



LIFELONG LEARNING PROGRAMME
Leonardo da Vinci Transfer of Innovation

Assessment and monitoring methodology of the pilot implementation

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1. Introduction

Impacts of career guidance services range from take-up through to measuring changes that take place at a societal level. Equally important is to measure a variety of outcomes produced by training programmes targeted to improving career guidance counsellors' skills and knowledge. INNO-CAREER pilot training course is an innovative project which is intended to enhance counsellor trainees' efficiency and the effectiveness of their services but the core questions are *what do we need to evaluate* and *how can we evaluate it*. In Section 3, these aspects are further described.

The aim of this activity is to design a monitoring and assessment methodology and tools covering impacts of the training course, however, it is important to remember that no research can ever describe all of the impacts or outcomes that result from an intervention (Hooley, 2014). Thus, we opted for assessing several factors related to input (e.g. facilities, instructors' efficiency, facilities, quality of training material), training process (e.g. training methodology, training evaluation techniques) and learning outcomes (e.g. changes in knowledge or skills, fit/relevance of training modules with career guidance practice).

2. Definitions of monitoring and evaluation

It is useful to draw a distinction between the notion of monitoring and that of evaluation as they appear to have both similarities and differences. On the one hand, **monitoring** is the routine collection, analysis and use of information about an ongoing development intervention. It aims at providing indications of the extent of progress or achievement. This may cover activities, outputs, indications regarding the achievement of the objectives that have been set in the beginning of an intervention or project. Monitoring is led by the key question: "Are we doing things right?" (Hooley, 2014, p. 12). On the other hand, **evaluation** is an assessment of an ongoing or completed development intervention. The main objective of this process is to assess in a systematic and objective manner the design, the implementation and the results of the intervention. The leading question is: "Are we doing the right things?" (Hooley, 2014, p. 12). Whilst monitoring is important to ensure that a programme remains on track by penetrating every aspect of a service evaluation is more connected with strategic questions about the activity.

In the monitoring and assessment plan and the report that will follow after the completion of the training programme we emphasise the part of evaluation regarding the training course. Our



central aim is to enhance the quality of the training course in the future and address questions related to impact, evidence and learning outcomes resulting from the participation in the INNO-CAREER pilot training programme.

3. Assessment and monitoring methodology of the pilot implementation

Starting from the basic objective to address career guidance counsellors' needs concerning training our intention is to measure their satisfaction from the programme and also explore the efficacy of the programme, in terms of possible changes in knowledge and skills of career guidance. We focused on learning outcomes concerning the entire training course and separately on each training module. Quantitative methodology was considered appropriate as it provides a measurable and objective evaluation of a programme (Hooley, 2014).

In particular, EOPPEP will implement two approaches that have been utilised effectively in the areas of career guidance, training and education. First, we will use a **snapshot survey** with the aim to take a picture of what is happening in training and identify whether trainees feel that it is useful. Second, as it would be fruitful to know whether participants feel that their skills and knowledge have been advanced as a result of received training we intend to measure possible changes of learning outcomes applying a **before-and-after study** by taking two snapshots, one before and after the implementation of the programme.

4. Procedure

Two questionnaires in English have been developed and translated in national languages. The self-evaluation questionnaire will be administered two times, one time on the first day of training and once more, ten days after the end of the distance learning. It is expected that trainees would take advantage of the interval between the end of training and the evaluation to reflect on their experience and the impact of training on acquired knowledge and skills. Moreover, all partners will deliver the programme assessment questionnaire to trainees from each country ten days after the completion of distance learning. Anonymity is maintained in the programme assessment questionnaire while this is not the case with self-evaluation questionnaire whereby it was necessary to match the first and the second delivery together. Filled questionnaires from each country will be collected by EOPPEP team via e-mail when training is completed in every partner country.



5. Analysis

Data from the two surveys will be entered and analyzed with the use of SPSS V. 22. We intend to perform descriptive statistics (Means, Standard Deviations and *t*-tests or non-parametric Wilcoxon test) to describe the evaluation results regarding each variable in each country (snapshot) as well as compare trainees' self-evaluation results before and after training by examining possible statistically significant differences between these two conditions.

