



QUAL-IM-G

Improving the implementation of quality assurance in career guidance

Quality Development Framework

Toolbox for Career Guidance Providers

Co-funded by the
Erasmus+ Programme
of the European Union



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Content

General Introduction	3
1. Preface	5
2. Why a QDF? Quality Development in Career Guidance and Counselling (CGC)	6
3. Quality Standards for CGC most common in Europe – Basis for the QDF	7
4. The "Qual-IMG Quality Development Framework" (Qual-IMG QDF) – an Overview	10
5. Putting the Qual-IMG QDF in Practice: Steps, Tips and Tools	13
• Phase 1: (Self-)Commitment to implementing the QDF	13
• Phase 2; Analysis and Documentation of the Status-quo	20
• Phase 3: Definition of Development Objectives and Planning of Activities	26
• Phase 4: Implementation pf Quality Development Activities	41
• Phase 5: Documentation and Assessment of the Effects of the Quality Development Measures	43
• Phase 6: Analysis and Evaluation of New Status/Assurance of Transfer and Sustainability	48
List of Tips and Tools	51
References and Resources/Imprint	52

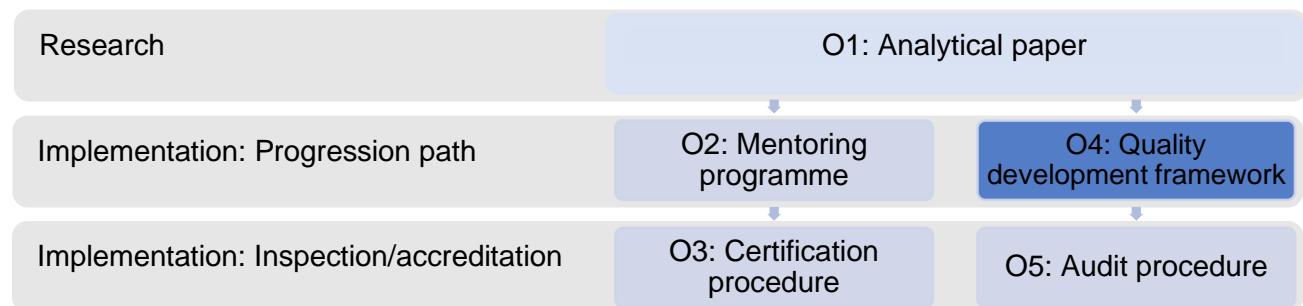
General Introduction

This document was produced within an Erasmus + funded project “Qual-IM-G” that builds on the experience of different projects, initiatives and existing mechanisms in the field of quality assurance for career guidance in the partner countries. It recognises that countries, depending on the history in the field of careers will have varying traditions in developing quality standards to support individual practitioners and organisational procedures and proposes a set of intellectual outputs that can optimize the implementation of existing mechanisms in the field of quality assurance for career guidance or facilitate the development of new ones:

- **O1: Analytical paper on impact and success factors of different QA approaches in Europe:** Through qualitative and quantitative research, the current state of different trans-national and national QA practices in CG were analysed. The paper identifies the success factors and impact of these different approaches and is the basis for the development of the following outputs (iCeGS).
- **O2: Mentoring programme for CG practitioners:** A non-formal mentoring/training programme that allows practitioners to comply with a quality standard. It contains training modules that allow the counsellor to develop skills and competences in areas required in most of the QA practices focused on individual counsellor. It contains a core mentoring programme for areas most important in certification processes and supplementary modules (abif).
- **O3: Certification/accreditation procedure of CG practitioners:** Procedure for the accreditation of counsellors with recommendations and examples of self-assessment tools and procedures, list of possible required evidence and a checklist for the implementation of such mechanism (SKPKR).
- **O4: Quality development framework (QDF) for providers:** A model that supports service providers with their continuous quality development and assurance irrespective of a formal external certification/auditing process (see O5). The implementation of the QDF requires voluntary commitment and a participative process of all members of the organization wishing to improve their services. The QDF is applicable to various Quality Standards existing in different countries. It focusses however on those indicators that are most commonly present in different standards (nfb).
- **O5: Audit/labelling procedure for providers:** Contains pre-audit process, self-evaluation questionnaire/checklist, audit plan and certification process diagram (BKS Úspech).

The following details these outputs and shows how they relate to the key aims of the project:

Summary of outputs



All the outputs are freely available for download on the website www.guidancequality.eu. For more details about the different outputs please contact the respective lead organization.

Country	Organization	Representative	Email address
Slovakia	Association for Career Guidance and Career Development	Board of the association	info@zkprk.sk
Czech Republique	Association for Career Guidance and Career Development	Alice Müllerová	sdruzenikp@gmail.com
Germany	National Guidance Forum in Education, Career and Employment	Karen Schober/Barbara Lampe	info@forum-beratung.de
Austria	ABIF – analysis, consulting and interdisciplinary research	Claudia Liebeswar	liebeswar@abif.at
United Kingdom	International Centre for Guidance Studies at the University of Derby	Siobhan Neary	S.Neary@derby.ac.uk
Netherlands	NOLOC - Professional Association of career guidance counsellors in Netherlands	Board of the association	info@noloc.nl
Norway	Inland Norway University of Applied Science	Erik Haug	Erik.Haug@inn.no

1. Preface

The project “Quality Implementation in Career Guidance” (Qual-IM-G) aims to analyze the implementation of quality standards and quality assurance mechanisms and policies in the involved European partner countries, to identify success factors of quality implementation as well as possible obstacles, and to provide recommendations and tools for successful implementation strategies. Quality development and quality assurance in Career Guidance and Counselling (CGC) occurs at two levels – at the level of the individual guidance professional and at the level of the organization that provides career guidance services. Furthermore, governments and other policy makers are responsible for creating appropriate legal and institutional regulations and a political environment, which support the quality development for “good guidance”.

The concepts and tools developed in the course of the Intellectual Outputs of the Qual-IM-G Project are designed to support practitioners, providers and policy makers in their effort to implement continuous and sustainable quality development in career guidance provision.

Intellectual Output 4 deals with the philosophy, design, and practical use of a Quality Development Framework (QDF) for guidance provider organizations which can be used either for the continuous quality and professional development within the organization but also to prepare and support a certification or auditing process. The IO4 product consists of [two parts](#):

- This first paper (“Designing a Quality Development Framework (QDF) for Career Guidance Providers”) describes the *theoretical background and concepts* of quality development in career guidance and counselling (CGC) and the essential features for designing a QDF.
- The paper presented here – “The Qual-IMG – Quality Development Framework (QDF) – a Toolbox for Career Guidance Providers” – is a *Manual* and describes in detail the phases, steps and tools for the quality development process in an organization.

The “Qual-IMG – Quality Development Framework (Qual-IMG QDF)” proposed here is widely influenced by the *German BeQu-Concept* which was developed by the German National Guidance Forum (*nfb*) in cooperation with the University of Heidelberg and a large number of experts, actors, stakeholders, and policy makers in the field of career guidance (“Open process of Coordination”) and with funding from the German Federal Ministry of Education and Research from 2009 – 2014. The BeQu-Concept is an integrated quality model based on a systemic approach. It consists of a catalog of 19 Quality Standards for CGC, a Competence Profile for career guidance practitioners (CGP), and a Quality Development Framework (QDF) for provider organizations. Its implementation on a voluntary basis is supported by the *nfb* and its members (Schiersmann/Weber 2013; *nfb*/Research Group Quality in Guidance, Berlin/Heidelberg 2014/2016).

2. Why a QDF? Quality Development in Career Guidance and Counselling

Effective and sustainable quality development in Career Guidance and Counselling (CGC) organizations – as in any organization that delivers personalized social services – needs the personal commitment of each individual organization member: managers and employees, professional staff members as well as administrative staff. Because quality development always implies organizational development, the perspectives of all staff members have to be included and valued in a *participative process* of quality development. This is especially important when a service is highly individualized and cannot be standardized and measured by predefined procedures and quantitative indicators alone which is the case in guidance and counselling services.

Nevertheless, some kind of tool to initiate and implement an effective quality development process in an organization proves to be helpful in order to support the whole process and lead it to successful and sustainable service improvement. This is why the “Qual-IMG Quality Development Framework” was developed and tested in the frame of this ERASMUS+ funded project. In so far it is different and independent from the Intellectual Output O5 “Audit/labelling procedure for providers.”

The QDF is designed as a guideline for a quality *development process* for service providers who want to improve the quality of their service. It is not designed for an external auditing or certification procedure to obtain a quality label. The process of quality improvement with the QDF ideally runs over *one year* at least and possibly continues afterwards with new quality goals because quality development is a *continuous process* and task in an organization as well as for each individual staff member. Different from an external auditing or certification process which assess the performance of the organization according to prescribed criteria and indicators the QDF supports the organization members to identify the strengths and weaknesses of their service and the need for improvement in a common analysis and to set priority goals for their quality development process, its implementation and evaluation.

Although this is not the primary goal of the QDF it might well happen that supervisors or funders of guidance organizations or even certifying institutions acknowledge the achieved results of the quality development process supported by the QDF and award a Quality Label to the organization. In this context the QDF can be seen as a helpful instrument to prepare an organization for an external auditing procedure.

Quality development always implies organizational development. The processes, procedures, tips and tools of the here suggested QDF support a participative process of organizational development that affects the organization far beyond the improvement of its service for clients. It affects the organizational culture and the organization’s readiness and ability for change in general. In so far, the Qual-IMG QDF is not just a quality framework which describes the dimensions and criteria of quality in career guidance, it can easily serve as a model for internal self-determined change processes in an organization.

There are a number of either national or transnational Quality Development or Quality Assurance Frameworks in Europe that do not lead to a certification (for details see the results of Intellectual Output O1: Dodd et al. 2019). Many of them however, are sector specific focussing on career education

and career services in schools¹ or they are mainly regional/local or association specific. Only very few QDF's are designed for CGC in general, which can be used by irrespective of sector or target groups. One of these is the ***German BeQu-Concept*** for quality development which was developed and piloted by the German National guidance Forum in cooperation with the University of Heidelberg and a great number of experts, stakeholders and policy makers in an “open process of coordination” (*nfB* 2014). The development of the BeQu-Concept was funded by the German Federal Ministry for Education and Research between 2010 and 2014 and it served as a ***Blueprint for the Qual-IMG QDF*** presented here.

In the course of the Qual-IMG Project the German BeQu-QDF was tested again and evaluated in a **Czech/Slovak joint seminar in May 2019** with an overall positive resonance and helpful hints for improvement. For further details of the testing see *Schober 2019*.

