, involving the group and peers, supporting the young people as they establish their own ideas and hypotheses, leaving the client with primary responsibility for the process, summarizing, helping to develop a tangible action plan, distributing responsibilities among peers, and wrapping up the process 	Wooden Case #4

	Trainers acquired competences on how to	
Competences	<ul style="list-style-type: none"> * independently prepare and structure the SymfoS counselling process and use the developed material accordingly for this intervention in order to guide the clients professionally through this process * exchange with colleagues to discuss and reflect the SymfoS counselling sessions and develop the methods (Intravision) * independently document the results of this SymfoS phase and evaluate them according to the SymfoS Quality Management (QM) Handbook 	<p>SymfoS Counselling Process Chart</p> <p>SymfoS QM Handbook</p>

SymfoS Training - Unit 4 - Planning Pathway

Description of learning outcomes

UNIT 4	Aim of UNIT 4 - Planning Pathway	Documents/Links/Material
<p>Description of 'Planning Pathway'</p>	<p>The Planning Pathway intends to help the clients to create a detailed action plan and to efficiently use the resources and competencies acquired in their life time and that have become visible in UNIT 3.</p> <p>The Planning Pathway builds directly upon the 'Resources and Competencies Pathway' and is a very important step in the counselling process. The detailed Planning Pathway helps the client to divide the pathway to achieve their goals in realistic and small steps and serves as a reality check. With the help of the trainer and the buddies the young people develop a plan how to make use of their "real" resources and to take responsibility for their future.</p> <p>The action plan defines the concrete steps for the clients and their buddies. The buddies will support the clients by active participation in the counselling process and will help them to reach the individual aims of their action-plans.</p>	<p>www.SymfoS.eu</p> <p>Generic framework for Symbol Work</p> <p>SymfoS TTT curriculum</p> <p>SymfoS Concept Note Planning Pathway</p>

LEARNING OUTCOMES	Trainers know how to	
Knowledge	<ul style="list-style-type: none"> * use the SymfoS Counselling Process Chart * work with the Planning Pathway in an efficient way in order to guide their clients through this step of the SymfoS training * counsel the clients carefully because of the depth of biographical work and advise them to use their own helpful resources and competencies 	SymfoS Counselling Process Chart
	Trainers are able to	
Skills	<ul style="list-style-type: none"> * perform independently according to the SymfoS Process Chart * to use further SymfoS interventions which can be useful for the further development of the client * to moderate the counselling processes in symbol work sessions: introducing the individual phases of counselling, involving the group and peers, supporting the young people as they establish their own ideas and hypotheses, leaving the client with primary responsibility for the process, summarizing, helping to develop a tangible action plan, distributing responsibilities among peers, and wrapping up the process 	<p>Wooden case #4</p> <p>Template "action plan"</p>

	Trainers acquired competences on how to	
Competences	<ul style="list-style-type: none"> * independently prepare and structure counselling sessions with the Planning Pathway in order to professionally guide the clients through this important step of career guidance * actively initiate sessions with other trainers/colleagues (Intravision) in order to inform them on the outcomes and to share their experience with them * document the outcomes of this planning step and action plan and evaluate the results following the SymfoS Quality Management handbook 	SymfoS QM Handbook

SymfoS Training - Unit 5 - Exploration of Inner Images

Description of learning outcomes

UNIT 5	Aim of UNIT 5 - Exploration of Inner Images	Documents/Links/Material
<p>Description of 'Exploration of Inner Images'</p>	<p>The intervention 'Exploration of Inner Images' enables young people to visualize inner images with materials that have a more archaic character. The material makes it easier for clients to reduce resistance and get direct access to their relevant topics and feelings. In the course of working unconscious, repressed and hitherto deliberately withheld information is brought to light.</p> <p>Working with these materials is often perceived as very visual and helpful and has great diagnostic value.</p> <p>This intervention is also helpful for clients to identify hidden resources and potentials, to get clarity on important life issues and goals and to plan concrete next steps in education or the labour market.</p> <p>Compared to the previous pathways, the 'Exploration of Inner Images' can be used by clients to treat more complex and holistic topics.</p>	<p>www.SymfoS.eu</p> <p>Generic framework for Symbol Work</p> <p>SymfoS TTT curriculum</p> <p>Concept Note: Exploration of Inner Images</p>

