

GUIDELINES FOR EXAMINATION REGULATIONS

for

Counsellor with Advanced Federal Diploma in Professional Education and Training (PET)

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1 INTRODUCTION

1.1 Purpose of the guidelines

On the basis of paragraph 2.21 of the examination regulations (ER) for Counsellors with Advanced Federal PET Diploma of 28 June 2013, the examination commission of the SGfB issues the guidelines for the examination regulations here below.

The purpose of the guidelines is to make concrete the regulations of the ER and provide information to all persons involved in the examination, in particular the examination candidates, the experts and the members of the examination commission. They are based on the examination regulations for Counsellors with Advanced Federal PET Diploma of 28 June 2013.

For a better understanding of the guidelines, previous consultation of the respective provisions of the ER is recommended.

The examination commission is entitled to update the guidelines as required. The State Secretariat for Education, Research and Innovation, SERI, should be informed about these updates.

The valid guidelines are available at www.sgfb.ch.

1.2 Professional profile

Further specifications of the professional profile mentioned in ER 1.12 can be found in the annex by means of the following documents: Charter of professional activities of the Counsellors with Advanced Federal PET Diploma:

- a) Charter of professional activities of the Counsellors with Advanced Federal PET Diploma
- b) specifications of the professional activities of Counsellors with Advanced Federal PET Diploma
- c) personal competencies of Counsellors with Advanced Federal PET Diploma
- d) description of Counselling
- e) code of Ethics for individual members of the SGfB entitled to call themselves «Counsellor SGfB»

Counsellors with Advanced Federal PET Diploma support an individual's own efforts to further develop their behavioural and experiential patterns and to improve their personal existential orientation and the interaction with people in their environment as well as to cope with their tasks in life. They operate in various counselling areas¹, in various counselling settings², applying various approaches to counselling³ and with their own counselling concept⁴ (cf. the description in annex d)

¹ Such as personality counselling and counselling in child raising, partnership, family, education, pregnancy, student and school and learning situations and in coping with personal loss (grief counselling)

² Such as counselling for individuals, couples, families, groups and teams

³ Counselling procedures used in particular schools such as person-centered, transactional-analytical, individual-psychological, body-oriented, solution-oriented, systemic etc.

⁴ A systematic procedure formulated and motivated in writing, concerning their counselling activities. A counselling concept includes, in particular, statements about the basic attitude, theoretical references, objectives and methods and evaluation of the counselling activities in the corresponding counselling concept, with a well-founded explanation of the supporting theories.

The specifications of the professional activities in annex b are the substantive basis for the examination arrangements.

1.3 Examination commission, head of the examination, examination experts, examination secretariat

Examination commission

The duties of the examination commission are defined in paragraph ER 2.2. It can transfer administrative tasks as well as the management of the organization and execution of the examination to an examination secretariat. A head of examinations is appointed for the execution of the examination.

Head of the examination

The head of the examination is responsible for a trouble-free execution of the examination in compliance with the examination regulations. In particular, s/he is in charge of the following duties:

- a) coordination of the organization in collaboration with the examination secretariat (announcement, registration, confirmations, involvement of experts, compensations, room reservations, filing)
- b) ensuring the correct execution of the examinations (organization and supervision of surveillance, checking the grades awarded, decision in special cases such as illness, absences, etc.),
- c) collection and verification of the results (survey sheet). Assessment of critical cases
- d) accounting for the correct execution of the examination for the examination commission.
- e) a position statement for the examination commission in case of appeal

Examination experts

They are selected and trained, respectively prepared for their duties by the examination commission. They are commissioned to carry out the examination. They follow the legal guidelines, observe professional secrecy, and – in the case of personal interest or private connections with the candidates - are obliged to withdraw as experts.

They act correctly, i.e. they treat all candidates equally with respect to requirements, evaluation and time. They demonstrate a positive and respectful attitude towards the candidates.

Examination secretariat

On behalf of the Examination Commission and the authority in charge, the examination secretariat is responsible for

- The coordination, organization and planning of the examinations
- Carrying out administrative duties commissioned by the examination commission and the authority in charge
- The administrative implementation of the decisions taken by the examination commission and the authority in charge.

