

## Erasmus+ - Project „BOQua digital”



### Guideline for the assessment instrument to assess the success of vocational orientation measures (Heike Arold)

#### **Project coordination**

Pädagogische Hochschule Schwäbisch Gmünd  
Institut Bildung, Beruf und Technik  
Prof. Dr. Lars Windelband  
Tel.: 0049 (0) 7171 - 983277  
Mail: [lars.windelband@ph-gmuend.de](mailto:lars.windelband@ph-gmuend.de)  
Heike Arold  
Tel.: 0049 (0) 174 190 7269  
Mail: [inba-sh@web.de](mailto:inba-sh@web.de); [arold@inba-sh.de](mailto:arold@inba-sh.de)  
[www.ph-gmuend.de](http://www.ph-gmuend.de)

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## Attachment

Analysis tool for the evaluation of the questionnaires in the form of an “Excel file”

The assessment instrument to assess the success of vocational orientation measures (VO measures) was developed under the direction of the IBBT of the University of Education Schwäbisch Gmünd by Heike Arold. The various questionnaires about five different evaluation priorities, which should be taken into account by VO measures, were developed by the individual partners involved in the project. The individual evaluation criteria were discussed and defined with all partners. Here are to be mentioned:

	Pädagogische Hochschule Schwäbisch Gmünd Germany
 Institut für Bildungsforschung der Wirtschaft	ibw – Österreichisches Institut für Bildungsforschung für Wirtschaft Austria
	Department of Education – Comunidad Foral de Navarra Spain
	36.6 Competence Centre United Kingdom
	Šolski center Nova Gorica Slovenia

## Introduction

The vocational research investigation - carried out as part of the Erasmus+ project "BOQua digital" - on the professional changes due to the increasing digitisation in the working world has clearly shown that vocational orientation (VO) and the measures and activities associated with it must also adapt to this development, insofar as it should be current. On the one hand, possible existing VO measures in the participating partner countries (Germany, Austria, Slovenia, Spain and UK), which in particular take into account the influence of digitisation on the different professional profiles, were identified. On the other hand, the changes in numerous professional profiles, the new requirements associated with digitisation and the new operational challenges were determined on the basis of a status quo and needs analysis as well as case studies with experts and beneficiaries of the VO.

Based on the results of the overall vocational study, five different vocational field-specific VO measures were developed that take into account the vocational changes due to the increasing digitisation. These measures are intended to support the potential beneficiaries - young people in the career choice process - in their career decisions and enable them to get to know the changes in professions due to digitisation. Therefore their decision for or against a profession should be holistically supported.

In order to be able to assess whether the participants in the five specific VO measures or in VO measures in general have successfully completed them (reached their aim) and are able to make a career choice, the following assessment instrument was developed.

The assessment instrument was developed - consisting of the following guideline and five integrated specific questionnaires as well as an evaluation tool (ExcelFile) - with the aim of identifying whether the participants have achieved their measure goal or not. For this purpose, five evaluation priorities were defined with 10 different criteria which have to be assessed. The institutions or VO specialists implementing the VO measure should be informed about which individual activities were carried out by the young people and what theoretical knowledge and practical experience they have acquired with focus on the influence of digitisation on the professional/working life.

And finally, whether they are aware of what awaits them in a later chosen training profession/apprenticeship with regard to digitised work processes/workflows. Conversely, the assessment instrument should also provide information about where individual participants still have a need of action in their VO process in order to eliminate their deficits through further VO activities.

In addition, a basic questionnaire should provide information about existing knowledge and experience about digitisation in the working/professional world and its influence on professional profiles, professional requirements and operational challenges in order to be able to classify the results of the assessment of each individual better in their overall career choice process.

## 1. Target group and beneficiaries

The target group and direct beneficiaries of the assessment instrument for assessing the success of a completed VO measure are first of all the participants in the corresponding measures themselves. These include in particular young people at the interface between school and work who are in the process of career choice. This means young people who, by means of VO measures, get to know different professions, the innovations in the professions due to digitisation in the working world, the requirements placed on them and the operational challenges related to professions. So young people, who are able to make a vocational decision, based on the information and experience they gather through the VO measure.

In addition, the direct beneficiaries include all those who are also in the process of choosing a career and who use appropriate measures to orientate themselves better in the professional landscape and to underpin their decision for a specific profession. Here are to be mentioned:

- Young people who have completed school or take part in a vocational preparation course or similar
- Young people who have canceled their initial training and are looking for a new training profession / apprenticeship
- Young adults who want to reorient themselves professionally

In addition to the participants themselves, the beneficiaries of the instrument include the institutions that carry out the VO measures and in particular the pedagogical staff or specialists for vocational orientation who implement and support the measure. Based on the results of the assessment instrument, they can decide how the career choice process of each individual participant should be continued, i.e. where there is still a need for action and information and how this can and should be resolved. In addition, professionals working in vocational orientation who support and/or advise young people in the career choice process are beneficiaries of the results of the assessment instrument.

