



**Three-level Centers of Professional Excellence: Qualification,  
Entrepreneurship and Innovation in the Green Economy**

**Work Package 3, Activity 1.3 & 2.2**  
**Implementation of the Tool for Vocational  
and Qualification Counselling (TVQC)**

**Evaluation concept  
DRAFT**

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## 1. Cornerstones of the planning and evaluation of the instrument for vocational and qualification counselling

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The following statements represent key points that should be taken into account when planning and evaluating the implementation of the "Tool for Vocational and Qualification Counselling (TVQC)" by the various project partners or their local educational institutions. Due to the possible different structures, framework conditions and peculiarities in the different project partner countries, it will hardly be possible to create a suitable and differentiated concept for everyone. Nevertheless, the following concept intends to provide some pointers and suggestions that the educational institutions and their organizers could consider when planning and designing the implementation of the "TVQC". This concept is based on tested cornerstones that are taken into account in many training measures.

Towards the end of this concept, you will find questionnaires and additional information on the data collection for the following groups:

- the consultants who use the TVQC-tool for career and qualification counselling
- the participants of the counselling process
- the participants of the train-the-trainer workshop

### Needs assessment

In the context of the project, it may be a bit surprising that the needs assessment is placed at the beginning. Because in the context of the relevant project one could also take the view that the need for a training course or training measure actually no longer needs to be determined but can be assumed to be given due to the overall project idea and the active participation of committed project partners. Such a need for the training measure can certainly be assumed in the present project, but some tips for determining needs can also be useful for the specific occasion in the project and for further activities after the project.

In the case of a training or training topic, the most urgent question that arises is for whom the training should take place and how many participants should be planned for a training or training (quantitative requirement). This means that the consultants who are later to carry out career and qualification Counselling are the focus of the considerations.

The selection of these consultants is therefore of particular importance. Particularly if the consultants are currently or will be freelancers in the future, it is important to pay special attention to their ideas and availability. It should also be checked in advance whether the counsellors already have other experience, qualifications and know-how to support young people with regard to their professional ideas (e.g. as a counselling teacher, trainer or educational coach). The lecturers' interests, wishes and special ideas (e.g. with regard to the media equipment) also play an important role (qualitative requirement) when planning requirements.

In terms of material and space, the educational organization must decide in which rooms and with what materials and media the training should be carried out. In terms of time, it will have to be clarified when a good time for the training could be. This can easily lead to conflicting goals when determining the need, for example if the time ideas of the lecturers deviate from

the ideas of the providers of training rooms. There may be other specifics that need to be considered when planning the training. These are to be checked by the project partners on a country-specific basis.

Overall, sufficient time should be planned for determining and checking the need for the training. This phase can last a few days, several weeks or months, depending on the background of experience with needs assessment.

## Selected components for planning the training

### Analysis of the target groups

In the context of the target group analysis, (at least) two target groups are particularly relevant. First of all, when observing the training, it is about the direct participants in the training, i.e. the current and future consultants in the project (target group of the consultants). In the context of the previous needs assessment, some considerations have already been made in this regard. When analysing this target group of consultants, it is particularly important to find out who is suitable as a consultant based on knowledge, experience and interests. The educational organization should give some thought to this in advance. In this context, it could be useful to create a (short) job profile in which the must-have criteria, should-criteria and optional-criteria are described. In human resource management, this differentiation according to priorities is also known as an ABC analysis (A = must; B = should; C = can). However, there may also be other names for this in different countries.

In addition, in this early phase of planning, the future participants should be considered, who will be advised by the advisors later, i.e. the participants in the advisory situation or the young people who are to be given special attention in this project. This includes in particular school leavers, who often belong to the group of Generation Z (target group of the participants in the counselling). Generation Z describes people who were born between 1995 and 2010.

The authors of this concept consider it very important that this target group is also considered when planning the training of the consultants. Because the design of a counselling situation by counsellors depends to a decisive extent on the ideas, attitudes and wishes of the group of participants who will take part in the counselling.

