

## **SCHOOL GUIDANCE POLICY**



**ATHY COLLEGE**

Athy

Co Kildare

**Guidance Counsellor: Margaret Cambie - Mc Evoy**

**REVIEWED: 2010-2011**

## **Preamble**

In March 2010 Athy College relocated from its original site on the Carlow Road to a new building on the Monasterevin Road complete with full sports facilities and built to accommodate 400 pupils. Athy College has a proud tradition of innovation, being the first to pilot and introduce a number of education programmes.

## **Introduction**

Structured Guidance Counselling began in Athy College as a result of a recommendation from the Department of Education Inspectorate following Guidance Inspection in 2006. The Department sanctioned a .5 allocation under the Guidance Enhancement Initiative. In the current climate, the allocation for guidance, as allocations of all resources, is strictly subject to the general staff and financial resources made available to Athy College by the DES and Co. Kildare VEC.

Since September 2010 guidance counselling has been provided by a trained guidance counsellor from within the existing staff and is available in the school throughout the week and a Guidance Service set up.

The guidance counsellor manages a service that recognises the privileged position we as educators are in. The service is based on the belief that:

*“School is about young people, their learning and their whole development. Their school years are their only chance for formal learning through adolescence” (Collins, 2004)*

This service is delivered through an integrated methodology that combines Carl Roger’s humanistic person centered approach, Glasser’s Choice theory and Existential therapy so that students gain a fuller understanding of their thoughts and feelings and to help them in their decision making. These approaches are also aimed at helping the student develop respectful relationships within the school community and beyond.

To this end, the guidance counsellor is involved in classroom teaching, one-to-one consultations and liaison with students, parents, year heads, management, teaching colleagues and other guidance partners. In 2009-2010 guidance classes were time-tabled for the first time; once a week for fifth and sixth year students.

## **Rationale**

*The Education Act (1998), states that post primary schools are required to undertake and develop a school plan (section 21). Section 9 (c) It requires schools to “ensure that students have access to appropriate guidance to assist them in their educational and career choices,” (Section 9 (c)). As a result, guidance is a core element of the school’s overall programme and should be available to students as required throughout their time in school. The process of school guidance planning seeks to establish the career educational needs of pupils and the services in the school that are currently meeting their needs.*

It postulates a very inclusive guidance structure that strives to include the needs of students with learning and physical disability, those from disadvantaged backgrounds, international students and those who may be marginalised for one reason or another (sexual orientation, learning difficulties, minority groups). This inclusive approach has been underpinned by subsequent legislation to include education as a core focus in combating inequality and to enable students get the best possible benefit from their education experience.

**Equal Status Act (2000)** prohibits discrimination on grounds of gender, family status, marital status, sexual orientation, religion, age, race, disability or membership of the Travelling Community. This promotes an open admissions policy in the school and access of all students to appropriate guidance.

**Education for Persons with Special Needs Act (2004)** derives from the Education Act 1998 section 32(9) which defines educational disadvantage as “impediments to education which prevent appropriate benefit from education in schools”. It is seen that the guidance counsellor is a core member of a special

education needs support team collaborating with resource teachers and mainstream teachers (DES, 2005). This is very relevant for the school as it integrates students with Autism in to the school the broad school curriculum activities from 2010.

**The Education Welfare Act (2000)** which sets down guidelines about codes of behaviour, school attendance, language support for international students, increased access to 3<sup>rd</sup> level education for students from disadvantaged backgrounds. This is aimed to improve engagement of students in the education process and so develop their potential. The guidance counsellor plays a key role in this along with the other guidance partners. In this school this process is further enhanced by being within the DEIS framework which has extra resources available to the school to tackle the needs of disadvantaged students.

Collaboration with the DEIS co-ordinator and HSCL is an important aspect of guidance intergration. The school also has links with NUI Maynooth through MAP and with participating colleges through the HEAR and DARE access programmes.

School guidance planning also seeks to identify the guidance needs that are not currently being met and continues to monitor and review provision ensuring the guidance resources of the school are being targeted to provide access to appropriate guidance for all. It ensures that guidance is embedded in the whole school plan and in the minds of all staff as a whole-school endeavour.

