

# WP2 | Eduwork.Net Survey

## Global Report

### EduWork.Net

**“Networking of VET providers for improving quality of work based learning at local and transnational level”**

**Project No.609096-EPP-1-2019-1-IT-EPPKA3-VET-NETPAR**



Co-funded by the  
Erasmus+ Programme  
of the European Union

### Project summary

EduWork.net project aims at **building networks and partnerships of VET providers and the world of work, at regional, national and European level**. It builds capacity at grass root level for the effective implementation of national and European policies of work-based learning, apprenticeship and supports VET providers to organise VET students' mobilities abroad. Partners represent VET associations from Italy, Spain, Greece, Lithuania, Ireland, United Kingdom plus a European network of organisations involved in the field of VET and employment based in Germany.

### Survey: aims and description

The Eduwork.net partnership developed a **tracking mechanism to be used by VET providers to track their VET students that have undertaken periods of work-based learning in companies in the same country or abroad**. This tool allows VET providers to acquire necessary information for the quality improvement of their training provision and the remodelling of it in order to better reflect the needs of the VET students and employers.

At the core of the tracking mechanism is a survey addressed to VET graduates that gathered data related to further education, employment, career paths, skills and competences required in the labour market and the relevance of the skills acquired during the apprenticeship.

**The survey has been based on qualitative and quantitative data.**

Quantitative data include socio-biographical information, details of the study programme, in the framework of which the apprenticeship was organised, details on the apprenticeship itself, transition to employment or further education and training, earnings, type of contract, employment status, occupation, professional status and/or activity, geographical and/or sectoral mobility.

Qualitative data include relevance of apprenticeship to employment, skills needed in the job / skills acquired during apprenticeship, career progression and satisfaction, perceptions of the quality and relevance of their apprenticeship.

The survey is structured, with open-end questions and multiple rating systems, in 3 sections, designed to collect data on different aspects of WBL

SECTION I: EDUCATION AND WORK-BASED LEARNING

SECTION II: EMPLOYMENT STATUS

SECTION III. DEMOGRAPHICS

Each country took the responsibility to translate the survey questionnaire to the official language of their country and adapt the questionnaire to regional needs and features.

The tracking survey has been developed in Google Forms so that each VET provider could better integrated within their IT system.

Survey's collective submission have been organized in 6 partner countries (Italy, Greece, Spain, Lithuania, UK and Ireland) between March and July 2021.

### Report

Apart from the tracking survey, the tracking mechanism includes methodologies and mechanisms for preparing, managing and monitoring survey, evaluating the results and feed the results into the quality assurance system of the VET provider.

**This document represents the report of the all questionnaires received, with main findings, suggestions and quantitative evidences.**

The report reflects the original structure of the surveys but adds two final sections to collect comments, evaluation and feedback on the validity of the survey tool used and, overall, on the WBL experiences as they emerged from the surveys in each country.

**On the basis of these results, the EduWork.Net partnership will incorporate suggested improvements and will proceed to establish permanent VET students' tracking mechanism with the involved VET providers that will feed national information systems.** Through this VET providers will be able to track VET students and improve the quality of the VET provision and linkage to the working life.

The partnership will also provide a guide that will allow more VET providers to implement and adapt the tracking mechanism to their needs.

**The following is a brief overall summary and the 6 detailed national reports.**

The full data on which this report has been built are available on the project website [www.eduwork.net](http://www.eduwork.net)

The ages of the participants change from country to country, depending on the characteristics of the group interviewed, the type of WBL carried out and the peculiarities of the local VET system. For example, in Italy there is a prevalence of very young people, still in education path, while in other countries the average age is higher with young adults who have already finished their studies.



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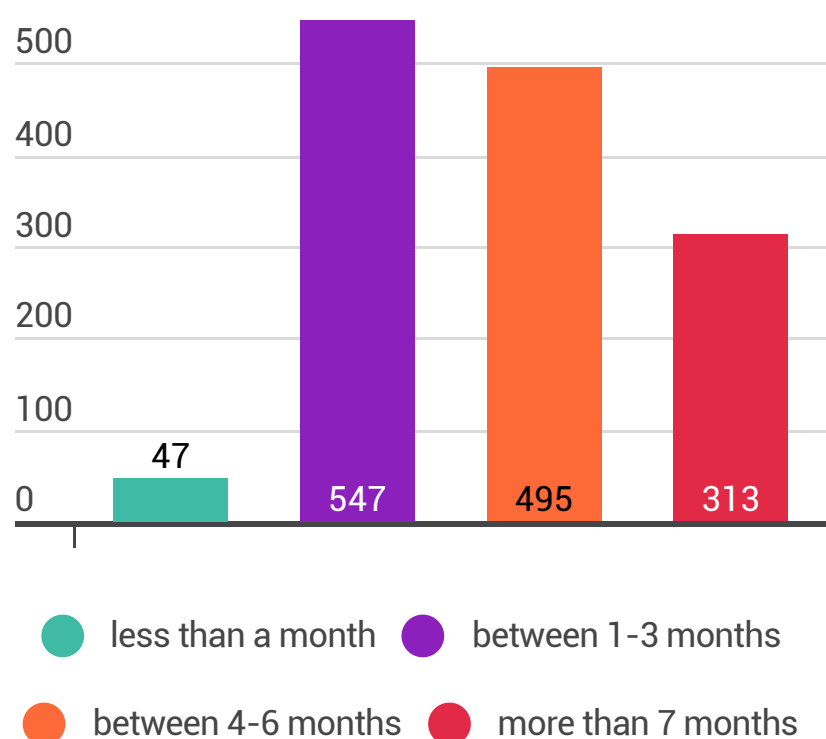
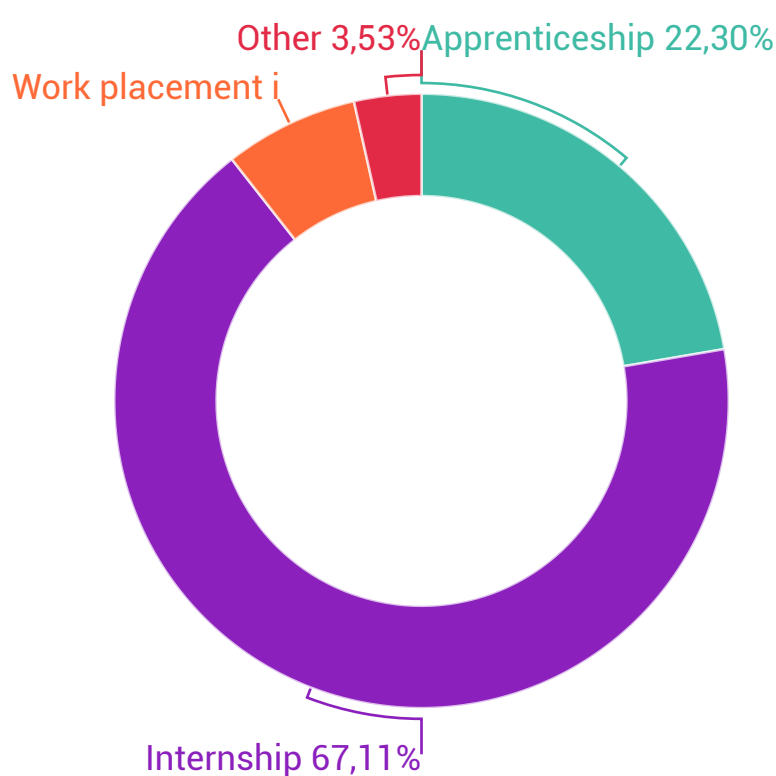
## VET centers involved in the survey



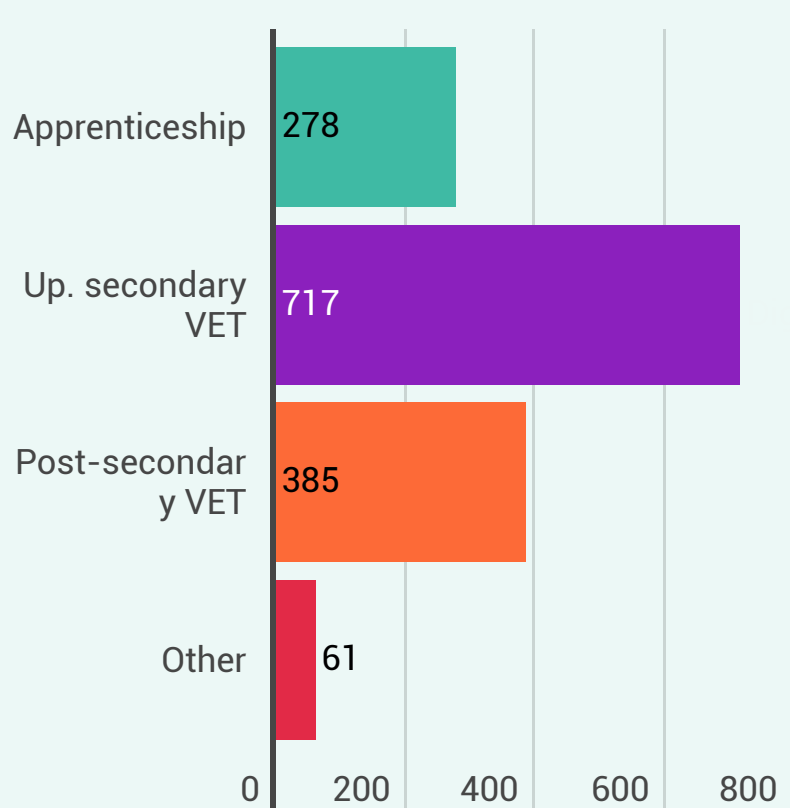
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## Respondents involved in the survey

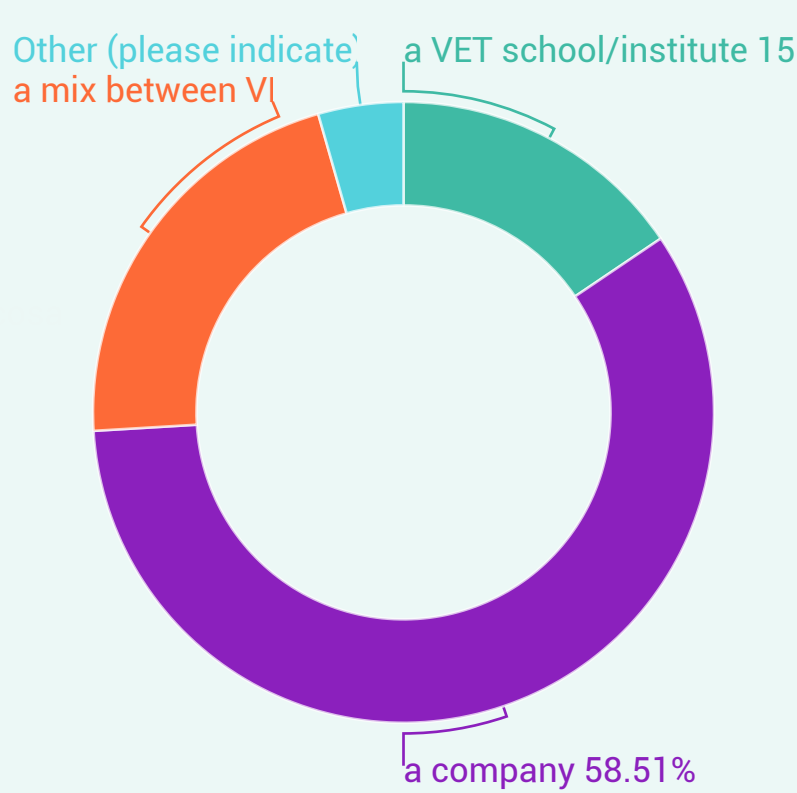
## 1. Type and duration of WBL experience



