QA Workbook

QA TOOLS AND CASE STUDIES
FOR YOUTH CAREER CONSULTANCY

Including some hints
for young people
with fewer opportunities

Student Computer Art Society /SCAS/ — Bulgaria – Promoter
Marie Curie Association — Bulgaria
National Student Information and Career Center — Bulgaria
Fastrack to IT Ltd — Ireland
Youth Career & Advising Center — Lithuania
University of Presov — Student Services Center — Slovakia
Plymouth City Council Youth service — UK

www.vqac.org

In the frame of
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QA TOOLS AND CASE STUDIES FOR YOUTH CAREER CONSULTANCY
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QA Workbook

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2008
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Abbreviations

Here are some abbreviations you will find throughout this Workbook.

ICT  Information and Communication Technology/ies
IM   Indicators Model
QA   Quality Assurance
QAF  Quality Assurance Framework
QI   Quality Indicator(s)
QM   Quality Model
VET  Vocational Education and Training
YCC  Youth Career Consultancy
YFO  Young people with Fewer Opportunities
Introduction

Purpose

This Workbook is developed in the frame of Quality Assurance in Youth Career Consultancy (QA in YCC) Leonardo da Vinci Pilot project and its main goal is to provide a set of practical tools and case studies that support and facilitate the implementation of Quality Assurance in the field of youth career guidance. Furthermore, it aims to support career guidance and consultancy by offering a set of accurate and measurable Quality Indicators (QI) that improve the quality of youth career guidance services.

Structure

The Workbook is organized in 4 main chapters. The first chapter is dedicated to the concept of Quality Assurance, its role in the field of youth career consultancy, as well as the importance of specially developed Quality Indicators (QI) and the proposed Indicators Model (IM) for QA implementation.

The second chapter concentrates on the practical implementation of QA within the organization. It provides practical tips for step-by-step implementation of the QA process, based on the so-called 5-step approach to quality /context-input-process-output-outcome/. Special attention is paid to measurement of Quality Indicators and sample tools to support the implementation of QA within an organization, providing youth career guidance.

Third chapter is dedicated to case studies that present the QA in YCC project partners’ experience / in Bulgaria, Ireland and United Kingdom/ gained through the implementation of QA in the field of youth career guidance, including career services provision to young people with fewer opportunities /YFO/.

The last section provides a list with useful resources and additional reading.

Who is it for?

This Workbook is elaborated to meet the needs of the key stakeholders of the Quality Assurance process in youth career consultancy, including the career services provision to youth with fewer opportunities. It provides Quality Assurance tools and instruments for work with young people and young people with fewer opportunities to the following groups of stakeholders:
- youth career consultants and youth workers;
- managers of career services, youth centres or VET institution;
- instructional designers;
- career consultants working with youth with fewer opportunities;
How to use it?

Before proceeding with the practical tools and best practices in Chapters 2 and 3 of the Workbook, it is recommendable to get acquainted with the brief presentation of the concept of the Quality Assurance implementation in youth career consultancy /Chapter 1/.

Chapter 2 gives step-by-step requirements for QA implementation at each of the five stages of the career guidance process: context-input-process-output-outcome. There are separate, easy-to-follow instructions for career consultants and managers regarding Quality Indicators at each of the mentioned stages. In the next 2 sections of Chapter 2, the sample tables for measurement of Quality Indicators and tools for different aspects of QA implementation can be easily filled in or copied for the purposes of the user. These can also be downloaded from the Virtual Quality Assurance Center, available at: www.vqac.org where the whole Workbook is available in the form of e-book.

The case studies in Chapter 3 can be used as best practices for youth guidance services providers to organize, build or further develop their own Quality Assurance systems.

For those, interested in going deeper into the theory and practice of Quality Assurance in the youth career service, it is recommendable to read the Quality Assurance in Youth Career Consultancy Manual, available both as paper book and e-book, on the Virtual Quality Assurance Center, www.vqac.org

Added value

This Workbook pays special attention to Quality Assurance in guidance of young people with fewer opportunities /YFO/.

There is a set of Quality Indicators applicable to work with YFO, as well as a case study dedicated to organization of Quality Assurance process in counselling YFO within a Bulgarian NGO that provides counselling service to this target group.
1 Quality Assurance in youth career consultancy

Before proceeding with the practical tools and best practices, it is important to get acquainted with the brief presentation of the Quality Assurance implementation in youth career consultancy (YCC).

The present chapter is dedicated to the concept of Quality Assurance, its role in the youth career consultancy, as well as the importance of specially developed Quality Indicators (QI) and the proposed Indicators Model (IM) for QA implementation in this field.

1.1 Quality Assurance

Quality Assurance (QA) ensures that a product or service meets the performance requirements, by guiding each action according to specific standards and procedures. QA can also be understood as planned systematic activities necessary to ensure that a system conforms to established technical requirements. Thirdly, QA refers to policy, procedures, and systematic actions established in an organization for the purpose of providing and maintaining a specified degree of confidence.

There are different types of Quality Assurance (QA), depending on which aspect of YCC it is directed to.

On one hand, Quality Assurance (QA) can focus on the process of youth career guidance; in this case you will assess the quality at each of the stages of the process (context, input, process, output, outcome), by means of the process Quality Indicators (QI).

On the other hand, Quality Assurance can evaluate the youth career services with respect to the system. In this case, you can use the Quality Indicators (QI) to explore to which extent these services can assure quality on management and policy level.

Quality Assurance can also evaluate the different stakeholders; some indicators specifically address the career consultants and youth workers, and others explore and relate to the users of these career services.

NOTE: The different types of Quality Assurance are presented in the case studies in Chapter 3. The first case
evaluates youth career services with a view to the system and the process. The second and the third ones are concerned mostly with the process, while the fourth targets the career consultant/worker.

---

1.2. Stakeholders in the Quality Assurance process

There are different stakeholders in the QA process. Some of them are directly involved in the career guidance provision; others are responsible for elaboration of tools for improvement of the service or are competent to take the steps of introducing the QA on internal (institutional) or external (regional, national level).

So, the stakeholders of the QA process are:
- youth policy makers;
- policy makers for disabled and disadvantaged people;
- youth centre managers;
- managers of centres for disabled and disadvantaged;
- youth leaders;
- leaders of organizations of disabled and disadvantaged people;
- instructional designers;
- youth consultants;
- youth workers;
- workers with disabled and disadvantaged young people;
- users of the services;

More information about the stakeholders and their role in the QA process of youth career consultancy can be found in Quality Assurance in Youth Career Consultancy Manual.

1.3. Indicators Model

QA in YCC partnership developed Indicators Model (IM) that reflects the specifics of the Quality Assurance process in the field of the youth career guidance. It is based on identification of key Quality Indicators, their combination and implementation.

The Indicators Model (IM) arranges Quality Indicators depending on the different approach to Quality Assurance in youth career guidance. We identified the following approaches:

**Indicators Model based on the 5-step systematic approach to quality**
QA in YCC partnership elaborated the main elements of the 5-step approach to quality, providing a set of Quality Indicators (QIs), applicable at each stage of the youth career consultancy process. This model is in the core of the QA in YCC concept about Quality Assurance.

**Hard and Soft quality indicators model**
Depending whether Quality Indicators refer to direct tangible outcomes /e.g. people finding job/ or they refer to some intangible, but very important results /e.g. increased self-motivation/, we divide them into soft and Hard indicators. Hard indicators are directly related to the quality objective; they
are quantifiable and related to achievement of concrete result. **Soft indicators** gather information about ‘soft outcomes’ /personal development and organizational skills of the client acquired/. These indicators refer to qualitative outcomes. Soft indicators aim to understand the progress made towards employability.

**Process and system Indicators Model**

QA in YCC partnership also takes into account the importance of Quality Assurance with a view to organizational aspects within the institution that provides career guidance. If it refers to administrative and financial management of the institution, we use the so-called **system indicators**. On the other hand, indicators that measure the ways in which program services are provided are called **process indicators**.

1.4. **FIVE-step systematic approach to quality**

The Quality Indicators (QI) based on the **FIVE-step systematic approach to quality** (context – input – process – output – outcome, c.f. the Quality Assurance in Youth Career Consultancy Manual for complete theoretic information) are a key element in the Quality Assurance process of Youth Career Consultancy.

The systematic model provides a suitable base for the development of a coherent system of indicators for quality in Youth Career Consultancy. It encompasses the Quality Indicators organising them with a reference to the objectives pursued by YCC.

**Context level**

Context indicators describe the economic and social influences that impact on the career consulting process, but are beyond its direct control. These include enrolment, socio-economic status, country of birth and language background, categories of special needs, and student mobility.

**Input level**

Input indicators deal with the financial, human and technical resources used to improve the quality of the guidance services. They also give information on the different types of resources implied: personnel (teachers, trainers, managers, etc.), material and technical (computers, tests, etc.) and other means of bettering the counselling process (for instance the training of consultants and the implementation of a QM system).

**Process level**

Process indicators refer to the activities that transform inputs into outputs. They describe the process of career guidance, and provide input and knowledge on how the resources that have been mobilized in order to improve the quality of career guidance are used.

**Output level**

Output factors are the direct results of career guidance activities, and they can be influenced directly by organizing the input and process of the career consultancy. An example of such a result is the increased self-confidence of the client or an accomplished language course for instance.
Outcome level

The outcome of the VET system covers all the indirect and long-term effects of VET activities, which are also influenced by many other factors. Successful transition to employment after completing VET not only depends on the qualifications acquired but also on other factors, such as the general economic situation, or the characteristics of the labour market. Similarly, the utilization of newly acquired competences in the workplace will not just depend on these competences but also on the conditions at the workplace, or on the main organizational strategies of firms to use and develop their human resources.

On the basis of 5-step systematic approach, the QA in YCC partnership identified and systemized the Quality Indicators in the following way:

**Indicators Model of Youth Career Consultancy**

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>INPUT</th>
<th>PROCESS</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation with: local community and parents; partner institutions; networks on national and European level</td>
<td>Appropriate competence of counselling staff- knowledge of: labour market, job profiles, employers' demands, specific school graduates' profiles</td>
<td>Flexible programmes that incorporate progression in acquisition of knowledge</td>
<td>Achievement of key competencies demonstrated</td>
<td>Rate of employed youth after being consulted by career consultant/youth worker</td>
</tr>
<tr>
<td>Coordination/ synchronization of national, local and organization internal policies</td>
<td>Key competencies available in the curricula and learning material</td>
<td>Counselling tailored to the personal development of the young person, moving them towards work readiness</td>
<td>Improved level of performance in a range of main skills, including taking responsibility</td>
<td>Quality of employment, retention of job opportunities improved</td>
</tr>
<tr>
<td>Appropriate legislation and regulation in the field, easy to follow</td>
<td>Willingness of the young person to engage in career consulting process</td>
<td>Sound financial and administrative management of the counselling body</td>
<td>Enhanced self-confidence, self-esteem, motivation to enter labour market</td>
<td>Destination of trainees 6 months after career guidance</td>
</tr>
<tr>
<td>Capacity of premises, quality and quantity of equipment, tools to provide the full range of services related to career counselling</td>
<td>Development of quality management approaches</td>
<td>Implement quality management system in the career consultancy process</td>
<td>Acquisition of formal qualifications</td>
<td>Utilization of acquired skills / employer and employee point of view/</td>
</tr>
</tbody>
</table>
1.5. Quality Indicators applicable to career guidance of young people with fewer opportunities

The QA in YCC partnership identified additional Quality Indicators that reflect the specifics of career guidance of young people with fewer opportunities /YFO/.