*Athy College's Mission Statement*

*“In a caring school we are dedicated to fostering educational excellence empowering all students to reach their full potential – academic and social, physical and spiritual. Through partnership and co-operation we openly respect and nurture the dignity and uniqueness of each individual”.*

This statement emphasises the dignity of each student and underpins the right of all students to reach their full potential regardless. Its ethos is to ensure there is educational partnership and co-operation between students, teachers and school partners and that the resources of the school are targeted to ensure inclusive and appropriate guidance for all students. It recognises the development of the whole person in an integrated way.

Guidance may be defined as a comprehensive range of interventions, which assist pupils to make choices about their lives and to make transitions consequent on these choices.

Guidance includes:

- 1. Personal and Social Guidance**
- 2. Educational Guidance**
- 3. Career Guidance**

### **Aims of Guidance**

Guidance is an ongoing process involving a wide range of learning activities such as information giving and counselling. They are offered in a developmental sequence appropriate to the age and the needs of the student. The guidance

process helps a student to develop and accept a full personal, social, educational and career awareness of his/her personal talents and abilities and, in this way, it helps people to grow in independence and to make well-informed decisions about their lives.

In the wider context significant changes are taking place in the economic and social structures in Ireland which have important implications for the education system and for all the students who are its principle focus. The value of guidance and counselling in responding to the challenges is widely recognised in government policy statements and by other national and international bodies including the National Development Plan 2000, The Commission on the Points System, and the OECD.

### **Personnel involved in provision of Guidance**

- Principal – also leader of Athy College’s Care Team
- Deputy Principal/Tutor to senior students
- Guidance Counsellor
- L.C.V.P. Programme Co-ordinator
- L.C.A. Programme Co-ordinator
- Tutors / Year Heads of Junior Cycle classes
- PLC Co-ordinators
- JCSP tutors and co-ordinator
- H.S.C.L. and DEIS co-ordinators
- S.C.P. co-ordinator
- Special Needs co-ordinator
- Co-ordinator for students attending the ASD unit

- R.E. Teachers

### **D.E.S. Programmes in the school that integrate Guidance provision**

- S.P.H.E. Programme
- R.S.E. Programme
- Junior Cert. School Programme
- Leaving Cert. Established Programme
- Leaving Cert. Applied Programme
- Leaving Cert. Vocational Programme
- PLC Programmes
- R.E. Programme at Senior Cycle
- Guidance Programme

### **Role of School Management, Staff and Education Partners.**

**The Board of Management and school management team** have a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standards. This includes managing the process of guidance planning and provision in co-operation with the guidance school staff involved in guidance and other school partners such as parents.

**Subject teachers** often have a key role in providing support to students and information and advice relating to their subject disciplines and related careers. Some teachers have additional formal responsibilities through management, pastoral care roles, co-ordination roles through participation in programmes such as SPHE. Individual teachers may be sought out by students on an informal basis



for advice and information. All teachers may consult with the guidance counsellor on the needs of an individual student and/or refer the student to the guidance counsellor.

**Parents** have by far the most influence, directly or indirectly, on the choices made by young people. Parents have a major influence on the environment in which the young person lives including values, attitudes and lifestyle. Parents have an important part to play in helping to establish the needs and priorities of the school guidance programme and in supporting the programme. Parents can also participate in the guidance through

- (i) Communication and consultation with the staff involved in guidance.
- (ii) Attendance at relevant information and other meetings at school.
- (iii) Contributing to the development and review of the school guidance plan and when possible.
- (iv) Providing personal assistance to the school guidance programme.

**Students** are the focus of the school guidance programme. Students (through the Student Council) may be encouraged to identify and establish needs and priorities of the guidance programme.

**The local community** through its agencies, organisations and institutions provides young people with resources for career exploration, information and other forms of assistance and support. Such agencies, organisations and institutions include providers of training, further and higher education, employment and youth services.

**Third level colleges** such as NUI Maynooth and ITCarlow through their access programmes organise activities such as multimedia projects, maths summer camps, on-campus science practicals and special awards for third year and leaving cert. students who make tremendous efforts in the areas of maths, gaeilge, science and languages. This gives students a vision for the future and support in transition to third level. HEAR and DARE has now broadened access and support for students at third level.

Athy College's HSCL co-ordinator, DEIS co-ordinator, L.C.V.P. co-ordinator, LCA co-ordinator also play major roles as guidance partners through delivery of dedicated programmes such as L.C.V.P. link modules, Vocational Preparation and Guidance and interventions with DEIS targeted students.

