

QAREER

Quality Assurance of Career Services in Higher Education

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Intellectual Output O2

Report: Guidelines to Implement Quality Assurance in Career Services in Higher Education

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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. Therefore, 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.

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 functioning of CS, while level 3 comprises all the activities and highly qualified 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 of counselling to beneficiaries;
- changes of focus from career services to individuals, helping them to manage their own decisions.

A QA system that copes with these challenges is characterized by:

- transparency,
- easy access for students,
- ability to meet the needs of different categories of beneficiaries,
- access to individual counselling by trained and skilled practitioners in the field, for people who need counselling and when they need it,
- access to flexible and innovative service officers meeting the needs of various beneficiaries to enable them to adapt to different life-time situations,
- ability to explore and choose among study programmes suitable for finding 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 individuals involved, for all the types of career services in the academic environment.

2. METHODOLOGY

2.1. Overall approach

The introductory research carried out within Intellectual Output 1 was aimed at providing an updated state-of-the-art perception of quality aspects for career services. The data from 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 on choosing appropriate educational training related to the students' interests and skills;
- counselling to assess alternatives for modifying the educational route depending on vocational aspects;
- counselling related to career plan development;
- providing the students with information on CS guidance and other activities;
- advice on applying for a job, doctoral scholarship or research;
- counselling regarding employment opportunities, evaluation of alternatives, career plans;
- counselling regarding involvement in voluntary activities, their impact on future training and voluntary choice of forms corresponding to the interests and educational guidance;
- facilitating the meetings with graduate students and practitioners from different fields of professional activity;
- organizing 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;
- training workshops and courses on career skills development.

The framework is supposed to serve as a tool for higher education institutions towards excellence of career services.

It 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 presented by 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

Recruitment must be developed in accordance with Intellectual output O1 from QAREER "Professionalization and development of staff must be taken into account while dealing with quality issues." NACE recommendations will also be considered: "Career services must have an adequate number of qualified professional and support staff to fulfil their mission and functions".

Update is based on one of the conclusions of QAREER Intellectual output O1 "Professionalization and development of staff must be taken into account while dealing with quality issues". NACE: "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, the starting point was given by the conclusion of Intellectual output O1 from QAREER "Professionalization and development of staff must be taken into account while dealing with quality issues". NACE: "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 plays an important part in making the career services known to all those interested in becoming students of a HEI and, implicitly, to all those that finally get enrolled there. Delivering information about the career service to prospective students is an important way of making them realise 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 the 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 the O1 intellectual output from QAREER. The existing of a reception/interviewing area is a prerequisite to quality career services (Guidance for Life, 24).

Outreach is designed to facilitate the use of the career services by students and it corresponds to the preference of the students for these services to be at hand (highlighted by the results of the online survey carried out under the intellectual output O1 of the QAREER project). 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. The purpose is to increase the number of beneficiaries who have access to the career services and it reflects a tendency from some practices collected and analysed within the framework of intellectual output O1 from QAREER project.

EVALUATION AND IMPROVEMENT

As described in QAREER Intellectual output O1 “referring to labour market, information about job/placement offers is considered important, as information on recruiting channels” and “online services are more appreciated than offline services”. *Monitoring information flows* also depend 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.)”.

According to the conclusions of QAREER Intellectual output O1, the preferences and expectations of students include students’ preferences for individual services and face-to-face meetings, considered being more important than online meetings in general. *Number of accesses* is an important aspect of service quantification, being a base for optimum cost-efficiency estimation.

One major findings of QAREER intellectual output O1 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.

The preferences and expectations from students are the following: “face-to-face meetings are considered more important than online meetings in general”. In a report on career services from Ireland is argued the importance of implementing quality standards in relation to monitoring 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 to make their provision fit the needs of the beneficiaries; provide consistency of service across the country’s organisations”.

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 the QAREER Intellectual output O1 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.)”.

STAFF

Staff development. Staff training is mandatory and that 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 staff working contracts and it is further required that the career progression mechanisms are shared and transparent.

Staff peer networking. The staff must be encouraged by the HEI to work with peers and the activities to be organized in sessions of peer learning and experience sharing.

Code of ethics. Staff members act on the basis of their own professionalism and a code of ethics for career services should exist and be shared within the career service, all staff members being aware of it, with yearly sessions to recall and share the code of ethics to the staff.

Staff management. Staff members have a broad range of relevant opportunities to undertake continuous professional development, to develop leadership and management skills both in relation to online and 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 beneficiaries vulnerable to exclusion and to promote inclusion.

Individual services. For each student, HEI provides both meetings and individual career services. Individual sessions are dominant in relation to those organized in groups. Individual career services sessions are the rule, the exception being the ones that are organized in group. Also "support for developing tools, such 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 beneficiaries.

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

As to work placement, the results of the research show that "the most relevant service the student expects from a career service is placement, not only as a part of the study pathway, but also as job placement after graduation (as job posts and matching, 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 requires that support from an informed advisor is available in order to make best use of the available information about labour market.

Information technology used in work placement. Career services should use information technology to provide access for students, staff, and other designated beneficiaries to the internet and other computer resources in a variety of media appropriate to different populations.

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 elaboration of the curriculum and syllabuses and, on the other hand, by providing the management and the teaching staff with training in the field of career services using the relevant data.

EVALUATION AND IMPROVEMENT

The process is also dependent on national context, as stated in a research conducted in the project: "National situations are very diverse and even in the same country the role and the activities of career services at the university are different". Also, the study concludes that "There is no common understanding among stakeholders on the meaning of quality and above 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 world and the labour world”.

Collecting feedback from users. Collecting feedback is made by using feedback forms that can be filled freely (in print or online, collected from users by surveys at fixed intervals. It is performed after the counselling activity, anonymously.

Collecting feedback from internal players. Feedback can be received from internal players. This can be collected through both quantitative and qualitative methods.

Collecting feedback from external players. Feedback can be collected from external players in the provision of career services on a regular basis, at predetermined intervals, so that the career service activity can be improved continuously.

- **OUTPUT**

Career counsellors are typically specialists with university degrees in such profiles as psychology, sociology etc. The counsellors will be concerned with identifying those aspects of their activity that will require improvement and find ways to optimize their work by exploiting opportunities for lifelong learning. The counsellors will 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 require. The counsellors will develop active working relationships with the local community, whose needs and interests are taken into account by the counselling for the labour market. The counsellors will identify all potential sources and use of personal information in accordance with anticipated beneficiary needs. Starting with this recommendation, the following standards have been formulated:

STAFF

Data collection. Data can be collected from all service beneficiaries.

Staff awareness. Staff members are aware of the professional standards applicable to them, as a daily practice of the service manager.

Planning for improvement. Staff members are recruited and selected according to legal requirements, being specialists in psychology, sociology and career counselling or teaching staff with expertise in the specialization field of the beneficiary. There are identified aspects of activities that impose improvements and harness opportunities of continuous learning according to HEI's principles of strategic development, having a portfolio of professionals that can offer their expertise for the beneficiaries at any time.

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

SERVICES

Intellectual outcome O1 from QAREER: “There is no common understanding among stakeholders on the meaning of quality and above on 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, as career services represent the link between the academic world and the labour world”. The counsellors will provide equal opportunities to the counselled persons, regardless of the nature of students’ specific differences. They will seek to ensure non-discriminatory access to information and counselling services for all categories of beneficiaries and will consider the fact that each person benefitting from its services has different needs and different problems, which will be treated as a case in itself.

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 service meets the beneficiaries’ needs. It should be an evidence of market research into potential target groups for career services and tailoring services to meet the demand.

Planning for improvement. Professional career staff development is an annual programme to improve the service and the HEI supports from its own resources the initiatives to improve the service (e.g.: courses, trainings).

Communication of results. Communication of the results is made by any means, respecting confidentiality rules, but the preferred method is face-to-face meeting.

EVALUATION AND IMPROVEMENT

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

Data analysis. Both the data on beneficiaries distribution by services/programmes and the data on beneficiaries’ satisfaction are analysed.

Cost-benefit. Global indicators are employed to evaluate the efficiency of the service by types of beneficiaries/staff member, and also data related to exact figures on the professional insertion of the beneficiaries in the labour market.

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

3. THE SOURCES AND JUSTIFICATION FOR DESIGN

3.1. Primary sources

The starting point for developing the standards and guidelines 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 (O1). The results obtained in this project show that staff professionalization and development are key issues for QA, which has been confirmed both by the respondents and the data in literature.

3.2. The standards

Justifications are detailed in chapter 4.2. Detailed standards are also in chapter 4.2.