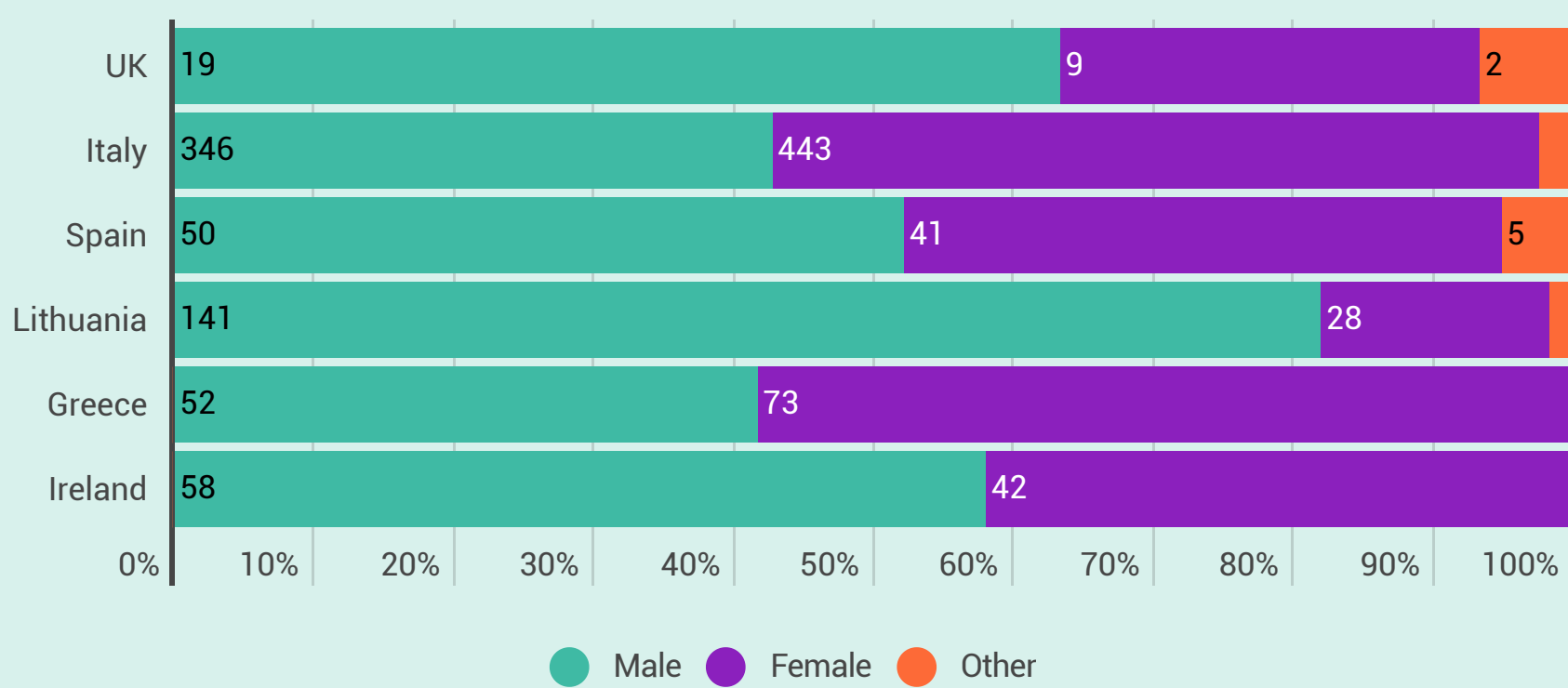
## 2. Study level during WBL



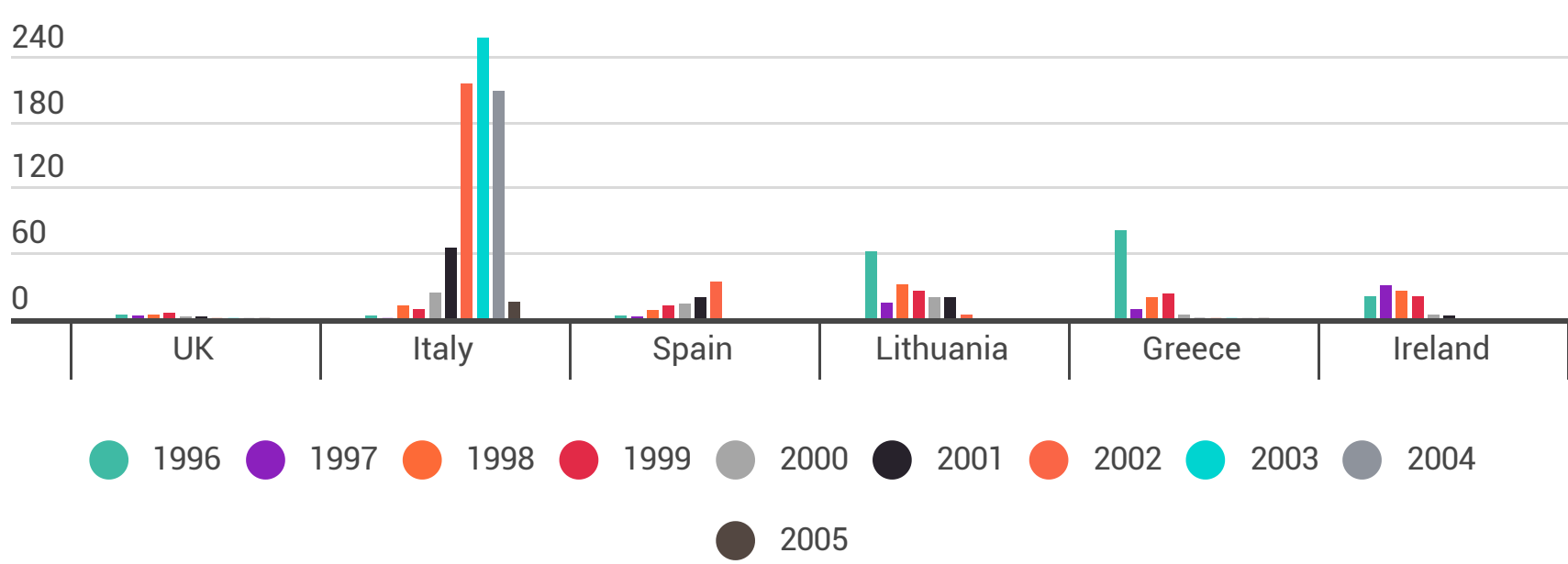
### 3. Host organisation is/was:



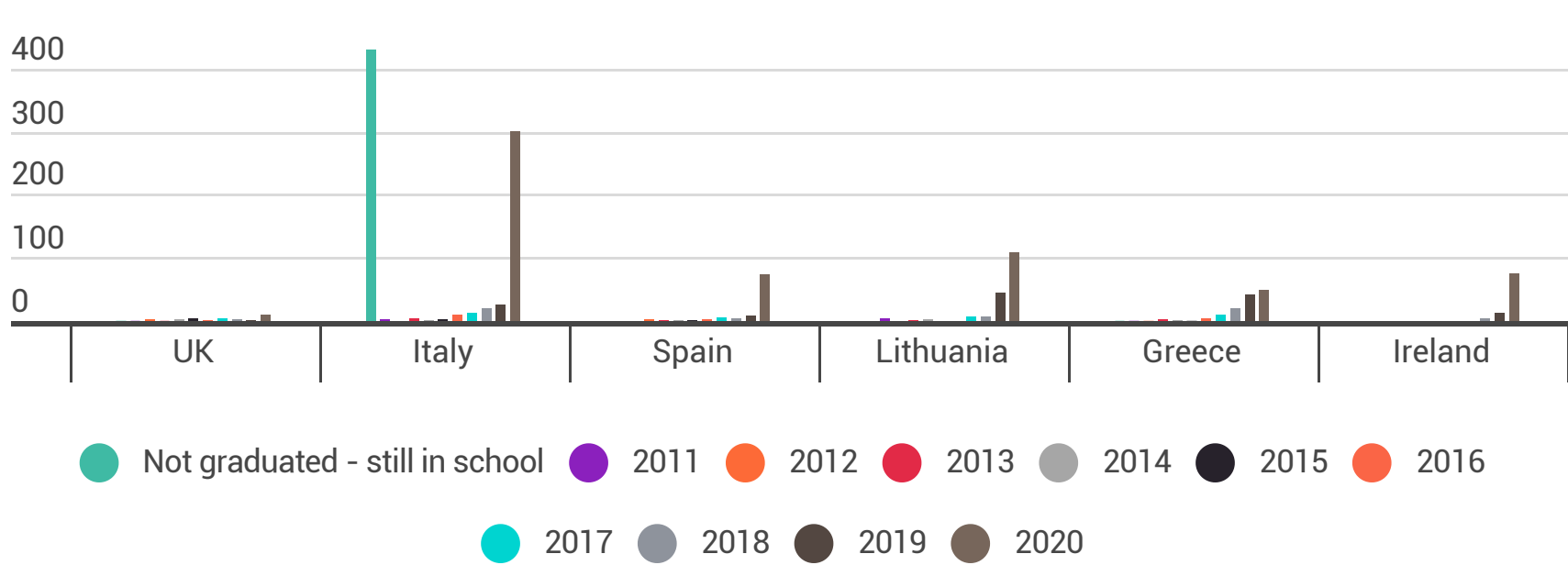
## 4. Gender



## 5. Year of Birth



## 6. Year of Graduation



# QUALITATIVE DATA

## WBL experience Evaluation

In all the countries involved, most of the respondents evaluated the WBL experience positively or very positively (see tables n. 7) believing that it was an opportunity to practise the experiences acquired during their studies or to acquire new and complementary ones.

In particular, soft skills appear to be the ones most developed during the WBL experiences, with a wide reference to relational skills, the ability to communicate and welcome customers in an appropriate way, the possibility to develop more self-confidence and the ability to work in a team (see table n.8 and 9)

## Curriculum and study program

The curriculum in their VET centres was evaluated positively and prepared them well for the WBL experience. nevertheless, suggestions were often made to improve the curriculum. Many interviewees believe that **more practice and more hours of laboratory** and WBL are needed. Some answers show an interest in the opportunity to have **simulated work experiences or role plays** where develop relational skills with the client or ability to deal with the conflict in workplace. Most respondents have commented that having **dedicated WBL courses** embedded into their local national curriculum would have facilitated a far smoother transition into apprenticeship opportunities and prepared them far better for employment.

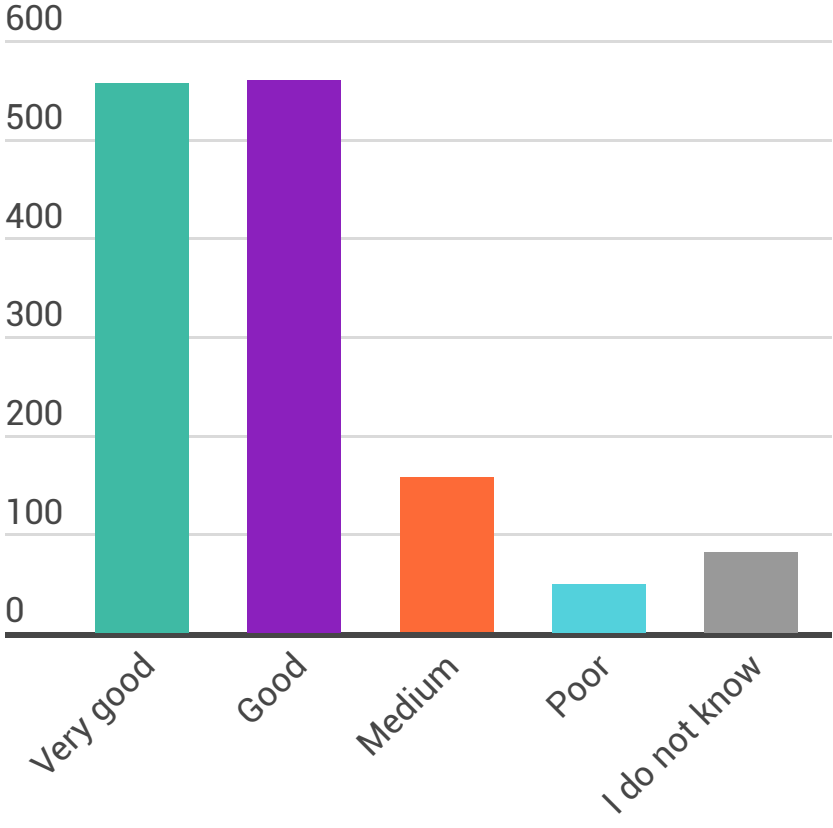
## Feedback to companies

With regard to the relationship with companies, some elements arose which made the WBL experience more complex. In particular, not always the tasks assigned have been relevant to studies or there has not been adequate accompanying activity from the company mentor. Suggestions made to companies to improve the WBL experience included:

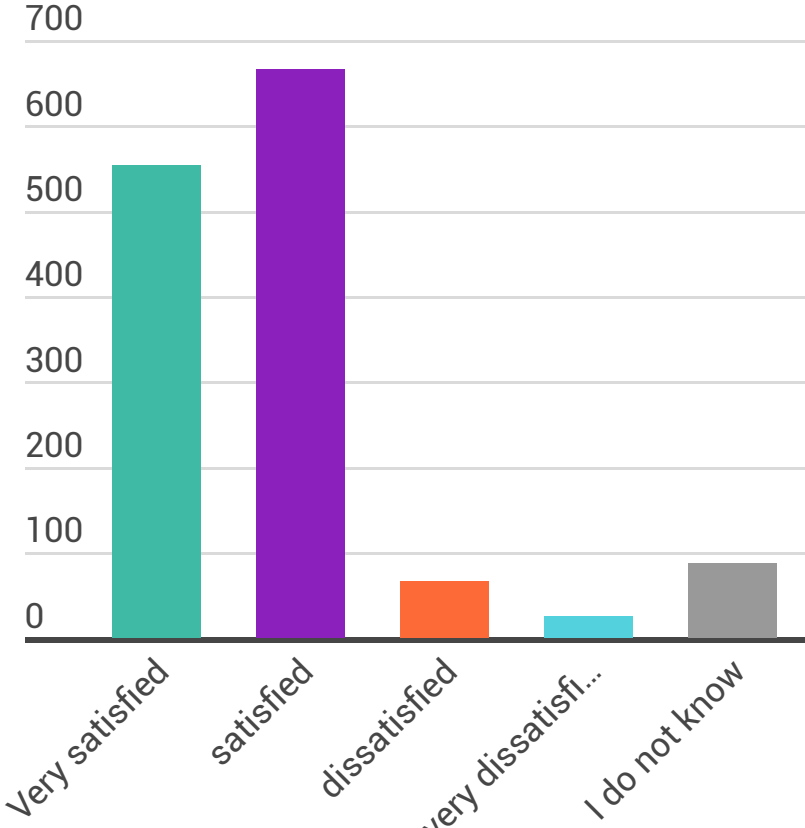
- Have more regular meetings with mentors
- Give more feedback to the learner
- Provide broader experience in the company rather than just doing one job
- Better cooperation with schools and presence of a school tutor
- better preparation of the internship
- greater involvement and communication with the interns

## 7.WBL experience satisfaction

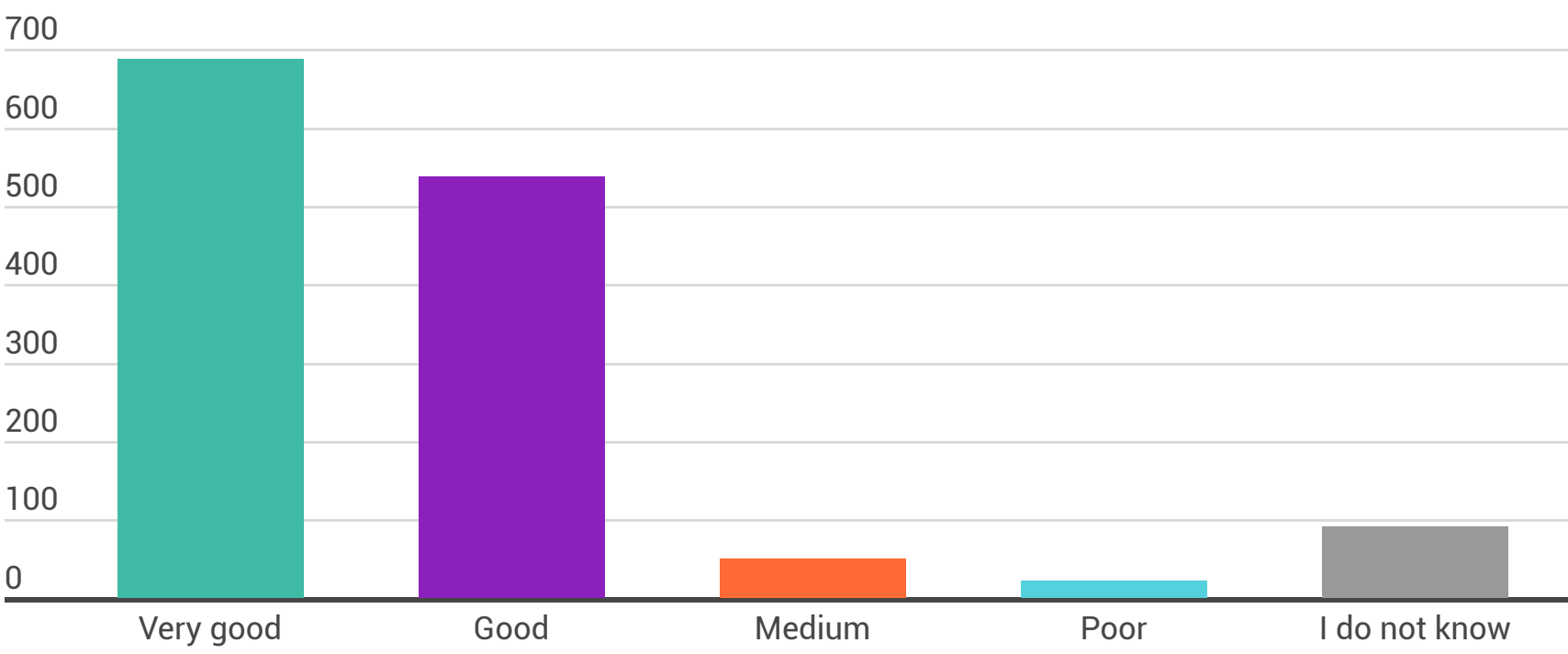
How would you evaluate the WBL period, in term of quality?