LEARNING OUTCOMES	Trainers know how to	
Knowledge	<ul style="list-style-type: none"> * work efficiently with the intervention 'Exploration of Inner Images': the trainers know how to use the material to guide the client through the consultation process * understand the functioning and the dynamics of the method by knowing the specific effect of the archaic material used * be aware of the border between counselling and therapy. It is in the responsibility of the trainer to make this transparent 	<p>Concept note: Exploration of Inner Images</p> <p>SymfoS TTT Course Material</p>
	Trainers are able to	
Skills	<ul style="list-style-type: none"> * independently assist clients in defining their theme, question or aim by encouraging them to work with the material to make individual feelings conscious * work with the clients to enable them to develop an action plan for the next steps after the counselling session * recognize when topics are therapeutic in nature. Depending on the nature and depth of the topic the trainer offers the client help to find appropriate specialist therapists or other network partners. Trainers should act to refer a client to a more appropriate service or professional if they deem this service would be of greater benefit to the client 	<p>Wooden Case #2</p> <p>SymfoS TTT Course material</p>

	Trainers acquired competences on how to	
Competences	<ul style="list-style-type: none"> * independently prepare and structure this SymfoS consulting process and use the developed material accordingly for this intervention in order to guide the clients professionally through this process * exchange with colleagues - to discuss and reflect the SymfoS counselling sessions and develop the methods (Intravision) * independently document the results of this SymfoS phase and evaluate them according to the SymfoS Quality Management (QM) Handbook 	SymfoS QM Handbook

SymfoS Training - Unit 6 - Islands of Emotions

Description of learning outcomes

UNIT 6	Aim of UNIT 6 - Islands of Emotions	Documents/Links/Material
<p>Description of 'Islands of Emotions'</p>	<p>The intervention 'Islands of Emotions' is very well accepted by many young people and can treat diverse topics like feelings, characteristics and goals.</p> <p>They can be used for clarification in the sense of 'I do not know what's going on at the moment', for diagnosis, decision-making, analysis of group situations or relationship aspects.</p> <p>With the materials, access to the often difficult-to-verbalize theme of emotions is much easier.</p> <p>Similar to the previous Unit the 'Islands of Emotions' can be used by clients to treat complex and holistic topics.</p>	<p>Generic framework for Symbol Work</p> <p>SymfoS TTT curriculum</p> <p>Concept note Islands of Emotions</p> <p>www.SymfoS.eu</p>
<p>LEARNING OUTCOMES</p>	<p>Trainers know how to</p>	
<p>Knowledge</p>	<ul style="list-style-type: none"> * work efficiently with the intervention 'Islands of Emotions': they know how to use the material to guide the client through the counselling process * take advantage of the versatility of the material. Trainers know how to invite the young people to work on holistic topics * accompany them in a solution-oriented way 	<p>SymfoS Counselling Process Chart</p> <p>Concept note Islands of Emotions</p>

	Trainers are able to	
Skills	<ul style="list-style-type: none"> * independently assist clients in defining their theme, question or aim * encourage and help them to work with the material to make individual feelings conscious and to discover, perceive and explore them * perform independently to create an action plan in collaboration with the client 	<p>Wooden case #3</p> <p>SymfoS TTT curriculum</p> <p>Template "action plan"</p>
	Trainers acquired competences on how to	
Competences	<ul style="list-style-type: none"> * independently prepare and structure this SymfoS counselling process and use the developed material accordingly for this intervention in order to guide the clients professionally through this process * actively initiate sessions with other trainers/colleagues (Intravision) in order to inform them of the outcomes and to share their experience with them * autonomously document the outcomes of this clearing phase and evaluate the results of the counselling sessions following the SymfoS Quality Management handbook 	<p>SymfoS QM handbook</p>