The examination secretariat is the contact point for experts, examination candidates, members of the examination commission, representatives of the State Secretariat for Education, Research and Innovation, SERI and other interested persons. It is entitled to carry out the duties mentioned in its official remit autonomously, whilst observing the provisions of the examination regulations and the decisions of the examination commission and the authority in charge.

2 INFORMATION WITH RESPECT TO OBTAINING THE DIPLOMA

2.1 Administrative Procedures

The examination commission announces the examination in compliance with ER 3.11 of at least 5 months prior to the examination in the organs of the associations as well as on www.sgfb.ch.

Candidates can register for the examination by completing a form and providing information resp. annexes of all the documents mentioned in ER 3.2.

Registrations will be dealt with on the basis of the chronological order of the receipt of the dossiers.

Following the final date of the registration, the examination secretariat sends the confirmation of admission to the examination. At least four weeks before the examination the necessary information will be sent. In accordance with ER 4.13 this contains information about time and place of the examination and the aids permitted to the examination and those candidates are expected to bring to it. Included is also the list of the possible experts and the evaluation criteria of all parts of the examination.

Experts can be challenged according to article ER Art. 4.14.

2.2 Fees to be borne by the candidates

The examination fees of CHF 3'200.00 for 4 parts of the examination, CHF 2'600 for 3 Parts or CHF 2'300 for 2 parts (CHF 600.00 for registration fee included) are to be borne by the candidates. They cover the costs of the organization of the examination, the registration, the materials as well as the issuing, registration and awarding of the diploma.

The registration fee will not be reimbursed if the candidate withdraws from the examination.

Any travel and hotel expenses as well as meals are to be borne by the examination candidates

2.3 Repeating and interrupting the examination

In compliance with ER 6.4, insufficient parts of the examination can be repeated twice within a two-year period. The examination commission lays down the examination fee for the repetition of each part of the examination. Candidates who have interrupted the examination are considered to have failed it.

3 ADMISSION REQUIREMENTS

The admission requirements are mentioned in ER 3.3. The following applies:

3.1 Tertiary level degree (ER 3.31a)

Copies of the certificates are to be presented together with the registration.

In compliance with ER 3.31, candidates without a tertiary level degree must provide evidence of 8 years of professional experience in counselling in the psychosocial field. Paragraph 3.2 describes in what way this evidence is to be provided.

3.2 Professional experience of at least 6 resp. 8 years (ER 3.31b)

For the six resp. eight years of professional experience with supporting functions in the psychosocial context, a written confirmation (statement established by the employer, declaration of independent professional activity, social time card, statement established by supervisors) has to be submitted.

Supporting functions in the psychosocial context are defined as a professional activity comprising a considerable amount of social interactions.

3.3 Evidence of counselling practice (ER 3.31c)

By these are meant practical experiences in counselling of

- individual people
- couples
- families
- groups

Evidence is to be provided with respect to

- at least 20 counselling processes with a total of at least 100 sessions, of which 5 counselling processes of at least 5 hours.

The notion of «counselling process» refers to the entire process of counselling starting with the establishment of a first contact and ending when the counselling process is concluded.

The evidence consists of an anonymous list of counselling sessions the candidate has carried out. With their signature, the candidates confirm that the information provided is correct.

3.4 Evidence of client-oriented supervision (ER 3.31d)

- At least 40 hours

Evidence is provided by an accredited supervisor.

3.5 Evidence of self-experience as a client (ER 3.31f)

- 40 hours of self-experience

Evidence is provided by means of a confirmation written by the appropriately trained specialist.

3.6 Evidence of intervision/supervision groups (ER 3.31e)

Evidence to be provided by the participants or an appropriately trained specialist. (ER 3.31f).

3.7 Evidence of counselling oriented supervision (ER 3.31g)

- At least 20 hours
Confirmation by an appropriately trained specialist.

Evidence can also be provided in the following manner: The specialist examines the individual proofs of the candidates and confirms the correctness of the information provided. (3.4, 3.5, 3.6)

4 EXAMINATION

4.1 Organization

Dates and registration documents are published at www.sgfb.ch. Candidates register by means of the registration form. Proofs of meeting the admission requirements mentioned in ER 3.31 are to be enclosed. Incomplete registration documents will be sent back.

The dates and part 1 and part 2 of the examination laid down by the examination commission are binding. Candidates who do not respect the dates will not be admitted to the examination.