### **The Role of the Guidance Counsellor**

Athy College has been able to obtain the services of a trained guidance counsellor in response to the recommendation given by the Department of Education and Science Inspectorate in 2006. This has been implemented since 2007 with a structured guidance service. The role is currently fulfilled by a trained member of the existing staff on site full-time since 2009.

Guidance is considered by the Department of Education as a whole school responsibility (DES 2005). With the principal, the school guidance counsellor is seen as being the key player along with management and relevant members of staff.

Guidance in the school setting is seen as a *service* and this implies that the focus recognises relationship as the central focus (Martin Buber). The guidance

counsellor deals with people in relationship, not focusing merely on a subject or a set of skills.

The guidance counsellor participates in and manages the guidance service under three areas of activity (IGC, Role Document):

- Personal/Social Guidance and Counselling
- Educational Guidance and Counselling
- Career Guidance and Counselling

It is envisaged that the guidance counsellor divides time equally between each area and is sensitive to the needs of all students and in particular those who need extra support.

The three areas of the guidance programme outlined above are supported by the guidance counsellor's professional skills and training and collaboration with the guidance partners and are met through involvement in the following guidance functions:

- **Counselling** (Personal/Social and Career Guidance) The guidance counsellor has particular skills in this area which could support students with a wide range of issues e.g. behavioural problems, stress, conflict resolution. In this the guidance counsellor helps the student explore alternatives and develop strategies for change or consider referral if appropriate. In a person-centered, caring environment students are empowered to self-actualise. Counselling can occur on an individual or group basis.

- **Developmental Programmes.** (Personal/Social, Educational, Careers Guidance) These programmes are designed to help students develop their social and personal skills and are met throughout the guidance programme SPHE, RSE, RE and CSPE syllabi and through development workshops organised by the guidance counsellor, LCA co-ordinator, LCVP and e.g. decision making skills, drugs awareness, academic achievement awards, motivation and study skills workshops, mentoring groups.
- **Consultation Services** (Personal/Social, Educational, Careers Guidance). The guidance counsellor consults with significant adults e.g. teachers, parents principal, year heads and tutors. This is achieved through presentations to parents, presentations to staff at staff meetings, being available at parent-teacher meetings. This is done to enable these significant adults in young people's lives to be more effective supports for them. This focus is highlighted by our inclusion in the DEIS programme and HSCL which seeks to develop interaction with parents and students who may be marginalised.
- **Information** is key to decision making and in particular for career guidance and making informed lifestyle choices. Information can be provided by subject teachers on their own specialisms but also by outside bodies or individuals (guest speakers on all kinds of topics – careers or social and personal) or through the guidance service by having a careers lobby/notice board. It is also important to empower the student to find and disseminate their own information. Use of CACG e.g. Careersportal and Qualifax is useful in this. The guidance counsellor also regularly

makes presentations to parents and other guidance partners on a range of guidance topics.

- **Preparation for Working Life** (Personal/Social, Educational, Careers Guidance). Students need some experience and preparation for the world of work and how to manage this transition. During work experience the student learns valuable skills for work and gains insight for their own career preferences. The guidance counsellor liaises with the LCVP and LCA co-ordinators and this function is met through dedicated work preparation modules in LCVP and LCA. This experience informs students on career choices post leaving certificate.
- **Referral Services** (Personal/Social). Students will on occasion be referred to the guidance counsellor for support or intervention. Appointment slips are issued to verify appointments and time of return to class. Athy College operates an “Open Door” policy and referrals may be as follows;
  - Tutor/year head/teacher /parent referral
  - Self-referral
  - Counsellor referral to an outside agency for specialist help.

Outside Referral Agencies available to the school

- NEPS Psychologist

- ❑ Child and Adolescent Guidance Clinic – South Western Area Health Board
- ❑ Kildare Youth Services Counselling Service
- ❑ Youth Worker
- ❑ Medical Professionals
- ❑ Social Workers
- ❑ Health Board Psychologists
- ❑ Probation and Welfare Officers

Outside referrals must be done in consultation with parents, principal and the student and must be done in conjunction with the guidance counsellor gathering as much information around the crisis/topic as possible to clarify the issues which are involved. . When contacting Social Services in cases of crisis intervention, under Child Protection legislation, the Principal of Athy College is the Designated Liaison Person.