Additional feedback was collected from **international experts** who also gave recommendations for the implementation of the QDF and its further development.² The feedback from the seminar and from the experts referred to the applicability and usefulness for different guidance sectors, for different types of organizations, legal frameworks and guidance settings as well as to the benefit of the QDF process for individual career guidance practitioners (CGP). The comments were carefully considered and included in the final draft of the QDF if appropriate.³

3. Quality Standards for CGC most common in Europe – Basis for the QDF

The fundamental basis for any quality development process and the applicability of the QDF is the commitment of an organization and its members to an agreed and acknowledged *Quality Standard* that describes the areas, dimensions, criteria, and indicators of quality in CGC. Having in mind that *quality* is a complex and “contested” concept (Sultana 2018) and can mean different things to different people our concept of quality development in CGC implies that there is *not one unique quality standard* for all countries, sectors, and organizations. The **implementation of the QDF** therefore is not restricted to a certain quality standard but is **open to different quality standards**. It is crucial however, if an organization or association starts a quality development process, that it is based on an agreed and commonly shared quality standard.

Following Hooley and Rice (2018), the term *Quality Standard* refers to a “*defined degree of quality*, which an organization or a public authority sets for the service provision they are responsible for. It defines what an organization or the public authority expects from the provider and his employees in delivering these services or that a client can expect when using the service.” In addition, a Quality Standard should reflect the professional standards and ethical guidelines of the professional community.

A Quality Standard can be defined by law or other normative regulations or it is the result of a common process of understanding by the actors and stakeholders involved. Depending on its legal status a Quality Standard can be binding (e.g. for members of an association or for service providers receiving

¹ e.g. “The Whole School Guidance Framework”/Ireland (NCGE 2017), “The Gatsby Benchmark”/UK, “Enhancing the Quality of Career Guidance in Secondary Schools”/MyFuture Handbook (Sultana 2018)

² We would like to thank the Austrian experts Karin Steiner, Margit Voglhofer, Max Nemeth, as well as Prof. Rie Thomson, Prof. Dr. Ronald Sultana, Prof. Dr. Bernd-Joachim Ertelt and Prof. Dr. Bernd Käplinger for their very helpful comments and recommendations.

³ For further details see: *Schober, K.: Intellectual Output O4 - Designing a Quality Development Framework (QDF) for Career Guidance Providers (www.guidancequality.eu)*.

public funding) or it can simply be a recommendation to the professional community, supported and implemented by voluntary self-commitment.

There is a great variety of Quality Standards or Quality Frameworks in practice in European countries in the field of CGC. They differ in structure, terminology, and the way they group the different dimensions and criteria to broader categories. Some are based on an input-process-output model, others are based on systems theory or on concepts of professional competences. Some are sector specific; some are directed toward an external auditing; others refer to internal quality development (for details see: *Schober 2019*, p.9f). However, despite these differences in formal classification there are many common features and overlaps between them with respect to the concrete quality dimensions and criteria.

The IO1 Output paper (*Dodd et al. 2019*) summarizes the most frequently reported quality dimensions and criteria among the 21 submitted Quality Standards and Quality Assurance Frameworks in the participating countries of the project:

- Enhancement of Professionalism (12) and
- Continuous Professional Development of CGP (8)
- Improving Service process (10)
- Improving Leadership/Management (9)
- Improving CG-Methods and Techniques (9)
- Available Resources (4)
- Using Labour Market Information (4)
- Monitoring Client Satisfaction (3)
- Promotion of Service/Marketing (3)
- Compliance with Ethical guidelines (1)
- Other (8)

As an example, the detailed comparison between quality criteria and dimensions of national quality standards from the UK, Czech/Slovakia, and Germany reveals similarities and differences: Whereas the UK Matrix Standard focuses mainly on organizational and management issues including outcome monitoring the German BeQu-Standard puts more emphasis on the process-related aspects of the guidance provision. The mission of the organization, compliance with ethical principles and continuous quality development are equally important in all three frameworks. The Czech/Slovakian Standard highlights in particular the social and pedagogical outcomes (Career Management Skills), the Mission and Vison of the service and the practitioner qualification and competences. In total however the majority of quality dimensions, criteria and indicators occur in all three Standards (for details see: *Schober 2019*, “Designing a Quality Development Framework”, Annex Table A1).

The Qual-IMG QDF therefore focuses on those dimensions and criteria of quality which are present in most European quality frameworks. The classification used follows the **key domains of quality assurance** defined by Hooley and Rice (2018):

- Policy
- Organisation
- Process
- People
- Output/outcome
- Consumption

Table 1 shows the most common quality dimensions and criteria and their classification along the above-mentioned key domains of quality development and quality assurance.

Table 1: Key quality domains and related quality dimensions and criteria

Key Domain	Quality Dimension	Criteria/Indicator
Policy/ Societal goals	Social inclusion Equity/equal opportunities Ethical principles	Impartiality/Objectivity Gender/culturally sensitive service
Organization	Leadership/management Mission and vision/Ethical principles Participative Organizational culture (communication/collaboration) Material/Human Resources Promotion of Service/Marketing Networking/Partnerships	Management by objectives Measurable aims and objectives Clear structures, workflows and responsibilities Information resources: actual and quality assured information Effective use of technology Continuous quality development
Process	Service customized to client's needs Establishing an efficient and confidential relationship with client Openness of results/free from bias and administrative sanctions	Guidance contract Quality and relevance of guidance methods and diagnostic tools Effective information management and use of technology/distance counselling tools Action plan Feedback and impact evaluation Signposting/referral to other service
People/Practitioners	Professionalism Practitioner Competences Continuous professional development Self-reflection	Acknowledged competence profile Required entrance qualification Opportunities for Self-reflection/Supervision Participation in further training Application theory to practice Effective use of counselling techniques and diagnostic tools
Output/Outcome	Acquisition of CMS and Decision-making competences Educational achievement Labour market integration Economic outcomes	Opening up educational or vocational opportunities/placement Action Plan Contact with the world of work Drop-out rates from education Unemployment rates Outcome monitoring and evaluation Supply of skilled workforce Social costs of un-/underemployment (e.g. welfare and health expenditures etc.)
Consumption/Clients	Client centeredness Service customized to client's needs Protection of client's rights Avoiding conflict of interest	Accessibility/Transparency of the service Adequate information of clients about service Data protection, confidentiality, Voluntary usage of the service Guidance contract Monitoring of customer satisfaction Complaint management

4. The Qual-IMG Quality Development Framework –an Overview

The Quality Development Framework (QDF) supports the quality assurance and enhancement of guidance services within a provider organisation. Providers of guidance services can use the QDF

- for a systematic introduction of quality development into daily work,
- to improve already existing quality management approaches with respect to aspects, which are specific for career guidance and counselling,
- to document and communicate their quality development efforts to funders and responsible policy makers.

Following a six-phase-model (QDF-Cycle), management and staff members of the organization jointly evaluate their status-quo, strengths and weaknesses, and developmental requirements based on the Quality Standard the organization is committed to. This enables organisations to activate and integrate both the individual perspectives of staff/professional members and the perspective of the organisation's management to develop and safeguard solutions for assuring or enhancing the quality of guidance, which suit the organisation.

In the course of the *quality development process which should at least proceed over one year* the organisation identifies their developmental goals and success factors, starts activities for improvement, reflects and evaluates the results and learning experiences.

Quality development takes time which means that there should be enough time for each phase and between the phases in order to stabilize and consolidate the outcomes of each phase and to prepare for the next phase.

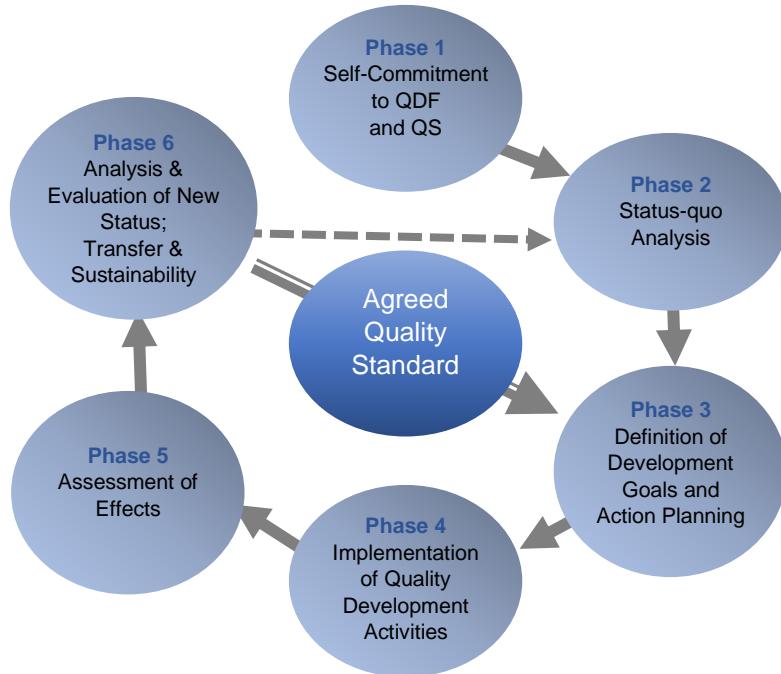


Figure 1: QDF Cycle - Six phases of the Qual-Quality Development Framework

The following Table 2 gives an overview over the main content and functions of the different QDF-phases and the tips and tools provided to manage the process. Chapter 4 explains the necessary steps and tools for each phase in more detail.

Table 2: Phases of the Qual-IM-G Quality Development Framework - Overview

Phase	Content	Function	Tips & Tools
Phase 1: (Self-) Commitment for Implementation of the QDF and the Quality Standard	Organizing the entry in the process/Kick-off; Clarifying necessary input and resources; Involving all staff members and management; Establishing effective working structures and transparent communication paths	Promoting the awareness for the importance of quality development; Motivation of all actors involved; Open exchange of expectations, fears and requirements; stable framework conditions, acceptance, commitment and support for the process	Tips: <ul style="list-style-type: none">- Getting started with the QDF- Organisation of the Cooperation Tools: <ul style="list-style-type: none">- Check-up for the entry into the quality development process- Resources and Expectations
Phase 2: Analysis and Documentation of the Status quo	Stocktaking and analysis of the current situation in the organization along all quality criteria of the quality standard with a checklist; Identifying quality gaps and change requirements; Defining the relevance for the organization; involve if appropriate partners and clients;	Promotes self-confidence and certainty re strengths; Promotes readiness and motivation for change; Promotes reflection and professionalism; Raises collective knowledge about the organization and about the professional competences of colleagues	Tips: <ul style="list-style-type: none">- Guide to the QDF-Tool "Checklists"- Examples for the processing of quality standards Tool: <ul style="list-style-type: none">- Checklists for recording the current status (Status-quo analysis)
Phase 3: Definition of development goals, Prioritization and Action Planning	Discussion and decision about developmental goals, Prioritization among several identified change requirements according to the relevance for the organization; Planning and concretization of quality activities; Dividing goals into sub-goals and final goals; Identifying supportive and impeding influencing factors; Define success criteria; establish project management tools;	Reduces the variety and diversity of problems to be tackled; Relieves from the burden of too many planned activities and expectations; Creates achievable steps; Joint formulation of goals contributes to the motivation and energization of participants	Tips: <ul style="list-style-type: none">- Setting priorities- Exemplary methods for prioritization- Target determination and concretisation- Planning of quality development activities- Exemplary approach to beneficial and impeding influencing factors Tools: <ul style="list-style-type: none">- Description of objectives and activities- Implementation plan