⁵Intervision takes place in a group, whose members address professional issues under their own responsibility and mutually support each other in the process.

4.2 Parts of the examination

The examination contains the following parts

Part of the examination		Type of examination	Time
1	Diploma thesis	written	handed-in previously
2	Counselling concept	written	handed-in previously
3	Counselling practice audio- or video recordings	oral	75 minutes incl. audio- or video recordings
4	Final colloquium	oral	90 minutes
Total examination time			2 hours 45 minutes

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Part 1 of the examination Diploma thesis written	
Task	<p>In the diploma thesis, the candidates critically address their own counselling practice and the theories, approaches, objectives and methods they have at their disposal and which they apply as well as the issue of quality assurance. The contents concern a description of a counselling process in the psychosocial field with an individual person, a couple or a group.</p> <p>The candidates should demonstrate that they are able to describe a complex counselling process, to reflect on it, evaluate it and to present themselves as competent, autonomously and responsibly operating counsellors. The presentation of the client contains the information that is relevant for the counselling process. The counsellor explains in a coherent manner which theories guide her/his actions, which methodological approaches s/he adopts and in how far s/he is able to apply these in a competent manner.</p>
Structure	<p>Size of the diploma thesis 40-60 pages. See formal aspects.</p> <ul style="list-style-type: none"> ▪ An overall survey presentation of a counselling process of at least three sessions in the field of counselling (5 pages text⁶) ▪ A concise presentation of each session (max. 1 page text per session) ▪ Detailed description of a counselling sequence including transcribed audio or video recordings (8-10 minutes). This may be the same as the registration in part 3 of the examination. This presentation should contain the approaches, theories, methods and interventions chosen and applied, as well as their impact on the counselling process. In this presentation, the candidate's own perceptions and reflections should be interwoven (approx. 25 pages text) ▪ A more profound presentation of a theoretical aspect of the counselling process (6 pages of text) ▪ A differentiated analysis of her/his behaviour as a counsellor, the counselling style applied, the process of their own development as a counsellor and the findings for their own further development (10 pages) ▪ Bibliography and further references to sources <p>⁶ Indicative value</p>
Evaluation criteria	<p>The following elements that can be evaluated:</p> <ul style="list-style-type: none"> ▪ Survey presentation of the development of the counselling process ▪ Detailed presentation of at least one sequence of the process and the chosen and applied objectives, concepts, methods, procedures and interventions as well as their impact on the counselling process (in accordance with the audio or video transcripts)

	<ul style="list-style-type: none"> ▪ Theoretical analysis and reflection ▪ Analysis of his/her own personal counselling style and process as a counsellor ▪ The formal presentation of the written diploma thesis <p>The evaluation is based on both formal criteria and content-related criteria.</p> <p>Formal criteria</p> <ul style="list-style-type: none"> ▪ The diploma thesis is complete in compliance with the prescribed structure ▪ The assertions are easy to understand and written in a linguistically correct language ▪ The presentation is clear <p>Content-related criteria</p> <ul style="list-style-type: none"> ▪ The topic and the questions are well grounded, relevant to professional practice and practice oriented ▪ The questions to be addressed have been formulated in a precise manner ▪ The practice situations described are appropriate to the topic and the questions ▪ The presentation of relevant theories and considerations are correct from a professional point of view ▪ The answers and conclusions refer back to the foregoing questions ▪ Concrete conclusions have been drawn on the basis of the answers ▪ The candidate has critically evaluated her/his work ▪ The candidates are able to provide theoretical explanations for their interventions. Their actions and interventions are aimed at the problem or the issue of the client; they explain which theories guide their actions, which methodological approaches they see and if they apply them in a competent manner. In addition, they reflect possible options.
Formal aspects	<p>The candidates must present a written declaration stating that they are the authors of the diploma thesis.</p> <p>The indication for the length of the diploma thesis is 40-60 pages text A4 (without bibliography and annex), font size 11, 1.5 line spacing.</p> <p>Sources are to be mentioned correctly. In addition, the bibliography must contain: author, date of publication, title, place and publisher.</p> <p>Three copies of the diploma thesis as well as a digital copy must be handed in within the period set by the examination commission.</p> <p>Candidates not respecting the deadline will not be admitted to the examination.</p>