In particular, here should be mentioned:

- Schools
- Institutions for independent youth work
- Free educational institutions
- Labour administration
- Offices responsible for training/apprenticeship advice in the chambers
- Business / professional associations insofar as they carry out VO measures
- All other institutions that carry out vocational orientation

In terms of people, this means teachers, social and vocational pedagogues, careers advisors and careers guidance specialists / specialists for vocational orientation. All those who work directly with the target group, accompanying, supporting and advising them until the final career decision is made.

## 2. Structure of the assessment instrument

The assessment instrument for assessing the success of a vocational orientation measure is an analysis instrument that provides information on whether a participant was able to complete the measure successfully or whether there is still a need for further vocational orientation measures. The results make it clear both to the participants and to the specialists for vocational orientation who carry out the VO measure to what extent the participants have received information on different professions, their profiles, the requirements for practicing the profession and possible operational challenges and have been gained experience, especially with regard to the changes caused by increasing digitisation.

On the one hand, the criteria to be assessed are general and, on the other hand, they relate to professional changes due to the increasing digitisation in the working/professional world. This is to ensure that the participants are ultimately well informed about professional innovations and changes as well as the influence of digitisation on professions. But also that they might have been able to try things out and that they can make a career choice that suits their strengths and interests and not prematurely drop out of an initial training later. Thus, information and knowledge deficits can be identified relatively quickly and further measures can be taken to counteract the deficit.

In order to be able to carry out a holistic evaluation of the success of the VO measure, the assessment instrument comprises three elements.

1. A basic questionnaire for recording and documenting personal data and the determination of the status quo in the career choice process as well as existing knowledge and experience.
2. Five questionnaires to identify and assess the acquired knowledge, information and experiences.
3. An analysis tool (in the form of an Excel file) to analyse the survey results – with 5 evaluation registers for 7 participants as well as 7 evaluation registers with the representation of the total results per participant.

The five questionnaires refer on the one hand to general criteria and aspects (e.g. self-assessment and assessment of the measure) and on the other hand to theoretical and practical criteria that provide information on whether the participants have acquired the knowledge and information as well as practical experience with regard to digitisation in professional life and their influence on it. The details are to be mentioned:

- General success criteria of measures for vocational orientation
- Digitisation aspects related to professions
- Acquired theoretical know-how / information on digitisation
- Acquired practical experience in digitisation
- Acquired know-how about the influence of digitisation on vocational requirements and operational challenges

### 3. Use of the assessment instrument

The assessment instrument can be used for different purposes, which, however, pursue the same aim. On the one hand, the VO measure should be evaluated itself and on the other hand, the result should show whether a young person feels optimally advised and supported by the measure in the career choice process and was able to gather knowledge, information and experience:

The following objectives are pursued with the results of the assessment instrument:

1. The identification if the participants are up-to-date in their knowledge of possible training professions and if they recognize the connection between individual professions and the increasing digitisation in the world of work even before starting an apprenticeship.
2. The identification of what knowledge, information and experience the participants were able to acquire and where there are still deficits.
3. The identification of whether the VO measure was generally implemented well and was effective or if there is a need for improvement.

Furthermore, the assessment instrument is designed in such a way that it can be used for various purposes:

1. To manage the career choice process of the participants in the VO measure in an aim-oriented manner, i.e. to carry out further VO activities and measures if there are recognizable deficits,
2. In order to adapt or optimize the structure, the process and the content of the measure when it is carried out again,
3. For self-examination of the VO-/career choice process to identify to what extent there are deficits in professional knowledge and this will not be productive.
4. To compare the status quo of the participants after the end of the measure in order to allocate them to different vocational orientation paths if necessary.

Insofar as the assessment instrument is used in the course of the career choice process both by VO experts and actors and by the young people themselves, it can serve as a guide for outstanding and possible VO measures and activities. It should be ensured that at the end of the career choice process, the young people can base their professional decision on basic knowledge and information and do not find out during their initial training that they are not up to the demands of digitisation in the world of work in relation to individual professions.

## **4. Explanations for the use of the questionnaires**

### **Working step 1: Use of the basic questionnaire**

As part of the assessment instrument, a basic questionnaire must first be filled out for general data collection and to determine the status quo of the individual participants in relation to their career aspirations and knowledge of the influence of increasing digitisation on the working/professional world.

The basic questionnaire is intended in particular for institutions or the specialists who carry out the VO measure. Thus they can later better weight the statements made by the participants by using the assessment instrument. In this way, the statements can be brought into an overall context with the career choice process and the existing knowledge of the participant in relation to profession. The answers to which professional field the participant tends towards and which previous knowledge about the influence of increasing digitisation in the working/professional world already exist, enable the VO specialists to set profession-related priorities in the VO measure for the individual participant. Thus, the participants can be guided and accompanied more specifically in the VO measure.

