InTheLoop4VET

O1-T2: Development of Guidelines for Graduate Tracking and Data Sharing Synergies with Labour Market Actors

Output type: Intellectual Output

KLAIPEDA ERNESTAS GALVANAUSKAS VOCATIONAL TRAINING CENTRE

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1. Introduction

This task is focused to develop guidelines for VET providers on how to exploit third parties' data sources and increase access to data through synergies with relevant, local institutions (e.g. industry sector, chambers of commerce, unemployment offices, statistical authorities, education authorities etc.).

Project partners researched and collected good practices from their countries and EU-wide on data collection synergies in vocational education. On the basis of their input, a set of guidelines will be developed that will help VET providers to unlock the data generation and sharing potential of local networks of social partners with a stake in VET graduates' employability. On the basis of these findings project partners will be able to respectively develop or amend their own institutional strategy for engaging in local synergies with the purpose of graduate data collection.

Desk research and design of data input form was prepared. All the partner countries shared their experience by filling the prepared form and presented examples of data sets.

2 Development of Guidelines For Graduate Tracking And Data Sharing Synergies With Labour Market Actors

2.1 Experience and Good Practice on Data Collection from Labour Market Actors about Graduates: Aspect of Education Quality Assurance and to Institutional Strategy Improvement

All partner countries (Sweden, Austria, Greece, Spain, Lithuania) shared their own experience and good practice on data collection from labour market actors about graduates. They also focused on the importance of the collected data and how the collected data serves as a benefit to improve education quality and VET institution strategy.

The relevant organisations available in each partnership country and on EU-level that own the data about VET graduates are presented in table 1.

Table 1. Relevant organisations available in each partnership country and on EU-level owning the data about VET graduates

Partner country	Relevant organisations owning the data about Your institutions' graduates in your country	Organisations owning the data about graduates on EU-level
Sweden	Ladok Consortium The Swedish National Agency for Higher Education (HSV)	European Centre for the Development of Vocational Training (CEDEFOP) Eurostat
Austria	Public Employment Service Social Insurance Employers	
Greece	EOPPEP – National Organisation for the Certification of Qualifications & Vocational Guidance ERGANI – Information system of the Hellenic Ministry of Labour, Social Insurance and Social Solidarity EFKA – Unified Social Security Fund OAED – Hellenic Manpower Employment Organization	
Spain	Education Department of Regional Government Ministry of Spanish Education and Vocational Training Ministry of Economy and Business Ministry of Labor, Migration and Social Security	
Lithuania	Lithuania Ministry of Education, Science and Sport Employment Services Social Insurance National Agency for Education	

NOTE: Austria: The BFI Upper Austria is committed to the Basic Data Protection Regulation and the Data Protection Act and takes the provisions therein very seriously. Personalised data of graduates is not passed on, anonymised data is passed on to Statistik Austria.

In most partner countries there are special national agencies or organizations that keep records about VET graduates in these countries. Also, in Spain and Lithuania Ministries of Education are also involved in this process; while, Spanish Ministry of Economy and Business, Ministry of Labor and Information system of the Hellenic Ministry of Labour in Greece are also involved. Futhermore, in most partner countries organizations of social area also store information about VET graduates: in Austria Public Employment Service and Social Insurance; in Greece Social Insurance and Social Solidarity, Unified Social Security Fund, and Hellenic Manpower Employment Organization; in Spain Migration and Social Security; and in Lithuania Employment Services and Social Insurance. In Sweden Ladok Consortium participates in gathering data about VET graduates.

The organisation owning the data about graduates on EU-level is European Centre for the Development of Vocational Training (CEDEFOP) and Eurostat.

It is important what types of data will be considered relevant and useful in order to make conclusions about the progress/career of VET graduates, including examples of available data sets. The types of relevant data and examples are presented in table 2.

