# Survey for the management

Dear 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. The survey is aimed at **the management of universities of applied sciences** and collects information on the competences of students who have completed a vocational qualification as well as on how these students are supported in UAS studies.

We hope that the response to the survey will be submitted by a representative or representatives of the UAS’s management as a group. In this survey, management refers to the president of the UAS, the vice president responsible for education and other management responsible for pedagogical development. Each university of applied sciences will return only one response to the survey.

We will collect information separately from education managers/heads of competence area, and also from the teaching and guidance staff of the UAS. In addition to the management and staff of UASs, the evaluation collects information from students who have completed a vocational qualification and from VET providers.

Responding to the survey offers you an opportunity to identify strengths, challenges and good practices related to your activities.

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. The results of the survey will be reported in a way that does not make it possible to identify individual institutions or persons who have responded to the survey. Evaluation report will be published in January 2024.

**Survey structure**

The survey consists of the following sections:

1. Background information
2. Competences of students with a vocational qualification
3. Study guidance and support for studies
4. Cooperation with VET providers
5. Evaluation and development
6. Strengths and enhancement areas
7. Good practices
8. Feedback to FINEEC

**Instructions for responding**

When responding to the survey, you can take a break from answering 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.

If different persons within your organisation respond to the different sections of the survey, the new link sent to you when you interrupt the survey can be forwarded to the next respondent. After all sections of the questionnaire have been completed, 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. It takes about 15-20 minutes to complete the survey.

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-johdon-kysely_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/).

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# **Background information**

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

How many people participated in responding to the survey? \*\_\_\_\_\_\_\_\_\_\_\_

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

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

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1. On average, students with a vocational qualification have sufficient competences to reach the requirements of UAS studies.
* Completely disagree
* Somewhat disagree
* Partly agree, partly disagree
* Somewhat agree
* Completely agree
1. What are the key strengths in the competence of students with a vocational qualification in terms of the requirements for studying at UAS?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How are the strengths in the competence of students with a vocational qualification identified in your UAS?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How are the shortcomings in the competence of students with a vocational qualification identified in your UAS?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How are students with a vocational qualification supported in your UAS after the shortcomings in their competence have been identified?

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1. How has your UAS discussed with VET providers what knowledge and skills students with a vocational qualification should have when beginning UAS studies?

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# **Study guidance and support for studies**

1. Our UAS has an operating model/guidance plan or similar for study guidance.
	* Yes
	* No

If the response is yes, question 9.1 will open to the respondent. Otherwise, the respondent will continue answering from question 10.

* 1. Have you cooperated with a VET provider/VET providers when drawing up the operating model for guidance/guidance plan or similar?
	+ Yes
	+ No
1. With regard to students with a vocational qualification who are completing fulltime studies, our UAS has appropriate operating models for

Scale: completely disagree – somewhat disagree – partly agree, partly disagree – somewhat agree – completely agree – no operating model

* + their guidance.
	+ identifying their prior learning.
	+ recognising their prior learning.
	+ strengthening their study capabilities.
	+ identifying shortcomings in their competence.
1. With regard to students with a vocational qualification who are completing blended learning studies, our UAS has appropriate operating models for

Scale: completely disagree – somewhat disagree – partly agree, partly disagree – somewhat agree – completely agree – no operating model

* + their guidance.
	+ identifying their prior learning.
	+ recognising their prior learning.
	+ strengthening their study capabilities.
	+ identifying shortcomings in their competence.
1. With regard to students with a vocational qualification, our UAS has cooperated with a VET provider/VET providers when developing operating practices for

Scale: Yes, in all fields of study - Yes, in some of the fields of study - No

* + their guidance.
	+ identifying their prior learning.
	+ recognising their prior learning.
	+ strengthening their study capabilities.
	+ identifying shortcomings in their competence.

# **Cooperation with VET providers**

In this section, we look only at such cooperation carried out with a VET provider/VET providers that you consider to be developing VET students’ capabilities for further studies.

1. Do you cooperate with VET providers in ways that you consider to develop the readiness of VET students for further study?
* Yes
* No

If the response is yes, questions 14–17 will open to the respondent. Otherwise, the respondent will continue answering from question 18.

1. With how many VET providers do you carry out cooperation that you consider to be enhancing VET students’ capacities for further studies? \_\_\_\_\_\_\_\_\_\_\_
2. 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. From the point of view of the management of your UAS, what is the significance of the path studies offered to VET students?

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1. From the point of view of the management of your UAS, what is the significance of other cooperation carried out with VET providers to enhance VET students’ capabilities for further studies?

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1. How would you develop the cooperation between UAS and VET providers? In your answer, focus on cooperation that is aimed at supporting VET students’ capabilities for further studies and/or the progress UAS students with a vocational qualification make in their studies.

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# **Evaluation and development**

1. In our UAS, we regularly evaluate and develop

Scale: completely disagree – somewhat disagree – partly agree, partly disagree – somewhat agree – completely agree

* the cooperation carried out with VET providers.
* the process of identifying the prior learning of students with a vocational qualification.
* the process of recognising the prior learning of students with a vocational qualification.
* the guidance and support processes aimed at students with a vocational qualification.

# **Strengths and enhancement areas**

* 1. What are your strengths in supporting the competence development of students with a vocational qualification?

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* 1. What are your enhancement areas in supporting the competence development of students with a vocational qualification?

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* 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 and their progress in their studies. A good practice is a practice or operating model developed or introduced by you, which you have found 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 in January 2024. 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. Carrying out the survey helped us improve our activities.
* 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?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Other feedback to FINEEC.

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