SymfoS Training - Unit 7 - Peer Buddy System

Description of learning outcomes

UNIT 7	Aim of UNIT 7 - Peer Buddy System	Documents/Links/Material
<p>Description of 'Peer Buddy System'</p>	<p>The SymfoS Peer buddy system has been developed to support the implementation of learning and career pathways. This system will aim to have impact on the social capital of disadvantaged job seekers (which can often be quite weak particularly if the young person comes from a jobless household or from a community where there are high levels of unemployment).</p> <p>The aim is to support the individuals to build their Social Network through the support of peer buddies. The Peer Buddy System will be used for Train-the-Trainer issues as well as a tool to develop individual learning and career pathways. It will be contextualized in National Education and Career guidance systems.</p>	<p>Generic Framework of Symbol Work</p> <p>SymfoS Peer Buddy Toolkit</p> <p>www.SymfoS.eu</p>
<p>LEARNING OUTCOMES</p>	<p>Trainers know how to</p>	
<p>Knowledge</p>	<ul style="list-style-type: none"> * acquire appropriate peers for their clients * harness the benefits of peer buddy approaches and counselling processes with different participants at various levels * use the resources and the power of the buddies in order to guide the clients through the respective step of the SymfoS Counselling Chart 	<p>SymfoS TTT Course Material</p> <p>SymfoS Peer Buddy Toolkit</p>

	Trainers are able to	
Skills	<ul style="list-style-type: none"> * moderate the counselling processes in symbol work sessions: this means introducing the individual phases of counselling, involving the group and peers, supporting the young people as they establish their own ideas and hypotheses * leaving the client with primary responsibility for the process, summarizing, helping to develop a tangible action plan, distributing responsibilities among peers, and wrapping up the process * counsel and moderate in a solution and resource-oriented way 	SymfoS QM Handbook
	Trainers acquired competences on how to	
Competences	<ul style="list-style-type: none"> * independently structure the SymfoS Peer Buddy Process in order to professionally guide the clients through this process * create, maintain and use a running network in order to encourage young people to actively participate in an counselling process * initiate and execute a consultation process with interventions of symbol work involving the peers in the consultation process 	SymfoS TTT Curriculum

SymfoS Training - Unit 8 - Quality Assurance & Documentation

Description of learning outcomes

UNIT 8	Aim of UNIT 8 - Quality Assurance & Documentation	Documents/Links/Material
<p>Description of 'Quality Assurance & Documentation'</p>	<p>In the context of SymfoS, the Quality Assurance (QA) is an instrument to ensure a high quality of guidance, to continuously improve the interventions for the target group and to adapt the method to the respective conditions.</p> <p>The further development and adaption of the interventions is a very important part of the SymfoS project. The young people - the main target group - will be able to work out and pursue their goals.</p> <p>Trainers are invited to be critical and to give feedback regarding their needs. The interventions must be adapted to the requirements and needs of their target groups.</p>	<p>www.SymfoS.eu</p> <p>Social Media Channels</p> <p>Generic framework for Symbol Work</p> <p>SymfoS Quality Handbook</p>

LEARNING OUTCOMES	Trainers know how to	
Knowledge	<ul style="list-style-type: none"> * work independently with their young clients, handle the fact that their own attitudes and beliefs have a strong impact and therefore are always aware to prevent any negative effects on clients * be aware of their own limits and to follow the SymfoS Rules as defined in SymfoS Curriculum and in the QM Handbook * fulfil their responsibility to continuously maintain their professional competence and to give adequate feedback to improve the SymfoS method 	<p>SymfoS Counselling Process Chart</p> <p>Concept notes of the interventions</p> <p>Train-the-Trainer Curriculum</p>
	Trainers are able to	
Skills	<ul style="list-style-type: none"> * document their counselling processes carefully and in a way that preserves the client's identity * analyse and document complex counselling processes and are able to recognize whether interventions are suitable for clients or not * question themselves and exchange ideas for continuous improvement on the SymfoS network and Social Media Channels 	Wooden cases

	Trainers acquired competences on how to	
Competences	<ul style="list-style-type: none"> * autonomously document the outcomes of all interventions and evaluate the results of the sessions following the SymfoS Quality Management handbook * individually adapt interventions to the needs of clients by taking over the responsibility as defined in the TTT Curriculum by using the complex possibilities of symbolic work 	<p>SymfoS QM Handbook</p> <p>Train-the-Trainer Curriculum</p>