Phase	Content	Function	Tips & Tools
Phase 4: Implementation of Quality Development Activities	Implementation of organization specific quality projects on the basis of objectives derived in phase 3; Project management methods should be used and clear responsibilities determined; Reflection and continuous monitoring of interim results, effects and goal achievement; Flexible reaction/adaptation to changing conditions	- Through active participation of all organization members in the implementation changes and improvements can be experienced; - Realization of quality development activities creates new solutions, existing routines and rituals can be overcome and first success experiences can trigger a positive dynamic.	Tip: <ul style="list-style-type: none">- Controlling Tool: <ul style="list-style-type: none">- Implementation Plan
Phase 5: Documentation and Assessment of effects of the measures taken	Editing and reflecting results of quality development project; Documentation as reports, statistics, presentations, external publications etc.; Updating the checklists of phase 2; Evaluation by comparing the results with the predefined success factors; Uncover and reflect any new upcoming needs for quality improvement; Make results and evaluation accessible to all organization members; External communication: information of relevant stakeholders, policy makers, clients etc.;	Secures the new achieved status quo, promotes stability and continuity; Visualization of goals not (completely) achieved enables discussion about possible further options for action and quality development projects;	Tips: <ul style="list-style-type: none">- Recording and processing of results- Evaluation of the results of the quality activities- Guide to the QDF-Tool "Assessment of target achievement" Tools: <ul style="list-style-type: none">- Evaluation of the target achievement
Phase 6: Analysis and Evaluation of the New Status; Securing Transfer and Sustainability	Reflection of the whole quality development process in the organization, Individual and organizational learning experiences; Organizing appropriate formats for this reflection process that suits the organization and its members; Reflecting how the results have been achieved, which paths the organization has chosen/change in organizational culture etc.; Reflecting on influencing factors; acknowledging, appreciation and celebrating the achieved new status; taking decision about the continuation of the quality development process on the basis of phase 3 results;	Appreciation promotes motivation for further quality development projects; Learning experiences can be transferred to other situations and used in the future; Problem solving ability of the organization and the staff members and their adaptability have been strengthened; "Quality development is organizational development!"	Tips: <ul style="list-style-type: none">- Guide for the tool "Learning outcomes from the quality development process". Tool: <ul style="list-style-type: none">- Learning outcomes from the quality development process

5. Putting the Qual-IMG QDF into Practice – Steps, Tips and Tools

QDF Phase 1: (Self-) Commitment to implementing the quality development process on the basis of the QDF and the agreed Quality Standards

OVERVIEW

WHICH STEPS are necessary for the implementation of the QDF?

1. Creation of awareness for the planned quality work among all relevant actors in the organization (employees, management, etc.).
2. Clarification of the expectations of the actors involved in the quality development process
3. Ensuring the support of the management of the organization
4. Clarification of resources for this process
5. Establishment of the structures necessary for quality development (e.g. appointment of a quality officer and/or a quality group)
6. Self-commitment to the use of quality standards, implementation of the QDF and transparency

This phase takes place once and serves to introduce the organisation to the QDF and to create awareness for the planned quality work among all relevant actors in the organisation. It is also about the fact that the started development process will cost power and resources on the one hand, but on the other hand it should make an improvement possible towards more quality and thus makes sense for the further work of the organisation. In concrete terms, this means that in the introductory phase all relevant actors in the organisation must be informed about the planned quality work and convinced to participate.

In addition, it is helpful if the expectations and previous experience of the participants are discussed (e.g. in the context of a workshop).

It is important that the management of the organisation agrees to the introduction of the quality standards, is committed to the implementation of the QDF and shows willingness to guarantee the necessary resources and conditions for this.

This includes the provision of material and human resources as well as sustainable structures. It also means the establishment of a quality group and/or the selection of a quality officer. The adaptation of the quality work to the strategy of the organization as well as other internal and external conditions of the organization enable the start into the quality development with the necessary energy and stability in the organization.

QDF Phase 1 Tip 1: Getting started with the QDF

To break out of everyday life in order to find new ground requires motivation and commitment from all participants. The design of a successful implementation of quality systems requires that at the beginning all responsible persons of the organisation consciously and bindingly agree to use the Quality Development Framework (QDF) and the agreed Quality Standards in their organisation. It is therefore advisable to organize a joint information or **kick-off event**. In advance, all actors involved in the quality project should first be informed about the project by means of the following working material:

1. [The Quality Standards for Career Guidance and Counselling the organization is committed to](#)
2. [The Qual-IM-G Development Framework \(QDF\).](#)

In order to achieve a high participation of all, existing resources should be identified together with the employees and equally, sustainable structures should be developed, which should not only be compatible with the goals and values of the organization, but should also correspond as far as possible to those of the employees. For this purpose, for example, it makes sense to investigate the expectations participants have regarding the quality work in advance (**see QDF-Tool: Expectations and Resources**).

At the beginning of a quality development process special responsibilities have to be established. Depending on the size of the organisation, this can be a quality officer or a quality circle. Care should be taken to ensure that the scope of responsibilities is defined. The quality managing person(s) can coordinate processes and delegate tasks. The **QDF Tip "Organisation of the co-operation"** describes the areas of responsibility of the quality officer(s) in detail.

A constituting meeting (e.g. kick-off event, closed meeting, team meeting, etc.) based on the level of information provided by the issued materials can take place. It can be used by the quality officer / group to clarify responsibilities and motivate all those directly involved.

Binding communication channels as well as the processing and the possible delegation of defined tasks and requirements form the basic structures for sustainable quality work and should be clarified and recorded at this first meeting. In preparation for this, the **QDF Tip "Organisation of the co-operation"** should be taken into account. It is advantageous if the management of the organisation is represented at this meeting in order to define the framework for the upcoming quality work and - e.g. by a stimulating speech - to inspire the employees for an effective quality work. The setting of this first constituent meeting lies within the scope of the respective organisation.

QDF Phase 1 -Tip 2: Organisation of the co-operation

The following aspects regarding responsibilities and communication should serve as preparation for the shaping of the co-operation within the QDF. They are components of stable framework conditions that can create structural security for the forthcoming quality work. The form in which these structures are integrated into the normal working day depends on the organisational processes of the individual organisation. For easy handling of the design, new structures and processes should be integrated into existing ones within the organisation (e.g. regular team meetings).

1. Responsibilities and participation structures

Defined tasks and defined areas of responsibility ensure a clear and concise work structure. Responsibilities can be structured in a way that they permanently accompany and control the process (see *Quality Officer(s) / Quality Group*). Other responsibilities may be only temporary (see *Quality Circle*) and deal with selected topics on a case-by-case basis.

a) Quality Officer(s) / Quality Group

The organization can appoint a quality officer or a quality group as a steering unit and/or responsible person at the operational level. When a quality group is created, it should be composed as heterogeneously as possible, i.e. the different work areas of the particular organisation should be represented.

In general, the quality officer(s)/quality group(s) can have the following areas of responsibility:

Internal coordination and information

management

- Invitation to the meetings / clarification of the moderation
- Distribution of tasks within the quality group
- Information for the members of the quality group
- Ensuring the documentation

Promotion of team development

- Paying attention to the observance of the agreed *rules of the game*
- Promoting a collegial and trusting atmosphere
- Consider conflicts and address them early in order to find a solution together

Process control

Stimulation of regular (also preventive) assessments of the quality process (with regard to work, time and cost plans as well as qualitative development)

b) Establishment of quality circles

Quality circles (consisting of persons of the quality group and/or other members of the organization) discuss and deal with single aspects of quality or parts of quality development activities on an occasion-related basis and can support the quality group by carrying out tasks, making suggestions for improvement and checking the implementation of the proposals.

c) Structuring the Participation

Different forms of participation must be taken into account, i.e. it should be consciously chosen at what time and in which way WHO must be informed or involved:

- *Pure information*, i.e. knowing what is going on, which topics are being discussed, which decisions have been taken.
- *Participation, if desired*, i.e. invitation, but no obligation to participate in meetings or discussion rounds.
- *Participation in dialogue*, i.e. participation in meetings and discussion rounds
- *Participation in the decision*, i.e. mandatory early involvement of certain members of the organisation whose approval is relevant for the implementation or whose function is required for practical implementation
- *Decisions* should be taken by those who are directly affected by the implementation and have the necessary expertise.

2. Communication and Transparency

A further step towards efficient cooperation is the binding definition of channels for information, communication, and documentation in order to make coordination processes as effective and transparent as possible during the quality development process.

a) Regular Discussion Sessions

Through a continuous exchange on the status of planning, all participants are given the opportunity to get involved.

The *composition of the discussion groups* should be clearly regulated (binding core group; if necessary, deputies of the quality group or quality circles who beforehand obtain the opinion of the persons to be represented).

The *procedure* should be designed in a way that those topics which are relevant for all participants are discussed first, before smaller groups or individuals deal separately with specific topics.

b) Continuous Documentation:

The persons involved in the quality process record the (partial) results of their work (e.g. in the form of minutes/processed QDF tools). This facilitates the communication about the progress of the project and enables the recognition of intermediate results in order to intervene if necessary, e.g. to make necessary adjustments in the planning.

The "Check-up" tool for entering the quality development process can be helpful in checking whether all relevant components for the planned quality work have been taken into account.

QDF Phase 1 - Tool 1:

Check-up for the entry into the quality development process

The core of QDF Phase 1 is to agree on the upcoming quality development process, to include different perspectives on quality development, to provide resources and to create transparent working structures. By fulfilling these requirements, it is possible to create stable framework conditions that enable all members of the organisation to get involved in the upcoming changes and to participate in the design.

The following list ("check-up") can serve as a **self-check** at the end of phase 1 before starting the quality work in the following phases. The questions relate to the most important aspects when entering the quality development process.*)

- Are the tasks of the quality officer/quality group clearly defined?
- Do all participants have the necessary information about the QDF and the Quality Standards as a basis for the quality development process?
- Is the objective which the organisation pursues with the introduction and use of the QDF and the Quality Standards clear to all participants?
- Is the management of the organisation supporting the quality development concept and the introduction of the QDF and the Quality Standards?
- Is the quality officer(s)/quality group appointed?
- Are the information and decision paths for quality work agreed and transparent?
- Has it been decided which material and human resources are available for the quality development process?
- Have the (different) expectations of the affected organisation members regarding the quality development process been carved out?
- Is a kick-off event (kick-off, constituent meeting) planned and carried out?
- Are all organisation members (including those not directly involved) informed about the start of the quality development process?

*) In accordance with: Schiersmann, Christiane/ Thiel, Heinz-Ulrich (2011): Organisationsentwicklung. Prinzipien und Strategien von Veränderungsprozessen. 3., durchges. Aufl., Wiesbaden: VS Verlag für Sozialwissenschaft, S. 178

QDF Phase 1 - Tool 2:

Resources and Expectations

The entry into the quality development process requires the activation of the employees of the organisation. Activation means: Firstly, identifying human resources, time resources and organisational resources that can be mobilised, secondly, discussing the expectations towards the upcoming quality work. This QDF tool (questionnaire) may help to identify and document the resources and expectations.