**Additional Quality Indicators applicable to consulting youth with fewer opportunities:**

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>INPUT</th>
<th>PROCESS</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate assessment of needs of vulnerable groups, e.g. existence of studies, statistics</td>
<td>Provision of specialized services, adjusted towards the specific needs of people with fewer opportunities</td>
<td>Flexible programs that propose enhanced model for counselling of young people with fewer opportunities</td>
<td>Completion rate of young people with fewer opportunities</td>
<td>Provision of further more support of already hired young people with fewer opportunities, enhancing their professional progress and career development</td>
</tr>
<tr>
<td>Expansion of the accessibility level of career consultancy services orientated towards people with fewer opportunities</td>
<td>Precise knowledge of different types of profiles of disadvantaged youth</td>
<td>Existence of special tools/equipment for disabled</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.6. Exercise

After being acquainted with the basics of the Quality Assurance in Youth Career Consultancy concept, you can check what you have learnt about it:

Here is a multiple-choice test with definitions of some of the key terms related to the QA process in youth career guidance.

*Tick (✓) the correct answer to each sentence.*

1. A figure, which is helpful for the assessment of a quality characteristic or the achievement of quality objectives, is:
   a. Quality management;
b. SWOT analysis;
c. Quality Indicator;

2. The definition of quality according to the different key stakeholders, often related to “effectiveness” of the service, to achieving some community goals, is called:
   a. Quality Assurance process;
   b. Quality objectives;
   c. Quality Indicator;

3. ..................................is a set of external conditions and requirements influencing the youth career consultancy process.
   a. Quality Indicator;
   b. Quality Assurance Framework;
   c. Performance measurements;

4. Control of activities which aims at the establishment of a structured and well-defined QA process, is:
   a. Quality management;
   b. Performance measurements;
   c. Source of evidence;

5. A set of Quality Indicators, applicable to each stage of the youth career guidance process: context-input-process-output-outcome
   a. Quality Assurance Framework;
   b. 5-step approach to quality;
   c. Quality Assurance;

6. ..................................is a piece of information or data, proving the performance of defined Quality Indicator:
   a. Quality Model;
   b. Quality objective;
   c. Source of evidence;

7. Quality Assurance:
   a. Quantitative and qualitative measurements used to illustrate the operation of defined Quality Indicators
   b. Encompasses all procedures, systematic activities and policy taken within an organization to ensure that delivered services meet the performance requirements, according to some specific standards and procedures;
   c. Is a set of external conditions and requirements influencing the youth career consultancy process;

To see the correct answers, please, go to page 67 of the Workbook
2
Implementation of the Indicators Model of youth career consultancy

The objective of this chapter is to provide the key stakeholders of youth career consultancy – the career consultants/trainers and the managers of youth services or centres with adequate tips and tools to implement the Indicators Model (IM) in their practice.

The first section is dedicated to tips for managers and consultants on QA implementation based on exploration of Quality Indicators according to the 5 stages of the career consultancy process. At each stage there are general requirements first, followed by the ones dedicated to youth with fewer opportunities /YFO/.

The second section pays attention to special accessibility tips that have to be taken into account while consulting YFO.

The last 2 sections provide sample tools for measurement of Quality in youth career services, assessment of the system and the process stages.

2.1 Tips for managers and consultants on Quality Assurance implementation in youth career guidance

In order to successfully implement QA in the field of youth career guidance, it is very important to provide the key stakeholders – career consultants and managers of career services providers - with specific practical tips on interpretation of Quality Indicators at each stage of the youth career consultancy process.

To get a more complete understanding of the requirements, please refer also to the Quality Assurance in Youth Career Consultancy Manual.
<table>
<thead>
<tr>
<th><strong>Tips for managers:</strong></th>
<th><strong>Quality Indicators</strong></th>
<th><strong>Tips for implementation by the manager</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage of YCC</strong></td>
<td><strong>Cooperation with local community and parents, partner institutions, networks on national and European level.</strong></td>
<td>• be able to define the goal precisely and be aware of it during different kinds of cooperation activities and their quality measurement; • establish mechanisms to enable youth services contact the local community and international networks/institutions and mechanisms to communicate with them; • know the local community and clients’ social life and social structure. Secondly, how to access the local and international structures should be clarified; • measure the level of cooperation on local, national or international levels;</td>
</tr>
<tr>
<td><strong>CONTEXT</strong></td>
<td><strong>Appropriate legislation and regulation in the field, easy to follow.</strong></td>
<td>• be well acquainted with the legislative framework, which varies in the partner countries, reflecting different VET realities, cultural background, labour market specifics;</td>
</tr>
<tr>
<td></td>
<td><strong>Capacity of premises, quality and quantity of equipment and tools to provide the full range of services related to career counselling.</strong></td>
<td>• provide the financial resources for the purchase of technical equipment; • select appropriate premises and equip them; • methodological and technical tools to support the guidance process.</td>
</tr>
<tr>
<td></td>
<td><strong>Adequate assessment of needs of vulnerable groups, e.g. existence of studies, statistics.</strong></td>
<td>• provide for financial means, so that consultant avails of up-to-date information – statistics, studies, specialized literature – about counselling of vulnerable groups; • provide for consultation with an expert on vulnerable groups (in case of a need).</td>
</tr>
<tr>
<td></td>
<td><strong>Expansion of the accessibility of career consultancy services oriented towards young people with fewer opportunities.</strong></td>
<td>• enhance the physical accessibility of office structures by for instance considering such aspects as geographical situation, offices situated on the first floor, presence of wheelchair ramps, etc., when moving to new offices; • create internet platforms, leaflets, consultations on the phone, or other means destined to enhance the informational accessibility of career consultancy services.</td>
</tr>
</tbody>
</table>
## Implementation of the Quality Model of youth career consultancy

<table>
<thead>
<tr>
<th>INPUT</th>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appropriate competence of counselling staff.</strong></td>
<td><strong>Flexible programs that propose enhanced model for counselling youth with fewer opportunities.</strong></td>
</tr>
</tbody>
</table>

- Provide their staff with updated information sources, specialized literature, tools and instruments so that they are able to keep pace with the current tendencies;
- Be always informed and competent regarding the tendencies in the labour market, the changing and emerging new jobs, and the needs of the employers;

| **Provision of specialized services, adjusted towards the specific needs of young people with fewer opportunities.** | |

- Be informed on the latest tendencies of specialized services adjusted to be used especially by young people with fewer opportunities;
- Finance specialized services, directed to provision of more efficient career counselling for young people with fewer opportunities;

| **Precise knowledge of different types of profiles of disadvantaged youth.** | |

- Require from each consultant to follow continuous education in order for them to be aware of the different types of profiles of young people with fewer opportunities;
- Provide staff with updated information on resources, statistics, studies, surveys, etc. on the division of the different profiles of the target group;
- Share best practices with other groups and managers;

| **Existence of special tools/equipment for disabled.** | |

- Provide a financial assistance to furnish the office with such tools and equipment;
- If the office's access requires climbing stairs, build a wheelchair ramp (or if the office is not on the first floor, privilege a building with a lift);
- Provide specialized software applications for people with different kinds of disabilities (a possibility would be to create a web-portal with e-counselling facilities regarding specific needs of young people with fewer opportunities);
- Be aware of the latest technologies and tools available in the career guidance counselling services that could be applied to young people with fewer opportunities;

<p>| |
| |
|---|---|
| | 18 |</p>
<table>
<thead>
<tr>
<th>OUTPUT</th>
<th>Completion rate of youth with fewer opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• initiating surveys, reports, statistics on the completion rate of young people with fewer opportunities, and provide their staff with summaries of the processed data;</td>
</tr>
<tr>
<td></td>
<td>• spread information on the benefits of the counselling process (internet, leaflets, etc.);</td>
</tr>
<tr>
<td></td>
<td>• providing mechanisms of constant feed-back from clients having taken part in the process;</td>
</tr>
<tr>
<td></td>
<td>• networking with local and national authorities to emphasize the importance of follow-up and social and professional integration of young people with fewer opportunities;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>Provision of further more support of already hired young people with fewer opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• provide the consultants with mechanisms for on-going further support;</td>
</tr>
<tr>
<td></td>
<td>• maintaining contacts with a network of employers for provision of information from former clients;</td>
</tr>
<tr>
<td></td>
<td>• initiate surveys and statistics on the situation of former clients;</td>
</tr>
</tbody>
</table>
### Implementation of the Quality Model of youth career consultancy

**Tips for consultants:**

<table>
<thead>
<tr>
<th>Stage of YCC</th>
<th>Quality Indicators</th>
<th>Tips for implementation by the consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTEXT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooperation with local community and parents, partner institutions, networks on national and European level.</td>
<td>☑ have active input and propose mechanisms on how to improve the cooperation on local, national and international levels; ☑ provide managers with feedback about co-operational development. Establish mechanisms for regular contacts and discussions between them and the manager;</td>
</tr>
<tr>
<td></td>
<td>Appropriate legislation and regulation in the field, easy to follow.</td>
<td>☑ source up-to-date and accurate labour market information on a local, national and international basis; ☑ critically evaluate and interpret labour market statistics;</td>
</tr>
<tr>
<td></td>
<td>Capacity of premises, quality and quantity of equipment and tools to provide the full range of services related to career counselling.</td>
<td>☑ be able to choose from the available tools/instruments the appropriate one(s) for a concrete client; ☑ provide for friendly environment (including re-arrangement of the premises, etc) in order to predispose the client; ☑ update regularly the knowledge about the existing career guidance tools;</td>
</tr>
<tr>
<td></td>
<td>Adequate assessment of needs of vulnerable groups, e.g. existence of studies, statistics.</td>
<td>☑ have knowledge about types of vulnerable groups and their specific needs; ☑ update regularly the knowledge about needs of vulnerable groups based on available studies, statistics; ☑ hold client-oriented studies and surveys on client’s feedback; ☑ apply person-centred approach, based on specific background of the client;</td>
</tr>
<tr>
<td></td>
<td>Expansion of the accessibility of career consultancy services oriented towards young people with fewer opportunities.</td>
<td>☑ enhance the accessibility of approaches, methods and materials used during counselling process (simplified language, clear and large-printed design, etc.); ☑ take continuing education linked to empathy-building and non-verbal communication for better dealing and informing young people with fewer opportunities; ☑ regularly update the knowledge regarding newest facilities for access of young people with fewer opportunities; ☑ to be able to make use of the existing equipment according to the needs of the target group;</td>
</tr>
<tr>
<td>INPUT</td>
<td>Output</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Appropriate competence of counselling staff - aware of: labour market and job profiles, employers’ demands, specific school graduates’ profiles.** | • plan, design, implement and evaluate lifelong vocational/career development programmes and interventions that support career self-management;  
• assist individuals in identifying their vocational/career development needs and in setting realistic goals;  
• use appropriate vocational/career development resources and techniques to prepare clients for the labour market;  
• collaborate and cooperate with recruitment agencies, employer organisations and other stakeholders to maximize the benefits of the guidance programme/service;  
• refer individuals to appropriate resources and support within the community; |
| **Willingness of the young person to engage in career consulting process.** | • encourage the willingness of the young person to engage in the career consulting process;  
• identify (on the basis of the person-centred approach) key competences of the young person and select the appropriate strategy to motivate him/her;  
• identify the concrete field, where the young person needs special support; |
| **Provision of specialized services, adjusted towards the specific needs of young people with fewer opportunities.** | • follow continuing education or get informed by other means to best reply the specific needs of YFO;  
• be able to choose the most useful and appropriate service regarding the individuality of YFO;  
• provide constant feed-back as from managers so from clients about the usefulness of the specialized services; |
| **Precise knowledge of different types of profiles of disadvantaged youth.** | • have deep knowledge of the different profiles of YFO;  
• follow continuing education to be aware of the different types of profiles of YFO (and to be able to use this knowledge efficiently);  
• share best practices and experiences regarding YFO with other groups; |
| **Existence of special tools/equipment for disabled.** | • get up-to-date information and training on the tools’ latest development and on how to use such tools and equipment;  
• be able to match the tools used in the process with the specific needs of young people with fewer opportunities and provide adequate help with pertinent tools and/or equipment; |
### Implementation of the Quality Model of youth career consultancy

