InTheLoop4VET

O2-T4: Development of Training Guide for Setting up Feedback Loops at VET Institutions

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1. Introduction

This task is focused to develop a Feedback Loop Training Guide. The Guide is for VET providers wishing to establish easily or improve a Feedback Loop that will increase their capacities in exploiting feedback data in ways that increase the quality of provision at provider level.

The Training Guide includes methodological elements to set up or improve the performance of a feedback loop on the basis of tracking data for own self-assessment purposes. This segment will explain in detail what steps to take in order to do that. It also incorporates guide data use optimization, organization and methodological sections, aimed at improving independent strategic decision-making of VET providers. The Guide also contains information on how to use the digital tool for assistance in understanding correlation data and logging relevant information when planning how to organize or request (within other feedback loops) changes in training provision.

The Training Guide uses data and research that was prepared by other participants of the project.

1.2. Who is the target audience of the guide?

A lot of VET centers usually don't have formal or any form of collecting feedback from students and third party sources for self-assessment. This Training Guide seeks to help VET providers around Europe to establish easily a feedback loop system that will help improve the center's quality system. Since most of the time there is no type of professionals that work with this type of data, the guide is accessible for novices or anyone who is assigned for establishing the feedback loop. It walks the trainee through specific steps on where to start and introduces to good examples of other countries.

1.3. What is the goal of the Training Guide?

The guide aims to help VET providers establish feedback loop that will help collecting data and increase quality parameters in need of review and adjustment (e.g. curricula and programs, training media, guidance services, standards and qualifications offered). Also it includes useful instructions on what is a good example and what is not in dealing with issues that arise during the process. Possible ways to collect data and a digital tool that will help implement the feedback loop. The main function of this output is to train VET providers in the strategic identification of the appropriate ways of using tracking data to monitor any of the parameters of provision quality.

2 Methodological Elements to Set up or improve the Performance of a Feedback Loop

2.1 Evaluation

For the evaluation of the quality of vocational training to be meaningful, two important aspects are required: An internal verification with the procedures, skills and tools needed to assess and control quality levels. An external verification, based on an external testing device, with the necessary instruments to reliably verify quality obtained. The concepts of quality and evaluation require, in the educational field, to be addressed together. In other words, it is necessary to establish the quality references for education in general, and for vocational training in particular, in order to carry out the evaluation of vocational training. The concept of quality is understood from the achievement of the improvement of the vocational training system in terms of the results obtained (effectiveness), and also from the analysis of the relationship between the efforts employed and the results obtained (efficiency). When evaluating the quality it is really important to define the indicators. For example what are the criteria, factors and achievements or milestones of the goal for the center? The objective is to specify the goal of the VET provider. That goal can be defined by an external source in some cases (for example the ministry of education). But it is also important that the evaluation of the quality of the system is also made on the basis of the self-evaluations of each of the centers, therefore it is necessary that the centers have procedures and instruments that allow them to evaluate and self-control the levels of quality that they are achieving. Quality indicators make it possible for the VET providers to evaluate the effectiveness and efficiency of center management.

One of the biggest problems in improving vocational training centers is the lack of reliable information to enable both management and educational administration to make decisions. This part of the Guide aims at helping establish a system of indicators that would be helpful for VET centers that is commonly accepted by all the interest groups (teachers, administration, etc.) of the training center ant would be useful for decision making for each center individually and for the regulated training system as a whole.

2.2 What is an indicator?

1. They must be directly related with a specific objective of the VET centre.

2. Indicators should avoid being conditioned by external factors, such as the situation of the country or actions of third parties, whether public or private.

3. They must be clear and understandable to all levels of public administration, as well as the public user (students and teachers).

4. The indicators must emanate from a participatory activity, that is, in the development process should involve all relevant actors, of in such a way that their legitimacy is guaranteed and the commitment to the task of evaluation and measurement.

The measurement of these indicators is intended to account for the activity, productivity and quality of service provided by each of the educational institutions. In short, the measurement must provide a profile of what every organization is and does.

3 Examples of ways of tracking graduate feedback data in different countries

3.1 Promea – Greece

The Integrated PRAXIS Monitoring System of IEK PRAXIS this VET provider that has a counselling and career office for students and graduates, offering to them services such as CV/cover letter development and forwarding in selected businesses accompanied by letters of recommendation, continuous support from the provider's Employment Promotion Department, tutorials on labour law issues, etc. IEK PRAXIS implements systematic recording of their graduates working status and progress through their Integrated PRAXIS Monitoring System. Specific information on this monitoring system cannot be attained at this stage though, as someone would need credentials to log into the provider's database.

The National Organisation for the Certification of Qualifications & Vocational Guidance – EOPPEP – is a statutory body investing on better quality and more efficient and reliable lifelong learning services in Greece. Its mission is geared towards linking VET with labour market needs, upgrading people's occupational qualifications, reinforcing their employment perspectives and strengthening social cohesion. EOPPEP is the National Reference Point for Quality Assurance in VET and represents Greece in the European network for Quality Assurance in Vocational Education and Training (EQAVET).

3.2 Folkuniversitetet – Sweden

LADOK is a student administration system used in all Swedish universities and college universities. It is a student registration and grading documentation system.

LADOK has combined data and designed a database that allows them to follow student from before, at entry, during and after at institutional level and programme level.

