



## Quality assuring career guidance

Duration	Topic	Activity	Social Setting	Used media
10 min	Introductions	Slide 1 introduces yourself and the session. Give all participants a chance to introduce themselves and say what they hope to get out of the session.		You might want to note key aims that the participants suggest on a flip chart and highlight them as you address them during the workshop.
5 min	Overview	Slide 2 sets out the structure of the workshop. Explain how long it is going to take and whether you intend to provide a break.  Highlight the fact that this is an interactive workshop and encourage participants to ask questions as you go along.		
10 min	What do we mean by quality?	Slides 3-4 explain that this section of the workshop will look at what is meant by quality.  Slide 4 creates space for a discussion around participants think quality is. It is designed to stimulate thinking and to help participants to realise that the concept of quality may be more difficult to define than they first thought.	It may be useful to start with paired discussions – before getting into a whole group discussion	
10 min	Quality sandwich	Slide 5 provides you with an activity to help to ground some of the discussions that you have had in the previous section.  By asking participants to think about how they define a quality sandwich you will	This probably works best if you put participants into small groups rather than having them	Flipchart to make notes



		<p>make this very concrete.</p> <p>After they have been discussing for a few minutes click to reveal the three questions (one at a time).</p> <ul style="list-style-type: none"><li>• Who decides what is quality?</li><li>• What elements go into making it good quality?</li><li>• What happens if it isn't good quality?</li></ul> <p>These will help to stimulate discussion further discussion.</p> <p>Particularly emphasis the question about 'who decides what is good quality' as you debrief on this activity.</p> <p>Write up the key reasons that the participants give you on a flip chart and return to them then they come up later in the workshop.</p>	<p>discuss as a whole group initially.</p>	
5 min	Definition of quality	<p>Slide 6 introduces some established definitions of quality for participants to consider.</p>		
10 min	Quality and quality assurance	<p>Slide 7 makes the distinction between quality (the aim that we are seeking) and quality assurance (the process through which we ensure that quality has been met).</p> <p>Side 8 then goes on to introduce the key things that can be quality assured.</p> <ul style="list-style-type: none"><li>• Policy</li><li>• Organisations</li><li>• Process</li><li>• People</li><li>• Output or outcome</li><li>• Consumption</li></ul> <p>Further information about each of these</p>		



		domains is contained within the Hooley & Rice article (pp.9-17)		
5 min	Standards and frameworks	Slide 9 introduces the idea that the careers sector might choose to establish a standard or framework around which quality assurance can be organised.		
5 min	Approaches on quality and quality assurance	Slide 10 moves us to the second section of the workshop. In this section we are going to be looking at different approaches that can be taken to quality and quality assurance.		
5 min	Ways to measure quality	<p>Slide 11 notes that the way in which we assure quality. It highlights that difference approaches to quality give careers professionals different degrees of control over their work and then highlights the fact that the drivers for change can be at the local or system level.</p> <p>Further information can be found about this typology on pp.19-21 of the Hooley &amp; Rice article.</p>		
20 min	Hooley & Rice typology	<p>Slides 12-16 provide more information about the Hooley &amp; Rice typology.</p> <ul style="list-style-type: none"><li>• <i>Regulatory</i> approaches focus on legal requirements imposed on providers as a means of improving quality. They include mechanisms such as practitioner registration (incorporating qualification requirements), regulations about facilities or other resourcing, and 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). Standards for compliance are central to regulatory approaches as</li></ul>		The advantages and disadvantages activity on slide 16 is best facilitated using a flip chart with one piece of paper for each of the approaches.



		<p>are inspection regimes if such approaches are to be successfully implemented.</p> <ul style="list-style-type: none"><li>• <i>Advisory</i> approaches describe what quality looks like for providers, and may include exemplars of good practice for them to follow. Staged or rubric-based advisory approaches describe increasing levels of quality, supporting providers to identify the quality of their current level of provision, together with what higher quality might look like and the types of actions necessary to achieve it. Such approaches assume that professionals need to be told what quality looks like but stop short of requiring this. Examples in career guidance include the Gatsby Foundation career best practice guidelines, or the Career Industry Council of Australia (CICA) school career benchmarking resource.</li><li>• <i>Organic</i> approaches view quality as being defined by the provider and the professional. They view quality as a local concern that will be driven by professional values and the desire to do a good job. Examples in career guidance would include systems which privilege professional autonomy and local choices. Such approaches may include quality circles, supervisory arrangements, peer observation and mentoring for careers professionals, professional networks and local self-evaluation. Another organic approach follows from the desire to involve users as co-producers in the development of career guidance services and the design of forms of measurement</li></ul>		
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		<p>(Haug, 2016; Plant &amp; Haug, 2016). There are both potential tensions and complementarities in organic approaches to quality assurance which involve both professionals and service users in defining and measuring quality.</p> <ul style="list-style-type: none"><li>• <i>Competitive</i> approaches view quality as being driven by customer responses to information on outcomes, consumer feedback and movement of consumers towards or away from specific providers in response to consumer perceptions about quality. Sometimes such approaches may be underpinned by funding arrangements such as payment by results systems. While such approaches place serious constraints on professionals they look to professionals to exercise autonomy and to innovate in order to succeed in the competition or market. Examples in career guidance would include systems that focus on client destinations and other forms of outcomes, particularly when, as with the National Careers Service in England, these are linked to funding arrangements.</li></ul> <p>It finished with a discussion around the advantages and disadvantages of each of these approaches.</p>		
15 min	How to improve on quality	<p>Slides 17-18 introduce the third section of the workshop which focuses on how you can improve your own practice by adopting a quality focused approach.</p> <p>Slide 17 makes the important point that quality is about improving what you do (no matter how good it is).</p>		



5 min	Continuous improvement	<p>At Slide 19 set out the idea of a cycle of continuous improvement as lying at the heart of a quality approach to your practice.</p> <p>This is set out by Andrews &amp; Hooley (2018) as follows</p> <p>The cycle of continuous improvement asks you to think carefully about what you are doing and how you are going to do it (plan), to put your plan into action (do), to make sure that things worked out as you planned (check) and then to make some changes and develop what you are doing (act).</p>		
10 min	Theory of change	<p>This introduces the idea of a “theory of change” as being a key component of quality enhancement.</p> <p>It then provides an example of this on slide 21. Notice how each of the stages in the theory of change also include ways to monitor them.</p> <p>Finally, on slide 22 it asks participants to create their own theory of change for their practice.</p>		
10 min	Quality assuring other	<p>The final section of the workshop looks at quality assuring others.</p> <p>Slide 24 encourages them to think about the different roles that they can play.</p> <p>Slide 25 discusses some of the key techniques that can be used in quality assurance.</p>		
5 min	Summary and reflection	<p>Slides 26-28 wrap up the workshop with opportunities for reflection and summarising the key messages.</p> <p>You may want to get people to write a note to themselves in response to the</p>		



		reflection questions on slide 27.		
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