Part 2 of the examination Counselling concept written

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Task	<p>The candidates present a counselling concept that provides information regarding their professional activity.</p> <p>They explain by which vision on man they are guided, which theories, objectives and methods they apply and how they evaluate their professional activities.</p> <p>They are able to provide a theoretical basis for their interventions. Their ways of proceeding are guided by the problem resp. the questions of their clients; they explain by which theories they are guided, which methodological procedures they envisage and whether they apply them themselves in a competent manner.</p>
Structure	<ul style="list-style-type: none"> ▪ The counselling concept contains, in particular, statements with respect to the following topics: ▪ Personal and professional competencies: Qualification, Core competencies ▪ Vision of man, ethical principles/legal framework ▪ Approach to counselling ▪ Behaviour guiding theories ▪ Clients, target groups as well as delimitations ▪ General and specific counselling objectives incl. delimitations. ▪ Building relationships, voluntariness/ confidentiality ▪ Counselling methods ▪ Counselling process from initial contact to concluding session. ▪ File keeping, administration, marketing ▪ Professional quality assurance, evaluation, further education ▪ The interplay within the counselling approach
Evaluation criteria	<p>The counselling concept provides a clear picture of the counsellor and his/her activity in the psychosocial field in accordance with the relevant approach to counselling.</p>
Formal aspects	<p>The indication for the length of the counselling concept is 15 to 20 pages text A4 (without annex), font size 11, 1.5 line spacing.</p> <p>Three copies of the counselling concept as well as a digital copy must be handed in within the period set by the examination commission.</p> <p>Candidates not respecting the deadline will not be admitted to the examination.</p>

Part 3 of the examination Counselling practice Assessment on the basis of a counselling session with audio or video recordings

<p>Task</p>	<p>Prior to the examination, the candidates produce an audio or video recording of a counselling session and make a selection of two sequences of a total of 8 to 10 minutes</p> <p>When selecting the sequence(s) the following should be observed</p> <ul style="list-style-type: none"> ▪ The recording should show at least two or more interventions made by the counsellor ▪ The recording shows the changes in the client with respect to the counselling objective ▪ Please note: the experts assesses what they see and hear; what happened before or after only serves as background information <p>The candidates transcribe the selected counselling sequences. In addition, for the presentation of the relevant case, the candidate writes one A4 DIN paper. The presentation of the case contains information about</p> <ul style="list-style-type: none"> ▪ the client ▪ the client's problem(s) ▪ context of the session ▪ Objective of the counselling process ▪ Length of the selected sequences <p>The lines in the transcript must be numbered.</p> <p>The candidate brings the audio or video sequences as well as the required technical equipment necessary for the presentation of the sequences to the examination. Three copies of the transcript and presentation of the case must be brought as well.</p> <p>English speaking candidates are entitled to use an English language audio or video registration, as well as an English language transcript and case to part 3 of the examination. .</p>
<p>Structure</p>	<p>The examination has three phases:</p> <ol style="list-style-type: none"> 1. The candidates describe the counselling situation and outline the counselling process. The experts ask questions. (15 minutes) 2. The candidates show the selected counselling sequence 3. The experts ask questions about the selected counselling sequence, the counselling process and the counselling concept on which it is based. They give the candidates the opportunity to answer the questions according to their own counselling concept
<p>Evaluation criteria</p>	<p>Two experts pass their opinion on the selected counselling sequence.</p> <p>During the examination, the candidate explains the counselling sequence in the light of the respective counselling concept.</p> <p>General criteria: fundamental counselling competencies</p> <ul style="list-style-type: none"> ▪ Perception and reflection: The candidates