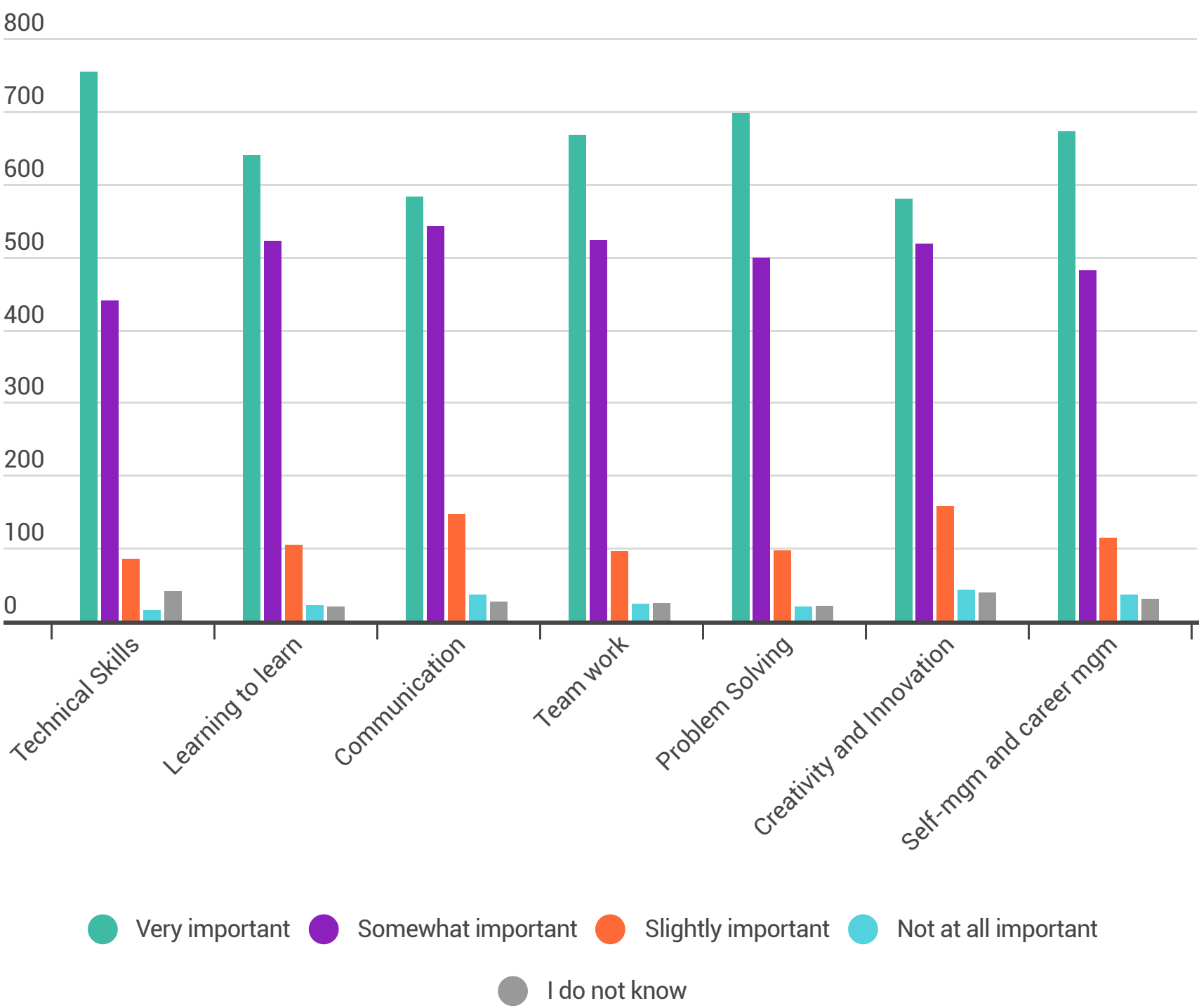
How satisfied are you with the WBL?



How helpful was the work-based learning for your career path?



## 8.How important was your WBL experience for the development of technical and soft skills



## 9.Most important employability skills gained during WBL





# EMPLOYMENT STATUS

Most of the young people involved claim to be currently employed, with the exception of Italy, where most are still in VET.

Regarding employment status, the most frequent answers are permanent full time and temporary full time, depending on the country. Frequently, jobs are linked to previous studies (see tables n. 10).

## Digital questions

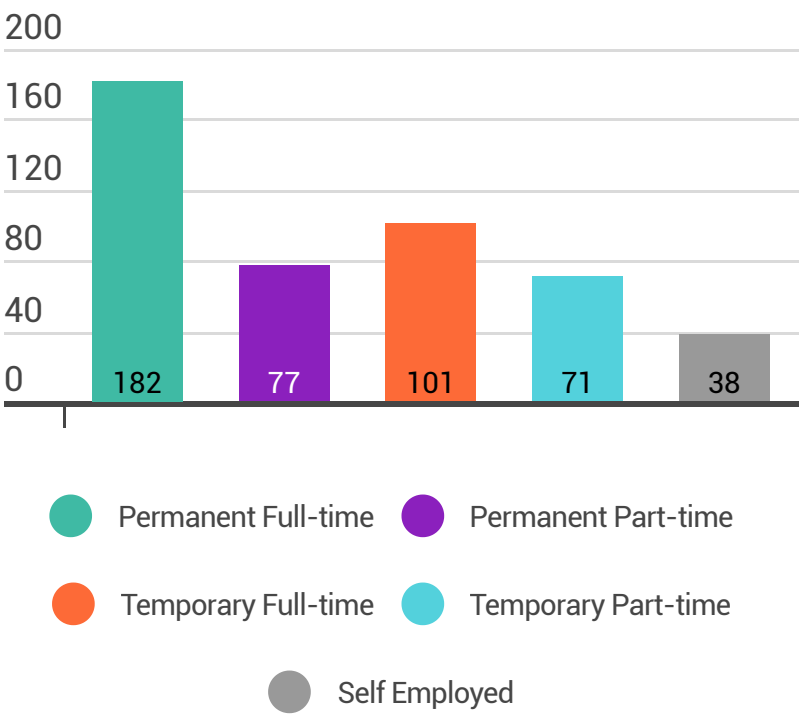
Respondents mostly stated that they had already obtained a job during their studies or that it had taken them no more than 6 months to find one.

Most important competence in the job revealed from the questionnaire are technical skills, team work and the approach to learning (see table n. 11)

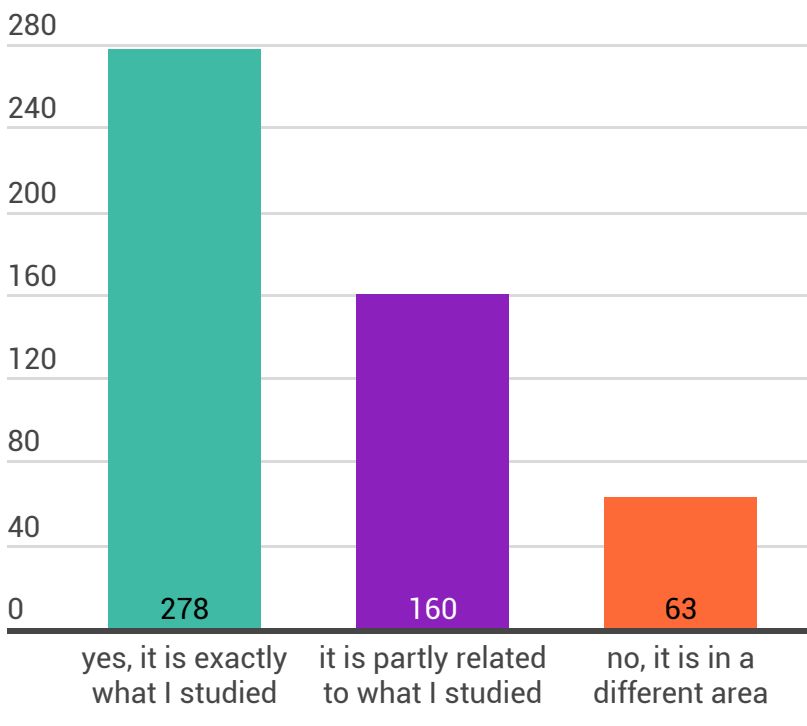
Respondents say they have encountered problems in finding a job, mainly due to a lack of previous experience, but are satisfied or very satisfied with their current job position, especially in terms of benefits and insurance (see table n. 12 and 13)

### 10. Employment details

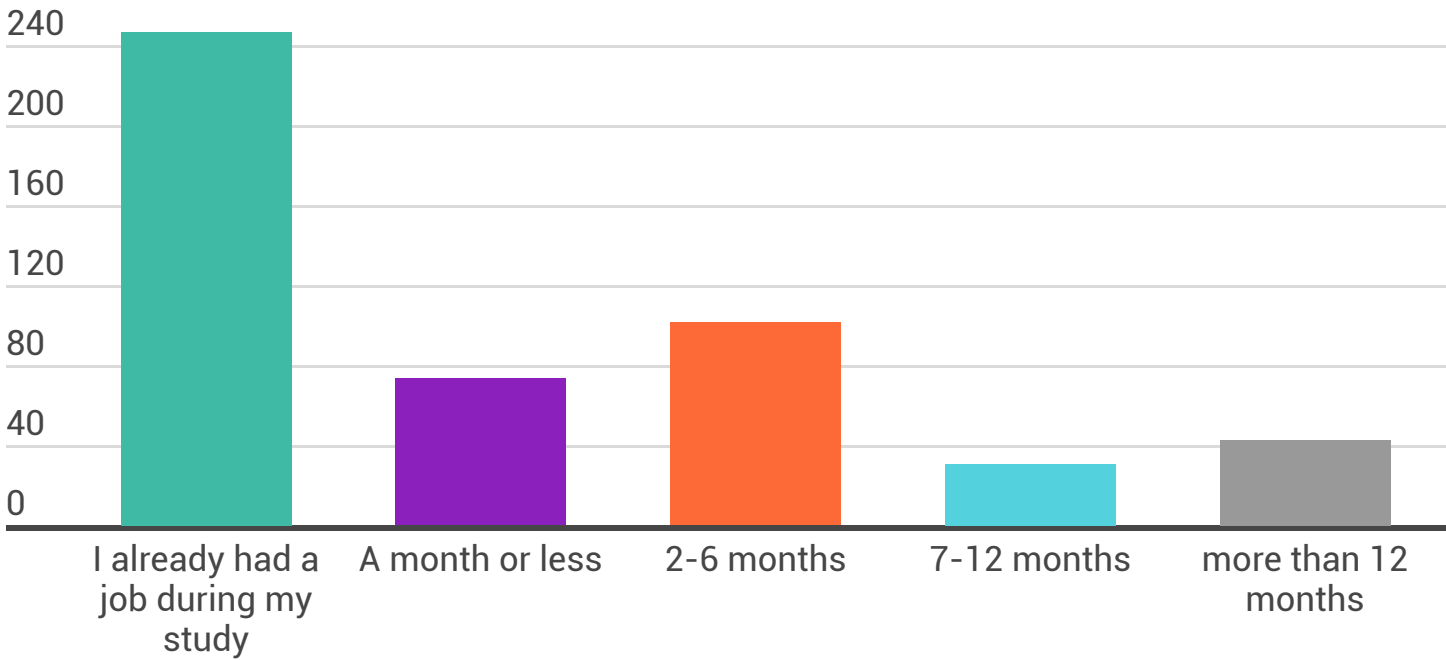
Main employment status



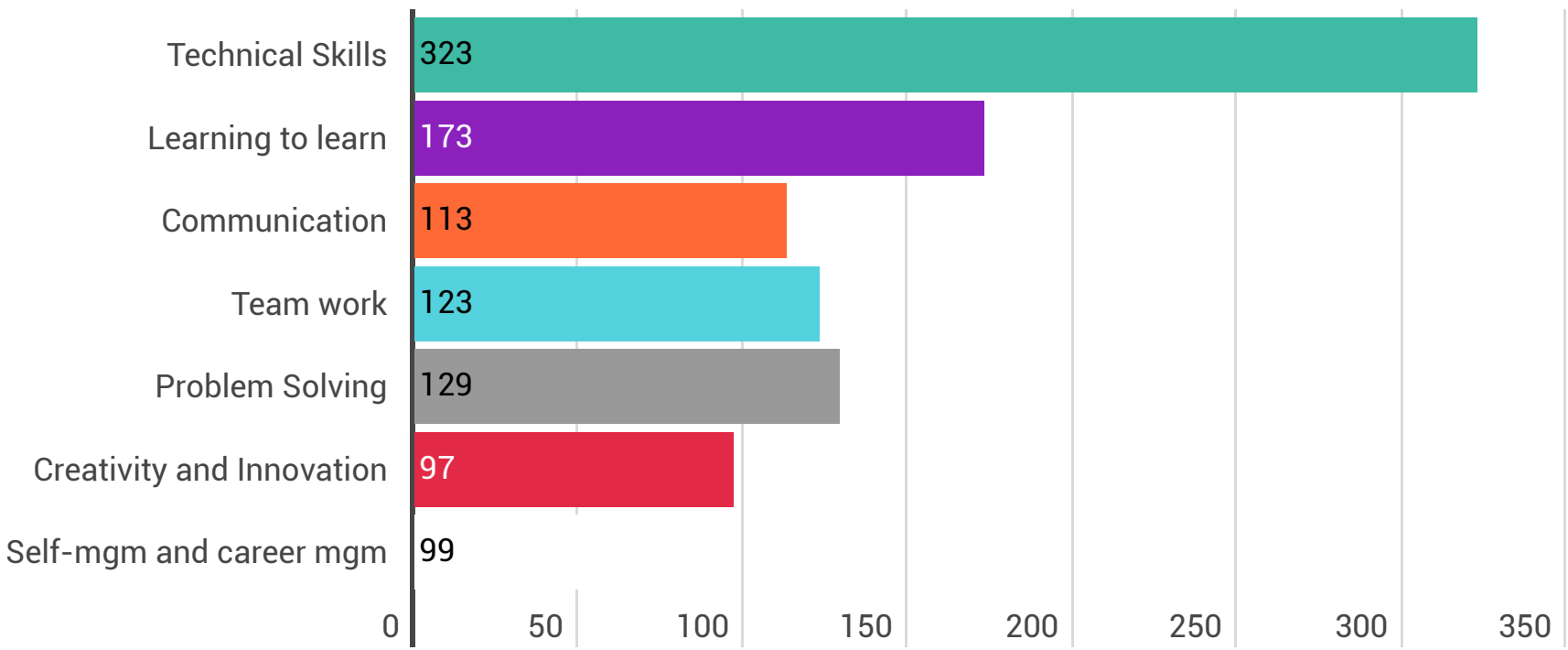
Is the job related to study?