Working with the questionnaire:

1. The questions can be answered directly in the tool, either by the quality officer(s) or by a person selected by the quality group.
2. If required, the questions can also be used as impulse questions for a group discussion (e.g. of the employees involved in the quality work in the future). The result of this discussion can then be documented by a person as a group result in the form of a compilation directly in the tool.
3. In preparation for the elaboration of a joint quality group result, individual staff members can also work on the questions for themselves.
4. It also makes sense for (self-employed) practitioners to work on the questions (with the exception of questions 2 and 4); this supports them in designing their quality development process and in reflecting on what is possible and feasible.

Dealing with personal expectations and the exchange of ideas within the team promotes internal transparency and thus also the security and motivation for the implementation of the upcoming, "uncertain" process. The consideration of individual resources makes it possible to distribute tasks and roles appropriately. At the end of the process, these questions can also be useful points of reference for the evaluation of results and experiences.

Phase 1 QDF-Tool 2: Questionnaire „Resources and Expectations“

1. What do we expect from the results of the quality development process?

2. What is important to us considering the co-operation in the quality development process?

3. What previous experience do we have that could be relevant to the quality development process?

4. Which roles should be given to participants in the quality development process / during the quality work? (e.g. quality officer, working group)

5. Which time resources can be invested?

6. Comments

QDF-Phase 2:
Analysis and Documentation of the Status Quo
based on the agreed Quality Standards

O V E R V I E W

OBJECTIVE of this phase

- Recording, documentation and transparency of the current quality situation in the organisation

WHICH STEPS are necessary for the implementation of the QDF?

1. Recording the current situation in the organisation along the checklists, in which the quality standards are concretized by indicators for guidance practitioners' activities and for organisational activities.
2. Exchange and discussion in the quality group on the relevance of the quality standards, the current status in the organisation and the need for action with regard to the quality standards.

Phase 2 is about dealing with the current situation. To this end, the QDF stipulates that checklists are to be used to check the recording and the development of quality standards with regard to the organisation and the guidance services offered. The documentation and transparency of the recorded current status is carried out by processing the checklists and can be supplemented and underpinned by existing evidence tools. The aim is to identify what is going well and what could possibly be improved, where the strengths of the organisation and the range of consultancy services become clear and, on the other hand, concrete starting points for change requirements exist.

This can strengthen security and motivation for change. Through the examination of the quality standards, the discussion of their current relevance and the need for action by the quality group and other employees of the organisation, an inventory and assessment of the quality management system and thus the basis for the further development will be established.

Within the framework of the current status-quo analysis, a common, clear picture of the organisation and the guidance services is to be worked out. Enough time must be allowed for this and attention must be paid to the quality standards that address the activities of practitioners, of the management of the organisation as well as the activities of the responsible political actors".

Intensive work on the checklists provides a good basis on which to build further quality work. The results of this assessment form the basis for the derivation of quality development goals in Phase 3.

QDF-Phase 2 Tip and Tool:

Checklist for Status-Quo Analysis

Guide to the Checklist

Functions of the checklists:

The checklists used in phase 2 relate quality activities to quality standards for guidance in education, work and employment. In order to identify how the organisation and its guidance services are developed in relation to these standards, the current status is to be recorded and analysed. In the further course of the QDF, the processing of the checklist serves to define development goals, to check results and to make successes visible.

The aim of the inventory is first of all to record the **current status of the organisation** and to establish transparency of existing quality activities along the lines of the standards. Resources and potential for improvement are to be discovered in the process. As a form of "self-assurance", knowledge about the organisation and its guidance services can be gained by taking stock. This can increase security with regard to existing strengths and promote motivation to strive for changes in areas that are judged less positively. Secondly, the result of the inventory serves as the basis for the conscious and targeted planning of quality activities (in QDF phase 3), since in addition to the comprehensive documentation of the quality work, the relevance of the aspects of consulting quality addressed in the checklists and the concrete need for action of the organisation are also evaluated.

Processing the checklists:

The checklists record the current status of the organisation with regard to **all quality standards at the level of the criteria or indicators**. Indicators are verifiable facts that describe individual sections of a quality standard, whereby several indicators can represent one quality standard. They can refer to three different levels of actors involved: the first to the activities of the guidance practitioners, the second to the activities of the management of the organisation and the third to the activities of the responsible political actors.

We recommend the following procedure for processing:

- In order to cover the entire spectrum of topics, it makes sense to first **gain an overview** of which criteria or indicators belong to which quality standard (e.g. by reading the quality standards). This helps to better grasp the relationship between the quality standards and also serves to get an understanding of the different actors (guidance practitioners, leading management of the organisation, politically responsible actors).
- The actual **processing begins** with the evaluation of the indicator of a quality standard with regard to its "**relevance** for the organisation". For this purpose, a subjective assessment is given on a scale from low (1 field marked) to high (3 fields marked) as to how important the indicator is assessed with regard to the quality of counselling in the organisation.

- In a **second step**, information on the question "How do you **fulfill the indicator?**" At this point, the activities that have been undertaken in the organisation in order to fulfil the requirement formulated in the indicator should be collected. Brainstorming can be supportive in this respect; thus, a comprehensive documentation is provided and hidden activities are also made visible.
- With the answer to the question "How do you prove the implementation?", **the third step** concretizes the previously made statements in a way that concentrates on the "**proof**" of the required indicator. The idea of explaining to an outside person how the respective "quality indicator" is taken care of can be helpful in the processing. As **evidence**, e.g. job and function descriptions, the reporting system, the description of the guidance services, newsletters, reflection sheets of the guidance practitioners on the interviews, questionnaires filled out by the clients and the guidance practitioners or key figures from the area of controlling can be named.
- The **fourth step** is to document tangible facts and assessments on the question "What is the result of your implementation?" This step involves **presenting the results** (where appropriate and possible) in the form of **quantified or qualitative** information. Where this is not possible, a subjective summary should be made of the quality of the work achieved to date in relation to the respective standard and indicator.

The results can have very different sources. For example, quantitative statements on the number of consultations carried out per guidance practitioner, on financial resources, on the number of employees who have taken part in further training courses, or on the results of public relations measures for individual quality standards are useful reference points for the presentation of results. Qualitative data, e.g. on the use of competence profiles for employees, evaluation results of surveys, description of networking and cooperation activities, can also be provided and used.

- Finally, the information provided on the previous questions is to be summarised and a **subjective assessment** on the scale from low (1 field marked) to high (3 fields marked) is again to be made under "**need for action**" on the **identified improvement potentials**.
- In addition to the question "What does this mean? What consequences do you want to draw from the result?", for example initial ideas on possible quality activities, comments or discussion points that have surprised in the response to the indicator, a justification of the assessment given for the need for action can be noted.

In the QDF phase 3, this overview of the results referring to the current status of the quality indicators and standards and the schematic overview of potential need for action serve as the basis for a justified formulation of topics for **quality development projects (prioritisation)** and the formulation of objectives based on this.

To illustrate the "logic of the checklists" and to help answer the questions, an exemplary processing of the checklists for individual indicators of different quality standards is provided here under the title "**Tip: Examples for the processing of quality standards**".

QDF Phase 2 – Tool: Checklist for Status-Quo Analysis

Name/Description of standard/ indicator	Relevance	1. How do you implement the indicator in your organisation?	2. How do you prove the implementation?	3. What is the result of the implementation?	Need for action	What does that mean? What consequences do you want to draw from the result? Note first ideas, comments.
Number/ Acronym	Standard					
	Standard A	high <input type="checkbox"/> mid dle <input type="checkbox"/> low <input type="checkbox"/>			high <input type="checkbox"/> mid dle <input type="checkbox"/> low <input type="checkbox"/>	
	Standard B	high <input type="checkbox"/> mid dle <input type="checkbox"/> low <input type="checkbox"/>			high <input type="checkbox"/> mid dle <input type="checkbox"/> low <input type="checkbox"/>	

QDF-Phase 2 – Tip: Example for a Checklist filled in with selected Quality Indicators from the German BeQu-Quality Standards

BeQu-Quality Standards	Record			Result Evaluation	Need for action	What does that mean? What consequences do you want to draw from the result? Note
	How relevant is this indicator for your	How do you implement this indicator in your	How do you prove the			
T1 Guidance Practitioner, No.1: Focusing on client's concerns, interests and values The guidance practitioners focus on the individual demands, concerns and values of their clients and consider their socio-cultural background.	high 3 X 2 □ 1 □ low	<i>Every consultant commits himself to this indicator, we only employ the appropriate specialists. Workshop last year on C. Rogers' interviewing</i>	<i>Evaluation forms; we compile statistics on feedback</i>	<i>We give the feedback option, but via multiple choice. The answer possibilities are thus given, i.e. individual feedback can hardly be given. We also keep statistics on the contentment of the clients, but we do not draw any conclusions from individual negative feedback.</i>	high 3 □ 2 X 1 □ low	<i>Giving individual feedback and taking it seriously</i>
T3 Managers , No.1: Career Guidance is easily accessible and transparent for clients The management of the guidance organisation (ORG) ensures that the objectives, content and structure of the guidance service are well communicated to the public and designed to enable easy access for all target groups.	high 3 □ 2 X 1 □ low	<i>Our publications are proofread by at least three different staff members, all of whom pay attention to the required particularities.</i>	<i>See publications!</i>	<i>All is well done!</i>	high 3 □ 2 □ 1 X low	

<p>T4 GP1: Ethical principles</p> <p>The guidance practitioners commit themselves to acknowledged ethical standards for career guidance and counselling, which have been developed and established by various national and international guidance associations and which are in accordance with the standards published here. These include following principles:</p> <ul style="list-style-type: none"> - promoting the acknowledgement of work and education as important and meaningful areas of human life, - empowering clients, avoiding any harm to them, - respecting and appreciating diversity in clients, - keeping the data of the clients confidential and respecting data protection requirements, - informing clients about their rights and obligations in an appropriate way, - advocating for clients and their interests, including in overarching contexts, - sharing findings from guidance practice with relevant institutions to effect necessary organisational or social changes/improvements where possible, - reflecting the scientific and ethical justifications of their actions. 	<p>high 3 X 2 □ 1 □ low</p>	<p><i>Upon recruitment, each employee will be informed in writing of the IAEVG Ethics Guidelines, which have been signed by each employee.</i></p>	<p><i>See first column: Signed ethical guidelines</i></p>	<p><i>The IAEVG Ethical Guidelines have been signed and the advisors have thus committed themselves to these principles. Experience has shown, however, that employees are all too willing to sign anything that sounds like an ethical standard at the outset, without being aware of it or reading it through. Formally, they are obliged to do so, but it is difficult to check whether they are being adhered to.</i></p>	<p>high 3 □ 2 □ 1 X</p>	
--	---	--	---	---	--	--

QDF-Phase 3: Definition of Development Objectives and Planning of Activities

OVERVIEW

OBJECTIVE of this phase

- Definition of development objectives and planning activities for improving the service quality on the basis of the status-quo analysis

WHICH STEPS are necessary for the implementation of the QDF?