Table 2. Type of data for VET providers in order to keep track of the graduates

Partner country	Types of relevant data about Your institutions' graduates in your country (e.g. percentage of unemployed graduates, etc. …)	Examples of available data sets
Sweden	Percent of graduates working in their specialty Number of students in different programmes How long it takes to find a job after graduation In which regions graduates are employed Where graduates of colleges, VET and other educational institutions work	Ladok Consortium and The Swedish National Agency for Higher Education provide all the necessary information
Austria	Status: employed, unemployed How long in work, in which job is the person (in order to see if the persons are working in the profession they were trained) Wage Fedback of the graduate on the provided training Feedback of employers of the graduates	Percentage of unemployed/employed/other status For research more data is available (has to be released)
Greece	Employment status	EU Labour Force Survey (published by Eurostat) Survey on income and living conditions (published by Eurostat) Adult Education Survey (published by Eurostat) OECD Programme for the International Assessment of Adult Competencies
	Type of contract (full-time, part-time, etc.)	EU Labour Force Survey (published by Eurostat) Survey on income and living conditions (published by Eurostat) Adult Education Survey (published by Eurostat) OECD Programme for the International Assessment of Adult Competencies PIAAC survey Cedefop's European skills and

		jobs survey Eurofound Survey on Working Conditions
	Income/Earnings	EU Labour Force Survey (published by Eurostat) Survey on income and living conditions (published by Eurostat)
	Relevance of study to employment / match between qualifications and job requirements	PIAAC survey
	Length of job search after graduation	Cedefop Opinion Survey on Vocational Education and Training in Europe
	Satisfaction of graduates with current job	
	Satisfaction of graduates with VET training received	Special EUROBAROMETER, "Attitudes towards vocational education and training"
Spain	Percentage of unemployed VET graduates Percentage of unemployed VET graduates per professional family or field Percentage of employment VET graduates Percentage of employment VET graduates per professional family or field Percentage of distribution according to productive sectors for each level of training Percentage of distribution according to the region How long it takes to find a job - after graduation	Ministry of Spanish Education and Vocational Training
Lithuania	Percentage of (un)employed VET graduates Satisfaction of graduates with VET training received Number of students in different programmes (also graduated) Feedback of employers of the graduates Data about graduates' employment	Barometer prepared by Employment services; Survey prepared by VET institution Statistical data for Student Register Ministry of Education, science and Sport

NOTE: Austria: For a clear identification of the participants we need first name / last name/date of birth and in some cases the social security number. No automated notifications are sent to participants. Certificates with expiry dates are administered by the certificate issuer (e.g. ECDL) and are not archived at the BFI Upper Austria.

The most relevant data about VET graduates are mostly similar in all partner countries. All countries mentioned such important data as the status of a graduate (employed/unemployed), percentage of graduates working in the area of their qualification, period of time finding a job, salary of graduates, satisfaction of VET graduates with the current job, percentage of distribution according to industry sectors, etc. The most favourable examples of such available data sets are surveys about (un)employment situation: Eurofound Survey on Working Conditions, CEDEFOP's European skills and

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jobs survey, Survey on income and living conditions (published by Eurostat), EU Labour Force Survey (published by Eurostat). At the national levels we have good practices to complete employment barometers prepared by Employment services.

The other aspect of data sets about VET graduates relate to vocational training quality, skills and qualification assessment. The main examples of data sets are special EUROBAROMETER, "Attitudes towards vocational education and training", International Assessment of Adult Competencies, CEDEFOP's European skills and jobs survey, CEDEFOP Opinion Survey on Vocational Education and Training in Europe. At the institutional level there are good practices as VET institutions prepare surveys for their graduates based on Ministries of Education to collect data about graduate satisfaction with VET quality, surveys for employees to evaluate graduate skills and qualifications acquired. Also, VET institutions collect statistical data on graduates for various institutions managed by Ministries of Education.

The partner countries shared their experience on the ways VET institutions receive/collect data about graduates from other labour market actors. This information is presented in table 3.

Table 3. Ways VET institutions receive/collect data about graduates from other labour market actors.

Name of labour market actor	Way of data collection (how is it collected?)	What is it used for? (reasons…)
SWEDEN		
The Swedish National Agency for Higher Education (HSV)	Statistics on students and staff, and university funding; The information is gathered mainly in collaboration with the national statistics office, Statistics Sweden (Statistiska Centralbyrån - SCB), and the HEIs.	To find out the number of students, professions in demand and less in demand, whether students receive necessary information, and employer satisfaction
Labour market entry among upper secondary school graduates	A stratified random selection based on the type of graduation (full graduation or "partial" graduation), region (three groups), national programmes and gender. The sample allocation was specified so as to allow for an analysis by national programme, gender and region. It is also possible to present an analysis for graduates born in Sweden with those born abroad and differences by parents' educational attainment (although the latter is not published in the official data tables). For non-graduates, the	Giving opportunity to provide further detail on some qualitative aspects that are not, or only partially, covered in the administrative data, including the main occupation of the graduates, as well as the matching between job

