

# QAREER

## Quality Assurance of Career Services in Higher Education

2015-1-RO01-KA203-014972

### Intellectual Output O4

## “Validated Guidelines for QA in career services in HE”



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## 1. INTRODUCTION

Higher education aims to fulfil multiple purposes, including preparing students for active citizenship and their future career (e.g. by contributing to their employability) by supporting their personal development, creating a broad knowledge base and stimulating advanced research and innovation. Stakeholders in education that can prioritize these different purposes may have different views on the quality of counselling services offered by higher education institutions. Quality assurance must take into account these different perspectives.

Career services at HEIs offer counselling for career development, tools for life-long learning, such as workshops and training, helping the students develop soft skills, and benefit from good practices regarding the relationship between the academic environment and the labour market.

This document presents the QAREER Validated Guidelines for Quality Assurance in Career Services in Higher Education. These guidelines have been produced in the frame of the QAREER project as a result of desk and field research on the current status and requirements for the provision of high quality career services.

The first version of these guidelines, produced in 2016-2017, was discussed and validated with the support of internal and external stakeholders in the frame of the project public events in Italy, Spain, Poland and Romania.

The purpose of this document is to support HE institutions in improving the quality of their career services through the provision of a quality reference framework that can be used as a benchmarking tool (to measure the extent to which quality services are provided) and as a reference framework (subject to changes according to contextual and national features) for quality assurance in career services.

The Guidelines are primarily addressed to the staff of HE career services and to the HE institutions' governance members. However, the Guidelines integration exercise conducted at five EU universities has also proved a positive involvement of other stakeholders' categories, such as the communication staff, students and the teaching staff.

The quality of a counselling process, which is a complex concept to define, is mainly a result of interaction between counsellors, students and the institutional environment for learning.

According to specialists, major challenges for a counselling system include:

- identification of affordable ways leading to improved access to counselling services by the beneficiaries;
- focus of career services on individuals, helping them to manage their own decisions.

The QA system for CS that copes with these challenges requires the following aspects to be met:

- transparency;
- access to flexible and innovative services meeting the needs of various beneficiaries;
- easy access to counselling provided by well-trained and skilled practitioners in the field enabling the beneficiaries to adapt to different life-time situations;
- ability of the users to explore and choose among study programmes enabling the graduates to find a job in the area of interest and within the qualifications attained;
- access to comprehensive knowledge on education, employment and the labour market;

programmes enabling the development of skills necessary for future career management.

CS standards represent relevant principles for the staff and practices necessary for their functioning. Quality assurance of career services in higher education institutions must be considered and respected by all the individuals involved and should apply to all the types of services offered by the career offices in the academic environment.

## 2. METHODOLOGY

### 2.1. Overall approach

The standards for QA of CS have been prepared with respect to the results of the research carried out within the QAREER project (Intellectual Output 1), which was aimed at providing an updated state-of-the-art perception of quality aspects for career services. The data obtained in desk research have been merged with the data collected in the field research, such as: interviews with guidance and coaching practitioners, QA managers, enterprises/employers and final beneficiaries (students at HEIs). Data collection took place from February to June 2016.

### 2.2. Career services within higher education institutions (HEIs)

The CS activities provided for the students at HEIs include:

- counselling the students on choosing the appropriate educational path related to the students' interests and skills;
- counselling the students to assess alternatives for modifying the educational route depending on vocational aspects;
- counselling the students related to career plan development;
- counselling the students regarding their employment opportunities, evaluation of alternatives and career plans;
- counselling the students regarding voluntary activities, their impact on future training and choice of forms corresponding to the interests and educational path of the beneficiaries;
- provision of information on CS guidance and other activities to the students;
- advice on applying for a job, doctoral scholarship or research;
- facilitation of the meetings with employers including presentations of internship opportunities in enterprises;
- facilitation of the meetings with graduate students and practitioners from different fields of professional activity;
- counselling or coaching sessions with students who can share their experience on academic or professional life (academic peer coaching);
- educational guidance regarding courses and optional disciplines, depending on students' interests and skills;

- organisation of training workshops and courses for soft skills development of the beneficiaries.

The framework presented in the guidelines for CS is supposed to serve as a tool for higher education institutions towards excellence of career services.

The activities of Career Services (CS) at HEIs have been categorized at three levels, from level 1 (minimum) to level 3 (maximum). The activities at level 1 are basic for CS functioning, while level 3 comprises all the activities and highly qualified staff.

The framework is structured in three main phases (Watt 1998):

- Access;
- Process;
- Output.

And in three main areas:

- Staff management and development;
- Services provision;
- Monitoring and evaluation.

The levels of quality are progressive: level 3 (maximum) also includes items at levels 1 and 2.

The model of the three phases (access, process and output) has been structured for the quality assurance methods by Watt (1998) and later described by Clayton et al. (2008) in the following way:

- Access (clients/beneficiaries targeted, physical/social/linguistic access etc.);
- Process (objectives, organisation, monitoring, time spent with beneficiaries, guidance interviews, information, quality assurance systems, etc.);
- Output (number of people taking up job/training/education, cost/benefit, value for money etc.).

### **Description of the phases:**

- **ACCESS**

#### **STAFF**

This category is based on one of the conclusions of [Intellectual Output O1](#) - QAREER project (IO1): “Professionalization and development of staff must be taken into account while dealing with quality issues.”

#### *Recruitment*

According to NACE recommendations “Career services must have an adequate number of qualified professional and support staff to fulfil their mission and functions”.

#### *Update*

According to NACE recommendations “Career services professionals must engage in continuing professional development activities to further develop competencies and to keep abreast of the research, theories, legislation, policies, and developments that affect career services”.

#### *Management*

According to NACE recommendations “Career services must embrace fair employment practices and must be proactive in attracting and retaining a diverse staff. Career services must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory”.

#### SERVICES

*Information to prospective students* about the career services is important because they should be aware from the very beginning that education and career services are closely associated.

*Information to enrolled students* is crucial for the overall quality of the career services, given that lack of information about the existence and functions of the career service office precludes students from making use of it. Making information about the career services available to students is a priority for HEIs.

*Reception* plays an important role in meeting the perceived need for individual (preferably face-to-face) services that have been outlined by respondents to the online questionnaire within IO1. The existing of a reception/interviewing area is a prerequisite to quality career services (Guidance for Life, 24).

*Outreach services* facilitate the use of the career services by students at hand (highlighted by the results of the online survey carried out under IO1. Glenys Watt (Watt 1998) indicated the development of outreach services for clients/beneficiaries as an example of good practice in the area of access to services.

*Beneficiaries.* HEIs aim to increase the number of beneficiaries to the career services. This tendency was observed in some practices collected and analysed within IO1.

#### EVALUATION AND IMPROVEMENT

As described in IO1, “referring to labour market, the information about job/placement offers is considered as important as the information on recruiting channels” and “online services are more appreciated than offline services”. *Monitoring information flows* depend, among others, on the cultural context, as stated in a synthesis of German practice in the field: “The actors responsible for the guidance provision define how the guidance service is delivered according to the societal references and areas of professional knowledge relevant for the guidance needs of the beneficiaries/users (educational and vocational systems, labour market, educational opportunities, job profiles, economy, financial support structures, etc.)”.

The results obtained in IO1, show that individual services and face-to-face meetings are preferred and considered more important than online meetings. *The number of accesses* is an important aspect of service quantification, being a base for optimum cost-efficiency estimation.

