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Distance Education for Future: best EU practices in response to the requests
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TYPICAL STANDARD OF COUNSELING AND COACHING

(in the distance form of higher education)



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PREAMBLE

- The Typical Standard is not an original text and the compilers do not claim authorship or primary source.
- The Typical Standard was developed as part of the Erasmus+KA2 DEFEP project "Distance Education for Future: best EU practices in response to the requests of modern higher education seekers and labor market".
- The Typical Standard was created on the basis of existing European and national practices, regulations, methodological developments of individual higher education institutions, as well as materials and cases from the Ministry of Education and Science of Ukraine, the National Agency for Quality Assurance in Higher Education, etc.
- The Typical Standard takes into account the experience of DEFEP partner universities from Ukraine, Moldova, Germany, Spain, Italy, the results of a sociological survey, an analytical report, and a monograph completed as part of the project.

- The standard is applicable to distance learning in higher education.
- The Typical Standard takes into account the peculiarities associated with digital technologies and the remote format of the educational process in the distance form of higher education. At the same time, the basic principles of the policy of counseling and coaching in higher education institutions described in the Typical Standard are universal for all forms of higher education.
- On the basis of the Typical Standard, a higher education institution develops its own Standard of Counseling and Coaching (hereinafter referred to as the Standard) or implements the provisions of the Typical Standard relating to distance learning in the relevant provisions of the higher education institution.

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1. GENERAL PROVISIONS

1.1. The standard of counseling and coaching defines the basic principles of communication between participants in the educational process for their professional and emotional growth and development, information support, development of the ability to be flexible in their worldview and reveal their inner potential to achieve program learning outcomes and form general and professional competencies.

1.2. The purpose of counseling and coaching is to reveal the internal resources of participants in the educational process; to choose a vector of professional development for both academic staff and higher education seekers; to set priorities and overcome internal constraints for further self-realization of participants in the educational process; to transform the role of academic staff as a coach and counselor for a new perspective on their interaction with higher education seekers in the educational process.

1.3. The objectives of counseling and coaching are: to educate higher education seekers to be responsible for their decisions and actions; to ensure sustainable internal motivation of higher education seekers to master professional competencies; to activate and motivate higher education seekers to study, self-realization, continuous self-improvement, and continuous self-education; to develop the professional growth of academic staff, mentors, and tutors so that they, in turn, help higher education seekers achieve hard skills and soft skills.

1.4. The counselor and coach are guided in their activities:

- 1) The Constitution of Ukraine;
- 2) The Law of Ukraine "On Higher Education";
- 3) The University's Charter and internal regulations;
- 4) by this Regulation.

1.5. Terms used in the Standard:

- **a counselor is** someone who provides pedagogical counseling, gives advice, advises on something;
- **pedagogical counseling is an** organized and purposeful professional activity of counselors (consultants) in the field of education to provide counseling services, identify and analyze problems of research and teaching staff and higher education seekers, develop advice and recommendations for their solution, systematic information support, etc;
- **A coach is a** trainer who helps a person become more effective in achieving their goals. The task of a coach is to help a person achieve their goals on their own. In distance education, the main task of a coach is to establish communication between academic staff and seekers in the digital space of the university;
- **Coaching is a** pedagogical practice aimed at achieving a specific result rather than solving a general problem; a concept according to which seekers must first of all master the skill of independently directing and correcting their learning; a technology for forming the digital competence of higher education seekers in distance education; a technique of organizational and pedagogical support of distance education using digital and information

resources, which provides for the creation of optimal conditions for unlocking potential. This is what makes coaching fundamentally different from mentoring. This is a certain time period during which a person can reveal his or her talents in a particular area.

- ***a coaching session is a*** form of communication in the form of regular meetings (including online via teleconferences, webinars, Skype conferences) between a coach and higher education seekers; individual counseling on various issues as needed.

1.6. An counselor may be any of the academic staff who work at the University at their main place of work to provide educational services and conduct educational work in academic groups to form general and professional competencies in seekers, to educate a physically healthy person with the inherent values of modern Ukrainian education.