3.2.1. ACCESS

(Justification is in the Table 4.2.1)

ITEM	MINIMUM	MEDIUM	MAXIMUM
STAFF			
<i>A.ST.1 Recruitment</i>	A.MI.ST.1 Standard Recruitment of career services staff will be strictly adhered to the principle of professionalization.	A.ME.ST.1 Standard Career services at HEIs hire staff that will ensure effective delivery of career services and programmes.	A.MA.ST.1 Standard Recruitment of staff is in accordance with the characteristics (quantitative and qualitative) of the career services beneficiaries.
<i>A.ST.2 Update</i>	A.MI.ST.2 Standard The internal criteria for staff update in professionalization are met for achieving career services.	A.ME.ST.2 Standard Staff update is accompanied by measures aiming at professional development.	A.MA.ST.2 Standard Measures to ensure career services staff satisfaction are included within the HEI staff update activities.
<i>A.ST.3 Management</i>	A.MI.ST.3 Standard Management procedures are fair, inclusive and non-discriminatory.	A.ME.ST.3 Standard Career services staff management is a proactive process.	A.MA.ST.3 Standard Career services staff management always meets the requirements of a HEI and the career services beneficiaries.
SERVICES			
<i>A.SE.1 Information to prospective students</i>	A.MI.SE.1 Standard Information about career service is available at the	A.ME.SE.1 Standard Information about career service is included in all	A.MA.SE.1 Standard Information about career service is provided

	career service office and on its website and it is provided in both the national language and in at least one foreign language.	promotional materials elaborated by a HEI and it is posted on the admission section of its website.	through information sessions organised by the career service office at its premises and are delivered in the national language and, if necessary, in at least one international language.
<i>A.SE.2 Information to enrolled students</i>	A.MI.SE.2 Standard Information about the career service is provided at the career service office and on its website in both the national language and at least one international language.	A.ME.SE.2 Standard Information about the career service is displayed in visible places at the premises of every faculty/department from the HEI.	A.MA.SE.2 Standard Information about the career service is delivered by means of mandatory presentations attended by all students enrolled in every study programme.
<i>A.SE.3 Reception</i>	A.MI.SE.3 Standard Career services are provided in a distinct space within the HEI.	A.ME.SE.3 Standard Services are provided in a distinct area within the HEI, which includes a waiting area for students.	A.MA.SE.3 Standard Services are provided in a distinct area within the HEI, which includes a waiting area for students and a resource centre.
<i>A.SE.4 Outreach</i>	A.MI.SE.4 Standard The career service office is easily accessible with respect to both its location and opening hours.	A.ME.SE.4 Standard A central CS at the university collaborates with other units at the institution and with other stakeholders.	A.MA.SE.4 Standard The curriculum of each study programme contains a mandatory module on specific career service issues.
<i>A.SE.5 Beneficiaries</i>	A.MI.SE.5 Standard Career services are provided for students enrolled in the last study year.	A.ME.SE.5 Standard Career services are provided for students enrolled in every study year.	A.MA.SE.5 Standard Career services are provided for alumni.
EVALUATION AND IMPROVEMENT			
<i>A.EV.1 Monitoring information flows</i>	A.MI.EV.1 Standard A charter/regulation for career services is provided and available in printed format and online.	A.ME.EV.1 Standard The way information is managed in career services is described and information materials are made available to potential beneficiaries.	A.MA.EV.1 Standard Information flows from the career services are described to each potential recipient before accessing the service.
<i>A.EV.2 Monitoring number of accesses</i>	A.MI.EV.2 Standard There are records that are constantly updated (on paper and/or computer) regarding all accesses to the service.	A.ME.EV.2 Standard Data on accessing career services include also information regarding the level of education and position of the beneficiaries on the labour market.	A.MA.EV.2 Standard In monitoring career services access, both the data about the beneficiaries and the data regarding the type of services offered for each activity are recorded.
<i>A.EV.3 Monitoring</i>	A.MI.EV.3	A.ME.EV.3	A.MA.EV.3

<i>number of students taken in charge</i>	Standard There are detailed records of the beneficiaries of career services and how they were allocated within the service.	Standard Monitoring the number of students taken charge of is an activity performed with the direct contribution of the service manager.	Standard Monitoring the number of students who received career counselling is performed on a daily basis, making adjustments "on the go".
<i>A.EV.4 Monitoring needs (of students, of enterprises)</i>	A.MI.EV.4 Standard For all beneficiaries who have appointments with a CS, a needs assessment must be completed prior to the booking. A CS possess general information about the profiles of different enterprises.	A.ME.EV.4 Standard Following the completion of the needs assessment, the receiving staff will ensure that a beneficiary has been booked directly into a consultant's calendar, for a specific activity. A CS possess internship offers from enterprises.	A.MA.EV.4 Standard Where a consultant is completing a needs assessment, a person record for the beneficiary must be created (personal data) and recorded under history and new activity. A CS is in contact with enterprises which provide them with concrete information on their job and internship offers specifying their requirements.
<i>A.EV.5 Feedback data collection</i>	A.MI.EV.5 Standard An annual student survey is conducted over a period of a week and all users of the service are given brief questionnaires/feedback cards.	A.ME.EV.5 Standard Feedback data collection is an ongoing process, part of the system of the quality assurance system of the HEI.	A.MA.EV.5 Standard The feedback process includes gathering and collating information about how beneficiaries' needs are met.

3.2.2. PROCESS

(Justification is in the table 4.2.2)

ITEM	MINIMUM	MEDIUM	MAXIMUM
STAFF			
<i>P.ST.1. Staff development</i>	P.MI.ST.1 Standard: Staff learning/ training is allowed, but optional.	P.ME.ST.1 Standard: Staff learning/ training is mandatory.	P.MA.ST.1 Standard: Training and learning opportunities are provided by the service/the university.
<i>P.ST.2. Staff career progression</i>	P.MI.ST.2 Standard: Career progression mechanisms are stated in individual contracts.	P.ME.ST.2 Standard: Career progression mechanisms are stated in collective agreements.	P.MA.ST.2 Standard: Career progression mechanisms are shared and transparent.
<i>P.ST.3. Staff peer networking</i>	P.MI.ST.3 Standard: Networking within peers is on individual basis.	P.ME.ST.3 Standard: Networking with peers is encouraged.	P.MA.ST.3 Standard: The service organises sessions of peer learning.

<i>P.ST.4. Code of ethics</i>	P.MI.ST.4 Standard: Staff members act on the basis of their own professionalism.	P.ME.ST.4 Standard: Code of ethics for career services staff is shared: each staff member is aware about it.	P.MA.ST.4 Standard: The service provides at least one yearly session to recall and share the code of ethics of the staff.
<i>P.ST.5. Staff management.</i>	P.MI.ST.5 Standard: Staff members have a broad range of opportunities of continuous professional development.	P.ME.ST.5 Standard: HEIs use performance reviews effectively to identify and meet individual staff development needs.	P.MA.ST.5 Standard: The service provides a range of opportunities for staff to develop leadership and management skills and capabilities.
SERVICES			
Counselling			
<i>P.SE.1. Diversity and inclusion</i>	P.MI.SE.1 Standard: HEI aims that through career services to promote inclusion, to increase participation in education, training and employment.	P.ME.SE.1 Standard: The services are sufficiently tailored to meet beneficiaries' needs and maximize participation in education, training and employment.	P.MA.SE.1 Standard: HEI makes effective use of resources to ensure the career services provision and it meets the diverse needs of beneficiaries vulnerable to exclusion and promoting inclusion.
<i>P.SE.2. Individual services</i>	P.MI.SE.2 Standard: For each student, HEI also provides individual sessions in career services.	P.ME.SE.2 Standard: Individual sessions of career services are preponderant in relation to those organized in groups.	P.MA.SE.2 Standard: The frequency of individual sessions predominates, group sessions are organized upon request and tailor-made in order to meet the expectations of potential users.
Career guidance			
<i>P.SE.3. Career-related information</i>	P.MI.SE.3 Standard: Identify the career-related information needs of service beneficiaries.	P.ME.SE.3 Standard: The range, sources and quality of the career-related information is critically evaluated.	P.MA.SE.3 Standard: The information is interpreted and tailored to the needs of beneficiaries.
<i>P.SE.4. Career-related learning</i>	P.MI.SE.4 Standard: Understand, interpret and use local, national and international qualification frameworks.	P.ME.SE.4 Standard: Promote the benefits of career-related learning and career management skills with beneficiaries.	P.MA.SE.4 Standard: In providing the service technology and innovative techniques are used in order to deliver career-related learning.
Work placement			
<i>P.SE.5. Labour market information</i>	P.MI.SE.5 Standard: Every student has access to good quality information about future study options and labour market opportunities.	P.ME.SE.5 Standard: Support of an informed adviser is available to make best use of available information.	P.MA.SE.5 Standard: Alongside career information, live labour market information should be available to all beneficiaries.
<i>P.SE.6. Information</i>	P.MI.SE.6	P. ME.SE.6	P. MA.SE.6

<i>technology used in work placement</i>	Standard: Career services should use information technology to provide access for students, staff, and other designated beneficiaries to the Internet and other computer resources.	Standard: A wide range of work placement resources is available to students by using information technology.	Standard: Career information is conveniently available in a variety of media appropriate for students and designated beneficiaries representing different populations.
Transversal			
<i>P. SE.7. Cooperation with management and Teaching staff</i>	P. MI.SE.7 Standard The career service office regularly transmits relevant data to the management and teaching staff of every faculty/department and organises facultative basic general training in the field of career service for this staff.	P. ME.SE.7 Standard The career service office regularly transmits relevant data that is used by the management and teaching staff when elaborating the curriculum and the syllabuses; the career service office also organises mandatory basic general training in the field of career service for this staff.	P. MA.SE.7 Standard The career service experts fully participate in the process of elaborating the curriculum and the syllabuses and the career service office provides for management and teaching staff mandatory study programme and course focused training in career service.
EVALUATION AND IMPROVEMENT			
<i>P.EV.1. Collecting feedback from users</i>	P.MI.EV.1 Standard: Collecting feedback is done by using feedback forms that can be filled freely (in print or online version).	P.ME.EV.1 Standard: Feedback is collected from users by surveys, at fixed intervals.	P.MA.EV.1 Standard: Anonymous feedback form users is necessary after each individual or group session.
<i>P.EV.2. Collecting feedback from internal players</i>	P.MI.EV.2 Standard: There is the possibility of expressing feedback by internal players.	P.ME.EV.2 Standard: Feedback is required from internal players systematically, at fixed intervals.	P.MA.EV.2 Standard: Feedback from internal players is collected through quantitative and qualitative methods.
<i>P.EV.3. Collecting feedback from external players</i>	P.MI.EV.3 Standard: There is a procedure for collecting feedback from external players in the provision of career services.	P.ME.EV.3 Standard: Periodically information on career services is requested from external players.	P.MA.EV.3 Standard: Collecting feedback from external players is a mandatory part of the activities in which they are involved.