#### PROCESS

**Documentary evidence and recording of consulting process.**
- develop and implement system for documenting and recording the consulting process based on using different types of templates to assess the progress of the consulting in terms of quality of service and in terms of meeting the specific needs of the client;
- make sure that the content of tools is appropriate to the evaluation and recording of counselling process;
- exchange opinion and information with colleagues from other institutions on existing documentary and recording tools and instruments in order to constantly improve the service;

**Flexible programs that propose enhanced model for counselling youth with fewer opportunities.**
- apply specialized knowledge on behaviour and different approaches regarding YFO (empathy-building and non-verbal communication);
- enhance self-confidence and empowerment (use of inner resources);
- be well-informed about the possibilities of using different combinations of programs;
- choose the combination or variation of approaches that best suits the needs of young people with fewer opportunities;
- apply these flexible programs on individual basis taking the needs of the client as a starting point in the counselling process;

#### OUTPUT

**Enhanced self-confidence, self-esteem, motivation to enter labour market.**
- evaluate the progress of the client by: 1. feedback from him/her by a list of questions, dedicated to personal skills and competences; 2. his/her willingness to initiate concrete actions towards entering the labour market;
- initiate concrete actions towards entering the labour market (writing CV, motivation letter, applying for a concrete job);

**Completion rate of youth with fewer opportunities.**
- on-going discussion on the improvement of the client during the process, e.g. how they see their improvement, are their expectations met or exceeded, etc.);
- encourage client’s self-confidence, achieved by regularly pointing out the benefits and the advance made;
- set principles and provide the client with information on how the process is advancing, what stage they have reached and what is to be accomplished, so the client is aware how far he/she has come;
Utilization of acquired skills (employer and employee point of view).

- try to get feedback from employees - their satisfaction after receiving career counselling services;
- maintain contacts with employers of the former clients, explore their opinion on newly recruited employees;
- observe the professional development of the former clients;

Provision of further more support of already hired young people with fewer opportunities.

- provide support for work-placement adaptation;
- promote help and guidance of young people with fewer opportunities on the labour market;
- show concern about the further development of the client aiming at long-lasting effects from the provided service;

Some examples ◆ ◆ ◆

Precise knowledge of different types of profiles of disadvantaged youth:
In Switzerland, each professional guidance counsellor (or career counsellor) attached to the Swiss Federation of Psychologists (http://www.psychologie.ch) is asked every three years to follow a minimum of 240 hours of continuing education linked to his professional activity.

For Swedish career guidance professionals it is a “moral obligation to care for weak members of society” and to “actively advance justice and equality”. In these terms a highly proactive professional role is linked with the quality of guidance (Sveriges Vägledarförening, 1996).

Existence of special tools/equipment for disabled
In Switzerland, e-counselling facilities exist in the counselling offices, offering aptitude, interest and competency tests online or on intranet. In many cases, this software or these sites are adaptable to the specific needs of young people with fewer opportunities, namely the possibility of bigger font/inscriptions and language choice.
◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

2.2 Tips for ensuring accessibility to young people with fewer opportunities

Accessibility is an important issue where young people with fewer opportunities (YFO) are concerned, because often they are confronted with obstacles that could limit either the physical or the informational accessibility of the counselling process. These difficulties add to the already existing ones regarding mainly self-confidence, making it even harder to participate actively and efficiently into the counselling process.

We have classified several different accessibility sections with tips according to the seven different and specific types of obstacles this target group faces. They are as follows:

Social obstacles
- instead of just distributing informational materials, it would be good if the counsellor personally visits places where representatives from this group could be met (places where (ex) drug ad-
dicts gather, centres for single parents, schools, etc.). When talking about young people facing discrimination for example, it will be better if the first contact is established personally;

- some of the counsellors could be former members of these groups;
- the premises where the service takes place should be in a style close to the young persons’ so that they feel in a friendly environment;

**Economic obstacles**

- offices accessible by public transportation;
- informational materials free-of-charge;
- possibility of reimbursement or subsidies regarding the counselling process;
- free-of-charge phone consultations could be available;

**Disability**

- provide wheelchair ramps where only stairs lead to the offices;
- provide special parking spaces;
- provide special software applications for people with different types of disabilities (for more info you can look at www.w3.org for example);
- if providing a public computer in the office, make the interface and procedures as simple as possible, e.g. remove all non-useful icons, robotize the procedures, create prompt sheets with print screens of the different stages in the procedures, etc.;
- there should be a variety of choices in the tools used by the counsellor using multi-media, e-games for instance, use of visual aids whenever possible including captioned versions of video materials;
- provide the option of e-learning systems and consultations online, and other written material at distance (e.g. with internet websites, physical or electronic mail);
- the informational materials should be in a simple, easy to understand language;
- the design should be attractive, colourful, using pictures for example;
- use large-print materials;
- ability to use sign-language;

**Educational difficulties**

- simplify the counselling material, making it more pragmatic and privileging illustrations vs. text; use of simple language;
- demonstrations, information presented in more than one way;
- provide a quiet, distraction-free environment;
- during the counselling process, try not to refer to or remind the traditional educational methods (e.g. if the counsellor has a strict educational approach in the process, it is most likely an early school-leaver will want to rebel and not cooperate in the process);

**Cultural differences**

- hire counsellors from different cultures, speaking different languages, or at least be familiar with and respect differences regarding culture;
- translate the written material promoting the services (website, leaflets, etc.);
- organize workshops to introduce the local culture, manners and/or language;
Health problems
- provide the option of e-learning systems and consultations online, and other written material available from a distance (e.g. with internet websites, physical or electronic mail);
- provide conveniently located parking spaces;
- ensure use of readers/scribes;
- provide spacious premises;
- ensure careful scheduling of the use of cleaning compounds or pesticides;

Geographical obstacles
- provide the possibility of e-learning systems and consultations online, and other written material sent by post for example (e.g. with internet websites, physical or electronic mail);
- provide counselling offices in remote areas;
- supply information on transportation options to the office to the consultant, to ease the client’s access to the counselling services;
- if necessary, organize transportation by buses for young people from remote or/and less-serviced areas (with limited transport, poor facilities, etc.);

2.3 Tools for measurement of Quality Indicators

One of the main characteristics of the Quality Indicators is that they are measurable, which gives more concrete dimension to the sometimes abstract and subjective process of Quality Assurance. This function helps record the degree of performance of each aspect in YCC within each stage (context – input – process – output – outcome).

There are different ways of measuring the Quality indicators (QI). They can be measured either in grades or in scores.

In the following pages we provide several tools for measurement of QI both in grades and scale. Some of the tools are directly targeting QA in guidance of YFO.

Grading matrix for measurement of Quality Indicators

Aim of the tool:
By means of this tool you can measure the quality of your service by measuring the performance level of the Quality Indicators at each stage of the youth career guidance process.

Who can use the tool:
It can be used by both career consultant and manager of career services. We recommend that only the relevant Quality Indicators are used by the respective target group.

Type of measurement used:
In grades
How to use the tool:
The tool represents a table with 4 columns. The first table consists of the Quality Indicators, as the second one includes some clues to the performance of each indicator – Evidence of the indicator performance. The level of presence/absence of the evidence can be graded from 0 to 2, as the interpretation is as follows:

0 – inadequate to the evidence of indicator performance;
1 – partly adequate to the evidence of indicator performance;
2 – fully adequate to the evidence of indicator performance.

On the basis of the grades you can make conclusions for the performance of each indicator. You can analyse advantages, as well as drawbacks and write in the “Comments” column some measures for improvement or some best practices you want to highlight.