- Assessment Services (Personal/Social, Educational, Careers Guidance).  
Assessment tests for incoming students such as standardized AH2 (currently under review, June 2011), the Frans maths test and standardized reading tests are useful in ascertaining aptitudes and identifying areas where resource intervention is needed. In Athy College these standardized tests are administered, normed and interpreted by teachers who have obtained Level A in Occupational Testing. In senior cycle D.A.T.S. and Interest Inventories such as M.U.S.A.I.C. and C.I.I .can help crystallise career options. This information is shared with the student and parents and can increase self awareness. The standardised

tests and the subsequent results are confidential, within the legal requirement of the Freedom of Information Acts.

- **Administration.** The guidance counsellor also has administrative duties associated with running the Guidance Office.
- **Evaluation.** This ensures that resources are not wasted or duplicated. Evaluation can be done by carrying out simple audits over time on agreed aspects of the service to ascertain what is working well and what needs to be improved. It is important that this evaluation is done collaboratively with the guidance partners and feedback is made available.

### **Code of Ethics**

The guidance counsellor is bound by the code of ethics as outlined by the Institute of Guidance Counsellors (2002) **Appendix 1**. The Guidance Counsellor must at all times and in all situations, act in an ethical manner.

### **Confidentiality**

A professional relationship involving confidentiality is the core of all guidance counselling and the guidance counsellor takes all reasonable steps to ensure that consultation takes place in an appropriately private environment.

Absolute confidentiality cannot be guaranteed and this is explained to the student at the onset of each counselling session.

It is explained to the student that the guidance counsellor cannot guarantee confidentiality if:

- i. the life or safety of the student is in danger
- ii. the life or safety of others is in danger
- iii. there is a crime about to be committed.

In this case the guidance counsellor will contact the school's designated liason person (the Principal) to seek help and safety for the student.

The guidance counsellor will also take all reasonable steps to protect the storage, retrieval or disposal of students' records both written and electronic in accordance with the Data Protection (Ammendment) Act (2003). **Appendix 2.**

All meetings with students are to be recorded on students' eportal records. Such eportal records will not record the substance of the guidance counsellor's consultations with students, but will rather record that guidance counselling has taken place.

### **Guidance Resources**

- ❑ Office/Interview Room with access to e-mail and internet
- ❑ Computers
- ❑ Telephone
- ❑ Internet Access for students
- ❑ Access to mobile computer bank with internet access
- ❑ Timetabled provision of guidance related classes
- ❑ Attendance at on- going professional training and development e.g. I.G.C. in-service and Supervision, facilitated by management.



## **Guidance Activities and Objectives**

The Department of Education and Skills and the school management decide on the allocation of time for guidance. The guidance plan as outlined draws on existing good practice and will also incorporate provisions from the Education Act (1998). However, it is dependent on a number of factors that include: the amount of guidance time allocated in the school, the ethos of the school, the size of the school, and the psychological services and business links available to Athy College.

Depending on time made available for guidance activities, staff providing guidance may undertake some or all the following activities with students:

- Help to explore their feelings about their present life.
- Explore the choices open to students and explore the consequences of each choice.
- Help students to make important and/or difficult decisions.
- Help students to come up with solutions to any problems they may be experiencing.
- Help students change behaviour they may wish to change.
- Introduce students to career materials.
- Provide students with information on careers.
- Give information and input to help choosing subjects and levels for Leaving Cert.
- Organise classroom activities where students prepare a CV and Letter of Application.
- Give information, guidance and help with study and examination techniques.

- Arrange mock interviews in school.
- Carry out aptitude testing and/or career interest testing.
- Explore options after the Leaving Cert.
- Explain the CAO system and assist students with application.
- Assist students in identifying occupational interests using computer software.
- Give students information, if needed, on studying abroad.
- Meet parents at parent-teacher meetings and/or parents information evenings and at other mutually agreeable times by appointment.
- Refer students to relevantly qualified personnel outside the school system, should this be required.

### **Additional Guidance Activities**

Additional guidance activities that support the achievement of the aims of the school Guidance Programme include:

- Consultation with parents, school staff and students.
- Feedback – giving feedback to school management and staff on the needs of individual students, year groups and the school as an organisation, and how the school Guidance Programme has supported student choices and transitions.
- Networking – establishing links with employers, relevant agencies and institutions to enhance guidance work with students.
- Promoting change – assisting curriculum development in school.
- Placement – work experience, work shadowing and preparing students for employment.