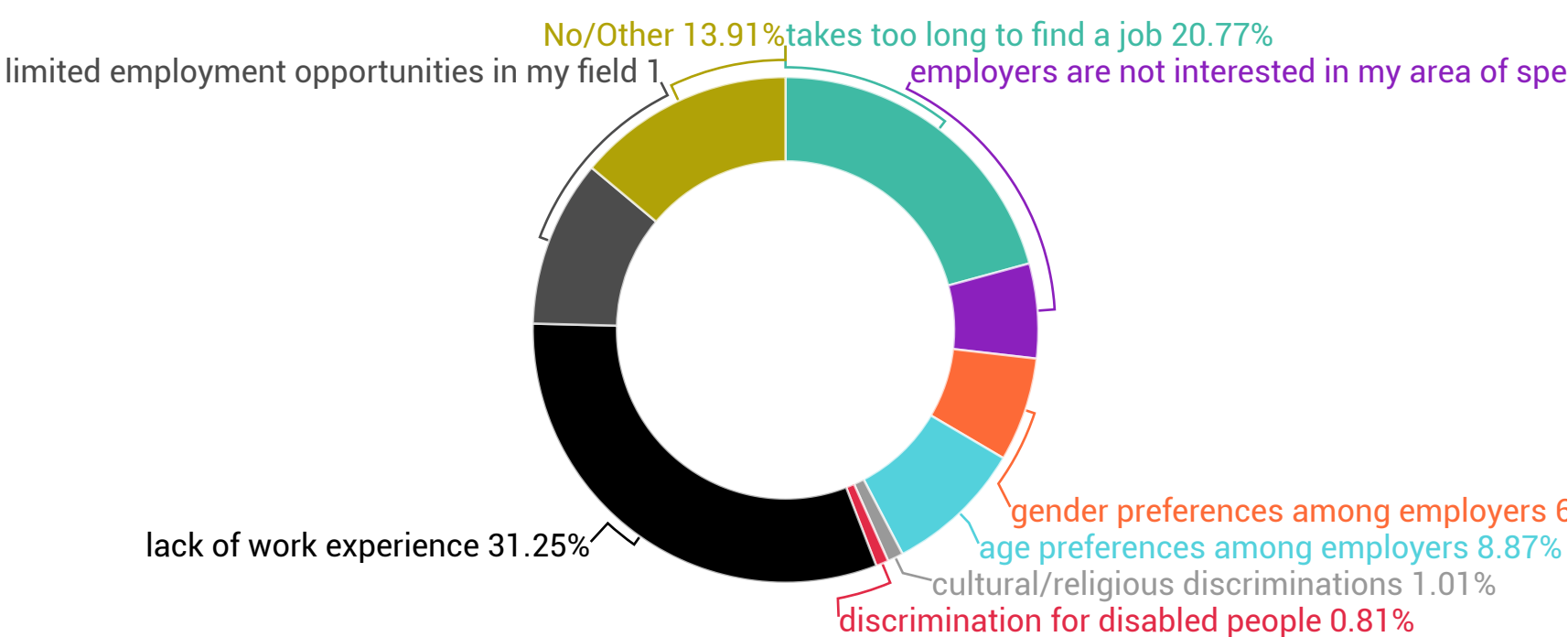
Months between study completion and first paid job



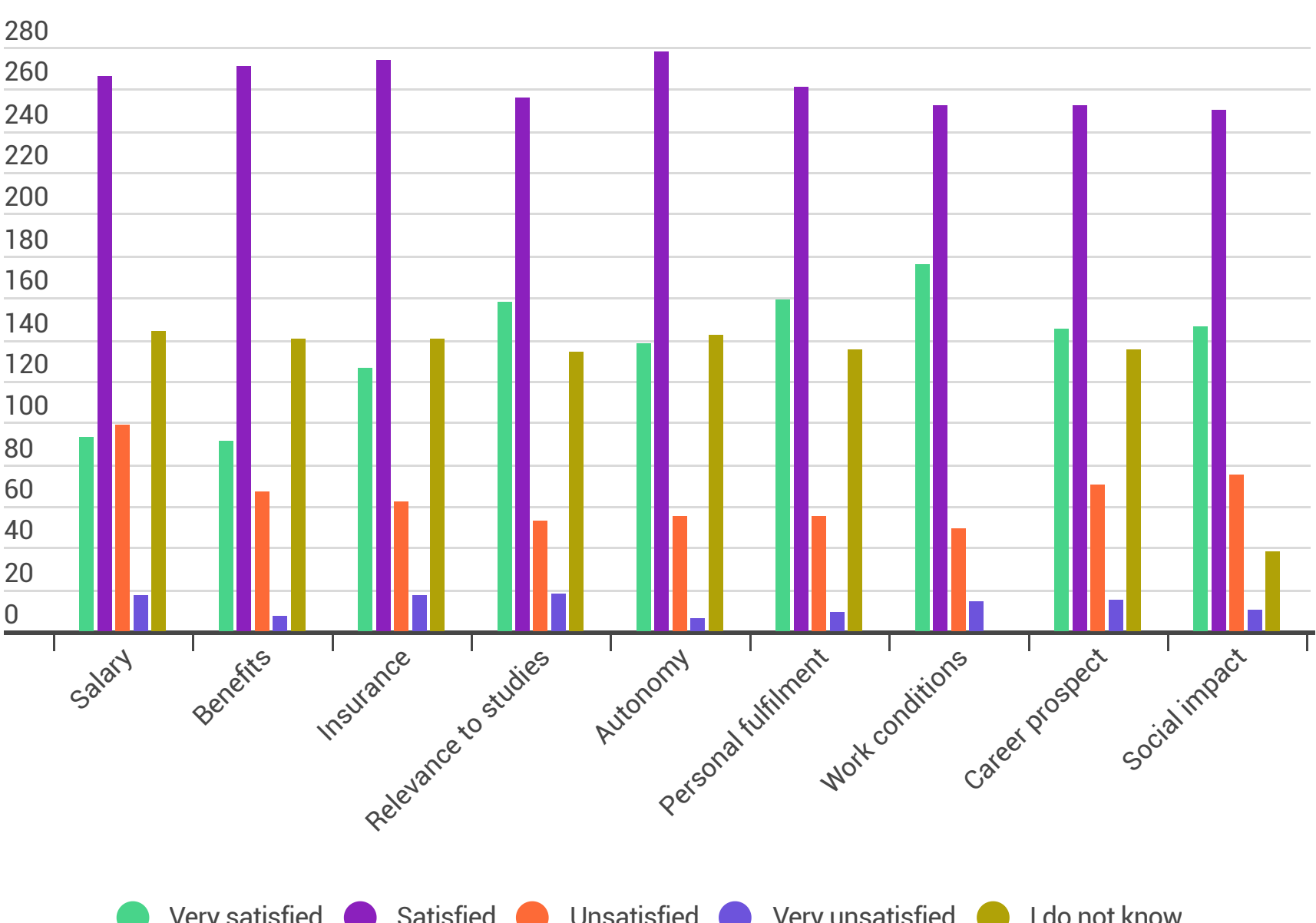
### 11. Most important competences in your job



### 12. Difficulties experienced when looking for a job



### 13. Job statisfaction rate

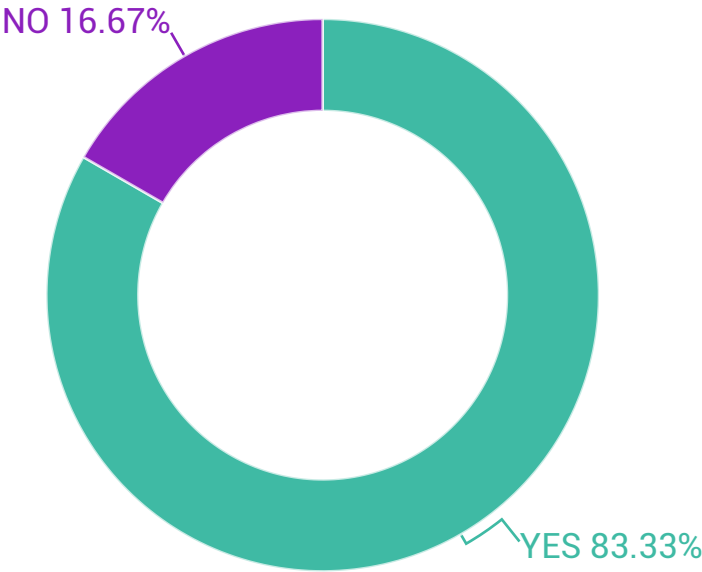




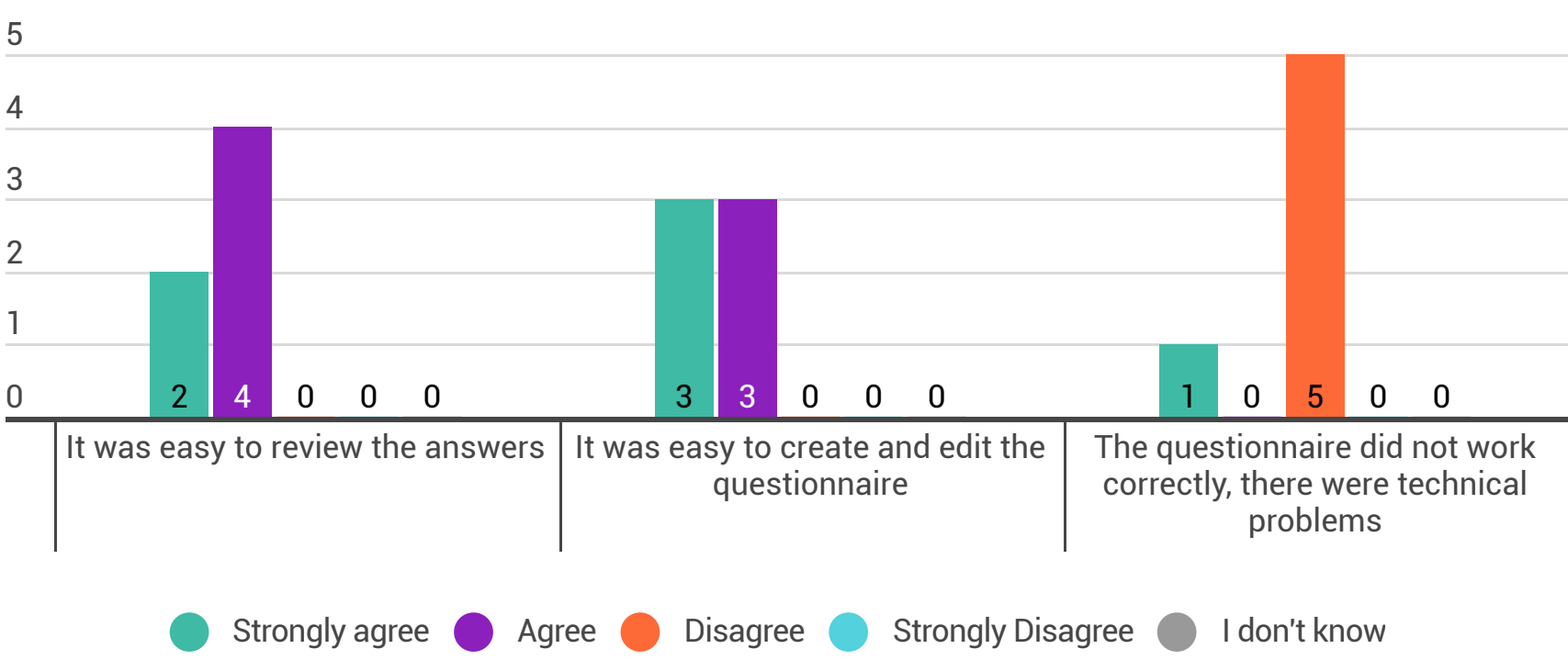
## SURVEY EVALUATION

The questionnaire is valid and useful tool. Nevertheless, to be assumed as permanent tracking system and to have a greater statistical value, it needs to be made shorter, simpler, less redundant and expressed in terms more easily understandable by young people. Furthermore, the questions have to be more adapted to local contexts and region variances on VET provision etc.

14. To permanently adopt the Eduwork.Net questionnaire as a tool for monitoring WBL experiences, do you think you should tailor it to the needs of your organisation or network?



15. Evaluation of the survey tool, from a technical point of view.



## KEY ISSUES



### WBL experience

The questionnaire showed that the WBL experience allows the development and strengthening of professional techniques and soft skills, such as effective communication and relationship management, complementing the college learning. The experience as a whole was evaluated positively or really positive.

### Questionnaire

The questionnaire is valid and useful tool but it should be simplified in order to have a greater statistical value (it is possible that many final questions were answered hastily and inaccurately). Moreover, it would be useful to use a terminology more suitable for the users of VET institutes.



### Curriculum



The majority of respondents considered the curriculum to be sufficiently adequate to prepare for the apprenticeship. However, the need for more workshop and practical hours is stressed, as well as the need for access to simulated work experience, where people can train their technical and transversal skills in a protected context managed by trainers.

### Feedback for Companies

some elements arose which made the WBL experience more complex. In particular, not always the tasks assigned have been relevant to studies or there has not been adequate accompanying activity from the company mentor



# WP2 | Eduwork.Net Survey

## Italy Report

**EduWork.Net**

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### SECTION I: EDUCATION AND WORK-BASED LEARNING

## Quantitative data



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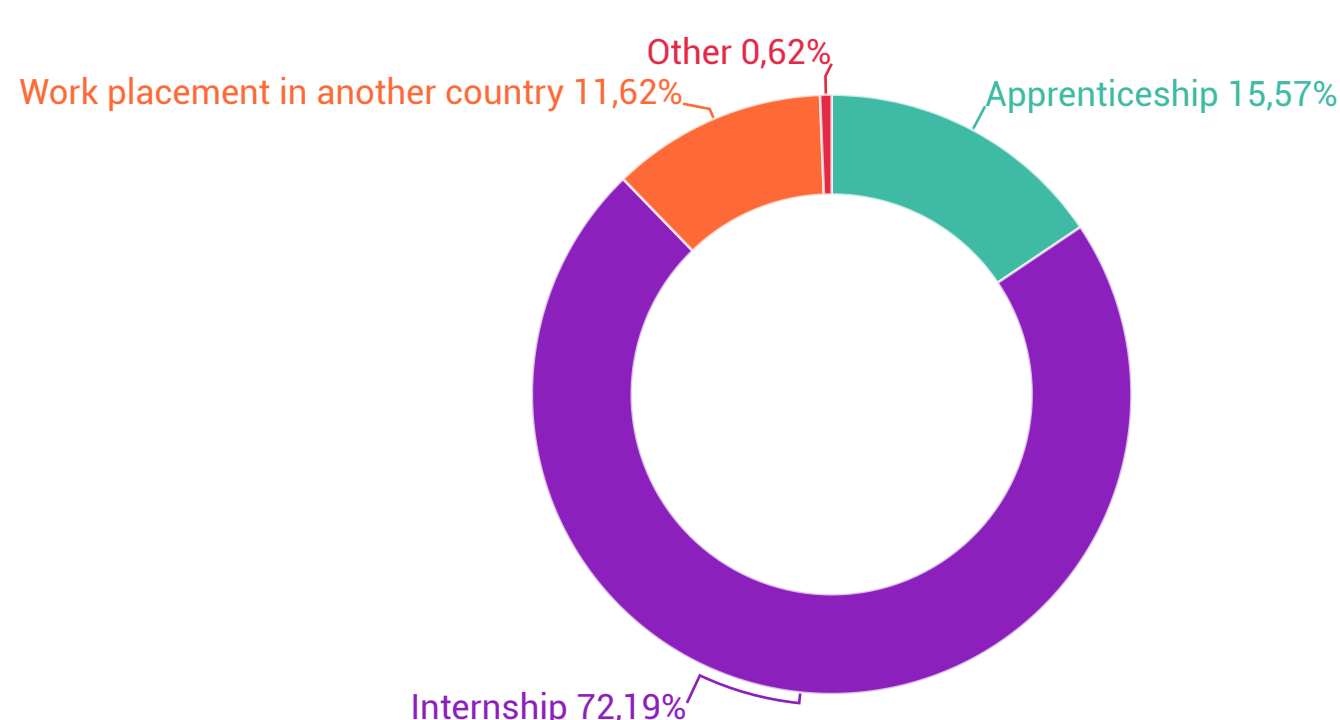
**VET centers  
involved in the  
survey**