One major finding of IO1 is that “support for career guidance is more relevant”, “preferably face-to-face, and at the career service premises”. As such, permanent monitoring of the number of students who access the services is needed to ensure their

*effectiveness*. The way in which the monitoring of the number of students that access the service is performed depends on national professional standards and regulations.

As has been reported, career services in Ireland put emphasis on the importance of implementing the quality standards in relation to monitoring of the *needs of students and businesses*: “Quality development and quality guidelines are important to: ensure that the needs of those seeking guidance are being met; ensure that different providers are clear about what they are delivering and if they satisfy the needs of the beneficiaries; ensure that coherence of services across the country’s organisations is a rule”.

*Feedback and data collection* from students and employers are important for regular evaluation of any career services programme. For example, NACE highlights that core programme evaluation should include: annual review of goal completion; quantitative evaluation via user data for programmes and services; career services-wide qualitative student satisfaction and feedback surveys; programme-specific qualitative assessment via student satisfaction and feedback surveys; student needs-based surveys; programme-specific learning outcomes assessment, etc.

- **PROCESS**

One of the general conclusions of IO1 is that “some good examples of standards for career services already exist, related to overall services or to one or more areas of the service (e.g. work placement, staff development, etc.)”. However, the standards for career services staff show discrepancies at European and even national levels. For example, a British study<sup>1</sup> shows that “More than a half responding Career Services had no staff on fixed term contracts, while 11.8 per cent had all the staff on fixed term contracts. As far as the qualifications of staff were concerned, just over a half (56 per cent) had a full complement of staff with professional qualifications in career guidance, with a further 24 per cent having over three quarters of their staff professionally qualified”.

#### STAFF

*Staff development*. Staff training is mandatory and learning opportunities are provided to the career staff at the level of service/university.

*Staff career progression* requires that career progression mechanisms are stated in the individual employment contract and it is further required that the career progression mechanisms are shared and transparent.

*Staff peer networking*. Staff must be encouraged by the HEI to work with peers and it is advised that the activities are organized in sessions of peer learning and experience sharing.

*Code of ethics*. Staff members act on the basis of their own professionalism and the code of ethics for career services should exist and be shared within the career

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<sup>1</sup> Maguire, Malcolm. (2005). *Delivering Quality. Quality assurance and delivery of careers education, information and guidance for learning and work within higher education*. Cambridge: The National Institute for Careers Education and Counselling (NICEC).

service, all staff members being aware of it, with yearly sessions to recall and share the code of ethics with others.

*Staff management.* Staff members have a broad range of relevant opportunities to undertake continuous professional development, develop leadership and management skills, both online and during face-to-face meetings, in general, the latter being considered more important than online meetings.

## SERVICES

*Diversity and inclusion.* Career services promote inclusion, increase participation in education, training and employment. The services are tailored to meet the beneficiaries' needs and maximise participation in education, training and employment. HEI makes effective use of resources to ensure the career services provision meets the diverse needs of the beneficiaries vulnerable to exclusion in order to promote inclusion.

*Individual services.* For each student, HEI provides both group meetings and individual counselling. Individual sessions are dominant in relation to those organized in groups. Individual career service sessions are the rule. Also "support for developing such tools as the CV or information about the labour market and recruiting channels are considered relevant".

*Career-related information.* The career-related information is interpreted and tailored to the needs of the beneficiaries.

*Career-related learning.* HEI understands, interprets and uses local, national and international qualification frameworks, promotes the benefits of career-related learning and career management skills among beneficiaries, using innovative technologies and techniques in order to provide the students with career-related learning.

The results of the research show that "the most relevant service the student expects from a career service is work placement, not only as part of the study programme, but also as job placement after graduation (e.g. job posts, contacts with enterprises, etc.)".

*Labour market information.* Every student should have access to good quality information about future study options and labour market opportunities. It is required that support from an advisor is available in order to make the best of current information on the labour market.

*Information technology used in work placement.* Career services should use information technologies to ensure access of students, staff, and other beneficiaries representing different populations to the Internet and other computer resources in a variety of media.

*Cooperation with management and teaching staff* creates a link between the career service and the educational process by, on one hand, enabling input from career service to have an impact on the development of the curriculum and syllabuses and, on the other hand, by providing the management and the teaching staff with training on the activities of career services.

## EVALUATION AND IMPROVEMENT

The process is also dependent on national context, as found in the research conducted within the QAREER project: “National situations vary and even in the same country the role and the activities of career services at HEIs are different”. Also, the study concludes that “There is no common understanding among stakeholders on the meaning of quality, and above all, on the role of the career services; given the particular features of career services at the university, a broader range of stakeholders needs to be taken into account, as career services represent the link between the academic and the labour world. Such standards as ISO or ServQual, even if good and widely tested, are not perfectly suitable for higher education services”.

*Collecting feedback from users.* Career office is obliged to prepare surveys/questionnaires (in print or online), which are next collected from the users at fixed intervals. This form of reporting is done anonymously, after each counselling activity.

*Collecting feedback from internal players.* Quantitative and qualitative feedback can be received from internal players.

*Collecting feedback from external players.* Feedback can be collected from external players on a regular basis, at predetermined intervals, so that the improvement of career service activities becomes an ongoing process.

### • OUTPUT

Career counsellors are typically specialists with university degrees in such profiles as psychology, sociology, etc. It is important that the counsellors are interested in improvement of their activities and finding the ways to optimize their work by exploiting the opportunities in lifelong learning. The counsellors must be updated with scientific and professional information (theoretical and practical) in their area of activity. They routinely develop relationships with specialists in other fields and as a priority when the beneficiary's interests so require. The counsellors develop active working relationships with employers and are able to identify potential sources of information on the labour market and use this information for the needs of the beneficiaries. Starting with this recommendation, the following standards have been formulated:

### STAFF

The standards for staff in the “Output” phase include a mechanism of self-assessment which should result in improvement of the services despite the existence of some academic structures and national laws hindering full adoption of the standards. The counsellors are able to identify those aspects of their activity that will require improvement and find ways to optimize their work by exploiting opportunities for lifelong learning. The counsellors must be updated with scientific and professional information

(theoretical and practical) in their area of activity. They routinely develop relationships with specialists in other fields and as a priority when the students' interests so require. The counsellors develop active working relationships with the local community for better understanding of the labour market demands. The counsellors identify all potential sources and use of personal information in accordance with the anticipated beneficiaries' needs.

*Data collection.* Data should be collected from all the CS beneficiaries.

*Staff awareness.* Staff members are aware of the professional standards applicable to them.

*Planning for improvement.* Staff members are recruited and selected according to legal requirements. The recruited staff should have a degree in such fields as psychology/sociology or in the area of the potential beneficiaries. Professional development of the staff will allow the beneficiaries to receive appropriate expertise.

*Communication of results.* The results for staff members and collaborators are communicated periodically, respecting confidentiality principles, at face-to-face and group meetings, feedback is mutual for the work done.

## SERVICES

The results obtained in IO1 show that there is no common understanding among stakeholders on the meaning of quality as well as the role of the career services and given the particular features of career services at the university, a broader range of stakeholders needs to be taken into account, since career services represent the link between the academic and the labour world. The counsellors will provide equal opportunities to the counselled persons, regardless of the nature of students' specific differences. The counsellors shall ensure non-discriminatory access to information and counselling services to all categories of the beneficiaries taking into account the fact that each person benefitting from the services has different needs and problems, which will be treated individually.