**Grading matrix for measurement of Quality Indicators:**

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Evidence of the indicator performance</th>
<th>Grade (0 to 2)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation with:</td>
<td>- Does the existing cooperation meet the existing needs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- local community and parents;</td>
<td>- Is the cooperation well developed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- partner institutions;</td>
<td>- Is the cooperation well planed and organized?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- networks on national and European level;</td>
<td>- Is the cooperation adequate to organization’s strategy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordination/synchronization of national, local and organization internal policies.</td>
<td>- Does the service meet the requirements and main aspects of national, regional and internal policies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate legislation and regulation in the field, easy to follow.</td>
<td>- Is the legislation and regulation easily adjusted to everyday service provision?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity of premises, quality and quantity of equipment and tools to provide the full range of services related to career counselling.</td>
<td>- Does the capacity of premises meet the needs of counselling service provision?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consideration of local and cultural differences in the labour market and their influence on young people’s decisions.</td>
<td>- Do the local and cultural differences influence young people’s career decisions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate competence of counselling staff – aware of:</td>
<td>- Does the counselling staff meet the basic requirements for service provision?</td>
<td>- Does the competence of counselling staff meet the needs of counselling service provision?</td>
<td></td>
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<tr>
<td>--------------------------------------------------------</td>
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<td></td>
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<tr>
<td>- labour market and job profiles;</td>
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<tr>
<td>- employers’ demands;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- specific school graduates’ profiles;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key competencies available in the curricula and learning material.</td>
<td>- Do the competencies available in the curricula and learning materials meet the needs of labour market and the whole society?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingness of the young person to engage in career consulting process.</td>
<td>- Are young people strongly motivated to be engaged in career counselling process?</td>
<td>- Do the counselling services meet the expectations of young people?</td>
<td></td>
</tr>
<tr>
<td>Development of quality management approaches.</td>
<td>- Do the QA approaches meet the existing needs?</td>
<td>- Are the QA approaches used in counselling service provision?</td>
<td></td>
</tr>
<tr>
<td>Stimulation of clients to find their specific place on the labour market.</td>
<td>- Are the clients motivated to find their specific place in the labour market?</td>
<td>- Do the counselling methods and tools meet the needs and expectations of clients?</td>
<td></td>
</tr>
<tr>
<td>Existence of mobile or e-consulting mechanisms.</td>
<td>- Does the number of mobile or e-consulting mechanisms meet the needs of counselling service provision?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible programmes that incorporate progression in acquisition of knowledge.</td>
<td>- Do the programme evaluation methods evaluate a person’s progression after the programme?</td>
<td>- Are the client and the counsellor able to work with the programme in a flexible way?</td>
<td></td>
</tr>
<tr>
<td>Counselling tailored to the personal development of the young person, moving them towards work readiness.</td>
<td>- Are the clients ready for work after the counselling service?</td>
<td>- Is the content of counselling sessions tailored to the personal development?</td>
<td></td>
</tr>
<tr>
<td>Implementation of the Quality Model of youth career consultancy</td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Sound financial and administrative management of the counselling body.** | - Does the organization have the capacity to manage the career counselling service provision?  
- Does the organization have the capacity to ensure the financing of the counselling service provision?  
- Does the financial and administrative management of organization meet the needs of its clients?  
- Does the financial and administrative management of organization meet the needs of counselling staff? |
| **Implement quality management system in the career consultancy process.** | - Is the quality management being implemented during career counselling process?  
- Is the implementation of quality management justified through records and documentation? |
| **Documentary evidence and recording of consulting process.** | - Is the number of tools appropriate for evaluation and recording of counselling process?  
- Is the content of tools appropriate to the evaluation and recording of counselling process? |
| **Achievement of key competencies demonstrated.** | - Does the counselling service help clients to achieve the key competencies? |
| **Improved level of performance in a range of main skills, including taking responsibility.** | - Does the counselling service help clients to improve the performance of main skills? |
| **Enhanced self-confidence, self-esteem and motivation to enter labour market.** | - Does the counselling service help clients enhance self-confidence, self-esteem and motivation to enter labour market? |
| **Acquisition of formal qualifications.** | - Does counselling help clients to acquire formal qualifications? |
| **Rate of employed clients after being consulted by career consultant/youth worker.** | - Does counselling service help clients to be employed? |
| Quality of employment, attainment of job opportunities improved. | - Does counselling service help clients to be successful at work?  
- Does counselling service improve clients' opportunities of work? |  |
|---------------------------------------------------------------|-----------------------------------------------------------------|---|
| Destination of trainees 6 months after career guidance.       | - Does the counselling service meet the needs of clients?  
- Does the counselling service meet the needs of the labour market? |  |
| Utilization of acquired skills /employer and employee point of view. | - Do the acquired skills meet the employer's needs?  
- Are the acquired skills appropriate to the present situation in the labour market? |  |
| Ongoing support of already hired young people.                 | - Does the support meet the needs of young people?  
- Is the support appropriate to the present economical and social situation? |  |
| Evaluation of local and national labour market to ensure the career consultancy content is relevant. | - Does the career counselling service meet the needs of the labour market? |  |

### Grading matrix for measurement of Quality Indicators in career guidance of young people with fewer opportunities

This tool is specially developed to assist career consultants and managers of youth service who provide guidance to youth with fewer opportunities /YFO/.

For information about the aim of the tool, as well as its usage and interpretation of grading, please, refer to the previous tool.
## Grading matrix for measurement of QI in career guidance of young people with fewer opportunities:

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Evidence of the indicator performance</th>
<th>Grade (0 to 2)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate assessment of the vulnerable group e.g. existence of studies, statistics.</td>
<td>Does the existing assessment of the vulnerable groups reflect their specific characteristics?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion of the accessibility of career consultancy services oriented towards people with fewer opportunities.</td>
<td>Does the equipment of the premises or the counselling centres meet the needs of young people with fewer opportunities? Are the informational materials accessible to people with fewer opportunities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of specialized services adjusted towards the specific needs of the target group.</td>
<td>Are the specialized services applied by the counsellor relevant to the goals of the provided service?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Precise knowledge of different types of profiles of disadvantaged individuals.</td>
<td>Is the counsellor well-trained to meet the expectations of the clients?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existence of special tools and equipment for the counselling process.</td>
<td>Do the tools and equipment used in the process answer the needs of the disadvantaged?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible programs that propose enhanced model for counselling of youth with fewer opportunities.</td>
<td>Are the programs adaptable to the type of disadvantage or disability of the person being counselled?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion rate of young people with fewer opportunities.</td>
<td>How many clients benefit from the counselling process?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of further more support of already hired young people with fewer opportunities, enhancing their professional progress and career development.</td>
<td>Are the already hired young people with fewer opportunities backed-up in order to keep their position and for further professional development at their company?</td>
<td></td>
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</tr>
</tbody>
</table>
**Tool for measurement of Quality Indicators using a scoring system**

**Aim of the tool:**
This tool lets the different stakeholders set priorities in the model of Quality Indicators.

**Who can use the tool:**
The tool can be used by both career consultant and manager of career services. We recommend that only the relevant Quality Indicators are used by the respective target group.

**Type of measurement used:**
In grades

**How to use the tool:**
The tool is in the form of a table with 4 columns, two of which are filled: “Quality Indicator” and “Source of evidence” for each indicator. By giving a certain number of points as a maximum score for a specific indicator you define the indicator’s priority. The number of scores you give depends on the analysis of the concrete source of evidence. At the end of the table, there is section, where you can write down some conclusions and recommendations.

**Tool for measurement of Quality Indicators using a scoring system:**

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Maximum score</th>
<th>Actual score</th>
<th>Source of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation with:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- local community and parents;</td>
<td></td>
<td></td>
<td>strategy or action plan for cooperation with mentioned target groups;</td>
</tr>
<tr>
<td>- partner institutions;</td>
<td></td>
<td></td>
<td>number and content of cooperation/partnership agreements developed;</td>
</tr>
<tr>
<td>- networks on national and European level;</td>
<td></td>
<td></td>
<td>number of partnerships with the mentioned target groups in local, national, international projects, programmes and other activities developed;</td>
</tr>
<tr>
<td>Coordination/synchronization of national, local and organization internal policies.</td>
<td></td>
<td></td>
<td>analysis of the developed internal QA policy;</td>
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<tr>
<td></td>
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<td></td>
<td>analysis of the local policy on QA in career guidance;</td>
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<td>analysis of the national policy on QA in career guidance;</td>
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<td>analysis of the EU policy and guidelines on QA in career guidance;</td>
</tr>
<tr>
<td>Implementation of the Quality Model of youth career consultancy</td>
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<tr>
<td><strong>Appropriate legislation and regulation in the field, easy to follow.</strong></td>
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<tr>
<td>✶ counsellor's experience on using the adopted national, regional, local legislation in practice (proved by counsellor's self analysis and reflections);</td>
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<tr>
<td>✶ research studies on implementation of national, regional or local policies in the field of career guidance;</td>
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<tr>
<td><strong>Capacity of premises, quality and quantity of equipment and tools to provide the full range of services related to career counselling.</strong></td>
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<tr>
<td>✶ number of premises used for provision of guidance services;</td>
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<tr>
<td>✶ number of computers used for provision of guidance services;</td>
<td></td>
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<tr>
<td>✶ number and content of counselling methodologies used for provision of guidance services;</td>
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<td></td>
</tr>
<tr>
<td>✶ number and content of tools used for provision of guidance services;</td>
<td></td>
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<tr>
<td><strong>Consideration of local and cultural differences in the labour market and their influence on young people's decisions.</strong></td>
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<tr>
<td>✶ official data on status of labour market;</td>
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<tr>
<td>✶ young people's surveys;</td>
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<tr>
<td>✶ employers' surveys;</td>
<td></td>
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<tr>
<td>✶ Counsellor's portfolio:</td>
<td></td>
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<tr>
<td>✶ counsellor's resume;</td>
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<tr>
<td>✶ documents proving formal qualification of counselling staff;</td>
<td></td>
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<tr>
<td>✶ documents showing; improvement of qualification of counselling staff;</td>
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<tr>
<td>✶ evaluation of the staff, done by responsible persons within the organisation;</td>
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<tr>
<td>✶ copies of counselling tools, methodologies, etc. developed by the counsellor for counselling purposes;</td>
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<tr>
<td>✶ self-analysis and reflections of the counselling staff;</td>
<td></td>
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</tr>
<tr>
<td><strong>Appropriate competence of counselling staff – aware of: labour market and job profiles, employers’ demands, specific school graduates’ profiles.</strong></td>
<td></td>
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</tr>
<tr>
<td>Key competencies available in the curricula and learning material.</td>
<td>Evaluation of the curricular and learning materials used in the counselling process; comparison whether key competencies in the curricular match to the needs of the labour market; client attitudes on the key competencies available in the proposed curricula and learning materials; attitudes of social partners on the key competencies available in the proposed curricula and learning materials;</td>
<td></td>
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<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingness of the young person to engage in career consulting process.</td>
<td>Research/surveys of needs, expectations and motivations of young persons; records of counsellors from the counselling sessions;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of quality management approaches.</td>
<td>Quality management frameworks, instruments or systems developed (content and usage in everyday work);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stimulation of clients to find their specific place on the labour market.</td>
<td>Counsellor’s records on the counselling process and client motivation to enter the labour market; evaluation of the methodology and materials used in the counselling process; special tools and methods for development of client’s entrepreneurship skills used in the counselling process;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existence of mobile or e-consulting mechanisms.</td>
<td>Number and content of ICT tools for career development; number and content of e-counselling services within the organisation; number and content of career development educational programmes based on e-learning;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible programmes that incorporate progression in acquisition of knowledge.</td>
<td>Number and content of tools or methods for evaluation of individual client progression in the implementing counselling programmes; counsellor’s experience on working with the programme (proved with the help of counsellor’s portfolio); client’s view on flexibility of the programme;</td>
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</tr>
<tr>
<td>Counselling tailored to the personal development of the young person, moving them towards work readiness.</td>
<td>Number of clients who received counselling service during a certain period; content of the counselling sessions; counsellor’s experience and self-analysis (proved with the help of counsellor’s portfolio); client feedback and evaluation of the counselling service;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound financial and administrative management of the counselling body.</td>
<td>Internal regulations of the organization; strategy of the organization in the field of provision of career counselling services; documents proving financial capacity of the organization; competence and qualification of the administrative staff of the organization;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement quality management system in the career consultancy process.</td>
<td>Internal quality assurance policy (evaluating the main criteria and system of QA within the organization); plan of the implementation of the quality management system in career guidance; number and content of tools and methods used for evaluation and recording of counselling process;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentary evidence and recording of consulting process.</td>
<td>Quality management frameworks, instruments or systems developed (content and usage in everyday work);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement of key competencies demonstrated.</td>
<td>• counsellor’s records about client’s achievements; • client self-analysis on his/her achievements; • feedback from employers where the clients were employed;</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved level of performance in a range of main skills, including taking responsibility.</td>
<td>• specialised tools or methods proving client progress; • Client feedback; • counsellor’s records on client’s achievements; • feedback from employers where the clients were employed;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced self-confidence, self-esteem and motivation to enter labour market.</td>
<td>• client feedback; • counsellor’s records on client achievements and progress;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquisition of formal qualifications.</td>
<td>• documents proving the acquisition of formal qualifications;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate of employed youth after being consulted by career consultant/youth worker.</td>
<td>• client surveys; • official data from the labour market agencies; • research and studies on clients’ employment and their satisfaction following career counselling services; • client feedback;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of employment, retention of job opportunities improved.</td>
<td>• client surveys; • official data from the labour market agencies; • research and studies on clients’ employment and their satisfaction following career counselling services; • client feedback;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Destination of trainees 6 months after career guidance.</td>
<td>• client surveys; • official data from the labour market agencies; • research and studies on clients’ employment and their satisfaction following career counselling services; • client feedback;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tool for measurement of Quality Indicators
using a scoring system
(directed towards young people with fewer opportunities).

