



Chatbot based Career Guidance

Blended CareerBot training for
Career Guidance Practitioner

CareerBot Curriculum

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Artificial intelligence (AI)-based tools, including Chat GPT, were utilised in part for research and summarization in the curriculum and learning materials' development. The method involved a careful assessment of secondary sources. Gaining experience with AI-based technologies and critically analysing the outcomes is crucial for the CareerBot project collaboration.



Aim of the CareerBot project

CareerBot partnership seeks to improve Digital Readiness of the Career Guidance sector by implementing CareerBot methodology and tool, facilitating blended guidance sessions and to use customized Labour Market Information (LMI) to empower marginalized job seekers. We want to put Career Guidance Practitioners at the centre and assist them – and their organisations - on the path of digitalisation so that they can advise their clients in the best possible way.

By the help of our methodology, job seekers will be able to gather relevant information before and after personal interviews, so that valuable personal services can be used efficiently. With the “CareerBot project” we propose a pilot that focuses on the role of career guidance, which became more demanding, and must be adapted more rapidly and flexibly to the changing needs of the new world of work.

The CareerBot project includes 4 main project outcomes:

- CareerBot Content and Methodology
- CareerBot Tool
- Blended CareerBot training for Career Guidance Practitioner
- Transfer Handbook for Implementation with focus on Organisational Development (OD)

In addition, a training event for Career Guidance Officers has been held in Greece and ten Multiplier Events (“mini-pilots”) will be organised towards the end of the project to share the learning and engage with all the relevant stakeholders to make them aware of the new CareerBot tool and its benefits.

Objectives of the CareerBot training for Career Guidance Practitioners

Main objective of the modular blended learning solution is to provide the competences needed for Career Guidance officers, to use digital guidance tools efficiently. As our initial Research demonstrated, there is a huge demand on practical knowledge for career guidance practitioners in digital readiness and digital guidance tools and processes. The CareerBot project offers an experience based approach, where the Bot itself is in the centre and framed by background knowledge on digitalisation tools and processes. The training could be seen as a highly needed addition to existing initial and further educational training programmes for career guidance staff.

The partnership developed the Curriculum and the Training materials for a 18 hours blended learning training, with the following structure:

- 5 Learning Units (LU) designed for self-directed learning
- 7 Learning Units (LU à 45 min.) to be taught face to face or online
- 5 Learning Units (LU) for the transfer into practice
- 1 Learning Units (LU) for the preparation of the final assessment

This curriculum has been tested during the pilot training in October 2023 in Greece:

The target group for the first piloting were the Career Guidance practitioners of the implementing partner organisations, who will then train their own colleagues and those of the transfer organisations in each country.

Later, this training program can be implemented in regular further education programs.

The application of the knowledge gathered in the first outcome, Content & Methodology, and the CareerBot tool itself, as well as applied expertise in providing digital and blended guiding sessions, will be a main focus of the blended learning solution.

The CareerBot blended training course

- presents the CareerBot as a supporting element for the practitioners in the advising services
- describes functionalities of the bot including data protection measures
- identifies motivating strategies to promote the use of the bot among clients
- trains practitioners in the use of the bot as a supporting element for the quality improvement of their advising services
- presents complementary free digital solutions for the support of guidance services
- presents knowledge on digital transformation of the labor market and green jobs

The role of ECVET in the CareerBot Training

The CareerBot Training Methodology follows the guidelines proposed under the European Credit System for Vocational Credit System for Vocational Education and Training (ECVET) which identifies its key objectives as

1. Facilitate the transfer, recognition and accumulation of assessed learning outcomes.
2. Support flexible and individualised pathways in education and training.
3. Promote lifelong learning.

The European Credit System for Vocation Education and Training 2021

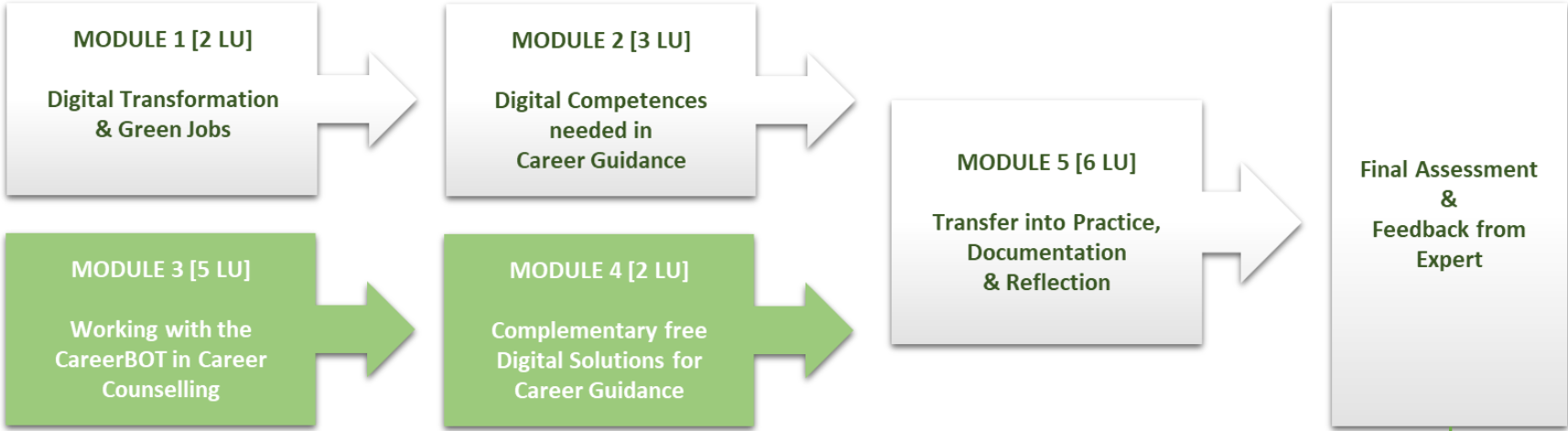
While ECVET was reconsidered by the VET Council in 2020 and the initiative has ceased, ECVET objectives and principles remain intertwined in European Vocational Educational Training implementation, and they are very relevant to the implementation of our training methodology.