*Analysing feedback from internal players.* Information is collected from registered beneficiaries of the service and from all categories of internal players.

*Analysing feedback from external players.* There is an overall assessment of how the service meets the beneficiaries' needs. Market research is essential if the expectations of potential target groups are to be met by career services.

*Planning for improvement.* Professional career staff development is part of an annual programme aiming at improvement of the services. HEIs support individual initiatives to improve the service (e.g. training courses) from its own resources.

*Communication of results.* Communication of the results is made by any means, respecting confidentiality rules, face-to-face meetings are recommended.

## EVALUATION AND IMPROVEMENT

The counsellors will provide the beneficiary with all the information required to facilitate their integration into the labour market. The information and sources of information shall be accurate and verified.

*Data analysis.* The beneficiaries' satisfaction is analysed with respect to the category of the service they have benefited from (counselling, placement or job offer).

*Cost-benefit.* General indicators are used for the evaluation of the efficiency of the service by type of the beneficiary and also the exact figures showing the employment rate.

*Planning for improvement.* The planning for improvement is done separately for each service and each activity.

### **3. THE SOURCES AND JUSTIFICATION OF STANDARDS IN THE GUIDELINES FOR CAREER SERVICES AT HEIs**

#### **3.1. Primary sources**

The starting point for developing the standards within the guidelines for Career Services at HEIs was the international experience of recognized specialists in the field of counselling, normative documents and guidelines recognized by practitioners in counselling as well as the results of the present project (IO1). The results show that staff professionalism and development are key issues for QA, which has been confirmed both by the respondents and the data in literature.

## 4. THE FRAMEWORK OF REFERENCE FOR CAREER SERVICES AT HEIS

### 4.1. What are the standards and how to use the guidelines?

The standards developed for career services at HEIs constitute landmarks in practice and theoretical research on counselling; they represent minimum requirements for counselling professionals and constitute indicators of performance in the services offered.

The standards and guidelines are used in many areas of career services, but also in the regulations and direction of specific activities. They are recommended to be implemented in order to improve professional responsibility of counsellors, diversification of services, setting professional boundaries, preventing problems related to confidentiality, providing equal opportunities to all counselling beneficiaries, student communication, etc.

The following requirements must be met cumulatively for adequate implementation of the quality standards for career services at HEIs:

- Independence - understood as the lack of any impairment that would affect objectivity;
- Objectivity - understood as an intellectual unbiased attitude, allowing career specialists to perform their activities with sincere faith in their work and no compromise on quality. Objectivity requires from the specialists not to subordinate their professional judgment to any interest outside the beneficiary's interest;
- Trust - confidentiality and security;
- Life-long learning - opportunities for counsellors;
- Guidance for students' self-knowledge, using instruments validated by scientific research;
- Systematic and methodical assessment of the students' needs and their potential;
- Added value - counselling must offer the students a wide variety of opportunities for achieving their goals, resulting in improved decision-making and reduced risk exposure.

## 4.2 . Description of the standards and guidelines for career services in higher education

### 4.2.1. ACCESS

DESCRIPTION	MINIMUM	MEDIUM	MAXIMUM
STAFF			
<p><b>A.ST.1</b> <b>Recruitment</b> Development of internal regulations at HEI regarding the selection criteria for specialists' professional background, making provision for the effectiveness of services, in agreement with national law.</p>	<p>A.MI.ST.1</p> <p><b>Standard</b> Recruitment of career services staff is strictly adhered to the principle of professionalization.</p> <p><b>Guidelines</b> CS recruit competent staff with respect to their qualifications and qualities (personal and cultural abilities).</p>	<p>A.ME.ST.1</p> <p><b>Standard</b> Career services at HEIs hire staff able to ensure effective provision of career services and programmes.</p> <p><b>Guidelines</b> HEI will consider the complementary roles of staff to be recruited to ensure the effectiveness of the service as a whole.</p>	<p>A.MA.ST.1</p> <p><b>Standard</b> Recruitment of staff is in accordance with the characteristics (quantitative and qualitative) of the career services beneficiaries.</p> <p><b>Guidelines</b> HEI will permanently adjust the number and composition of its staff, depending on the dynamics of services to be offered to beneficiaries.</p>
<p><b>A.ST.2</b> <b>Update</b> Development of plans for professional development of specialists (e.g. mobility, training etc.).</p>	<p>A.MI.ST2</p> <p><b>Standard</b> The internal criteria for staff professionalization are identified at institutional level.</p> <p><b>Guidelines</b> HEI will comply with national regulations regarding the professionalization of career services staff whenever</p>	<p>A.ME.ST2</p> <p><b>Standard</b> Professional staff development corresponds to the needs and services offered.</p> <p><b>Guidelines</b> Any update of career services staff in HEI is not be limited only to an internal reorganization, but also includes concrete</p>	<p>A.MA.ST2</p> <p><b>Standard</b> Measures to ensure career services staff satisfaction are included within the HEI staff update activities.</p> <p><b>Guidelines</b> Whenever staff update is necessary, HEI will investigate (according to their own quality procedures) the satisfaction</p>

	update is necessary.	measures for professional development (e.g. mobility, training etc.).	level of career services personnel in order to improve it.
<b>A.ST.3 Management</b> Development of internal regulations at the HEI regarding the ratio between the number of students and specialists in career services.	A.MI.ST.3  <b>Standard</b> Management procedures are fair, inclusive and non-discriminatory.  <b>Guidelines</b> HEIs have procedures for career services staff management that are fair, inclusive and non-discriminatory as part of their quality management system.	A.ME.ST.3  <b>Standard</b> Career services staff management is a proactive process.  <b>Guidelines</b> The career services staff management at the HEI is proactive with respect to attracting and retaining diverse personnel.	A.MA.ST.3  <b>Standard</b> Career services staff management always meets the requirements of the HEI and the career services beneficiaries.  <b>Guidelines</b> Career services staff management ensures that the number of such employees is sufficient, and that they have the qualifications and experience to meet the requirements of the organisation and the needs of CS beneficiaries.
<b>SERVICES</b>			
<b>A.SE.1 Information to prospective students</b> Development of promotional materials and public information sessions, including a question and answers section.	A.MI.SE.1  <b>Standard</b> Information about career service is available for prospective students at the career service office and on its website and it is provided in both the national language and in at least one foreign language.  <b>Guidelines</b> Information is provided in promotional materials which should include at least leaflets and booklets in printed and electronic format.	A.ME.SE.1  <b>Standard</b> Information about career service adapted to prospective students is included in all promotional materials of the HEI and it is posted on the admission section of the website.  <b>Guidelines</b> Information refers to the types of services provided, the staff, the location of the career service office, its opening hours and its website address.	A.MA.SE.1  <b>Standard</b> Information about career service is provided through information sessions to prospective students organized by the career service office at its premises and are delivered in the national language and, if necessary, in at least one foreign language.  <b>Guidelines</b> The information sessions are provided to groups of prospective students. They provide info on the services