- Follow up – following up former students regarding progression routes and destinations.

### **Target groups for Guidance Needs and Resources**

The target groups for guidance and counselling are all students from 1<sup>st</sup> year to 6th year. PLC students also receive career counselling as appropriate.

In the junior cycle the J.C.S.P is integrated into the curriculum for targeted students and includes a whole range of cross-curricular activities and interventions. **Appendix 3.**

In the senior cycle, the LCA programme provides dedicated programmes e.g. Vocational Preparation and Guidance and a range of cross-curricular activities and programmes to meet needs. **Appendix 4.**

## **APPENDIX 1**

### **Coras Eitice - Code of Ethics, Institute of Guidance Counsellors.**

#### ***1 PREAMBLE***

1.1 Guidance Counsellors work with clients, individually and in groups, to whom they supply professional services concerning educational, vocational and personal/social development.

1.2 Guidance Counsellors respect the dignity, integrity and welfare of their clients. They work in ways which promote clients' control over their own lives, and they respect clients' ability to make decisions and engage in personal change in the light of their own beliefs and values.

1.3 The professional services offered by Guidance Counsellors involve a special relationship of trust and confidence. Guidance Counsellors are responsible for maintaining trust by setting and monitoring appropriate boundaries in the relationship, and making this explicit to the client and relevant others.

1.4 It is the duty of Guidance Counsellors:

(a) to comply with the provisions of the Code of Ethics.

(b) not to engage in conduct (whether in pursuit of their profession or otherwise) which is dishonest, or which may otherwise bring to the profession

of Guidance and Counselling into disrepute, or which is prejudicial to the administration of justice.

(c) to observe the ethics and etiquette of the profession.

(d) to be competent in all their professional activities.

1.5 The relationship with the client is the foremost concern of the Guidance Counsellor, but it does not exist in a social vacuum. For this reason, Guidance Counsellors have sensible regard for the social context of their work, which includes colleagues, the Law and the wider community.

1.6 Guidance Counsellors are recommended to deal with ethical dilemmas by engaging in the formal decision-making process presented in Appendix A.

1.7 The Institute of Guidance Counsellors strongly recommends supervision as an integral part of the professional practice of members

## ***2 COMPETENCE***

2.1 Guidance Counsellors maintain and develop their professional competence.

2.2 Guidance Counsellors recognise the limits of their training and experience and take care not to exceed them. Where they do not feel competent, they make appropriate referral to others within or outside the profession.

2.3 Guidance Counsellors ensure that they accurately represent their education, training, experience and affiliation with the Institute.

### ***3 CONDUCT***

3.1 Guidance Counsellors engage in professional activities in such a way as not to damage clients' interests or undermine public confidence in the profession or the Institute.

3.2 Guidance Counsellors are mindful that their relationships with clients may involve conflicts of interest because of dual roles (e.g. responsibility to client vs. responsibility to school). Where they become aware of such conflicts, they clarify to all concerned the nature of their loyalties.

3.3 Guidance Counsellors do not exploit clients emotionally, sexually, financially or in any other way.

### ***4 CONFIDENTIALITY***

4.1 A professional relationship involving confidentiality is at the core of guidance counselling. Guidance Counsellors take all reasonable steps to ensure that consultation with clients takes place in an appropriately private environment.

4.2 Guidance Counsellors take all reasonable steps to preserve the confidentiality of information about clients obtained in the course of professional work. They reveal such information only with the client's consent, but with certain exceptions, which include: where concealment would result in danger to the client or others; when required by the Law or designated guidelines; or for purposes of professional consultation or supervision.

4.3 It is the duty of Guidance Counsellors to inform clients about legal limits on confidentiality.

4.4 Guidance Counsellors discuss information about clients only for professional purposes, and only with those who are clearly entitled to be consulted. Written and oral reports contain only such data as are pertinent to the case, and every effort is made to avoid undue invasion of the clients' privacy.

4.5 Guidance Counsellors publish oral or written information about clients only with their written consent, or where the identity of individuals or groups is adequately disguised.

4.6 Subject to the law, Guidance Counsellors take all reasonable steps to safeguard the storage, retrieval and disposal of clients' records, both written and electronic. Where Guidance Counsellors' control of such records is limited, they exercise discretion over the information recorded.

4.7 With the exception of recording of public behaviour, Guidance Counsellors make audio, video or photographic records of clients only where these persons have given prior written agreement to the making of the record and the conditions of subsequent access.