The Swedish National Agency for Higher Education is a Government agency in Sweden that oversees the Swedish public-school system for children and adults.
The Swedish National Agency for Higher Education monitors and analyses developments and trends within Swedish higher education. They are also responsible for official statistics on higher education.

The statistics they collect include, for instance, figures on the number of students in different programmes, tracking students after graduation, distribution of the teaching staff by age and gender, as well as the higher education institution's financial reporting.

The area to be monitored is a large one as it involves all of the operations of the higher education institutions.

Some countries use surveys to monitor how the students establish themselves in the labour market while Sweden, use administrative data.

3.3 Klaipėdos Ernestas Galvanauskas Vocational Training Centre – Lithuania

Lithuanian National Human Resources Tracking system integrates the data from various vocational institutions (also higher education institutions) thus allowing the assessment of the state and alteration of employment of Lithuanian residents, forecasting future tendencies and making decisions based on the data. Ministry of Education, Science and Sport uses the data provided for planning and financing of sate financed studies, for evaluation of education and study institutions, forecasting the supply of specialists, for informing the society and other groups concerned about the career of the graduates, and for the licensing of vocational training programmes.

Institutions responsible for graduate tracking in Lithuania are:

- o Board of National Human Resource Tracking;
- o Employment service;
- o Education service provider (vocational training institution, higher education institution and etc.)
- o ESOC (Education and Study Observation and Analysis Centre) that collects information on the employment of the graduates from higher education institutions.

3.4 CIPFP VALLE DE ELDA

According to the Final Report "Mapping of VET graduate tracking measures in EU Member States" (2018) of the European Commission, in Spain VET graduate tracking is done at a regional level only in the two regions covered in this study (Catalonia and Basque Country) this is done on a regular basis.

There are many independent initiatives, but they are not sufficiently developed (Bertelsman Foundation, Mapfre Foundation, Atresmedia Foundation, Adecco, business associations, etc.). A joint definition of competencies and skills has not been reached: it seems that agents and entities are on the same page but have not agreed on a common starting point.

According with the document Report of insertion in the labour market. FP graduates in the education system. Ministry of Education and Vocational. Ministry of Economy and Business of the Educational- Training Transition Survey and labour Insertion. Ministry of Labour, Migration and Social Security is responsible of monthly/annual market information of work of graduates in VET.

3.5 EVBB – Germany

The National Educational Panel Study (NEPS) is a study carried out by the Leibniz Institute for Educational Trajectories (LIfBi) at the University of Bamberg. The target activity of the NEPS was to collect longitudinal data on the development of competencies, educational processes, educational decisions, and returns to education in formal, nonformal, and informal contexts throughout the life span. NEPS is one of the main sources for VET tracking system data to date, and it is heavily relied upon for the present research. In the NEPS, the VET tracking data collection is clearly conceptualized as a longitudinal survey and measures different cohorts every year up to 20 years after graduation depending on the size of the panel sample.

In Germany there is no centralized control for graduate tracking, nor a legal obligation to do so. Therefore, any institute is free to tracking graduates or not, depending on their interest in doing it. Sometimes, bigger institutes such as Leibniz perform larger studies of the sector.

3.6 Summary

Different VET providers start with different feedback collecting systems. Some countries have national systems that track graduate data while some have regional or none, but all of tend to focus on same quality measures that is how fast do the graduates can find a job after their studies. This guide specifically aims to help VET providers to set up an effective feedback loop system and suggests ways of efficiently storing data that is universal. Every VET provider can collect data on institutional level and compare it to the data that is provided by national institutions (if there are any). The next sections will be to presenting ways of collecting data at national level and institutional.

4   Graduate tracking at national level

There are two ways that graduates choose after graduation. The first is job search and entry into the labour market, the second is to continue their studies in another or in the same institution. To promote graduates in the labour market or help them in the next stage of education, it is necessary to create special tools that will provide information and provide personal, qualifying information about the student during employment and further education.

This system must also contain a questionnaire for graduates. Questions should relate to personal information about the graduate, after graduation, such questions may be:

- How quickly did you manage to get a job?
- Do you work in your specialty?
- Do your knowledge at the institute meet the needs of the employer? etc.

Such a questionnaire will allow institutes to make predictions about teaching methods, training bases, popular and less popular specialties, and so on.

4.1   Instruments

The survey is the main method of collecting information about the directions of graduates. Tracking of graduates is based on administrative data. Such tools are based on the ability to link information about higher education students with other datasets, such as the national social security database.

For example, in Sweden, the LADOK system is a survey of graduates after a year and a half after graduation, which is conducted regularly. The progression paths of students can be followed via LADOK.

4.2   Usage

Governments use national alumni tracking tools mainly for statistical and analytical purposes. Among the most specific uses, policy planning and development is most often mentioned, which shows that tracking graduates is indeed politically important. In addition, governments reportedly rely on graduate tracking data as part of their quality assurance activities.

