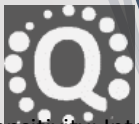
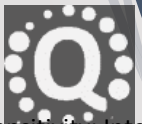
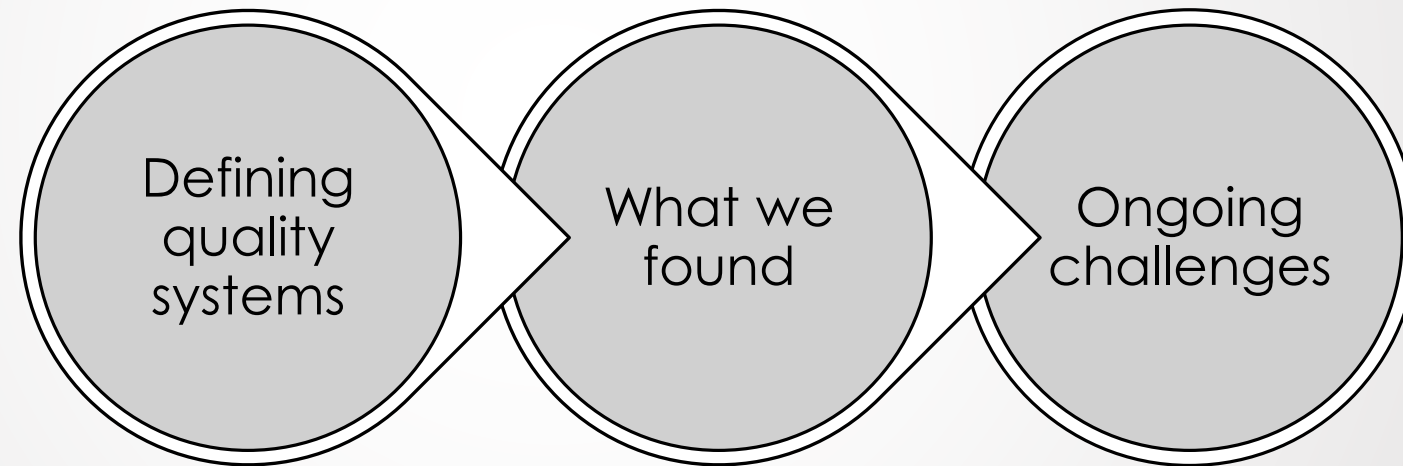


Quality Implementation in Guidance

*Dr Siobhan Neary,
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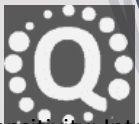


Overview



Objectives of the O1 research

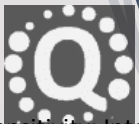
- To identify the usage and spread of trans-national and national quality standards and frameworks
- Explore different quality approaches within the partner countries
- Challenges of implementation
- Domains covered by standards
- Best practices identified