6. Assessment tools

Programme Assessment Questionnaire. This questionnaire would help us to take a straightforward evaluation of the programme. It consists of 16 questions with two of them being open-ended. A Likert-type scale of 4 points is utilised to answer the questions. There are questions that measure the views of the trainees on the general quality of the training course (content and methodology of the face-to-face and of the distance learning), the efficiency of the organization of the course, the user-friendliness and the quality of the e-learning platform, prioritization of the training and the assessment techniques in terms of their perceived effectiveness, satisfaction from trainers' competence and materials etc. Finally, there is a question about counsellors' feedback on the training course. The English version of the questionnaire is given in Index 1.

Self-evaluation questionnaire. The self-evaluation questionnaire consists of 18 questions to assess the impact of the course by comparing the starting level of participants' knowledge and skills and the level reached after the completion of training. The questionnaire also assists trainers in identifying trainees' initial level of competences. Three questions are given for each training module. Answers are assessed at an 11-point Likert-type scale (0-10). The questionnaire is presented in Index 2.

References

Hooley, T. (2014). *The evidence base on lifelong guidance. A guide to key findings for effective policy and practice.* EGNP tools No. 3. European Lifelong Guidance Policy Network. Finnish Institute for Educational Research (FIER), University of Jyväskylä, Finland.



Indexes

Index 1: Programme Assessment Questionnaire (English)

INNO-CAREER

Develop Prototype Training System of Career Guidance Counsellors

Leonardo Da Vinci, Lifelong Learning Programme, EU

Pilot continuous training course of career guidance counsellors

Assessment Questionnaire

Dear trainees,

We thank you for having participated in the pilot training of the GUIDANCE 2020 course developed in the framework of the INNO-CAREER project. We hope that the attendance of this course has served as a fruitful experience for you towards the improvement and the enhancement of your career guidance skills in the future, given that this was the central aim of the program. It would be really helpful if you filled in this assessment questionnaire which is intended to assess the pilot training and to be a source of constructive feedback that will provide opportunities for continuous improvement. We hope to get useful opinions and ideas for the extension, the invigoration and the enhancement of both training materials and training course. Please honestly and spontaneously answer to the following questions as there are not right or wrong answers. Anonymity of participants is maintained, therefore you should not write down your name in any part of the questionnaire.

1. Please assess the general quality of the training course:

Low Moderate High Very high

2. Please assess the organization of the training course (preparation, issues related to the training process and the organization of the training):

Inadequate Moderately good Fairly good Very good

3. In your opinion, the supporting training materials (textbooks, notes) were :

Slightly interesting Moderately interesting Quite interesting Very interesting

Slightly helpful Moderately helpful Quite helpful Very helpful
Slightly innovative Moderately innovative Quite innovative Very innovative

4. **How do you assess the e-learning platform as to:**

- **the user-friendliness (access, functionalities, links etc.)?**

Unmanageable Slightly manageable Quite easy to use but some problems occurred
Very easy to use

- **quality (structure, posted/ uploaded material, instructions, presentation of texts etc.)**

Low quality Moderate quality High quality Extremely high quality

5. **How satisfied are you with:**

- ***the content and the methodology of the face-to-face training phase?***

Not at all Slightly Fairly Much

- ***the content and the methodology of the distance learning?***

Not at all Slightly Fairly Much

6. **Please prioritize with descending order the training methods/techniques that were used in the training course regarding their usefulness in training, noting 1 to 7 next to each method or technique (1=most useful, 7=less useful):**

- Lecture with the use of powerpoint presentation ____
- Feedback discussion based on questions of the trainer/trainers – Exchange of views-ideas-experiences between the trainers and the trainees ____
- Feedback discussion based on questions by trainees ____
- Assignment of interactive/experiential activities to the trainees ____
- Use of case studies ____
- Sending training materials to the trainees ____
- Working in groups ____

7. **Please prioritize with descending order the methods/techniques that have been used to assess the acquired knowledge of the trainees regarding their usefulness in assessment, noting 1 to 5 next to each method or technique (1=most useful, 5=less useful)**

- Activities/exercises to assess each training module ____

- Written test _____
- Essay _____
- Simulation-Role playing _____
- Self-assessment _____

8. Please indicate how satisfied you are regarding the training offered in each module:

Career Guidance in connection with the labor market

- Trainer's competence: Not at all Slightly Fairly Much
- Training materials: Not at all Slightly Fairly Much
- Communication with the trainers: Not at all Slightly Fairly Much