As a result, the blended CareerBot training curriculum follows the framework of Learning Units - structured in specific Modules - to be completed by trainees (guidance practitioners) through self-directed learning, face to face or online as indicated in the training process chart. This framework enabled partners to build complementing components of the curriculum, which are given in a semi-formal style with active interaction and tangible deliverables at the end via self-assessment and feedback.

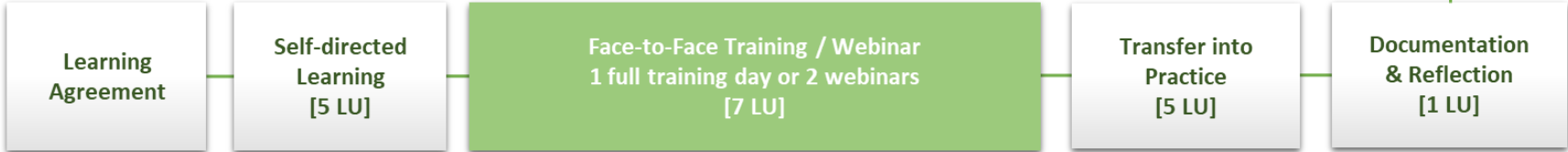
In conclusion, the CareerBot training represents a continuing professional development opportunity under lifelong learning principles for career guidance practitioners, including VET educators, teachers, mentors, counsellors and staff, that can implement the new knowledge and competencies acquired with their target groups based on a tailored approach to their beneficiaries needs.

The Training Process at a glance

Blended CareerBOT Training for Practitioners



The CareerBOT training process at a glance:



MODULE: A Module covers a thematic area and is divided into several Learning Units.
LEARNING UNIT [LU]: One Learning Unit [1 LU] corresponds to a period of approx. 45 min.
GREY ELEMENTS: Grey Modules are designed for Self-directed Learning and Transfer into practice.
GREEN ELEMENTS: Green Modules are designed for Face-to-Face Training (or Webinar).

Basic structure of the Training Process

As a prerequisite for applying for our training process, the participant should be an experienced practitioner in Job and Career Counselling (e.g. consultant, trainer, teacher, youth workers, etc.). The CareerBot training is not a career guidance training, but a further training for experienced practitioners who want to learn more about the Bot Tool and the issues of digitalisation and new work opportunities in the field of career guidance.

In practise, this means that all applicants for the training programme must understand the CareerBot approach as described in this document.

1. LEARNING AGREEMENT

The training process begins with the Learning Agreement, which clarifies prior qualifications and the learner's individual motivation. This Learning Agreement is signed between the learner and the issuing organisation.

2. SELF-DIRECTED LEARNING

As soon as the Learning Agreement is signed, the participant receives the documents designed for self-study: Module 1 - Digital Transformation & Green Jobs and Module 2 - Digital competences needed in Career Guidance. The material provided should be studied before attending the face to face training sessions.

3. FACE TO FACE TRAINING / WEBINAR

The following Modules are preferably to be taught face to face, but there is also the possibility to organise webinars if needed: Module 3 - Working with the CareerBot in Career Counselling and Module 4 - Complementary free digital solutions for Career Guidance.

Depending on the training providers' different offers, these can either take place in one full training day or be split into 2 days (or webinars). In total the three modules correspond to 8 Learning Units (LU à 45 min.).

4. TRANSFER INTO PRACTICE

The face to face sessions are followed by a practise transfer. Practitioners should incorporate the method into their own work environment and assist further implementing organisations in their country (see Module 5). Each Learning Unit (LU1-LU5) offers space for Practitioners to reflect on the content and experience of the training methodology and curriculum.

5. DOCUMENTATION & REFLECTION

This learning unit does not provide additional information or content to the training course but focuses on documenting and providing evidence of the experience of

completing the course piloting the CareerBot and tasks from previous learning units with clients. The Documentation listed under the Resource section of each Learning Unit in Module 5 should be delivered as a result.

6. FINAL ASSESSMENT & FEEDBACK

Finally, practitioners must document their individual learning process. The final expert talk evaluates compliance with the CareerBot criteria and is required for internal certification.

Description of the Training Modules

OVERVIEW

MODULE #: # LU	Short Description
<p>M1: Digital Transformation & Green Jobs</p> <p>2 LU</p> <p>(by Hafelekar)</p>	<p>Module 1 is designed for self-learning to provide Career Guidance Practitioners with a collection of information on the topics of digital transformation and green jobs from an European perspective and is supplemented by an extensive collection of links and a bibliography, which serves as a kind of "reference book" that accompanies the practitioners through the entire CareerBot training. Our aim is to offer the practitioners as much background information as possible in order to prepare them optimally for the training with the CareerBot tool in the next modules.</p> <p>Module 1 offers also exercises to help practitioners to apply what they have learned. Finally, practitioners will discover a checklist on learning outcomes, which they may use to evaluate what they have learnt for themselves. Although the issues of digitalisation and green jobs frequently overlap, we shall discuss them separately here to provide a clearer picture.</p> <p>There are two Learning Units in Module 1:</p> <ul style="list-style-type: none"> ● LU1: Digitalisation in Europe: Opportunities, Challenges, and Impacts ● LU2: Green Jobs in Europe: New Demands and Opportunities
<p>M2: Digital competences needed in Career Guidance</p>	<p>Module 2 explores the impact of digitalisation on career guidance. It looks at the history and present digital trends</p>