1. Agreement on common priorities for quality development projects,
2. Definition of quality development goals or goal achievement criteria with which the set goals can be made verifiable,
3. Subsequent development of appropriate implementation activities to be supported by all members of the organisation,
4. Identification of the factors influencing and hindering the achievement of the quality development objectives

Phase 3 of the QDF is about discussing the current status of the project and to decide which quality development activities should be planned. With this step, the active change of the existing situation in the sense of a growing dynamic (from small to large) begins.

The quality development activities can be very different in content. They can focus on the guidance services, the guidance practitioners or the organisational framework conditions. This does not necessarily mean an organisation-wide introduction of an innovation or the implementation of a change, but can also mean exemplary testing that relates to selected sub-areas of work. If possible, quality development activities that are too comprehensive should be avoided.

Since no organisation can change and improve everything at the same time, a decision is made in this step for central priorities of the organisation. Even if several possible quality development activities are identified which could be carried out, priorities should be set in this phase, i.e. it should be decided which quality development activities will be pursued first and which will be tackled later. One effect of this prioritization is the reduction of the variety of topics and a relief by decrease and by concentrating on achievable projects. When developing quality development goals and planning their implementation, not only the identified goals, but also the organisational conditions and resources should be taken into account. The goals of the quality work should be formulated as concretely as possible and be supported jointly.

The planning of the quality development activities to achieve the quality development goals also includes the definition of target achievement criteria, i.e. in this phase it is not only defined what is to be achieved and how is it to be achieved, but also (after the implementation of the quality development activities) which indicators show whether the goals have been achieved and the activities successfully implemented. The goal achievement criteria (indicators) support the analysis and evaluation of the results of the quality activity(ies) in phase 5.

On the basis of the goal achievement criteria, supportive and impeding influencing factors can be identified in relation to the achievement of the set quality development goals and related to each other.

A variety of Tips and Tools are available for Phase 3 as one of the most important parts of the quality development process.

Phase 3: Tips and Tools – Overview

- No. 1: Setting Priorities – Exemplary Methods for Prioritization
- No. 2: Setting Priorities – Example Rating Matrix
- No. 3: Target Determination and Concretion – SMART-Criteria
- No. 4: Planning of Quality Development Activities
- No. 5: Exemplary Approach to Supportive and Impeding Influencing Factors
- No. 6: Description of Objectives and Activities

QDF Phase 3 – Tip No. 1:

Setting Priorities

The recording and analysis of the current situation using the checklists (QDF phase 2) provided a comprehensive overview of how the organisation has developed in relation to the BeQu Quality Standards. This step served to uncover strengths and potentials, to evaluate the relevance of the quality standards and their criteria and indicators for the organisation and, last but not least, to identify opportunities for improvement.

In QDF phase 3, the results of these reviews serve as a basis

- for setting priorities, to which quality standards an improvement of the actual condition is aimed at, and on that basis
- to formulate goals (desired target states) (see Tip: Target determination and - concretisation) from which concrete
- Quality activities (steps) can be planned to achieve the objectives (see Tip: Planning of quality development activities).

Function of prioritization

Since no organisation can change everything at the same time, setting priorities helps to limit the variety of topics identified in the results of the as-is analysis and to relieve the organisation in terms of reducing the complexity of possible actions. In addition, the prioritization is about a justifiable way of deciding which quality standards will be taken into the focus of quality development projects first and which at a later point in time. This well-founded selection also supports the communication and legitimization of the chosen quality standards, e.g. towards indirectly involved members of the organisation.

Prioritization procedure

The starting point for the selection is the results of the inventory in the tool "Checklists".

The first step is to create a suitable basis for decision-making, i.e. to compile an overview of the results (e.g. list or Metaplan board).

Depending on the results, this overview can contain those quality standards that were evaluated with the highest need for action, or those with the highest need for action for which initial ideas have already been recorded in the comment fields, or those quality standards that were evaluated with the highest need for action and the highest relevance at the same time.

A further possibility to create the results overview and to create the basis for prioritisation is the identification of fields of action relevant to quality for the organisation, which, for example, combine several quality standards and, from the point of view of the organisation, are, so to speak, behind the quality standards. For example, the topic of "better customer orientation" or "clearly described guidance services" could be identified in relation to a high need for action at T1 and P1. Such an identification of fields of action on the basis of quality standards can best be done in the discussion in the team.

If the **overview of the quality standards** or the discussion of fields of action **show clear need for action** on which consensus exists, a **decision can possibly already be made at this stage** as to which quality standards or which overarching fields of action should be improved.

If it is **difficult to make a decision**, it is helpful in a next step to formulate **decision questions** and criteria that support the final evaluation and selection. These can be guiding questions:

- For which quality standard / field of action is improvement **most important**?
- For which quality standard / field of action is improvement **most urgent**?
- Which quality standard / which field of action can be improved **most effectively**?
- Which quality standard / which field of action is **easiest to improve**?

It should be noted that each of these questions can lead to a different evaluation result or to a different ranking. For example, improvement activities for quality standards that affect "external communication" can bring the most effective changes, but not the most urgent ones. Quality standards related to the guidance process may be the most important improvement needs, but they are not the easiest to optimise.

In addition to the decision questions mentioned above, **further methods** can be used to help determine the most important need for action for the organisation, e.g. to structure group discussions or to visualize assessments.

In order to **safeguard the result of the prioritisation**, which forms the basis for the formulation of objectives (see Tip: Target determination and concretisation) and the planning of activities (see Tip: Planning quality development activities), the selected quality standard(s) or the identified field of action (and the associated quality standards) can be included in the tool "Description of objectives and Activities" in the first column "Setting priorities".

QDF Phase 3 – Tools 1 and 2: Exemplary Methods for Prioritisation

When selecting the most important quality standard(s) / field(s) of action for the organisation for which improvement activities are to be carried out, methods can be helpful which promote and visualise the exchange of individual focal points of the organisation members involved.

1. Point queries:

This method is well suited for structuring group discussions and preparing team decisions. A positive aspect is that the participants can give their assessment without an exclusive "either-or assessment".

- Material: Flipchart or pinboard and posters with Metaplan cards, glue dots or pens are required.
 - Realisation: All quality standards / fields of action from the overview of the results of the inventory are recorded on a flipchart or pinboard, and a clear question is formulated and visualised (e.g. one of the decision questions from the tip: Setting priorities).
- With a **single point query**, all participants have one (adhesive) point at their disposal. This point is glued or painted by all (if possible, simultaneously) to the quality standard/field of action, which they assess with the highest priority in relation to the formulated decision question.
- In a **multipoint query**, the participants do not have to commit themselves to one quality standard or field of action. Everyone receives half as many (adhesive) points as quality standards / fields of action are available and can "hierarchically score points", i.e. decide which quality standard / field of action they attach the highest, second highest, third highest priority to in relation to the formulated decision question. It is also possible to score two quality standards / fields of action with the same priority. A maximum of two (or three) points may be glued/painted per quality standard / field of action. Then the points are counted and the ranking is determined.

For **evaluation and final determination**, questions can be discussed about the individual motivations for individual points, about satisfaction with the result, about the advantages and disadvantages of the voting result or about the further procedure (e.g. a necessary fine tuning or the transition to the formulation of objectives).

2. Rating Matrix:

This method can be used by both individuals and groups to compare multiple questions and their associated assessments. Again, a positive effect is that it is not an exclusion procedure, but the participants can give a differentiated evaluation, the result of which can be used for decision making.

- Material: Flipchart or pinboard and posters with Metaplan cards and pens are required.
- Implementation: As an introduction, decision criteria are formulated for which the evaluation is to take place (e.g. based on the decision questions from the tip "Setting priorities"). The evaluation matrix is then created as a chart. The decision criteria are transferred horizontally as column headings. The number of columns depends on the

number of criteria to be voted on - plus one column to display the results. The quality standards / fields of action from the overview of the results of the inventory are entered vertically in each row.

All participants tick the criteria they agree with. It makes sense to specify how votes are to be cast. For example, whether each participant can cast one vote for each quality standard / field of action and criterion, or whether as many freely distributable votes are available for each quality standard / field of action as there are voting criteria. The last column in the table serves to count the answers and leads to a ranking order, which is the basis for the decision (prioritisation). For evaluation purposes, the questions mentioned in the point queries can also be discussed here at the end.

Example Rating Matrix:

<i>I regard the improvement of this Quality Standard / this action field as...</i>	<i>...important</i>	<i>...effective</i>	<i>...easily done</i>	<i>...</i>	<i>Result / Overall Score</i>
(standard / action field A)	xx	x	x		4
(standard / action field B)	x	xxx	xx		6
(standard / action field C)	x	xx			3
...

QDF Phase 3 – Tip 3: Target Determination and Concretion

After a selection (see tip: "Setting priorities") has been made from the results of the analysis of the current state (tool "checklist"), to which quality standard/s/field(s) of action quality development activities are to be implemented, it is now a matter of concretising objectives in a way that planning, control and review of the results can be built on them. It is important to formulate goals as achievable, positive future states which are considered desirable by all (involved) members of the organisation. Thus, it is possible to initiate the first steps towards quality development already at the stage of goal concretisation – so that the views, attitudes and (re-)evaluations of the participants change as a result of jointly supported goals.

1. Function of target determination and concretion

First of all, target setting includes the definition of overall solutions for the identified need for improvement (key objectives).

- *Answers are developed to the question "What should be achieved?"*

Secondly, the target definition includes the differentiation and description of the solution. (subgoals).

- *The answer to this question is: "How does the key objective become concrete?"*

Thirdly, measurable/provable results are to be defined for the objective(s) (result goals). These follow the question:

- *How can it be seen that the objective has been achieved?"*

This also involves the definition of criteria that will serve the evaluation of success later. The following applies to all three of the above questions (target levels): The answer formulates the desired states and results (WHAT), not the path (HOW) to them. This leaves all options open for the planning of activities in a subsequent step (see Tip: Planning of quality development activities).

Clearly defined Targets

- *offer orientation to all participants in the course of the quality development process.*
- *promote the motivation of all participants to participate in quality activities and to support the achievement of objectives.*
- *form the basic framework for structuring the quality activities and support the planning and control of the individual steps.*
- *allow interim results to be checked during the implementation of quality activities in order to adjust the steps to achieve the objectives if necessary (QDF phase 4).*
- *help to carry out a systematic evaluation of the quality activities implemented (QDF phase 5).*

2. Target Levels

In the following, the above-mentioned questions will be addressed and a distinction will be made between three target levels, which refer to procedures as discussed in the literature on project management. A concretisation of the objectives through these three levels makes it possible to plan concrete action steps (quality development activities) for the selected or prioritised quality standards/fields of action/s. The results of the concretisation are to be recorded in the columns of the tool “Description of objectives and activities”, which is to be understood as a compact, clear summary of the goals for the further work and represents a component of the documentation of the entire quality development process.

Key objectives: Describe a desired final state of the intended change. The benefits of the targeted quality development become clear through key objectives. They are derived from the priorities set for quality development. At the same time, the key objectives should match the values underlying the organisation (a key objective for quality development fits in with our self-image, our long-term strategy, etc.). The key objectives are listed in column 3 of the tool “Description of objectives and activities”.

