

LISTENING TO THE VET LEARNER: an EfVET survey of current policies and practice

About YOUR organisation

1.1 Which ONE of these best describes your organisation?

- | | | |
|---|--|---|
| <input type="checkbox"/> Government/public-funded college/VET institute | <input type="checkbox"/> Independent/private-funded college/VET institute | <input type="checkbox"/> Public vocational/technical secondary school |
| <input type="checkbox"/> Private vocational/technical secondary school | <input type="checkbox"/> Consortium/association of vocational schools/colleges | <input type="checkbox"/> Adult education centre |
| <input type="checkbox"/> Private training organisation/centre | <input type="checkbox"/> Government department/agency | <input type="checkbox"/> Local education authority/municipality |
| <input type="checkbox"/> Trades Union/professional association/employers organisation | <input type="checkbox"/> Private consultancy | <input type="checkbox"/> Other |

1.2 Member country

- | | | |
|--------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Australia | <input type="checkbox"/> Belgium | <input type="checkbox"/> Bulgaria |
| <input type="checkbox"/> China | <input type="checkbox"/> Cyprus | <input type="checkbox"/> Denmark |
| <input type="checkbox"/> Finland | <input type="checkbox"/> France | <input type="checkbox"/> Germany |
| <input type="checkbox"/> Greece | <input type="checkbox"/> Hungary | <input type="checkbox"/> Iceland |
| <input type="checkbox"/> India | <input type="checkbox"/> Ireland | <input type="checkbox"/> Kuwait |
| <input type="checkbox"/> Italy | <input type="checkbox"/> Lithuania | <input type="checkbox"/> Malaysia |
| <input type="checkbox"/> Netherlands | <input type="checkbox"/> New Zealand | <input type="checkbox"/> Portugal |
| <input type="checkbox"/> Romania | <input type="checkbox"/> Russia | <input type="checkbox"/> Slovakia |
| <input type="checkbox"/> Spain | <input type="checkbox"/> South Africa | <input type="checkbox"/> Sweden |
| <input type="checkbox"/> Turkey | <input type="checkbox"/> United Kingdom | |

Gathering and using learners' views

2.1 Do you ask learners for their views on your organisation and the education/training being provided?

- No (Please answer Questions 4, 5 and 7 only) Yes (Please answer Questions 3 to 7)

3 Which of the following methods do you use to gather the views of learners on your organisation and the education/training you provide?

3.1 Learner forums or consultation sessions open to ALL learners

- Not used at all Used occasionally Used regularly

3.2 Learner representatives (for example, student/trainee councils or student governors)

- Not used at all Used occasionally Used regularly

3.3 Focus groups or discussions on specific issues

- Not used at all Used occasionally Used regularly

3.4 Feedback from teaching staff on learner views (for example, following tutorial or group discussions)

Not used at all Used occasionally Used regularly

3.5 Written questionnaires completed at a set time (for example, during a tutorial or group session)

Not used at all Used occasionally Used regularly

3.6 Written questionnaires completed in learners' own time

Not used at all Used occasionally Used regularly

3.7 Individual face-to-face interviews (for example, opinion polling)

Not used at all Used occasionally Used regularly

3.8 On-line self-completion questionnaires

Not used at all Used occasionally Used regularly

3.9 Intranet forums or on-line discussion groups

Not used at all Used occasionally Used regularly

3.10 Telephone interviews

Not used at all Used occasionally Used regularly

3.11 Formal monitoring of complaints

Not used at all Used occasionally Used regularly

3.12 Learner suggestion boxes

Not used at all Used occasionally Used regularly

Managing Learner Feedback

4.1 Does your organisation have a formal (written) strategy or policy for gathering and using the views of learners?

Yes No Don't know

5 There are many reasons why VET organisations may need to know what learners think or their organisation and the education/training they provide. In some countries, gathering feedback from learners may be a requirement of public funding and regulatory bodies.

How important are each of the following for your particular organisation?

5.1 Self-assessment and Quality Improvement

Do you want learners to tell you where they think improvements could be made to their education/training programmes and other services provided by your organisation?