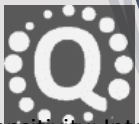
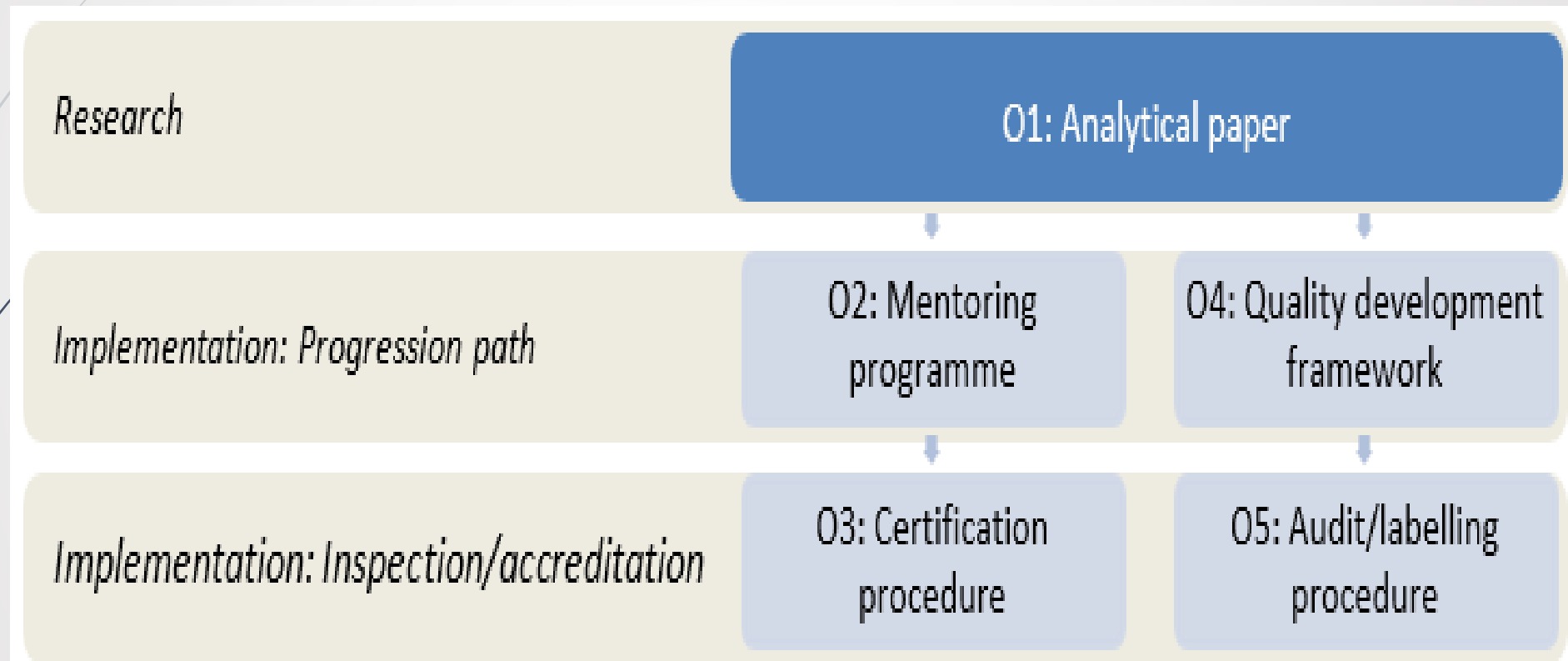
Definitions

- ▶ **Quality assurance** includes: planning, implementation, evaluation, reporting, and quality improvement, implemented to ensure that guidance activities (content of programmes, design, assessment and validation of outcomes, etc.) meet the quality requirements expected by stakeholders.
- ▶ **Quality standards** are the standard(s) an organisation sets for its key business operations. These clarify what an organisation expects of its employees in delivering these operations and what a client can expect when using the service. They can:
 - define the career sector, its membership and its services;
 - recognise the diverse skills and knowledge of career practitioners;
 - guide practitioner entry into the sector;
 - provide a foundation for designing career practitioner training;
 - provide quality assurance to the public and other stakeholders in the sector; and/or
 - create an agreed terminology for the sector.

ELGPN (2014)



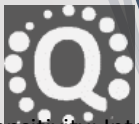
Purpose of the analytical paper



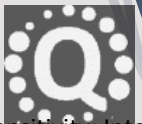
Quality assurance in career guidance

The ELGPN (2012) recommended that quality assurance should be one of key features of a lifelong guidance system, recommending that there should be:

- ▶ clear professional standards established for guidance practitioners working in a variety of different roles in different sectors;
- ▶ standards linked to career progression routes for guidance practitioners; which include progression to and from related occupations;
- ▶ organisational quality standards;
- ▶ citizen/user involvement in the definition of quality and the design, implementation and evaluation of guidance services;
- ▶ a clear and public statement of citizen entitlement to guidance services; and
- ▶ the ongoing development of the evidence base in career guidance.



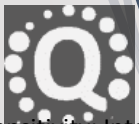
The findings



How many QS were analysed?

Partner Country	Number of Submissions
The Netherlands	4
Germany	6
Norway	1
Czech Republic	3
England	2
Slovakia	2
Austria	3
Total	21

Table 1. Submissions per partner country.