Based on a wide range of experiences in comparable projects, it can be assumed that the future consultants prefer to have a relatively clear picture of their target group, which they should advise and support in terms of the project idea. Some characteristics that tend to affect or are attributed to the members of Generation Z in particular are, for example: <sup>1</sup>

- Good knowledge and intensive use of digital media in all areas of life as so-called "digital natives" (private and professional)
- Social networks not only serve the (rational) exchange of information, but also the (emotional) maintenance of friendships and acquaintances
- Desire for permanent availability of important information for all areas of life (private and professional)

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<sup>1</sup> <https://www.pfh.de/fileadmin/Content/PDF/forschungspapiere/vortrag-generation-z-moerstedt-ihk-magdeburg.pdf>

- Relative dominance of private life compared to professional life as well as clear separation of private and professional life
- Little longing for long-term relationships, neither with companies nor with other groups (except family and close friends)
- Loyalty to the employer is less general, but rather in relation to individual projects or activities that are found to be important and good
- Great interest in appreciation, respect and collegiality
- ...

Even if these characteristics may not be true for all young people, knowledge of these tendencies and ideas of the Generation Z can significantly influence the consulting process in the planning and implementation of the tool for vocational and qualification counselling.

### Counsellors Competencies

In the context of the planning of the training by the educational organizations, the competencies of the central target group of consultants also play an essential role. Therefore, some of the required competencies of the consultants are described below, which the authors believe should be taken into account during the preparation and planning by the educational institutions.

The consultant:

- have understood the idea of the project and their tasks as a consultant for the target group of young people
- have knowledge and (first) experience in the application and evaluation of "self-assessments"
- know the different levels of the "TVQC" and their role and tasks as consultants in the educational organization
- can select suitable participants for a counselling situation
- can evaluate the "TVQC"
- can, following an evaluation of the self-assessment tool, carry out professional and qualification counselling together with the relevant participant
- are able to supplement the TVQC in a participant and situation-specific manner based on their special on-site conditions
- ... (possibly more)

In addition, consultants should have the following general consultant skills.

Consultants:

- are basically familiar with counselling situations, ideally with young people
- know methods and instruments for planning, implementing and evaluating counselling situations
- have knowledge of the vocational training and labour market in their region
- are in contact with suitable experts and networks for career advice
- ... (possibly more)

## Documents / materials

In order to plan and carry out vocational and qualification counselling, the consultants particularly need the information from the “self-assessment form” that the participants complete. This information should be available in paper or electronic form at least one to two days before the specific consultation with the participants. The concept for the "Tool for vocational and qualification counselling" is available in a draft version. The detailed self-assessment form for the participants is included there.

In addition, further documents may be necessary for the specific consultation, such as information on training companies, specific qualification or training opportunities, information on state funding offers, information on network partners, etc. These documents are to be made available by the respective project partners for their consultants.

## Aim and instrument of the evaluation

The evaluation planned with this concept serves to check the suitability of the “Tool for Vocational Qualification Counselling” (TVQC) as a consulting instrument. In a broader sense, this also includes the planning, organization and the course of the advisory process for the TVQC. In the narrower sense, the “self-assessment sheet” that the participants receive is the core of the TVQC. Thus, the aim of the evaluation is to check the suitability of the TVQC in the broader and narrower sense.

The consultants in the educational organizations of the individual project partners are particularly responsible for the successful use of the TVQC. That is why the consultants are at the center of the evaluation and their assessment and / or feedback on the TVQC is very important.

In the draft of the “Tool for Vocational and Qualification Counselling (TVQC)”, some instructions for the implementation of the counselling by the counsellors have been given. These are not repeated here in order to avoid redundancies. However, knowledge of this draft of the TVQC is required for the participating consultants and those responsible for the educational organization. In addition, the specific implementation of a consultation with the help of the TVQC is necessary in order to be able to use the feedback sheet developed below. A feedback sheet is a common and, in many cases, well-known evaluation tool. It is assumed that the consultants are also familiar with such an instrument. The feedback sheet developed here covers the following areas:

- Planning, organization and course of the advisory process
- Basic structure and content of the TVQC
- Information on how to proceed

The first part is primarily about an assessment of the planning and organization of the advisory process by the educational organization. The consultant's knowledge of the TVQC is essential.