At the end of the VO measure, the assessment results can also be compared with the statements in the basic questionnaire in order to determine whether the VO measure has improved the status quo of the individual participant. These include whether the participant was able to acquire more knowledge of the desired training professions, the changed requirements and operational challenges, and the influence of digitisation on the desired professions.

### **Working step 2: Use of the 8 assessment questionnaires**

The questionnaires designed in Chapter 6 (6.1 to 6.5) for the assessing of the success of VO measures contribute to the assessment of the VO measure as such. On the other hand, the knowledge, information and gained practical experience with regard to different professions and the influence of digitisation on them (including the resulting new requirements for the trainees and the operational challenges) will be assessed.

Questionnaire 1 relates to the assessment of general success criteria for VO measures. In particular, the results provide information on how the measure itself is assessed and whether the main aims – getting to know professions and being able to make a career choice – have been achieved. Questionnaire 2, in turn, focuses exclusively on the aspect of digitisation in connection with professions and career choice. Furthermore, questionnaires 3 to 5 refer to the know-how/information acquired in the VO measure and the gained practical experience with focus on the digitisation in relation to the work/professional world (i.e. to professional profiles, requirements, operational challenges).



The extent to which all questionnaires or just individuals are used is ultimately at the discretion of the institution - i.e. the specialist carrying out the measure - and their objectives, which they pursue with the assessment of the measure. Here can be mentioned things such as improving the VO measure, further VO planning for participating young people, a target/actual comparison of the knowledge/information/experience acquired. Thus, undiscovered deficits can be layed open and new measures can be initiated.

### **Structure and notes about the use of the assessment instrument**

In the header of each questionnaire, the topic to be assessed is specified, e.g. questionnaire 2 "Digitisation aspects related to professions".

Underneath, in the "Indicator/Criteria" column, the criteria to be assessed are listed in keywords, such as digitisation in professions, knowledge of digital skills, etc. For a concrete assessment of the criteria, there is a brief explanation under each keyword (criterion) in the form of a comprehensible statement such as "I have received extensive information on the various aspects of digitisation, in particular digital changes in professions".

The different criteria are assessed in the respective line of this by an assessment from 0 to 4 (0 = not exist, 1 = be not true, 2 = be partly true, 3 = be predominant true, 4 = be totally true). The rating 0 refers to the fact that the corresponding criterion was not taken into account at the assessed VO measure and therefore cannot be assessed. This can happen under certain circumstances, because the VO measures that were examined in an investigation of the previous project "BOQua" all pursue the same objective, but their type, structure and content can differ from one another. Ratings 3 to 5 refer to whether the respondent was not (1), partially (2), mostly (3) or fully (4) successful in the specific VO measure or activity and if it could be finalized to their satisfaction.

The analysis of the questionnaires takes place after the data has been transferred to a separate analysis tool, which is attached to these guideline in the form of a supplementary Excel file. Corresponding explanations on the use of the analysis tool (Excel file) can be found in Chapter 7.

## 5. Basic questionnaire to determine the participant status quo

### Basic questionnaire to determine the status quo

**Name:**

**Date of birth (age):**

**Gender:**             male             female

**Education:** .....

**Favorite subjects in the school:**

1).....            2).....

3).....

**In which professional field do you aspire to do an initial training / apprenticeship?**

- |                                                  |                                                 |                                           |
|--------------------------------------------------|-------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Construction (Building) | <input type="checkbox"/> Service (tourism)      | <input type="checkbox"/> IT/computer      |
| <input type="checkbox"/> Building technologyx    | <input type="checkbox"/> Gesundheit (Pflege)    | <input type="checkbox"/> Media            |
| <input type="checkbox"/> Electro                 | <input type="checkbox"/> Health (medicine)      | <input type="checkbox"/> Art              |
| <input type="checkbox"/> Metal                   | <input type="checkbox"/> Health (therapy)       | <input type="checkbox"/> Social           |
| <input type="checkbox"/> Agriculture (plants)    | <input type="checkbox"/> Economy/administration | <input type="checkbox"/> Traffic/logistic |
| <input type="checkbox"/> Agriculture (animals)   | <input type="checkbox"/> Technique/technology   | <input type="checkbox"/> Production       |

Others....please name.....

**What professions are you interested in?**

1).....            2).....

3).....

**Do you know what digitisation is in the working/professional world? If so, what does it do?**

- 1.
- 2.
- 3.
- 4.
- 5.

**Are you aware of the new professional requirements due to increasing digitisation? Which?**

- 1.
- 2.
- 3.
- 4.
- 5.

**Do you know the operational challenges that arise from digitisation?**

- 1.
- 2.
- 3.
- 4.
- 5.