What types of standards were analysed?

QS for Individuals

- 7 QS submitted were for individuals.
- Average number of 448 individuals per QS.
- Large amount of variation of how many individuals with QS. Smallest had 40 individuals with the QS and largest having 1400 with QS.

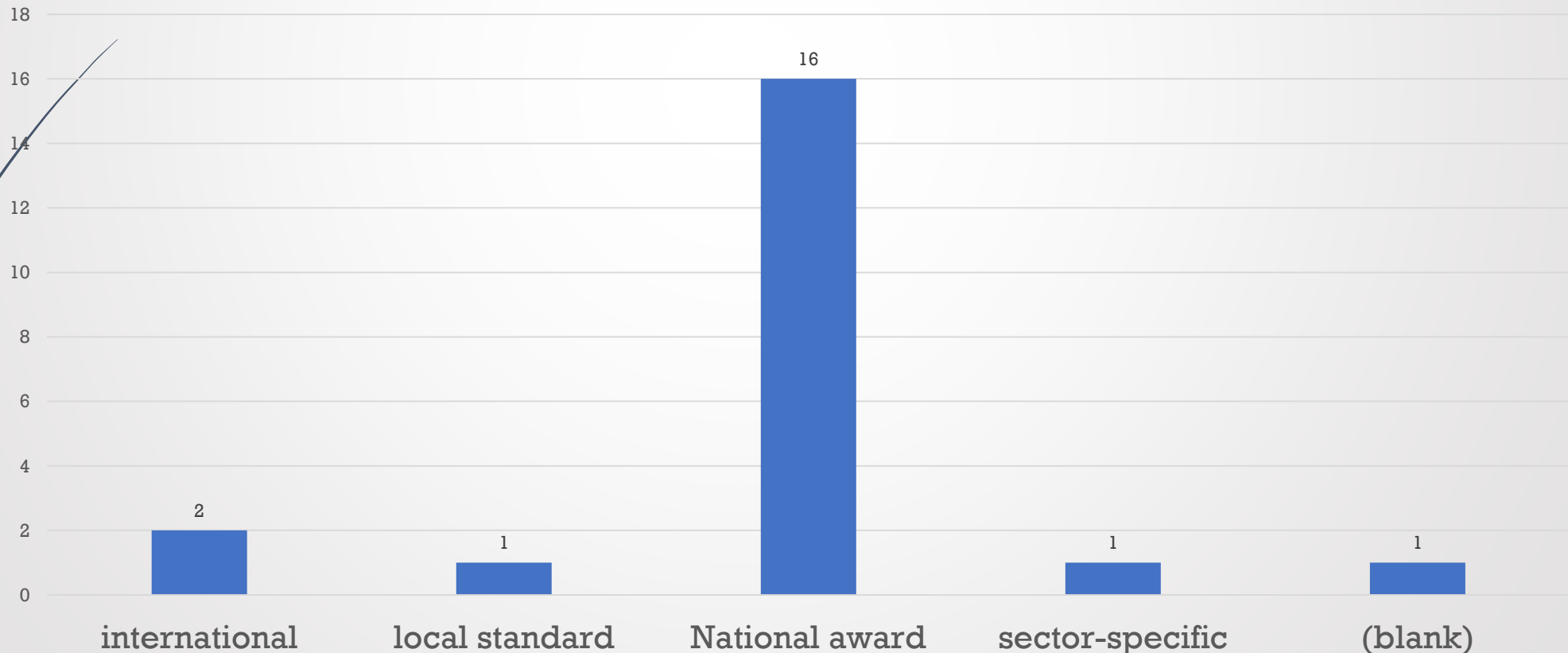
QS for organisations

- 12 QS submitted were for organisations.
- Average number of 415 organisations per QS.
- Large amounts of variation with organisations with QS. Smallest with 1 organisation and largest with 1823 organisations.



What types of standards were analysed?

Most QS submitted were national awards.