Subgoals: Specify the key objectives and make a quality development project more tangible, i.e. sub-goals give clear orientation for the later planning of the project (how can these sub-goals be achieved?). Together, several sub-goals describe a key objective. In addition, they provide the target for the next lower level of objectives: the result targets (see column 4 Tool: Description of objectives and activities).

Result targets: Describe a clearly achieved status and specify the sub-goals as measurable and verifiable results. They are fully operationalised. Result targets clarify how the key objective was achieved during and after the implementation of the quality development activities (see column 5 Tool: Description of objectives and activities). The "SMART" criteria are suitable for the development of results targets.

SMART-Criteria

*For the definition of result targets the so-called SMART criteria offer orientation: Targets should be **S**pecific, **M**easurable, **A**cceptable, **R**ealistic and **T**imed.*

The "smart" formulated result targets serve as orientation for the implementation of the quality activities in phase 4 of the QDF in order to document and control the achievement of objectives. In phase 5 of the QDF, the result targets provide a basis for evaluating the results and serve as success criteria for a differentiated assessment.

QDF Phase 3 – Tool 3

Target Determination and Concretion – SMART-Criteria

No. / Result Target	Setting priorities: To which Standards / fields of action do we refer?	Key Objectives: What do we want to achieve?	Sub goals: How is the key objective made concrete?	Result targets (success criteria): How will we recognize that we have achieved our objective?	Activities: How, in what way and when will we achieve our objective? (see Tool "Implementation plan" for details)
1				
2				
3	...				
4				
N				

Procedure for the definition and concretion of objectives

The path of goal finding can be designed differently and should fit the culture - the customs - of the organisation. In principle, care should be taken to ensure that different opinions and ideas are taken into account. A consensus-oriented and transparent procedure promotes the identification of the organisation members with the goals and supports the commitment to participate in the achievement of the goals.

The formulation of objectives can be designed spontaneously and intuitively. In a first step, based on the set priorities, all ideas regarding the target state of the selected quality standard / field(s) of action are collected without restriction, using creative methods (e.g. brainstorming, flashlight, card survey, make-a-wish-stories).

The ideas can then be arranged and discussed with regard to their significance, reachability, degree of consensus, etc. In a next step, the (selected) ideas are structured as key objectives, sub goals and result targets and added to if necessary. The formulation or compiling of ideas can support the concretisation of objectives.

In a systematic approach, a key objective is likewise defined right from the start on the basis of the priorities set. Subsequently, sub-goals and result targets are derived step by step from this key objective. Methods such as Mind-maps or Metaplan techniques or Clustering can be used to visualise and secure results. In practice, a combination of intuitive and systematic procedures has often proven successful. Frequently, ideas for activities (measures, projects) already arise in the course of target setting; these can be collected as a valuable resource and taken up in the later planning of quality development activities and their suitability for target achievement can be checked.

As a conclusion of the target definition, the logic of the target levels should be checked, before the results of the target specification are transferred to the tool “Description of Objectives and Activities”. This means controlling whether the sub-goals and result targets contradict each other and/or overlap and are compatible with the key objective. It is a challenge to understand the clarification of objectives not as a one-off task in the initiation of quality development, but rather as a dynamic process that can be characterized by repetition, review, adaptation over time: Goals may have to be adjusted due to changes in the framework conditions, or originally smaller goals may have to be translated into more comprehensive and far-reaching goals due to initial successes.

All in all, the concretisation of objectives is an important step in quality development, which should be given sufficient attention. The challenge lies in creating an appropriate relationship between the time required to formulate the objective, the subsequent planning and the implementation of the quality development activities (see Tip: Planning of Quality Development Activities).

QDF Phase 3 – Tip and Tool 4

Planning of Quality Development Activities

Based on the formulation of objectives, in which the desired improvement(s) ("What is to be achieved") and results ("How can it be recognised that the objective has been achieved") were concretised (cf. Tip "Target determination and concretisation"), the planning of quality development activities is carried out in line with the following question:

- *"How - by what means - should the objective be achieved?"*

This includes the search for and determination of suitable activities to achieve the objective as well as the planning of the time schedule and the calculation of the human and financial resources required for the implementation.

Function of planning the activities

Even though *planning* takes "random incidents" during the implementation *of* quality development activities into account only to a certain extent and cannot contain all the necessary implementation details from the beginning, it has central functions in the design of quality development:

- *Structured planning makes it possible to subdivide (complex) objectives into activities with manageable (partial) tasks and work packages and to assess which resources are necessary for these.*
- *Detailed planning makes it possible to check the activities during implementation and make corrections if necessary, but also to assess interim results and partial successes.*
- *A good planning in connection with the documentation of results clarifies the achievements of the quality development both within and outside the organisation.*
- *Transparent planning creates security for the members of the organisation involved and affected with regard to the forthcoming changes on the path to quality development.*

In most cases, quality development activities do not represent a standardized procedure. Therefore, planning methods and effort should be adequate to the project - the size and scope of the objective - and should be adapted to the organisational conditions or correspond to them.

In planning, it is helpful - considering project management methods - to separate the planning of content from the planning of time, which also includes financial and staff planning.

1) Planning of content

- „What are the tasks?“
- Selection and systematisation of suitable activities for the achievement of objectives

Content planning is the most central planning element that structures the quality activities. The aim is to gain an overview of what needs to be done in order to achieve the objective and decide which activities are suitable for the organisation. It may be necessary to make a selection, for example if the objective can be achieved in different ways or if no consensus can be reached among the participants on individual possible activities.

It is recommendable to structure this into (partial) tasks and work packages. Subtasks describe comprehensive project parts or project phases, which again are subdivided by work packages (concrete processes, closed tasks in the sense of "mini-projects"). If it is difficult to describe superordinate (partial) tasks, the content planning of the quality project can also be carried out on the work package level.

Such a systematisation firstly clarifies the relationship between the individual components of the content planning and provides information on interfaces that are important for the implementation of the quality development activity, for example other departments or colleagues. Secondly, it represents the basis for the subsequent resource planning - the time schedule, staff capacities and budgeting.

In terms of methodology, content planning, similar to goal concretisation, can be shaped both by a more structured approach and by a more intuitive approach (cf. Tip "Target determination and concretising"). It is possible to systematically plan the details starting from the overall project (key objective). First, the (partial) tasks of the quality development activity are determined and then the associated work packages are defined and differentiated. Another possible way is to start from the detail: At first a multitude of possible activities is collected, in a next step the suitable ones for the achievement of the objectives are selected and afterwards bundled in (sub-)tasks and work packages. In both approaches, it has proved successful to record the result graphically, for example in a tree diagram, in which cross-connections and dependencies of individual (sub-)tasks and work packages can be well illustrated.

2) Planning time

- „Which (partial) tasks / work packages build upon the other, which run parallel?“
- Fixing roles and responsibilities
- Calculating costs

The planning of the time schedule, the definition of responsibilities as well as the estimation of the financial expenditure add to the content planning and support the efficient implementation and control of the quality development activities in QDF phase 4.

First, by determining a reasonable and logical sequence of the (partial) tasks and work packages, an overview is set which aspects are temporally related to each other during the implementation of the quality activity. This also supports the definition of milestones at which central tasks have to be completed or difficult decisions made in order to be able to check intermediate results and make corrections in the process if necessary. On the basis of this rather rough schedule, more detailed planning of the time, staff and financial resources takes place: How long will the implementation of

individual activities take, how many and which people will be involved and what costs will be incurred.

A helpful alternative to the classical time calculation from the beginning to the estimated end time of a quality development activity can be the reverse way: a backward calculation. This means that the last activity (or work package) is defined backwards from the project end date first, then the penultimate, and so on. This procedure supports the development of realistic and feasible activities already during the creation of the plan. A bar diagram with milestones and connection symbols between activities that are related to each other in terms of time, for example, provides a comprehensive overview of the course of the quality development activity.

At the end of the content and time planning, a **review of the usefulness, completeness and feasibility** should take place:

- *Are the tasks/work packages of the quality development activity suitable to achieve the set objective?*
- *Are there gaps in the plans that need to be filled?*
- *Do individual activities contradict each other in terms of time or content?*
- *Do the individual tasks and work packages comprehensively reflect the quality development activity?*
- *Is the calculation of time, costs and staff plausible and consistent with the available resources?*

In addition, it is recommended that the review should take into account supportive and impeding internal and external influences. These include, for example, the attitudes and assessments of superior managers, colleagues and departments not directly involved in the quality development activity, or the legal framework and cooperation partners.

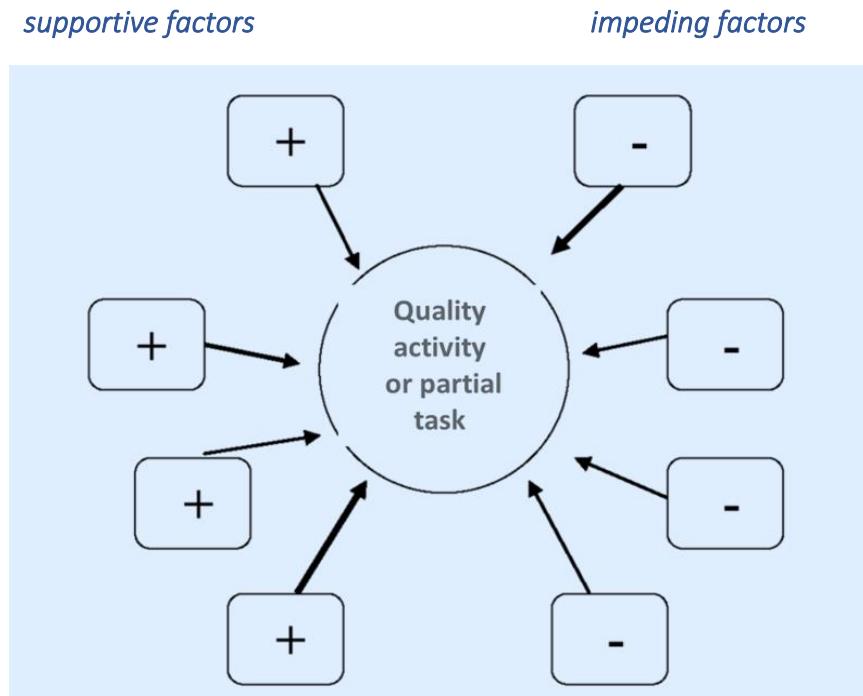
Supportive and impeding influencing factors:

When structuring the content and scheduling of the quality development project, it is recommendable to examine the partial tasks or work packages with regard to the conditions that are expected to promote or hinder the implementation of the quality development activities. Including the considerations about the influencing factors into the planning, favours a realistic planning and a smooth operational flow.

QDF Phase 3 Tool 5:

Exemplary approach to Supportive and Impeding Influencing Factors

Influencing factors may come from the content, financial, motivational level or from individuals resp. their attitudes or opinions.



