# **Survey for teaching and guidance staff and heads of competence area/education managers**

Dear personnel representative of a university of applied sciences,

Welcome to respond to a survey conducted by the Finnish Education Evaluation Centre (FINEEC). The survey is related to FINEEC’s evaluation examining the competence produced by Finnish vocational education and training (VET) in relation to the requirements of studies at universities of applied sciences (UAS). The evaluation does not consider international students. This survey is aimed at **the teaching and guidance staff and heads of competence area/education managers of universities of applied sciences** and collects information on their knowledge of VET, on the cooperation carried out with VET providers and on the competence and guidance of students who have completed a vocational qualification. Some of the questions are only for teaching and guidance staff and some only for heads of competence area/education managers.

You will answer to the survey as an individual. We will report the results in a way that does not make it possible to identify an individual respondent. Evaluation report will be published in January 2024.

The implementation of the evaluation gives you an opportunity to identify your own operating models and those of your institution as well as their strengths and development needs. A separate survey is used to collect information from the management of UASs. In addition to the management and staff of UASs, the evaluation collects information from UAS students who have completed a vocational qualification and from VET providers.

The survey data will be analysed by FINEEC experts. The results of the survey and the conclusions will be published as part of the evaluation report. Once the evaluation has been completed, the anonymised responses will be archived, and they can be handed over for research use.

**Survey structure**

The survey consists of the following sections:

1. Background information
2. Field-specific knowledge of VET and cooperation
3. Competence of students with a vocational qualification
4. Study guidance and support for studies
5. Path studies (only heads of competence area/education managers)
6. Good practices
7. Feedback to FINEEC

**Instructions for responding**

If you work with students from several fields of education, respond to the survey from the point of view of one field. If you wish, you can respond from the perspective of another field after you have sent your answer.

If you wish, you can take a break from responding by clicking on the “Save and continue later” button at the bottom of the questionnaire. Copy the link on the screen and/or send it to your email so that you can continue filling in the questionnaire from where you left it. It takes about 15-20 minutes to complete the survey.

After you have filled in all sections of the questionnaire, save your final answers by clicking on the “Send” button at the end of the questionnaire. After sending the questionnaire, you can print out or download the answers for your own use.

Please respond to the survey by the 5th of May 2023.

**Protection of respondent’s personal data**

We also collect background information on the survey respondents to enable us to conduct different analyses and draw conclusions on the basis of the survey data. If necessary, you can check our [privacy statement here.](https://karvi.fi/wp-content/uploads/2023/04/Tietosuoja-henkilostokysely_EN.pdf)

* I consent to the processing of my personal data for the above-mentioned purpose.\*

Thank you for your participation!

**Further information**

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More information on the evaluation is available on the [project website](https://karvi.fi/en/vocational-education/thematic-system-evaluations/competence-provided-by-vet-in-relation-to-the-requirements-of-studies-at-universities-of-applied-sciences/).

## **Background information**

University of applied sciences\* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I work as an education manager/head of competence area or in a similar role\*

* Yes
* No

Main position/job title \*

* Principal Lecturer
* Lecturer
* Full-time teacher
* Part-time teacher
* Guidance counsellor
* Other, please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My work involves drawing up personal study plans for students\*

* Yes
* No

If you work with students from several fields of education, answer from the point of view of only one field.

If you wish, you can respond from the perspective of another field after you have sent your answer.

Field of education from the point of view of which you are answering\*

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# **Field-specific knowledge of VET and cooperation**

1. I am sufficiently familiar with VET in my own field\* and the competence produced by it to be able to take it into account

*\*Field refers to the field of education from the point of view of which you are responding to this survey.*

Scale: completely disagree – somewhat disagree – partly agree, partly disagree – somewhat agree – completely agree – not part of my job

* in planning the teaching.
* in the guidance of a student.
1. In your work, do you cooperate with the VET provider/VET providers or VET staff in a way that you consider to develop VET students' capabilities for further studies?
* Yes
* No

If the answer is yes, the respondent will continue answering from question 3. If the answer is no, the respondent will move on to question 5.

1. What cooperation developing VET students’ capabilities for further studies do you carry out with VET providers? Also assess how well the cooperation works.