<p>3 LU (by TSD)</p>	<p>(like artificial intelligence or chatbots) in career guidance and shows an European framework of digital competences and stresses their relevance for career advisers and clients. The module further elaborates about the importance reliable labour market intelligence for career advising and gives two examples of relevant datasets before adding country specific information.</p> <p>There are three Learning Units in Module 2:</p> <ul style="list-style-type: none"> • LU 1: Digital Career Guidance and digital trends for practitioners • LU 2: Digital literacy and digital skills assessment • LU 3: Labour Market Intelligence and two examples
<p>M3: Working with the CareerBot in Career Counselling</p> <p>5 LU (by BJC)</p>	<p>Module 3 ‘Working with CareerBot in Career Counselling’ aims to encourage Career Practitioners to engage in a deeper exploration of the key features of the CareerBot Chatbot and how it can be practically and effectively employed in Career Counselling. Using this methodology, practitioners should be able to identify how the tool can be used efficiently by jobseekers to gather relevant, customisable information on the Labour Market and general tips on how to best apply for jobs.</p> <p>There are five Learning Units in Module 3:</p> <ul style="list-style-type: none"> • LU1 – The practical application of User Personas as learning tools in a CareerBot Methodology • LU 2 – Chatbots in Career Guidance and Introduction to the CareerBot Tool • LU3 – Introducing the CareerBot Tool to Beneficiaries and using a CareerBot Methodology Before Counselling. • LU4 – Using a CareerBot Methodology During and After Counselling • LU5 – Role-Play Exercises as Learning Tools in a CareerBot Methodology <p>Review and Feedback of the Bot and imagining effective ways to use the Bot in practise.</p>
<p>M4: Complementary free digital solutions for Career Guidance</p> <p>2 LU (by BJC for IE version – during translation all partners are responsible for local content)</p>	<p>Module 4 aims to provide a comprehensive view of complementary free digital solutions for career guidance, intended to be used in tandem with a CareerBot methodology. The module aims to highlight how digital tools can be effectively used in career guidance practices, complementing, but not substituting, the work of the practitioner.</p>

	<p>Module 4 will then consider both European and localised tools in the partner countries and additional resources for practitioners (Referencing digital tools mentioned in Module 2). Practitioners are invited to explore a range of digital tools suggested during training from both EU and Local perspectives.</p> <p>There are two Learning Units in Module 4:</p> <ul style="list-style-type: none"> ● LU1 – What is a digital solution? Explored using a case study and how digital solutions can be integrated into a Career Guidance Process. ● LU2- European and Local digital solutions in context; Exploring new tools.
<p>M5: Transfer into practice, Documentation & Reflection</p> <p>6 LU</p> <p>(by BJC)</p>	<p>Module 5 provides the framework for the transfer of a CareerBot Methodology and learning into practice. Each Learning Unit (LU1-LU5) offers space for Practitioners to reflect on the content and experience of the training methodology and curriculum. Module 5 provides a blueprint for how practitioners should test a CareerBot methodology with real clients (Req. at least one) in their own organisations. Vital to the transfer of CareerBot methodology into practice is how practitioners should be able to identify how the tool can be used efficiently by jobseekers to gather relevant, customisable information on the Labour Market, how to apply for jobs, and its limitations.</p> <p>This final Learning Unit will consist of a documentation and reflection of one’s journey throughout the CareerBot training.</p> <p>There are six Learning Units in Module 5:</p> <ul style="list-style-type: none"> ● LU1 – The learning agreement & why it is important. ● LU2 – Transfer into practice: Evolving Career Guidance Approaches. ● LU3- Transfer into Practice: Before a Counselling Session: Test Experience with Client ● LU4- Transfer into Practice: using a CareerBot Methodology during and after a Guidance Session ● LU5 – Transfer into Practice: Digital Solutions and a CareerBot Methodology ● LU6- Documentation and Reflection.

Learning Outcomes & Training Materials

M1: Digital Transformation & Green Jobs

Duration:	2 LU (à 45 min.)
Learning Units:	LU1: Digitalisation in Europe: Opportunities, Challenges, and Impacts LU2: Green Jobs in Europe: New Demands and Opportunities
Method:	Self-learning
Aim of Module 1:	<p>Module 1 is designed for self-learning to provide Career Guidance Practitioners with a collection of information on the topics of digital transformation and green jobs from an European perspective and is supplemented by an extensive collection of links and a bibliography, which serves as a kind of "reference book" that accompanies the practitioners through the entire CareerBot training. Our aim is to offer the practitioners as much background information as possible in order to prepare them optimally for the training with the CareerBot tool in the next modules.</p> <p>Module 1 offers also exercises to help practitioners to apply what they have learned. Finally, practitioners will discover a checklist on learning outcomes, which they may use to evaluate what they have learnt for themselves.</p>

MODULE CONTENT BY LU:

Learning Unit 1: Digitalisation in Europe: Opportunities, Challenges, and Impacts

- Europe's Digital Revolution?
- Digitalisation – The European Way
- 1. A Europe fit for the digital age
- 2. The Digital Europe Programme (DIGITAL)
- 3. DIGITALEUROPE - A stronger Digital Europe
- 4. Eurofound: Digitalisation
- 5. The Organisation for Economic Co-operation and Development (OECD)
- Challenges in Digitalisation for Europe
- Policies and Frameworks – a selection
- Exercise: Collect your reflections
- Checklist: Your learning outcomes

Learning Unit 2: Green Jobs in Europe: New Demands and Opportunities



- The Green Economy in Europe
- A European Green Deal
- Future Skill Needs for Green Jobs
- Skills required for green jobs – chances for young people
- How are European countries addressing the skills gap for green jobs among young people with low education?
- Exercise: Green Jobs Initiatives in your country
- Checklist: Your Learning Outcomes

LEARNING OUTCOMES OF THE MODULE:

The learners got a first insight of the current developments in the field of digitalisation and green jobs on European level, are able to do further research for their own countries and can apply this knowledge in their counselling sessions. Practitioners know where to find further sources and information on the themes of Digitalisation and Green Jobs and are equipped with a kind of "reference book" that accompanies them through the CareerBot training.

Learning Unit 1: Digitalisation in Europe: Opportunities, Challenges, and Impacts

Learners gained a comprehensive understanding of digitalisation's profound impact on Europe, from societal and economic transformations to governance and sustainability. They are equipped with insights into Europe's global positioning, the challenges and opportunities digitalisation presents, and the EU's ambitious digital strategy.