Progression steps:

- Fill in the quality development activity or a partial task/work package in the centre.
- Collect – at first individually - important influencing variables (on moderation cards).
- These influencing factors are classified by symbols (e.g. + or -) (or by different colours of the maps) with regard to their positive (=potential/resources) or negative (=risks) quality.
- Group the influencing factors which have been collected!
- Strength of influence (supportive or impeding) can be marked by thickness of the arrows

Evaluation questions:

- If you look at the whole picture: What is the ratio of beneficial to impeding influences on the implementation? Consider the strength of the factors!
- Are there similarities between the beneficial and the impeding influencing factors (e.g. person-related influencing factors on the positive side, financial influencing factors on the negative side)?
- (How) Can the positive influencing factors be specifically used or strengthened?
- (How) Can the negative influencing factors be reduced?
- Can variables be identified, within the impeding factors, which cannot be influenced or controlled and which may endanger the implementation or achievement of objectives?

QDF Phase 3 – Tool 6

Description of Objectives and Activities

Key objective:

Sub goal: How is the key objective concretised?

Result targets (success criteria): How and when will we recognize that we have achieved our objective?

Activities: How, by what means and when will we achieve our objective? (see Tool „Implementation Plan“ for details)

Summary



QDF-Phase 4:

Implementation of Quality Development Activities

OVERVIEW

OBJECTIVE of the phase

- Systematic implementation of the planned quality development activities

WHICH STEPS are necessary?

1. Determination and specification of the developed objectives and the corresponding quality development activities
2. Decision on begin, end and responsibilities for the quality development activities
3. Documentation and control of intermediate results in order to be able to intervene if necessary

Phase 4 of the QDF includes the targeted implementation of the planned quality development activities in steps that are appropriate for the organisation, whereby the implementation of the projects should be flexible and above all should take place with the active participation of the relevant members of the organisation. Project management methods can be used for the realisation of quality development activities, which structure the procedure and thus provide security and clarity as well as consider resources and results.

Depending on the scope and structure of the selected quality development activity, the organisation documents and controls interim results during this phase (e.g. with regard to the milestones defined in phase 3).

On this basis, the plan can be modified or the projects can be adapted if necessary. A regular exchange about the status and feasibility of the implementation can be helpful.

QDF Phase 4 – Tool 1

Template for an Implementation and Monitoring Plan

Nr.	Category of Quality Standard/ Project name of the quality development activity	Responsibility	Beginning	End	Current Status	Progress	Last Update
1.	Transversal, client-centered Quality Standard						
2.	Guidance Process-Related Quality Standard						
3.	Quality Standard on Practitioner Competence and Professionalism						
4.	Organisational Quality Standard						
5.	Quality Standards referring to Societal Context and Objectives						

QDF-Phase 5: Documentation and Assessment of the effects of the quality development measures

OVERVIEW

OBJECTIVE of this phase

- Documentation and evaluation of the results

WHICH STEPS are necessary?

1. Recording of the results of the quality development activities carried out in relation to the relevant quality standards
2. Systematic evaluation of the achievement of the objectives on the basis of the criteria set out in phase 3
3. Transparent communication and discussion of the results reworked

In this phase, the results of the quality development activities are processed.

Depending on the quality activity carried out, appropriate forms are chosen (e.g. reporting, presentations or updating checklists). The *reworked results* of the quality development activities should be accessible to all employees as far as possible in order to inform those who are not directly involved.

For *evaluation* purposes, the results are compared with the target achievement criteria defined in phase 3. The aim of the evaluation is to make the actual *results* of the quality development activities visible and, building on this, to identify well-founded decisions for further work as well as to uncover weaknesses.

An important step in this phase is also the *transparent communication* of the results to the outside world. This can be done in different ways, e.g. by publishing quality reports or by presenting quality activities and results on the organisation's homepage. Thus, the discussion and further development of the quality activities and results can be made visible for all actors – clients, superior authorities, other guidance providers, cooperation partners. A discussion of the results within this framework also contributes to classifying these results and making them transparent.

QDF Phase 5 – Tip 1

Recording and Processing of Results

In the course of the quality development activities (see QDF phase 4) their results have already been documented in parts. These results are taken up again in phase 5. Where appropriate, the recording is supplemented. The documentation and rework of the results are the basis for their evaluation (cf. QDF Tip: Evaluation of the Results of the Quality Activities). In addition, at the end of Phase 5, the results are presented in such a way that successes can be made visible both internally and externally.

1. Functions of the recording

Regardless of form and details, the collection and processing of documented results supports

- the securing of results and legitimation of your work,
- the presentation of a new current status in the checklist (see QDF Phase 2),
- securing knowledge and gathering experience as a resource that can be used in future quality projects (see QDF Phase 6),
- the communication of the results to those not directly involved within the organisation, as well as in the presentation of the results to the outside world.

2. Forms of recording and preparing the results

For the further work with the QDF, the result - as a new actual status - should generally be recorded in the checklist with reference to those quality standards and indicators to which the quality activities referred. For this purpose, it is not necessary to revise the entire checklist, but only those quality standards and indicators on which the results have a direct or indirect effect.

The way the results are recorded and processed beyond this can be varied and should be oriented to the practices of the organisation and the type of quality activity.

The minimum form is the preparation of the "as is" documentation, using the results as contained in the instruments for the planning and implementation of the quality activities. For example, the results can be recorded as the current status - "as is" - on the basis of updated time and milestone plans and documented interim results from the review of the project progress.

Furthermore, an already existing reporting system (e.g. annual report) or the organisation's website can serve as possible forms for the presenting of the results. In addition, presentation slides, minutes of meetings or workshop documentations of the events at which (internally or externally) results were presented and discussed, can be used for recording.

For more comprehensive quality development activities or for the systematic preparation of a certain number of activities over the course of time, the creation of a quality development chronicle is a good idea. It is recommended to develop a standardised structure, e.g. a form or a kind of diary or logbook. The following elements can be part of it: title of the quality activity, objective pursued with the activity, duration, individuals responsible and involved, resources used, method of operation/methodology during implementation, milestones, results, evaluation of results, open points/work packages, summary. Such a systematisation can also support the preparation of a final report, a more time-consuming form of documentation.

QDF Phase 5 – Tip 2

Evaluation of the Results of the Quality Development Activities

After the implementation phase of the quality development activities in QDF phase 4 has been completed, the next step in QDF phase 5 is to process the activity in an appropriate form (see QDF Tip Recording and processing of the results) and to evaluate the actual result of the quality development activity.

1. Function of the evaluation

The evaluation of the results leads to the conclusion of quality development activities (see phase 4). This is also important if you have the impression that not all steps have been taken in order to successfully achieve the objectives, or that the evaluation of what has been achieved has been neglected by concentration on other quality development activities that have been started at the same time. By this means it is possible to gain clarity about what has been achieved. (Partial) successes can be appreciated and well-founded decisions can be made on how to stabilise positive changes. The evaluation of the actual results also supports the reflection of the entire QDF process in the next step - the QER phase 6 - and the considerations on transfer possibilities of the achievements into the organization for the future quality development work (see QDF phase 6: QDF tip Learning Results).

2. Implementation of the evaluation

The evaluation of quality development activities focuses both on the actual results and on the way in which quality development activities have been structured. In the QDF, the "success criteria" (QDF Phase 3, Tool "Description of Objectives and Activities") form the basis for assessing how successful a quality development activity has been. The more concrete these criteria have been described in QDF Phase 3, the easier it is to assess the achievement of the objectives. The following questions allow a differentiated assessment of the results of the quality development activities (see QDF-Tool "Evaluation of the target achievement"):

➤ *To what extent have the objectives been achieved?*

This assessment refers to the relationship between the objective pursued and the result actually achieved (effectiveness).

➤ *How well was implementation designed to achieve the objectives?*

This assessment refers to the relationship between the effort made and the result (efficiency). Here both "hard factors" such as the use of time or financial resources and "soft factors" such as the design of cooperation or the handling of demotivation should be taken into account.

It is important to evaluate partial objectives (milestones), especially in extensive quality development activities, in order to make partial successes visible and to identify any further need for action. It is not always possible to review all the objectives directly after the activity has been completed. For example, the objective "embedding a mission statement" can be subdivided into "holding 2 workshops on participatory development", "publication on the website", "posting in the consulting rooms", "presentation in our network", "supported by all employees and is a living component of our organisation" and can be assessed as achieved to varying degrees. The latter sub goal can only be

assessed after a certain period of time on the basis of the implementation of further activities (closed meeting, team day on values and goals).

It should be observed that the evaluation within the organisation can be diverse and that a constructive handling of the different views on the result should be found. For the above mentioned example "embedding a mission statement" some employees may evaluate the result positively despite a high time effort in the implementation or a possible delay, because they profit from it in their daily work, whereas other employees or the management level evaluate the achievement less positively, because the resources spent are considered disproportionate.

Another component of the assessment should be to look at unintended outcomes. Any kind of intervention or change is a dynamic development process, which does not take place "in a vacuum", but in relation to internal and external conditions. For example, the joint development of a mission statement can change the organisation's communication culture, or the feedback from the network to the mission statement published can lead to the conclusion that the description of the offer should be specified more precisely for the particular target groups.

3. Guide to the QDF-Tool Assessment of Target Achievement"

The QDF Tool "Assessment of Target Achievement" serves to evaluate the success of your quality development activities with regard to effectiveness (degree of achievement of objectives) and efficiency (path to achievement of objectives).

- The assessment of **effectiveness** means an assessment of the **relationship between the desired goal and what has actually been achieved** and serves to answer the question "To what extent have we achieved our goal?"
- The evaluation of the **efficiency** refers to **the way of implementation** and thus to the ratio of the expenditure incurred (e.g. use of time or financial resources) to the result of your quality activities and provides information on the question "How well have we designed the implementation to achieve the objectives?"

The success criteria defined in the QDF tool "Description of Objectives and Activities" (see QDF Phase 3) form the basis of your evaluation of the achievement of objectives ("How will we know when that we have achieved our objective(s)?"). These success criteria can be transferred to the fields provided in the tool and used as evaluation criteria. It may be helpful to differentiate or merge the success criteria from QDF Phase 3 for the evaluation - depending on how concrete or vague they have been described.

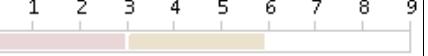
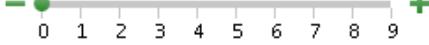
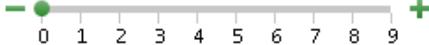
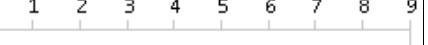
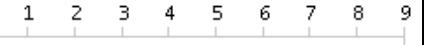
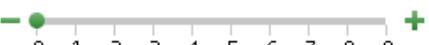
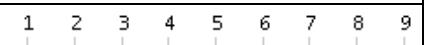
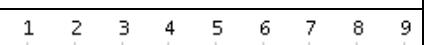
On the *scale from 0 (not at all) to 9 (excellent)*, success can be assessed on the basis of the following two questions:

- *To what extent has the target been achieved?*
- *How well has the implementation been designed to achieve the target?*

The evaluation matrix given in this tool is also suitable for the use in teams. For example, the evaluation can be carried out in a discursive process within the framework of a team meeting, or each team member first carries out an individual evaluation, which is then discussed in the team.