			available to enrolled students and the role of career services within the academic life. They also contain a question and answers section.
<p><b>A.SE.2 Information to enrolled students</b> Development of materials including information about the location of the career service office, its working hours, the services it provides and the procedures to be followed.</p>	<p>A.MI.SE.2</p> <p><b>Standard</b> Information about the career services is provided for enrolled students by the career service office and on its website in both the national language and at least one foreign language.</p> <p><b>Guidelines</b> Information should be communicated by means of information materials such as banners, leaflets, posters, booklets and also during face-to-face meetings and online discussions.</p>	<p>A.ME.SE.2</p> <p><b>Standard</b> Information about the career services for enrolled students is displayed in visible places at the premises of every faculty/department from HEI.</p> <p><b>Guidelines</b> One information point with various information materials (e.g. banners, leaflets, posters, booklets) is available at the premises of each faculty/department.</p>	<p>A.MA.SE.2</p> <p><b>Standard</b> Information about the career services is delivered by CS staff in form of mandatory presentations to all the students enrolled in every study programme.</p> <p><b>Guidelines</b> Experts from the career service office deliver mandatory presentations about their activities for all the students. These presentations are delivered at the beginning of the first semester of the first year of study at every study cycle. The presentations should include at least information about the location of the career service office, its working hours, the services it provides and the procedures for potential users. The presence of the students at the presentation session is mandatory.</p>
<p><b>A.SE.3 Reception</b> HEI provides a distinct space for career services, preferably in an area with easy access to most students, a resource centre for providing the students with individualized and confidential career</p>	<p>A.MI.SE.3</p> <p><b>Standard</b> Career services are provided in a distinct space within the HEI.</p>	<p>A.ME.SE.3</p> <p><b>Standard</b> Services are provided in a distinct area within the HEI,</p>	<p>A.MA.SE.3</p> <p><b>Standard</b> Services are provided in a distinct area within the HEI,</p>

services.	<p><b>Guidelines</b> HEI provides a distinct space for career services, preferably in an area with easy access to most students.</p>	<p>which includes a waiting area for students.</p> <p><b>Guidelines</b> Besides the area designated for career counselling within the HEI, there is another distinct area for reception of students (waiting area).</p>	<p>which includes a waiting area for students and a resource centre also including an online tool or a learning platform used for career guidance: e.g. Blackboard, Adobe connect etc.</p> <p><b>Guidelines</b> Additionally to the area designated for career counselling and the reception (waiting) area within the HEI, there is a resource centre providing the students with individualized and confidential career services.</p>
<p><b>A.SE.4 Outreach</b> The curriculum of each study programme contains a mandatory module (with credits allocated) on specific career service issues, such as the location, office hours and services offered by CS.</p>	<p>A.MI.SE.4</p> <p><b>Standard</b> The career service office is easily accessible with respect both to its location and opening hours.</p> <p><b>Guidelines</b> The career service office is located in an area that is intensely frequented by students and its opening hours cover the most part of the day. The location should be decided in cooperation with governance staff of the university and faculties.</p>	<p>A.ME.SE.4</p> <p><b>Standard</b> A central CS at the university collaborates with other units at the institution and with other stakeholders.</p> <p><b>Guidelines</b> Each career service office provides services tailored to the peculiar profiles of the study programmes organized by the respective faculty/department and dispose of their own staff.</p>	<p>A.MA.SE.4</p> <p><b>Standard</b> The curriculum of each study programme contains a mandatory module on specific career service issues.</p> <p><b>Guidelines</b> The module is delivered by career service staff and its content is designed together with the deans and teaching staff in order for it to fit the peculiarities of the study programme; credits are allocated to the module. A presentation of CS could be included in the practical activities module; 20%-30% of the credits for the practical activities module could be allocated to the students' participation in CS activities.</p>
<p><b>A.SE.5 Beneficiaries</b> The career services are provided free of charge for</p>	<p>A.MI.SE.5</p>	<p>A.ME.SE.5</p>	<p>A.MA.SE.5</p>

at least 3 years after graduation and could be provided beyond that date for a preferential fee.	<p><b>Standard</b> Career services are provided for the students enrolled in the last year of study.</p> <p><b>Guidelines</b> The career services are provided to the students from any study cycle on condition that they are enrolled in the last study year.</p>	<p><b>Standard</b> Career services are provided for the students enrolled in every year of study.</p> <p><b>Guidelines</b> The career services are provided to the students from any study cycle and irrespective of the study year. The approach should be tailored to the peculiar features of each year of study and study cycle.</p>	<p><b>Standard</b> Career services are also provided for alumni.</p> <p><b>Guidelines</b> The career services are provided free of charge for at least 3 years after graduation and could be provided beyond that date for a preferential fee.</p>
EVALUATION AND IMPROVEMENT			
<p><b>A.EV.1 Monitoring information flows</b> A person offering career services in a HEI provides each potential recipient with a summary of how information flows are managed (brochures, leaflets, etc.).</p>	<p>A.MI.EV.1</p> <p><b>Standard</b> A charter/regulation for career services is provided and available in printed format and online.</p> <p><b>Guidelines</b> HEI develops and maintains a charter/regulation for career services, as part of its quality management system.</p>	<p>A.ME.EV.1</p> <p><b>Standard</b> The way in which the information is managed in career services is described and the information materials are made available to potential beneficiaries.</p> <p><b>Guidelines</b> Information materials (brochures, leaflets, etc.) on career services are prepared and constantly updated by the CS at the HEI.</p>	<p>A.MA.EV.1</p> <p><b>Standard</b> Information flows from the career services are described to each potential recipient before accessing the service.</p> <p><b>Guidelines</b> A person offering career services in a HEI provides each potential recipient with a summary of how information flows are managed.</p>
<p><b>A.EV.2 Monitoring the number of accesses</b> The records of career services access (on paper and/or computer) contain details of each activity performed for each beneficiary person/group.</p>	<p>A.MI.EV.2</p> <p><b>Standard</b> The records regarding all accesses to the service are constantly updated (on paper and/or computer).</p>	<p>A.ME.EV.2</p> <p><b>Standard</b> The data on accessing career services also include the information on the level of education and status of the beneficiaries on the labour</p>	<p>A.MA.EV.2</p> <p><b>Standard</b> In monitoring career services access, both the data about the beneficiaries and the data regarding the type of services offered for each activity are</p>

	<p><b>Guidelines</b> HEI ensures archiving of records of persons/groups who accessed the career services.</p>	<p>market.</p> <p><b>Guidelines</b> The records of beneficiaries contain all necessary characteristics which allow CS staff to use them for further analysis.</p>	<p>recorded.</p> <p><b>Guidelines</b> The records of career services access contain details of each activity performed for each beneficiary person/group.</p>
<p><b>A.EV.3 Monitoring the number of students taken in charge</b> HEI has operational procedures regarding the activities carried out with the students on a daily basis.</p>	<p>A.MI.EV.3</p> <p><b>Standard</b> There are records of the beneficiaries of career services and how they were allocated within the service.</p> <p><b>Guidelines</b> HEI mentions within its quality management procedures the way records are kept regarding students who received career counselling and the activities carried on.</p>	<p>A.ME.EV.3</p> <p><b>Standard</b> Monitoring the number of students taken charge of is an activity performed with the direct contribution of the service manager.</p> <p><b>Guidelines</b> The career services manager has an explicit attribution regarding monitoring the number of students who received career counselling.</p>	<p>A.MA.EV.3</p> <p><b>Standard</b> Monitoring the number and other details of the students who have received career counselling is performed on a daily basis.</p> <p><b>Guidelines</b> HEI has operational procedures for real time correction of the beneficiaries' monitoring processes.</p>
<p><b>A.EV.4 Monitoring the needs of students and enterprises</b> The needs of beneficiaries within the HEI are specified using open questioning techniques and professional practice skills, keeping personal records of all the beneficiaries (students and/or enterprises).</p>	<p>A.MI.EV.4</p> <p><b>Standard</b> For all the beneficiaries who have appointments with a CS, a needs assessment must be completed prior to the booking. A CS possesses general information about the profiles of different enterprises.</p> <p><b>Guidelines</b> Beneficiaries' needs are collected using open questioning techniques and professional practice skills before career services are</p>	<p>A.ME.EV.4</p> <p><b>Standard</b> Following the completion of the needs assessment, the receiving staff will ensure that a beneficiary has been booked into a consultant's calendar for a specific activity. A CS possesses internship offers from enterprises.</p> <p><b>Guidelines</b> After the needs assessment has been completed, the staff does not need to ask the beneficiaries</p>	<p>A.MA.EV.4</p> <p><b>Standard</b> When a consultant is completing a needs assessment, a personal record for the beneficiary must be created and recorded under history and new activity. A CS is also in contact with enterprises, recording concrete information provided by them, containing job and internship offers, specifying their requirements.</p> <p><b>Guidelines</b> Career services at HEIs keep</p>