This tool is specially developed to assist career consultants and managers of youth service who provide guidance to youth with fewer opportunities /YFO/.

For information about the aim of the tool, as well as its usage and interpretation of grading, please, refer to the previous tool.
### Tool for measurement of Quality Indicators using a scoring system (for YFO):

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Maximum score</th>
<th>Actual score</th>
<th>Indicative source or evidence (indicator variable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate assessment of vulnerable groups (e.g. existence of studies, statistics).</td>
<td></td>
<td></td>
<td>• quality assessment especially adapted for people with fewer opportunities&lt;br&gt;• need analysis report, statistics etc.;</td>
</tr>
<tr>
<td>Expansion of the accessibility of career consultancy services oriented towards people with fewer opportunities.</td>
<td></td>
<td></td>
<td>• existence and number of premises properly equipped to accept young disabled people;&lt;br&gt;• number of options of getting information about the counselling services available;&lt;br&gt;• various types of information materials adjusted to the specific needs of the clients.&lt;br&gt;• feedback from the client;</td>
</tr>
<tr>
<td>Provision of specialized services adjusted for the specific needs of people with fewer opportunities.</td>
<td></td>
<td></td>
<td>• surveys on the specialized services used in career consultancy for youth with fewer opportunities.&lt;br&gt;• number of specialized services tailored to the needs of the vulnerable groups;</td>
</tr>
<tr>
<td>Precise knowledge of different types of profiles of disadvantaged youth.</td>
<td></td>
<td></td>
<td>• documents showing improvement of qualifications relevant to the needs of the client.&lt;br&gt;• portfolio reflecting the special services provided;</td>
</tr>
<tr>
<td>Existence of special tools and equipment for disabled.</td>
<td></td>
<td></td>
<td>• copies of counselling tools and methodology specially directed or adapted for the needs of the target group;&lt;br&gt;• self-assessment of the counsellor;</td>
</tr>
<tr>
<td>Flexible programs that propose enhanced model for counselling of youth with fewer opportunities.</td>
<td></td>
<td></td>
<td>• number of possibilities of changing the program without affecting the expected results;&lt;br&gt;• feedback from the client;&lt;br&gt;• counsellor’s experience in the process in working with flexible programs;</td>
</tr>
</tbody>
</table>
Implementation of the Quality Model of youth career consultancy

Completion rate of youth with fewer opportunities.

- client feedback;
- counsellor’s records on client’s achievements;
- statistics on the number of clients from the target group being consulted;

Provision of further more support of already hired young people with fewer opportunities, enhancing their professional progress and career development.

- counsellor’s records on client’s progression expanding over a longer period of time;
- feedback from employers;
- client feedback;
- surveys on present employees (former clients);

Further and more detailed information regarding measurement of Quality Indicators can be found in the Quality Assurance in Youth Career Consultancy Manual.

2.4 Tools for implementation of Quality Assurance process

We propose a number of useful tools that can be used to support the QA process in youth career consultancy. QA in YCC partnership developed a number of such instruments. Some of them are paper-based as the ones below. The others are web-based interactive tools – multimedia tests and game-based tools that can be accessed on the Virtual Quality Assurance Center (VQAC), available at: www.vqac.org.

Contextual analysis of your service

**Aim of the tool:**
The tool aims to provide analysis of the environment within which the organization and to make suggestions for change towards more inclusive practice.

**Who can use the tool:**
Both consultant and manager.

**How to use the tool:**
Use the questions in the table that follows to analyse the environment within which your organization practices; Think about the context within which your organization operates; Take into account the factors, outlined above, which influence any contextual analysis.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the work of other organizations in your organisational context impact on your organization?</td>
<td></td>
</tr>
<tr>
<td>What are the major policy and social change initiatives that have impact on your organisation's strategic objectives? What impact do they have?</td>
<td></td>
</tr>
<tr>
<td>What are the major economic and political issues that influence your organization? How do they influence it?</td>
<td></td>
</tr>
<tr>
<td>Are there other aspects of your environment that you feel are important? Explain their importance.</td>
<td></td>
</tr>
<tr>
<td>Use the above analysis to make suggestions for changes in the delivery of your service that specifically take into account the environment within which your organization operates.</td>
<td></td>
</tr>
</tbody>
</table>
### Stakeholder analysis of your organization

**Aim of the tool:**
The main aim of the tool is provide you with a list of all stakeholders engaged in the QA process within your organization, as well as their responsibilities and interests. This tool will facilitate the implementation of the QA in the career guidance service and will clarify the tasks and responsibilities.

**Who can use the tool:**
Both consultant and manager.

**How to use the tool:**
First, list all the stakeholders engaged in QA within your organization; Second, indicate their interest – whether it is high or low; Third, indicate whether their power to influence your organization is high or low; in the fourth column you can include any comments you have about the nature of these stakeholders.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Interest</th>
<th>Power</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Details about key stakeholders in the QA process, as well as their roles, is available in the Quality Indicators can be found in the Quality Assurance in Youth Career Consultancy Manual.

### Sample tools for evaluation and reflection of counsellors’ practice

**Aim of the tool:**
The aim of this tool is to provide career consultant with a set of structured questions to evaluate and reflect on a concrete activity in order to determine the QA within the guidance process.
Who can use the tool:
Youth career consultants.

How to use the tool:
This tool consists of two main parts. The first one is about evaluation and the second one targets the importance of reflection. Follow the instructions:

**Step 1:**
Select a specific incident, interview, team meeting or any piece of practice that has happened during the last five days. Try to answer the questions about this piece of practice, in the table that follows:

<table>
<thead>
<tr>
<th>Briefly describe what happened.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explain how you handled that event.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you think you handled it well? Justify your response.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did your responses to the event come from repertoire of responses that you have developed through practice, or through your learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Did you reflect on what you were doing as you were doing it?  
If so, what were your thoughts? If not, why might it be useful to do so? |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Did this instance of practice give you an insight into practice generally?  
If so, what was the insight? |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Implementation of the Quality Model of Youth Career Consultancy

Considering your reflection on this practice, how might you suggest that other counsellors can best approach the reflective process in a conscious, learning way?

---

**Step 2:**

Reflect on your practice in one (or all) of the following ways:
- sessional review;
- casework review leading to analysis of themes and patterns;

| Did your responses to the event come from repertoire of responses that you have developed through practice, or through your learning? |
| Did you reflect on what you were doing as you were doing it? |
| If so, what were your thoughts? If not, why might it be useful to do so? |
| Did this instance of practice give you an insight into practice generally? If so, what was the insight? |
| Considering your reflection on this practice, how might you suggest that other counsellors can best approach the reflective process in a conscious, learning way? |
### Sessional review

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the session start?</td>
<td></td>
</tr>
<tr>
<td>How successful was the engagement?</td>
<td></td>
</tr>
<tr>
<td>What happened during the session?</td>
<td></td>
</tr>
<tr>
<td>What was the outcome?</td>
<td></td>
</tr>
<tr>
<td>Were the young person's needs met in this session? If so, how were the needs met?</td>
<td></td>
</tr>
<tr>
<td>If the needs were not met, what happened to prevent it?</td>
<td></td>
</tr>
<tr>
<td>Were you satisfied with your practice during the session? If so, why; if not what needs to be done in order to improve your practice?</td>
<td></td>
</tr>
</tbody>
</table>
**Casework review**

(it involves selecting cases from your caseload and analyzing them)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many of the outcomes from these cases were satisfactory – that is, how many met (or partially met) the needs of young people?</td>
<td></td>
</tr>
<tr>
<td>When the young person's needs were met, was there a particular approach that worked?</td>
<td></td>
</tr>
<tr>
<td>When the young person's needs were not met what created the barriers that were not overcome?</td>
<td></td>
</tr>
<tr>
<td>Are there any emerging patterns that you can see from your review of the casework you have completed?</td>
<td></td>
</tr>
</tbody>
</table>

---

### Tool for evaluation of career counselling service features and their adequacy to clients’ needs

**Aim of the tool:**
You can use this tool to check to what extent your service corresponds to the needs of the client.

**Who can use the tool:**
Youth career consultants.

**How to use the tool:**
List all features of your counselling service provision, as well as the defined clients’ needs in the field of career counselling. Mark in signs given below, whether the relationship between certain features and clients’ needs is strong, moderate or weak.

**Symbols for marking:**
- □ the relationship is strong;
- Δ the relationship is moderate;
- ○ the relationship is weak;
### Tool for evaluation of career counselling service features and their adequacy to clients’ needs:

<table>
<thead>
<tr>
<th>Clients’ needs</th>
<th>Service features</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feature 1</td>
</tr>
<tr>
<td>Need 1</td>
<td></td>
</tr>
<tr>
<td>Need 2</td>
<td></td>
</tr>
<tr>
<td>Need 3</td>
<td></td>
</tr>
</tbody>
</table>

#### NOTE:
You can use your own grading or marking system for expressing the relationship between the features of career counselling service and clients’ needs.

#### 2.5. Exercise

In the implementation of QA within the institution, it is very important that you are aware of and use the potential of Quality Indicators depending on the different approach to QA in youth career guidance.

The following exercise will check to what extent you are able to classify Quality Indicators in different categories on the basis of different approaches to Quality:

**Distribute the following Quality Indicators to the respective categories, one indicator per category:**

1. Appropriate competence of counselling staff.
2. Flexible programmes that incorporate progression in acquisition of knowledge.
3. Enhanced self-confidence, self-esteem, motivation to enter labour market.
4. Sound financial and administrative management of counselling institution.
5. Achievement of key competencies demonstrated.
6. Consideration of local and cultural differences in the labour market and their influence on young people’s decisions.

*To see the correct answers, please, go to page 67 of the Workbook.*
3

Case studies

The following four case studies represent the practice with the QA in YCC in Bulgaria, Ireland and UK. They follow the four stages of the QA process and namely - planning, implementation, evaluation and assessment and review (for more information see QA in YCC Manual, Part 2, Chapter 3). At each of these stages there are QA in YCC tools used. These tools were represented in Chapter 2 of the present Workbook (for more theoretical explanation on this matter see QA in YCC Manual).

