

# FLAWS – Further Learning, Outreach and Working Skills

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## Learning Unit 6: Transfer into Practice & Quality Assurance

### WP5: FLOWS Practitioner Training

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# LEARNING OUTCOMES

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By completing this Learning Unit, you will gain

the knowledge and ability to incorporate the use of the FLOWS training & tool into your own organisation and into wider career guidance practice,

in a way that assures a high-quality implementation process, based on a good practice approach, which has already been evaluated in the preceding FYC-project.



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# AGENDA

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## LU6 – Transfer into Practice & Quality Assurance

1. Information on transfer into daily practice
2. Use cases & good practice
3. Templates for use cases
4. Evaluation template
5. Quality Assurance
6. Continuous improvement process
7. Further developments

# THE FLOWS TRAINING FOR PRACTITIONERS TRANSFER INTO PRACTICE

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LU6: Transfer into Practice & QA



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## TRANSFER INTO PRACTICE - CONTEXT

Career guidance refers to services intended to assist people of any age and at any point throughout their lives to make educational, training, and occupational choices and to manage their careers.

It helps people to reflect on their ambitions, interests, qualifications and abilities.

Helps them to understand the labour market and education systems and to relate this to what they know about themselves.

Comprehensive career guidance tries to teach people to plan and make decisions about work and learning.

# Outcomes of Career Guidance



# TRANSFER INTO PRACTICE - CONTEXT

1. Information about training and education opportunities, occupations and their characteristics is central to the career guidance process.
2. Good quality career guidance and should provide:
  - Information on labour market supply and demand.
  - Information on (further) education, occupational chances and labour market perspectives should be linked.
  - Information on changes in the new world of work (LMI – Labour market information).
  - Information on “new” occupations (e.g. green jobs) should be provided.

## TRANSFER INTO PRACTICE - CONTEXT

Career guidance is particularly significant given the changing patterns of work and the need for reskilling, in the context of lifelong learning.

Significant gaps exist in adults attempting to access to career guidance (OECD)

Innovative and more diverse delivery methods can be used to widen access to career guidance, the development of self-awareness and improved decision making in the process such as the FLOWS Tool.

Information on changes in the new world of work (LMI – Labour market information).

Digital Tools in career guidance needs to be seen as part of a wider suite of delivery methods and can be integrated in existing face to face methods.



## TRANSFER INTO PRACTICE – Good practice

Guidance practitioners involved in psychometric testing should be aware of what it means to be a competent test user and adhere to good practice in test use (Fitzgerald & Farrell, 2014)

The International Test Commission (ITC) guidelines for Test Use (2000) describe a competent test user as one who will

*“use tests appropriately, professionally, and in an ethical manner, paying due regard to the rights of those involved in the testing process, the reasons for testing and the broader context in which the testing takes place”.*

# TRANSFER INTO PRACTICE – Good practice

A career guidance practitioner who is applying high quality standards ought to demonstrate competence in five key areas:



# TRANSFER INTO PRACTICE – Good practice

Foundation of high quality in test use:

Understanding the limits of test use.

Awareness of the single steps needed (see graph above).

**NB! It is important that we do not overplay the benefits of testing  
and ignore the limitations of data derived from a series of  
short assessments taken at a given moment in time.**

## TRANSFER INTO PRACTICE – Digitalisation

Digitalisation plays an important role and can be used in a variety of ways:

Self assessment and self awareness development, e.g. FLOWS Tool

Opportunity awareness including databases of learning and work opportunities, e.g. Careers Portal

Decision learning including systems that let users match their personal profiles to learning or work opportunities.

Transition learning – help users implement decisions including support in developing action plans, CV preparation, completing application forms, preparing for job interviews.



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## TRANSFER INTO PRACTICE – Digitalisation

Digitalisation plays an important role and can be used in a variety of ways:

**Practitioners need to assess people's needs and indicate the resources and services which might best meet them.**

**Be available for brief interventions to help them review what they have learned from these resources and services.**

**Be available for longer interviews for those who need them.**

## TRANSFER INTO PRACTICE – Good practice

Psychometric tests are just one tool in developing an understanding of a jobseeker's career options. We should never use a piece of data in isolation as the basis of recommending or not recommending a particular career path – data should not be interpreted out of context.