5   Graduate tracking at institutions level

5.1   Instruments

At the institutional level, higher education institutions use surveys to track graduates. Institutions combine data that has been collected by administrative departments anonymously. In each country, the regularity of the survey is different; it can range from 6 places to 3 years.
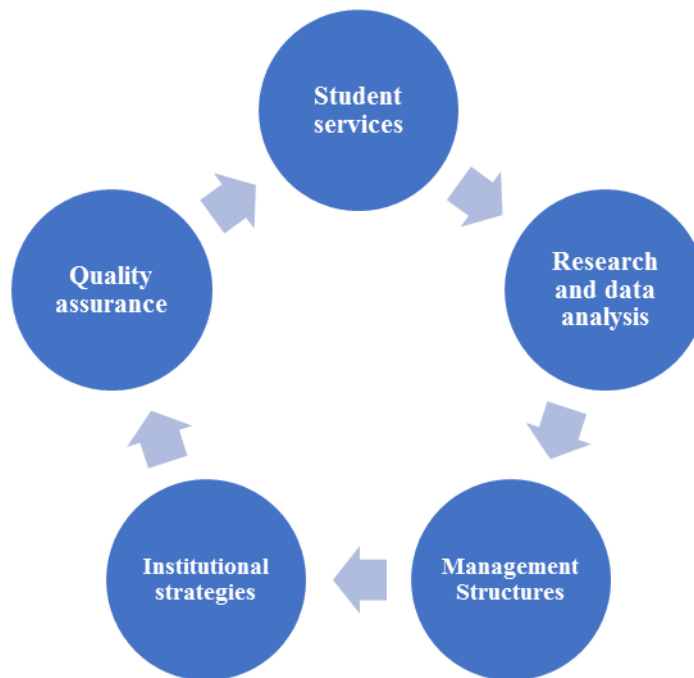
5.2 Usage

Higher education institutions use tracking data for a variety of purposes. Besides contributing to general statistics, studies, and administrative and management activity, tracking data is reportedly used by institutions mainly for quality assurance, enhancement or reform of studies, and resource allocation. Compared to their use of student tracking data, graduate tracking data is more often associated with promotional activity, as graduate success in the labour market may boost the prestige or the national ranking of institutions. Several experts also reported that the results of graduate tracking were useful in counselling students, especially for career guidance purposes.

6   Tracking methods: Surveys and Administrative data

6.1   Surveys

One of the advantages of developing, using and implementing a survey system as a tool for tracking graduates after graduation is their ability to identify and analyse the measurement of progress and entry into the labour market. Ways to interview graduates in different ways, it depends on the country and the highest educational institutions. The most common surveys are questionnaires and interviews.

Surveys are conducted to obtain factual information from the graduate, as well as feedback on motives, attitudes, and follow-up actions after graduation.

Unfortunately, along with the positive value of the survey, there is a downside. Graduates do not always agree to a survey in the form of a questionnaire, especially for an interview, as well as in the context of employment difficult to obtain a questionnaire, there may be a threat of incomplete and adequate assessment of graduates.

Therefore, other types and ways of tracking graduates should also be taken into account. In order to obtain and provide accurate information, it is also necessary to involve a database, which includes: contact information of the graduate, calls, mailings, visits and meetings with respondents.

6.2 Using surveys

Pros	Cons
E-survey	
Low cost, real-time access to data, saving time, data automation for input, handling, analysis and reporting	Dependence on e-mail addresses and their accuracy, uncertainty in obtaining a response to the survey
Interviews	
The interviewer can boost the level of response, deeper data on open-ended questions are possible, greater control over the implementation of specific types of sampling	Higher cost, more time, fewer categories and questions to be answered extensively, difficulty in setting days and times to make it convenient for both participants.
Paper survey	
Can be quickly completed, relatively convenient for graduates	Longer to implementation, reducing opportunities for open-ended questions, paper survey costs, increased risk of incomplete or incorrectly completed questionnaires

6.3 Administrative data

Before entering the university, registering for exams, taking internships in organizations within the country and abroad, and all these administrative data are in the database of higher education institutions.

All the information contained in the electronic database of universities is updated from time to time, which allows higher education institutions to track the actions of students, what courses they are registered for, what lessons they attend and what exams they have to take. In this way, it allows you to collect data on all university students. On the basis of the received information and data it is possible to make calculations, conclusions, researches and comparisons that allows the administration and to make forecasts for the future in various spheres of institute, and also outside it. Thus, the analysis and collection of information from administrative data can serve as an economic way to track the progress of students and higher education institutions.

Obtaining administrative data on the life, participation and development of students within higher education institutions is easier to obtain than data on the development of graduates. Higher education institutions, unfortunately, do not have the opportunity to use administrative data on graduates, especially their further path of development in the labour market.

After all, without a specially designed system of tracking graduates, it is difficult to track the transition of graduates from one institution to another, entering the labour market and working abroad.

In addition to the above indicators, administrative data are limited, as this database accumulates specific information that is only directly related to higher education institutions, as well as additional information provided by students at will and is optional.

7   Methodology of data collection

Survey	Administrative data collection instruments
Interviews	Population register
Focus groups	Social security register
Telephone survey	Register on education achievements
Paper survey	Unemployment register
E-survey	Tax register
Combining administrative data matching and surveys	

8   Linking higher education and the labour market through graduate tracking.

Tracking graduates allows higher education institutions to determine the impact of education on the careers of their graduates, as well as to provide employees and institutions in the labour market with an assessment of higher education curricula and the level of professional readiness of graduates.

The use of graduate tracking allows teachers, professors of educational institutions to obtain information about the place of work of the graduate, career and professional growth, the success of the graduate, who works in the specialty, and who outside the professional discipline.