	<ul style="list-style-type: none"> - describe the counselling situation - perceive the client's needs and reflect on the counselling process - perceive themselves <ul style="list-style-type: none"> ▪ Communication and conversational competencies The candidates <ul style="list-style-type: none"> - establish and maintain contact - communicate clearly - apply conversation techniques - address and handle conflicts ▪ Shaping the counselling relationship The candidates <ul style="list-style-type: none"> - establish Professional relationships, shape them in a positive way, maintain them and conclude them at the end of the session. ▪ Role-consciousness The candidates <ul style="list-style-type: none"> - take on a clear role; describe and challenge it - recognize and respect the limits of their Professional activity ▪ Shaping the process and interventions The candidates <ul style="list-style-type: none"> - apply appropriate methods and shape interventions effectively <p>Candidates</p> <ul style="list-style-type: none"> • explain the procedures in the light of of his/her own approach to counselling and the leading theories and models. • Present further reference points to their own approach to counselling. <p>The overall evaluation is based on both general and approach- specific criteria.</p>
Formal aspects	<p>For data protection the following measures are to be taken:</p> <ul style="list-style-type: none"> ▪ The client should be informed in advance about the objective and the purpose of the use of the recordings during the training programme and the examination ▪ The client's statement of consent for the use of the recordings is to be handed in together with the examination documentation. 1 original and 2 copies. ▪ In all documents presented for the examination, the client's name is changed ▪ All persons involved in the examination (secretariat, examination commission, examination experts and observers) are subject to professional secrecy ▪ The recordings are deleted within 6 months after the examination and its follow-up procedures <p>Part 3 of the examination lasts 75 minutes, including playing the audio or video recordings. Candidates bring the audio or video sequences as well as all the required technical equipment necessary for playing the</p>

	sequences to the examination.
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Part 4 of the examination: Final colloquium	
Task	During the final colloquium, the candidates demonstrate that they are able to describe their own behaviour as a counsellor in a convincing manner, to reflect critically on it, provide plausible reasons for it based on theoretical principles, to evaluate it realistically and to draw conclusions for their further professional development.
Structure	<p>The candidates present their counselling concept (approx. 10 minutes) and refer to it in the reflection about the practice example (part 3 of the examination).</p> <p>The experts ask questions with respect to the relevant counselling behaviour and the candidates' statements as counsellors..</p> <p>They invite the candidates to reflect on their behaviour and their statements, to provide reasons and to evaluate them, to identify demonstrated behavioural changes and to formulate conclusions with respect to their further professional development.</p>
Evaluation criteria	<ul style="list-style-type: none"> ▪ Presentation The key concepts of the counselling concept have been presented in a clear and comprehensible manner. The candidates are able to provide further details with respect to individual aspects of the approach. ▪ Communication The candidates communicate in a congruent, active and conscious manner that is appropriate to the situation. The statements are consistent and comprehensible. Their own positions are presented in a quiet manner and with conviction. The candidates respond adequately to experts' questions, criticism and proposals. ▪ Conceptual and analytical thinking Ideas and proposals are presented in a clear and descriptive manner. The argumentation is consistent, coherent and based on theory. ▪ Systemic, networked thinking In presenting ideas, reasons or arguments, the candidates take the context of the system into account. ▪ Flexibility and responding in a manner that is adequate to the situation The candidates can respond to unexpected situations or changed conditions in a flexible and appropriate manner. ▪ Self-reflection The candidates describe their own strengths, skills and limits and this demonstrate an awareness of their own resources. ▪ Professional ethics

	The candidates operate on the basis of reflected principles and are able to represent them.
Formal aspects	<p>The presentation of the counselling concept takes approximately 10 minutes.</p> <p>Candidates can make use of a flipchart, pin board or projector. Technical equipment for the presentation of the approach to counselling must be bought to the examination by the candidates themselves.</p> <p>The entire part of the examination takes 90 minutes.</p>

4.3 Evaluation

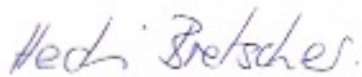
The evaluation takes place in compliance with ER art. 6

Decree

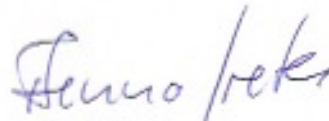
The guidelines for the examination regulations have been approved by the examination commission on 11 July 2013.

The German version of this document takes precedence over the English version.

Möriken, Date



Rosmarie Zimmerli
President of the SGfB



Benno Greter
President of the examination commission

February 2014

The examination regulations with the guidelines have been approved on June 2013 by the SERI in the federal languages German, French and Italian.

The approval by the SERI of the English examination is in process.