Scale: Extremely poorly – poorly – reasonably well – well – extremely well – no cooperation

* + Path studies (Path studies offer an opportunity for students in upper secondary education to already start higher education studies during VET.)
	+ Studies preparing for higher education studies
	+ Other thematic studies implemented in cooperation with VET (e.g., entrepreneurship studies)
	+ Taster courses or similar (During a taster course, the student has a chance to try studying in higher education.)
	+ Opportunity for student exchange
	+ Summer studies
	+ Teaching cooperation, shared learning environments and learning materials
	+ Other cooperation, please specify
1. Who do you cooperate with? Please select all the options that apply.
* Teacher/trainer
* Instructor
* Guidance counsellor
* Education manager
* Other, please specify

## **Competence of students with a vocational qualification**

In the following questions, consider the competence of students with a vocational qualification. In your answer, you can point out if the strengths and shortcomings in students’ competence vary depending on, for example, at what stage the student is in their studies, whether the student has continued their studies at the UAS immediately after completing a vocational qualification or after a period in working life, whether the student has continued their studies at the UAS in the same field of education as their prior vocational qualification or in a different one.

1. In your understanding, what are the key competences that students with a vocational qualification should have when starting their studies at a UAS in your field\*?

*\*Field refers to the field of education from the point of view of which you are responding to this survey.*

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1. On average, students with a vocational qualification have sufficient competences to reach the requirements of UAS studies in my field\*.

*\*Field refers to the field of education from the point of view of which you are responding to this survey.*

* Completely disagree
* Somewhat disagree
* Partly agree, partly disagree
* Somewhat agree
* Completely agree
1. Estimate the percentage of students with a vocational qualification in your field\* who have such shortcomings in their competences that it makes it difficult for them to progress in their studies. Fill in the percentages so that they add up to 100 %.

*\*Field refers to the field of education from the point of view of which you are responding to this survey.*

* no shortcomings \_\_ %
* minor shortcomings: \_\_ %
* fairly significant shortcomings: \_\_ %
* considerable shortcomings \_\_ %
1. What are the key strengths in the competence of students with a vocational qualification in terms of the requirements for studying at UAS in your field\*?

*\*Field refers to the field of education from the point of view of which you are responding to this survey.*

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1. In your teaching/guidance, how do you take into account strengths in the competence of students with a vocational qualification?

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1. What are the key shortcomings in the competence of students with a vocational qualification in terms of the requirements for studying at UAS in your field\*?

*\*Field refers to the field of education from the point of view of which you are responding to this survey.*

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1. How do you identify shortcomings in the competence of students with a vocational qualification?

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1. In your teaching/guidance, how do you support the development of the competence of your students with a vocational qualification if you have noticed any shortcomings in their competence?

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## **Study guidance and support for studies**

1. My UAS has an operating model/guidance plan or similar for study guidance.
	* Yes
	* No
	* I don’t know
2. In what kind of matters do students with a vocational qualification mainly need guidance and support in your field\*?

*\*Field refers to the field of education from the point of view of which you are responding to this survey.*

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Only staff whose work involves drawing up personal study plans for students answers question 15.

1. When drawing up a personal study plan, I find out whether the student with a vocational qualification has

Scale: never – rarely – fairly rarely – fairly often – often – always

* any prior learning accumulated during vocational studies, the identification of which will affect UAS studies.
* any prior learning accumulated in working life, the identification of which will affect UAS studies.
* any prior learning accumulated through other activities, the identification of which will affect UAS studies.
1. How would you develop the activities of UASs to enable them to support students with a vocational qualification in UAS studies even better?

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# **Good practices**

Here, you can describe one or more good practices that in your experience support the continuation of the study path of holders of a vocational qualification to higher education, the development of their capabilities for further studies and their progress in their studies. A good practice is a practice or operating model developed or introduced by you, which you have also found to be useful and effective, and which could also benefit others, if shared. Describe the practice in sufficient detail to indicate clearly what it is about. You can also provide the contact details or a link or source in which more information is available on the practice you have described.

At the end of the evaluation project, good practices will be compiled into a summary that will be sent to all the UASs and VET providers that participated in the evaluation. It will also be published on FINEEC’s website. The summary will indicate which UAS the good practice originates from and provide a compact description of it. Thank you for sharing good practices!

Description of the good practice/good practices:

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# **Feedback to FINEEC**

1. FINEEC’s evaluation arrangements were successful.

Scale: completely disagree – somewhat disagree – neither agree nor disagree – somewhat agree – completely agree

* Implementation instructions
* Communication
* Timetable
1. The questions were relevant.
* Completely disagree
* Somewhat disagree
* Neither agree nor disagree
* Somewhat agree
* Completely agree

Should you wish, you can add detail to your responses to the above questions.

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1. Responding to this survey supported me in developing my own work.
* Completely disagree
* Somewhat disagree
* Neither agree nor disagree
* Somewhat agree
* Completely agree
1. How do you think the conduct of similar evaluations should be improved in the future?

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1. Other feedback to FINEEC.

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**Thank you for your answer!**