3.2.3. OUTPUT

(Justification is in the table 4.2.3)

ITEM	MINIMUM	MEDIUM	MAXIMUM
STAFF			
<i>O.ST.1 Data collection</i>	O.MI.ST.1 Standard: Data are collected only from beneficiaries who wish to contact the	O.ME.ST.1 Standard: Surveys are conducted among beneficiaries of career services.	O.MA.ST.1 Standard: Data collection is required from all service beneficiaries.

	service.		
<i>O.ST.2 Staff awareness</i>	O.MI.ST.2 Standard: Staff awareness is based only on professional standards.	O.ME.ST.2 Standard: Staff awareness is practiced in team meetings.	O.MA.ST.2 Standard: Staff awareness is a daily practice of the management.
<i>O.ST.3 Planning for improvement</i>	O.MI.ST.3 Standard: Staff members accomplish minimum legal requirements, being specialists in psychology, sociology, career counselling or teaching staff with expertise in the specialization field of the beneficiary.	O.ME.ST.3 Standard: Staff participates to 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.	O.MA.ST.3 Standard: Staff identifies aspects of activities that impose improvements and harness opportunities of continuous learning according to HEI's principles of strategic development, having a portfolio of professionals that can offer their expertise for the beneficiaries at any time.
<i>O.ST.4 Communication of results</i>	O.MI.ST.4 Standard: The results for staff members and collaborators are communicated periodically respecting confidentiality principles.	O.ME.ST.4 Standard: Results for staff members and collaborators are communicated through regular feed-back in face - to-face meetings.	O.MA.ST.4 Standard: Results for staff members and collaborators are offered monthly in face-to-face and group meetings, when feedback is mutual for the work done.
SERVICES			
<i>O.SE.1 Analysing feedback from internal players</i>	O.MI.SE.1 Standard: Information is collected only from registered beneficiaries.	O.ME.SE.1 Standard: Feedback is collected from all categories of people who visit the location where career services run.	O.MA.SE.1 Standard: Feedback is sought systematically to all categories of internal players.
<i>O.SE.2 Analysing feedback from external players</i>	O.MI.SE.2 Standard: A global assessment of how services meet the recipients is done.	O.ME.SE.2 Standard: HEI learns about career potential demand on services.	O.MA.SE.2 Standard: Should be an evidence of market research into potential target groups for career services and tailoring services to meet the demand.
<i>O.SE.3 Planning for improvement</i>	O.MI.SE.3 Standard: Professional development is optional, not compulsory.	O.ME.SE.3 Standard: There is an annual programme to improve career services.	O.MA.SE.3 Standard: HEI own resources support service improvement initiatives.
<i>O.SE.4 Communication of results</i>	O.MI.SE.4 Standard: Communicating of results is done by any means, while respecting the confidentiality rules.	O.ME.SE.4 Standard: Communication of results is done through personalized communication.	O.MA.SE.4 Standard: Communication of results is done in face-to-face meetings.

EVALUATION AND IMPROVEMENT			
<i>O.EV.1 Data analysis</i>	O.MI.EV1 Standard: Global data are analysed only regarding the registered beneficiaries.	O.ME.EV1 Standard: Data analysis about beneficiaries depends on the service accessed.	O.MA.EV1 Standard: Data analysis is made on the distribution of beneficiaries in different career services programmes and on the degree of satisfaction regarding the services.
<i>O.EV.2 Cost-benefit</i>	O.MI.EV2 Standard: Cost-benefit analysis operates with global indicators on the efficiency of the service.	O.ME.EV2 Standard: The cost-benefit ratio is calculated only for those who apply for work placement service.	O.MA.EV2 Standard: The cost-benefit ratio is calculated only by reference to exact information on employment beneficiaries.
<i>O.EV.3 Planning for improvement</i>	O.MI.EV3 Standard: The planning for improvement is on the functioning of services in general.	O.ME.EV3 Standard: The planning for improvement targets every part of the service offered.	O.MA.EV3 Standard: The planning for improvement is made for each activity.

4. THE QUALITY FRAMEWORK OF REFERENCE

4.1. How to use the standards and guidelines

The standards developed constitute landmarks in practice and theoretical research dedicated to counselling; they represent the minimum requirements for counselling professionals and they are an indicator of performance in offered services.

The standards and guidelines are used in many areas of career services, but also in the regulation and direction of specific activities. They are recommended to be implemented in order to improve professional responsibility of counsellors, diversification of services to beneficiaries, 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 quality standards of career services:

- Independence must be understood as the lack of any impairment that would affect the objectivity of facts assessment.
- Objectivity should be understood as an intellectual unbiased attitude, allowing career specialists to carry out their steps in a way that demonstrates their sincere faith in their work and the fact that they don't compromise on quality. Objectivity requires specialists not to subordinate their professional judgment to any interest outside beneficiary interest.
- Trust in terms of confidentiality and secure environment in which the counsellors realise the process of counselling.
- Continuous training of counsellors
- Added value, meaning that the counselling must offer students as many opportunities and improve opportunities for achieving their objectives, resulting in improved decision-making, reduced risk exposure through skill efficiency offered to the beneficiary.
- Guidance for students' self-knowledge, using instruments validated by scientific research.
- Supporting the person counselled by a continuous, systematic and methodical assessment of students' needs and potentials.

Practical guidelines on how the services should use the standards

ACCESS

STAFF	
<i>A.ST.1 Recruitment</i>	Development of internal regulations of HEI regarding selection criteria of specialists' professional background, according to national law and to ensure the effectiveness of the service.
<i>A.ST.2 Update</i>	Development of plans for professional development of specialists (e.g. mobility, training etc.).
<i>A.ST.3 Management</i>	Development of internal regulations of HEI regarding the ratio between number of students and specialists in career services.
SERVICES	
<i>A.SE.1 Information to prospective students</i>	Development of promotional materials and public information sessions, including a question and answers section.
<i>A.SE.2 Information to enrolled students</i>	Development of materials including information about the location of the career service office, its working hours, the services it provides and the procedure to be followed.
<i>A.SE.3 Reception</i>	HEI provides a distinct space for career services, preferably in an area with easy access to most students, a resource centre for providing individualized and confidential career services to students.
<i>A.SE.4 Outreach</i>	The curriculum of each study programme contains a mandatory module on specific career service issues, offering a number of points of credit assigned to the module.
<i>A.SE.5 Beneficiaries</i>	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.
EVALUATION AND IMPROVEMENT	
<i>A.EV.1 Monitoring information flows</i>	Persons who offer career services in HEI provide to each potential recipient a summary of how information flows are managed (brochures, leaflets, etc.).
<i>A.EV.2 Monitoring number of accesses</i>	The records of career services access (on paper and/or computer) contain details of each activity performed for each beneficiary person/group.
<i>A.EV.3 Monitoring number of students taken in charge</i>	HEI have operational procedures regarding activities carried on daily basis with students.
<i>A.EV.4 Monitoring needs (of students, of enterprises)</i>	The needs of beneficiaries within the HEI are specified using open questioning techniques and professional practice skills, keeping personal records of all beneficiaries (students and /or enterprises).
<i>A.EV.5 Feedback data collection</i>	Feedback collection (surveys) is an ongoing process which can be useful for decision-making about future provision.

PROCESS

STAFF	
<i>P.ST.1. Staff development</i>	HEI has a plan for training sessions for staff, according to an analysis of learning needs.
<i>P.ST.2. Staff career progression</i>	HEI has a transparent public policy regarding career progression included in staff regulations.
<i>P.ST.3. Staff peer networking</i>	HEI organizes peer learning sessions in annual programming of activities for staff and elaborates a manual of good practices.
<i>P.ST.4. Code of ethics</i>	Development of a code of ethics and every staff member is recalled for sharing it.
<i>P.ST.5. Staff management</i>	HEI offers access to a wide range of opportunities for the staff (new capabilities, leadership and management skills).
SERVICES	
Counselling	

<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.
<i>P.SE.2. Individual services</i>	HEI allocates the necessary resources to satisfy the needs of beneficiaries vulnerable to exclusion.
Career guidance	
<i>P.SE.3. Career-related information</i>	Career-related information is used after the information is interpreted and tailored to the different categories of needs.
<i>P.SE.4. Career-related learning</i>	HEIs have their own proactive policy to promote the benefits of career-related learning using innovative techniques.
Work placement	
<i>P.SE.5. Labour market information</i>	HEI maintains and updates a database containing live labour market information.
<i>P.SE.6. Information technology used in work placement</i>	Work placement resources (print and online) must be accessible, organized and up to date with an appropriate system that is user-friendly, flexible, and adaptable to change.
Transversal	
<i>P. SE.7. Cooperation with management and Teaching staff</i>	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.
EVALUATION AND IMPROVEMENT	
<i>P.EV.1. Collecting feedback from users</i>	After each career service activity it's possible to collect feedback from users by online surveys.
<i>P.EV.2. Collecting feedback from internal players</i>	Elaborating procedures for collecting feedback through qualitative and quantitative methods.
<i>P.EV.3. Collecting feedback from external players</i>	After each career counselling service activity with external players, they have the possibility to express feedback in an efficient manner (written or online).