Recognition of non formal and informal learning

- Trainer's competence: Not at all Slightly Fairly Much
- Training materials: Not at all Slightly Fairly Much
- Communication with the trainers: Not at all Slightly Fairly Much

Welcome services for migrants

- Trainer's competence: Not at all Slightly Fairly Much
- Training materials: Not at all Slightly Fairly Much
- Communication with the trainers: Not at all Slightly Fairly Much

Development of career management skills of individuals

- Trainer's competence: Not at all Slightly Fairly Much
- Training materials: Not at all Slightly Fairly Much
- Communication with the trainers: Not at all Slightly Fairly Much

Career Guidance for mobility

- Trainer's competence: Not at all Slightly Fairly Much
- Training materials: Not at all Slightly Fairly Much
- Communication with the trainers: Not at all Slightly Fairly Much

Quality assurance in career guidance

- Trainer's competence: Not at all Slightly Fairly Much
- Training materials: Not at all Slightly Fairly Much
- Communication with the trainers: Not at all Slightly Fairly Much



9. To what degree are you satisfied with the facilities where the course took place?
 Slightly satisfied Moderately satisfied Quite satisfied Very satisfied
10. To what degree the technical equipment used in the course was satisfactory (e.g. computers, projectors etc.)?
 Slightly satisfactory Moderately satisfactory Quite satisfactory Very satisfactory
11. How would you evaluate the allocation of time given to face-to-face lessons and distance learning (10 hours - 30 hours)?
 Slightly satisfactory Moderately satisfactory Quite satisfactory Very satisfactory
12. Do you think that the distance learning should have lasted more?
 Yes No
13. How do you assess trainers' ability in motivating the trainees?
 Low Moderate Quite high Very high
14. To what extent do you think that the whole training course could help you in facing the real problems, issues and situations you are used to work with as counsellor?
 Low Moderate Quite high Very high
15. Please suggest possible improvements concerning the design of a future training program addressed to career guidance counsellors in order to meet their needs.

.....

16. If you were to propose only one significant change to the training program you have already completed in order to improve it drastically, which would it be?

.....

Thank you for participating in this survey!
 The INNOCAREER project team



Index 2: Self-evaluation questionnaire (English)

Message for the tutors

This set of **pre-self-evaluation questionnaires** is intended to be filled in by all participants of the further training course "GUIDANCE 2020: Modern elements of lifelong guidance & employability - New emerging skills for guidance practitioners" before they start to study.

Just in the end of the course the participants will have to fill in **post-self-evaluation questionnaires** that will be in fact the same only the name of the set will be different.

The aim of both self-evaluation questionnaires is to measure the impact of the course by comparing the starting level of participants' knowledge and skill and the level they reached after the training.

The participants should be instructed to be fair in their responses and to make "X" preferably on whole numbers as shown bellow.



Module 01: Pre-self-evaluation questionnaire

We kindly ask you to complete the self evaluation questionnaire before you start your work on the study module and to handle it to your tutor in order to evaluate your initial competences. At the end of the training course you will be asked to fill in the same self-evaluation questionnaire with the aim to assess changes that happened as a result of the participation at the training program.

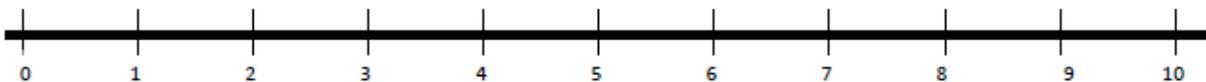
Name of participant	...	
Module title	Welcome services for migrants	01
Date	...	

1) On a scale of 0 to 10, indicate to what extent you are familiar with the needs of the career guidance addressed to migrants.

Endpoints range of the scale

0: I am not at all familiar with it.

10: I am very much familiar with it.



2) On a scale of 0 to 10, indicate to what extent you feel to be prepared to provide welcome career guidance services in order to encourage the migrant to attend the guidance path.

Endpoints range of the scale

0: I feel I am not prepared at all.

10: I am fully prepared.



3) On a scale of 0 to 10, indicate to what extent you are able to identify what extra specific competences should have a career guidance counsellor working with migrants or disadvantage native adults

Endpoints range of the scale

0: I am not able to identify any extra specific competence a career guidance counsellor should have in order to work with migrants or disadvantaged native adults.



10: I know for sure a set of extra specific competences a career guidance counsellor should have in order to work with migrants or disadvantaged native adults.