What types of standards were analysed?



3 QS were compulsory



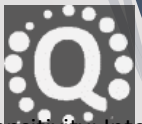
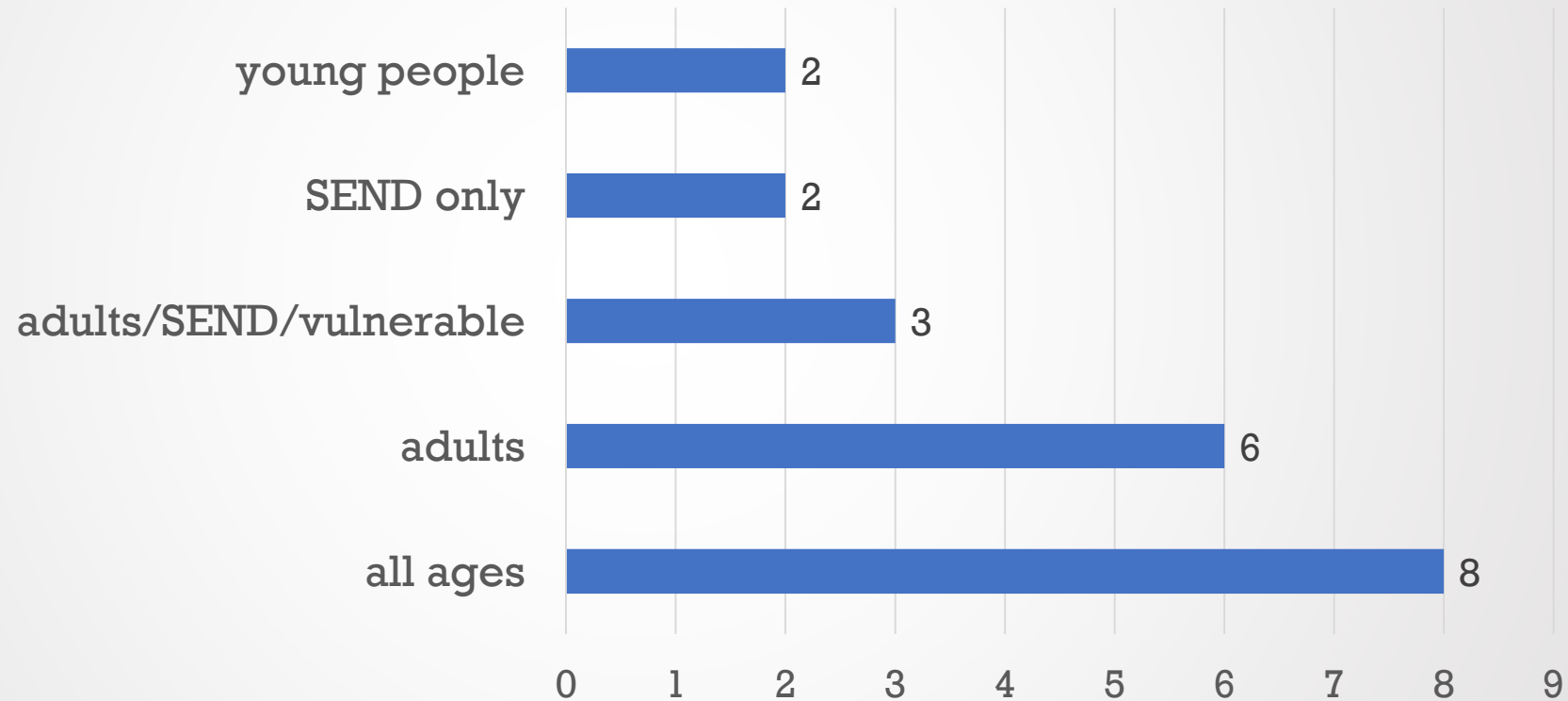
18 QS were not compulsory