	analysis is limited to national programme and gender.	and qualification.
Establishment on the labour market three years after upper secondary school	A measure to provide further detail on some qualitative aspects that are not, or only partially, covered in the administrative data, including the main occupation of the graduates, as well as the matching between job and qualification.	Information related to graduates' working conditions (income, periods of unemployment or participation in active labour market policy measures, classification as student).
Lokalt Adb-baserat DOKumentationssytem (LADOK)	The majority of Swedish HEIs regularly carry out student and alumni surveys as well as course evaluations. The progression paths of students can be followed via LADOK.	Information regarding the development of applicants and students over time and the employability of graduates one and a half years after graduation
AUSTRIA		
Public Employment Service	Yearly report done by the Public Employment Service	For the Employment Service (paying customer): control and measuring the success of the provided services For us as service provider: feedback in order to improve/ adapt the services
Other stakeholders (pension insurance, employer, …)	All in compliance with data protection Feedback on request, Feedback of good, practices or occurring problems, Feedback in case of occasion	Improving quality Giving support/advice
GREECE		
Not applicable in Greece	Not applicable in Greece	Not applicable in Greece
SPAIN		
The Ministry of Spanish Education and VET	Statistics on the system and its higher education institutions: statistics on students and staff	Whether the number of students is increasing, which professions are more in demand and which are less, are students receiving all the necessary information, or are the employers satisfied
Companies	Google form with questions related to rate of employment and they give us statistics about the number of students that stay at the company after	Information about the level of employment of youth people

	the practices.	
Chamber of Commerce of Spain	Surveys for graduates as well as course evaluations. The progression paths of students can be followed through these courses.	Information about: Women's business support program PICE. Comprehensive qualification and employment program.
INE (Statistics National Institute)	This institution is responsible for collecting all kinds of statistics on the labor market	Activity, occupation and unemployment
LITHUANIA		
Lithuanian Ministry of Education, Science and Sport National Agency for Education	Statistical data – for various registers (student, staff, programs, etc)	For analysis of - student numbers in different programs, areas, numbers of staff and their qualification, number of licensed programmes, etc.
Employment Services	Statistical data for the unemployed after graduation	For analysis of training and study programes or professions in demand, for analysis of the quality of education and popularity of professions
VET	Survey for students Survey for graduates Survey for companies	To set the level of students' competences, to find out the graduates' employment information (where they work, how they are valued, how they value themselves at work, how they value the quality of education, etc.), to find out how companies value VET students and their skills - this will help to improve education quality.

NOTE: AUSTRIA – At the BFI Upper Austria, data on graduates are archived along the legally regulated retention periods. These retention periods range from 7 to 60 years.

The best practices of the partner countries show that the main ways of data collection about VET graduates are collaboration with the national statistics office and the HEIs, Public Employment Services, Chambers of commerce and other stakeholders. Some examples of data collection on the basis of labor market actor collaboration:

1. A measure to provide further details on some qualitative aspects including the main occupation of the graduates, as well as the matching between job and qualification.
2. Student and alumni surveys as well as course evaluations.
3. Feedback of good, practices or occurring problems concerning VET.
4. Survey for companies – to find out how companies value VET students and their skills.

According to the report "Mapping of VET graduate tracking measures in EU Member States" of the European Commission, the number of Member States with a possibility for public authorities to link, on an anonymized basis, data from different sources, in order to build a composite picture of graduate outcomes, is increased. However, Greece is among the 13 Member States that are still not linking data from different databases. Furthermore, the number of Member States that collect relevant administrative data (i.e. education, tax and social security databases) for VET graduate tracking is increased, but still 15 Member States, including Greece, are not using administrative data as part of their regular tracking measures.

The limited use of administrative data for VET graduate tracking across Member States is mainly due to the technical difficulties when combining data from different registers and to limitations imposed by data protection regulations.

It is significant for VET institutions to collaborate with other labour market actors in order to receive necessary data about VET graduates. Good practice examples about collaboration are presented in table 4.

