

ISSEE QUALITY GUIDELINES

Workbook

Leonardo da Vinci Project

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Glasgow Caledonian University and Partners**

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Aims of the Training Programme (1st 2 days)

By the end of the first two days of the Training Programme, Quality Co-ordinators will:

- know the background to the quality standards movement
- understand why quality ‘standards’ and guidelines have been developed for guidance related work
- understand the ISSEE Quality Guidelines
- know how the ISSEE Quality Stand Guidelines can be used
- understand different methods of assessment/quality assurance
- be able to assist organisations to provide appropriate evidence
- know the ‘optional’ areas within the ISSEE Quality Guidelines
- be clear about the role of the Quality co-ordinator, and their role in introducing the standards
- understand key implementation issues
- know how to link the Guidelines to Development Planning
- have developed their own Action Plan for the introduction and implementation of the ISSEE Quality Guidelines in their own country

Workbook

Part 1

**This Training Resource and Workbook should
be used in association with the ISSEE Quality
Guidelines publication**

Defining Information, Advice and Guidance

Please read pages 6-7 and answer the following:

1. Define each of the following

Information

Advice

Guidance

2. Select 3 of the examples of activities and describe how these operate in your own country.

3. Select 4 types of Guidance and briefly describe how these operate in your country.

Question and Answer Session

Q	
A	
Q	
A	
Q	
A	
Q	
A	
Q	
A	

Methods of Assessment/Quality Assurance

‘Making the important measurable, rather than making the measurable important’.

The ISSEE Quality Guidelines are designed to make the important in the delivery of adult guidance services measurable, rather than the measurable important. Far too often we are engaged in measuring or evaluating what we do in a piecemeal and fragmented way, without really thinking if this is at the heart of what we do. The design of the ISSEE Guidelines has tried to focus on the key features of what is important in such delivery, and provided examples of ways in which we can be assured that we are both ‘doing the right things’ and ‘doing things right’.

The proposed method of assessment in the ISSEE Quality Guidelines is self-assessment, but the Quality Assurance process embodied in the Standards is to assist organisations to get different perspectives on their performance, through the use of suggested evidence requirements.

In particular the following perspectives are important:

- the view of the clients
- the view of staff in the organisation
- the view of other bodies, organisations, or individuals external to the organisations.

Sometimes this three way perspective is called **triangulation**.

How will you explain the role of the above three groups in the self-assessment system proposed?

How will you encourage organisations to take on this role of self-assessment and its implications?

What are the advantages and disadvantages of this method of self-assessment?

How do you envisage self-assessment of the ISSEE Quality Guidelines being used in your country?

Assisting Organisations to Provide Appropriate Evidence

The ISSEE Quality Guidelines provide a range of examples of different types of evidence which can be used by organisations to show that they are meeting the Guidelines.

As indicated in the Guidelines publication, the examples are illustrative. There is no necessity to have exactly these types of evidence.

However, if other types of evidence are used these should be clearly indicated.

It is anticipated that many organisations will already have at least some of these, so these should be built on.

Some questions to ask organisations at the outset would include:

- a) What do you currently do in relation to recording, reporting and evaluating what you do?
 - b) What works well and what methods could be improved?
 - c) Are there gaps in the information you have? If so, why?
 - d) Do the ISSEE Quality Guidelines provide the opportunity for filling these gaps?
1. Describe how you will assist organisations in providing appropriate evidence.

2. What issues/problems do you anticipate and how might these be overcome?

Introducing the Guidelines to Organisations: Do's and Don'ts

Do

- Ensure that you fully understand the Quality Guidelines
- Ensure that organisations are ready
- Emphasise it is voluntary
- Emphasise that it builds on existing good practice
- Emphasise the support role you have

Don't

- Try to introduce every thing at one
- Emphasise that this is completely 'new'
- Frighten organisations by saying it is assessment driven.

Identify for you, in your country any additional do's and don'ts you think are important.

Do's

-
-
-
-
-

Don'ts

-
-
-
-
-

Ensuring Organisations are Ready – Some Key Implementation Questions to Consider

‘You never get a second chance to make a good first impression’.

Introducing the quality guidelines is probably **the** most important stage.

Using the information included in Appendix 1 identify the various steps you will need to take to ensure that this stage is successfully undertaken.