OUTPUT

STAFF	
<i>O.ST.1 Data collection</i>	HEIs carry out systematic research, using opinion surveys for the beneficiaries of career services.
<i>O.ST.2 Staff awareness</i>	On the management of career service, staff awareness is a mandatory practice, through team meetings.
<i>O.ST.3 Planning for improvement</i>	HEI creates a culture of continuous learning and implements principles of strategic development maintaining a network of specialists collaborating with the staff members.
<i>O.ST.4 Communication of results</i>	In the internal procedures, HEI establishes principles of operational communication with the staff and collaborators, facilitating official exchange of information.
SERVICES	
<i>O.SE.1 Analysing feedback from internal players</i>	Collecting feedback from all categories of internal players using online surveys.
<i>O.SE.2 Analysing feedback from external players</i>	HEI regularly performs market research on career services and adjusts its services based on its results.
<i>O.SE.3 Planning for improvement</i>	HEI uses its own resources for improving the quality of the service.
<i>O.SE.4 Communication of results</i>	In the operating procedures of the career services from HEI, data communication is done through face-to-face meeting.
EVALUATION AND IMPROVEMENT	

<i>O.EV.1 Data analysis</i>	HEI makes data analysis regarding accessing certain types of services, as to the satisfaction level expected by beneficiaries.
<i>O.EV.2 Cost-benefit</i>	HEI appreciates cost-benefit ratio in relation to the figures obtained from the labour market regarding efficiency of the services.
<i>O.EV.3 Planning for improvement</i>	HEI improvement plans are being implemented for each service, based on data analysis regarding services.

4.2 . Justification and description of the standards and guidelines for career services in higher education

4.2.1. ACCESS

JUSTIFICATION	ITEM	MINIMUM	MEDIUM	MAXIMUM
STAFF				
<p>Staff standards <i>The A.ST.1 Recruitment standard</i> must be developed in accordance with Intellectual output O1 (QAREER Project). NACE recommendations will be also considered: “Staff titles, roles, and reporting lines should support the efficient and effective delivery of career services and programmes” and “Career services must have an adequate number of qualified professionals and support staff in order to fulfil their mission and functions”.</p>	<p>A.ST.1 Recruitment</p>	<p>A.MI.ST.1</p> <p>Standard Recruitment of career services staff will be strictly adhered to the principle of professionalization.</p> <p>Guidelines CS recruit competent staff with respect to their qualifications and qualities (personal and cultural abilities).</p>	<p>A.ME.ST.1</p> <p>Standard Career services at HEIs hire staff that will ensure effective delivery of career services and programmes.</p> <p>Guidelines 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>Standard Recruitment of staff is in accordance with the characteristics (quantitative and qualitative) of the career services beneficiaries.</p> <p>Guidelines HEI will permanently adjust the number and composition of its staff, depending on the dynamics of services to be offered to beneficiaries.</p>
<p>The development of <i>standard A.ST.2 Update</i> is based on one of the conclusions of QAREER Intellectual output O1: “Professionalization and development of staff must be taken into account while dealing with quality issues: this is confirmed both by key respondents and practices and literature review”, e.g. NACE: “Career services professionals must engage in continuing professional development activities to further develop competencies and keep abreast of the</p>	<p>A.ST.2 Update</p>	<p>A.MI.ST2</p> <p>Standard The internal criteria for staff update in professionalization are met for</p>	<p>A.ME.ST2</p> <p>Standard Staff update is accompanied by measures aiming at professional development.</p>	<p>A.MA.ST2</p> <p>Standard Measures to ensure career services staff satisfaction are included within the HEI staff update activities.</p>

research, theories, legislation, policies, and developments that affect career services”.		achieving career services. Guidelines HEI will comply with national regulations regarding the professionalization of career services staff whenever update is necessary.	Guidelines Any update of career services staff in HEI will not be limited only to an internal reorganization, but will also include concrete measures for professional development (e.g. mobility, training etc.)	Guidelines Whenever staff update is necessary, HEI will investigate (according to their own quality procedures) the satisfaction level of career services personnel in order to improve it.
In developing <i>standard A.ST.3 Management</i> , the starting point was taken from the conclusion of the Intellectual Output O1 (QAREER project): "Professionalization and development of staff must be taken into account while dealing with quality issues". It is worth noting that there are numerous data in literature (NACE) on staff management according to which “Career services must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory”.	A.ST.3 Management	A.MI.ST.3 Standard Management procedures are fair, inclusive and non-discriminatory. Guidelines HEI have - as part of their quality management system - procedures for career services staff management that are fair, inclusive and non-discriminatory.	A.ME.ST.3 Standard Career services staff management is a proactive process. Guidelines Within a HEI, the career services staff management is proactive with respect to attracting and retaining diverse personnel.	A.MA.ST.3 Standard Career services staff management always meets the requirements of a HEI and the career services beneficiaries. Guidelines 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 beneficiaries.
SERVICES				
The quality <i>standard A.SE.1</i> According to the Intellectual Outcome O1 (QAREER project), information to prospective students plays an important part in making the existence of career	A.SE.1 Information to prospective students	A.MI.SE.1 Standard Information about career	A.ME.SE.1 Standard Information about	A.MA.SE.1 Standard Information about

<p>services known to all those interested in becoming students and implicitly to enrolled students. It is very important to make them realize from the very beginning that education and career services are closely associated.</p>		<p>service is available at the career service office and on its website and it is provided in both the national language and in at least one international language.</p> <p>Guidelines Information is provided by means of promotional materials which should include at least leaflets and booklets in printed and electronic format.</p>	<p>career service is included in all promotional materials elaborated by a HEI and it is posted on the admission section of its website.</p> <p>Guidelines Information refers to the types of services provided, the staff, the location of the career service office, its opening hours and its website address.</p>	<p>career service is provided through information sessions organised by the career service office at its premises and are delivered in the national language and, if necessary, in at least one international language</p> <p>Guidelines The information sessions are provided for groups of prospective students, transmit at least data about the services provided to enrolled students, the role of career service within the academic life and include a question and answers section.</p>
<p>The quality <i>standard A.SE.2 Information to enrolled students</i> is indispensable to the overall quality of the career services, helping students to make use of it. According to the findings of the QAREER project intellectual deliverable O1, highlights that making available to students information about the career services is a priority for the HEIs. Watt (1998) mentions the drawing up directories and guides to counselling provision in each area and producing and distributing clear information about what the student may expect from a counselling service.</p>	<p>A.SE.2 <i>Information to enrolled students</i></p>	<p>A.MI.SE.2</p> <p>Standard Information about the career service is provided at the career service office and on its website in both the national language and at least one international language.</p> <p>Guidelines Information should be communicated by means of information materials</p>	<p>A.ME.SE.2</p> <p>Standard Information about the career service is displayed in visible places at the premises of every faculty/department from HEI.</p> <p>Guidelines One information point with various information materials (e.g.. banners, leaflets,</p>	<p>A.MA.SE.2</p> <p>Standard Information about the career service is delivered by means of mandatory presentations attended by all students enrolled in every study programme.</p> <p>Guidelines Experts from the career service office deliver presentations about the</p>

		such as banners, leaflets, posters, booklets and by means of face-to-face and online discussions.	posters, booklets) is established at the premises of each faculty/department.	activity of this office that are mandatory for all students. These presentations are delivered at the beginning of the first semester of the first year of study from 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 quality <i>standard SE.3 Reception</i> plays an important role in meeting the perceived need for individual (preferably face-to-face) career services that have been outlined by respondents to the online questionnaire within the Intellectual Output O1 (QAREER project), also in accordance with NACE recommendations: the existence of a reception/interviewing area is a prerequisite to quality career services (Guidance for Life, 24).	A.SE.3 Reception	A.MI.SE.3 Standard Career services are provided in a distinct space within the HEI. Guidelines HEI provides a distinct space for career services, preferably in an area with easy access to most students.	A.ME.SE.3 Standard Services are provided in a distinct area within the HEI, which includes a waiting area for students. Guidelines Besides the area dedicated for career counselling, within the HEI, there is another distinct area for reception of students (waiting area), designed to ensure confidentiality through individual access.	A.MA.SE.3 Standard Services are provided in a distinct area within the HEI, which includes a waiting area for students and a resource centre. Guidelines Additionally to the area dedicated to career counselling and the reception (waiting) area, within the HEI, there is a resource centre providing individualized and confidential career services to students.
The quality <i>standard A.SE.4 Outreach</i> is designed to	A.SE.4	A.MI.SE.4	A.ME.SE.4	A.MA.SE.4