- **Impact of Digitalisation:** Practitioners know how Digitalisation transforms European society, economy, and governance, reshaping how people live, work, and connect. It influences information access, business models, and data-driven governance.
- **Global Positioning:** Learners now understand that Europe's strategic role in the global digital landscape is vital for competitiveness, innovation, and digital independence.
- **Challenges and Opportunities:** Learners have explored the challenges associated with digitalisation, such as digital disparities and skills gaps. They have also identified the numerous opportunities it presents, including economic growth, enhanced productivity, and sustainability.
- **EU's Digital Strategy:** Learners are now familiar with the European Union's ambitious digital strategy. This strategy encompasses goals like achieving digital sovereignty, setting independent standards, attaining carbon neutrality by 2050, ensuring online safety, promoting fair digital markets, strengthening tech competitiveness, enabling individual data control, harnessing the potential of artificial intelligence (AI), and establishing secure European data spaces.
- **Digitalisation and Economic Growth:** Learners have recognized the profound link between digitalisation and economic growth. Digital technologies drive growth by increasing productivity, reducing operational costs, and fostering innovation across various industries.
- **Digitalisation for Sustainability:** Learners understand the role of digitalisation in advancing sustainability in Europe. It achieves this by transforming business models, reducing

greenhouse gas emissions, supporting clean and sustainable energy sources, and enhancing resource management. This aligns with the objectives of the European Green Deal.

Learning Unit 2: Green Jobs in Europe: New Demands and Opportunities

By achieving these learning outcomes, participants will acquire a first insight in the green economy, EU green initiatives, and the role of green jobs in Europe's sustainable future. They will also better understand the skill requirements and initiatives aimed at bridging the skills gap in the context of green employment.

- **Understanding the Green Economy:** Gain an in-depth understanding of Europe's role in the green economy and key initiatives like the European Green Deal, Circular Economy Action Plan, and Sustainable Finance Action Plan.
- **EU's Green Initiatives:** Explore EU initiatives driving the green economy, such as the European Green Deal's climate goals, circular economy targets, and investments in sustainable tech.
- **Benefits of the European Green Deal:** Discover the advantages of the European Green Deal, including improved environment, energy-efficient buildings, sustainable transport, and job creation.
- **Green Jobs in the Green Economy:** Explore the significance of green jobs in energy, resource efficiency, and environmental protection, and their role in sustainable growth.
- **Future Skill Needs for Green Jobs:** Examine skill requirements for green jobs, including technical, soft, and digital skills needed in renewable energy, circular economy, and more.
- **Addressing the Skills Gap:** Learn how Europe tackles green job skill gaps, with a focus on initiatives like the Green Jobs for Youth Pact and educational efforts for young people.

RESOURCES - LEARNING MATERIAL PROVIDED:

Learning Unit 1: Digitalisation in Europe: Opportunities, Challenges, and Impacts

- M1-LU1-01 – Digital Transformation (ppt Module 1, LU1)
- M1-LU1-02 – Digital Transformation (Word File Module 1, LU1)

Learning Unit 2: Green Jobs in Europe: New Demands and Opportunities

- M1-LU2-01 – Green Jobs (ppt Module 1, LU2)
- M1-LU2-02 – Green Jobs (Word File Module 1, LU2)

M2: Digital Competences needed in Career Guidance

Duration:	3 LU (à 45 min.)
Learning Units:	LU 1: Digital Career Guidance and digital trends for practitioners LU 2: Digital literacy and digital skills assessment LU 3: Labour Market Intelligence and two examples
Method:	Self-learning
Aim of Module 2:	The module explores the impact of digitalisation on career guidance and introduces a framework of digital skills. The first learning unit offers a definition and a short history of Career Guidance and Counselling and outlines what digitalisation means in this context and what are benefits, opportunities and recent trends of digital career guidance. Thereafter the second learning unit presents in more detail a well-introduced European framework on digital competences – DigComp (Digital Competence Framework for Citizens). Learning unit three deals with the importance of Labour Market Data/Information and their outcome in form of Labour Market Intelligence (LMI). Two examples of LMI are presented (ESCO, Skills-OVATE) before including country-specific information.

MODULE CONTENT BY LU:

Learning Unit 1: Digital Career Guidance and digital trends for practitioners

- A Short history of Career Guidance and Counselling
- Digitalisation of Career Guidance and Counselling
- Present or emerging trends in Digital Career Guidance
- Exercise: My digital tools
- Checklist: Your learning outcomes

Learning Unit 2: Digital literacy and digital skills assessment

- Digital Competence Framework for Citizens (DigComp)
- Digital skills assessment
- Exercise: My digital skills
- Checklist: Your learning outcomes

Learning Unit 3: Labour Market Intelligence and two examples

- Labour Market Information and Labour Market Intelligence (LMI)
- Examples of Labour Market Intelligence: ESCO, Skills-OVATE
- FOCUS Austria: ESCO and DigComp integration, digital literacy in schools, new national strategies

- Exercise: Labour Market Information (LMI)
- Checklist: Your Learning Outcomes

LEARNING OUTCOMES OF THE MODULE:

The learners got a first insight of the current developments into digitalisation and digital competences needed in career guidance, can do further research for their own countries and can apply this knowledge in their daily career advising work. Practitioners know where to find further sources and information on the themes of digitalisation and career guidance and are equipped with a foundational understanding of concepts, which are necessary for understanding chatbots and the further CareerBot training.

Learning Unit 1: Digital Career Guidance and digital trends for practitioners

- **History of Career Guidance and Counselling:** Understand the historical development of Career Guidance and Counselling
- **Digitalisation in Career Guidance and Counselling:** Learners get to know digital processes in career advising and know where digital tools are used and understand the advantages and limitations of digital technologies.
- **Trends in Digital Career Guidance and Counselling:** Learners are familiar with present or emerging trends in digital career guidance and can give examples.
- **Artificial Intelligence (AI) in Career Guidance:** Understanding the functioning of generative AI and knowing possible scenarios of AI in Career Guidance and being able to point out and discuss issues of concern.

Learning Unit 2: Digital literacy and digital skills assessment

- **Digital Competence Framework for Citizens (DigComp):** Getting familiar with structure of DigComp, knowing the five dimensions with corresponding examples.
- **Assessing digital skills:** Knowing where and how to assess digital skills?

Learning Unit 3: Labour Market Intelligence and two examples

- **Labour Market Information and Labour Market Intelligence:** Knowing the difference between Labour Market Information (data) and Labour Market Intelligence (processed data).
- **Quality of labour market related data:** Understanding the criteria for high-quality labour market data.
- **ESCO (European Skills, Competences, Qualifications and Occupations):** Getting familiar with structure of ESCO, knowing the three pillars of ESCO, corresponding examples and the application of ESCO framework in various fields.
- **The European agency Cedefop:** Understanding the mission and tasks of Cedefop (European Centre for the Development of Vocational Training) as important European agency.
- **Skills-OVATE database:** Learning to use and understand Skills-OVATE database.