**What are your expectations of the VO measure as such?**

## 6. Questionnaires to evaluate the success of the BO measure

### 6.1 Questionnaire on general success criteria of measures for vocational orientation

General success criteria					
Indicator / Criteria	0 = not exist 1 = be not true 2 = be partly true 3 = be predominant true 4 = be totally true				
	0	1	2	3	4
<b>1. Objective of the measure</b> I achieved the objective of the measure and was able to orientate myself intensively professionally					
<b>2. Identification of professions</b> I am able to identify professions that are suitable for me and can assess them in relation to my professional interests					
<b>3. Digital information sources</b> I got to know numerous digital sources of information on professions during the measure and can use them independently					
<b>4. Professional profiles and digitisation</b> I got to know all the professions I could consider and the influence of digitisation on them					
<b>5. Personal requirements</b> The measure made it clear to me what demands individual professions place on me due to the increasing digitisation					
<b>6. Career choice</b> After completing the measure, I am able to choose a suitable training profession					
<b>7. Measure activities</b> The individual activities of the measure were related to the influence of digitisation on individual professions					
<b>8. Implementation of measure</b> The process of the measure and its activities was practicable and supported me in my career choice					
<b>9. Measure support</b> I felt well supported and advised by the specialists who carried out the measure					
<b>10. Supplementary VO activities</b> I still need further vocational orientation activities (VO) in order to finally decide on a profession					

## 6.2 Questionnaire on digitisation aspects related to professions

Digitisation aspects related to professions					
Indicator / Criteria	0 = not exist 1 = be not true 2 = be partly true 3 = be predominant true 4 = be totally true				
	0	1	2	3	4
<b>1. Digitisation in professions</b> I have received extensive information on the various aspects of digitisation, in particular digital changes in professions					
<b>2. Knowledge of digital skills</b> I received information about the digital skills required to work in different professions					
<b>3. Exchange about digitisation</b> I had appointments with different companies and/or experts of different professions where digital changes take place and was able to review them					
<b>4. Demand for professions</b> It is clear to me that digitised professions will be asked for most in the future and will entail special challenges					
<b>5. Advice on digital skills</b> I have been advised by professional institutions, companies and technical professionals in digital skills					
<b>6. Digital work processes</b> I got an insight into the digital work processes of professions that interest me					
<b>7. Vocational fields and digitisation</b> It is clear to me that digitisation is different for each professional field and that digital skills can therefore also change					
<b>8. Digital market analysis</b> I'm able to identify the most digitized professions and analyze them based on my possibilities and interests					
<b>9. Advances in digitisation</b> I'm able to search and find out about the new advances that are taking place in the different professions					
<b>10. Digital communication</b> I'm able to communicate with professionals using digital technical tools					

### 6.3 Questionnaire on the acquired theoretical know-how / infos about digitisation

Acquired theoretical know-how / info about digitisation					
Indicator / Criteria	0 = not exist 1 = be not true 2 = be partly true 3 = be predominant true 4 = be totally true				
	0	1	2	3	4
<b>1. Effects of digitisation</b> I am familiar with the effects of digitisation on the job market, i.e. how it updated the profession profiles and work processes					
<b>2. Digitisation requirements</b> I know about the digital tools, work processes and methods required for the professions I am interested in					
<b>3. Digitisation trends</b> I know about the upcoming digitisation trends in the job market and relating to the job profiles that concern me					
<b>4. Dis- and advantages of digitisation</b> I know the advantages and disadvantages of digitisation in the professional life					
<b>5. Alternatives to digitisation</b> I know what work processes have been digitised and what alternative methods are there to perform them					
<b>6. Lifelong learning</b> I am informed that the digitisation trends can mean lifelong learning for me					
<b>7. Support and advice</b> I know who to contact if I need more information and/or advice on digitisation and careers/professions					
<b>8. Testing and assessing</b> I know how to test and assess my digitisation skillset and knowledge					
<b>9. Digital skills training</b> I know where I can train in digital skills to be able to work in the professions that interest me					
<b>10. Benefit of digitisation</b> I am informed about the benefits digital skills can have for the career choices					

## 6.4 Questionnaire on the acquired practical experiences on digitisation

Acquired practical experiences on digitisation					
Indicator / Criteria	0 = not exist 1 = be not true 2 = be partly true 3 = be predominant true 4 = be totally true				
	0	1	2	3	4
<b>1. Internship</b> I was able to gain practical experience related to professions and their working environment with reference to digitisation in a company					
<b>2. Taster Days</b> I got insights into digital aspects of professions during short taster days (e.g. Girls-/Boys-Day) in companies and identified my professional opportunities					
<b>3. Company visit</b> I gained insights into professions and their working environment and was able to try out digital work processes in practice					
<b>4. Practitioner lecture</b> I watched a lecture of a practitioner (e. g. apprentice, trainer) with insights into professions, training and career opportunities					
<b>5. Job fair</b> I got advice and information on professions and training opportunities related to digitalisation by practitioners/ experts					
<b>6. Holiday job/ volunteer work</b> As part of a holiday job/volunteer work, I was able to gain insights into professions as well as practical experience in all aspects of digitisation					
<b>7. Virtual/ digital tools</b> I tried a game/ tool online related to professions and digitalisation					
<b>8. Event on professions</b> I visited an event related to specific professions with insights of companies and got possibilities to try out digital activities					
<b>9. Exchange with friends/family</b> I received information on professions, career possibilities and practical experiences related to digitalisation by friends or the family					
<b>10. Professional competition</b> I visited a professional competition, got insights into professions and different digital activities					

