



Peer- learning activity on EQAVET indicator no. 6

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Analysis of the pre-activity questionnaire

Respondents' information
Key issues & challenges



The pre- activity questionnaire

- ❖ **Question 1: How relevant is indicator no.6 in your VET QA approach ?**
- ❖ **Question 2: Do you currently collect any data on skills utilisation in the workplace?**
- ❖ **Question 3 : Does your current QA approach promote the use of skills utilisation data as part of self-evaluation processes?**
- ❖ **Question 4:Personal and /or professional interest ?**
- ❖ **Question 5: What added -value do you expect from the PLA?**

QUESTION 1: How relevant is indicator no.6 in your VET QA approach ?

Respondents' information
Key issues & challenges

Respondents' information

- Indicator no. 6 is considered to be **very relevant /important** by all the respondents
- It is **explicitly qualified**
 - a) as a **key, decisive or vital** indicator by three respondents and as an **impact** indicator by two other ones;
 - b) as **not relevant** at system level by one respondent and **not part** of quality assurance at system level by another one.

Key issues & challenges

□ Key Issues

- Data collection for indicator no.6 (6a and 6b) is **not systematic**
- Current data collection is mostly a) at **provision level** by using surveys; b) via **proxies and/or certain elements** of indicator no.6
- **Responsibility** for data collection, **availability** of data, **credibility** of data

□ Challenges

- Collecting data for indicator no.6 (6a and 6b) at system and provision level in a **systematic way**: **collection method**, **frequency** and **scope**
- **Guaranteeing relevance** and **credibility** of data to inform VET quality improvement (at local, regional and national level), namely to respond to labour market needs and learners' expectations

QUESTION 2: Do you currently collect any data on skills utilisation in the workplace?

Respondents' information

Key issues & challenges

Respondents' information

■ On data collection

- Majority of respondents said they collect **(some) data**, either at system and/or provision level
- Five respondents said they do not **collect any data**
- Three respondents said **there are plans** to initiate data collection
- Two respondents said there are **no plans** to initiate data collection

■ On collection methods

- Research studies and surveys (telephone surveys, face-to face surveys)
- Group techniques (provider & employers)
- VET providers' self-evaluation mechanisms
- VET administrative collection of data

Key issues & challenges

□ Key issues

- Ad hoc data collection
- Completeness and availability of data
- Response rate of surveys
- Voluntary/mandatory nature of data collection
- Better communication between bodies that have an interest in VET

□ Challenges

- Assuring quality in data collection
- Resources (people,time,funds)
- Variations in the ways data are recorded at local, regional and national level
- Comparing/benchmarking information at different levels
- Systematic collection of data at provision level and aggregation of data at national level through the work of relevant stakeholders
- Integration with other data collection efforts

QUESTION 3: Does your current QA approach promote the use of skills utilisation data as part of self-evaluation processes?

Respondents' information

Key issues & challenges

Respondents' information

- **Majority of respondents said YES, i.e. current approach promotes the use of skills utilisation data as part of self-evaluation processes**
- **Six respondents said NO, i.e. current approach does not promote the use of skills utilisation data as part of self-evaluation processes**
- **Two “No response”**
- **Self-assessment tools at VET provider level:**
 - a) **questionnaires, surveys & meetings with employers & learners on skills utilisation**
 - b) **providers' reports on self-assessment including information on skills utilisation**
- **Reporting requirements of national regulatory bodies**
- **Evaluation and forecasting studies at system level**

Key issues & challenges

□ Key issues

- What data to collect and how to collect it
- Non/availability of data in hindering/ favouring interventions in QA and curriculum development processes
- Resources (costs, staff) and clarity required on who is/would be responsible for gathering data

□ Challenges

- Identification of information needs (what, how and for whom) as well as the scope of the collection (who or what you collect information about)
- Problems in harmonizing data management mechanisms at national level: multiple actors, data collection systems, different priorities & perspectives, lack of consensus/ understanding of definitions, etc.
- Roles and responsibilities regarding data collection, e.g. at provision level and national level

QUESTION 4: Personal and /or professional interest?

Respondents' information

Respondents' information

- **Professional interest**
- **Personal interest**
- **Institutional responsibilities**
- **Get an overview of the use of indicator no. 6 at European level**
- **Learn how indicator no. 6 is implemented in other countries at system and provider level: experiences & solutions**
- **Current policy discourse in the EU**
- **Avoid potential pitfalls in future data collection for indicator no. 6**

Respondents' information (cont.)

- **Professional interest**
- **Personal interest**
- **Institutional responsibilities**
- **Exchange experiences/practices on monitoring indicator no.6**
- **Gain new insight into implementation of QA mechanisms at system and provider level.**
- **Get inspiration for further work on QA, quality assessment & development, benchmarking of VET providers' performance**

QUESTION 5: What added -value do you expect from the PLA?

Respondents' information

Respondents' information

- **Share experiences with other countries**
- **Build on other countries' experience (positive and negative as well)**
- **Get inspiration to further work**
- **Better understand own system**
- **Network with peers**
- **How to use data (currently utilized for other purposes, e.g. career counselling) at system level**
- **How to collect data from companies**
- **What data on skills utilisation are countries currently collecting and how they are using it**
- **Which measures are taken by countries regarding the relevance of graduates' competences to the labour market**