Most QS were not compulsory



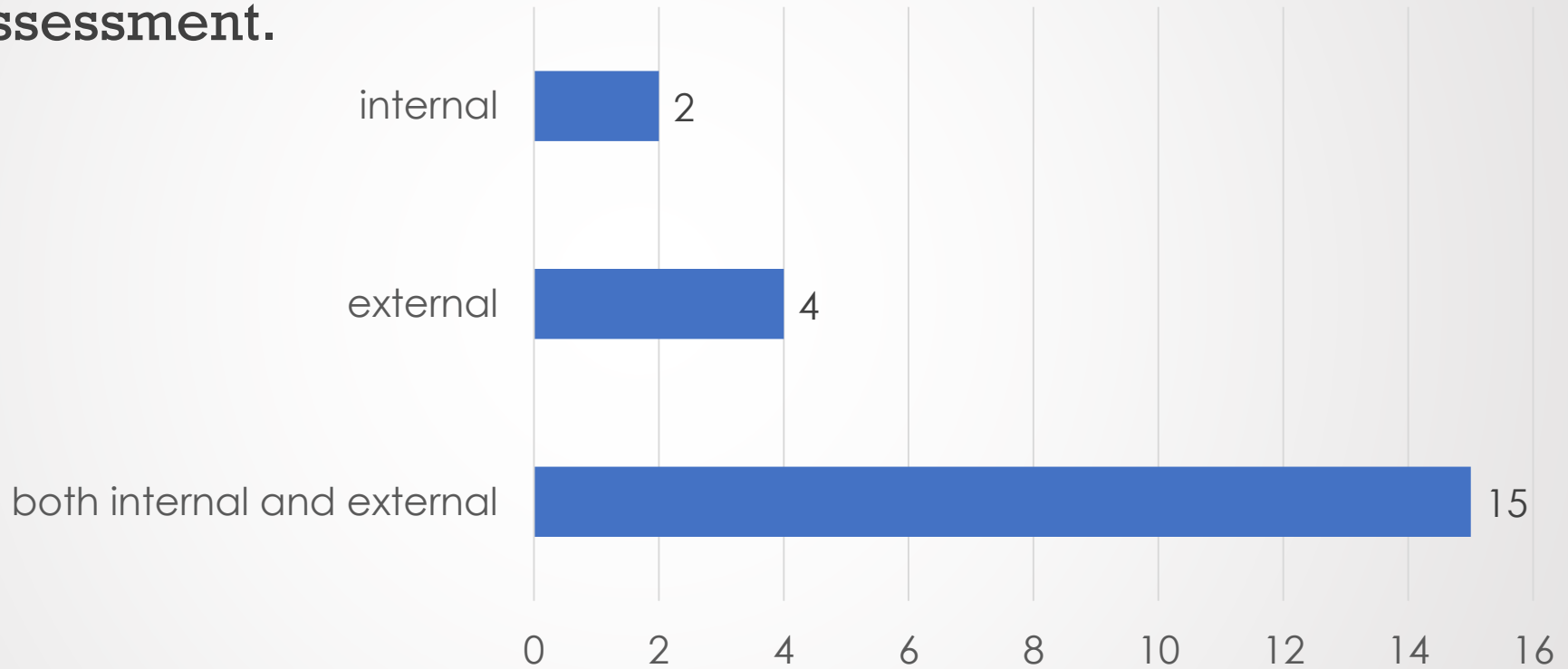
What types of standards were analysed?

Most QS submitted provided services for all ages.