## 6.5 Questionnaire on the acquired know-how about the influence of digitisation on vocational requirements and operational challenges

<b>Acquired know-how about influence digitisation on vocational requirements and operational challenges</b>					
<b>Indicator / Criteria</b>	0 = not exist 1 = be not true 2 = be partly true 3 = be predominant true 4 = be totally true				
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Digital skills/requirements</b> I have the necessary digital skills to be able to cope the vocational requirements in relation to the digital changes within the regional labour market					
<b>2. Digital skills development</b> I know that good digital skills and an improvement in these improve my training opportunities in the current initial training market and that I can therefore meet the requirements better					
<b>3. Digital innovation</b> I have determined that I am motivated enough to face digital innovations and master possible operational challenges					
<b>4. Acquisition digital skills</b> I know where I can acquiring the necessary digital skills to prepare me for the challenge of sustainable vocational employment					
<b>5. Operational challenges</b> I got to know the operational challenges that have changed as a result of increasing digitisation in relation to professions that are interesting to me					
<b>6. Digital technologies</b> I got to know digital technologies that enable me to participate in training courses that lead to more sustainable professional employment/training					
<b>7. Digital resources</b> I am fully aware of the digital resources available to parents, advisors and educators to help me progress into training and my employment pathway					
<b>8. Digital awareness</b> I have become aware of the digital technology skills that will be required in the future in the various fields/pathways of employment					
<b>9. Experience of digital requirements</b> Through various practical tasks and activities, I was able to experience the digital requirements in professions that were interesting to me directly					
<b>10. Influence on career choice</b> The obtained information I on the new requirements as well as operational challenges due to increasing digitisation have an influence on my career choice					

## 7. Analysis tool for assessment of the questionnaires – application

The assessment of the 5 questionnaires takes place in an Excel file specially created for this purpose (see Fig.1). In this the individual questionnaires were created in individual register. The register list includes according to the individual questionnaires (in the same numbering order) all questionnaires. For the sake of simplicity, the title of the individual register has been named according to the assessed main aspect (e.g. 1\_General Success Criteria)

**Assessed criteria**

**Transfer the questionnaire data by clicking in the cell and selection of the value or write the value directly in the cell**

**Legend tot he graphics**

**Replace P with participant name. The cells are linked to the graphics**

**Click here to go to the different register**

**Register of 5 questionnaires**

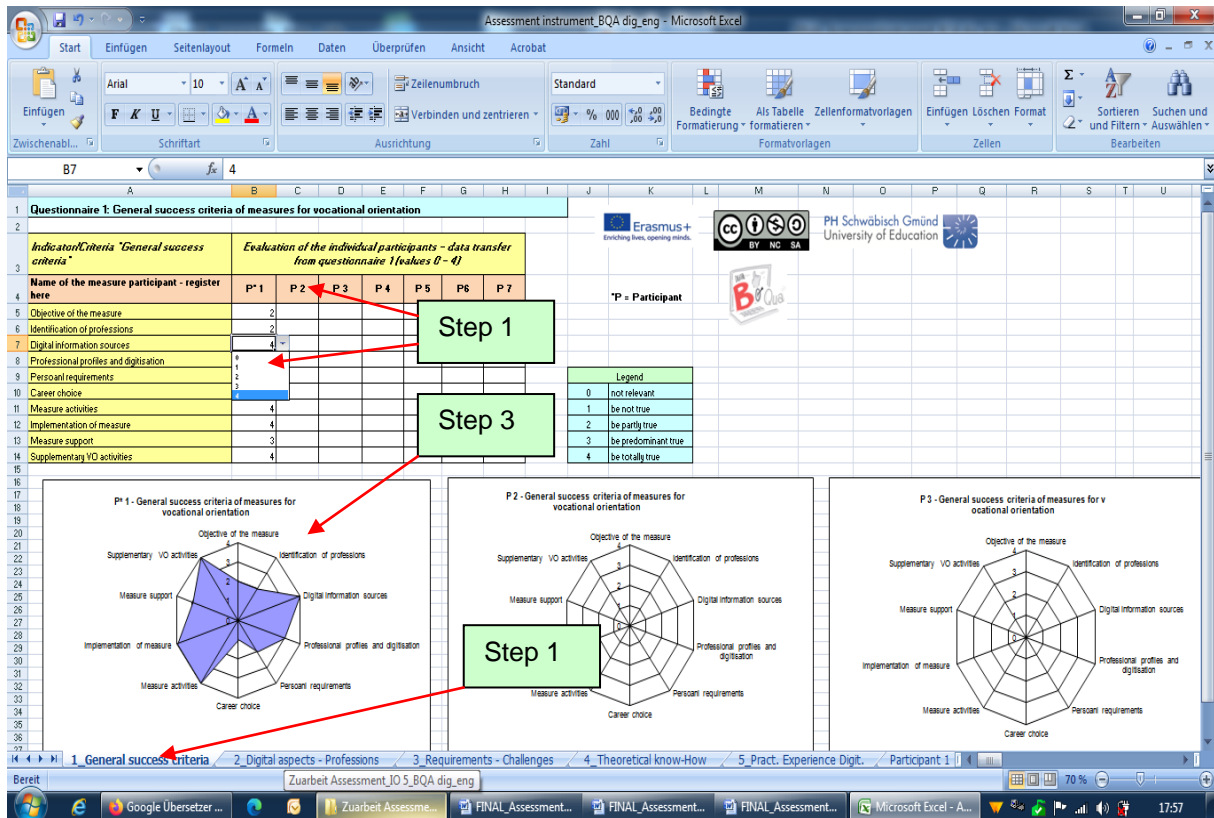
**7 Result register (one register per participant)**