The second part focuses on the structure and content of the TVQC. Here the advisors should also state their assessment of the individual parts of the “self-assessment sheet” that the participants fill out.

The third part focuses on the further procedure of the advisory process. Particularly interesting here is the question whether, after the consultant's evaluation of the "self-assessment", all points could be discussed and clarified with the participant and thus an end of the consultation process has been reached. In addition, it is also possible that the evaluation of the "self-assessment" between the consultant and the participant does not yet result in the end of the consultation process, but rather that further counselling activities will be continued.

The feedback sheet is shown below:

### Feedback Form - consultants following the use of the TVQC

(For the use of this feedback sheet, concrete knowledge of the information on the "Tool for vocational and qualification counselling (TVQC)" and initial experience with the use of the TVQC are required. It is also useful to have a printout of the TVQC while answering of the items available.)

1. Planning, organisation and procedure	fully agree	some-what agree	neither agree nor disagree	some-what disagree	disagree	don't know
1. I am satisfied with the planning and organization of the consultation from my educational institution.						
2. I have received all the necessary information on the procedure and use of the "Tool for Vocational and Qualification Counselling (TVQC)" from my educational institution before the consultation begins.						
3. The process of the entire consultation situation based on the TVQC is understandable for me.						
4. Overall, I feel well prepared for my educational institution to use the TVQC.						
5. I have carried out a consultation based on the TVQC at least once.						
6. In my opinion, the following things could be improved within the framework of planning and organization. ..... ..... .....						
2. Basic structure and content of the TVQC (Self-assessment form)	fully agree	some-what agree	neither agree nor disagree	some-what disagree	disagree	don't know
7. The basic structure of the self-assessment with the individual parts A to J is good.						
8. The basic contents of the self-assessment are good.						
9. The possibility of being able to make individual additions to some parts of the self-assessment is good.						

<b>3. General assessment of the individual parts of the self-assessment form</b> (not considering any individual additions by the educational organization)						
	too extensive	exactly fitting	too little	don't know		
10. Part A (personal information) is basically ...						
11. Part B (highest level of education) is basically ...						
12. Part C (language skills) is basically ...						
13. Part D (personal and social skills / abilities) is basically ...						
14. Part E (particular own interests) is basically ...						
15. Part F (professional experience in company) is basically ...						
16. Part G (internship) is basically ...						
17. Part H (professional position in future) is basically ...						
18. Part I (particularly important in relation to a specific position) basically ...						
19. Part J (professional goals in future) is basically ...						
20. Part K (what else to tell about you ...) is basically ...						
21. What I, as a consultant for the implementation of the Tool of Vocational and Qualification Counselling, would like to share. ..... ..... .....						
<b>4. Information on procedure</b>	fully applies	rather applies	partially applies	applies little	does not apply at all	don't know
22. As part of the evaluation of the "self-assessment", all important points could be discussed and clarified with the participant (end of the consultation process).						
23. Following the evaluation of the "self-assessment", the consultation process continues with the participant.						
24. Further experts are to be called in to continue the advisory process.						
25. In my opinion, the consultation process so far has led to good results for the participant.						

Implementation notes for the use of the feedback sheet for consultants

When using the feedback sheet, the educational organizations should pay particular attention to the fact that...

- the consultants had sufficient time to familiarize themselves with the contents and the process of the "Tool for vocational and qualification counselling" (TVQC) before a specific consultation situation.

- the consultants have the opportunity to deal in detail with a participant's completed “self-assessment form”.
- the feedback sheet should be filled in digitally through surveymonkey: <https://www.surveymonkey.de/r/3LOE-tool-consultants> (if that is not possible, the responsible partners can collect handwritten questionnaires from the consultants and feed the responses into surveymonkey for them)
- the consultants were able to carry out a specific consultation situation in line with the project idea with the TVQC.
- the feedback sheet for the consultant can be filled out directly after the evaluation interview or approx. 1 - 2 days later, the Lead Partner (Hanse Parliament) should be notified about the completion of the questionnaire no later than 14 days after the consultation.
- the relevant data protection regulations are explained to the consultants and the anonymity of their information is guaranteed.