<p>facilitate the use by students of the career services and it corresponds to the preference of the students for these services to be at hand (the results from Intellectual output O1 of the QAREER project).</p>	<p>Outreach</p>	<p>Standard The career service office is easily accessible with respect to both its location and opening hours.</p> <p>Guidelines 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.</p>	<p>Standard A central CS at the university collaborates with other units at the institution and with other stakeholders.</p> <p>Guidelines Each career service office provide services tailored to the peculiar profiles of the study programmes organised by the respective faculty/department and dispose of their own staff.</p>	<p>Standard The curriculum of each study programme contains a mandatory module on specific career service issues.</p> <p>Guidelines The module is delivered by career service staff and its content is designed together with the teaching staff in order for it to fit the peculiarities of the study programme; a number of points of credit are assigned to the module.</p>
<p>The <i>standard A.SE.5</i> HEI has the purpose of increasing the number of beneficiaries who have access to the career services and it reflects a tendency from some practices collected and analysed within the framework of the intellectual output O1 (QAREER project).</p>	<p>A.SE.5 Beneficiaries</p>	<p>A.MI.SE.5</p> <p>Standard Career services are provided for students enrolled in the last study year.</p> <p>Guidelines The career services are provided to students from any study cycle on condition that they are enrolled in the last study year.</p>	<p>A.ME.SE.5</p> <p>Standard Career services are provided for students enrolled in every study year.</p> <p>Guidelines The career services are provided to students from any study cycle and irrespective of the study year. The approach should be tailored to the peculiar features of each study year and study cycle.</p>	<p>A.MA.SE.5</p> <p>Standard Career services are provided for alumni.</p> <p>Guidelines 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>The <i>A.EV.1 Monitoring information flows standard</i> addresses the problem of managing the information related to career services. As described in QAREER Intellectual output O1 “referring to labour market, the information on job/ placement offers is considered important, as information on recruiting channels” and “online services are more appreciated than offline services”. As stated in a study of OECD from 2001 “one of the areas of career guidance in which introducing quality standards is less complicated, yet still quite comprehensive, is the informational side, which in many cases is predominant in guidance provision (Watts et. al, 1991)”.</p>	<p>A.EV.1 Monitoring information flows</p>	<p>A.MI.EV.1</p> <p>Standard A charter/regulation for career services is provide and available in printed format and online.</p> <p>Guidelines 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>Standard The way information is managed in career services is described and information materials are made available to potential beneficiaries.</p> <p>Guidelines Information materials (brochures, leaflets, etc.) that describe how career services information is managed are elaborated and constantly updated in the HEI.</p>	<p>A.MA.EV.1</p> <p>Standard Information flows from the career services are described to each potential recipient before accessing the service.</p> <p>Guidelines Persons who offer career services in HEI provide to each potential recipient a summary of how information flows are managed.</p>
<p>Regarding the <i>A.EV.2 Monitoring number of accesses standard</i>, according to the conclusions of QAREER Intellectual output O1, the preferences and expectations of the students include: individual services and face-to-face meetings - in general considered more important than online meetings. Monitoring of the number of accesses is an important aspect of career service quantification being a base for optimum cost-efficiency estimation.</p>	<p>A.EV.2 Monitoring number of accesses</p>	<p>A.MI.EV.2</p> <p>Standard There are records that are constantly updated (on paper and/or computer) regarding all accesses to the service.</p> <p>Guidelines HEI ensures the storing up of records of persons/groups, who accessed the career services.</p>	<p>A.ME.EV.2</p> <p>Standard Data on accessing career services include also information on the level of education and position of the beneficiaries on the labour market.</p> <p>Guidelines The record of beneficiaries is made also by collecting data on their characteristics</p>	<p>A.MA.EV.2</p> <p>Standard In monitoring career services access, both the data about the beneficiaries and the data regarding the type of services offered for each activity are recorded.</p> <p>Guidelines The records of career services access contain details of each activity performed for each beneficiary person/group.</p>

<p>Regarding <i>A.EV.3 Monitoring the number of students standard</i>, one of the major findings of QAREER intellectual output O1 is that “Support for career guidance is more relevant, and probably considered more effective, if carried out individually, preferably face-to-face, and at the career service premises”. The way in which the monitoring of the number of students that access the service is performed depends on national standards and regulations.</p>	<p>A.EV.3 Monitoring number of students taken in charge</p>	<p>A.MI.EV.3</p> <p>Standard There are detailed records of the beneficiaries of career services and how they were allocated within the service.</p> <p>Guidelines HEI details 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>Standard Monitoring the number of students taken charge of is an activity performed with the direct contribution of the service manager.</p> <p>Guidelines 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>Standard Monitoring the number of students who received career counselling is performed on a daily basis, making adjustments "on the go".</p> <p>Guidelines HEI has operational procedures for real time correction of the beneficiaries' monitoring processes.</p>
<p>Regarding <i>A.EV.4 Monitoring needs (of students, of enterprises) standard</i>, one conclusion of QAREER Intellectual output O1 (the preferences and expectations from students) is: “face-to-face meetings are considered more important than online meetings in general”. NACE standard requires that “Career services must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures”.</p>	<p>A.EV.4 Monitoring needs (of students, of enterprises)</p>	<p>A.MI.EV.4</p> <p>Standard For all beneficiaries who have appointments with a CS, a needs assessment must be completed prior to the booking. A CS possess general information about the profiles of different enterprises.</p> <p>Guidelines A clarification is performed a of beneficiaries' needs using open questioning techniques and professional practice skills before providing</p>	<p>A.ME.EV.4</p> <p>Standard Following the completion of the needs assessment, the receiving staff will ensure that a beneficiary has been booked directly into a consultant's calendar, for a specific activity. A CS possess internship offers from enterprises.</p> <p>Guidelines After the needs assessment has already been completed staff does not need to ask</p>	<p>A.MA.EV.4</p> <p>Standard Where a consultant is completing a needs assessment, a person record for the beneficiary must be created (personal data) and recorded under history and new activity. A CS is in contact with enterprises which provide them with concrete information on their job and internship offers specifying their requirements.</p> <p>Guidelines</p>

		career services in the HEI. Enterprises describe their general activities.	beneficiaries to 're-tell their story'. CS is provided with internship offers by enterprises.	Career services at HEIs keep personal records of all beneficiaries (students and/or enterprises).
<p><i>Standard A.EV.5 Feedback data collection</i> deals with the regular evaluation of any career services programme by feedback from students and employers. For example, NACE says that "career services must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness. 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; A clearly articulated assessment plan".</p>	<p>A.EV.5 Feedback data collection</p>	<p>A.MI.EV.5</p> <p>Standard An annual student survey is conducted over a period of a week and all users of the service are given brief questionnaires/feedback cards.</p> <p>Guidelines Feedback cards are used both to collect comments on particular sessions and after events to measure their impact.</p>	<p>A.ME.EV.5</p> <p>Standard Feedback data collection is an ongoing process, part of the system of the quality assurance system of the HEI.</p> <p>Guidelines The CS should offer:</p> <ul style="list-style-type: none"> - Provision of information to individuals with details of services offered; - A complaint procedure for students and system for obtaining student feedback. 	<p>A.MA.EV.5</p> <p>Standard The feedback process includes gathering and collating information on unmet or inappropriately met needs of individuals.</p> <p>Guidelines Feedback can provide positive information which can be useful in making decisions about future provision and delivery. Where the needs of individuals cannot be met by a particular provider, the individual should be referred to other career services.</p>

4.2.2. PROCESS

JUSTIFICATION	ITEM	MINIMUM	MEDIUM	MAXIMUM
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One of the general conclusions of the QAREER Intellectual output O1 from is that “some good example 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.)”. Despite this, the career services staff related standards are far from being unitary at European or even at national levels, fact that is explained by the differences between HEI in terms of staff and its involvement. For example, a British study shows that “More than half of the responding Careers Services had no staff on fixed term contracts, while 11.8 per cent had all such staff on fixed term contracts. As far as the qualifications of staff were concerned, just over half (56 per cent) had a full complement of staff with a professional qualification in careers guidance, with a further 24 per cent having over three quarters of their staff professionally qualified”.

The proposed standards relating to staff under *PROCESS* category are: *Staff development*; *Staff career progression*; *Staff peer networking*; *Code of ethics and Staff management*.

STAFF				
Regarding the <i>P.ST.1. Staff development</i> it is very important that the higher education institution has control over such processes.	<i>P.ST.1. Staff development</i>	P.MI.ST.1 Standard: Staff learning/training is allowed, but optional Guidelines: Staff is encouraged to further training/learning on individual basis	P.ME.ST.1 Standard: Staff learning/training is mandatory. Guidelines: Training and learning are included in the yearly staff activities on regular basis	P.MA.ST.1 Standard: Training and learning opportunities are provided by the service/the university. Guidelines: A strategic plan for staff development of the service is provided on yearly basis.
Regarding the <i>P.ST.2. Staff career progression standard</i> , a number of levels can be designed at which the staff progression is organized, from treating each staff member individually to having general and transparent policies regarding the progression of staff.	<i>P.ST.2. Staff career progression</i>	P.MI.ST.2 Standard: Career progression mechanisms are stated in individual contracts. Guidelines: HEIs are including conditions regarding career progression in individual labour contracts.	P.ME.ST.2 Standard: Career progression mechanisms are stated in collective agreements. Guidelines: HEIs are including provisions regarding career progression in collective labour contract (convention between employer and syndicate on organisational or national level).	P.MA.ST.2 Standard: Career progression mechanisms are shared and transparent. Guidelines: HEI are having a transparent public policy regarding career progression.
The <i>P.ST.3. Staff peer networking standard</i> addresses the problem of professional communication between	<i>P.ST.3. Staff peer networking</i>	P.MI.ST.3	P.ME.ST.3	P.MA.ST.3

specialists working in career services centres.		Standard: Networking within peers is on individual basis.	Standard: Networking with peers is encouraged.	Standard: The service organise sessions of peer learning.
		Guidelines: Staff hired for career services may participate in peer networking.	Guidelines: HEIs encourage peer networking through personnel policy.	Guidelines: HEIs organize peer learning sessions in annual programming of activities for staff.
The <i>P.ST.4. Code of ethics standard</i> addresses the issue of professional ethics to which career services staff has to adhere.	<i>P.ST.4. Code of ethics</i>	P.MI.ST.4 Standard: Staff members act on the basis of their own professionalism.	P.ME.ST.4 Standard: Code of ethics for career services staff is shared: each staff member is aware about it.	P.MA.ST.4 Standard: The service provides at least one yearly session to recall and share the code of ethics of the staff.
		Guidelines: Current professional standards are in the core of ethical decisions in career services.	Guidelines: HEI has and promotes a code of ethics for career services.	Guidelines: Every staff member is recalled for the sharing of the code of ethics of the staff.
The <i>P.ST.5. Staff management standard</i> addresses the issue of finding and retaining career services personnel with the appropriate skills. The training component is considered "relevant, but not fundamental", while the support for mobility is important both for bachelor and master students. Generally, the preference is for "Individual, tailored, face-to-face service".	<i>P.ST.5. Staff management.</i>	P.MI.ST.5 Standard: Staff members have a broad range of opportunities of continuous professional development.	P.ME.ST.5 Standard: HEIs use performance reviews effectively to identify and meet individual staff development needs.	P.MA.ST.5 Standard: The service provides a range of opportunities for staff to develop leadership and management skills and capabilities.
		Guidelines: HEI offers a broad range of opportunities to undertake relevant continuous professional development.	Guidelines: Performance reviews are applied in order to identify and meet individual staff development needs.	Guidelines: The staff has access to a wide range of opportunities, in order to develop their own capabilities, leadership and management skills.
SERVICES				