Fig.1: Structure of the analysis tool (5 assessment questionnaires and 7 result registers)

In order to get a better overview of the results in the graphics, only the keywords (indicators/criteria highlighted in the questionnaire) were named in the column "Indicator/criterion" for each register. The statements hidden behind the indicators, which are assessed in the questionnaire, were not included in the analysis tool because they are too long to be presented graphically.

The data (0 to 4) from the questionnaires can be transferred to the corresponding cells directly by entering the values or via the selection window (0 to 4) stored in the cells. The values in the cells are automatically transferred to the corresponding graphics of the respective data sheet and shown there graphically (see Fig. 2), so that the result can be read off immediately.





- Step 1: Click on the register according to the questionnaire
- Step 2: Fill in the trainee name and transfer the data from the questionnaires to the Excel tables
- Step 3: Graphical representation of the data is automatic and per participant

Fig. 2: Representation of the working steps in the analysis tool

It should be noted that the data can be entered by a maximum of seven participants. This is done by entering the name in the respective cell "P1, P2 etc." instead of P. Both the name entered in the header and the ratings of each respondent transferred from the questionnaires are automatically transferred to the graphics created below the table. A graphic is provided for each respondent so that the assessment results of the respondents - i.e. their assessment - can be directly compared with one another. Thus, the person who carries out the measure receives an immediate overview of the assessment of the indicators/criteria of all participants.

However, the assessment instrument can also be used to optimize a VO measure, especially if it is a VO measure that takes place over a longer period of time. In this case, it is recommended that the participants assess the indicators/criteria of all five questionnaires at different points in time during the measure. However, then a separate Excel file with results should be created for each participant and instead of entering the names of different participants in the line "Name of participant", different assessment periods can be noted here (e.g. start, after a month, half time, end).

Afterwards the data are transmitted. And then these are automatically presented. in the graphics. This makes it possible to compare the graphics directly to determine whether individual criteria are rated better over the course of the measure. In this way, the development of the individual in the course of the measure can be determined. If, for example, certain criteria in the assessment do not improve, the VO specialists can react immediately and the measure can be adapted to the needs of the individual.

In addition to the five registers of results (for the questionnaires) - which can be used in different ways, as described - there are seven registers that include a summary of the graphics from the five registers of results for each participant. Thus, the overall result of a respondent can be seen at a glance (see Fig. 3)