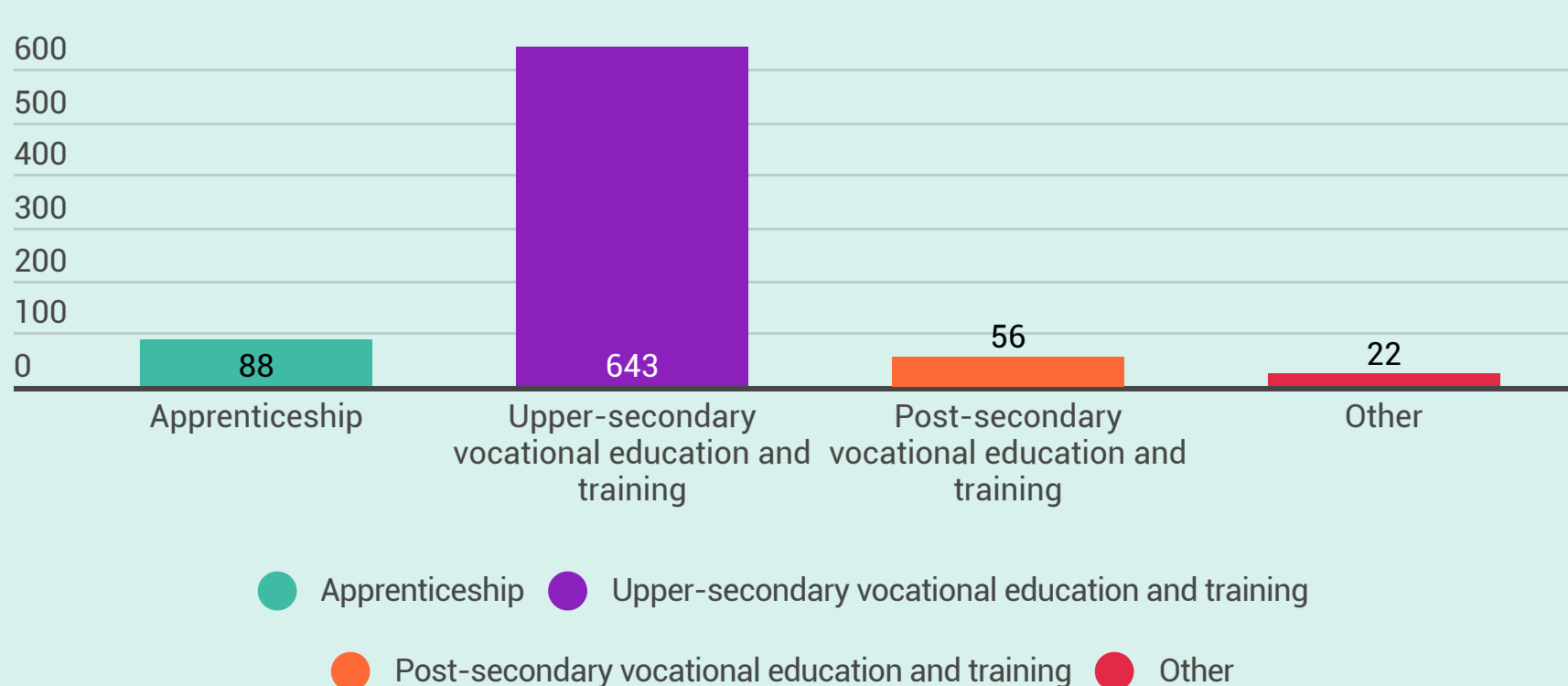
**809**

**Respondents  
involved in the  
survey**

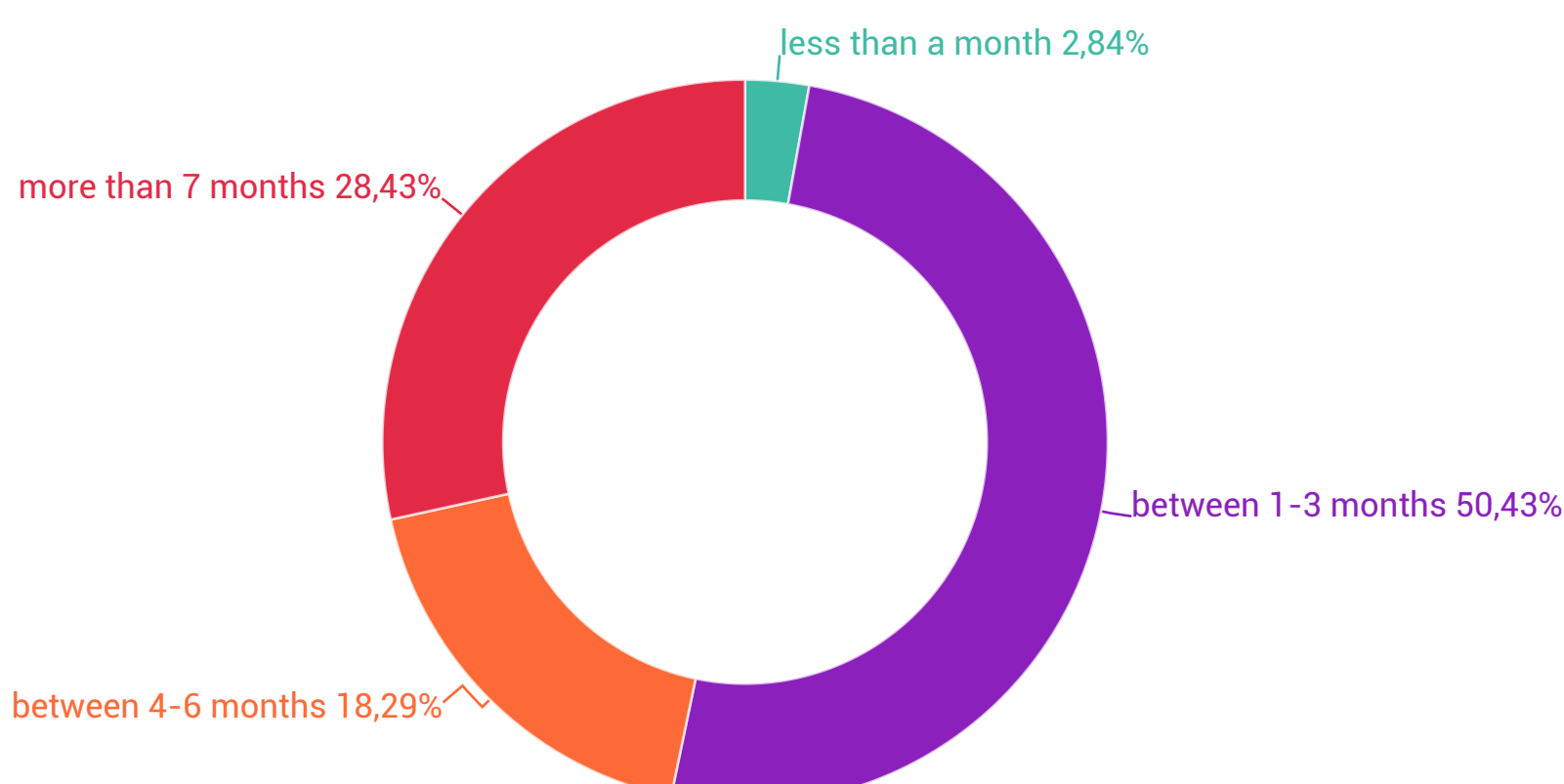
### Type of WBL experience



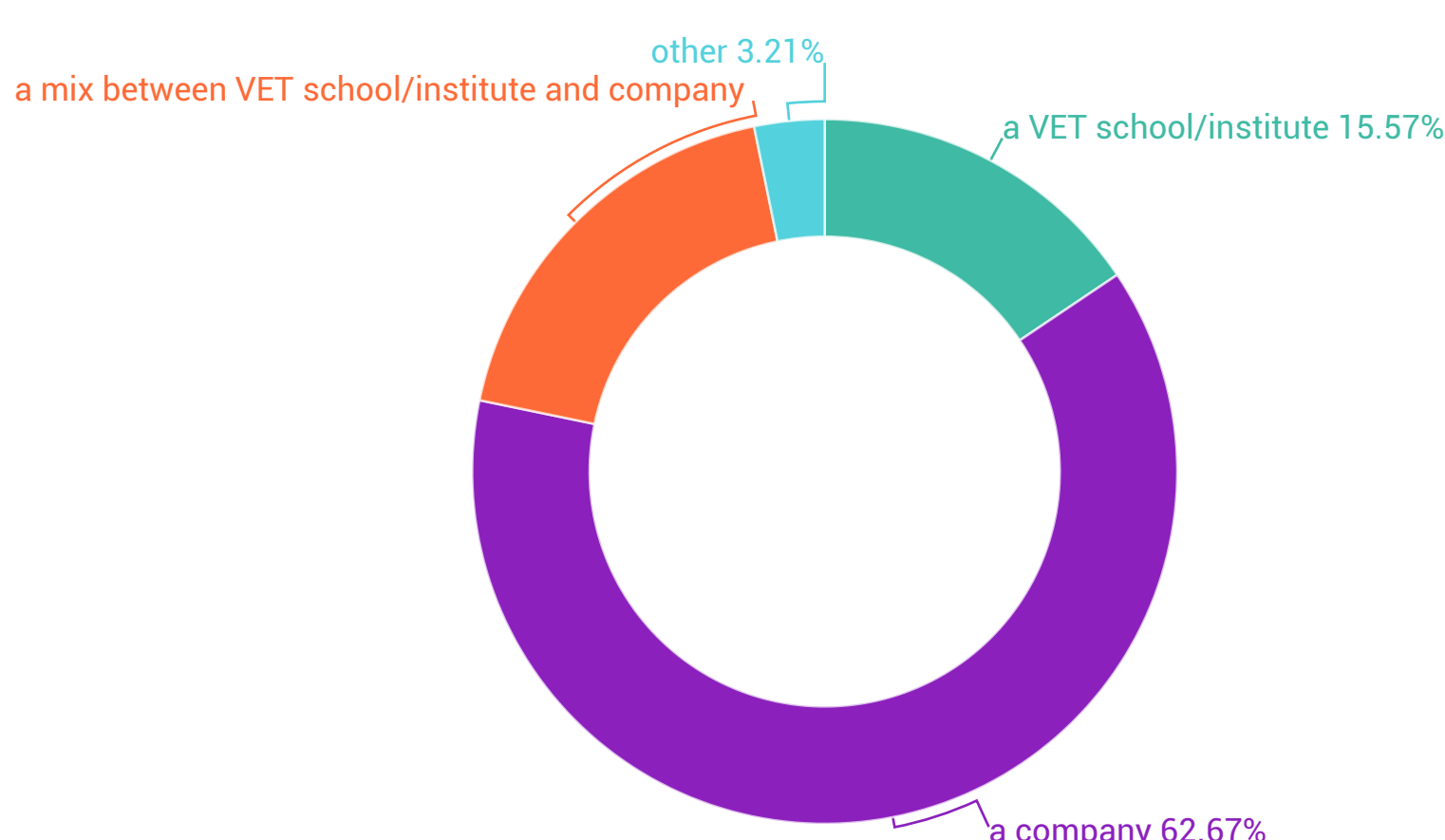
### Study level during WBL experience



### Duration of work-based learning



### Host organisation is/was:

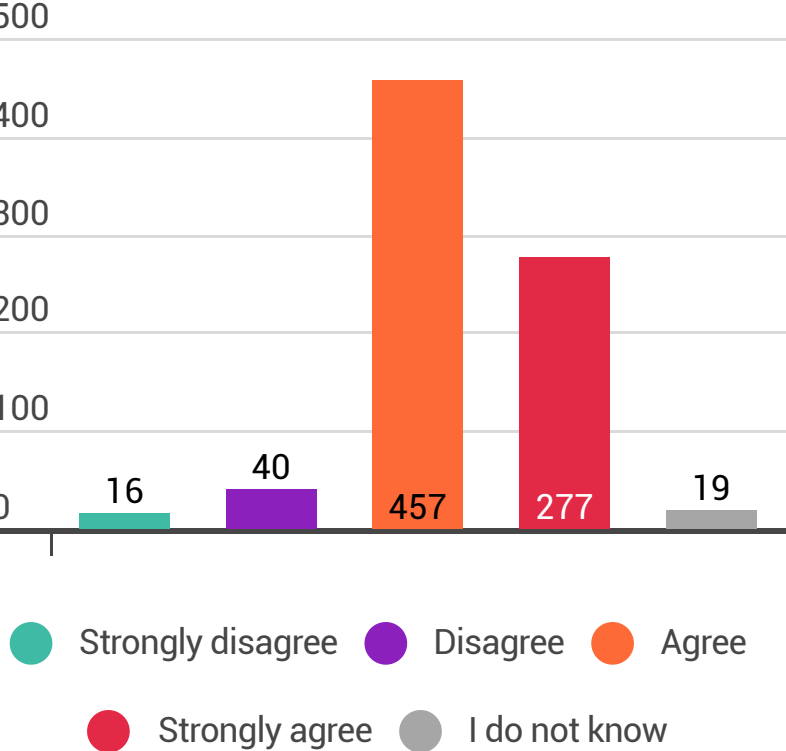


SECTION I: EDUCATION AND WORK-BASED LEARNING

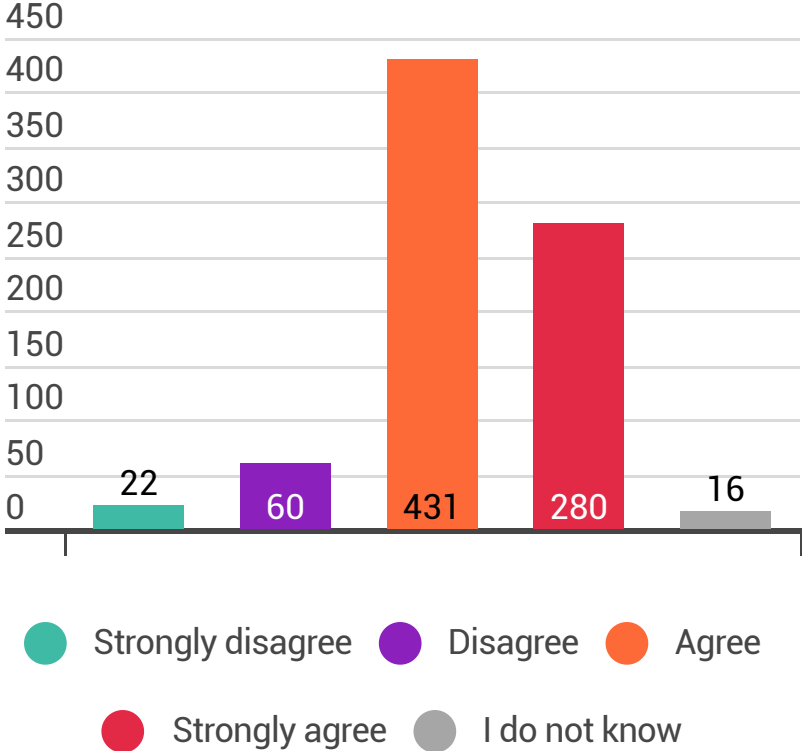
Qualitative data

2.6 - To what extent do you agree or disagree with the following statements connected to your study and the work-based learning?

