

# Guiding Best Practice – Framework for the provision of feedback for Career Guidance Psychometric Tools

EGUIDE – Guiding Best Practice Partnership Project

LLP/LdV/PA/2008/IRL-CP604

Question	Qualitative Indicators	Quantitative Indicators
<p>Q1. Have you got a good understanding of standardised test background and definitions?</p>	<ul style="list-style-type: none"> <li>• Staff have a good understanding of               <ul style="list-style-type: none"> <li>– the scales used</li> <li>– the characteristics of the norm or comparison groups</li> <li>– the limitations of the scores</li> <li>– Factors effecting response e.g. test taking context</li> </ul> </li> </ul> <p>Does the tool have sufficient relevant feedback supports?</p>	<ul style="list-style-type: none"> <li>• % of staff trained               <ul style="list-style-type: none"> <li>– In the specific test itself</li> <li>– Level A &amp; Level B (British Psychological Society Standard / or equivalent)</li> </ul> </li> </ul>
<p>Q2. Is there a set of standard documents / forms used for the feedback process in the organisation?</p>	<ul style="list-style-type: none"> <li>• There is a standard set of documents and they are used by staff</li> <li>• Reports are clearly written and documented using a standard format</li> </ul>	<ul style="list-style-type: none"> <li>• % of matched documents to feedback sessions given</li> </ul>
<p>Q3. Do you know how to match test results to career / training outcomes/ trends?</p>	<ul style="list-style-type: none"> <li>• There are documents / studies and they are used by practitioners</li> <li>• Workshop contacts to be updated</li> <li>• Practitioner research skills</li> <li>• Practitioner confidence in using the tools for career guidance</li> </ul>	<ul style="list-style-type: none"> <li>• % of feedbacks that are linked to career action plans</li> <li>• List of websites and other resources relevant to the results from the tool</li> <li>• Average time spent to study documents</li> <li>• Number of events relevant to the scope per year</li> </ul>
<p>Q4. Do you allow sufficient time for preparation?</p>	<ul style="list-style-type: none"> <li>• Organisation has a policy allocating sufficient time for preparation for feedback</li> <li>• Practitioner allows time in their schedule or diary</li> </ul>	<ul style="list-style-type: none"> <li>• Average time spent to prepare feedback session</li> </ul>

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Q5. Are the procedural steps to giving feedback in place?	<ul style="list-style-type: none"> <li>• Staff have been provided with the procedural steps – best practice steps</li> <li>• Staff have been trained in using the procedural steps</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff trained in using the procedural steps</li> </ul>
Q6. Does the organisation have a clear policy on use of psychometric tools	<ul style="list-style-type: none"> <li>• Clear policy &amp; procedures in place on use of psychometric tools</li> <li>• Policy is reviewed on an annual basis</li> <li>• Continual professional development is in place to keep staff trained and updated</li> </ul>	<ul style="list-style-type: none"> <li>• % of staff aware of policy and procedures</li> </ul>
Q7 Knowledge about external factors?	<ul style="list-style-type: none"> <li>• Staff are in touch with representatives from employment offices and official organisations, state agencies etc.</li> <li>• Staff are aware of local networks with respect to job search</li> <li>• Staff are trained in talking with officials</li> <li>• Staff are capable of researching the job market</li> </ul>	<ul style="list-style-type: none"> <li>• Years of experience</li> <li>• Number of people helped into jobs</li> </ul>
Q8. Is feedback perceived as a dynamic and interactive process?	<ul style="list-style-type: none"> <li>• Staff are aware that it is an interactive process</li> <li>• Practitioner follows interactive process steps</li> </ul>	<ul style="list-style-type: none"> <li>• % of clients satisfied that it was an interactive process</li> <li>• % of clients aware of interactive process and were given opportunities to speak</li> </ul>

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<p>Q9. Is the language used when feeding back to the client appropriate to where the client is at/ level of understanding?</p>	<ul style="list-style-type: none"> <li>Practitioner is aware of the impact language can have on the client</li> <li>There is a glossary around difficult to explain terms</li> <li>Training is provided on appropriate language use</li> <li>Practitioner is aware of the effect of their own value system and the impact of stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>% of clients felt they understood the feedback</li> </ul>
<p>Q10. Is feedback to the client presented in a constructive and supportive manner?</p>	<ul style="list-style-type: none"> <li>Practitioner understands and can use counselling skills</li> </ul>	<ul style="list-style-type: none"> <li>% of clients who feel that feedback was supportive and constructive</li> <li>% of clients and staff who feel that feedback is constructive and realistic</li> <li>% of clients and staff who have positive view of outcomes</li> </ul>
<p>Q11 Have you made the client aware of how the information will be used and how risk factors are dealt with?</p>	<ul style="list-style-type: none"> <li>There is a confidentiality and disclosure policy in place in the organisation</li> <li>Practitioner understands confidentiality and disclosure policies in the organisation</li> <li>Clients are aware of what will happen to their information</li> <li>There is a risk factor procedure in place for information that may harm the individual or a third party</li> </ul>	<ul style="list-style-type: none"> <li>Number of clients who agree/sign the informed consent policy</li> </ul>