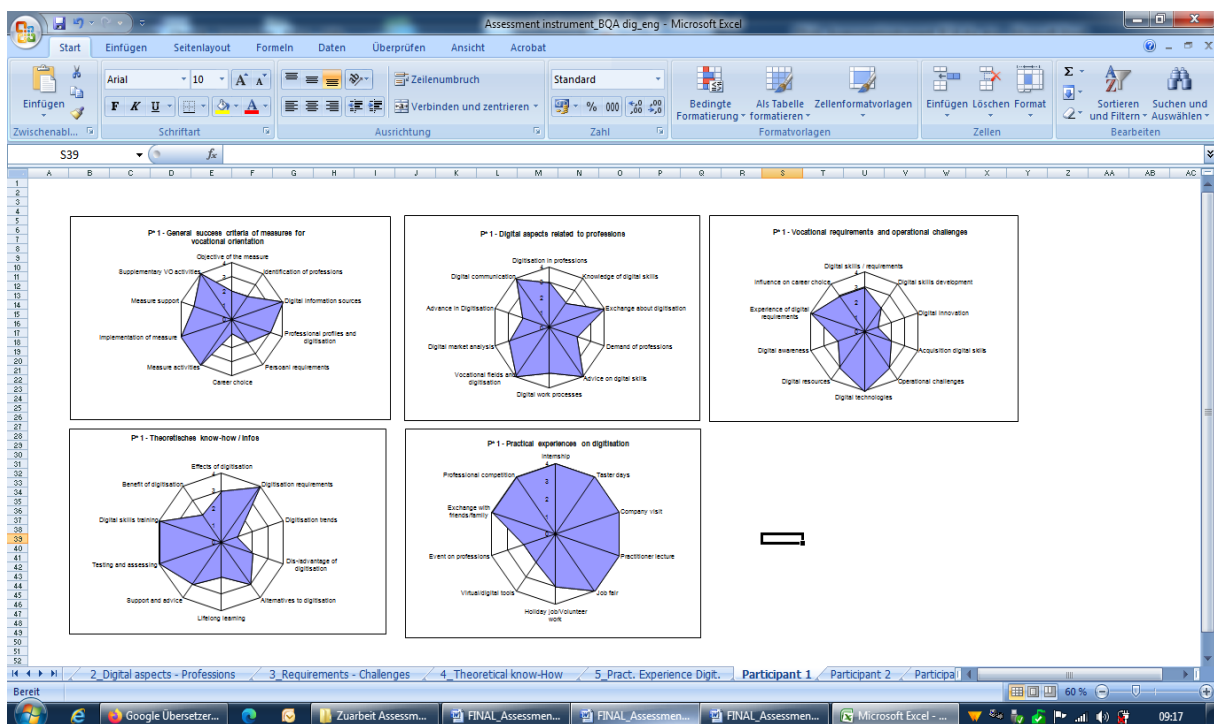


Fig. 3.: Presentation of the whole assessment results of one respondent at a glance

## 8. Graphic analysis and assessment of the results

As explained in Chapter 7, the graphical analysis of the assessment questionnaires is carried out automatically by means of the data transfer from the questionnaires to the Excel register sheets. The individual graphics present respectively the rating of the different indicators/criteria for each questionnaire (i.e. assessment focus) and participant. In this way, the results of several respondents per questionnaire (register) can be compared at a glance. Register 6 to 12 (P 1, P 2, etc.) show an overview of the overall result of all questionnaires per respondent, as described in Chapter 7.

Each individual peak in the spider diagram stands for an indicator/criterion, i.e. an aspect to be assessed, which should or can be taken into account in the course of the VO measure (because there may be also criteria named that are not even relevant in certain VO measures). Criteria not taken into account (value 0) therefore are not part of the VO measure. Overall, however, indicators/criteria were selected that are used in the majority of the VO measures. Nevertheless, it happens that VO measures are very specific and therefore various aspects do not come into play. If an criterion is assessed with a factor of 0, these are no longer to be considered.

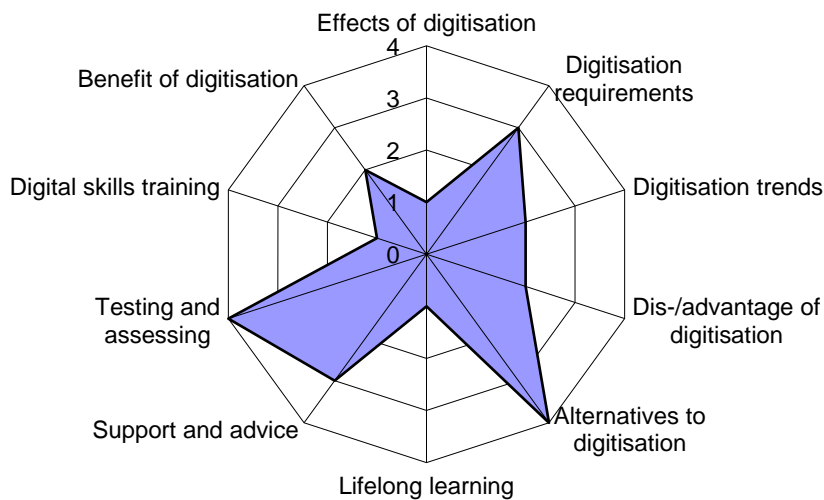
Each individual peak in the spider diagram stands for an indicator/criterion, i.e. an aspect to be evaluated, which should or can be taken into account in the course of the BO measure (because criteria may also be named that are not even relevant in certain BO measures come). Criteria not taken into account, for which no rash (value 0) can be seen, therefore do not occur in the evaluated BO measure. Overall, however, indicators/criteria were selected for evaluation that are used in the majority of the BO measures. Nevertheless, it happens that BO measures are very specific and therefore various aspects do not come into play. With an evaluation with a factor of 0, these are no longer to be considered.