Table 4. Collaboration with other labour market actors in order to access their data

Name of labour market actor	Reasons for collaboration	Good practices that could give YOU ideas on how to establish a better collaboration framework with labour market actors
SWEDEN		
National Human Resources Tracking Board (Lithuania)	The system of tracking the employment of graduates of all institutes is carried out systematically. The National Human Resources Tracking Footing Description (2016) systematically collects and analyzes employment data for Lithuanian resident graduates. A similar system in Sweden.	The Swedish National Agency for Higher Education (HSV)

AUSTRIA		
Public Employment Service	Feedback for improving the quality of the services	Yearly feedback (status of graduates) as provided is good. studies commissioned by us, in which quantitative and qualitative elements were examined
Research institutions, Public Employment Service	Feedback for improving the quality of the services	We commissioned some studies in order to get useful feedback for improving/adapting services
GREECE		
OAED – Hellenic Manpower Employment Organization	OAED owns up-to-date, factual and reliable data on employment status, duration and type of contract. The databases of OAED would also provide the opportunity to compare different groups of VET graduates and in some circumstances to compare VET graduates with school leavers without VET qualifications or with higher education qualifications.	Good practices from Greece are still not available (at least publicly), since there are currently no systematic measures for VET graduate tracking in the country. Good practices from other EU countries (also outside the InTheLoop4VET consortium) that could give us ideas on how to collaborate with labour market actors include the following:
ERGANI – Information system of the Hellenic Ministry of Labour, Social Insurance and Social Solidarity	ERGANI owns up-to-date data on employees' employment contracts, salaries, working hours as well as insurance stamps.	• Creation of one **consistent personal code to facilitate combining information from different existing registers**. In 18 Member States this combination of data is already facilitated by a consistent personal code which alows linkage between different registers. In the Netherlands for example, every year a national dataset is released combining data from the BRON (basic education) database kept by the Executive Education Agency and the Social Statistical Database (SSB) with information on labour market participation. Both datasets use a **unique encrypted personal identifier** for data matching. • In Austria the "Education-related employment career monitoring" is a national level initiative which has been developed to analyse the transition from education to employment of graduates and drop-outs of all formal education and training programmes. It uses administrative **data about education and the labour market from the social security, unemployment and**

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education registers, merged by an anonymous key and labelled with the branch-specific personal identification number of official statistics in Austria.

- In UK-Scotland destination **data from learning datasets** (both further education and higher education data) and **employment data are linked using National Insurance Numbers**.
- In Denmark the course register collects national data on publicly provided adult and continuing education. The register is managed by Statistics Denmark and is based on administrative data collected via the civil registration number. By combining the register with other administrative data, it is possible to gain information on the course participants' outcomes. In the Danish "cross-sectional course register" measure main numbers are available through the online databank at Statistics Denmark; it is **possible to gain access to microdata via paid access, a specific researcher agreement or via ministerial agreements**. These **agreements establish data security rules that must be complied with** (e.g. limited disaggregation to avoid that individuals can be identified).
- In Belgium the VDAB School Leavers Study provides insight into labour market transitions of recent school leavers in Flanders using administrative data from the VDAB (Flemish Public Employment Service), the Department for Education and Training and SYNTRA, the Flemish Agency for Entrepreneurial Training. Every year **the study looks at a cohort of recent school leavers and tracks whether they registered as jobseeker with the VDAB** during the year after leaving school; whether they were still registered as jobseeker after one year and whether during this year they had signed off at any point.

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<tr>
<td colspan="3">**SPAIN**</td>
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<td>Town Hall of Elda. Department of Employment</td>
<td>This institution has access to information related to employment figures in Elda and surroundings</td>
<td>There is an annual Fair of Education "Baúl del Estudiantes". We organize round tables and conferences with companies of the sector.</td>
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<tr>
<td>Town Hall of Elda.</td>
<td>This department has access to the whole community of</td>
<td>There is an annual Fair of Education "Baúl del Estudiantes". We organize round tables and</td>
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Department of Youth and Education	Elda and surroundings, and they have capacity for dissemination.	conferences with companies of the sector to update information about new trends in the Labour Market.
City councils of every town in province	Thus, we can measure the latest trends in the labor market of each of the productive sectors	They organize a Fair of Education and Employment where invites companies and Vet Schools
LITHUANIA		
Employment Services	Provides access to information related to employment figures; To participate in training process for the unemployed	Round table discussions together with business companies and the unemployed; Open door events
VET	In order to share good practices in training methods, training quality	Round table discussions, conferences, special meetings
Companies	In order to gather information of what kind of employee is needed - what is in demand in labour market	Round table discussion (eg. Members of Chambers of Commerce); individual communication with business companies

NOTE: BFI has drawn up the technical and organisational measures (TOM's) from the Upper Austrian Federal Institute of Finance, including a risk assessment, along which access to personal data is regulated. Archiving personal data in the cloud is excluded by written advices. The corresponding specifications of the management are regulated in guidelines and processes.