There are a host of external reasons for tracking graduates, such as legal requirements, funding incentives, quality assurance and national and international accreditation rules.

Tracking graduates stimulates graduation with a strong emphasis on the economic impact of higher education, especially in countries with relatively high unemployment rates among graduates.

The relationship between the higher education system and the labour market can be viewed from different perspectives: the first aspect is considered at the macro level, where the effectiveness of higher education for each individual is assessed. From this point of view, we can say that the effectiveness of the market of educational services is best manifested through the labour market, where the professional potential of young professionals is concentrated and where their professional self-realization takes place. But a significant problem is the mismatch between supply and demand of young professionals in this market, which complicates the analysis of the effectiveness of higher education in the specialty. Therefore, to assess the effectiveness and increase the professional efficiency of graduates in the labour market, graduate tracking is used.

The second aspect of the relationship between higher education and the labour market is manifested at the national level.

Another, third aspect of the relationship between higher education and the labour market can be considered a professional multiplier effect. The development of education leads to the complication of types of work, which leads to the division of labour in society between specialties for their quality, if there is a so-called "tree of professions" in each area, where the development of knowledge raises new questions and tasks. This stimulates the demand for new workers in these industries, as well as new jobs.

9 Key features and indicators of graduate tracking activities at the system level

Employment status: employment status (employed, full-time, part-time, unemployed, self-employed etc.), duration of employment/unemployment, length of job search, salary level, wats of access to job, career pathways, location of work.

Socio-biographical and socio-economic information: age, sex, nationality, place of residence, social background, disability, mother tongue, ethnic background, country of birth, children (age of children), marital status, completed formal education and training, higher education, year of graduation.

Further education and training pathways: level and type of education and training, participation in training (number of days in training/education), fields of study, further qualifications achieved.

Link to level, field of study: level and field of study, type of study (full-time, part-time, while in employment), factors for the choice of institution and field of study, duration of study, work experience.

Satisfaction: satisfaction with study program/training, satisfaction with study conditions, satisfaction with current job, satisfaction with current income/salary, satisfaction with career progress, satisfaction with relevance of education/training for current job.

Relevance / use of acquired skills at the workplace: use of study for current employment, matching of skills acquired during education and their use in employment, relevance of study for career progression.

Place of residence/migration to other countries: current place of residence/employment, place of residence during study, migration background, country of birth, migration of the parents, country of birth of parents.

Social and civic activities and participation in these: democratic values, attitudes towards Europe, active citizenship, social and civic engagement, social media presence and profiling, unpaid work, activities in associations, leisure activities.

10 Overview of standards for data disaggregation

Data of four countries were gathered to see the general tendencies of key features and indicators of graduate tracking activities that are mentioned above.

10.1 Percentage of male and female graduates.

According to the majority of respondents, women have a higher percentage of graduates than men (over the past 3 years). For example, in Greece it is 36.7% for men, 49.3% for women. In Sweden it is 21% for men, 33% for women. On the other hand, a larger proportion of men (1.5 percent) than women (1.2 percent) had postgraduate education. The number of women who graduated from higher vocational education in 2018 increased slightly compared to the previous year. More women than men continue to complete higher professional education. In total, in 2018, 13,400 people graduated from higher vocational education, which is 200 more than in 2017. The number of men graduating decreased slightly, while the number of women graduating increased by 300. Thus, in Sweden, the share of women among graduates is increasing, and the share of men is not.

However, in Spain the proportion of women and men among graduates is about the same (50%). The number of graduate females and males varies by study program they choose. Most men chose transport or related professions in which leads to more male graduates, while most women chose social work, which lead to more female graduates in that sphere in 2018.

10.2 The influence of the nationality of the graduate on the choice of employer.

Almost all surveyed representatives of the countries noted that citizenship has almost no (very rare) influence on the choice of employer.

10.3 Does the employee's nationality influence the employer's choice?

Almost all surveyed representatives of the countries noted that the nationality of the worker does not affect the choice of employer. However, this may depend on the professional field.

10.4 Percentage of graduates working in the specialty and outside the specialty.

The level of employment of graduates of vocational education varies slightly in different countries. For example, in Greece, 19.9% of graduates work in the field in which they studied; in Sweden it depends on the specialty, but on average it is 70-80%; in Spain, employment depends on the specialty, but on average it is 50%; In Lithuania, 56% of graduates get a job in their specialty after graduation, but preference is given to graduates with experience, even if it is not related to their profession.

10.5 Professions that are in greater demand and which are less.

In Greece, there is a special demand for specialists in the field of ICT, wholesale and retail trade and pharmaceuticals. In the field of ICT, there is a great demand for software developers with knowledge of specific programming languages, system administrators, designers and developers and database administrators. In wholesale and retail trade, engineers with end-to-end skills (eg, foreign languages, sales skills, customer service, and technical support) are in high demand.

According to the Swedish State Employment Service, nurses, teachers, engineers, construction workers, IT specialists, cooks, electricians, carpenters, welders, mechanics and repairmen will be in greatest demand in the coming years. And specialists in such fields as communications, design, art, retail will find it harder to find work.

In Spain, the most popular industries are logistics, digital marketing, e-commerce and social services.