	provided. Enterprises describe their general activities.	to 're-tell their story'. CS is provided with internship offers by enterprises.	personal records of all beneficiaries (students and/or enterprises).
<b>A.EV.5 Feedback collection</b> Feedback collection (surveys) is an ongoing process which can be useful for decision-making.	<b>A.MI.EV.5</b>  <b>Standard</b> An annual student survey is conducted for period of at least one week. All the users are given brief questionnaires/feedback cards.  <b>Guidelines</b> Feedback cards are used both for collecting comments on particular sessions and after the events for measuring their impact.	<b>A.ME.EV.5</b>  <b>Standard</b> Feedback collection is an ongoing process, part of the quality assurance system at the HEI.  <b>Guidelines</b> The CS should offer:  - Information to individuals with details of services offered;  - A complaint procedure for students and a system for obtaining students' feedback.	<b>A.MA.EV.5</b>  <b>Standard</b> The feedback process also includes collecting and collating the information on replies reflecting dissatisfaction of the individuals who found the service below their expectations.  <b>Guidelines</b> Feedback provides both positive and negative information which can be useful for further decisions. If the needs of individuals cannot be met by a particular provider, the individual should be directed to other career services.

#### 4.2.2. PROCESS

<b>STAFF</b>			
<b>P.ST.1. Staff development</b>  HEI has a plan for training sessions for staff, according to the needs analysis.	<b>P.MI.ST.1</b>  <b>Standard:</b> Continuous staff learning/training is optional.  <b>Guidelines:</b> Staff is encouraged to find and sign up for professional training/learning on individual basis.	<b>P.ME.ST.1</b>  <b>Standard:</b> Continuous staff learning/training is mandatory.  <b>Guidelines:</b> Training and learning are included in the yearly staff activities on regular basis.	<b>P.MA.ST.1</b>  <b>Standard:</b> Opportunities for continuous staff training/learning are provided by the HEI.  <b>Guidelines:</b> A strategic plan for staff development of the service is

			provided on yearly basis.
<p><b>P.ST.2. Staff career progression</b>                  HEI has a transparent public policy regarding career progression included in staff regulations.</p>	<p>P.MI.ST.2</p> <p><b>Standard:</b>                  Career progression mechanisms are stated in individual contracts.</p> <p><b>Guidelines:</b>                  HEIs include the conditions regarding career progression in individual employment contracts.</p>	<p>P.ME.ST.2</p> <p><b>Standard:</b>                  Career progression mechanisms are stated in collective agreements.</p> <p><b>Guidelines:</b>                  HEIs make provisions regarding career progression in collective labour contract (convention between employer and syndicate on organisational or national level).</p>	<p>P.MA.ST.2</p> <p><b>Standard:</b>                  Career progression mechanisms are shared and transparent.</p> <p><b>Guidelines:</b>                  HEIs have a transparent public policy regarding career progression.</p>
<p><b>P.ST.3. Staff peer networking</b>                  HEI organises peer learning sessions in annual planning of activities for staff and elaborates a manual of good practices.</p>	<p>P.MI.ST.3</p> <p><b>Standard:</b>                  Networking within peers is on individual basis.</p> <p><b>Guidelines:</b>                  Staff hired for career services may participate in peer networking.</p>	<p>P.ME.ST.3</p> <p><b>Standard:</b>                  Networking with peers is encouraged.</p> <p><b>Guidelines:</b>                  HEIs encourage peer networking through personnel policy.</p>	<p>P.MA.ST.3</p> <p><b>Standard:</b>                  The service organizes sessions of peer learning.</p> <p><b>Guidelines:</b>                  HEIs organize peer learning sessions in annual planning of activities for staff.</p>
<p><b>P.ST.4. Code of ethics</b>                  The code of ethics is commonly understood and applied.</p>	<p>P.MI.ST.4</p> <p><b>Standard:</b>                  Staff members act on the basis of their own professionalism and the code of ethics.</p> <p><b>Guidelines:</b>                  Current professional standards are in the core of ethical decisions in career services.</p>	<p>P.ME.ST.4</p> <p><b>Standard:</b>                  Code of ethics for career services staff is shared: each staff member is aware about it.</p> <p><b>Guidelines:</b>                  HEI has and promotes a code of ethics for career services.</p>	<p>P.MA.ST.4</p> <p><b>Standard:</b>                  The service provides at least one yearly session to recall and share the code of ethics.</p> <p><b>Guidelines:</b>                  Every staff member is reminded to share the principles of the code of ethics.</p>
<p><b>P.ST.5. Staff management.</b>                  HEI offers access to a wide range of opportunities for</p>	<p>P.MI.ST.5</p>	<p>P.ME.ST.5</p>	<p>P.MA.ST.5</p>



<p>the staff (new capabilities, leadership and management skills).</p>	<p><b>Standard:</b> Staff members have a broad range of opportunities of continuous professional development.</p> <p><b>Guidelines:</b> HEI offers a broad range of opportunities to undertake relevant continuous professional development.</p>	<p><b>Standard:</b> HEIs use performance reviews effectively to identify and meet individual staff development needs.</p> <p><b>Guidelines:</b> Performance reviews are applied in order to identify and meet individual staff development needs.</p>	<p><b>Standard:</b> The service provides a range of opportunities for staff to develop leadership and management skills and capabilities.</p> <p><b>Guidelines:</b> The staff has access to a wide range of opportunities, in order to develop their own capabilities, leadership and management skills.</p>
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SERVICES			
<p><b>Counselling</b></p> <p><i>P.SE.1. Diversity and inclusion</i> HEI allocates the necessary resources to satisfy the needs of beneficiaries vulnerable to exclusion, elaborating guides of good practices.</p>	<p>P.MI.SE.1</p> <p><b>Standard:</b> HEI aims that through career services to promote inclusion, to increase participation in education, training and employment.</p> <p><b>Guidelines:</b> Promotion of inclusion to increase participation in education, training and employment.</p>	<p>P.ME.SE.1</p> <p><b>Standard:</b> The services are sufficiently tailored to meet the beneficiaries' needs and maximize their participation in education, training and employment.</p> <p><b>Guidelines:</b> Customer's needs are taken into account, in order to meet the beneficiaries' needs and maximize their participation in education, training and employment.</p>	<p>P.MA.SE.1</p> <p><b>Standard:</b> HEI makes effective use of resources to ensure the career services provision meets the diverse needs of the beneficiaries vulnerable to exclusion and promoting inclusion.</p> <p><b>Guidelines:</b> HEI allocates necessary resources to satisfy the needs of the beneficiaries vulnerable to exclusion.</p>
<p><i>P.SE.2. Individual services</i> HEI allocates the necessary resources to satisfy individual needs of beneficiaries vulnerable to exclusion.</p>	<p>P.MI.SE.2</p> <p><b>Standard:</b> For each student, HEI also provides individual sessions in career services.</p>	<p>P.ME.SE.2</p> <p><b>Standard:</b> Individual sessions of career services are preponderant in relation to those organized in</p>	<p>P.MA.SE.2</p> <p><b>Standard:</b> Individual sessions predominate, group sessions are organized upon request and tailor-made also</p>