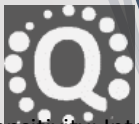
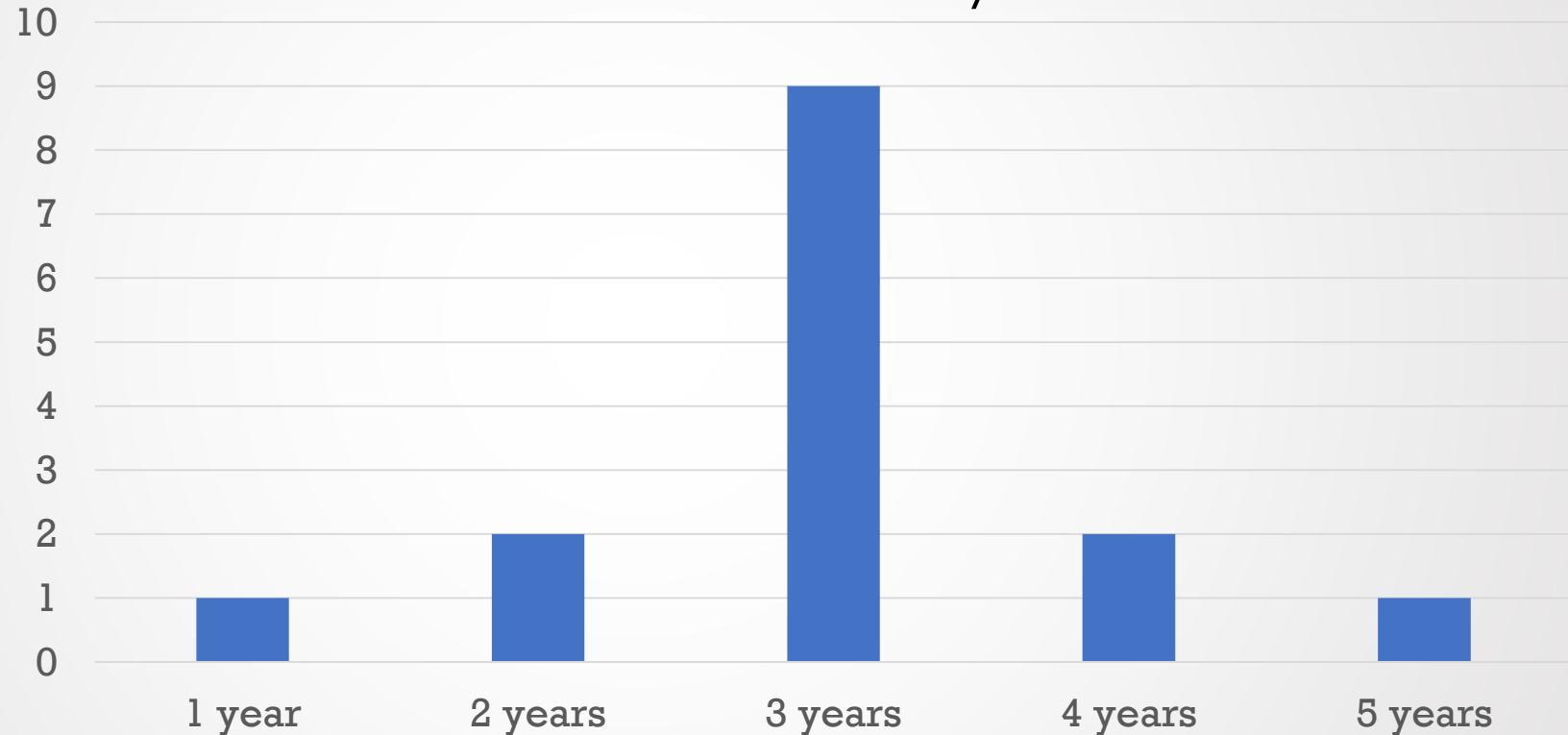
What types of standards were analysed?

Most QS submitted used both internal and external assessment.



What types of standards were analysed?

Most QS submitted used accredited for three years

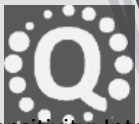


What types of standards were analysed?

The average cost was up to €3267 for QS with costs

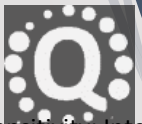
5 QS submitted had no associated costs for the organisation/individual.

14 QS submitted had costs ranging from up to €262 to up to €7,500



02 Mentoring programme

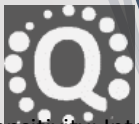
Only 14% of quality standards audited had a mentoring programme as a part of the accreditation journey for individuals and organisations.