Specialists in technical specialties are the most popular in Lithuania. The second most popular profession is related to the service sector (hotel services, catering, appearance and hair care). In 2018, men chose such specialties as transport services, mechanical engineering, architecture and construction. Women chose social work and health care.

10.6 The level of knowledge of graduates after graduation for employment, as well as theories and practices that graduates need before employment.

Almost all countries surveyed noted that most students are satisfied with the knowledge and skills acquired at the university. However, graduates of Greek vocational schools report a lack of practical application of their skills during their studies, so they want to have more practical experience during their studies.

10.7 How long does it take to find a job after graduation?

In Greece, the average waiting time for a job search after graduation is 1-2 years. In Sweden, 89% of graduates find a job within 6 months of graduation In Spain, 30% of graduates remain to work in the company where they did their internship. In general, 20% of Spanish graduates are employed in one year. In Lithuania, two months after graduation, data on graduates who have found work are being collected. And usually graduates are already working by that time.

11 Selection of area of adaptation/intervention and monitoring the implementation of changes and the course of institutional adaptation

Parent and learners: Graduate tracking provides an opportunity for parents and prospective students to choose a demand profession in society and in the labour market. It also helps to choose a higher education institution that provides the necessary skills, knowledge and abilities to obtain the dream profession. Through tracking, parents and students can monitor changes in the labour market and changes in curricula for students in higher education institutes.

Institutes of higher and vocational education: Drawing a parallel between expectations and results, checking the justification of expected results. Supplementing and coordinating curricula to provide students with the necessary skills and knowledge. Check programs and trainings that work well and can continue to exist, as well as programs that need to be discontinued, or improved or replaced. This will make it possible to meet the needs of the labour market.

Trainers: The data allow improving the offer, methods and tasks of trainers. Tracking allows trainers to draw conclusions about programs that need to be changed, replaced, developed, and used effectively, and so on.

Quality assurance agencies: Using of data as a method of verification and monitoring of higher and professional educational institutions.

Labour market: subtracting the number of students working in the specialty and developing in other sectors. The data provide an understanding of the extent to which the education system provides the skills needed for the labour market.

Government policies in the field of education: determining the extent to which financial programs have an impact on stable performance. Also, check the effectiveness of new programs that are needed in the labour market.

12 Methodology

This part of the guide focuses on helping establish a system of quality indicators that aims to help VET providers maintaining and improving quality processes. It is based on a PDCA graph. In total it has 6 phases. The first one is planning: in phase zero it is crucial to plan out the steps You will be taking and already be aware of ways collecting data from students and third party. For the first phase it is important to analyse quality indicators that are purposed by national institutions. "Do" part consists of two phases – second and third. The second one is assigning the responsible personnel for establishing the feedback loop. This guide aims to be accessible for everyone so it can be anyone from the VET centre. Phase three is deciding upon what is a quality indicator, interest groups, indicators and quality dimensions, is essentially answering what makes up the quality indicator catalogue. The more indicators, interest groups, quality indicators and quality dimensions written down the better it is. Checking is the third part; phase four is about narrowing down the catalogue by rating the indicators by their importance. The fifth phase is deciding on final version of the catalogue. The final part is "ACT". Phase six is designing the quality indicator catalogue. Analysing the data from interest groups that is available then connecting it with quality dimensions and indicators. Then finally drawing conclusions on what can be done to improve or maintain the quality of the VET centre services.
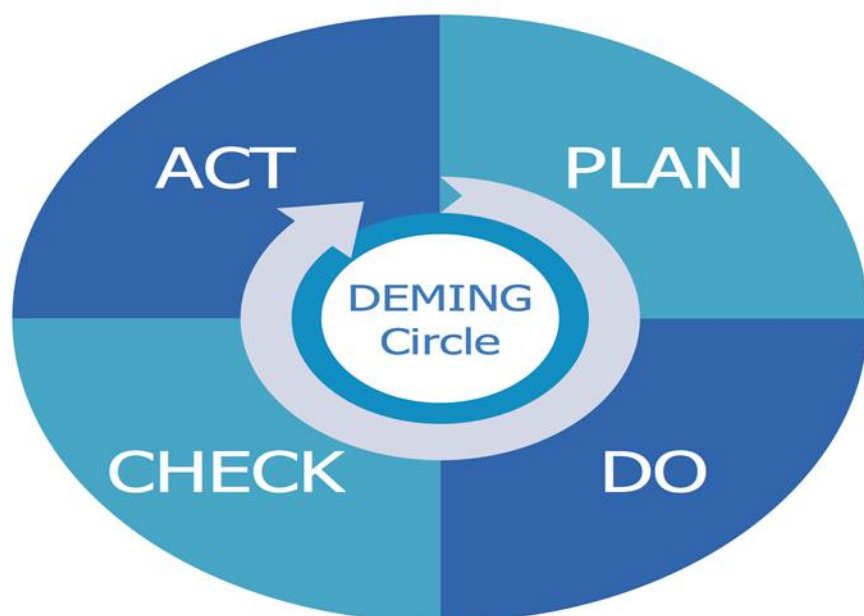
PLAN: Phases 0 & 1

DO: Phases 2 & 3

CHECK: Phases 4 & 5

ACT: Phase 6

PLAN:

Phase 0 – Plan the project

- Plan out the steps
- Decide upon duration of each phase
- Assign the personnel who will be responsible for each phase
- Think out how much economic resources the whole process might cost
- See if there is any already existing features that might help with the process
- Personal resources.