	<b>Guidelines:</b> Individual sessions are provided according to service regulations.	groups.  <b>Guidelines:</b> Individual sessions are in favour to group sessions.	including a dynamic map of employability potential regarding each degree in order to meet the expectations of potential users.  <b>Guidelines:</b> Counselling activities are usually organized individually, group counselling is organized only when individual sessions cannot be performed.
<b>Career guidance</b>			
<b>P.SE.3. Career-related information</b>  Career-related information is used after the information has been interpreted and tailored to different categories of the needs.	P.MI.SE.3  <b>Standard:</b> Identification of the career-related information needs of service beneficiaries.  <b>Guidelines:</b> HEI provides a career-related information needs of all potential categories of the beneficiaries.	P.ME.SE.3  <b>Standard:</b> The range, sources and quality of the career-related information is identified and critically evaluated for the career needs of beneficiaries.  <b>Guidelines:</b> A mechanism of critical evaluation of career-related information is required.	P.MA.SE.3  <b>Standard:</b> The information is interpreted and tailored to the career needs of beneficiaries.  <b>Guidelines:</b> Career-related information is used after the information has been interpreted and tailored to different categories of the career needs of the beneficiaries.
<b>P.SE.4. Career-related learning</b> HEIs have their own proactive policy to promote the benefits of career-related learning using innovative techniques.	P.MI.SE.4  <b>Standard:</b> Understand, interpret and use local, national and international qualification frameworks.  <b>Guidelines:</b> Career-related learning is based on qualifications frameworks (made at local, national and international level).	P.ME.SE.4  <b>Standard:</b> Promote the benefits of career-related learning and career management skills with beneficiaries.  <b>Guidelines:</b> HEIs have their own proactive policy to promote the benefits of career-related learning.	P.MA.SE.4  <b>Standard:</b> In providing the service is used technology and innovative techniques in order to deliver career-related learning.  <b>Guidelines:</b> Career-related learning is also provided through the use of innovative techniques.
<b>Work placement</b>			
<b>P.SE.5 Labour market information</b> HEI maintains and updates a database	P.MI.SE.5	P.ME.SE.5	P.MA.SE.5

containing current labour market information.	<p><b>Standard:</b> Every student has access to good quality information about future study options and labour market opportunities.</p> <p><b>Guidelines:</b> HEI ensures access to good quality information about future study options and labour market opportunities by the structure and its operating procedures of career services.</p>	<p><b>Standard:</b> Support of an informed adviser is available to make best use of available information.</p> <p><b>Guidelines:</b> Each time labour market information is provided, support from an informed adviser is available.</p>	<p><b>Standard:</b> Alongside career information, current labour market information should be available to all beneficiaries.</p> <p><b>Guidelines:</b> Each HEI maintains and updates a database containing current labour market information.</p>
<p><b>P.SE.6 Information technology used in work placement</b> Work placement resources must be accessible, organized and updated using an appropriate system that is user-friendly, flexible, and adaptable to change.</p>	<p>P.MI.SE.6</p> <p><b>Standard:</b> Career services should use information technology to give students, staff, and other designated beneficiaries access to the Internet and other computer resources.</p> <p><b>Guidelines:</b> Career information facilities should be staffed with persons who have appropriate counselling, advising, and information technology competencies to assist students in accessing and using career information.</p>	<p>P. ME.SE.6</p> <p><b>Standard:</b> A wide range of work placement resources is available to students by using information technology.</p> <p><b>Guidelines:</b> Career services use information technology in order to provide information on current and projected employment opportunities.</p>	<p>P. MA.SE.6</p> <p><b>Standard:</b> Career information is conveniently available in a variety of media appropriate for students and designated beneficiaries representing different populations.</p> <p><b>Guidelines:</b> Work placement resources must be accessible, organized, and updated using an appropriate system that is user-friendly, flexible, and adaptable to change.</p>
<b>Transversal</b>			
<p><b>P. SE. 7 Cooperation with management and Teaching staff</b> At least one member of career service staff is a full member of each faculty/department decision-making bodies responsible for the design of curriculum and syllabuses.</p>	<p>P. MI.SE.7</p> <p><b>Standard</b> The career service office regularly provides relevant data to the management and teaching staff of every faculty/department and</p>	<p>P. ME.SE.7</p> <p><b>Standard</b> The career service office regularly informs the management and teaching staff about the data for designing and updating the</p>	<p>P. MA.SE.7</p> <p><b>Standard</b> The career service experts fully participate in the process of curriculum and syllabus development. The career service</p>

	<p>organizes facultative basic general training in the field of career service for this staff.</p> <p><b>Guidelines</b> The data are provided to the management and teaching staff of every faculty/department at least at quarterly intervals and they refer to the changes in competences required on the labour market, the situation of graduates employment, feedback of employers regarding the graduates and to emergence of new career paths; data are customised to every study programme in each study cycle. The basic general training enables teaching staff to properly use the main concepts from the field of career service, to correctly understand the role of these services within the HEI and adequately connect them with their academic activity.</p>	<p>curriculum and syllabuses; the career service office also organizes mandatory general training in the field of career service for relevant staff.</p> <p><b>Guidelines</b> The management and teaching staff should explain how they used the data in designing each curriculum and syllabus. Every staff member responsible for curriculum development should participate in the training at least once, in the first year of his/her activity.</p>	<p>office provides management and teaching staff with mandatory training.</p> <p><b>Guidelines</b> At least one member of career service staff is a full member of each faculty/department decision-making body responsible for the design of curriculum and syllabuses; the training encompasses all elements of the general training with special regard to a given course and study programme.</p>
<p><i>P.SE.8 CS for teaching staff</i></p>	<p>P. MI.SE.8</p> <p><b>Standard</b> Every member of the teaching staff has access to good quality information about LLL and career and personal development options and opportunities.</p> <p><b>Guidelines</b> HEI with its structure and operating procedures in career services ensures access to good quality information about LLL and career and personal development options and opportunities for the teaching staff.</p>	<p>P. ME.SE.8</p> <p><b>Standard</b> Support of an informed adviser is available on request so that the beneficiary can make the best of the information received.</p> <p><b>Guidelines</b> Each time teaching staff requests an individual session, support from an informed adviser is available.</p>	<p>P. MA.SE.8</p> <p><b>Standard</b> LLL and career/personal development information is conveniently available in a variety of media appropriate for teaching staff. The career service office delivers group and individual sessions for the teaching staff.</p> <p><b>Guidelines</b> LLL and career/personal development information must be accessible, organized, and up to</p>