Editress

Swiss Association for Councelling SGfB
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5 TERMINOLOGY

Activities	Goal-oriented activities
Approach to counselling; Counselling procedures	The two terms are usually used interchangeably. Specific proceedings are often based on a founder figure or a <<school>>. Most often, the name derives from a central characteristic element: e.g. «transactional analysis», «person-centred approach» «solution oriented» «School». A counselling procedure resp.an approach to counselling is a sufficiently consistent, comprehensive, detailed, unambiguously worded, well-founded approach, which has attained a certain dissemination(Lit.: W. Mutzeck, Kooperative Beratung, 1997)
Charter	Presentation of all (goal-oriented) activities of a profession
Client	Customer or beneficiary emphasizes the service providing nature of the counselling process and the recipient's autonomy
Client-oriented supervision	The notion of client-oriented supervision indicates supervision with a focus on reflecting the range of possible interventions in counselling contexts of the person who is supervised, to expand them and deepen the awareness about the counselling process
Counselling-competence-oriented supervision	The notion of counselling competence oriented supervision refers to supervision aimed at the training of counselling competences that are preconditioned for passing the diploma examination in counselling.
(operational-) Competencies	Combinations of abilities, skills and attitudes that can be mobilized to meet a specific requirement, to deal with a situation or to carry out a specific action (in accordance with CH-Q), are made up of self, social and methodological competencies ⁷
Contract	Describes the agreements and understanding as a basic notion in the counselling process between the counsellor and the client. It is based on equality and contains the objectives of the counselling process and the working methods, the mutual obligations, codes of behaviour and responsibilities as well as the services to be provided and the time schedule. The contract must be morally and legally permissible and be in agreement with the ethical principles (Code of Ethics).
Counselling format	A counselling format is an institutionalized framework of professional counselling work (e.g. Counselling, supervision, coaching, organizational consulting; e.g. Beratung im psychosozialen Bereich, Supervision, Coaching) (Lit. F. Buer, Lehrbuch der Supervision, 1999)
Counselling concept	Planned and well-reasoned procedures set down in writing concerning counselling activities. The counselling concept contains, in particular,

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statements with respect to basic attitude, reference to relevant theories, objectives, methods and evaluation of the counselling activities within the relevant counselling concept. In addition to the application of the methods that are connected with each concept, at the diploma level, the underlying theories should also be explained in a well-founded manner

⁷ Competencies are the ability of an individual to mobilize and carry out the various elements of his/her knowledge and his/her abilities autonomously, implicitly or explicitly and in specific context. They include cognitive, functional, personal and ethical competencies (based on: Commission Staff Working Document of the Commission of the European Communities (2005): „Towards a European Qualification Framework for Lifelong Learning“).

Counselling process	The notion of “counselling process” refers to the entire process in a counselling beginning during the initial contact and ending at the conclusion of the counselling work.
Counselling sequence	The notion of “counselling sequence” is used for an excerpt of counselling session.
Operations	Physical or mental operations
Performance criteria	Describe the requirements/measurable variables of the personal competencies as well as the professional and methodological competencies
Personal Competencies	Specific individual competencies such as self and social competencies
Professional and methodological competencies	In addition to the personal competencies for the execution of professional activities, the competencies necessary for structuring work processes in single steps and in appropriate contexts (methods, techniques, instruments, concepts and tools). The professional and methodological competencies find their expression in the professional activities.
Self competencies	A person’s abilities to deal with her/himself (attitude, self-knowledge, self-assessment and personal motivation)
Social competencies	Personal abilities and attitudes, necessary for collaborating and dealing with other people.
Spheres of activity	Category of goal-oriented activities
supervision	Supervision is a form of counselling in which individual teams, groups and organisations are accompanied while reflecting their personal, professional or voluntary actions and improving them. Depending on the agreement on the objectives, The focus is the work context, role and relationship dynamics between the person who receives the supervision and the client, the cooperation in a team or the organisation of the person supervised etc.

Source: <http://lexikon.stangl.eu/2497/supervision>

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Work agreement This regulates, as part of the counselling contract, the collaboration with respect to rights and obligations and the services to be delivered between the parties concerned

6 ANNEX

- a) Charter of the professional activities of Counsellors with Advanced Federal PET Diploma
- b) Specifications of the professional activities of Counsellors with Advanced Federal PET Diploma
- c) Personal Competencies of Counsellors with Advanced Federal PET Diploma
- d) Description of counselling
- e) Code of Ethics for individual members of the SGfB entitled to use the title «Counsellor SGfB»