Phase 1 – Analyse

Analyse available the available data (quality indicators, quality standards etc.) provided by government organs or other institutions.

DO:

Phase 2 – Assigning the responsible personnel.

Phase 3 – What makes up a quality indicator catalogue?

3.1 Interest groups

- Students
- Teachers
- Employers
- National institutions

3.2. Quality dimensions

- Satisfaction with the centre
- Motivation of students, teachers

3.3. Quality indicators

Types of indicators:

A. **Measures of perception of interest groups** - Perception of interest groups in the management of the VET centre.

B. **Performance indicators** - Internal and direct measures on the VET centre's processes, which allow them to be compared with the objectives set in the planning of the institution, and improve their fields, while making predictions about perceptions of interest groups.

3.4. **Indicators**.

1. Measures of perception and performance indicators of students.
2. Measures of perception and performance indicators of teachers.
3. Measures of perception and performance indicators of Administration personnel and services.
4. Perception measures and performance indicators of education inspectors.
5. Perception measures and performance indicators of company's employees.
6. Perception measures and performance indicators of the VET centre environment.
7. Measures of perception and performance indicators of the local administration.
8. Measures of perception and performance indicators of the educational administration.

CHECK:

Phase 4 Catalogue Validation

Scale of indicator values:

1 - NO IMPORTANCE
2 - LITTLE IMPORTANCE
3 - RELATIVE IMPORTANCE
4 - VERY IMPORTANT
5 - MUCH IMPORTANCE

Phase 5 Analysis and interpretation of results: validation of the catalogue of indicators

The aim of this phase is to reach consensus on the final catalogue of indicators. To choose the best indicators it is a good idea to compare them with each other. For example see if the reputation of the VET centre impacts both students and employers or only one of them.
While deciding upon the final version of the catalogue 80% of the experts (the ones that are analysing) should agree upon the quality dimensions and indicators that are important.

ACT:

Phase 6 - Design of the Final Version of the Catalogue of quality indicators and presentation.

4. QUALITY INDICATOR CATALOGUE

The catalogue of indicators is divided into 2 groups:

4.1. - Measures of perception of interest groups
4.2. - Performance indicators of the centre.

4.1. Measures of perception of interest groups

These measures are related to the perception of the different interest groups of the management carried out in a VET centre.

The main group of interest are the students - and specifically the graduates – however, other groups are analysed because they are connected.

Measures of perception of student satisfaction:

1. Measures of perception of student satisfaction with the reputation of the VET Centre as an educational institution.

Examples:

- Level of satisfaction with:

▪ Vet System.

▪ Reputation of the Vet Centre.

▪ Facilities.

▪ Competitiveness of graduates in the labour market

2. Measures of perception of student satisfaction with operation and organisation of the VET centre.

Measures relating to:

• Management of the centre.

• Relationship with the staff (administration/services).

• Administrative Management of the Centre.

Examples:

- Level of satisfaction with:

▪ Management Team of the centre.

▪ Solving claims and complaints.

▪ Correspondence of vocational teacher's qualification (subject, pedagogical) to the requirements of the program.

3. Measures of perception about student satisfaction with the functioning of key processes. Such as:

- The teaching-learning process.

- Training Process in Workplaces (FCT).

- Process of finding a job.

Examples:

- Level of satisfaction with:

▪ Teaching methodology.

▪ Employment related to career opportunities.

▪ Balance between the theoretical and practical training

4.2. - Performance indicators of the centre.

These are internal and direct measures on the processes of the centre, which allow them to be compared with the objectives set in the planning of the centre, and to improve its performance, at the same time to make direct predictions about the perceptions of different groups of interest.

Some indicators are predictors of various dimensions, it is advisable to detail:

- Description.

- Dimension they predict (percentages and figures)

Group of interest	Dimension Performance Indicators predictive of:
Students	**1. Student satisfaction with the VET school's image.**
	2. Student satisfaction with the organisation, operation and administrative management of the school.
	3. Student satisfaction with the school's key processes.

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Dimension:	1	2	3
Percentage of the Centre's budget dedicated to its promotion	■		
Number of documents published by the Centre to promote it	■		
Number of documents published by the Centre to inform about the organisation and functioning of the teaching and administrative staff of the Centre.		■	
Number of documents published by the Centre to inform about the rights and duties of the students.	■	■	■
Number of informative documents published by the Centre to inform about its Internal Regulations.		■	
Number of documents published by the Centre to inform about its projects.	■		
Number of conferences held at the Centre to introduce the Centre's teaching and administrative staff to the different sectors.	■	■	
The number of social days held at the centre between teachers, administrative staff and students.		■	■
Number of days held at the Centre to provide information on vocational training	■	■	■
Number of conferences held in the Centre to inform about the labour insertion of the students.			■
Percentage of complaints and claims resolved satisfactorily.		■	■
Total number of complaints formally presented by the students of the Centre	■	■	■
Percentage of complaints and claims from students due to the image of the Centre.	■		
Percentage of complaints and claims from students due to the organisation, operation and administrative management of the Centre.		■	
Percentage of students who know about the VET Centre's Institutional Projects.	■	■	■
Percentage of students who perceive the achievement of labour insertion objectives planned by the VET Centre	■	■	■
Percentage of students who know about the European programmes managed at the VET centre.	■	■	■
Percentage of students who know the entities collaborating with the VET Centre	■		
Percentage of students who would recommend the VET Centre to others	■		
Percentage of students who believe that the structure of the centre is appropriate to the learning process.			■
Percentage of students with a part-time employment contract			■
Percentage of students with a permanent employment contract			■
Percentage of the student body with a temporary employment contract			■
Percentage of students who enter the labour market the year after finishing their studies.			■
Percentage of unemployed students, with studies completed at the Centre.	■		
Percentage of companies in the area that offer internships at the Centre.	■		■