			date with an appropriate system that is user-friendly, flexible, and adaptable to change. The services for teaching staff are compulsory.
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EVALUATION AND IMPROVEMENT			
<p><b>P.EV.1. Collecting feedback from users</b> After each career service activity it is possible to collect feedback from users by online surveys.</p>	<p>P.MI.EV.1</p> <p><b>Standard:</b> Collecting feedback from beneficiaries is done using feedback forms that can be filled freely (in print or online version).</p> <p><b>Guidelines:</b> Feedback forms are available in the service in print and on-line.</p>	<p>P.ME.EV.1</p> <p><b>Standard:</b> Feedback is collected from beneficiaries by surveys, at predetermined intervals.</p> <p><b>Guidelines:</b> Surveys are conducted in order to collect feedback from users, at predetermined intervals, laid down by internal procedures.</p>	<p>P.MA.EV.1</p> <p><b>Standard:</b> Anonymous feedback from the beneficiaries is necessary after each individual or group session.</p> <p><b>Guidelines:</b> Feedback from users is collected after each career service activity.</p>
<p><b>P.EV.2. Collecting feedback from internal players</b> The procedures for feedback collection comprise both qualitative and quantitative methods.</p>	<p>P.MI.EV.2</p> <p><b>Standard:</b> Internal players have a possibility of expressing their feedback.</p> <p><b>Guidelines:</b> Internal players (e.g. departments, managers at HEI, etc.) have a technical possibility to express their feedback.</p>	<p>P.ME.EV.2</p> <p><b>Standard:</b> Feedback is required from internal players systematically, at predetermined intervals.</p> <p><b>Guidelines:</b> Surveys are prepared for feedback collection from internal players, at predetermined intervals, laid down in internal procedures.</p>	<p>P.MA.EV.2</p> <p><b>Standard:</b> Feedback from internal players is collected through quantitative and qualitative methods.</p> <p><b>Guidelines:</b> There are adequate procedures for feedback collection using both qualitative and quantitative methods.</p>
<p><b>P.EV.3. Collecting feedback from external players</b> After each career counselling service activity with</p>	<p>P.MI.EV.3</p> <p><b>Standard:</b> CS has a procedure for feedback</p>	<p>P.ME.EV.3</p> <p><b>Standard:</b> Periodic information on career</p>	<p>P.MA.EV.3</p> <p><b>Standard:</b> Feedback collection from</p>

external players, they have a possibility to express their feedback (in writing or online).	collection from external players (HR specialists, employers' representatives).  <b>Guidelines:</b> The procedure for feedback collection from external players is part of the quality assurance of the HEI.	services is requested from external players (HR specialists, employers' representatives).  <b>Guidelines:</b> The procedure for feedback collection from external players is done at predetermined intervals.	external players (HR specialists, employers' representatives) is a mandatory part of the CS activities.  <b>Guidelines:</b> Feedback from each career counselling service activity with external players is required.
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#### 4.2.3. OUTPUT

<b>STAFF</b>			
<b><i>O.ST.1 Data collection</i></b> HEIs carry out systematic research, using opinion surveys for the beneficiaries of career services.	O.MI.ST.1  <b>Standard:</b> The data are collected only from the beneficiaries who wish to be in contact with the service.  <b>Guidelines:</b> Data collection is done exclusively on the information received through the usual communication channels.	O.ME.ST.1  <b>Standard:</b> Surveys are conducted among beneficiaries of career services.  <b>Guidelines:</b> HEIs carry out systematic research, using opinion surveys for the beneficiaries of career services.	O.MA.ST.1  <b>Standard:</b> Data collection is required from all the beneficiaries of CS.  <b>Guidelines:</b> The provision of services requires data collection from the beneficiary.
<b><i>O.ST.2 Staff awareness</i></b> Staff awareness of CS staff is a key issue and should be part of good practices.	O.MI.ST.2  <b>Standard:</b> Staff awareness of CS staff is a professional standard.  <b>Guidelines:</b> Staff awareness of CS staff is necessary in terms of professionalism.	O.ME.ST.2  <b>Standard:</b> Staff awareness is increased in team meetings.  <b>Guidelines:</b> Increasing of staff awareness should be considered a good practice in CS.	O.MA.ST.2  <b>Standard:</b> Increasing of staff awareness is a daily practice of the CS management.  <b>Guidelines:</b> Management of CS staff is impossible without consistent increasing of staff awareness.



<p><b>O.ST.3 Planning for improvement</b> HEI creates a culture of continuous learning and implements principles of strategic development maintaining a network of specialists collaborating with the staff members.</p>	<p>O.MI.ST.3 <b>Standard:</b> Staff members accomplish minimum legal requirements, being specialists in psychology, sociology, and career counselling or teaching staff with expertise in the specialisation field of the beneficiary. <b>Guidelines:</b> In HEI, the recruitment and selection of staff depend on the current needs of the beneficiaries.</p>	<p>O.ME.ST.3 <b>Standard:</b> The staff participates in formation and information sessions to improve practical and methodological abilities in the field of counselling and maintain a network of specialists that collaborate with the staff members. <b>Guidelines:</b> HEI provides friendly environment of cooperation for the staff and involves specialists from different areas.</p>	<p>O.MA.ST.3 <b>Standard:</b> The staff identifies aspects of activities that impose improvement and harness opportunities of continuous learning according to HEI's principles of strategic development, having a portfolio of professionals (HR specialists, employers representatives) that can offer their expertise to the beneficiaries at any time. <b>Guidelines:</b> HEI creates a culture of continuous learning and implements principles of strategic development.</p>
<p><b>O.ST.4 Communication of results</b> In the internal procedures, HEI establishes principles of operational communication with the staff and collaborators, facilitating official exchange of information.</p>	<p>O.MI.ST.4 <b>Standard:</b> Staff members and collaborators are communicated by CS periodically respecting confidentiality principles. <b>Guidelines:</b> The communication channels are either in verbal or writing forms with full respect to confidentiality.</p>	<p>O.ME.ST.4 <b>Standard:</b> Results for staff members and collaborators are communicated through regular feedback in face-to-face meetings. <b>Guidelines:</b> It is mandatory to communicate with the staff and collaborators in a direct form (verbal or written reports) regularly, maintaining open communication.</p>	<p>O.MA.ST.4 <b>Standard:</b> Results for staff members and collaborators are offered on a monthly basis, in face-to-face and group meetings, after the work has been done. <b>Guidelines:</b> In the internal procedures, HEI establishes principles of operational communication with the staff and collaborators, facilitating official exchange of information and also by developing the relations with specialists of various fields.</p>