O2: Mentoring programme

Mentoring relationships come in two primary forms:

- **Goal-related (instrumental) support.** This type of mentoring relationship focusses on mentee success and advancement in relation to a set of goals articulated prior to the relationship.
- **Psychosocial (developmental) support.** This type of mentoring relationship focusses on the supporting the mentee as they develop their sense of identity, competence and effectiveness as a professional (Allen, Finkelstein and Poteet, 2009).



O2: Mentoring programme

While most QS submitted did not have a formal mentoring programme almost all did have bespoke resources to guide individuals/organisations through the process.

25% of QS submitted offer more than one resource to support the QS process.

QS resources provided to guide individuals/organisations

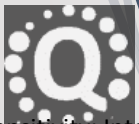
Resource Type	Frequency Mentioned
Guidance Documents/Checklists	7
Workshops	4
Mentoring	3
Self assessment tool/online portfolio	2
Advisor/supervision	2
Case studies	1
Webinars	1
Telephone/email support	1
One day Consultancy	1
Preparation courses	1



O2: Mentoring programme

Seventeen audit templates provided a list of challenges to implementing their quality standard. There were a variety of challenges listed. These challenges were coded thematically into five broad themes:

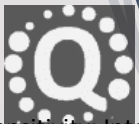
1. articulating how competencies are met,
2. ensuring documentation and all components are completed,
3. motivation and interest by individuals and organisations in the quality standard,
4. increasing client satisfaction, and
5. formalising the certification.



O2: Mentoring programme

What to consider when developing a mentor programme?

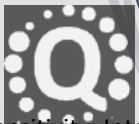
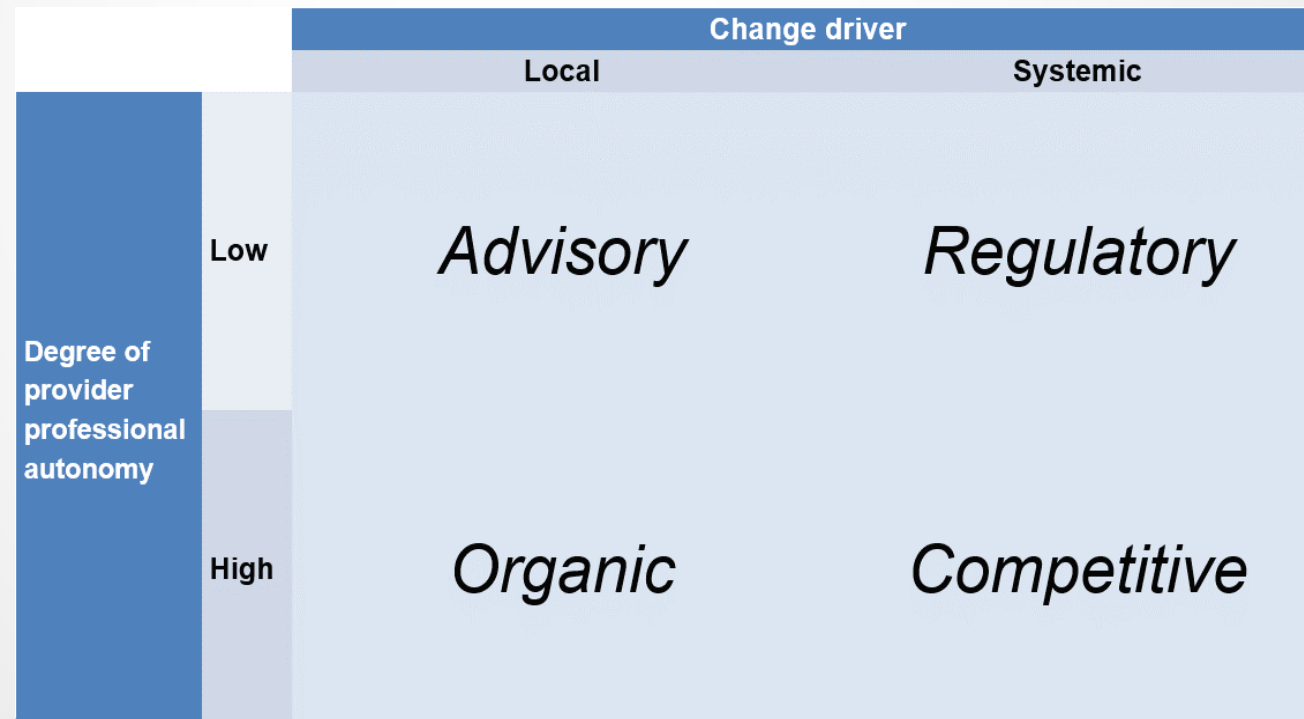
- ▶ **Context.** The location of mentor-mentee meeting (Karcher, Kuperminc, Portwood, Sipe, and Taylor, 2006). Will the mentoring programmes be face-to-face at the organization? Will the mentoring be conducted online? Will the mentoring programme be a blend of the two?
- ▶ **Structure.** The nature of the mentor-mentee relationship. Will the mentoring be one-to-one or group mentoring?
- ▶ **Goals.** What are the goals for the programme? Is it successful implementation of the quality standard (instrumental) or will other elements of professional development (developmental) be included?
- ▶ **Infrastructure.** The infrastructure for a mentoring programme refers to the recruitment, training and ongoing support for mentors.
- ▶ **Frequency.** This refers to the amount (total hours of contact time), intensity (relevant to developmental mentoring) and duration (total length) of the mentoring programme.