Very important Fairly important Not very important

Not important at all

5.2 External Inspection

Do you want information from learners to show how your organisation is performing against external inspection criteria?

- Very important Fairly important Not very important
- Not important at all

5.3 Democracy and Citizenship

Do you want to encourage learners to contribute to the governance and development of your organisation as part of their preparation for adult citizenship?

- Very important Fairly important Not very important
- Not important at all

5.4 Learner Satisfaction

Do you want to find out how satisfied learners are with your organisation and the education/training you provide? (This may be for internal use only or for external monitoring)

- Very important Fairly important Not very important
- Not important at all

5.5 Equal Opportunities

Do you want to make sure that learners feel they are being treated fairly, and with respect, and that all are able to benefit from your education/training programmes?

- Very important Fairly important Not very important
- Not important at all

5.6 Benchmarking

Do you want to compare the views of your learners with those of other similar organisations?

- Very important Fairly important Not very important
- Not important at all

5.7 Information and guidance

Do you want to find out why learners chose your particular organisation for their education/training and whether sufficient information was available?

- Very important Fairly important Not very important
- Not important at all

5.8 Career Intentions and Progression

Do you want to know what learners are planning to do when they complete their education/training and whether your programme has met their needs?

- Very important Fairly important Not very important
- Not important at all

Effectiveness of learner feedback

6 Do you agree or disagree with the following statements?

6.1 Gathering the views of learners has helped us to improve the quality of our education/training programmes

- Strongly agree Agree Neutral/unsure
- Disagree Strongly disagree

6.2 Gathering the views of learners has helped us to improve the management of our organisation

- Strongly agree Agree Neutral/unsure
- Disagree Strongly disagree

6.3 We get accurate information on the issues that matter most to our learners

- Strongly agree Agree Neutral/unsure
- Disagree Strongly disagree

6.4 Our learners are able to be open and honest in their criticisms and suggestions for improvements

- Strongly agree Agree Neutral/unsure
- Disagree Strongly disagree

6.5 Arrangements are made to obtain the views of learners with special needs

- Strongly agree Agree Neutral/unsure
- Disagree Strongly disagree

6.6 Our learners welcome the opportunity to give their views on the organisation and the education/training we provide

- Strongly agree Agree Neutral/unsure
- Disagree Strongly disagree

6.7 Learners and staff are consulted on how the gathering and use of learners' views can be improved

- Strongly agree Agree Neutral/unsure
- Disagree Strongly disagree

6.8 Staff respond positively to what learners have to say and welcome their criticisms and suggestions for improvement

- Strongly agree Agree Neutral/unsure
 Disagree Strongly disagree

6.9 We give learners the results of our surveys and tell them what actions we plan to take

- Strongly agree Agree Neutral/unsure
 Disagree Strongly disagree

6.10 The management of the organisation makes full use of the information gathered from learners to measure year-on-year improvements

- Strongly agree Agree Neutral/unsure
 Disagree Strongly disagree

What should happen next?

7 The purpose of this survey is to identify current policies and practice in the gathering and use of learner feedback amongst EfVET member organisations. The results will provide the first international perspective on how providers of vocational education and training obtain the views of their learners and how this evidence is used to improve the quality of learners' experiences.

However, the results of the survey may also indicate the need for further development work on this subject and opportunities for sharing best practice.

7.1 Are you satisfied with your current arrangements for learner feedback or could these be improved by sharing experience across the EfVET network?

- We are completely satisfied with our arrangements for gathering learners' views
 Our arrangements for gathering learners' views could be improved and we would be interested in the possibility of a future EfVET project **(Please enter your contact details in the box below)**
 We are dissatisfied with our present arrangements for gathering learners' views and would be interested in working with other EfVET member organisations to develop a more effective system **(Please enter your contact details in the box below)**

Your contact details

Please return your completed survey form to:-

John Berkeley, Associate Research Fellow, Centre for Lifelong Learning, University of Warwick, Westwood, Coventry CV4 7AL UK

or e-mail to j.p.berkeley@warwick.ac.uk

Thank you very much