**SERVICES**

<p><b><i>O.SE.1 Analysis of the feedback from internal players</i></b>          Online surveys are used for feedback collection from all categories of internal players.</p>	<p>O.MI.SE.1</p> <p><b>Standard:</b>          Information is collected only from registered beneficiaries.</p> <p><b>Guidelines:</b>          Feedback is requested and processed from all the registered recipients of the service.</p>	<p>O.ME.SE.1</p> <p><b>Standard:</b>          Feedback is collected from all categories of CS users in place.</p> <p><b>Guidelines:</b>          Surveys for all categories of internal players are available within the location of the service.</p>	<p>O.MA.SE.1</p> <p><b>Standard:</b>          All categories of internal players provide CS with their feedback systematically.</p> <p><b>Guidelines:</b>          It is mandatory for CS to collect feedback from all categories of internal players.</p>
<p><b><i>O.SE.2 Analysis of the feedback from external players</i></b>          HEI regularly performs market research on career services and adjusts its services based on its results.</p>	<p>O.MI.SE.2</p> <p><b>Standard:</b>          A global assessment of how services meet the recipients' needs is done (surveys from students, HR specialists, companies' representatives, etc.).</p> <p><b>Guidelines:</b>          HEI appreciates cooperation and networking of CS with other departments/services outside the institution.</p>	<p>O.ME.SE.2</p> <p><b>Standard:</b>          HEIs learn about potential demand for career services (surveys from students, HR specialists, companies' representatives, etc.).</p> <p><b>Guidelines:</b>          The needs analysis is a systematic process and it includes the demand for all the activities offered by CS.</p>	<p>O.MA.SE.2</p> <p><b>Standard:</b>          Market research is conducted on potential target groups for career services (students, graduates) and also on other actors in career guidance (HR specialists, companies' representatives). The services are tailor-made to meet the demand of potential CS users.</p> <p><b>Guidelines:</b>          HEIs regularly performs market research on career services and adjust theirs services accordingly.</p>
<p><b><i>O.SE.3 Planning for improvement</i></b>          HEI uses its own resources for improving the quality of the service.</p>	<p>O.MI.SE.3</p> <p><b>Standard:</b>          Professional development is optional, not compulsory.</p> <p><b>Guidelines:</b></p>	<p>O.ME.SE.3</p> <p><b>Standard:</b>          There is an annual programme to improve career services.</p> <p><b>Guidelines:</b></p>	<p>O.MA.SE.3</p> <p><b>Standard:</b>          HEI uses its own resources for regular improvement of CS services and initiatives.</p>

	Professional development depends on the employees' own decision.	A programme for improvement of the quality of career services is implemented at a HEI on annual basis.	<b>Guidelines:</b> HEI supports the initiatives of CS aimed at the improvement of CS services using its own resources.
<b>O.SE.4 Communication of results</b> Data communication in the operating procedures of the career services at HEI is done through face-to-face meetings.	O.MI.SE.4 <b>Standard:</b> Communicating and interpretation of results for beneficiaries is done by any means, respecting the confidentiality rules. <b>Guidelines:</b> No preferences regarding a certain type of communication channel are indicated, as long as the confidentiality of the data is ensured.	O.ME.SE.4 <b>Standard:</b> Communication and interpretation of results for beneficiaries is done through personalized communication. <b>Guidelines:</b> It is mandatory to communicate the results with the beneficiaries in personalized form of communication (e.g. by e-mail or a phone call).	O.MA.SE.4 <b>Standard:</b> Communication and interpretation of results for beneficiaries is done in face-to-face meetings. <b>Guidelines:</b> Data communication in the operating procedures of the career services at HEI is done exclusively through face-to-face meetings.

EVALUATION AND IMPROVEMENT			
<b>O.EV.1 Data analysis</b> HEI makes data analysis regarding the types of services with respect to the satisfaction level of the beneficiaries.	O.MI.EV1 <b>Standard:</b> The analysis of the data applies only to the registered beneficiaries. <b>Guidelines:</b> Data processing applies exclusively to the registered beneficiaries.	O.ME.EV1 <b>Standard:</b> Data analysis regarding the beneficiaries depends on the service accessed. <b>Guidelines:</b> Data collection and processing are in accordance with the type of activity accessed in the service.	O.MA.EV1 <b>Standard:</b> Data analysis applies both to the distribution of beneficiaries in different career services programmes and the degree of satisfaction from the service. <b>Guidelines:</b> The data are analysed with respect to the type of service and the satisfaction level of the beneficiary.
<b>O.EV.2 Cost-benefit (SWOT analysis)</b> HEI takes into account the cost-benefit ratio regarding	O.MI.EV2	O.ME.EV2	O.MA.EV2

<p>the figures obtained from the labour market, which are related to the efficiency of the CS.</p>	<p><b>Standard:</b> Cost-benefit (SWOT) analysis operates with global indicators on the efficiency of the CS.</p> <p><b>Guidelines:</b> Career service efficiency is measured by using global indicators (operating costs, salary costs, number and types of services offered, etc.).</p>	<p><b>Standard:</b> The cost-benefit ratio is measured only with respect to the beneficiaries who have applied for work placement (SWOT analysis).</p> <p><b>Guidelines:</b> The data of the cost-benefit ratio cover only the beneficiaries who have applied for work placement services (not the other categories of services).</p>	<p><b>Standard:</b> The cost-benefit ratio is measured only with reference to exact information on employment of the beneficiaries (SWOT analysis).</p> <p><b>Guidelines:</b> HEI takes into account the cost-benefit ratio respecting only the figures obtained from the labour market.</p>
<p><i>O.EV.3 Planning for improvement</i></p> <p>HEI's improvement plans are implemented for each service, based on the data analysis.</p>	<p>O.MI.EV3</p> <p><b>Standard:</b> In general, the planning for improvement applies to the functioning of services.</p> <p><b>Guidelines:</b> HEI has an improvement plan for the quality of the services.</p>	<p>O.ME.EV3</p> <p><b>Standard:</b> Planning for improvement applies to all the services offered.</p> <p><b>Guidelines:</b> The management of the career service plans to implement the improvement of each component of the service.</p>	<p>O.MA.EV3</p> <p><b>Standard:</b> The planning for improvement is made for each activity.</p> <p><b>Guidelines:</b> The improvement plans at the HEI are implemented for each service.</p>



## 5. CONCLUSIONS

The standards developed for career services (CS) in HEIs are guided by two main principles:

- CS guide the students from the first year of study in order to reduce drop-outs and increase the students' awareness of the labour market needs and different educational paths, which may enhance their possibility of employment after graduation;
- Harmonization of educational and professional aspirations with the social system of values, desirable social behaviour and need for personal success and self-affirmation of the individual, which consequently increase chances for employment.

Career counselling goals include:

- Identification of opportunities;
- Identification of the dynamics of personal and professional development needs of students;
- Creation and development of adequate methodologies tailored to the needs of the students;
- Professional consultancy for public and private institutions;
- Support for the students seeking employment;
- Providing the students with relevant information on volunteer and training programmes;
- Promotion of life-long learning culture;
- Creating and maintaining the links between students and labour market specialists;
- Integration of counselling and other services in higher education;
- Individual approach to the students' needs regarding counselling services (the results of the present project show that the students prefer face-to-face meetings rather than group sessions).

The Validated Guidelines represent, according to the QAREER consortium, a useful tool that can be used by any European University to provoke a reflection



on how to improve the quality of its career services. The way the Guidelines have been designed and structured allow for their use either as a self-assessment/benchmarking tool or as a reference quality framework for career services, subject to changes according to the specific needs and features of the HE institution.

The Guidelines in this final version incorporate the perspective of HE institutions (public, private, traditional and online), their career service staff, teaching staff, students as well as governance members. Discussion about the reference framework in the phase of Guidelines testing for validation has led many of the involved universities to wider reflections on the overall approach of the universities towards students, stimulating roadmaps involving changes within and outside the career service department.

We do hope, as a consortium, that the QAREER Guidelines can help other EU HEIs improve the quality of their career services and start considering a new approach allowing for more student-centred learning (and learning provision) model.

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