VET institutions in partner countries have lots of experience on collaboration with other labor market actors in order assure synergy about VET graduated data collection. The best examples of collaboration are with such institutions as Research institutions, Public Employment Service – for feedback for improving the VET quality; for measuring the latest trends in the labor market of each of the productive sectors; for participation of VET institutions in training process for the unemployed. Collaboration with business companies usually focuses on gathering information of what kind of employee is needed - what is in demand in labour market, etc. Furthermore, any VET institution has an opportunity to collaborate with other VET institution at regional, national and international levels in order to share good practices in training methods, training quality and innovations. Databases of different registers would also provide the opportunity to compare different groups of VET graduates and in some circumstances to compare VET graduates with school leavers without VET qualifications or with higher education qualifications.

The best practices usually encompass various studies commissioned by VET institutions, round tables and conferences with VET institutions, business companies of the sector and other labour market actors, fairs of education and employment, "open door" events, special meetings, individual communication with business companies.

The partner countries also focused on the influence of the collected data on VET quality and VET institution's activities and this information is presented in table 5.

Table 5. Influence of the collected data on VET quality and VET institution's activities

Examples of how collected data help YOUR VET institution to ensure education quality	Examples of how collected data help YOUR VET institution to plan VET institutions' activities (strategy planning)
SWEDEN	
Necessary professions nowadays and which are already outdated	Help develop a plan for the professions you need (more information, practice, possibly increasing hours and subjects that are relevant to the professions)
The number of unemployed graduates, graduates working in the profession and who are not (percent)	Develop a plan to improve learning, interest in learning, raise the level of knowledge of the graduate to satisfy the employer
Whether it satisfies the student learning process and whether they receive all the information they need	To develop plan for increasing necessary lessons, items, practice lessons, topics which connect with work. Increase lessons which connect with your future job and decrease which not
AUSTRIA	
Status of the graduates in percentages	See if they got or maintained a job – indicator for success
Studies commissioned by us	Longer carrier paths were tracked, important: qualitative elements give a clearer picture about strengths/weaknesses and input for strategical planning
GREECE	
Strengthening and modernisation of career guidance for prospective students, current students and graduates	Designing and updating curricula and programmes to improve acquisition of relevant skills and employability in alignment with current and expected future job market requirements
Support of decision-making and provision quality adaptation based on facts and objective/reliable data	VET providers can share this data with candidates; positive information on graduates' destinations can be used to increase the attractiveness of the institution and enable it to compete with other providers, in particular where there is a decreasing demand for places or where

	funding closely follows numbers
Comparison with results of other VET providers at regional or national level	
Keeping track of trends or patterns in graduate destinations	
SPAIN	
Top recruiting trends vs dissapeared jobs	We check the real demands of new professions and new functions within the professions we already teach
Check if teachers have updated the skills demanded by companies.	Develop a plan to update teachers' skills in order to adapt to new professions.
Academic curricular adaptation to the most demanded jobs.	In our classroom programming we try to incorporate cross-cutting themes related to new technologies and social skills to make flexible the ability to adapt to new work environments
LITHUANIA	
Keeping track in labour market (together with other VET, etc.)	Information about graduate employment gives better understanding about training program planning (paying attention to the labor demand) – new training programs, new professions
Collected information about the graduates will help to improve quality of training (methods, content, etc.)	Data helps to set up to date activity goals incorporating new technologies and social competence development while training
Student survey analysis helps to improve training quality and develop learning environment	Teacher skills development, and strengthening the reputation of VET institutions

NOTE: Strategic planning at the BFI Upper Austria takes place according to the goals set by the management and with the help of anonymous evaluation of course attendance data.

The partner countries state that the collected data will help them to have up-to-date information about professions in demand, recruiting trends and disappeared jobs, track of trends or patterns in graduate destinations. On the other hand, the synergized data from various labour market actors will give opportunity for the VET institutions of the partner countries to whether students are satisfied with the learning process, how to strengthen and modernise the process of career guidance for prospective students, if teachers have updated the skills demanded by companies, how to adapt academic curricular to the requirements of the most demanded jobs (e.g. to improve quality of training and develop learning environment).