Module 02: Pre-self evaluation questionnaire

We kindly ask you to complete the self evaluation questionnaire before you start your work on the study module and to handle it to your tutor in order to evaluate your initial competences. At the end of the training course you will be asked to fill in the same self-evaluation questionnaire with the aim to assess changes that happened as a result of the participation at the training program.

Name of participant	...	
Module title	Career guidance in connection with labour market	02
Date	...	

4) On scale 0-10 indicate to what extent you feel you understand the statement “Career guidance is help for self help”.

Endpoints range of the scale

0: I do not have any idea what this statement means.

10: I am persuaded I know very well what the statement means.



5) On scale 0-10 indicate to what extent you feel you work with clients in accordance with the statement “Career guidance is help for self help”.

Endpoints range of the scale

0: So far I did not work with clients in accordance with this statement.

10: I work with clients always in accordance with this statement.



6) On scale 0-10 indicate to what extent you are familiar with following terms: career goal, career need, and career plan

Endpoints range of the scale

0: I am not at all familiar with the term.

10: I now exact content of this term and am able to fully explain it.

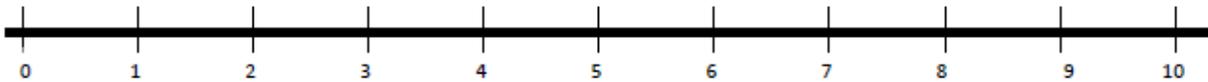
Career goal



Career need



Career plan



Module 03: Pre-self evaluation questionnaire

We kindly ask you to complete the self evaluation questionnaire before you start your work on the study module and to handle it to your tutor in order to evaluate your initial competences. At the end of the training course you will be asked to fill in the same self-evaluation questionnaire with the aim to assess changes that happened as a result of the participation at the training program.

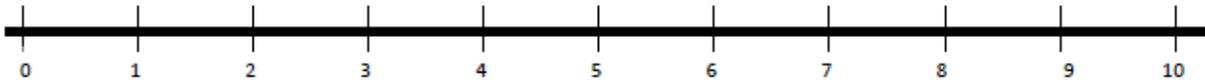
Name of participant		
Module title	Recognition of non-formal and informal learning	03
Date		

7) On scale 0-10 indicate to what extent you are familiar with process of recognition of non-formal and informal learning outcomes.

Endpoints range of the scale

0: I am not at all familiar with this process.

10: I am very much familiar with this process.



8) On scale 0-10 indicate to what extent you feel you are working properly with clients towards recognition of non-formal and informal learning outcomes.

Endpoints range of the scale
0: So far I did not work with any clients towards the recognition of non-formal and informal outcomes.
10: I work regularly with the clients leading them to recognition.



9) On scale 0-10 indicate to what extent you are familiar with the following terms: European qualification framework, Europass, learning outcomes.

Endpoints range of the scale
0: I do not at all know the content of this term.
10: I am persuaded that I know very well what this term is about.

European qualification framework



Europass



Learning outcomes



Module 04: Pre-self evaluation questionnaire

We kindly ask you to complete the self evaluation questionnaire before you start your work on the study module and to handle it to your tutor in order to evaluate your initial competences. At the end of the training course you will be asked to fill in the same self-evaluation questionnaire with the aim to assess changes that happened as a result of the participation at the training program.

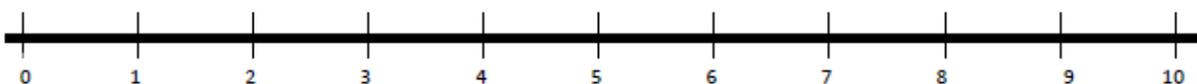
Name of participant		
Module title	Career guidance for mobility	04
Date		

10) On scale 0-10 indicate to what extent you feel familiar with provision of career guidance for mobility.

Endpoints range of the scale

0: I am not familiar at all with provision of career guidance for mobility.

10: I am an expert in providing the career guidance for mobility.



11) On scale 0-10 indicate to what extent you are equipped with expertise to provide career guidance for mobility?

Endpoints range of the scale

0: I do not have any expertise at all.

10: I have excellent expertise as I provide it every day.



12) On scale 0-10 indicate to what extent you are familiar with the following terms: mobility, multicultural competences, academic mobility, career guidance interview for mobility, triggers.