RESOURCES - LEARNING MATERIAL PROVIDED:

Learning Unit 1: Digital Career Guidance and digital trends for practitioners

- M2-LU1-01 – Digital Career Guidance and digital trends for practitioners (Presentation, ppt)
- M2-LU1-02 – Digital Career Guidance and digital trends for practitioners (Text, pdf)

Learning Unit 2: Digital literacy and digital skills assessment

- M2-LU2-01 – Digital literacy and digital skills assessment (Presentation, ppt)
- M2-LU2-02 – Digital literacy and digital skills assessment (Text, pdf)

Learning Unit 3: Labour Market Intelligence and two examples

- M2-LU2-01 – Labour Market Intelligence and two examples (Presentation, ppt)
- M2-LU2-02 – Labour Market Intelligence and two examples (Text, pdf)

M3: Working with the CareerBOT in Career Counselling

Duration:	5 LU (à 45 min.) – to be updated
Learning Units:	<p>LU1: The practical application of User Personas as learning tools in a CareerBot Methodology.</p> <p>LU 2: Chatbots in Career Guidance and Introduction to the CareerBot Tool.</p> <p>LU3: Introducing the CareerBot tool to beneficiaries and using a CareerBot methodology <i>before</i> Counselling.</p> <p>LU4: Using a CareerBot Methodology <i>during</i> and <i>after</i> counselling.</p> <p>LU5: Role-Play Exercises as Learning Tools in a CareerBot Methodology</p>
Method:	Face to Face
Aim of Module 3:	<p>Module 3</p> <p>Module 3 aims to encourage Career Practitioners to engage in a deeper exploration of the key features of the CareerBot Chatbot and how it can be practically and effectively employed in Career Counselling. Module 3 is designed to focus on a practical approach to learning by employing User Personas and Role-Play exercises as learning tools to facilitate the testing of the features of the Bot. Using personas to represent expected clients, and narratives mimicking the stories of those clients, practitioners can further develop their skills by relating the examples given to their day-to-day working life. One way in which to do this is through role-playing exercises. Role-playing exercises involve acting out a scenario as a job-seeker or practitioner, with the purpose being to “allow oneself to understand one’s place and role in the world of professions, as well as contribute to the prevention of socio-psychological barriers and to overcome external and internal obstacles to professional and life goals”[4]. This module should be active, and the practitioner should aim to test the Bot and its functions. Using this methodology, practitioners should be able to identify how the tool can be used efficiently by jobseekers to gather relevant, customisable information on the Labour Market and how to apply for jobs. The training module will focus on the how the features of the Bot can be used during the key stages of the guidance process namely, before, during and after counselling. It is important to note that all features of the Bot can be used by jobseekers at any stages of their job search and the structure of this module aims to reflect examples of the real-world uses of the Bot.</p>

[4] Sibgatova, K., Ilchinskaya, E., Bastrikova, E., Kuramshina, L., Makarov, A., Chernova, N., Khairullina, E. and Murugova, V. (2016) ‘The Traditional and Innovative Technologies of Vocational Guidance Work with Pupils and Students’. [International Review of Marketing and Manaqing](#) 6(S2) [Accessed 27 June 2023]

MODULE CONTENT BY LU:

Learning Unit 1: The practical application of User Personas as learning tools in a CareerBot

Methodology: Advantages to help familiarise practitioners with the tool:

- The background of and concept behind the purpose of User Personas in technology development.
- Why employ User Personas as learning tools in a CareerBot Methodology: Introduction to the key characters of the training Samira, Freda, and Pedro.
- Action exercise on how to gather relevant information from a persona and interpret the needs of created personas, including a checklist.

Learning Unit 2: Chatbots in Career Guidance and Introduction to the CareerBot Tool:

- The role of Chatbots in Career Guidance.
- Introduction to design of the CareerBot Tool and its features.
- Checklist on the key learning outcomes

Learning Unit 3: Introducing the CareerBot tool to beneficiaries and using a CareerBot methodology *before* Counselling:

- Important things to consider before introducing the CareerBot tool to beneficiaries.
- Action Exercise with the first Persona, 'Samira, wanting to work and support her family' and familiarisation with the 'Job finder' and 'Info on Jobs and Skills' features of the bot.
- Considering how the Bot can be utilised by beneficiaries before the guidance counselling session.

Learning Unit 4: Using a CareerBot Methodology *during* and *after* counselling:

- Action exercise using the second Persona, 'Career Orientated, Feeling Old, Freda' to consider the use of the Bot by their clients during guidance counselling.
- The practical application and familiarisation of the 'Demand for Jobs and Skills' and 'Application and CV' features of CareerBot.
- Action Exercise using the third persona 'Pedro, Steady Self-esteem' to become familiar with the 'Interview' feature of the bot and consider how the bot can be used by beneficiaries after the guidance counselling session.

Learning Unit 5: Role-play exercises as learning tools in a CareerBot Methodology:

- Why employ Role-Play exercises as learning tools in a CareerBot Methodology.
- How Role-Play exercises can be beneficial in both career guidance settings and in career guidance training.

LEARNING OUTCOMES OF THE MODULE:

Career Guidance Practitioners are to understand the key features of the CareerBot Chatbot through practical exploration and how to explore the potentiality of an AI-based tool in Career Guidance Settings. Practitioners will be able to identify how example User personas and role play exercises can be used strategically to explore the usability of the bot for clients. Using this methodology, practitioners will be able to identify how the tool can be used efficiently by jobseekers to gather relevant, customisable information on the Labour Market and apply for jobs.

Learning Unit 1: The practical application of User Personas as learning tools in a CareerBot Methodology

- **To understand the practical application of User Personas** in a CareerBot Methodology and how they can be employed as learning tools.
- **Familiarisation the bot through User personas** and to understand how to use the bot based on client persona and how to effectively use features of the bot.