The first case study highlights the implementation of QA in a network of youth career centres. It outlines some of the main principles on which the QA system should be based, sets clear objectives and the responsible people for each of them. It illustrates the process with a focus on data collection. The second and the third case studies show a detailed and pragmatic step-by-step guide to the realization of QA according to the already mentioned four stages. The fourth case study emphasizes on self-assessment which is a very important aspect of QA. It gives numerous tools from the UK experience.

The case studies summarise the experience gained in the three countries through the implementation of QA in YCC and illustrate the content of QA in YCC Manual and Workbook in practical terms.

3.1 Quality Assurance in Student Career Centres in Bulgaria

SCAS and NSICC present the experience of one network of 8 student career centres with main target group – students from high schools and/or from universities; the centres are based mainly in bigger cities in Bulgaria.

Their users are mainly students from universities but they offer services for high-school students as well. Some of them are also working with young people in general.

How did it start?

QA of career guidance in the Student Information and Career Centres Network in Bulgaria has been recently started as a combination of decentralized and centralized approach. On one hand, it was initiated by local student career centres in some universities and on the other hand, it was summarized in the Recommendation charter of the National Student Information and Career Centre (NSICC) in Sofia. Generally speaking, the centres’ QA system is mostly internal, although it includes some external assessment procedures.

Main principles

The NSICC also introduced the main principles on which the QA system should be based:
The QA system should continuously enlighten the low quality areas;
- the QA system should document the QA process;
- the QA system should include the major processes in the guidance service;
- the QA system should lead to establishment of procedures for improving the quality.

Quality areas

Having in mind different stakeholders and the central role of the young person and the consultant in everyday guidance activities, a survey was designed which aimed to identify the low quality areas. The centres identified 2 major areas – quality at system level (management and administration, facilities, access etc.) and quality of the guidance process (input –process-output). Those 2 major areas have been sub-divided to 6 concrete areas:

1. Management (including the quality management);
2. Resources (human, technical, information/library);
3. Guidance process;
4. Guidance training programs;
5. Projects;
6. Cooperation (including the international cooperation, links to international data-bases and services etc.);

For each of those areas the quality objective and responsible person/body have been defined:

<table>
<thead>
<tr>
<th>Quality area</th>
<th>Quality objective</th>
<th>Generally responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>The management should employ measures to ensure the everyday functioning, quality and effectiveness of the guidance service.</td>
<td>The manager</td>
</tr>
<tr>
<td>Resources</td>
<td>The centre resources should guarantee the service performance and the users and consultants access should be guaranteed.</td>
<td>The manager</td>
</tr>
<tr>
<td>Guidance process</td>
<td>The guidance process should be at a professional level and should be target oriented and users sensitive (taking in mind the students profile).</td>
<td>The manager and the Centre Advisory Board.</td>
</tr>
<tr>
<td>Guidance training programs</td>
<td>The training programmes should be target oriented and should increase the career planning abilities of the students; the training should use the advantages of face to face and distant education and use the tools of modern media.</td>
<td>The Centre Advisory Board and instructional designers.</td>
</tr>
</tbody>
</table>
## Projects

The centre should initiate projects in the field of non-formal education and youth exchanges every year in order to enhance the consultants and youth workers practical skills and open-minded vision; The projects should enable the centre to increase its impact among the target group and should include both youth workers/consultants and young people in a balanced way.

The manager

## Cooperation

The cooperation activities should exchange experience and transfer best practices and modern approaches; the cooperation should also improve the access to other resources from other centres in the country and outside the country; Cooperation with local authorities (local university/school, municipality etc.) is also essential;

The Managing Board of the Centre

---

### Collecting data for the Quality Assurance

For the Centres’ QA system day-to-day implementation it is important to specify the sources of data-collection. There are 4 main types of collecting the data:

<table>
<thead>
<tr>
<th>Types of collecting information</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>“6 months” discussions</td>
<td>Every 6 months there are dialogue-based discussions with managers, consultants and trainers where the QA approaches are presented, the feedback is received and explanations are provided.</td>
</tr>
<tr>
<td>Yearly feedback activities</td>
<td>Every year the centres are distributing questionnaires, organizing focus groups sessions and meetings with stakeholders and results are systemized and explored; there are questionnaires for consultants and for the users; there are also feedback meetings with employers, sponsors and local authorities where their feedback is taking into account.</td>
</tr>
<tr>
<td>Assessment activities</td>
<td>Usually, every 2 years there is an assessment procedure where the experts from the NSICC are collecting data for the centre performance and making external recommendations; in case the recommendations are not respected there are some administrative measures that are undertaken</td>
</tr>
</tbody>
</table>
Online activities and the online presence

This is a quite new area but the coordinating body (NSICC) is trying to collect info via the online presence of the centre (its www site, the existing online services, blogs, discussion forums etc.).

Some important documents of the QA system

There are some internal documents aiming to implement the QA system. The documents aim to regulate some of the QA aspects and provide the centres with some practical tools. Because all of them are in Bulgarian, we will provide just a list of part of those documents:

Management
- QA promotional leaflet – the leaflet describes shortly the aims and the importance of the QA for student career centres;
- regulations about the administration and organization of the centres including planning, resources, access etc.;
- self-assessment questionnaires;
- example - list of indicators about QA of the guidance process (in development);
- Quality management plan reports;

Guidance process
- manuals for consultants, consultant leaflets and online tools for career guidance;
- client forms documenting the guidance process;
- list of indicators about QA of the guidance process (in development);
- centralized data-base and online supporting services for consultants (like www.careercenteronline.org, www.euronetyouth.org);
- list of accredited Bachelor and other programmes in Universities for guidance consultant’s qualification;

Projects
- regulations about preparing of yearly plan of activities and projects;
- local and international cooperation recommendations;
- national data-base of funding possibilities including list of EU programmers related to the field (www.euronetyouth.org and www.eurodesk.bg);

Because the QA process of YCC in Bulgaria is in the beginning stage some of the QA documents are still in the process of development.
3.2 Quality Assurance in career consultancy of young people with fewer opportunities implemented in a Bulgarian non-governmental organization

The Quality Assurance process in counselling people with fewer opportunities was implemented in the NGO (Non-Governmental Organization) Marie Curie Association /MCA/which carries out career counselling service for people with fewer opportunities. MCA carries out activities mainly purposed to disabled people. The team of the Association has extensive knowledge of disability issues in relation to education; training and employment. It involves experts in different sectors: disability; vocational guidance and career guidance, education management; e-learning, ODL systems, legislation and etc. In Bulgaria the young person with fewer opportunities (YFO) has a limited choice of career counselling services. Most of the services in the job centres for example do not aim to counsel a special target group but provide career guidance to all kinds of groups.

The implementation of QA followed the four stages of the QA process:

Stage 1: Planning

The QA was implemented on the following levels:

1. management;
2. guidance process;
3. resources;

For each of these spheres a quality objective and a responsible person were set.

1. **Management**: the manager should provide measures and techniques to ensure the quality of the service given in the organization; he should give support in the form of contacts and finances;

2. **Guidance process**: the guidance process of young people with fewer opportunities should be at the necessary level so as to meet the needs of the disadvantaged young people and satisfy the client’s expectations. The career counsellor is responsible for this issue;

3. **Resources**: the resources used in the career counselling of young people with fewer opportunities should fully answer their needs so as to increase to a maximum degree both the accessibility and the quality of the process. The manager and the career counsellor are both responsible for this issue;

The good planning requires setting of clear and measurable objectives that could be broken into concrete reachable tasks.
The below given scheme provides a sample work breakdown structure:

Example of a Quality Assurance plan that we used regarding resources:

**Goal**: To increase the quality of the resources used in the counselling of young people with fewer opportunities and the popularity of the provided service.

**Objectives**: 1. to improve the physical accessibility of the premises;  
2. to increase the informational access of young people with fewer opportunities;  
3. to increase the knowledge of the career counsellors of the different types of profiles of the disadvantaged.

**Objective 1**
*Task 1*: to find a new building with a bigger number of premises in which the privacy of the clients can be secured;  
*Task 2*: to make sure to equip the premises with sound and visual signal systems;  
*Task 3*: to equip the premises with ramps for wheelchairs;  
*Task 4*: to develop an e-learning course “How to find a job?” for people with fewer opportunities;  
*Task 5*: Providing possibility for consultations on the phone;

**Objective 2**
*Task 1*: create an Internet site;  
*Task 2*: create leaflets;  
*Task 3*: equip the computers issued for the testing with programs with bigger letters, scotch tape explicative sheets next to each keyboard, and reduce the number of desktop icons;
Case studies

Objective 3

Task 1: make official the counsellors’ educational background requirements;
Task 2: ask a minimum amount of continuing education be followed each year by each counsellor;

Stage 2:
Collecting data for the QA
(implementation stage)

The implementation stage is usually broader than this; in this example though, it is limited to the collection of data. It is important for this stage to specify the different sources of data.

Monthly discussions: every month during the last year, discussions including managers, psychologists and career counsellors were held. The discussions involved important issues, such as the appropriateness of the QA procedures, different concerns regarding the chosen approaches and valuable feedback as well.

Regular feedback activities: there are different types of feedback activities that are carried out on a regular basis. These include specially developed self-assessment and feedback questionnaires filled in by the clients, regular meetings with the different stakeholders, with future employers, with young people with fewer opportunities during which the data has been collected, processed and analysed. On-line data collection: very useful information was collected through discussion forums for example.

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Data collection procedure / technique / instrument (sources of evidence)</th>
<th>Person(s) responsible for data collection</th>
<th>Date(s) of data collection and follow-up</th>
<th>Deadline for receipt of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expansion of the accessibility of career consultancy services oriented towards people with fewer opportunities.</td>
<td>Existence and number of premises properly equipped to accept young disabled people.</td>
<td>Workers with young people with fewer opportunities</td>
<td>01.04-15.05</td>
<td>20.05</td>
</tr>
</tbody>
</table>
Precise knowledge of different types of profiles of disadvantaged youth. | Documents showing improvement of qualifications relevant to the needs of the client. | Workers with young people with fewer opportunities | 01.02-15.03 | 20.03

Stage 3:
Evaluation and assessment

The evaluation and assessment has two sides:

1. processing of the collected information and
2. discussions on the results that have been achieved.

Every 2 or 3 months there are assessment and evaluation procedures during which experts are collecting and processing data of the performance of career services in the areas defined by the already set objectives. The improvement and the weak points are evaluated and there are special measures that could be undertaken in case the external recommendations are not respected.

Stage 4:
Review

At this stage we reviewed the planning, the set quality objectives and the management activities. In the NGO for career counselling of people with fewer opportunities we set three main objectives in order to improve the resources available for the career counselling process. These objectives from one side served directly our goal and at the same time allowed us to construct a clear plan.

The data collection procedures helped acquire useful and credible information. On its basis the evaluation and assessment took place, which led to concrete recommendations by the external experts.