4.8 Guidance Counsellors take all reasonable steps to ensure that colleagues, principals and others with whom they work understand and respect the need for confidentiality.

## ***5 CONSENT***

5.1 Guidance Counsellors take all reasonable steps to ensure that clients give valid consent to investigations or interventions involving them

5.2 Guidance Counsellors safeguard the right of clients to withdraw consent after an investigation or intervention has begun.

5.3 Guidance Counsellors obtain clients' consent to the attendance of trainees and other third parties not directly involved in the provision of professional services.

## ***6 TESTING AND EVALUATION***

6.1 Guidance Counsellors use only those tests which they are competent to administer and interpret.

6.2 In communicating the outcome of tests or assessments to teachers, employers or others, Guidance Counsellors strive to ensure that the results are not misused or misinterpreted.

6.3 Guidance Counsellors respect the rights of clients to receive a full explanation of the nature, purpose and results of tests and assessments.

6.4 Guidance Counsellors take all reasonable steps to protect the integrity of test materials, which depend for their validity on being kept out of the public domain.

## ***7 RESEARCH***

In addition to the above principles concerning competence, conduct, confidentiality and consent:

7.1 At all times, Guidance Counsellors protect the dignity and well being of research participants.



7.2 Guidance Counsellors take all reasonable steps to ensure that any collaborators in the research treat participants in an ethical manner.

7.3 Guidance Counsellors give publication credit to others in proportion to the professional contribution that they have made.

## **APPENDIX 2**

### **Information And Guidelines for Members on The Data Protection Act (1988) and The Data Protection Act (Amendment) Act (2003)**

The Institute of Guidance Counsellors upholds the rights and obligations, enshrined in the Data Protection Act (1988) and Amendment Act (2003). The following guidelines for members are to assist in protecting clients' privacy and ensuring that members comply with the Law in respect of personal information, which is stored electronically or in manual form. These guidelines have been drawn up in consultation with the Data Protection Commissioner's office. They should be read in conjunction with Section 4 (Confidentiality) of the Institute's Code of Ethics.

#### **SCOPE**

The Data Protection (Amendment) Act (2003) applies to all records and information held either in electronic or manual form. Manual data means information that is kept as part of a relevant filing system, or with the intention that it should form part of a relevant filing system, i.e. structured by reference to individuals, or by reference to criteria relating to individuals, so that specific information relating to a particular individual is readily accessible.

The 'data controller' under the Act is the person who, either alone or with others controls the contents and use of personal data. Deciding who is the

data controller in a particular case is a matter of fact, determined by examining the situation. Generally the data controller will be the school, but it could be an individual Guidance Counsellor, or indeed both the school and the individual. It is important to be clear on this point since the Act creates obligations for data controllers, which are summarised in the Guidelines below.

In addition, all data controllers are required to be registered with the Commissioner, unless exempted from this requirement under regulations made by the Minister for Justice, Equality and Law Reform. Those intended to be exempted, are those defined as 'low risk' data controllers. All public sector bodies are required to register - so VEC's and IT's will be registered, and their registration should cover any data kept by their employees.

Private practitioners and private schools outside the 'public sector' will be required to be registered if any of the information kept relates to sensitive personal data: Physical or mental health; religious or other beliefs; sexual life; political opinion; criminal convictions or the alleged commission of an offence; trade union membership; or racial origin.

### **THE EIGHT RULES OF DATA PROTECTION.**

1. Obtain and process information fairly
2. Keep it only for one or more specific, explicit, and lawful purposes.
3. Use and disclose it only in ways compatible with these purposes.
4. Keep it safe and secure.
5. Keep it accurate, complete and up-to-date.
6. Ensure that it is adequate, relevant, and not excessive.

7. Retain it for no longer than is necessary for the purpose or purposes.
8. Give a copy of his/her personal data to that individual on request.

### **PURPOSE**

Guidance Counsellors are likely to hold information for purposes of personal/social, educational and vocational guidance and counselling of individuals, and associated research. It is important that members be clear on the purpose for which they collect and keep information and that they make that purpose known to their clients. The purpose for which members have the information is the touchstone for judging what information we may collect, keep, use and disclose.

### **Appendix 3**

S P H E / R S E Programme Outline for Year 1, 2 and 3.

### **Appendix 4**

Vocational Preparation and Guidance Preparation Modules