Regarding the counselling services, the conclusions of the conducted research are unequivocal: students prefer individual services to group services.				
Counselling				
The <i>P.SE.1 Diversity and inclusion standard</i> addresses the problem of offering access to career guidance and counselling to students coming from vulnerable social categories.	<i>P.SE.1. Diversity and inclusion</i>	P.MI.SE.1 Standard: HEI aims that through career services to promote inclusion, to increase participation in education, training and employment. Guidelines: Promotion of inclusion to increase participation in education, training and employment.	P.ME.SE.1 Standard: The services are sufficiently tailored to meet beneficiaries' needs and maximize participation in education, training and employment. Guidelines: Customer's needs are taken into account, in order to meet beneficiary needs and maximize participation in education, training and employment.	P.MA.SE.1 Standard: HEI makes effective use of resources to ensure the career services provision meets the diverse needs of beneficiaries vulnerable to exclusion and promoting inclusion. Guidelines: HEI allocates necessary resources to satisfy the needs of beneficiaries vulnerable to exclusion.
The <i>standard P.SE.2 Individual services</i> is based on the conclusions of the research conducted: "support for career guidance is more relevant, and probably considered more effective if carried out individually, preferably face-to-face, and at the career service premises".	<i>P.SE.2. Individual services</i>	P.MI.SE.2 Standard: For each student, HEI also provides individual sessions in career services. Guidelines: Individual sessions are mandatory according to service regulations.	P.ME.SE.2 Standard: Individual sessions of career services are preponderant in relation to those organized in groups. Guidelines: Individual sessions are in favour to group sessions.	P.MA.SE.2 Standard: The frequency of individual sessions predominates, group sessions are organized upon request and tailor-made in order to meet the expectations of potential users.. Guidelines: Counselling activities are usually organized individually, group counselling activities are organized only when they

				cannot be performed individually.
Career guidance				
The <i>standard P.SE.3. Career-related information</i> brings to attention the issue of information regarding the career services. The results of the studies show that beneficiaries need information and also need “support for developing such tools as a CV, or information about the labour market and recruiting channels are considered relevant”.	<i>P.SE.3. Career-related information</i>	P.MI.SE.3 Standard: Identify the career-related information needs of service beneficiaries. Guidelines: HEI provides a career-related information needs of all potential categories of the beneficiaries.	P.ME.SE.3 Standard: The range, sources and quality of the career-related information is critically evaluate. Guidelines: A mechanism of critical evaluation of career-related information is required.	P.MA.SE.3 Standard: The information is interpreted and tailored to the needs of beneficiaries. Guidelines: Career-related information is used after the information is interpreted and tailored to the different categories of needs.
The <i>standard P.SE.4. Career-related learning</i> is addressing to the problem of learning (by the potential beneficiaries) about career related issues according to national and international frameworks.	<i>P.SE.4. Career-related learning</i>	P.MI.SE.4 Standard: Understand, interpret and use local, national and international qualification frameworks. Guidelines: Career-related learning is based on qualifications frameworks (made at local, national and international level).	P.ME.SE.4 Standard: Promote the benefits of career-related learning and career management skills with beneficiaries. Guidelines: HEIs have their own proactive policy to promote the benefits of career-related learning.	P.MA.SE.4 Standard: In providing the service is used technology and innovative techniques in order to deliver career-related learning. Guidelines: Career-related learning is also provided through the use of innovative techniques.
Work placement				
Regarding the issue that <i>P.SE.5 Labour market</i>	<i>P.SE.5 Labour</i>	P.MI.SE.5	P.ME.SE.5	P.MA.SE.5

<p><i>information standard</i> covers, NACE states that: “Career services should provide information on current and projected employment opportunities, cultural differences, and employers to ensure that candidates have the widest possible choices of employment”.</p>	<p>market information</p>	<p>Standard: Every student has access to good quality information about future study options and labour market opportunities.</p> <p>Guidelines: HEI ensures, by the structure and its operating procedures of career services, access to good quality information about future study options and labour market opportunities.</p>	<p>Standard: A support of an informed adviser is available to make best use of available information.</p> <p>Guidelines: Each time labour market information is provided, support from an informed adviser is available.</p>	<p>Standard: Alongside career information, live labour market information should be available to all beneficiaries.</p> <p>Guidelines: Each HEI maintains and updates a database containing live labour market information.</p>
<p>Work placement is one of the most important expectations of career services beneficiaries. <i>P.SE.6 Information technology used in work placement standard</i> is inspired by the fact that work placement can be done more efficiently by employing modern information technologies corroborated with the results of the research that underlines that “the most relevant service the student expects from a career service is placement, not only as a part of the study, but also as job placement after graduation (as job posts and matching, contacts with enterprises etc.)”.</p>	<p>P.SE.6 Information technology used in work placement</p>	<p>P.MI.SE.6</p> <p>Standard: Career services should use information technology to give students, staff, and other designated beneficiaries access to the Internet and other computer resources.</p> <p>Guidelines: Career information facilities should be staffed with persons who have appropriate counselling, advising, and information technology competencies</p>	<p>P. ME.SE.6</p> <p>Standard: A wide range of work placement resources is available to students by using information technology.</p> <p>Guidelines: Career services use information technology in order to provide information on current and projected employment opportunities</p>	<p>P. MA.SE.6</p> <p>Standard: Career information is conveniently available in a variety of media appropriate for students and designated beneficiaries representing different populations.</p> <p>Guidelines: Work placement resources (print and online) must be accessible, organized, and up to date with an appropriate system that is user-friendly, flexible, and</p>

		to assist students in accessing and using career information.		adaptable to change.
Transversal				
The <i>standard P.SE.7 Cooperation with management and teaching staff</i> is designed to create 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 elaboration of the curriculum and syllabuses and, on the other hand, by providing the management and the teaching staff with training in the field of career services. This standard has as its starting point the results of interviews conducted with career counsellors as part of intellectual output O1 from QAREER.	P. SE. 7 Cooperation with management and Teaching staff	<p>P. MI.SE.7</p> <p>Standard The career service office regularly transmits relevant data to the management and teaching staff of every faculty/department and organises facultative basic general training in the field of career service for this staff</p> <p>Guidelines The data is transmitted at least once at every three months and refers at minimum to the changes in competences required on the labour market, the situation of graduates employment, the feedback of employers of graduates and to the emergence of new career paths; data is customised for every study programme from 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</p>	<p>P. ME.SE.7</p> <p>Standard The career service office regularly transmits relevant data that is used by the management and teaching staff when elaborating the curriculum and the syllabuses; the career service office also organises mandatory basic general training in the field of career service for this staff</p> <p>Guidelines The management and teaching staff should explain for each curriculum and syllabus how they used the data in designing them. The training is followed one time by every teaching and management staff and every new member of the staff follows it in his/her first year of activity</p>	<p>P. MA.SE.7</p> <p>Standard The career service experts fully participate in the process of elaborating the curriculum and the syllabuses and the career service office provides for management and teaching staff mandatory study programme and course focused training in career service</p> <p>Guidelines 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; the training encompasses all elements of the basic general training and adds an emphasises on the peculiar shape that career service issues takes within the context of a given course and study programme.</p>