SymfoS Training - Unit 9 - Application of SymfoS method / Case Studies

Description of learning outcomes

UNIT 9	Aim of UNIT 9 - Application of SymfoS method / Case Studies	Documents/Links/Material
<p>Description of 'Transfer Phase (Self Centred Learning)'</p>	<p>In the transfer phase, the learned and proven interventions must be applied with the SymfoS target group. After the Train-the-Trainer course the trainer has to counsel a minimum of three young people with the learned interventions. It is recommended that trainers use all of the learned interventions in practice as part of these counselling sessions.</p> <p>It is a great challenge to carry out the respective steps in accordance with the fundamental pedagogical approach and the ethical guidelines, to adhere to the working steps and to include the buddies in the sense of the concept note.</p> <p>Be aware of your responsibility and use the specialist knowledge of the SymfoS network as well as your local career guidance networks.</p> <p>All trainers have to provide the SymfoS network with the documentation of at least three Case Studies.</p>	<p>SymfoS Counselling Process Chart</p> <p>Concept notes of interventions</p> <p>SymfoS Peer Buddy Toolkit</p> <p>SymfoS Network & local institutions, experts, networks</p> <p>Case Studies</p> <p>www.SymfoS.eu</p>

LEARNING OUTCOMES	Trainers know how to	
Knowledge	<ul style="list-style-type: none"> * interpret the SymfoS Counselling Process which enables trainers to work independently with their young clients * provide a suitable environment with inviting and appreciative atmosphere * counsel the clients according to the fundamental pedagogical approach and attitude of SymfoS 	Concept notes of the interventions
	Trainers are able to	
Skills	<ul style="list-style-type: none"> * handle the individual interventions in a safe and professional way and know how to use the material in order to guide their clients through the whole process * plan counselling processes comprehensively by providing suitable interventions for their clients individual situation * respond in each situation to the needs of the clients and the group by being aware of body language, one's own wording and the appropriate level of intimacy * write the Case Studies 	<p>all Wooden cases</p> <p>Concept note of 'Basic Clearing'</p> <p>Concept notes of the interventions</p> <p>Train-the-Trainer Curriculum</p> <p>Case Studies</p>

	Trainers acquired competences on how to	
Competences	<ul style="list-style-type: none"> * work in an open, client-centred and appreciative way in order to create an appropriate counsellor-client relationship * establish a trusting relationship with their clients and the group in order to overcome learning and development barriers * reflect on learning and work goals and know how to motivate their clients to pursue the defined goals in an independent manner 	SymfoS QM Handbook

SymfoS Training - Unit 10 - Assessment & Feedback (Personal transcript / Certification)

Description of learning outcomes

Unit 10	Aim of UNIT 10 - Assessment & Feedback	Documents/Links/Material
<p>Description of 'Assessment - Personal transcript / Certification'</p>	<p>After successfully completing the training (Unit 1 to Unit 9), a personal transcript has to be completed to reflect the personal learning outcomes. This, together with the documented Case Studies, will be discussed during an expert interview as assessment to become a certified SymfoS trainer.</p> <p>In this assessment section the following topics are to be discussed:</p> <ul style="list-style-type: none"> - Content and impressions from the training - Reflection of documented Case Studies - Own self-understanding and basic pedagogical attitude and approach - Reflection of the role as trainer and multiplier of the SymfoS method - Previous dissemination activities of the method (own organization and externally) - Further ideas and planning for the application, adaptation and dissemination of the method 	<p>www.SymfoS.eu</p> <p>Generic Framework for Symbol Work</p> <p>SymfoS Train-the-Trainer Profile</p> <p>Train-the-Trainer Curriculum</p> <p>Personal Transcript</p>
<p>Certificates from SymfoS partners</p>	<p>All trainers who participated in the SymfoS training during the project life cycle will receive an internal Certificate from the respective partner organization.</p>	<p>Certificate SymfoS Trainer (internal)</p>

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