The partner institutions highlighted several areas that the collected data may help to plan a VET institutions' activities. They are training program and curricular planning, a plan to improve learning, interest in learning, raise the level of knowledge developing, strengths/weaknesses of a VET

institution highlighting, the attractiveness and competitive advantage of the institution increasing, teacher skills development, new technologies and social skills incorporating into the curricular, etc.

2.2 Guidelines for VET providers on how to exploit third parties' data sources and increase access to data through synergies with relevant, local institutions

1. The records about VET graduates in the partner countries are kept by:
    a) Ministries of Education and special national agencies or organizations;
    b) Ministries of Economy and Business, Ministries of Labor.
    c) Organizations of social area: public employment services and social insurance, social security funds, employment organizations, migration and social security offices and other organizations;
    d) On EU-level is European Centre for the Development of Vocational Training (CEDEFOP) and Eurostat.

2. Type of data for VET providers in order to keep track of the graduates:
    a) status of a graduate (employed/unemployed), percentage of graduates working in the area of their qualification, period of time finding a job, salary of graduates, satisfaction of VET graduates with the current job, percentage of distribution according to industry sectors, vocational training quality, skills and qualification assessment, etc.
    b) Examples of available data sets are surveys about (un)employment situation: Eurofound Survey on Working Conditions, CEDEFOP's European skills and jobs survey, Survey on income and living conditions (published by Eurostat), EU Labour Force Survey (published by Eurostat), EUROBAROMETER, "Attitudes towards vocational education and training", International Assessment of Adult Competencies, CEDEFOP's European skills and jobs survey, CEDEFOP Opinion Survey on Vocational Education and Training in Europe.
    c) At the institutional level there are good practices: surveys for their graduates based on Ministries of Education to collect data about graduate satisfaction with VET quality, surveys for employees to evaluate graduate skills and qualifications acquired, statistical data from VET about graduates for various institutions managed by Ministries of Education.

3. Examples of data collection on the basis of labor market actor collaboration:

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a) A measure to provide further details on some qualitative aspects including the main occupation of the graduates, as well as the matching between job and qualification.

b) Student and alumni surveys as well as course evaluations.

c) Feedback of good, practices or occurring problems concerning VET.

d) Survey for companies – to find out how companies value VET students and their skills.

4. Experience on collaboration with other labor market actors in order assure synergy about VET graduated data collection:

a) Research institutions, Public Employment Service – for feedback for improving the VET quality; for measuring the latest trends in the labor market of each of the productive sectors; for participation of VET institutions in training process for the unemployed, etc.

b) business companies – for gathering information of what kind of employee is needed - what is in demand in labour market, etc.

c) Any other VET institution – for collaboration at regional, national and international levels in order to share good practices in training methods, training quality and innovations, etc.

d) Databases of different registers – to compare different groups of VET graduates and in some circumstances to compare VET graduates with school leavers without VET qualifications or with higher education qualifications, etc.

e) Ways of collaboration: various studies commissioned by VET institutions, round tables and conferences with VET institutions, business companies of the sector and other labour market actors, fairs of education and employment, "open door" events, special meetings, individual communication with business companies, etc.

5. VET institutions ensure education quality on the basis of such data:

a) up-to-date information about professions in demand, recruiting trends and disappeared jobs, track of trends or patterns in graduate destinations students' satisfaction with the learning process, etc.

b) Areas of education quality assurance: strengthening and modernizing the process of career guidance for prospective students, developing teachers qualification according to the demand of companies, academic curricular adaptation to the requirements of the most demanded jobs (e.g. to improve quality of training and develop learning environment), etc.

6.   VET institutions improve planning processes of VET institutions' activities (strategy planning)
by:

a) Develop a plan for the professions according to the demands of new professions;

b) Developing a plan to improve learning, interest in learning, raising the level of knowledge;

c) Designing and updating curricula and training programmes to improve acquisition of relevant skills and student employability;

d) Developing a plan to increase the attractiveness of the institution and enable it to compete with other providers;

e) Highlighting strengths/weaknesses and input for strategical planning;

f) Updating teachers' skills in order to adapt to new professions;

g) Incorporating new technologies and social skills to make flexible the ability to adapt to new work environments.