		these services within HEI and to adequately connect them with their academic activity.		
<p>EVALUATION AND IMPROVEMENT</p> <p>The “Evaluation and improvement” component from 2. Process it’s also dependent o national context, as stated in a research conducted in the project: “National situations are very diverse and even in the same country the role and the activities of career services at the university are different”. Also, the study concludes that “There is no common understanding among stakeholders on the meaning of quality and above on the role of the career services; Given the particular features of career services at the university, a broader range of stakeholders need to be taken into account, as career services represent the link between the academic world and the labour world, and not a service to external users (such as unemployed) – therefore standards like the ISO or the ServQual, even if good and widely tested, are not perfectly suitable for higher education services”.</p>				
<p><i>P.EV.1. Collecting feedback from users.</i> According to the minimum standard level (P.MI.EV.1) collecting feedback is made by using feedback forms that can be filled freely (in print or online). According to the medium standard level (P.ME.EV.1) feedback is collected from users by surveys at predetermined intervals. The maximum standard level (P.MA.EV.1) further states that collecting feedback from users is performed anonymously after each individual or group activity, anonymously.</p>	<p><i>P.EV.1. Collecting feedback from users</i></p>	<p>P.MI.EV.1</p> <p>Standard: Collecting feedback is done by using feedback forms that can be filled freely (in print or online version).</p> <p>Guidelines: Forms are available in the service and on-line to collect feedback from users.</p>	<p>P.ME.EV.1</p> <p>Standard: Feedback is collected from users by surveys, at predetermined intervals.</p> <p>Guidelines: 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>Standard: Anonymous feedback form users is necessary after each individual or group session.</p> <p>Guidelines: After each career service activity it’s possible to collect feedback from users.</p>
<p><i>P.EV.2. Collecting feedback from internal players.</i> The standard states on its minimum level (P.MI.EV.2) that there is the possibility to receive feedback from internal players. At medium level (P.ME.EV.2) the standard states that feedback from internal players is systematically collected, at predetermined intervals. Further, at the maximum level (P.MA.EV.2) the standard requires that feedback from internal players is collected through both quantitative and qualitative methods.</p>	<p><i>P.EV.2. Collecting feedback from internal players</i></p>	<p>P.MI.EV.2</p> <p>Standard: There is the possibility of expressing feedback by internal players.</p> <p>Guidelines: Internal players (e.g. departments, managers from HEI etc.) have the technical possibility to</p>	<p>P.ME.EV.2</p> <p>Standard: Feedback is required from internal players systematically, at predetermined intervals.</p> <p>Guidelines: Surveys are been made in order to collect feedback</p>	<p>P.MA.EV.2</p> <p>Standard: Feedback from internal players is collected through quantitative and qualitative methods.</p> <p>Guidelines: There are adequate procedures for collecting feedback through</p>

		express feedback.	from internal players, at predetermined intervals, laid down by internal procedures.	qualitative and quantitative methods.
<p><i>P.EV.3. Collecting feedback from external players.</i> The minimum level of the standard (P.MI.EV.3) states that there is a procedure to collect feedback from external players in the provision of career services. On the medium level (P.ME.EV.3) the standard requires that periodically information is collected from external players for supplying career services. On the maximum level (P.MA.EV.3) the standard states that collecting feedback from external players is a mandatory activity.</p>	<p><i>P.EV.3. Collecting feedback from external players</i></p>	<p>P.MI.EV.3</p> <p>Standard: There is a procedure for collecting feedback from external players in the provision of career services.</p> <p>Guidelines: Within the quality assurance procedures of HEI it is delimited the procedure for collecting feedback from external players in the provision of career services.</p>	<p>P.ME.EV.3</p> <p>Standard: Periodically information is requested from external players on career services.</p> <p>Guidelines: Systematically is applied a procedure for collecting feedback from external players at predetermined intervals.</p>	<p>P.MA.EV.3</p> <p>Standard: Collecting feedback from external players is a mandatory part of the activities in which they are involved.</p> <p>Guidelines: After each career counselling service activity with external players, they have the possibility to express feedback in an efficient manner.</p>

4.2.3. OUTPUT

JUSTIFICATION	ITEM	MINIMUM	MEDIUM	MAXIMUM
<p>STAFF</p> <p>Regarding the standards for staff from “3. Output”, in Intellectual outcome O1 from QAREER it is recommended for the standards to be designed so that “to provide a tool based as possible on self-assessment, in order to make it usable for improvement purposes also by the service itself, where the academic structure or national laws and regulations can hinder its full adoption”.</p> <p>The counsellors will be concerned with identifying those aspects of their activity that will require improvement and find ways to optimize their work by exploiting opportunities for lifelong learning. The counsellors will be updated with scientific and professional information (theoretical and practical) in their area of activity.</p> <p>They routinely develop relationships with specialists in other fields and as a priority when the student's interests require. The counsellors will develop active working relationships with the local community, whose needs and interests are concerned by the counselling for the labour market. The counsellors will identify all potential</p>				

sources and use of personal information in accordance with anticipated beneficiary needs.				
<p><i>O.ST.1 Data collection.</i> The minimum level (O.MI.ST.1) requires that data is collected only from beneficiaries who wish to contact the service. The medium level of the standard (O.ME.ST.1) states that there are conducted surveys among beneficiaries of career services. Further, the maximum standard level (O.MA.ST.1) requires that data from all service beneficiaries should be collected.</p>	<p><i>O.ST.1 Data collection</i></p>	<p>O.MI.ST.1</p> <p>Standard: Data are collected only from beneficiaries who wish to contact the service.</p> <p>Guidelines: Data collection is done exclusively on the information received through the usual communication channels.</p>	<p>O.ME.ST.1</p> <p>Standard: Surveys are conducted among beneficiaries of career services</p> <p>Guidelines: HEI are organizing systematic research, using opinion surveys for the beneficiaries of career services.</p>	<p>O.MA.ST.1</p> <p>Standard: Data collection is required from all service beneficiaries</p> <p>Guidelines: With the provision of services, data collection is required.</p>
<p><i>O.ST.2 Staff awareness.</i> The minimum standard level (O.MI.ST.2) states that staff members are aware of the professional standards applicable to them. The medium level of the standard (O.ME.ST.2) states that staff awareness should be raised by participation to team meetings. The maximum standard level (O.MA.ST.2) states that staff awareness raising it's a daily practice of the service manager.</p>	<p><i>O.ST.2 Staff awareness</i></p>	<p>O.MI.ST.2</p> <p>Standard: Staff awareness is based only on professional standards.</p> <p>Guidelines: In the HEI are encouraged professional best practices, including in terms of staff awareness.</p>	<p>O.ME.ST.2</p> <p>Standard: Staff awareness is practiced in team meetings.</p> <p>Guidelines: In the regular meetings it is included as a mandatory point on the agenda staff awareness.</p>	<p>O.MA.ST.2</p> <p>Standard: Staff awareness is a daily practice of the management.</p> <p>Guidelines: On the management of career service, staff awareness it's a mandatory practice.</p>
<p><i>O.ST.3 Planning for improvement.</i> The minimum level</p>	<p><i>O.ST.3 Planning</i></p>	<p>O.MI.ST.3</p>	<p>O.ME.ST.3</p>	<p>O.MA.ST.3</p>

<p>(O.MI.ST.3) states that staff members accomplish minimum legal requirements, being specialists in psychology, sociology, and career counselling or teaching staff with expertise in the specialization field of the beneficiary. The medium level (O.ME.ST.3) states that information sessions are necessary to improve practical and methodological abilities in the field of counselling and maintain a network of specialists that collaborate with staff members. The maximum level (O.MA.ST.3) states that the staff identifies aspects of activities that impose improvements and harness opportunities of continuous learning according to HEI's principles of strategic development, having a portfolio of professionals that can offer at any time their expertise for the beneficiaries.</p>	<p><i>for improvement</i></p>	<p>Standard: Staff members accomplish minimum legal requirements, being specialists in psychology, sociology, and career counselling or teaching staff with expertise in the specialization field of the beneficiary.</p> <p>Guidelines: In HEI, the recruitment and selection of staff are established by the current necessities of the beneficiaries.</p>	<p>Standard: The staff participates to 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.</p> <p>Guidelines: HEI provides an environment of cooperation for the staff and involves specialists from different areas to present the challenges of their field of activity.</p>	<p>Standard: The staff identifies aspects of activities that impose improvements and harness opportunities of continuous learning according to HEI's principles of strategic development, having a portfolio of professionals that can offer at any time their expertise for the beneficiaries.</p> <p>Guidelines: HEI creates a culture of continuous learning and implements principles of strategic development.</p>
<p><i>O.ST.4 Communication of results.</i> The standard implies the minimum level (O.MI.ST.4) states that the results for staff members and collaborators are communicated periodically respecting confidentiality principles. The medium level (O.ME.ST.4) states that results for staff members and collaborators are communicated through regular feed-back in face-to-face meetings. The maximum level (O.MA.ST.4) states that results for staff members and collaborators are offered monthly in face-to-face and group meetings, when feedback is mutual for the work done.</p>	<p>O.ST.4 <i>Communication of results</i></p>	<p>O.MI.ST.4</p> <p>Standard: The results for staff members and collaborators are communicated periodically respecting confidentiality principles.</p> <p>Guidelines: The communication with the staff and collaborators is spoken or written respecting the confidentiality of the offered information.</p>	<p>O.ME.ST.4</p> <p>Standard: Results for staff members and collaborators are communicated through regular feed-back in face-to-face meetings.</p> <p>Guidelines: It is mandatory to communicate in a direct form (verbal or written reports) and regularly with the staff and collaborators, maintaining an open communication.</p>	<p>O.MA.ST.4</p> <p>Standard: Results for staff members and collaborators are offered monthly in face-to-face and group meetings, when feed-back is mutual for the work done.</p> <p>Guidelines: In the internal procedures, HEI establishes principles of operational communication with the staff and collaborators, facilitating official change of information and also developing relations with</p>