Learning Unit 2: Chatbots in Career Guidance and Introduction to the CareerBot Tool.

- **To understand the role of Chatbots in Career Guidance** and to navigate the bot to best support clients.

Learning Unit 3: Introducing the CareerBot tool to beneficiaries and using a CareerBot methodology *before* Counselling

- **Familiarisation of the Job finder and info on jobs and skills features of the bot** through user personas and action exercises.
- **Consideration for how best to introduce** the CareerBot tool to Beneficiaries.

Learning Unit 4: Using a CareerBot Methodology *during* and *after* counselling

- **Familiarisation of the Interview, Application and CV and Demand for Jobs and Skills** features of the Bot.
- **Considerations for how to effectively use** the CareerBot tool both during and after counselling.

Learning Unit 5: Role-play exercises as learning tools in a CareerBot Methodology

- **To understand the practical application of Role-Play exercises** in a CareerBot Methodology and how they can be employed as learning tools.
- **Practical knowledge of the CareerBot tool** and how it works in a guidance counselling setting.

RESOURCES - LEARNING MATERIAL PROVIDED:

Learning Unit 1: The practical application of User Personas as learning tools in a CareerBot

Methodology: Advantages to help familiarise practitioners with the tool.

- M3-LU1-01 – Working with CareerBot in Career Counselling (Presentation, PPT slides and word document)
- M3-LU1-02 – Persona Cards, Samira, Freda, Pedro
- M3-LU1-03 – CareerBot Tool <https://CareerBot.eu/bot/bot.html>
- M3-LU1-03– Exercise: Using Persona Cards in Practice

M3-LU1-04 – Checklist: What I know on the subject of ‘The practical application of User Personas as learning tools in a CareerBot Methodology’.

Learning Unit 2: Chatbots in Career Guidance and Introduction to the CareerBot Tool.

- M3-LU2-01 – Working with CareerBot in Career Counselling (Presentation, PPT and word document)
- M3-LU2-02 – Persona Cards
- M3-LU2-03 – Introduction to CareerBot
(<https://www.youtube.com/watch?v=OVvQKHBo0zg>)
- M3-LU2-04 – Checklist: what I know on the subject of “Chatbots in Career Guidance and Introduction to the CareerBot Tool”.

Learning Unit 3: Introducing the CareerBot tool to Beneficiaries and using a CareerBot Methodology *Before* a Career Counselling Session

- M3-LU3-01 – Working with CareerBot in Career Counselling (Presentation, PPT slides and word document)
- M3-LU3-02 – Persona Card ‘Samira, wanting to work and support her family’.
- M3-LU3-03 – CareerBot Tool.
- M3-LU3-04 - Qualifax (Suggested additional tool) <https://www.qualifax.ie/>
- M3-LU3-05 – Exercise: ‘Samira, wanting to work and support her family’.
- M3-LU3-06 – Checklist: What I know of the subject ‘Introducing the CareerBot tool to Beneficiaries and Using a CareerBot Methodology *before* a Career Counselling Session’.

Learning Unit 4: Using a CareerBot Methodology during and after career counselling:

- M3-LU4-01 – Working with CareerBot in Career Counselling (Presentation, PPT slides and word document)
- M3-LU4-02 – Persona Card ‘Career Orientated, Feeling old, Freda’, ‘Steady Self Esteem, Pedro’.

- M3-LU4-03 – Exercise: ‘Career Orientated, Feeling old, Freda’ and ‘Steady Self Esteem, Pedro’.
- M3-LU4-04 – Checklist: What I know on the subject of ‘Using CareerBot *During* and *After* a Career Counselling’.

Learning Unit 5: Role-play Exercises as Learning Tools in a CareerBot Methodology:

- M3-LU5-01 – Working with CareerBot in Career Counselling (Presentation, PPT slides and word document)
- M3-LU5-02 – Role – Playing Pack
- M3-LU5-03 – CareerBot Tool.
- M3-LU5 -04 – Exercise: Role-Play Exercise
- M3-LU5-05 – Checklist: What I know on the subject of ‘Role-play Exercises as Learning Tools in a CareerBot Methodology’.

M4: Complementary free digital solutions for Career Guidance

Duration: 2 LU (à 45 min.)

Learning Units: LU1: What is a digital solution? The concept explored using a case study. How digital solutions can be integrated into a Career Guidance Process.

LU2: European and Local digital solutions in context; Exploring new tools.

Method: Face to Face

Aim of Module 4

Module 4 aims to provide a comprehensive view of complementary free digital solutions for career guidance, intended to be used in tandem with a CareerBot methodology. The module aims to highlight how digital tools can be effectively used in career guidance practices, complementing, but not substituting, the work of the practitioner. The module adopts a case study approach to learning, looking at the Irish example of Careers Portal (Future +), which is intended to provide a frame of comparative reference to digital tools in partners’ respective countries. Module 5 will explore digital solutions by first defining what is meant by a digital solution, how this differs from digital transformation, and then introducing the case study. The first learning unit is targeted towards clarifying the learner’s understanding of what digital solutions are and the roles they can play in contemporary guidance practices and the second learning unit aims to explore digital solutions in the EU and local context and offer recommended digital tools across Europe.

MODULE CONTENT BY LU:



Learning Unit 1: What is a digital solution? The concept explored using a case study. How digital solutions can be integrated into a Career Guidance Process.

- What is a digital solution? Definition and distinction from Digital Transformation i.e., complementary
- Case Study: Careers Portal – Future+ (Ireland) how it's uses, its advantages, and limitations.
- Why it is a necessary to integrate digital solutions into a Career Guidance Process.

Learning Unit 2: European and Local digital solutions in context; Exploring new tools.

- Recommended EU wide tools, why? Transferability and enhance DigiComp Skills in practice
- Local digital solutions for Career Guidance – Spain, Austria, Greece, Germany, Ireland. Why localise?

LEARNING OUTCOMES OF THE MODULE:

Participants will be introduced to complementary free digital solutions for career guidance and how to compliment the CareerBot tool with a suite of digital solutions. LU1 serves to inform participants of the various reasons why digital solutions are being used in contemporary career guidance practices, justifying this contextual backdrop through the Irish case study of Careers Portal A number of European and local digital solutions will be demonstrated to participants to build a context of local and European tools to understand the suite of tools available for career guidance. Following this, participants will be shown a number of tools which they are invited to explore and the aim it to have knowledge on how to use digital solutions in your everyday practices.