QDF Phase 5-Tool 1:

Evaluation of the Target Achievement

Evaluation Criteria	To what extent has the target been achieved?	How well has the implementation been designed to achieve the target?
1.		
2.		
3.		
4.		
5.		
		
		
		

QDF-Phase 6: Analysis and Evaluation of the New Status on the Basis of the Standards (Assurance of Sustainability and Transfer)

OVERVIEW

OBJECTIVE of this phase:

- Sustainable safeguarding of quality development experiences for future work in the organisation
- Strengthening the organisation's ability to change

WHICH STEPS are necessary?

1. Designing a reflection process for the members of the organisation involved and for the quality group/quality officer(s)
2. Working out learning and development results from the previous process and their transfer possibilities for the future cooperation
3. Adequate completion of the QDF cycle of action and appreciation (celebration) of the achievements
4. Decision on how the quality development process should be continued

In phase 6 of the QDF, the quality group, the quality officer and/or the employees of the organisation reflect and document their *individual and shared learning experiences* based on the activities of the previous phases. For this, appropriate forms should be chosen, such as individual reflection on the basis of guiding questions and joint development and discussion of factors that have contributed to change.

In order to safeguard the transfer of experience, it is necessary to look at how the goals have been achieved and which new paths the organisation has taken to achieve them, which changes in the culture of cooperation have possibly resulted and which of these changes should be used fruitfully for the future. The reflection of the process, of helpful and important factors or events in the course of the past change processes and of the learning and development results ("Which of these will help in the future to advance the organization and our guidance offers?") make a (new) positioning possible.

It is also important that the previous process is brought to a temporary end and that the work done and the successes are recognised and appreciated accordingly, e.g. through a celebration.

Within this phase, it is also necessary to make a conscious decision for the continuation of quality development.

QDF Phase 6 Tip 1

Guide to the Tool “Learning outcomes from the quality development process”

1. Reflection on learning outcomes

Quality development processes are always learning processes that aim to extend the achieved change beyond the first concrete realisation. The changes achieved must be secured and, in addition, the transfer of experience should come into focus. In order to secure the transfer, the focus in phase 5 was on looking at what had actually been achieved (results). Now the focus is on *how* the objectives were achieved and which new paths the organisation has taken to achieve them, which changes have resulted in the culture of cooperation and which of these changes should be used fruitfully for the future (process). These questions about helpful factors for the achievement of objectives or which transfer possibilities are available for success help to initiate this transfer

2. Tasks and goals for the reflection of learning outcomes

The central task for this phase is the design of a **reflection process** for the employees involved and the entire team or organisational members as a group. The **QDF-Tool “Learning Outcomes”** may support this reflection. The central goal of the reflection is to achieve a positioning through a review of the achieved process, the change and the learning and development results. This involves results that can be generalised for future work (Second Order Learning). Learning in the organisation is e.g. reflected by changed language and communication patterns. Other references to organisational learning are changed routines, procedures, rules, etc.

It is recommended that *reflection* is made possible both individually by the employees involved and as *reflection in the quality group or group of employees* involved. This could be done at a final workshop for which all invited employees prepare themselves with the help of content and goal related reflection questions with the QDF tool “Learning Outcomes”. Major topics could be:

- Working out the learning and development results from the previous process and their **transfer possibilities** for future cooperation
- **Sustainable safeguarding** of quality development experiences for future work in the organisation
- Strengthening of the **organization's ability to change** and decision to continue quality development

In addition to these content-related dimensions, it can be helpful to consider the **aspects of action, thinking and emotions**. With regard to learning success and assessment of the continuation of quality development, both *short-term and long-term or continuous aspects* should play a role. In addition, small, seemingly less significant changes and effects that were not intended should also be considered.

A further goal is to **regain or maintain greater security and stability after a phase of change**. This can be supported by reassurance about the situation and **recognition and celebration (!) of the successes achieved**. This also includes the internal and external communication of the successfully completed quality development process and its results.

A third goal of the phase is to **look at the future**. On the basis of previous experiences and the recognition of new abilities (of the individual, the quality group, the organisation) the continuation of the quality development, its pace and priorities should be assessed.

QDF Phase 6 Tool 1

Outcomes from the Quality Development Process

The following questions could first be dealt with by the individual participants (managers, employees, the quality officer or quality group) and then discussed and brought together as a joint product. The results of this reflection can, of course, first be secured individually and in groups using various methods. Following a more open reflection phase along the questions (see above Tip 1), the tool can be used to secure central aspects for further work.

1. How and by what means have changes been achieved in the past process? Which paths were particularly helpful?

2. Which supportive or impeding influencing factors were important for the change process?

3. How did the organisational development process affect the *activities* in the organisation (e.g. cooperation, communication)?

4. How did the process affect the *knowledge* about the design of the organisation and the guidance offers (e.g. are there individual events, results or newly developed routines that express such an increase in knowledge, have the attitudes of the employees changed)?

5. How did the process have an effect on the *emotional* aspects in the organisation (e.g. mood, atmosphere)?

6. Are there any changes that are not recognizable at first glance or that were not intended?

7. Can consequences for the future work on the quality of the organisation and the offers be derived from these experiences?

8. Are there any ideas or considerations as to how the changes achieved could be transferred to other topics?

9. Can concrete topics already be named that are to be worked on next?

List of 'Tips and Tools'

Phase	Tips	Page	Tools	Page
1: (Self-) Commitment	1: Getting started with the QDF 2: Organisation of the co-operation	13 14	1: Check-up for the entry into the quality development process 2: Resources and Expectations	16 17/18
2: Status-quo analysis	1: Checklist for status-quo analysis – guide to the checklist	20	1: Checklist for status-quo analysis	22-24
3: Definition of development objectives/planning of activities	1: Setting Priorities – Exemplary Methods for Prioritization 2: Setting Priorities – Example Rating Matrix 3: Target Determination and Concretion – SMART-Criteria 4: Planning of Quality Development Activities 5: Exemplary Approach to Supportive and Impeding Influencing Factors 6: Description of Objectives and Activities	27/28 31-34 35-37	1 & 2: Tool Exemplary Methods of prioritization 2: Rating Matrix 3: Tool SMART-Criteria 5: Tool Supportive and impeding factors 6: Tool Objectives and Activities	29 30 33 38 39
4: Implementation			1: Template for Implementation and Monitoring Plan	41
5: Documentation & assessment of effects	1: Recording and processing of results 2: Evaluation of results	43 44/45	1: Evaluation target achievement	46
6: Analysis/ Evaluation of new status/ transfer & sustainability	1: Learning outcomes from quality development process 2: guide to the tool "learning outcomes"	48 49	1: Outcomes from the quality development process	50

References and Resources

Vanessa Dodd, Erik Hagaseth Haug, Tristram Hooley and Siobhan Neary (2019): "Quality Assurance Standards. A synthesis of quality standards across partner countries", Derby 2019 (<http://guidancequality.eu/o1-analytical-paper-on-quality-assurance-practices-in-career-guidance/>)

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

NCGE (2017). A Whole School Guidance Framework. Retrieved from: <https://www.ncge.ie/school-guidance-handbook/ncge-whole-school-guidance-framework>

nfb (2014): Nationales Forum Beratung in Bildung, Beruf und Beschäftigung/ Forschungsgruppe Beratungsqualität am IBW der Universität Heidelberg: „Professionell beraten mit dem BeQu-Konzept – Qualitätsstandards, Kompetenzprofil, Qualitätsentwicklungsrahmen“, Berlin/Heidelberg 2014; (<https://www.forum-beratung.de/cms/upload/BQ/BeQu-Konzept.pdf>)

nfb (2014): Nationales Forum Beratung in Bildung, Beruf und Beschäftigung/ Forschungsgruppe Beratungsqualität am IBW der Universität Heidelberg; QER-Handbuch (unveröffentlicht)

English Versions:

nfb, The BeQu Concept for Quality Development in Career Guidance and Counselling: The BeQu Quality Standards and Competence Profile (2014/2016): https://www.forum-beratung.de/projekt_bq/upload/BeQu_EN_2016-12-15.pdf;

and:

nfb, The BeQu Concept for Quality Development in Career Guidance and Counselling: The BeQu Quality Development Framework (QDF) – QDF Manual, Berlin/Heidelberg 2014/2019 (unpublished manual)

Schiessmann, Christiane/ Thiel, Heinz-Ulrich (2011): Organisationsentwicklung. Prinzipien und Strategien von Veränderungsprozessen. 3., durchgesehene Auflage, Wiesbaden: VS Verlag für Sozialwissenschaft, S. 178

Schiessmann, Christiane/Peter Weber (Ed.) (2013), Beratung in Bildung, Beruf und Beschäftigung. Eckpunkte und Erprobung eines integrierten Qualitätskonzepts. W. Bertelsmann Verlag, Bielefeld

Schober, Karen (2019): Designing a Quality Development Framework for Organizations Providing Career Guidance (QDF). ERASMUS+ Project Qual-IM-G, Intellectual Output IO4 (<http://guidancequality.eu/project-outputs/>)

Sultana, Ronald. (2018). Enhancing the quality of career guidance in secondary schools - A Handbook. MyFuture, Erasmus + project output. Retrieved from: <https://myfutureproject.eu/resources/>.

Imprint

The publication of partly unpublished material from the BeQu QDF-Manual happens with permission of the National Guidance Forum, Germany. Reproduction of contents is authorized provided the source is acknowledged.

*© Nationales Forum Beratung in Bildung, Beruf und Beschäftigung e.V. (nfb)
www.forum-beratung.de ; info@forum-beratung.de*



Združenie pre kariérové poradenstvo a rozvoj kariéry



SPOLUPRÁCOU PRE LEPŠIU BUDÚCOSTЬ
VEĽKÝ MEDER
TEAMWORK FOR A BETTER FUTURE



SDRUŽENÍ PRO
KARIÉROVÉ PORADENSTVÍ A
KARIÉROVÝ ROZVOJ



This document was published in 2019 by the partners of the QUAL-IM-G project:

- **Association for Career Guidance and Career Development (ZKPRK)**, Slovakia – association of career professionals and service providers in Slovakia (www.rozvojkariery.sk)
- **BKS Úspech**, Slovakia – career guidance and training provider, ISO certification expert (www.bksuspech.sk)
- **Teamwork for a better future**, Slovakia – non-profit association (www.ozbuducnost.sk)
- **NOLOC**, Netherland - Dutch association for career professionals (www.noloc.nl)
- **German National Guidance Forum in Education, Career and Employment (nfb)**, Germany – coordinator of the national QA system for guidance (www.forum-beratung.de)
- **International Centre for Guidance Studies (iCeGS)**, England - applied research centre specialising in career development and employability (www.derby.ac.uk/research/icegs)
- **ABIF**, Austria - independent social science research and consulting institute (www.abif.at)
- **Association for Career Guidance and Career Development (SKPKR)**, Czech Republic – association of career professionals in Czech Republic (www.sdruzenikp.cz)
- **Inland Norway University of Applied Science (INN)**, Norway – research institution (<https://www.inn.no>)