Step 1:
Make available publicly the results of the quality assessment procedure.

Step 2:
Foster an open debate with the relevant stakeholders on the factors which might have contributed to certain results.

Step 3:
Draw certain decisions for change and improvement of career guidance services.
We could say that the QA process led to a better quality of the career counselling services for young people with fewer opportunities and this was realized through the QA procedures such as good planning, regular assessment and evaluation of the actions undertaken or review of the development of the process.

### 3.3 FIT Quality Assurance:
#### A case study

FIT (Fastrack into Information Technology) is a unique industry initiative involving major indigenous and international companies who are actively committed to the integration of marginalized job seekers into the workforce through the acquisition of marketable ICT skills. Established in 1999 with the endorsement of the Irish Government Department of Education and Science and the Department of Enterprise and Employment, FIT is aimed at enabling their target group to obtain quality employment through the acquisition of marketable IT skills and personal and professional development. A registered charity and not for profit organisation to date FIT has trained over 6,000 job seekers of which over 63% have entered the workforce and a further 12% progressed onto further education.

#### The FIT Quality Assurance Process:
The Quality Assurance system is coordinated across the FIT organisation to ensure that delivered services meet performance requirements and systems conform to established technical requirements.

### Stage 1:
#### Planning

Coordination of the FIT QA process in this article will focus on three areas. Within the FIT organisation, individual role responsibilities include Quality Assurance as part of their remit. The areas being dealt with in this article are: 1) FIT Recruitment and Selection Process, 2) In-Programme Supports, 3) Programme Curricula.

#### 1) FIT Recruitment and Selection Process:
FIT will select from a specific target group those qualifying for their spectrum of programmes to ensure that participants optimize the course contents and supports. The FIT manager is responsible for this structure.

**Objectives**
1. To create a process to accurately attract the attention of the FIT target group.
2. To provide information that is easy for this target group to access and assimilate.
3. To prepare an assessment environment that is facilitating and not threatening.
4. To ensure the appropriate assessment criteria are designed to such that places on programmes are occupied by the most suitable individuals leading to jobs in the labour market.

2) In Programme Supports:
FIT will provide the necessary framework of activities to support the progression of all programme participants, meeting both their individual developmental and technical skills. The Employment and Training Officers are responsible for this aspect.

Objectives
1. To arrange in-company visits to provide students with an experience of potential working environments and hands-on experience.
2. To create a workshop course to ensure that each individual is fully competent at compiling their own working profile and to create supporting documentation that will assist the student in preparing for the job seeking process.
3. To provide a mock interview opportunity for every participant on each programme in preparation for live interviews – relevant to their course.
4. To provide a job placement support for FIT graduates.

3) Programme Curricula:
The broad spectrum of programme curricula provides appropriate training material/content in response to present and emerging ICT skills needs/employment opportunities. The Curriculum Development Officer with the support of the Curriculum Sub-group is responsible for this.

Objectives
1. To involve industry experts to contribute to course content – ensuring its relevance in the open ICT marketplace.
2. To create a Frame of Reference by which this group would work.
3. To appoint an individual within the FIT organisation to ensure that course curricula are consistent and continuously reviewed and improved.

Stage 2:
Implementation – through consultation

1) FIT Recruitment and Selection Process

Objective 1: Through consultation and testing it was established that the most effective way to attract the attention of the FIT target group was to first define the group accurately. The FIT Initiative targets marginalized job seekers individuals from the live register; early school-leavers; individuals living in the family home who do not qualify for Unemployment Benefit payments; individuals living in households where income is above the means test threshold of Unemployment Assistance; women
Case studies

working in the home for long periods seeking to return to employment; lone-parents; individuals on disability payments; migrant job seekers and other individuals that find themselves distant from the labour market. With this in mind the creation of a process was made easier and more structured

Objective 2: Through communication and collaboration with the government agencies and other groups of interested parties: An annual mail-shot is carried out in conjunction with the Department of Social and Family Affairs and FIT. A letter drafted by FIT is disseminated by Social & Family Affairs Head Office and is sent to all those on the current live register and eligible to Dublin City and County. This is followed up by local information days. Other methods of recruitment identified were: Advertisement in Social Welfare Offices, LESNs and Partnership Companies Advertisement in Local Papers, Door to Door Leafleting, Radio, Tele-text, Buses, and FIT Website.

Information Session - On receipt of a letter from Social and Family Affairs or other publicity candidates are invited to attend an Information Session, in a local College, LESN or Community Centre in their area. Staff members from FIT, as well as representatives from the relevant VEC, local LESN and FAS are in attendance at all information sessions. It is here that the person is given detailed information about FIT, the proposed courses, duration and content, financial implications, how their payments will be affected etc. An outline of the FIT modules being covered is presented as well as a description of the qualifications attained at the end of their training. Candidates are also given an overview of what type of career prospects they can look forward to after the course.

Eligibility Check – Each applicant's eligibility is checked through Social & Family Affairs to ensure that all applicants are entitled to and receive the appropriate training allowances. A Basic Skills Assessment is then carried out by FIT Test Administrators. This assessment involves rudimentary literacy and numeracy, and testing for proficiency in the use of English and Maths.

Objective 3: Following discussion and consultation with HR experts on the FIT Board of Directors – it was decided to create a session designed to prepare interested individuals for their forthcoming aptitude test. Candidates are briefed on what an Aptitude Assessment is, what the purpose of the test is and to ensure that the candidate understands the instructions and is at ease with the process. The FIT Test Administrator will then show examples of what to expect and go through examples with the group. Duration will be approx 40 minutes. The candidate can bring home a practice assessment to familiarize themselves with the tests.

Objective 4: Further to discussion and collaboration with psychologists and education specialists Aptitude Assessments were designed. This range of tests which vary from programme to programme assist FIT personnel to assess an individual capacity to acquire/develop new skills within a particular area of ICT. The focus throughout the process is in determining a candidate's future potential rather than just past history with regard to skills acquisition in ICT. The tests administered are chosen because the skills measured are necessary for working within particular disciplines within ICT / Industry.

2) In-Programme Supports

Objective 1: In-company visits were devised by the collaboration of the Training & Employment Officer and programme coordinators. The FIT Training and Employment Officer organizes company
visits with organisations that are relevant to the particular programme and are within the ICT industry.

**Objective 2**: Design following discussion and testing by the Training & Employment Officers — CV **Workshops** are conducted by the Training and Employment Officer where a **CV Resource Pack** is provided to each student so that they present themselves in the best possible light for selection for Interview.

**Objective 3**: Following the CV Workshop it was both appropriate and necessary to devise an individual **Mock Interview** scenario where all students provided with frank and realistic detailed feedback in preparation for 'live' interviews.

**Objective 4**: Through experience and consultation with course tutors and participants it was decided to appoint the FIT Placement Officer in sourcing relevant and enriching Work Experience, Internships with engaged organisations and securing Job Placements on completion of their respective programmes. An individual **Career Action Plan** is developed to support the ongoing development of the client whether they are in employment or participating in further education or and training opportunities.

### 3) Programme Curricula

**Objective 1**: In order to involve industry experts to contribute to course content FIT approached a number of individuals who could add value and were willing to commit to the Curriculum Sub-group. The Curriculum Sub-group is a Sub-committee of FIT Ltd. comprising representatives from industry, education and training institution, employment services and FIT staff. The group meets at a minimum on a six weekly basis. The Sub-group facilitates the development and review of appropriate FIT curricula in response to present and emerging ICT skills needs/employment opportunities. FIT curricula combine national certification and vendor certification to facilitate the effective progression of candidates in the workplace. These reviews take the form of Industry Skills Needs Survey, desk research, liaison with professional bodies, Recruitment Agencies etc.

**Objective 2**: In order to ensure consistency and productivity of the actions/outcomes of the Curriculum Sub-group a series of terms were defined within which the group would work. This Curriculum Sub-group Frame of Reference was drawn up and documented for clarity.

**Objective 3**: The post of Curriculum Development Officer was created within the FIT organisation to ensure that course curricula are continuously evaluated consistent and are continuously reviewed. One of the roles of the Curriculum Development Officer is programme content and quality assessment and reviews are carried out on a continuous basis. Those members of the Sub-group who are HR Specialist keep the Sub-group informed of current best HR practices.

### Stage 3: Evaluation and assessment

As an integral part of the FIT annual activity plan Quality Assurance evaluation and assessment is performed at every level within the organisation.
The **Recruitment and Selection** process takes place largely on an annual basis and is reviewed following each event. This enables FIT to implement recruitment, selection strategies and assessment procedures which mobilize marginalised job seekers and demonstrate their skills capacity and potential in the labour market. **In-Programme Supports** have been developed as direct result of evaluation and recreation. The monthly Course Review Meetings with each Programme Coordinator ensure that feedback is recorded, reviewed and where relevant, implemented to ensure that there is engagement and collaboration with education and training providers. **Programme Curricula** are developed related to the skill needs of Industry – this is possible due to the extensive and continuous dialogue with industry stakeholders and experts. As part of the role of Curriculum Development Officer – each curriculum is reviewed and structured to meet Quality Assurance guidelines – facilitating consistency and excellence. FIT curricula combine national certification and vendor certification to facilitate the effective progression of candidates in the workplace – this can only be achieved with Quality Assurance structures.

**Stage 4: Review**

In Ireland, as in all higher-skilled economies, unacceptable levels of need and exclusion still affect many people. Many of these people reside in areas of concentrated disadvantage and exclusion. Multiple barriers to training and employment persist for many individuals and groups. FIT is committed to working with industry, government, education and training providers and local communities to remove these barriers and provide incentives that encourage people to work. Due to the fact that FIT constantly review internal processes and activity this has resulted in clearly outlined outcomes which form part of the annual FIT Activity Plan.

Since it’s commencement in 1999 the FIT Initiative has realized significant achievements in Ireland and has drawn the attention of international commentators as an efficient working model of effective CSR and demonstration of the impact and potential of cross-sector (private, public and community) collaboration.

### 3.4 Joint Area Review: Enhanced Youth Inspection.

**Self-assessment - the UK example**

Ofsted’s current framework for youth service inspections was launched in January 2004. It reports upon three key aspects of achievement, curriculum and resources and management. The framework makes reference to, and links with, the five Every Child Matters key outcomes. Youth inspections allow Her Majesty’s Chief Inspector of Schools to inform the Secretary of State of the national picture of the quality of youth services and advise on the effectiveness of the local authority in fulfilling its duty to provide a youth service. It has been agreed that where a service has not been inspected under the new youth framework, an enhanced coverage of youth service provision will be accommodated within the Joint Area Review (JAR).

This paper provides guidance to inspectors and to managers of youth services in local areas on the purpose, structure, completion and use of self-assessment. It should be read in conjunction with the guidance for Joint Area Review and Annual Performance Assessment self-assessment.
Background

The Framework for the Inspection of Children’s Services sets out the purpose and principles for JAR and annual performance assessment (APA). These principles underpin the self-assessment as a key element of both the JAR and APA processes. Following the introduction of Ofsted’s new framework for youth service inspections in January 2004 it has been agreed that where a service has not been inspected under the new youth framework, an enhanced coverage of youth service provision will be accommodated within the JAR. The enhanced youth inspection will mirror as far as possible, the principles agreed for the JAR. The youth service element of the JAR will be fully integrated and, as such, dates for analysis, fieldwork and feedback will coincide.