## 2. Evaluation of the “Tool for Vocational and Qualification Counselling” (TVQC) by the participants in the counselling process

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### Basic information for educational institutions:

As a further component of this concept for planning and evaluating the implementation of the TVQC, a feedback sheet for the individual participants in the counselling situation is presented below. At the beginning of the consultation process, the participants should be informed that they will receive a feedback sheet following the evaluation interview and that the applicable data protection regulations will be observed. In particular, the participants should be assured that their information will be treated confidentially. It should also be conveyed that the feedback sheet is not an examination of the participants. As a reason for filling out the feedback form, the 3LoE project and the special role that the participants play in this European project can be briefly explained. Even if it is important for the evaluation in the project that as many participants as possible in the advisory process fill out the feedback sheet presented below, participation is of course voluntary. This aspect should also be made clear to the participants in advance.

### **Feedback Form – Participant in the consultation process (3LoE)**

1. General information on the participant			
Year of birth	<input type="radio"/> before 1975	<input type="radio"/> 1975 – 1979	<input type="radio"/> 1980 – 1984
	<input type="radio"/> 1985 – 1989	<input type="radio"/> 1990 – 1994	<input type="radio"/> 1995 – 1999
	<input type="radio"/> 2000 – 2004	<input type="radio"/> 2005 or later	
Gender	<input type="radio"/> female	<input type="radio"/> male	<input type="radio"/> non-binary

Highest level of education	<input type="radio"/> No school leaving certificate, basic knowledge <input type="radio"/> Some lessons, no degree, conditional knowledge <input type="radio"/> School attendance up to the age of 14, school leaving certificate <input type="radio"/> School attendance up to the age of 18, school leaving certificate, solid knowledge <input type="radio"/> School attendance beyond the age of 18, school leaving certificate, solid knowledge <input type="radio"/> University or vocational qualification, advanced knowledge or bachelor's, master's or PhD level
Work experience	<input type="radio"/> No work experience <input type="radio"/> Some months but less than a year of professional experience <input type="radio"/> 1-3 years of professional experience <input type="radio"/> 3-5 years of professional experience <input type="radio"/> More than 5 years of professional experience

## 2. Type of implementation

I had the following version of the self-assessment form:	<input type="radio"/> paper version <input type="radio"/> electronic version (filled out on a computer/tablet)
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## 3. Structure and Content of the Self-assessment-form/questionnaire

Please rate the statements in the following section on a scale from 1 (absolutely agree) to 5 (absolutely disagree).	absolutely agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	absolutely disagree
I found the structure of the self-assessment sheet to be well structured and easy to understand for me.					
I understood the content of the self-assessment sheet well.					
The following parts were particularly interesting for me to deal with the topics described there in self-assessment:	<input type="radio"/> Part A (personal information) <input type="radio"/> Part B (highest level of education) <input type="radio"/> Part C (language skills) <input type="radio"/> Part D (personal and social skills/abilities) <input type="radio"/> Part E (particular own interests) <input type="radio"/> Part F (professional experience in company) <input type="radio"/> Part G (internship) <input type="radio"/> Part H (professional position in future) <input type="radio"/> Part I (particularly important in relation to a specific position) <input type="radio"/> Part J (professional goals in future)				

**4. Transparency about the goals, benefits and the handling of personal data as well as inquiries about further advice needs**

Before and after the consultation process with the Self-assessment-form/questionnaire

Please rate the statements in the following section on a scale from 1 (absolutely agree) to 5 (absolutely disagree).	absolutely agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	absolutely disagree
On the run-up to the self-assessment, I was informed about the goals and possible benefits of the entire advisory process.					
In the run-up to the self-assessment, I was informed about the handling of my data and information in the counselling process.					
I think that the evaluation interview gave me enough information for my professional situation.					
I think that I don't need any further counselling after the evaluation interview/feedback discussion.					
I think that I will need further advice after the evaluation interview/feedback discussion.					
I would have liked more information from the consultant or another unit in the consultation process on the following aspects: ..... ..... .....					