It should also be pointed out that the lower the deflection per peak (criterion) is, the worse it was assessed by the participants. In relation to Questionnaire 1, this means that certain key objectives were not or only partially achieved and/or the VO measure was not implemented satisfactorily or only to a limited extent. With regard to questionnaires 2 to 5, this means that the VO measure was not able to impart the desired know-how, information or practical experience to the participants with regard to the indicators/criteria to be assessed. This means that various sub-objectives were not achieved to the extent desired and the measure was not as successful as desired. The objective should be to achieve the largest possible deflections per peak. This means that the fuller the graphic nets are, the more successful the VO measure was.

## 8.1 Presentation of results

1. If the profile (graphic) has less or a maximum of up to 50 percent colored background, the following applies to weigh it up and consider whether the VO measure needs to be optimized or to what extent the participant should complete further VO measures in order to be able to make a final career choice.

**P\* 1 - Theoretical know-how / infos**

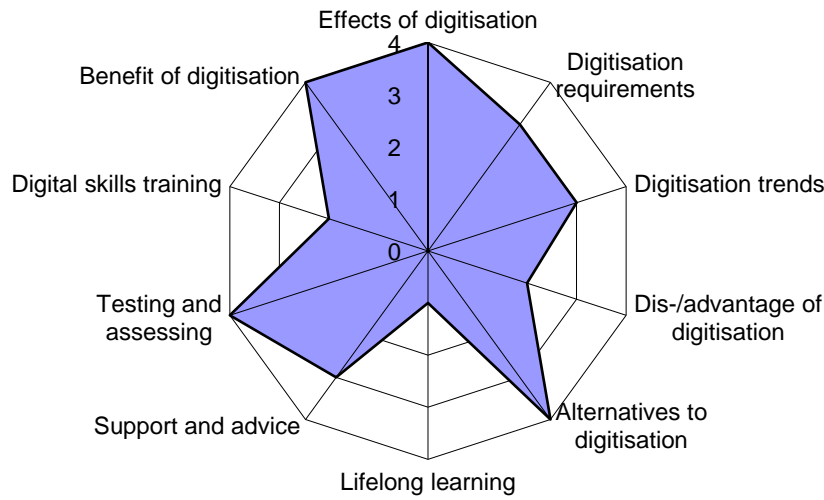


*Fig. 4 Low parameter value of the profile*

2. If between 50 and 75 percent are highlighted in color (see Fig. 5), it can be assumed that the respondent assesses the VO measure as positive and relatively successful. However, the very low rated indicators/criteria should be examined more closely and it should be weighed up, what significance this has for the final success of the VO measure.

This should then be optimized for a later implementation of the VO measure. Furthermore, if there are only a few poorly rated indicators/criteria, it should be considered how the deficits assessed here can be compensated, for example, by carrying out individual activities, with targeted advice or a discussion between participants and professional experts.

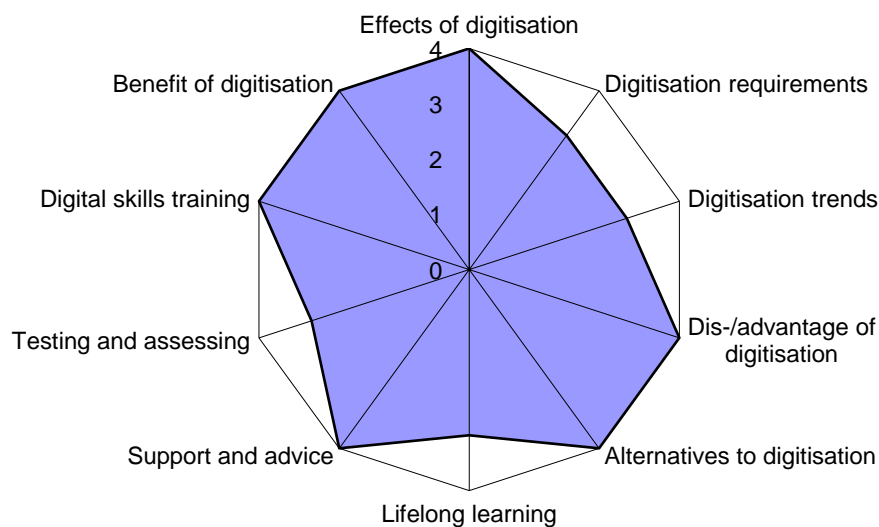
**P\* 1 - Theoretical know-how / infos**



*Fig.5 Middle parameter value of the profile*

3. If the profile is greater than 75 percent colored, as in Figure 6, the VO measure has been rated as good and there is no need for action to optimize it and the participant has achieved all desired objectives and was able to successfully complete the VO measure.

**P 3 - Theoretical know-how / infos**

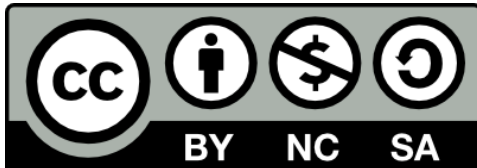


*Fig.6 High parameter value of the profile*

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