When choosing any psychometric test consider the following:

- The needs of the jobseeker (compatibility)

- Check if the test is relevant for the intended purpose (validity)

- Verify how accurate the chosen test is (reliability)

- Make sure that the test experience could not harm the user (responsibility)

# TRANSFER INTO PRACTICE – Good practice

## Test Preparation & Administration:

A professional administration session will result in jobseekers knowing exactly what they are doing, as well as presenting a clear rationale as to how and why this might benefit them.

Differences in performance may be due to factors such as socio-economic status, educational background, language – it is important that prior to test administration, guidance practitioners identify any accommodations which will mitigate any unfair adverse impact.

Preparations include any modifications for those with special needs or disability, e.g. physical disability, dyslexia, visual or hearing impairment, to ensure an appropriate testing environment.

# TRANSFER INTO PRACTICE – Good practice

## Test Preparation & Administration:

Different cultural backgrounds should also be accounted for – differences in cultural context and understanding may affect expectations of engaging in the assessment.

If the practitioner feels they cannot make reasonable provisions to support users for whom test results could have a negative impact, then the test should not be administered.

Confidentiality is vital - ensure that test materials are kept securely, and test results are treated confidentially (EFPA, 2012)

Ensure materials do not circulate freely. In a career guidance context, the content and quality of the feedback which the jobseekers receive, will be compromised if they have become overly familiar with the test.



# TRANSFER INTO PRACTICE – Good practice

## Test Preparation & Administration:

Regulate access to online assessments by ensuring passwords are needed for access.

Inform test users prior to administration about who will have access to the results and how long they will be retained for.

Test users own their test results and are entitled to review or access them whenever necessary.

They have the right to know where their results will be stored, how they will be used and who will have access to them.

Results should not be stored indefinitely – preparations should be made for results to be destroyed after a specified amount of time.

## TRANSFER INTO PRACTICE – Group Activity

Discuss specific jobseekers needs that may impact on test administration and engagement from test users' perspective.

What supports might test users need?



# THE FLOWS TRAINING FOR PRACTITIONERS TRANSFER INTO PRACTICE

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LU6: Transfer into Practice & QA



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# TRANSFER INTO PRACTICE – Use Case

Design of a Use Case:



All practitioners participating in the FLOWS training are required to develop at least one Use Case with one jobseeker to document the process of implementation into practice.

This Use Case will be presented in Unit 7 as part of the final assessment & expert talk at the end of the practitioner training, which is part of the certification process.

# TRANSFER INTO PRACTICE – Use Case

## Use Case - Important points to consider:

Initial situation of the jobseeker (before the guidance process): What problem did the jobseeker come to you with: e.g., drop-out of school, dismissal, new orientation, etc.

Describe in detail the start of the guidance process with the jobseeker: e.g. two telephone calls, then a personal meeting, etc. NOTE! Please describe the stage of the process when you as a practitioner, started to work with the FLOWS tool.

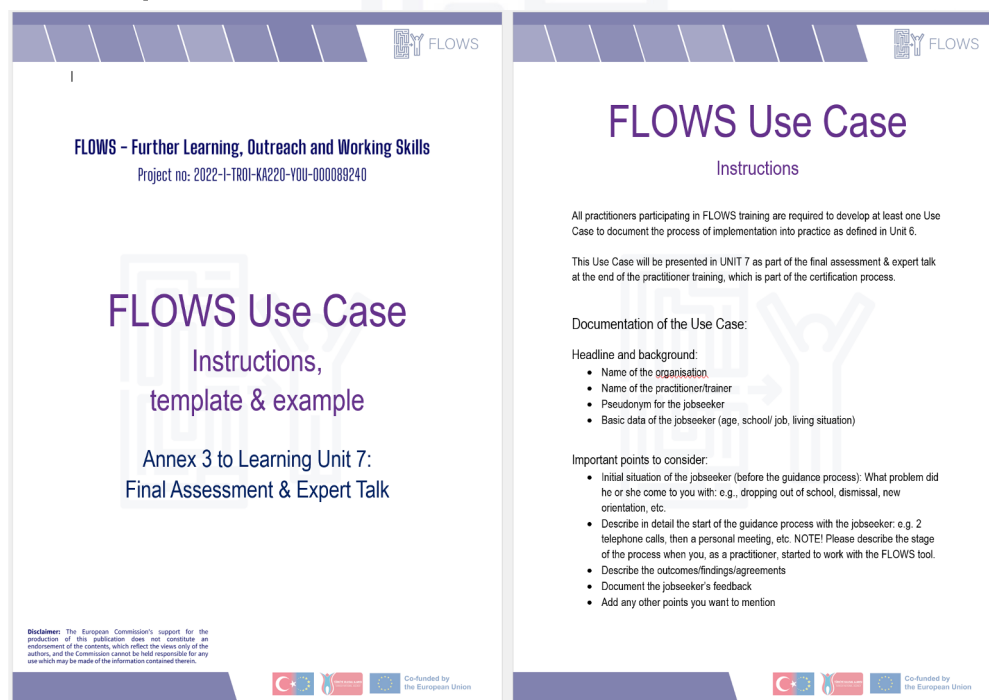
Describe the outcomes, findings and agreements you made with the jobseeker.