- the joint area review is the primary inspection regime;
- the approach will be proportionate and differentiated;
- inspectors will draw from youth service self assessment and data as far as possible;
- all stages and timings will match those of the joint area review;

How will it work?

The JAR indicative programme published on the Ofsted website will identify those local authorities where an enhanced youth inspection is required. Local areas can nevertheless assume that if the youth service has not been inspected in the current round (from January 2004 onwards), a JAR enhancement will take place.

The stages of inspection

1. Analysis stage: this will enable inspectors to determine which aspects of the youth service are “sound” and which require fieldwork and to what extent. Information will be shared between inspectors and discussion will ensure that there is no duplication of observations or meetings between the JAR and youth service inspection.

2. There is a presumption that all enhanced youth inspections will include observations of youth work sessions but in proportion to the outcomes of the analysis. The range will extend from a block of 8 to 10 youth work sessions to a block of 16 to 20 observations. The Lead Youth Inspector will provide a briefing at the end of this period indicating where further evidence is needed.

3. Fieldwork week one: this week will accommodate the bulk of the youth service inspection activity and observations, including the Neighbourhood study, and most service specific meetings.

4. Fieldwork week two: under normal circumstances this week will accommodate any “combined” youth service/JAR related meetings, allow to any further follow-up of key lines of enquiry, enable the exchange of evidence and JAR team meetings and begin the initial collation of evidence. An initial feedback on the findings of the enhanced youth inspection will be provided at the end of this week.

5. Reporting arrangements: a separate youth inspection report will be written giving grades, strengths, weaknesses and recommendations for development. The revised report format will provide the dual function of reporting on the youth services contribution to the five key outcomes whilst at the same time, meeting the requirement to answer the question: How efficiently and effectively does the local authority ensure the provision of a high quality youth service that meets the needs of young people? The report will be published and formal feedback provided at the same time as the JAR.
**Case studies**

**Methodology of the self-assessment**
This self-assessment is based largely upon the JAR model and replaces the previous self-assessment report (SAR). It is designed to enable youth services to provide evidence and grade their performance in respect of the three key framework aspects of achievement, curriculum and resources and management. It also enables youth services to comment on how effectively they contribute to young people achieving the five key outcomes. Local areas will nevertheless wish to ensure the youth service also features as appropriate in the overall JAR and APA self-assessment. Youth Services are no longer required to complete the previous 2004 SAR in preparation for inspection albeit that many have now integrated it into their planning processes.

**Supporting evidence and documents**
The JAR self-assessment evidence may include higher level strategic and planning evidence to which the youth service may cross refer. The youth service self-assessment should present evidence which is current and relevant, and which demonstrates impact. It is likely that the extent of the service specific documentary evidence initially submitted need not extend beyond:

1. Youth service annual plan or equivalent
2. Staff development and performance management details
3. QA evidence
4. Curriculum plan

The primary source of evidence will be the assertions contained with the self assessment. This document should therefore be evaluative and demonstrate impact. In the case of section B (performance against the Local Authority Youth Service Inspection Framework), two sides of text will suffice. In the case of the five key outcomes section, a similar length of text should cover all outcomes. Services are invited to provide an indicative grade for each section. It is understood however that youth work will contribute variably to the ECM outcomes and the self-assessment does not look for a neat balance of one against the other. For these reasons inspectors will not prove an overall ECM grade with the final report. Services should resist providing a catalogue of activity being undertaken as evidence. Managers will be able to provide more detailed evidence at the analysis stage and should therefore restrict the amount of initial evidence submitted to one lever arm file or a CD. For inspection planning purposes services should also submit a draft outline programme of youth work activity scheduled for week one of the JAR fieldwork. Managers are asked to highlight areas of work across the services which are considered to be representative of good practice and/or link with the five key outcomes. It is anticipated that inspectors will carry out a sample of session observations including within the neighbourhood study area. A staffing structure should also be submitted.

**Submission**
Submission of all documentation should coincide with the JAR milestones.

**Grading**
Youth services are asked to grade themselves using the following four-point scale and the following descriptors.
## Grade Descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 4</strong>&lt;br&gt;Outstanding</td>
<td>A service that delivers well above minimum requirements for users. A service that delivers well above minimum requirements for young people is innovative and cost effective and fully contributes to raising expectations and the achievement of wider outcomes for the community.</td>
</tr>
<tr>
<td><strong>Grade 3</strong>&lt;br&gt;Good</td>
<td>A service that consistently delivers above minimum requirements for young people, has some innovative practice and is increasingly cost-effective whilst making contributions to wider outcomes for the community.</td>
</tr>
<tr>
<td><strong>Grade 2</strong>&lt;br&gt;Adequate</td>
<td>A service that delivers only minimum requirements for young people, but is not demonstrably cost-effective nor contributes significantly to wider outcomes for the community.</td>
</tr>
<tr>
<td><strong>Grade 1</strong>&lt;br&gt;Inadequate</td>
<td>A service that does not deliver minimum requirements for young people, is not cost-effective and makes little or no contribution to wider outcomes for the community.</td>
</tr>
</tbody>
</table>

**Completing the form**

The following section has been designed to assist in the process of self-assessment. The template for self-assessment is divided into three parts. The questions raised in each section are not exhaustive, but provide prompts for completing the template. The focus is to evaluate the impact of actions taken to improve outcomes. Therefore, it is not necessary to comment in full on each key judgement. It may be that examples cross more than one outcome.

It is helpful if the self-assessment is concise, evaluative and referenced to relevant evidence. For example:

- using a full analysis of national and local data but without re-iteration and description;
- using bullet points, lists and summary statements wherever possible, and avoiding lengthy or repetitive text; and
- cross-referencing to specific sections of relevant documents rather than repeating the information they include;
Part A
Background Information

Name of Youth Service

Name of Head of Service

Address:

Email:

Date self-assessment submitted

Part B
Performance against the framework

Part C
Contribution to the ECM outcomes

In this section provide brief background information to the youth service. Include structure, staffing numbers, budget information, delivery and partnership arrangements.

This should provide a succinct summary evaluation and grade of overall performance in relation to the youth service framework aspects. Please cross-refer to key documentary evidence and performance data. This section should cover no more than two sides of A4.

The youth service contribution to outcomes. Present up to four or five examples per outcome of contributions the youth service makes. Grade each section. Some aspects lend themselves more to youth work activity than others so the depth and nature of response to each may differ.
### Part B
Performance against the youth service framework key aspects

<table>
<thead>
<tr>
<th>Standards of young people’s achievement and the quality of youth work practice</th>
<th>Grade</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Quality of curriculum and resources</th>
<th>Grade</th>
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<table>
<thead>
<tr>
<th>Strategic and operational leadership and management</th>
<th>Grade</th>
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</table>

### Part C
The contribution to outcomes. Consider 4-5 examples of youth service contributions per outcome

<table>
<thead>
<tr>
<th>Being Healthy</th>
<th>Indicative Grade</th>
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<table>
<thead>
<tr>
<th>Staying Safe</th>
<th>Indicative Grade</th>
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</table>

<table>
<thead>
<tr>
<th>Enjoying and Achieving</th>
<th>Indicative Grade</th>
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</table>
3.5. Exercise

After reading all these beset practices, you should have clarified how the QA in YCC works in practice within different types of institutions in several European countries.

Now, try to create a QA System of your own. A sample QA system would consist of the following elements in the left column of the table below. Each of these elements corresponds to a respective table, which should be used to clarify the element of the QA system. There is a list with tables in the right column of the table below.

Your task is to match the element with the respective table and fill in the empty boxes (in compliance with your the QA system within your organization).

Quality Assurance System

Name of organization: ...................................................................................................................................................

<table>
<thead>
<tr>
<th>1. Quality aim</th>
<th>table № ☐</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Areas</th>
<th>Improvement measures</th>
<th>Deadline</th>
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<tbody>
<tr>
<td></td>
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2. Quality areas
table № 2

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Vision about quality</th>
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3. Quality Indicators
table № 3

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Achieved value</th>
<th>Analyses (Qualitative description) of the indicator value</th>
</tr>
</thead>
<tbody>
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</table>

4. Evaluation
table № 4

<table>
<thead>
<tr>
<th>Quality indicator</th>
<th>Current value</th>
<th>Desired value</th>
<th>Evidence data</th>
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</table>

5. Improvement measures
table № 5

<table>
<thead>
<tr>
<th>Area</th>
<th>Why you need QA</th>
<th>Responsible person/body</th>
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</tbody>
</table>

To see the correct answers, please, go to page 67 of the Workbook
4. Useful resources and additional reading


3. Diploma for Connexions Personal Advisers, Module 5: Improving Service Delivery to Young People through Reflective Practice in Context, Connexions, 2001


5. Open Campus Learning, Glasgow Caledonian University/Liz Thomson Consultancy, AEGI Handbook, 2000


5.

Answers to exercises

For achieving the correct answers you may also refer to the QA in YCC Manual (pdf version is available online - www.vqac.org).

Exercise — page 14:

1 – C
2 – B
3 – B
4 – A
5 – B
6 – C
7 – B

Exercise — page 45:

Hard indicator – No: 5
Soft indicator – No: 3
System indicator – No: 2
Process indicator – No: 1
Context indicator – No: 4
Input indicator – No: 6

Exercise — page 64:

Element 1 – Table 2
Element 2 – Table 5
Element 3 – Table 4
Element 4 – Table 3
Element 5 – Table 1
Notes:
QA Workbook

QA TOOLS AND CASE STUDIES
FOR YOUTH CAREER CONSULTANCY

Editing and content:

*Rosen Petkov, Tsvetelina Ilieva* — Student Computer Art Society
*Dora Bratanova, Thomas Noyer* — Marie Curie Association
*Emma Fortune* — Fastrack to IT Ltd
*Juliette Morgan, Kerry McCormick* — Plymouth City Council Youth Service
*Mila Ivanova* — Illustration and layout editing

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- National Student Information and Career Center — *Bulgaria*
- Marie Curie Association — *Bulgaria*
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- Youth Career & Advising Center — *Lithuania*
- University of Presov — Student Services Center — *Slovakia*
- Plymouth City Council Youth Service — *UK*

*Photos* — iStock

Project website:
www.vqac.org

---

**Student Computer Art Society address:**

Sofia 1000, Bulgaria
10 Narodno sabranie sqr.

*phone/fax: +359 2 987 0293*

*e-mail: <info@scas.acad.bg>*

[www.scas.acad.bg](http://www.scas.acad.bg)

Online version available at: www.vqac.org
QA Workbook

QA TOOLS AND CASE STUDIES FOR YOUTH CAREER CONSULTANCY

Including some hints for young people with fewer opportunities

www.vqac.org

In the frame of Quality Assurance in Youth Career Consultancy Project № BG/06/B/F/PP-166013


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