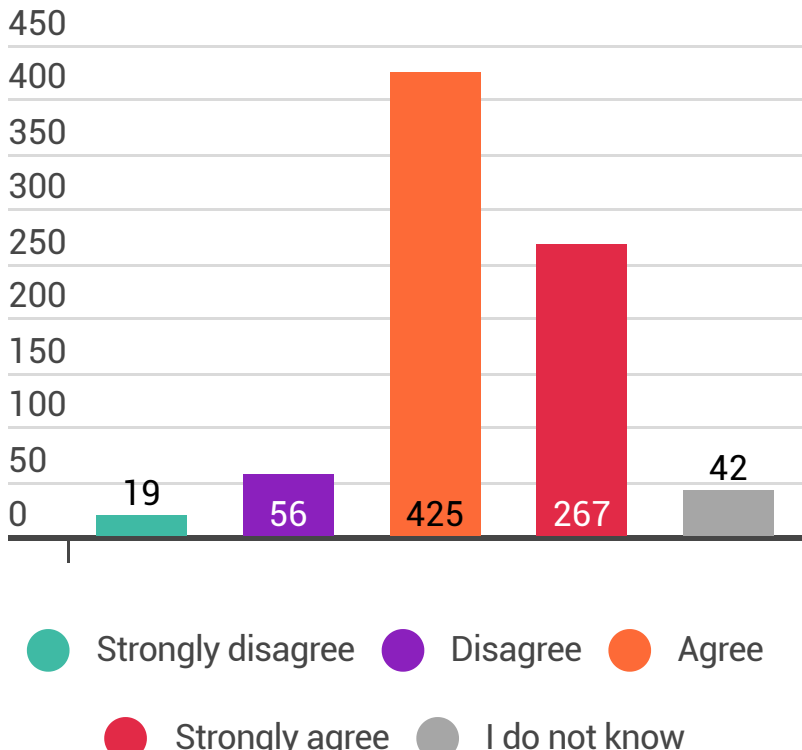
My study programme properly prepared me for the work-based learning in the company



During the work-based learning, I had the opportunity to practice skills that I acquired in my studies



Work-based learning complemented my studies



2.7 - Did you gain knowledge, skills, competences or professional experience during your WBL not gained in your studies?  
\*summary of all given answers

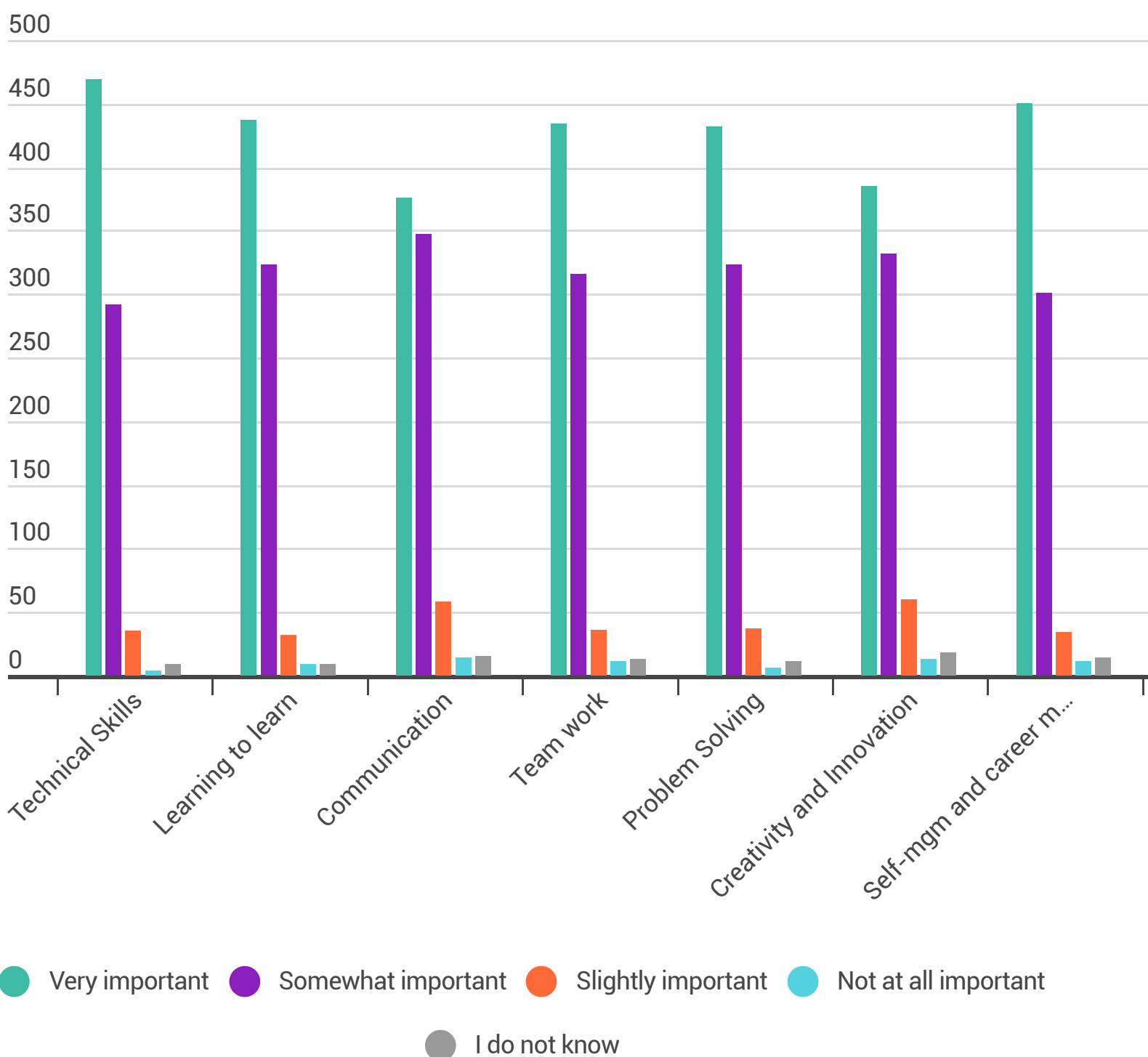


The large majority of the participants answered **positively**

**Soft skills** appear to be the ones most developed during the WBL experiences, with wide regard to **relational skills**, ability to communicate and welcome customers in an appropriate way, the possibility to develop more **self-confidence** and the ability to work in a team.

Many also report having gained **technical experience**: using specific machines or programmes, applying different techniques for shampooing and styling, and developing competence and speed in working in the kitchen.

2.8 - How important was your WBL experience for the development of technical and soft skills?



Q.2.9 | 2.12 - Learning Agreement

561 participants



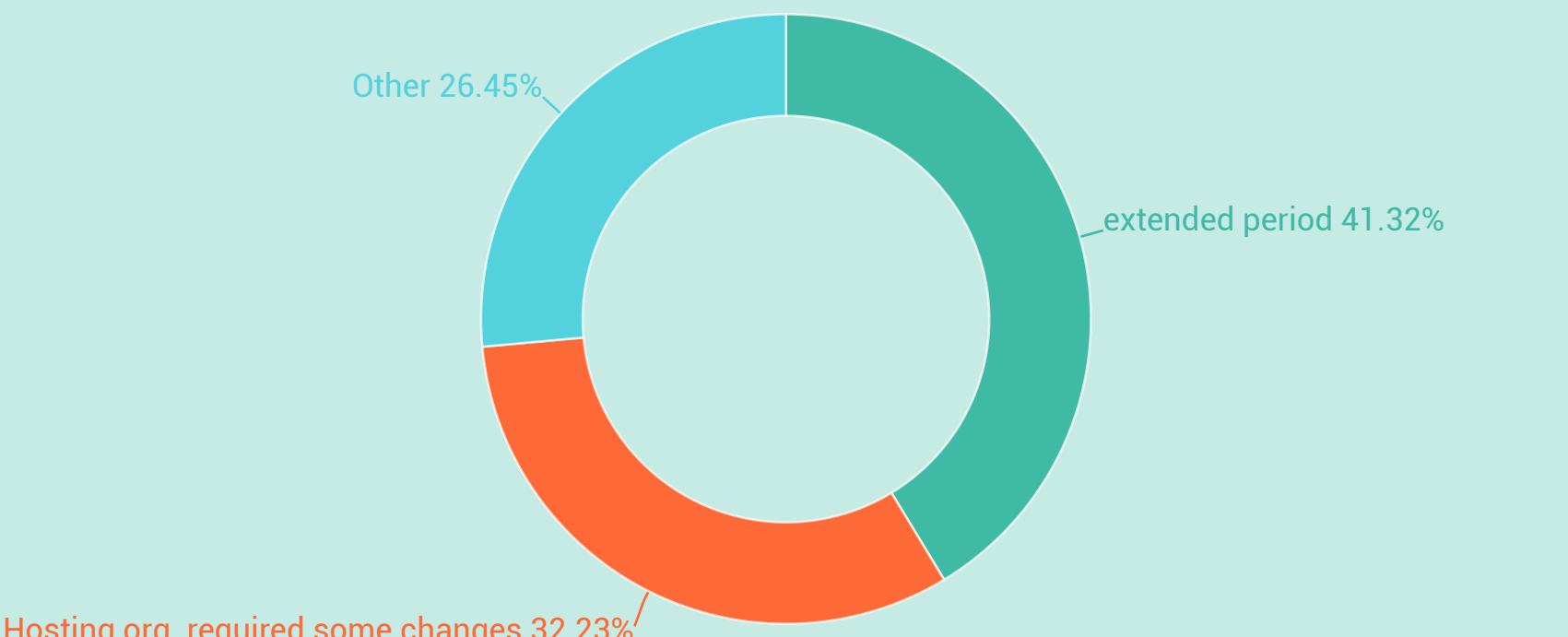
Had a Learning Agreement with defined learning outcomes drawn up before WBL

440 Participants



Changed Learning Agreement during WBL

Why was the Learning Agreement changed?





SECTION I: EDUCATION AND WORK-BASED LEARNING

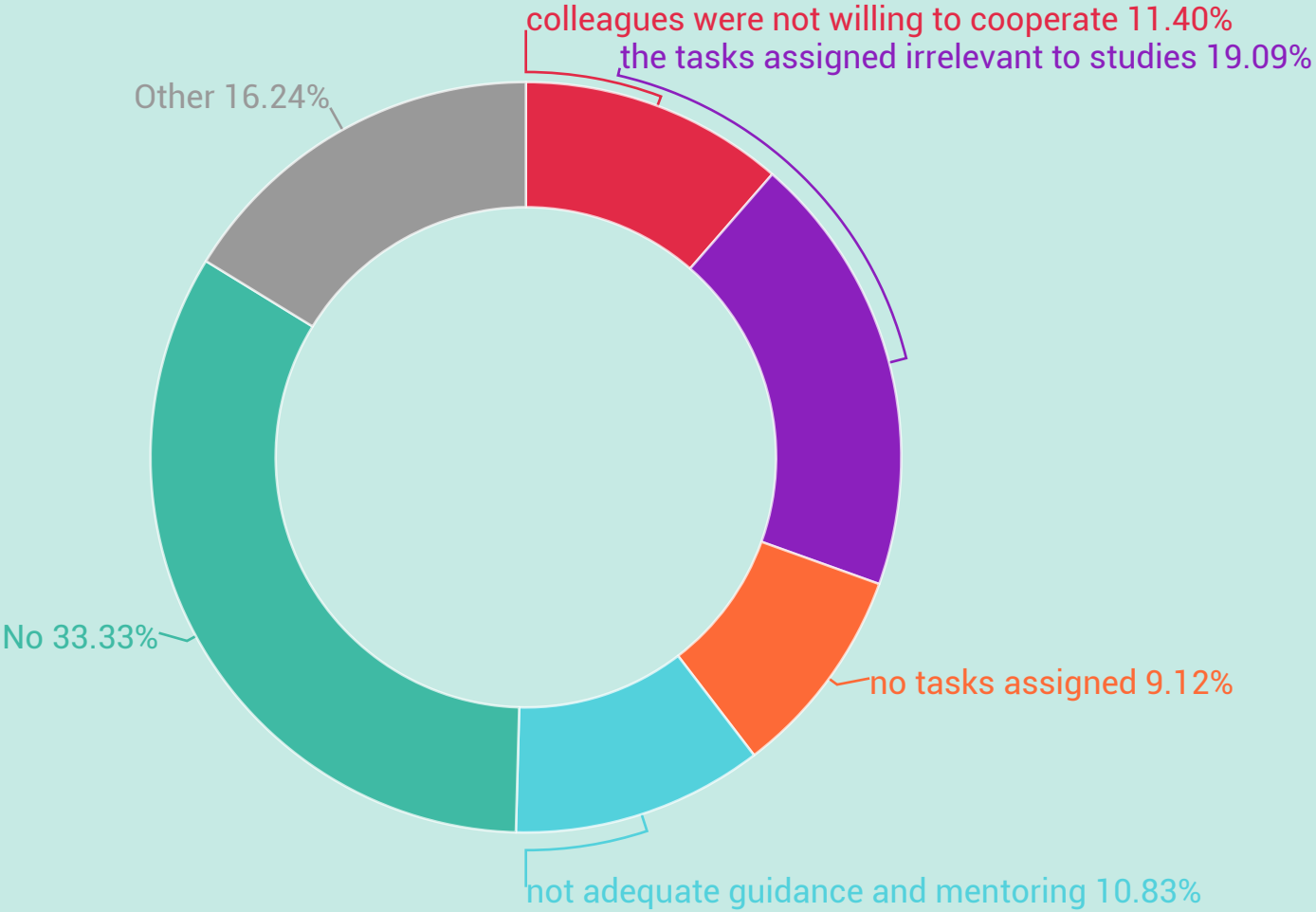
Qualitative data

2.13 - How could the study programme better prepare you for the apprenticeship and for employment?  
\* a summary of all given answers

Most of the interviewees believe that there is nothing to add to the curriculum.

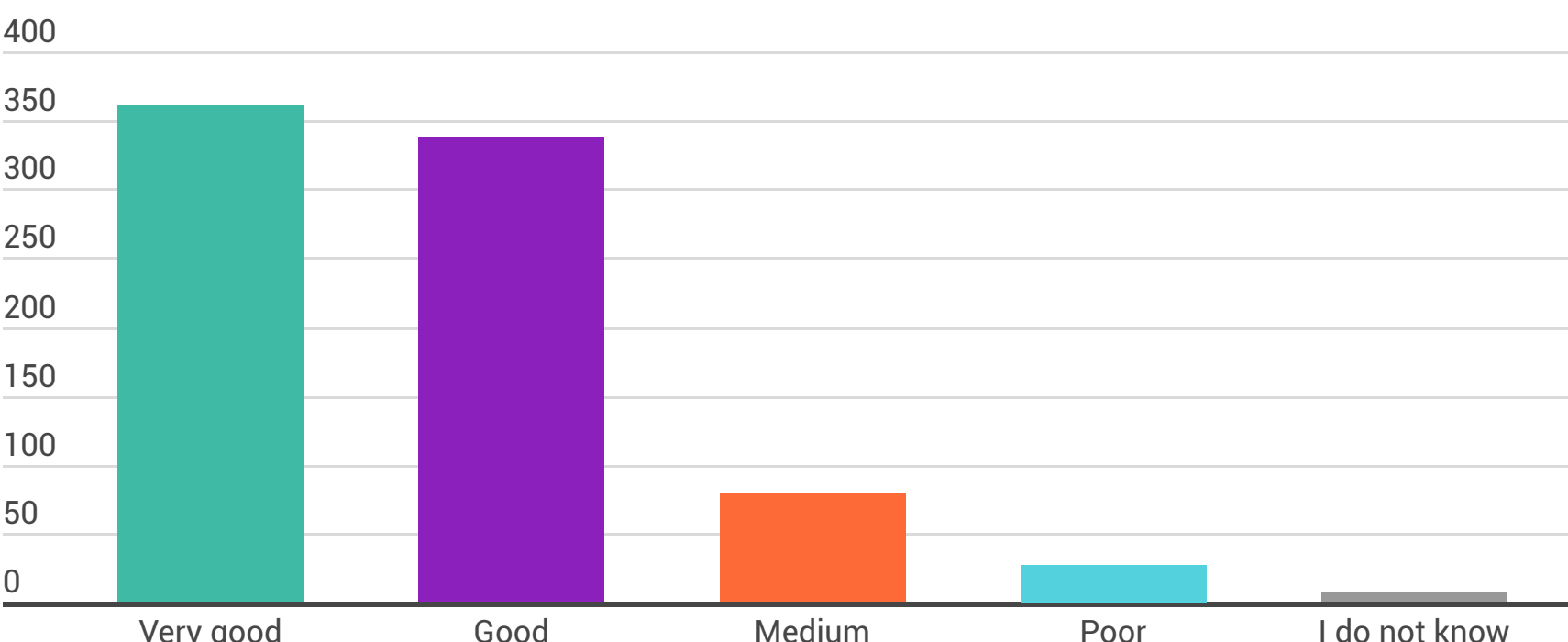
However, some respondents believe that **more practice** and more hours of laboratory and WBL are needed. **Some answers show an interest in the opportunity to have simulated work experiences** in which to develop relational skills with the client. Finally, a greater attention to the study of foreign languages is requested.