Endpoints range of the scale

0: I do not know the content of this term.

10: I know very well what this term is about.

Mobility



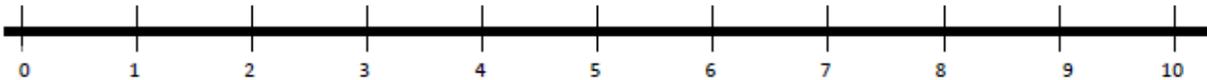
Multicultural competences



Academic mobility



Career guidance interview for mobility



Triggers



Module 05: Pre-self evaluation questionnaire

We kindly ask you to complete the self evaluation questionnaire before you start your work on the study module and to handle it to your tutor in order to evaluate your initial competences. At the end of the training course you will be asked to fill in the same self-evaluation questionnaire with the aim to assess changes that happened as a result of the participation at the training program.

Name of participant		
Module title	Development of career management skills of individuals	05
Date		

13) On scale 0-10 indicate to what extent you are familiar with supporting clients to develop

Career Management Skills (CMS).

Endpoints range of the scale

0: I am not at all familiar with it.

10: I am very familiar with supporting clients to develop CMS.



14) On scale 0-10 indicate to what extent you are skilled in supporting clients to develop CMS.

Endpoints range of the scale

0: I am not at all skilled in it.

10: I am very much skilled in it as I support clients in the development of CMS every day.



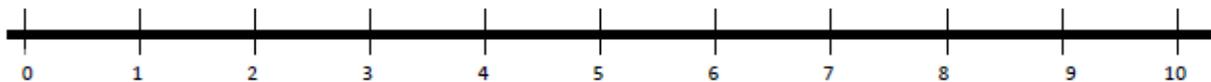
15) Describe briefly your understanding of the following terms: career adaptability, career management skills, self-efficacy in career planning, career resilience, balance between work and life roles.

Endpoints range of the scale

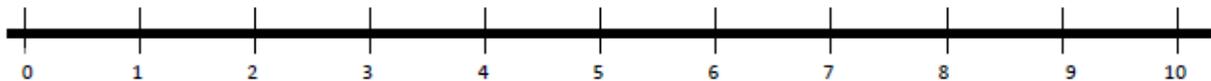
0: I am not at all familiar with the term.

10: I know exactly the content of these terms and I am able to fully explain them.

Career adaptability



Career management skills



Self-efficacy in career planning



Career resilience



Balance between work and life roles



Module 06: Pre-self evaluation questionnaire

We kindly ask you to complete the self evaluation questionnaire before you start your work on the study module and to handle it to your tutor in order to evaluate your initial competences. At the end of the training course you will be asked to fill in the same self-evaluation questionnaire with the aim to assess changes that happened as a result of the participation at the training program.

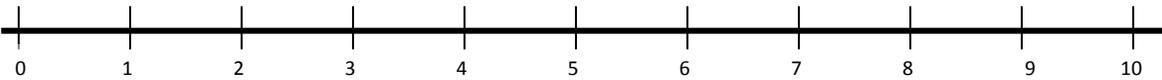
Name of participant		
Module title	Quality assurance issues in career guidance	06
Date		

16) On scale 0-10 indicate to what extent you are familiar with quality assurance of career guidance.

Endpoints range of the scale

0: I am not at all familiar with it.

10: I am very much familiar with it.



17) On scale 0-10 indicate to what extent you are involved in quality assurance of career guidance services.

Endpoints range of the scale

0: So far I was not involved in quality assurance of career guidance services.

10: I am fully involved in quality assurance of career guidance services.



18) On scale 0-10 indicate to what extent you are familiar with following terms: internal quality

assurance, external quality assurance, quality standards, quality assurance cycle.

Endpoints range of the scale

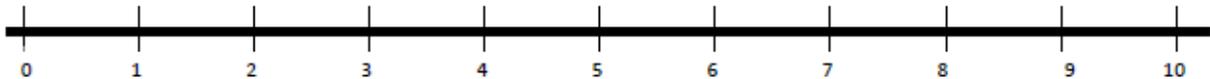
0: I am not at all familiar with the terms.

10: I know exactly the content of these terms and I am able to fully explain them.

Internal quality assurance



External quality assurance



Quality standards



Quality assurance cycle





Methodology of assessment and monitoring of the pilot implementation of INNO-CAREER project

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