Document the jobseeker's feedback.

There is space for any other points you want to mention.

# TRANSFER INTO PRACTICE – Use Case

The Use Case template is available as annex 3 in Learning Unit 7:



# THE FLOWS TRAINING FOR PRACTITIONERS

## Quality Assurance

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LU6: Transfer into Practice & QA



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## QA in Career Guidance – The Challenges

Career guidance for adults has the potential to improve employment, education and training outcomes. To have these desired outcomes, services must be of high quality (OECD).

Assessing and assuring the quality of career guidance services is made challenging by the variable nature of service delivery, which is ideally adapted to different contexts and different user needs.

Adults who are in need of guidance do not fit one mould – each has differing needs requiring different resources and tools.

Different countries build their quality system in different ways by emphasizing different domains and approaches. Many countries have a range of associations to represent career guidance practitioners, often poorly linked. In Austria, registers of career guidance practitioners have been established to help maintain and raise standards.



# QA in Career Guidance – The Challenges

## Heterogeneity in Career Guidance:

Career guidance is provided by people with a wide range of training and qualifications.

Training for adult career guidance practitioners is rarely specialized and at tertiary level.

More commonly, career guidance forms part of more general guidance and counselling training, is limited to short tertiary courses, is in-service or based on related qualifications.

Thorough grounding in the basic theories of career guidance, systematic exposure to its social and economic contexts and purposes and systematic applied training in several methodologies that form the knowledge base of its practice, is needed.

## QA in Career Guidance – Next Steps in the EU

An important measure on EU level launched by CEDEFOP:

EU 2020+ policy draws attention to the need for ensuring the quality of career services. Monitoring and evaluation (M&E) of lifelong guidance and career development services for adults remains an area to develop.

In March 2022 CEDEFOP launched a workshop titled: “Supporting careers and learning: towards common standards for monitoring and evaluation in Europe”.

The virtual workshop invited European and international experts, researchers and stakeholders working in the lifelong guidance policy field, particularly experts in monitoring and evaluation at different levels of the system, in public policy research and policymaking, guidance providers, programme facilitators, and career counselling trainers.



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## QA in Career Guidance – Next Steps in the EU

The main objective was to

to exchange and generate new knowledge for supporting national efforts in monitoring and evaluation and quality assurance,

in building the evidence base on individual and social outcomes of interventions and promoting solid approaches to monitoring and evaluation in career guidance.

In particular, focus was on discussing current research trends and national practices in career services, and the methodological options for evaluating the outcomes and impacts of career development support services and measures for adults (18+), in a lifelong learning perspective.

The event was an opportunity for authors of six research papers to present their findings.



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## QA in Career Guidance – Next Steps in the EU

The main findings have been published by CEDEFOP:



This publication brings together the results of a call for papers on monitoring and evaluating career guidance systems and services, perspective of career development support to careers and learning.

The report is framed within a larger project aiming to explore the feasibility of achieving an integrated vision of the results of guidance interventions and establishing minimum standards for comparable monitoring and evaluation of career guidance and counselling services for adults in Europe from a lifelong perspective.