5. ANALYSE THE DATA

Once the results of its statistical survey have been compiled, the process of calculating the results begins. Quantitative data (compared to qualitative data analysis) are analysed, from the observation of the answers, the approach of the main research questions, the objectives of the survey, the processing of the numbers and the elaboration of conclusions.

First of all, these 4 steps are checked:

1. Analysis the main research questions.

Analysis of the initial questions, if they are empirical research questions and if probabilistic sampling is used.

The main questions of the survey are established based on the objective of the investigation.

2. Cross-data tabled filtering the results.

A cross data tabulation[1] must be carried out to analyse the answers to the same questions asked to the different groups, teachers, students or companies.

Another aspect to consider is the comparison of the results in reference to previous years.-

For example, what is the reason for an increase in student satisfaction regarding last year.

If previous data is not available, benchmarking can be used. A baseline or initial number is established and changes in trends are analysed. Satisfaction and answers to other questions are compared to a reference point. This is called longitudinal data analysis. Another choice is to track data for different subgroups. For example, let's say that satisfaction rates increase year by year for students and teachers, but not for administrative staff. Their responses can be observed to analyse why they are less satisfied than other key groups.

3. Analysis of the figures.

It is important to pay attention to the quality of your data and understand the components of statistical significance (also called statistical significance).

In the field of statistics and survey interpretation, "significant" means "an assessment of accuracy." This is where we inevitably face the "more or less". In particular, it means that the survey results are accurate within a certain level of confidence and not due to chance.

+

4. Conclusions.

The conclusions are a reflection of the data obtained.

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[1] Look at the example at page 23

13 User Guide for the Digital Tool for Improving VET Providers' Uses of Graduate Tracking feedback

13.1 The Process

The whole process can be completed can be summed up in short 12 steps. These steps will be illustrated by pictures for easier use.

13.1.1 The Steps

1. Firstly, before starting using the tool the user should sign up an account. This can be done by clinking the "sign up" button. This can be done by providing Your Organization Name, Educational Sector, Country, Email, Password, Retyping the Password and by accepting Terms and Conditions.

Don't have an account? Sign Up

Organization Name

> Organization Name

Educational Sector

> Educational Sector

Country

> United Kingdom

Email

> Email

Password

> Password

Retype Password

> Retype Password

☐ I accept Terms and Conditions

> Sign Up

2. If You are already registered then log in by providing the Username You created and Password.

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Email

Email

Password   Forgot your password?

Password

Log In

3. When logged in You can choose the language that is most suitable for the user at the upper right section of the page.

    EN / **EL** / **DE** / **ES** / **LT** / **SE**

4. The evaluation process will start when the green "New Section" button will be clicked.

    New Session

5. Then the user will need to provide the name for the session, the date when is the evaluation being carried out and more details for better categorization.

    CREATE NEW SESSION

    Session Name

    Session Name

    Date

    02 / 12 / 2022

    Notes

    Please indicate the time period/department etc. to which the session refers

    After done click on "Next" button.

    Next

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6. After that the user will be provided with a set of question and statements. The user must answer by choosing one option from five. Those options are Totally Agree, Agree, Neutral, Disagree or Strongly Disagree.

Courses are well-rounded, designed to cover all / multiple aspects of each topic

○ Totally Agree ○ Agree ○ Neutral ○ Disagree
○ Strongly Disagree

7. There are five themes by which the Digital Tool indicates quality of the VET provider. Those themes are Courses Design, Training Material, Training Capacities / Expertise / Interaction, Infrastructures and Administrative Services, Student Support Services Provided, Qualifications Offered.

● Courses design   ● Training material
● Trainers' capacities / expertise / interaction   ● Infrastructures and administrative services
● Student support services provided   ● Qualifications offered

8. At the end of the survey, the user will be provided an evaluated results which will let the user know how well the VET centre is providing its services.

1. COURSES DESIGN (POINTS 15)

   Result: Satisfactory (You are doing well!)

2. TRAINING MATERIAL (POINTS 15)

   Result: Satisfactory (You are doing well!)

3. TRAINERS' CAPACITIES / EXPERTISE / INTERACTION (POINTS 15)

   Result: Satisfactory (You are doing well!)

4. INFRASTRUCTURES AND ADMINISTRATIVE SERVICES (POINTS 15)

   Result: Satisfactory (You are doing well!)

5. STUDENT SUPPORT SERVICES PROVIDED (POINTS 15)

   Result: Satisfactory (You are doing well!)

6. QUALIFICATIONS OFFERED (POINTS 15)

   Result: Satisfactory (You are doing well!)