Learning Unit 1: What is a Digital Solution?

- **To define what a digital solution is** and its functionality in Career Guidance and to understand the advantages and disadvantages of using digital solutions in Career Guidance.
- **To differentiate** between the concept of a digital solution and that of digital transformation.
- **To become familiar with the case study** of Careers Portal and reflection on relevant digital solutions in your region.

Learning Unit 2: European and Local Digital Solutions in Context: Exploring tools

- **To know and understand the reasoning** underpinning localising digital tools by region and the additional value of European wide tools.
- **To know how to implement different digital solutions** within a career guidance process and how to implement a career portfolio services within a local context.
- **To understand how** Digital Solutions enhance EU citizen's digital competencies.

RESOURCES - LEARNING MATERIAL PROVIDED:

Learning Unit 1: What is a digital solution? The concept explored using a case study. How digital solutions can be integrated into a Career Guidance Process.

- M4-LU1-01 – Complementary free Digital solutions for Career Guidance (PPT and Word Document)
- M4-LU1-02 – Exercise: Devil’s Advocate including Devil’s Advocate Pack
- M4-LU1-03 – Careers Portal (<https://careersportal.ie/>)
- M4-LU1-04 – Bibliography
- M4-LU1-05 – Checklist: What I know on the subject of ‘What is a Digital Solution’.

Learning Unit 2: European and Local digital solutions in context; Exploring new tools.

- M4-LU2-01 – Complementary free Digital solutions for Career Guidance (PPT and Word Document)
- M4-LU2-02 – Exercise: Padlet
- M4-LU2-03 – Participant Padlet and the web app (<https://padlet.com/>)
- M4-LU2-04 – Bibliography
- M4-LU2-05 – Checklist: What I know of the subject ‘European and Local digital solutions in context: Exploring new tools.’

M5: Transfer into practice, Documentation & Reflection

Duration:	6 LU (à 45 min.)
Learning Units:	LU1 – LU5: Transfer into practice: Using insights from modules 1 through 5 LU6: Documentation & Reflection
Method:	Self-learning by transfer into practice
Aim of Module 5:	Module 5 ‘Transfer into practice, Documentation, and reflection’ will provide the framework for the transfer of a CareerBot Methodology and learning into practice. Each Learning Unit (LU1-LU6) offers space for Practitioners to reflect on the content and experience of the training methodology and curriculum. Module 5 will use key reflection questions, documentation on how practitioners should test a CareerBot methodology with real clients (<i>Req. at least one to be documented</i>) in their own organisations and learning outcome assessments, vital to the transfer of CareerBot methodology into practice is how practitioners should be able to identify how the tool can be used efficiently by jobseekers to gather relevant, customisable information on the Labour Market, how to apply for jobs and its limitations.

MODULE CONTENT BY LU:

Learning Unit 1 – The learning Agreement and why it is important:

The training process starts by defining the Learning Agreement, which clarifies prior qualifications and the individual motivation of the learner/practitioner. This agreement should:

- be signed by the organisation providing the training and the practitioner.
- Describe the Pre-Qualifications of learners (practitioners)
- List the competences practitioners will acquire.
- Describe the motivation of practitioners to take part in the training.
- Introduction to the Training Reflection Diary.

Learning Unit 2 – Transfer into Practice: Evolving Career Guidance Approaches:

- What is Career Guidance, an in-depth overview with reference to Labour Market Information and skills gap for future green jobs.
- How Innovative and diverse deliver methods are important in a Career Guidance setting in the Digital Age.
- The role of AI and Chatbots in Career Guidance in the local guidance setting and the various ways of using AI effectively.
- Getting to know the CareerBot Project and its usability in the Career Guidance Process.

Learning Unit 3: Transfer into Practice: Before a Counselling Session: Test Experience with Client:

- How to effectively show the CareerBot Tool to clients and engage with the Bot actively in your practice tailored to the needs of clients.
- Overview of Test experience with Client to validate training learning outcomes.
- The Complementarity of CareerBot and the Career Guidance process.

Learning Unit 4: Transfer into Practice: using a CareerBot Methodology during and after a Guidance Session:

- How CareerBot is a useful tool during and after a career guidance session and how to facilitate its use to progress clients effectively on their pathways to employment.
- The sustainability of the CareerBot project and reflection on how familiar the client is with the bot features.
- Using the resources of CareerBot to support clients to develop a career portfolio.

Learning Unit 5: Transfer into Practice: Digital Solutions and a CareerBot Methodology:

- Reflecting on the use of digital tools and solution in Career Guidance settings
- Adapting resources and platforms available in your local setting and mapping useful solutions for your organisation.
- Ensuring to consider the accessibility of tools for your client group and tailoring tools to the individual client and his/her career journey.

Learning Unit 6: Documentation & Reflection:

Future perspectives – Key reflections by practitioners on the CareerBot Methodology, the future of Chatbot technology in Career Guidance, Recommendations, and thoughts on its transferability.

- Specific reflective questions on the training both in terms of practical uses of ChatBot methodology in Career Guidance and the future of Career Guidance.
- Assessment of Learning outcomes overall and summary of experience.
- Overview of documentation necessary to complete the CareerBot Training.

LEARNING OUTCOMES OF THE MODULE:

The overall learning outcomes of this module is to reflect on the learning by guidance practitioners and to understand When it is appropriate to use the CareerBot i.e., strategies for integrating the Bot within their organisations and reflection the importance of unique identifying supports required by individual service users, how to transfer the information from the CareerBot into the general career guidance process – in the context of the current labour market, The resources available to support

clients use the CareerBot effectively and most importantly focusing on how to support a client in the real-world application of the results within their job searching process.

Learning Unit 1 – The learning agreement and why it is important.

- **What a learning agreement** is and how it supports the overall effectiveness of the CareerBot Training.