O3: Certification Procedure

Most standards were not compulsory (86%).

Certification and approaches to QA in Career Guidance
(Hooley and Rice, 2018).



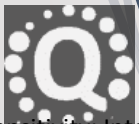
O3: Certification procedure

➤ Typical features of the advisory approach include:

- Models, benchmarks and exemplars of good practice
- Provision of support for providers and professionals
- Driven by moral rather than legal pressure

Typical features of the organic approach include:

- Quality is defined by the provider and the professional.
- Driven by professional values and the desire to do a good job.
- Mechanisms include quality circles, supervisory arrangements, peer observation and mentoring, professional networks and local self-evaluation.
- Involvement of users as co-producers.



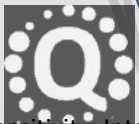
O3: Certification procedure

- ▶ **Typical features of the regulatory approach include:**

- ▶ Legal requirements and formal standards
- ▶ Inspection regimes
- ▶ Practitioner registration (incorporating qualification requirements)
- ▶ Regulations about facilities
- ▶ Regulations around outputs (for example, a requirement that a school or career guidance facility must provide a certain number of individual counselling sessions per year).

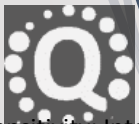
- ▶ **Typical features of the competitive approach include:**

- ▶ Quality driven by customer responses to information on outcomes
- ▶ Consumer feedback
- ▶ League tables
- ▶ Outcome focused
- ▶ Payment by results



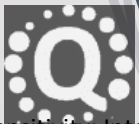
Concluding thoughts

- The notion of quality is a contested concept
- The different approaches are informed by the national context and current policy initiatives
- Quality is the responsibility of multiple stakeholders including practitioners, policy makers and service providers
- Strong professional associations are important to the development of standards



Recommendations

- ▶ The definition and development of quality goals requires a common understanding of the issues amongst the actors and stakeholders – it is a negotiated process
- ▶ Quality needs continuity and security to grow and be sustainable
- ▶ Legislative and mandatory requirements encourage engagement

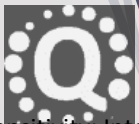


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Hooley, T. and Rice, S. (2018). Ensuring quality in career guidance: a critical review. *British Journal of Guidance and Counselling*, DOI: [10.1080/03069885.2018.1480012](https://doi.org/10.1080/03069885.2018.1480012)

Karcher, M.J., Kuperminc, G.P., Portwood, S.G, Sipe, C.L., and Taylor, A.S. (2006). Mentoring programs: a framework to inform program development, research, and evaluation. *Journal of Community Psychology*, 34(6): 709-725.



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