1.7. A coach is appointed from among the academic staff, senior higher education seekers or representatives of student self-government to provide possible assistance to seekers, conduct individual educational work, communicate with students' parents, find out about student life problems, etc. A coach is appointed by order of the rector upon the proposal of the director of the educational and research institute / dean of the faculty. The work performed by him/her is planned in the individual work plan of the academic staff member and is included in the report in the section "Organizational (educational) work". A coach is assigned to an academic group, as a rule, for the entire period of study at the university. A coach may be replaced for good reason if he/she has failed to fulfill the rector's assignment.

1.8. Coaching technology, in particular, in distance education, can be used to familiarize yourself with the university's digital information environment, the university's official website, the library's electronic catalog, distance learning platform, etc.

2. DUTIES OF THE COUNSELOR AND COACH

2.1. Support the intention of seekers to acquire knowledge and develop skills on their own.

2.2. The counselor provides educational and counseling assistance in informing, explaining the socio-economic and political situation in the country and the world, labor market trends, education and employment.

2.3. The counselor conducts activities related to career planning and active job search. Provides individual professional counseling for job seekers.

2.4. The counselor supports cooperation with other institutions and employers.

2.5. The counselor advises families on the problems of education, upbringing and development of the seeker.

2.6. The counselor advises pedagogical staff on the creation and implementation of educational innovations, monitoring the quality of education, preparation of methodological support, certification and professional development, analysis and
Implementation of best pedagogical practices.

2.7. The coach draws up a plan of coaching sessions for the semester, academic year and approves it with the director of the educational and research institute / dean of the faculty. Report on the work done at the end of the academic year.

2.8. The coach conducts coaching sessions in accordance with the developed coaching session plan. Coaching sessions can be conducted both in the educational institution and in synchronous remote mode using cloud-based synchronous video communication services. A coaching session lasts from 30 to 90 minutes.

2.9. The coach masters and transfers new knowledge in the field of digital technologies and digital education to higher education seekers, as well as familiarizes them with the peculiarities of electronic interaction between academic staff and higher education seekers;

2.10. The coach encourages higher education seekers to find optimal solutions and answers to their questions on their own.

2.11. The coach helps to create a healthy moral and psychological climate in the academic group, establish normal relations between higher education seekers, academic staff and university staff, and ensure that higher education seekers comply with information security.

2.12. The coach conducts individual conversations with the seekers of the academic group, finds out the state of their discipline and studies, takes care of and assists seekers in solving problems that arise during their studies and adaptation to the university environment.

2.13. The coach helps to create an asset of the group, to facilitate their entry into the student self-governing organization.

2.14. The coach helps the group's assets in forming a student team, developing positive orientations among seekers aimed at acquiring knowledge, improving the general cultural level, promoting a healthy lifestyle, etc.

2.15. The coach establishes and maintains communication with the seekers' parents or guardians. Timely inform parents or guardians about problems in student life.

3. RIGHTS OF THE COUNSELOR AND COACH

3.1. Exercise academic freedom and pedagogical initiative, including freedom of teaching, counseling, free choice of forms, methods and means of education.

3.2. To use the library, educational, scientific, industrial, cultural, sports, household, recreational infrastructure of the educational institution and the services of its structural units in accordance with the procedure established by the educational institution.

3.3. Access to information resources and communications used in the educational process and research activities.

3.4. To nominate the best seekers of the Group for academic, scientific, sports, cultural and community service achievements for awards and various forms of incentives, and to apply for personalized scholarships.

3.5. Participate in meetings where issues related to the work of the academic group are discussed and represent the interests of the academic group.

3.6. To initiate before the administration the application of the established forms of disciplinary and administrative penalties to seekers for violations of information security and academic discipline, etc.

3.7. Participate in the rating assessment of the professional and organizational skills of the seekers under their supervision and the performance of public assignments.

4. RESPONSIBILITY OF THE COUNSELOR AND COACH

4.1. The counselor and coach are responsible for:

- for failure to fulfill duties and abuse of authority provided for in this Standard;
- for failing to maintain confidentiality in individual work with seekers and disseminating information relating to them personally.

5. ANTI-CORRUPTION WARNINGS

5.1. Participants in the educational process fully comply with the basic principles of corruption prevention, ensure regular assessment of corruption risks in their activities, and take appropriate measures to prevent and resolve conflicts of interest and corrupt practices that may arise in the performance of their duties.