Learning Unit 2 – Transfer into practice: Evolving Career Guidance Approaches

- **The role of Career Guidance** with the backdrop of digital transformation.
- The importance of innovative and diverse deliver methods is important in a Career Guidance setting in the Digital Age.
- **The role of AI and Chatbots in Career Guidance** in the local guidance setting and the various ways of using AI effectively.
- **Reflective practice on the CareerBot Project** and how to integrate it into the Career Guidance Process.

Learning Unit 3 – Transfer into Practice: *Before a Counselling Session: Test Experience with Client*

- **Understand how the CareerBot tool** is a useful tool before career guidance sessions and reflection on how to organise the introduction of the tool within your organisation.
- **How to carry out the test experience** of the CareerBot tool with clients.
- **To Demonstrate the CareerBot Tool** to clients and engage with the Bot actively in your practice.

Learning Unit 4 – Transfer into Practice: using a CareerBot Methodology during and after a Guidance Session

- **Understand how to sustainably promote the CareerBot project** and continue to use the tool with clients after guidance sessions.
- **Understanding the role of digital tools and solutions** in Career Guidance settings
- **How to assess the needs** of clients and what digital solutions best suit their needs and evaluate the effectiveness of a CareerBot Methodology

Learning Unit 5: Transfer into Practice: Digital Solutions and a CareerBot Methodology

- **Knowing how to Adapt resources and platforms available** in your local setting and map useful solutions for your organisation.
- **Understanding the importance of the accessibility of tools** for your client group and tailoring tools to the individual client and his/her career journey.

Learning Unit 6: Documentation and Reflection

- **To implement a CareerBot methodology** in practice through the completion of relevant documentation and practical engagement with clients after the completion of training.

RESOURCES - LEARNING MATERIAL PROVIDED:

Learning Unit 1 - 5: Transfer into Practice

- M5-LU1/5-5-01 – Transfer into Practices, Documentation and Reflection (PPT and word document)
- M5-LU1/5-02 – CareerBot Test Experience with Client Document
- M5-LU1/5-03 – Genial.ly User Journeys
- M5-LU1/5-04 – Evaluation Google Form
- M5-LU1/5-05 – Learning Agreement
- M5-LU1/5-06 – Training Reflection Diary

Learning Unit 6: Documentation and Reflection

- M5-LU6-01 – Transfer into Practices, Documentation and Reflection (PPT and word document)
- M5-LU6-02 – Learning Agreement
- M5-LU6-03 – Test Experience with a client document
- M5-LU6-04 – Guidelines for Expert Talk document
- M5-LU6-05 – Training Reflection Diary

Qualification profile

Graduates of the blended learning program can train various target groups (e.g. own staff and staff of other implementing partners) in using the CareerBot tool and the training material presented in the Curriculum. In the project we follow a „train-the-trainer“principle.

The qualification for training target groups includes the professional and organizational management. This includes in particular:

- Planning, organization, coordination, implementation, and evaluation of the training program
- Ensuring the content-related and pedagogical quality of teaching in the individual subject areas
- Selection of the institutions where the training will be carried out

In addition to these subject-specific qualifications, graduates acquire the ability to think and act in an analytical, structured, and solution-oriented manner.

Quality Assurance of the CareerBot training

Quality assurance (QA) is an essential instrument for ensuring the quality of the CareerBot Training and will therefore take place on different levels:

1) MEASURES TO ENSURE A PROFESSIONAL TRAINING PROCESS

A well-defined methodology ensures the quality of CareerBot training (see chapter "Basic Structure of the Training Process"). In October 2023, the training will be piloted and assessed. Any adjustments that are required as a result of the evaluations will be implemented.

The training materials will then be adaptable to the demands of each partner country. This means that while the training materials will vary per country, the training procedure will be consistent across all countries.

In the case of the CareerBot project, the reliability of the data sources is very important to ensure the quality of the training. This must be assured for both the data immediately incorporated in the bot and the data utilised for the training documents. Therefore we worked on a checklist which is presented in the next chapter.

2) MEASURES TO ENSURE THAT LMI IS RELIABLE

Labour Market Information used in the CareerBot project must be reliable, easily accessible, available in a simple form, preferably through an open API and in accordance with the underpinning principles, which include:

- **Ethical:** adherence to the core ethos of equality of opportunity for all and compliance with related legislation.
- **Impartial:** all LMI produced for the guidance/counselling process does not promote one sector, in a competitive manner, as superior to any other, or mask an economic decline.
- **Accessible:** addressing physical limitations as well as the ability to understand particular levels of complexity.
- **Robust:** ensuring reliability, comprehensiveness and currency.
- **Relevant:** to the needs of careers practitioners in their guidance work with clients.

The following checklist provides a guide for project partners and further implementing partners in assessing the efficacy and quality of LMI.

CHOOSING BETWEEN SOURCES OF LMI	
QUESTION	THINK ABOUT:
Who has produced the LMI?	<ul style="list-style-type: none"> ● Whether the source of LMI can be regarded as trustworthy. ● What are the aims and objectives of the organisation producing the LMI? Is it promotional (putting a positive spin on particular facts) or excluding facts? ● Whether you have been able to get similar data from more than one source – as this will help you achieve a more balanced and reliable view on of a particular situation.
How was the LMI collected?	<ul style="list-style-type: none"> ● How and why data were collected? (i.e. methodology) ● What is the coverage and degree of detail available? ● Is the data presented reliable? ● How valid is the data?
How is the LMI data disaggregated and classified?	<ul style="list-style-type: none"> ● Relevance and appropriateness of units of measurement. ● Disaggregation of data, particularly geographical boundaries. ● Classification systems applied. ● Comparability of data and consistency over time. ● Analysis in terms of your needs; and ● Relevance to the area in which you are operating.
Is the LMI up-to-date?	

	<ul style="list-style-type: none">● When was the research carried out?● What period does the data relate to?● When was the LMI published?● Potential currency and usefulness of data to current situations.● Timeliness.● Frequency of update and when the next data will be available?● Where there is any more recent research that either supports or contradicts the data?
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During the development of the CareerBot tool and training materials, the project partnership worked with the above checklist to ensure that the data was reliable and as up-to-date as possible.

We recommend that future implementing partners who wish to expand the CareerBot methodology work with this checklist to maintain good quality data.