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Values — bar chart

Legend:
- Courses design
- Training material
- Trainers' capacities / expertise / interaction
- Infrastructures and administrative services
- Student support services provided
- Qualifications offered
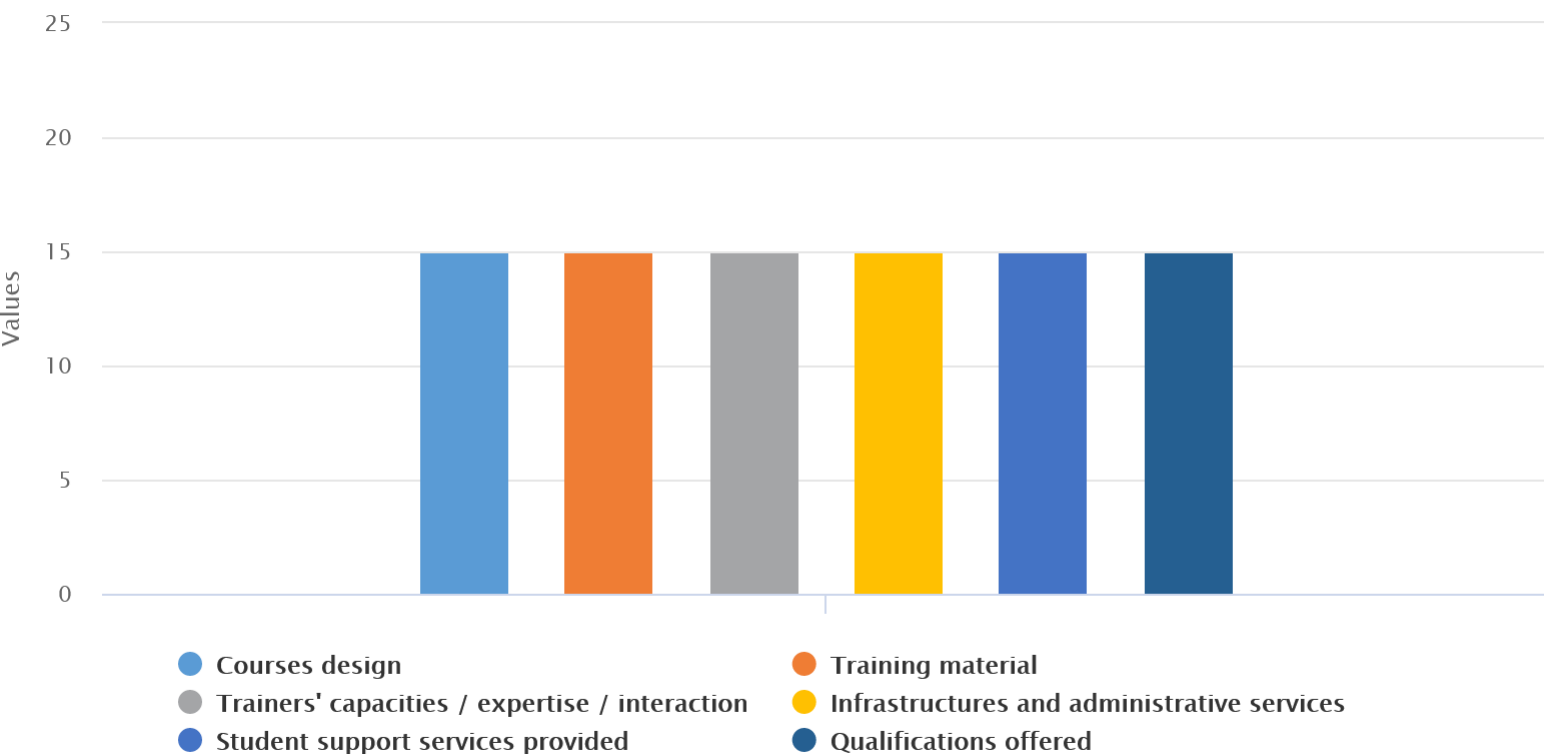
Highcharts.com

9. You can save the results as a pdf file, if not the Digital tool will automatically save the results on the website.

Save as PDF

10. Older results can be viewed in the "Results" section.

Results

11. Also, the evaluation can be done externally, not logged in to the users account for other colleges of the VET centre. This can be done by clicking the "Links for External Evaluation", then clicking "New URL".

Links for External evaluation

12. When done using the Digital Tool the user can log off by clicking the small icon on the top right of the website.

14 Short Summary

This document is for VET centres wanting to establish or improve a feedback loop that will help collect data from graduates and third parties. The collected data will help increase the VET centres provision quality. Firstly, the guide suggests some methodology elements – evaluation, quality indicators. These are essential in order to establish the feedback loop. Then the guide goes through other countries example of collecting data in their countries. Later, it discusses different methods of data collection and their pros and cons. The guide notes key features to pay attention of the data and tips on how to monitor the data. Then the methodology is provided in a form of a PDCA graph. It has four parts and six phases. The first part is PLAN it consists of phase 0 and 1. The second one is DO which is contains phase 2 and 3. The third part is CHECK with two phases – 4, 5 and the last part that is ACT only consists of one phase – 5. At the end of the guide there is provided an instruction with pictures on how to use the Digital that will help complete the implementation of the feedback loop. The methodology explains in detail what steps to take to establish or improve the feedback loop also it contains examples which will help follow and systemize the collected data.