

VET-FEEDBACK, STUDENTS WHO HAVE STARTED IN VET LEADING TO A QUALIFICATION

437141 Specialist vocational qualification in Leadership and Business Management

The purpose of the VET-feedback survey is to obtain student feedback on the way the studies are implemented. The responses will be used to improve the activities. Please respond to the questions based on your personal experience. The feedback is given anonymously, and the responses will not be reported at the individual level. All responses will be reported in groups of at least five respondents. You will be asked to give VET-feedback twice during your studies: when you begin and as you are about to complete your studies.

Hearing about your experiences is important for us. Thank you for responding!

BACKGROUND QUESTIONS

* Required fields

Age*

- under 18
- 18 - 19
- 20 - 24
- 25 - 34
- 35 - 44
- 45 - 54
- 55 or over

Mother tongue*

- Finnish
- Swedish
- Sámi
- Sign language
- Roma
- Other

Gender*

- Man
- Woman
- Other / not specified
- I do not wish to answer

Application route*

- Joint application system
- Continuous application process

labour market training

Educational background (you can select several options)*

- Basic education, lower secondary school or similar
 - General upper secondary school / matriculation examination
 - A vocational or a post-secondary qualification
 - A university of applied sciences degree
 - A university degree
 - A qualification completed abroad
 - No qualification
 - Did you participate in preparatory training before applying to this programme?
-

I am completing an entire qualification or qualification unit(s) as apprenticeship training*

Yes No

INITIAL STAGE

Used scale is the following: 5 = strongly agree; 4 = agree; 3 = partly agree, partly disagree; 2 = disagree; 1 = strongly disagree

I was able to start my studies on a schedule that suited me.*

5 4 3 2 1

I have received sufficient information about the studies and the vocational field from the educational institution at which I study.*

5 4 3 2 1

I feel I belong to my student community.*

5 4 3 2 1

I have received sufficient information about the services relevant to my studies offered by the educational institution.*

For example, about guidance counselling and the services of a public health nurse, social worker and psychologist.

5 4 3 2 1

PERSONAL COMPETENCE DEVELOPMENT PLAN

Used scale is the following: 5 = strongly agree; 4 = agree; 3 = partly agree, partly disagree; 2 = disagree; 1 = strongly disagree

My earlier studies, work experience and other knowledge and skills were scrutinized diversely.*

Your studies should only focus on areas in which you do not have existing competence. This is why your prior learning is looked

into when preparing your personal competence development plan.

5 4 3 2 1

My prior studies and/or work experience or other learning were taken into account when preparing my personal competence development plan.

This question should only be responded to by those with identified competence relevant to the field.

5 4 3 2 1

My goals after completing my studies were discussed with me.*

When preparing a personal competence development plan, the student's future goals, for example those related to working in their occupation, finding a job or pursuing further studies, can be taken into consideration.

5 4 3 2 1

I received an introduction to the qualification requirements of the qualification or unit I am studying for.*

5 4 3 2 1

I was able to influence the selection of qualification units.*

5 4 3 2 1

The type of support I need in my studies was discussed with me*

For example, support for learning and studying because of learning difficulties, a disability, an illness or some other reason.

5 4 3 2 1

My personal competence development plan includes a plan for learning environments that are suitable for my studies.*

For example, the educational institution's teaching facilities, workplaces, online learning environments, virtual learning environments, independent study.

5 4 3 2 1

I received sufficient guidance for planning my studies.*

The personal competence development plan is prepared by a teacher or an instructor at the educational institution together with the student. In case of an apprenticeship or training agreement, a representative of the employer will also participate.

5 4 3 2 1

I know how my knowledge and skills will be assessed.*

The student's knowledge and skills are assessed by comparing them with those set out in the qualification requirements. The grades are awarded in keeping with an assessment scale. Students are entitled to be informed about the assessment criteria and their application.

5 4 3 2 1

STUDY ATMOSPHERE

Used scale is the following: 5 = strongly agree; 4 = agree; 3 = partly agree, partly disagree; 2 = disagree; 1 = strongly disagree

I find my learning environment safe.*

For example, the facilities of the institution, teaching equipment and tools, information security, atmosphere.

5 4 3 2 1

I have been bullied, discriminated against or harassed, or have seen it happen to other people, at the educational institution or in the workplace where I am studying.*

- Yes, I have seen it happen
- Yes, I have been subjected to it
- I have not seen it happen or have not been subjected to it

In my experience, bullying, discrimination or harassment is intervened in.

This question should only be responded to by those who responded Yes to the previous question.

5 4 3 2 1

Cooperation with those who instruct me (teachers, workplace instructors or other instruction staff) works well.*

5 4 3 2 1

GENERAL ASSESSMENT

I am happy with the initial stage of my studies.*

Used scale is the following: 5 = strongly agree; 4 = agree; 3 = partly agree, partly disagree; 2 = disagree; 1 = strongly disagree

5 4 3 2 1

How likely would you be to recommend your educational institution to others? Please select the most suitable option: 0 = not at all likely, 10 = extremely likely*

0 1 2 3 4 5 6 7 8 9 10