<https://www.cedefop.europa.eu/en/publications/6209#group-downloads>

## Quality Assurance in the FLOWS training

We follow the Quality Assurance Indicators as defined by OECD:

1. Client-centredness
2. Accessibility, transparency and coherence of the services
3. Well trained guidance staff
4. Valid, precise and comprehensive careers information
5. Referral to other guidance specialists
6. Follow Up

# Quality Assurance in the FLOWS training

## The FLOWS Continuous Improvement Process

1. Practitioners facilitating the tool must continue to engage in an ongoing process of self-reflection and seek ongoing training and support as necessary.
2. An awareness and implementation of high-quality processes and procedures contributes to a high-quality guidance organisation.
3. Reflect on own organisations adherence to the career guidance quality assurance guidelines and identify areas for development – bring to the attention of leaders and decision makers in your organisation.

# Quality Assurance in the FLOWS training

## The FLOWS Continuous Improvement Process

4. Ensure a wider organisational framework for guidance tools to fit into what is developed.
5. Adapt tools used in the guidance process to meet changing environments and needs.
6. Fit them to the organisations aims and purpose to encourage and facilitate long term use.

## Quality Assurance in the FLOWS training

QA for the development process of the FLOWS Tool:

Set up channels of communication whereby users of the tool can share their experience of using it and support each other in the development process.

Set up a quality circle or group of practitioners who are trained to identify, analyse, solve any problems related to the tool use and present solutions to management in order to improve performance.

Provide ongoing feedback to the FLOWS tool development team.

Ensure that updated versions of the tool are implemented as developed.



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## Quality Assurance in the FLOWS training

QA for the implementation of the FLOWS training:

Quality assurance (QA) is an instrument to ensure the quality of the career guidance process, to continuously improve the training for the target groups and to adapt outcomes to the respective conditions in the different organisations.

Below you find a short description of quality measures, which should be applied when implementing the FLOWS training and tool.

Adherence to the FLOWS training procedure is compulsory.



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## Quality Assurance in the FLOWS training

### Adherence to the FLOWS training procedure:

As a first step in our quality approach, we have summarised the requirements for practitioners who want to use the FLOWS tool.

The FLOWS training process starts by defining the Learning Agreement, which clarifies prior qualifications and the individual motivation of the learner/practitioner.

Then Basic Literature on the FLOWS-outcomes must be studied in the self-directed learning sessions (see Unit 1 and Unit 2: 4 hours in total).

Unit 3, 4 and 5 are designed for a classical face-to-face training or as webinars if the situation requires it (1.5 full training days or 3 webinars: 9 hours in total).

## Quality Assurance in the FLOWS training

### Adherence to the FLOWS training procedure:

These face-to-face sessions are followed by Unit 6, which is dedicated to transfer into practice and quality assurance (5 hours in total). The practitioners should apply the tool into their own working field.

Unit 7 states how practitioners should prepare for the completion of the training: final assessment and the feedback round with experts (2 hours in total). All practitioners must complete the personal transcript in order to document the individual learning process and must document at least use case. The final expert talk closes the training and is the prerequisite for the certificate.

The necessary templates for this process are annexed to Unit 7.



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## Quality Assurance – Group Activity

Group discussion with your colleagues regarding the implementation process of the FLOWS tool and training.

How to increase quality in your organisational guidance process?



## LEARNING UNIT 6: RESOURCES

### References (books, articles, reports, links)

Fitzgerald, D. & Farrell (2014) Best Practise, Ethical and Legal Considerations in Psychometric Testing for Guidance Counsellors, National Centre for Guidance in Education.

Hooley, T. (2019) International approaches to quality in career guidance. Oslo: Skills Norway.

Hooley, T. & Rice, S. (2018) Ensuring quality in career guidance: a critical review. British Journal of Guidance & Counselling

Indecon International Research Economists (2019), Indecon Review of Career Guidance.

OECD (2021), Career Guidance for Adults in a Changing World of Work, Getting Skills Right, OECD Publishing, Paris

CEDEFOP (2022), Towards European standards for monitoring and evaluation of lifelong guidance systems and services (Vol. I) <https://www.cedefop.europa.eu/en/events/supporting-careers-and-learning-towards-common-standards-monitoring-and-evaluation-europe#group-downloads>

# Good luck with implementation!

A lot of information is provided in this unit.

Of course, it is not possible to remember all of it immediately.

Use the content as a kind of checklist during the implementation process.