				specialists from various fields of activity.
<p>SERVICES</p> <p>The starting point in designing the standards for Services category from “3. Output” have been based on the recommendation from Intellectual outcome O1 from QAREER: “There is no common understanding among stakeholders on the meaning of quality and above on the role of the career services” and “Given the particular features of career services at the university, a broader range of stakeholders need to be taken into account, as career services represent the link between the academic world and the labour world, and not a service to external users (such as unemployed) – therefore standards like the ISO or the ServQual, even if good and widely tested, are not perfectly suitable for higher education services”.</p> <p>The specialists will provide equal opportunities to beneficiaries, regardless of the nature of students’ specific differences. They will seek to ensure non-discriminatory access for all categories of beneficiaries information and counselling services, will consider each person benefiting from its services have different needs and different problems for which will be treated as a case in itself, and in line with theirs’ competences, will cultivate an environment of mutual trust.</p>				
<p><i>O.SE.1 Analysing feedback from internal players.</i> The minimum standard level (O.MI.SE.1) states that information is collected only from registered beneficiaries of the service. The medium standard level (O.ME.SE.1) requires that feedback is collected from all categories of people who visit the location where career counseling services are offered. The maximum standard level (O.MA.SE.1) states that feedback is systematically requested from all categories of internal players.</p>	<p><i>O.SE.1 Analysing feedback from internal players</i></p>	<p>O.MI.SE.1</p> <p>Standard: Information is collected only from registered beneficiaries.</p> <p>Guidelines: Feedback is requested and processed from all recipients of the service.</p>	<p>O.ME.SE.1</p> <p>Standard: Feedback is collected from all categories of people who visit the location where runs career services</p> <p>Guidelines: In the HEI are available means of expression of feedback from all categories of internal players, within the location of the service.</p>	<p>O.MA.SE.1</p> <p>Standard: Feedback is sought systematically to all categories of internal players.</p> <p>Guidelines: In the activity of career services it is mandatory to collect feedback from all categories of internal players.</p>
<p><i>O.SE.2 Analysing feedback from external players.</i> The minimum standard level (O.MI.SE.2) states that there exists a global assessment of the way in which the service meets the beneficiaries’ needs. On the medium level (O.ME.SE.2) it is required that HEI learn about the potential demand for career services. On the maximum standard level (O.MA.SE.2) it is required that it should be evidence of market research into potential target groups for career services and tailoring services to meet the demand.</p>	<p><i>O.SE.2 Analysing feedback from external players</i></p>	<p>O.MI.SE.2</p> <p>Standard: A global assessment of how services meet the recipients is done.</p> <p>Guidelines: HEI appreciates the way on which career services operates at the global level through networking with other departments/services.</p>	<p>O.ME.SE.2</p> <p>Standard: HEI learn about career potential demand on services.</p> <p>Guidelines: It is practiced a systematic exploration of how it will change the way the beneficiaries application</p>	<p>O.MA.SE.2</p> <p>Standard: Should be an evidence of market research into potential target groups for career services and tailoring services to meet the demand.</p> <p>Guidelines: HEI regularly performs market research on career</p>

			for service will be modified in the future.	services and adjust their services based on it.
<p><i>O.SE.3 Planning for improvement.</i> The minimum standard level (O.MI.SE.3) states that professional career staff development is optional, not compulsory. The medium level of the standard (O.ME.SE.3) states that there is an annual programme to improve the service. The maximum standard level (O.MA.SE.3) states that HEI supports from its own resources the initiatives to improve the service.</p>	<p><i>O.SE.3 Planning for improvement</i></p>	<p>O.MI.SE.3</p> <p>Standard: Professional development is optional, not compulsory.</p> <p>Guidelines: In HEI, the manner in which professional development is done is decided by each employee.</p>	<p>O.ME.SE.3</p> <p>Standard: There is a annual programme to improve career services.</p> <p>Guidelines: In career service operation is implemented a mandatory annual programme to improve the quality of the service.</p>	<p>O.MA.SE.3</p> <p>Standard: HEI own resources sustain service improvement initiatives.</p> <p>Guidelines: HEI supports from its own resources the approved initiatives for improving the quality of the service.</p>
<p><i>O.SE.4 Communication of results.</i> On the minimum standard level (O.MI.SE.4) communication of the results is made by any means, respecting confidentiality rules. The medium standard level (O.ME.SE.4) requires communication of the results through e-mail or by telephone. The maximum standard level (O.MA.SE.4) requires communication of the results in a face-to-face meeting.</p>	<p><i>O.SE.4 Communication of results</i></p>	<p>O.MI.SE.4</p> <p>Standard: Communicating of results is done by any means, while respecting the confidentiality rules.</p> <p>Guidelines: There is not a certain type of communication channel preferred, as long as it is maintained the confidentiality of the data supplied.</p>	<p>O.ME.SE.4</p> <p>Standard: Communication of results is done through personalized communication.</p> <p>Guidelines: It is mandatory to communicate the results from personalized form of communication with the beneficiaries (e.g.: e-mail or a phone call).</p>	<p>O.MA.SE.4</p> <p>Standard: Communication of results is done in a face-to-face meeting.</p> <p>Guidelines: In the operating procedures of the career services from HEI, communication of the data is done exclusively through face-to-face meeting.</p>

EVALUATION AND IMPROVEMENT

As to Evaluation and improvement from “3. Output”, after the research performed within O1 from QAREER it was concluded that it would be useful “to design specific standards related to information and communication, on the existence of the service that sometimes seems still missing in the student population, but above all on the role and the mission of it, as career services are not specifically meant to find a job to students, but to make students able to find a job and manage transitions”. The information and sources of information will be accurate and verified.

The students will be protected from any mental or physical trauma. The counsellors will build new evaluation instruments by following the procedures and standards accepted by the scientific community. Responsibility for the use of assessment tools involves taking responsibility for their implementation and results, involve drawing conclusions and planning. Communication of the results obtained by the student must be done in a clear and accessible language to guide him toward personal success.

<p><i>O.EV.1 Data analysis.</i> The minimum standard level (O.MI.EV.1) requires that only global data regarding registered beneficiaries is analyzed. The medium standard level (O.ME.EV.1) further requires analyzing data about beneficiaries, depending on the service they accessed. The maximum standard level (O.MA.EV.1) states that both beneficiaries distribution by services/programmes data and beneficiaries' satisfaction data is analyzed.</p>	<p><i>O.EV.1 Data analysis</i></p>	<p>O.MI.EV1</p> <p>Standard: Global data are analysed only regarding the registered beneficiaries.</p> <p>Guidelines: After providing career services, data is processed only from registered beneficiaries.</p>	<p>O.ME.EV1</p> <p>Standard: Data analysis about beneficiaries is depending on the service accessed.</p> <p>Guidelines: Data collection and processing is done according to the type of activity accessed in the service.</p>	<p>O.MA.EV1</p> <p>Standard: Data analysis is made in both: distribution of beneficiaries in different career services programmes and degree of satisfaction regarding the services.</p> <p>Guidelines: Are analyzed data regarding accessing certain types of services, as to the satisfaction level felt by beneficiaries.</p>
<p><i>O.EV.2 Cost-benefit.</i> The minimum standard level (O.MI.EV.2) states that global indicators are employed to evaluate the efficiency of the service by types of beneficiaries/staff member. The medium standard level (O.ME.EV.2) requires that a cost-benefit ratio is calculated only for those who request work placement services. The maximum standard level (O.MA.EV.2) requests that a cost-benefit ratio is calculated only by reference to exact figures on the professional insertion of the beneficiaries.</p>	<p><i>O.EV.2 Cost-benefit</i></p>	<p>O.MI.EV2</p> <p>Standard: Cost-benefit analysis operates with global indicators on the efficiency of the service.</p> <p>Guidelines: Career service efficiency it is calculated by using global indicators (operating costs, salary costs, number and types of services offered, etc.).</p>	<p>O.ME.EV2</p> <p>Standard: The cost-benefit ratio is calculated only for those who apply for work placement service.</p> <p>Guidelines: In assessing the cost benefit ratio are taken into consideration only data about beneficiaries who have applied for work placement services (not the other categories of services).</p>	<p>O.MA.EV2</p> <p>Standard: The cost-benefit ratio is calculated only by reference to exact information on employment beneficiaries.</p> <p>Guidelines: HEI appreciate cost-benefit ratio only in relation to the figures obtained from the labour market.</p>
<p><i>O.EV.3 Planning for improvement.</i> The minimum standard level (O.MI.EV.3) states that planning for improvement is done on the overall functioning of the services. The medium standard level (O.ME.EV.3) targets each service provided separately. The maximum</p>	<p><i>O.EV.3 Planning for improvement</i></p>	<p>O.MI.EV3</p> <p>Standard: The planning for improvement is on the</p>	<p>O.ME.EV3</p> <p>Standard: Planning for improvement targets every</p>	<p>O.MA.EV3</p> <p>Standard: The planning for improvement is made for</p>

<p>standard level (O.MA.EV.3) requires that planning for improvement for each activity.</p>		<p>functioning of services in general.</p> <p>Guidelines: There is a planning in terms of general objectives to improve the quality of the service.</p>	<p>part of the service offered</p> <p>Guidelines: The management of the career service are planning the improvement of each component of the service.</p>	<p>each activity.</p> <p>Guidelines: In HEI improvement plans are been implemented for each service.</p>
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5. CONCLUSIONS

The standards developed for career services 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 the possibility of employment after graduation.
- Harmonization of educational and professional aspirations with the social system of values, desirable social behaviours and need for personal success, with the wishes of self-affirmation, action and autonomy of the individual will grow the chances for employability.

Career counselling goals are:

- Offering consultancy to identify development opportunities;
- Identifying the dynamics of personal and professional development needs of students;
- Creating and developing performant methodologies tailored to the needs of students;
- Professional consultancy for public and private institutions;
- Offering support for the students' employability;
- Facilitating access to student volunteering and training programmes;
- Creating a culture of continuous learning for strategic development;
- Maintaining a continuous connection between students and specialists from the labour market;
- Integration of the counselling and career services in education.

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