5.2. Participants of the educational process are obliged to comply with the requirements of the Law of Ukraine "On Prevention of Corruption".

5.3. Participants in the educational process are strictly prohibited from directly or indirectly using their official powers or related opportunities to obtain or accept unlawful benefit or accepting such benefit or accepting a promise/offer of such benefit

for themselves or others, or making promises/offers or unlawful benefit to a person referred to in part one of Article 3 of the Law of Ukraine "On Prevention of Corruption" or at their request to other individuals or legal entities in order to persuade this person to illegally use the services provided to them.

5.4. For committing corruption or corruption-related offenses, participants in the educational process shall be held criminally, administratively, civilly, and disciplinarily liable in accordance with the procedure established by law.

6. FINAL PROVISIONS

6.1. The standard of counseling and coaching in distance education is approved by the Academic Council of the University and put into effect by order of the rector of the University or a person authorized to perform his/her duties.

6.2. Amendments and/or additions to the Standard shall be reviewed and approved by the Academic Council of the University and put into effect by order of the rector of the University or a person authorized to perform his/her duties.

RECOMMENDED TOPICS FOR COACHING SESSIONS

1. Getting acquainted with higher education seekers and questioning them;
2. The history of the university and its current structure. Achievements of the university and prospects for its development;
3. Familiarization with the internal regulations of the university and the requirements for behavior on its territory;
4. Familiarization with the requirements of the Regulations on Distance Learning;
5. Features and basic requirements for distance learning in higher education.
6. University library, the procedure for using educational and methodological literature and the information system of the university;
7. Widespread negative phenomena of our time (drug addiction, drunkenness, delinquency, etc.), ways to prevent their spread among young people;
8. On the possibilities of self-realization of university seekers outside the educational process;
9. Ethics of interpersonal relations in the university environment;
10. Behavior of seekers in extreme situations;
11. Discussion of current problems of the university, the region, Ukraine, and humanity.

INDICATIVE SCHEME OF PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF THE SEEKER

1. Surname, name and patronymic, year of birth. Who, where and how long you worked before entering the university. Place of work of parents, their education. Family composition and financial status. Parents' attitude to the profession chosen by the seeker.
2. Health and physical development of the seeker.
3. Intellectual development, worldview, breadth and sustainability of interests.
4. The seeker's moral and business qualities, national consciousness, patriotism, sense of duty and responsibility, integrity and modesty, and most characteristic actions.
5. General culture, culture of communication and behavior.
6. The seeker's academic performance and attitude to learning. What subjects they are interested in, how they prepare independent assignments (tests, term papers, projects, etc.), and their motives for learning.
7. Attitude to work. What types of work are most exciting? How do you feel about self-service, dormitory duty, etc.? Level of development of labor skills and abilities.
8. Community service, interests, activity, ability to complete a task, involve other seekers in the work, ability to manage and obey colleagues, participation in self-government.

9. The place of the seeker in the structure of interpersonal relations in the group, social and psychological manifestations of personality: authority, collectivism, leadership, status, friends of the seeker, attitude of the seekers in his/her group.

10. Characteristics of the seeker's cognitive activity, ability to analyze, compare, and generalize.

11. Emotional and volitional abilities of the seeker, the influence of feelings on the educational process, the degree of development of intellectual, moral and ethical abilities, activity and determination, determination, ability to control their feelings and mood.

12. Features of temperament. Does the seeker easily switch from one job to another?

13. Character traits of the seeker (independence, self-criticism), including professional ones.

COACH'S NOTE

A coach should:

1. Create a long-term plan for coaching sessions in an assigned group.
2. To familiarize the wards of higher education seekers with: the features and basic requirements of the educational process in the distance form; the rules of the university's internal regulations.
3. Get to know each seeker individually. Find out their creative abilities, inclinations, preferences, etc.
4. Analyze the relationships in the student group.
5. Identify the situation with the group leaders, their positive or negative influence on individual microgroups or the group as a whole. Support the positive and contain the negative influence.
6. Find out whether the head teacher is a formal (informal) leader in the group and how he/she copes with his/her duties. If the appointed leader is not a positive leader in the group, raise the issue with the distance education institution of replacing him/her.
7. Constantly conduct individual work with the seekers under our care and maintain contact with their parents.