Key Implementation Questions/Issues for me to consider:

-

-

-

-

-

Quality Co-ordinator's Action Planning

Action Plan

What I now plan to do:

Specific Objectives:

Step 1:

Step 2:

Step 3:

Step 4:

How I plan to measure how successful I have been:

Action Plan

Name: _____ Organisation: _____ Date: _____

Objectives	Targets/Activities I will undertake to achieve the objectives	Date	Measure of Success	Other Comments

Aims of the Training Programme (2nd 2 days)

By the end of the second two days of the Training Programme, Quality Co-ordinators will:

- have exchanged information, experiences and lessons learned from initial activities
- know the difference between quality assurance and quality control
- understand the advantages of taking an incremental approach to quality development
- know how quality products and quality processes link to the ISSEE Quality Guidelines
- understand how to undertake audits and self-assessment techniques
- know about effective methods and techniques in providing support for organisations in quality development
- understand Codes of Practice/Principles and how these can be used to promote quality
- understand key features related to their own skills development
- understand key features in building quality organisations in Adult Guidance
- have identified the next steps they will take in the implementation of the ISSEE Quality Guidelines in their own countries

Workbook

Part 2

Lessons learned from initial work in partner countries

Following on from the review of initial work, you are asked to list below any lessons learned

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•

•

•

•

Feedback on Issues/Problems and Solutions

Select one issue/problem which may have arisen from initial work. Describe in more detail the issue/problem – why you think it arose, what could have been done to prevent it, and a solution to the problem or issue.

Description of issue/problem

Why it arose

What could have been done to prevent it

Solution to the problem or issue

Quality Assurance versus Quality Control

There are major differences between a quality assurance approach and a quality control approach, although these are sometimes not fully appreciated or understood.

Quality Assurance usually refers to the use of quality systems and quality standards through audits, checks and other methods which are carried out to ensure that procedures and standards are adhered to in practice.

Quality assurance can be carried out internally or can be the responsibility or carried out by an external organisation or individual. When it is an internal function, it is usually the responsibility of a senior member of staff or manager. In larger organisations often there is someone who has this specific responsibility ie a quality manager.

Quality control can be part of the process of quality assurance, or part of a quality system which attempts to 'control' the quality of a product or service. Usually quality control refers to mechanisms which are used, associated documentation, procedures which need to be followed etc. Quality control sometimes has the potential for delivering a product or a service to a particular specification, but if quality control is left to the end of the process, or the specification is 'wrong', it will simply identify faults, problems etc which still have then to be remedied.

1. Describe how quality assurance will work in relation to the ISSEE Quality Guidelines.
2. What are the disadvantages of simply adopting a quality control approach?
3. Give an example where you feel that a quality control approach didn't work in your country.
4. What examples are there in your country of quality assurance approaches outwith education and training. Make a list.
5. Can anything be learned from any of these for use in the ISSEE Quality Guidelines project?

Using Audits and Self-Assessment Techniques

1. What experience have you had of using audits or being audited? Briefly describe below.
2. Identify your worst experience and your best experience of using an audit or being audited.
Best experience

Worst experience
3. What lessons did you learn from each of these?
4. What experience have you of using self-assessment techniques related to evaluation activities?
5. Identify strengths and weaknesses in using such methods.
6. In what ways do you think organisational self-assessment is the most useful way to proceed with the ISSEE Quality Guidelines?
7. Briefly describe or list key features of best practice in using organisational self-assessment as a method of evaluation for guidance related work.

Organisational Self-assessment

Key features of Best Practice

Providing Support to Organisations in Quality Development – Effective Methods and Techniques

Using the materials in the Training Resource Pack, list below the main methods and techniques you will use to provide support to organisations in quality development.

Effective Methods and Techniques

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•

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Next Steps in ISSEE Quality Guidelines Development

You have now completed the four day training programme. You should review the initial Action Plan you produced, work which you have undertaken between the first two days of training and the second two days, and activities you have been involved in during the training (including the sharing of information with other partners).

Based on the above you are asked to think, plan and set out what you intend to do next in relation to the implementation of the ISSEE Quality Guidelines. The proforma below should be used to assist you in this important next stage of development.

1. Initial thoughts on what I have learned in the programme.

2. Initial list of what I need to consider in taking next steps.

3. What I need to prioritise.

Plan for Implementation of the ISSEE Quality Guidelines: Next Steps

Name: _____ Organisation: _____ Date: _____

Objective	Targets or Activities which need to be undertaken to achieve the objective	Date	Measures of Success