**5. Summary evaluation of the consultant and the consultation process**

Please rate the statements in the following section on a scale from 1 (absolutely agree) to 5 (absolutely disagree).	absolutely agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	absolutely disagree
There was a trusting and constructive atmosphere throughout the consultation process.					
The consultant showed me individual possibilities and ways how I can improve my training situation or my professional situation.					
The consultant responded specifically to my queries.					
Overall, I am very satisfied with the consultation process.					

Additional implementation notes for the educational organization

- This feedback sheet should be made available to the participants after the joint evaluation of the “self-assessment sheet” (individual consultation).
- The self-assessment sheet should be made available to the participant as a blank copy so that some questions can be better understood.

- The feedback sheet should be filled in digitally through surveymonkey: <https://www.surveymonkey.de/r/3LoE-tool-participants> (if that is not possible, the responsible partners can collect handwritten questionnaires from the participants and feed the responses into surveymonkey for them)
- The participants should fill out the feedback sheet directly after the consultation or approx. 1 - 2 days later, the Lead Partner (Hanse Parliament) should be notified about the completion of the questionnaire no later than 14 days after the consultation.
- The relevant data protection regulations should be explained to the participants, the anonymity of their information is guaranteed.

### 3. Evaluation of the Train-the-Trainer workshop by the TTT participants

In the last part of this concept, the assessment of the entire train-the-trainer workshop (TTT) by the workshop participants is briefly presented. The feedback from the participants gives important impulses for a possible improvement of the workshop. The participants are addressed as consultants/counsellors. For this purpose, the participants should take on the role of consultants or anticipate the role of future consultants in their local educational institutions.

The following areas are the subject of the assessment.

- General assessment of the workshop
- Content and methods
- Lecturers/trainers
- Organization

The arrangement of the individual areas and the assessment scales used correspond to standard workshop assessments and should be relatively easy to understand. In the last section of the assessment sheet, the participants have the opportunity to enter further feedback on the workshop in a free text field.

The entire assessment and feedback sheet is shown below.

#### Feedback Form – TTT-Participants/Consultants (3LoE)

Please take some time and help us improve the “Train-the-Trainer” (TTT) Workshop by rating the following statements on a scale from 1 (absolutely agree) to 6 (absolutely disagree).

1. General Assessment					
Please rate the statements in the following section on a scale from 1 (absolutely agree) to 5 (absolutely disagree).	absolutely agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	absolutely disagree
The Train-the-Trainer Workshop met my expectations.					

I have been sensitized by the workshop to many things that a counsellor should consider in connection with the TVQC.					
The seminar and the documents help me to understand the requirements as a counselor in the project.					
The workshop has provided important information for me and my colleagues or other experts at home.					
<b>2. Content and Methods</b>					
The content of the workshops was interesting and informative for a counselor.					
The event was varied and informative.					
The training methods were dynamic and attractive.					
The main ideas for using and implementing the TVQC can be transferred to my educational organization.					
<b>3. Lecturers/Trainers</b>					
The lecturers/trainers were communicative, friendly and approachable.					
The lecturers/trainers were goal- and result-oriented.					
The lecturers/trainers were competent and well prepared.					
The lecturers/trainers responded well to questions and queries from the participants.					
<b>4. Organization</b>					
The overall organization was good.					
The overall atmosphere of the workshop was good.					
The training venue and environment was comfortable and conducive to the learning process.					
The duration of the training was sufficient.					
Overall, I am very satisfied with the workshop and would recommend it to other counsellors.					
Is there anything else you would like to share?					
.....					
.....					
.....					

Additional notes

- This feedback sheet should be made available to the participants after the Train-the-Trainer workshop

- The feedback sheet should be filled in digitally through surveymonkey: <https://www.surveymonkey.de/r/3LoE-tool-ttt> (if that is not possible, the responsible partners can collect handwritten questionnaires from the participants and feed the responses into surveymonkey for them)
- The participants of the Train-the-Trainer should fill out the feedback sheet directly after the training or approx. 1 - 2 days later, the Lead Partner (Hanse Parliament) should be notified about the completion of the questionnaire no later than 14 days after the consultation.
- The relevant data protection regulations should be explained to the participants, the anonymity of their information is guaranteed.