2.14 - Were there any negative elements that hindered the successful implementation of the work-based learning?

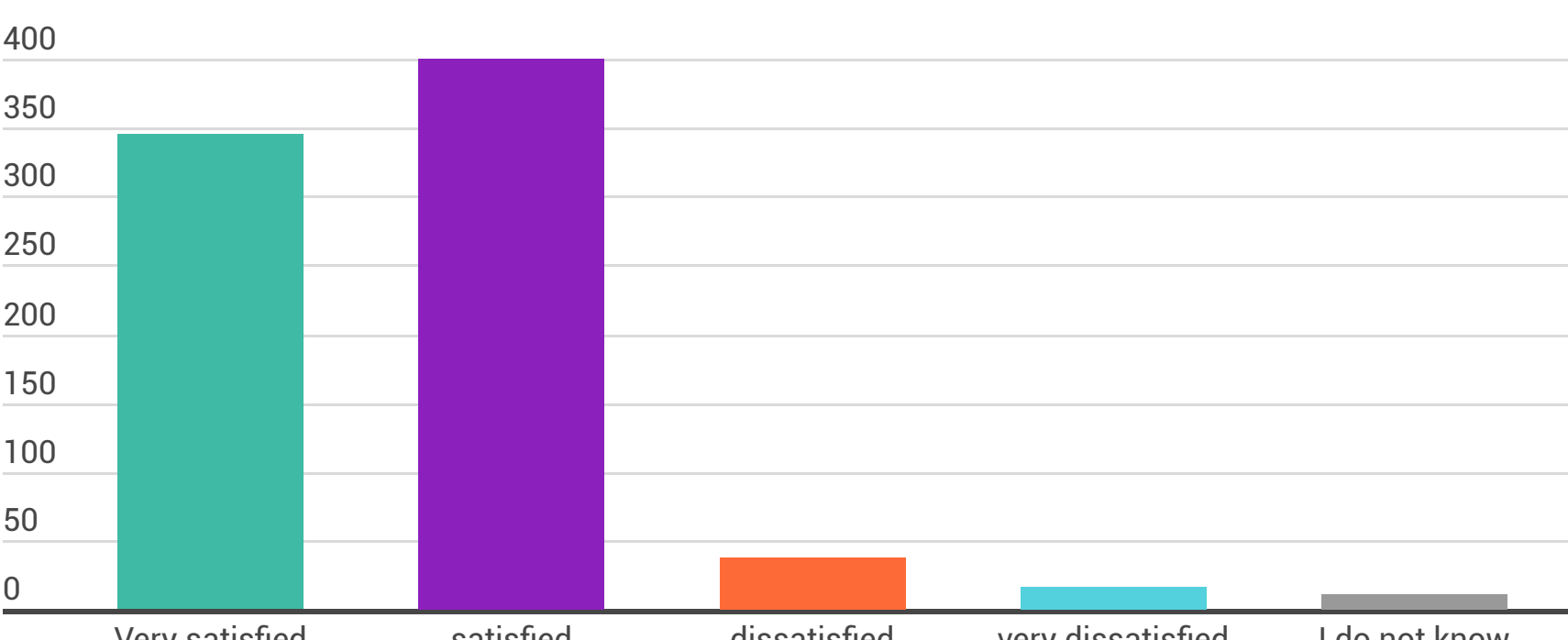


Q. 2.16 | 2.18 -WBL experience satisfaction

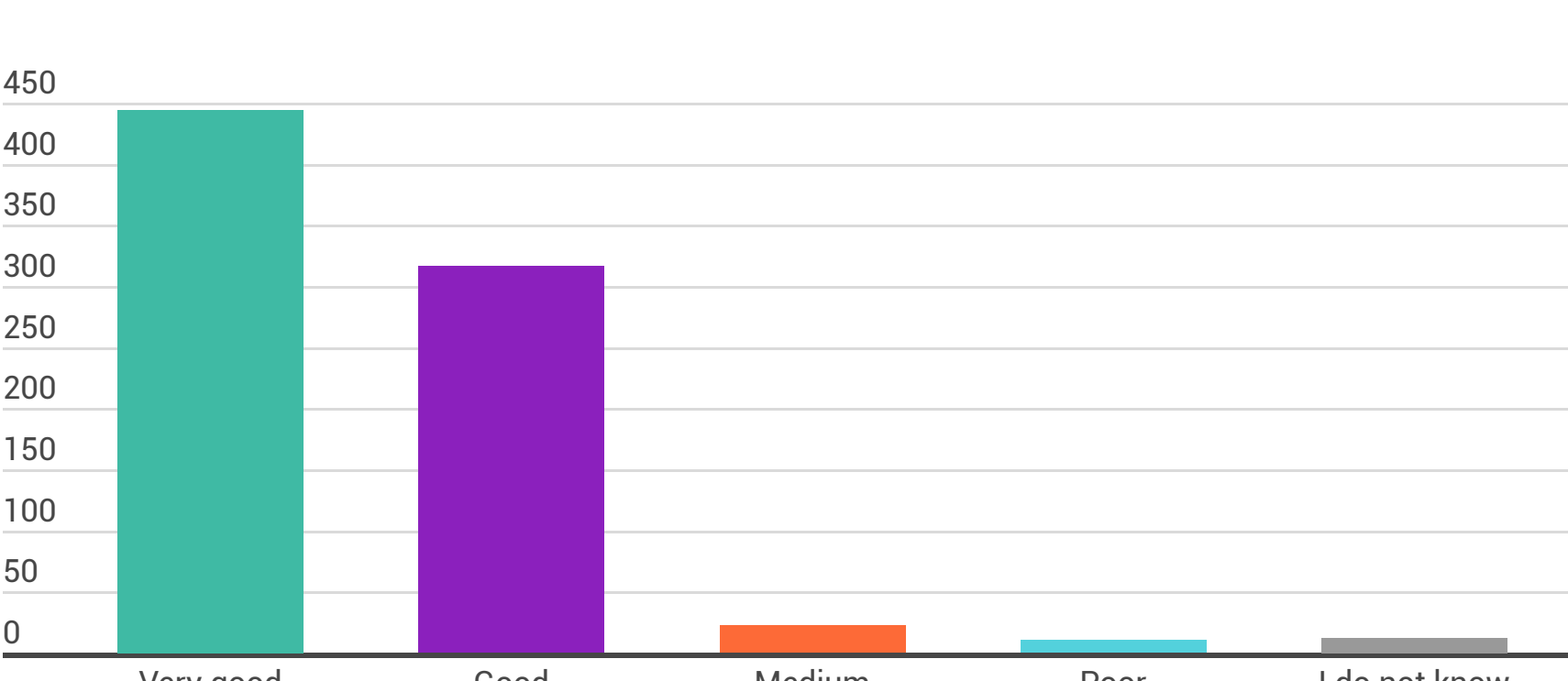
How would you evaluate the work-based period?



How satisfied are you with the work-based learning?



How helpful was the work-based learning for your career path?



2.19 - What suggestions would you give to the companies to make the work-based learning experience more effective?

Half of the respondents believe they have nothing to suggest to the host company

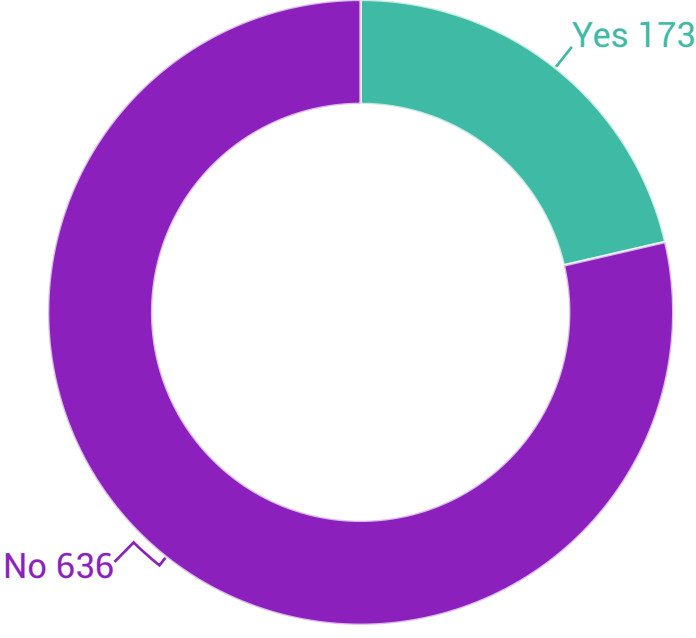
Some other frequent answers:

- Greater understanding and respect for the interns welcome
- Greater involvement and communication with the interns
- better preparation of the internship, identification of appropriate tasks
- greater verification of the company by the CFP, presence of a school tutor
- economic incentive
- a more structured feedback from companies



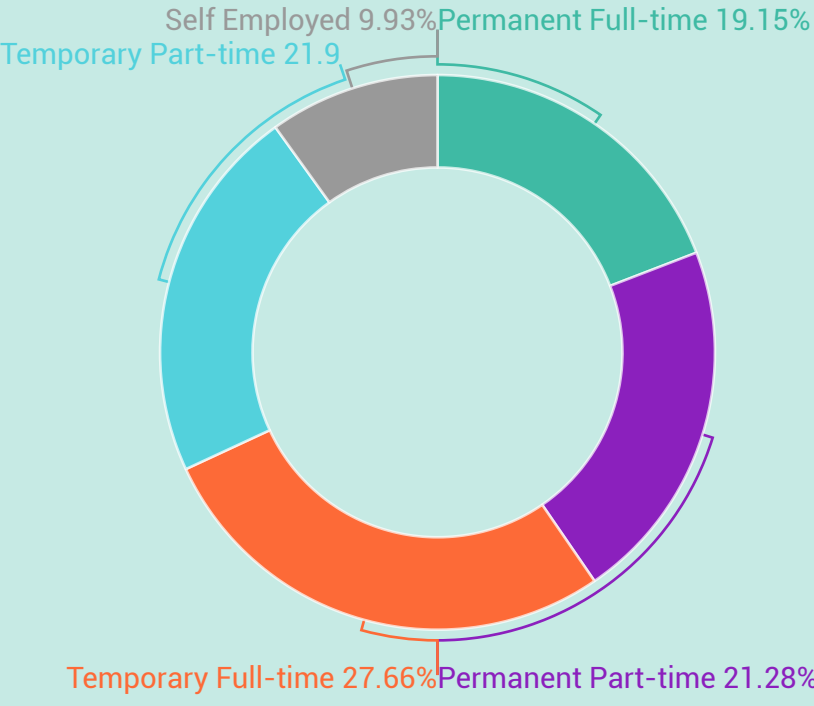
SECTION II: EMPLOYMENT STATUS

3.1 - Are you currently employed or have you been employed after your studies?

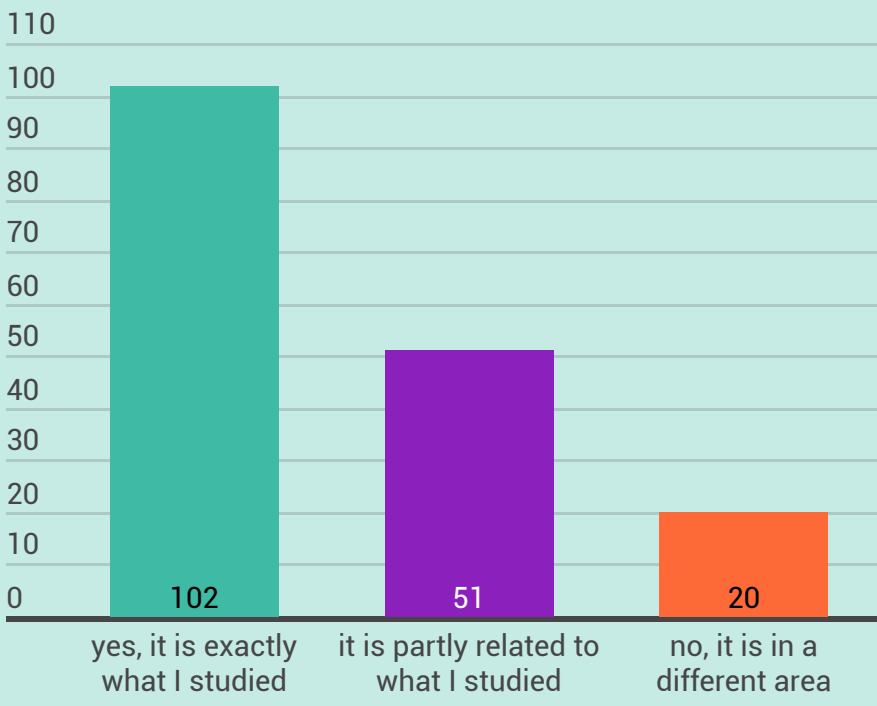


3.2 - 3.3 - 3.6 Employment details

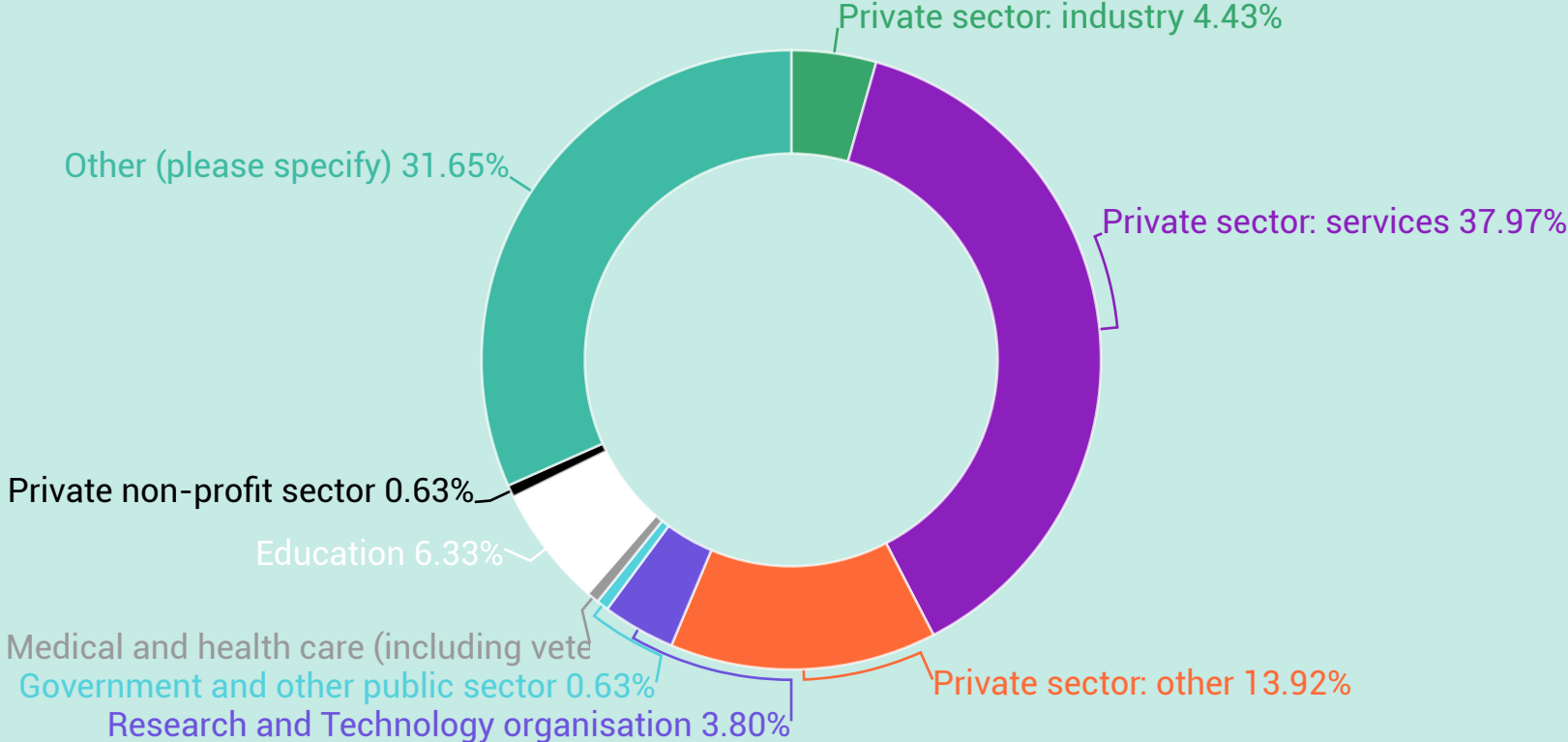
Main employment status



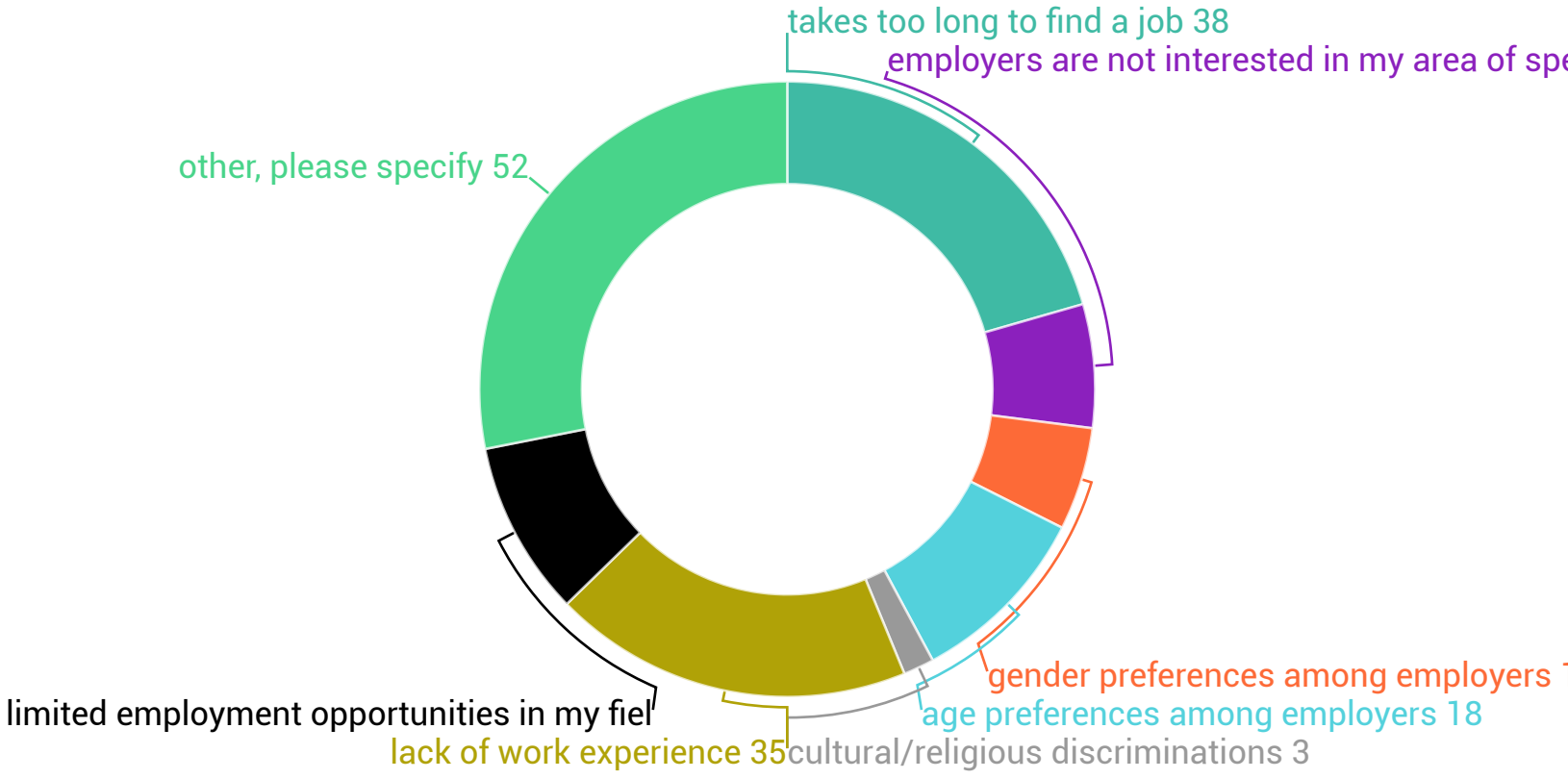
Is the job related to study?



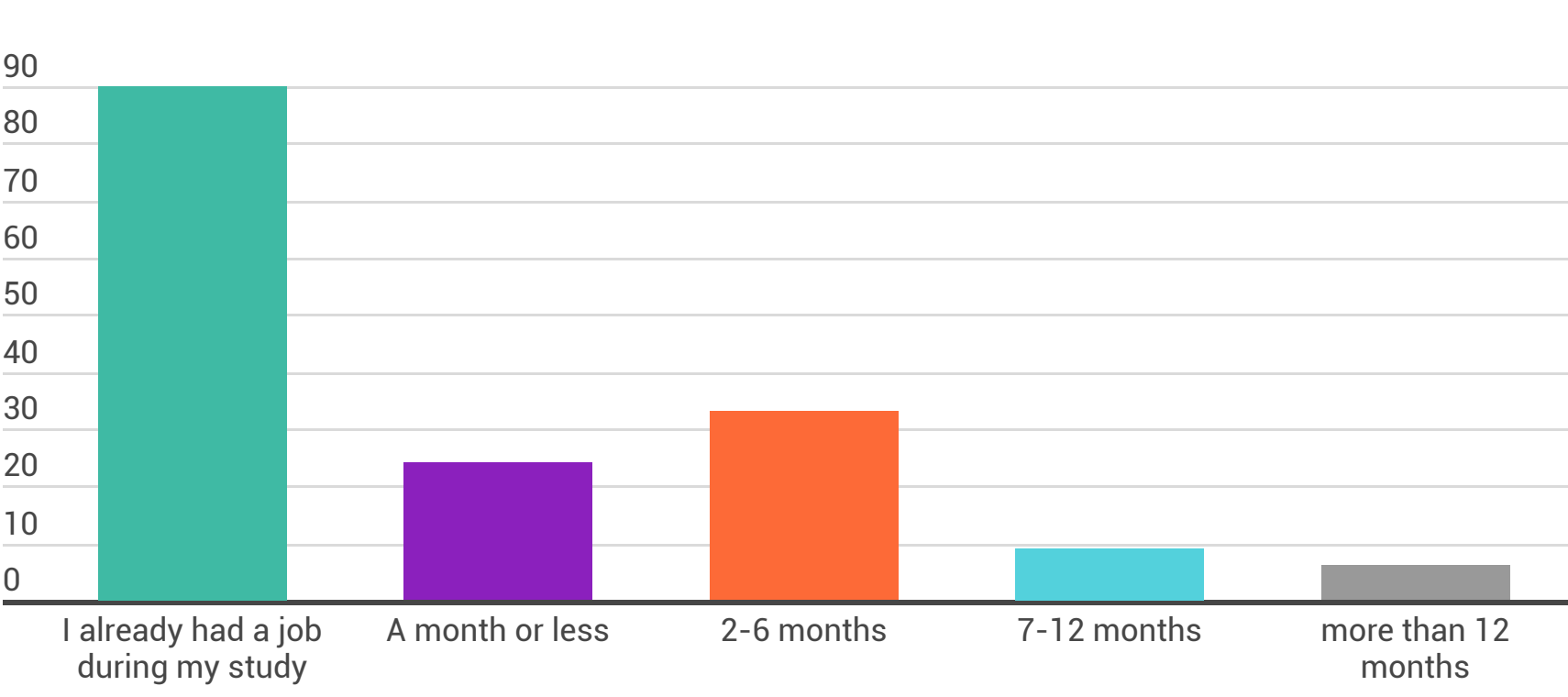
Job Sector



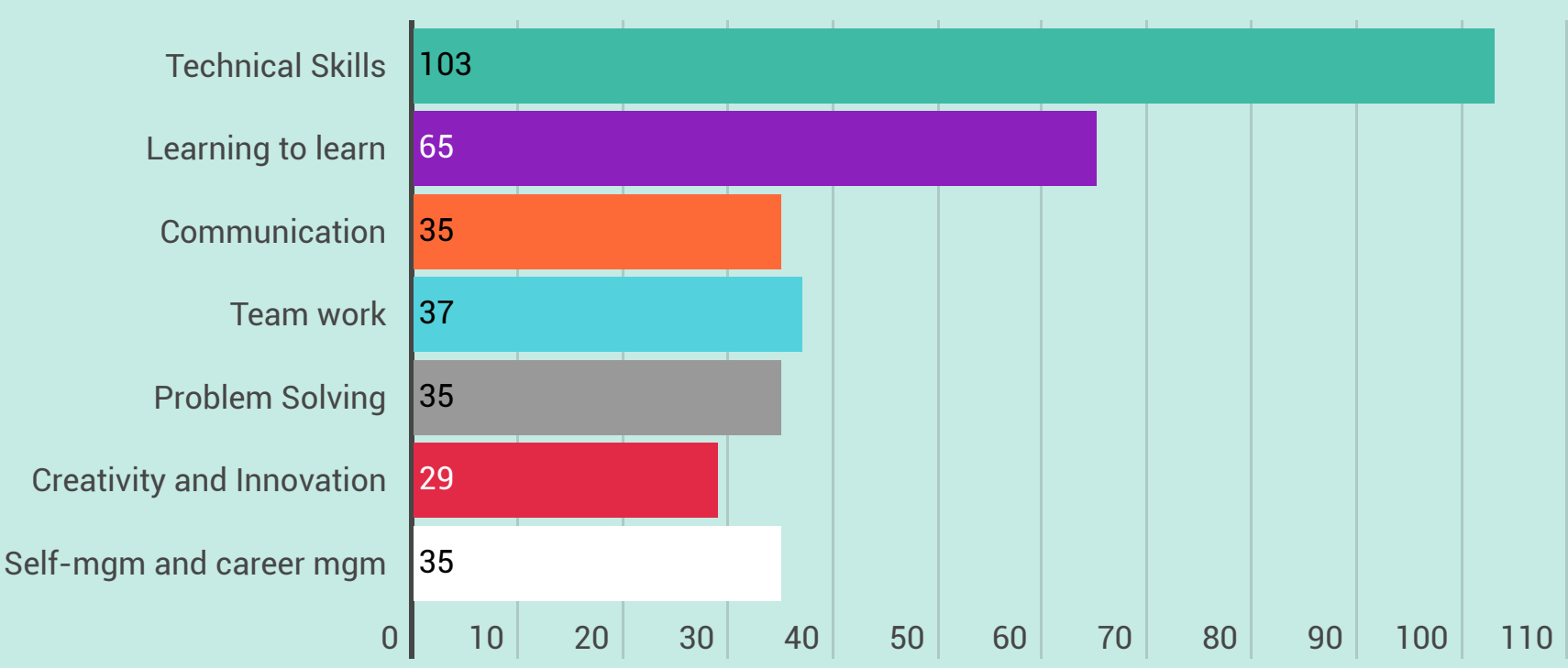
3.4 - Difficulties experienced when looking for a job



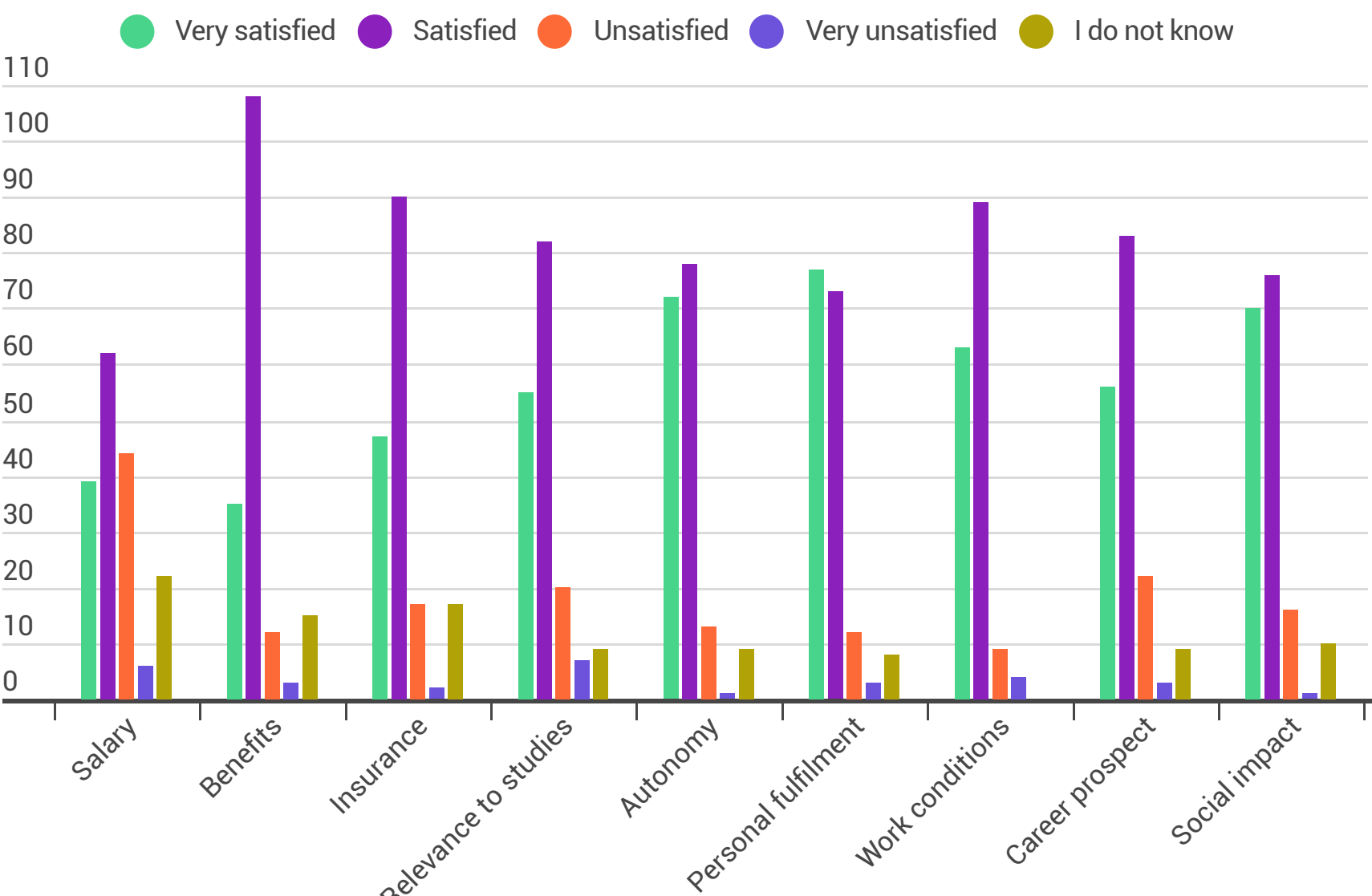
3.5 - months between study completion and first paid job



3.7 - Most important competences in your job

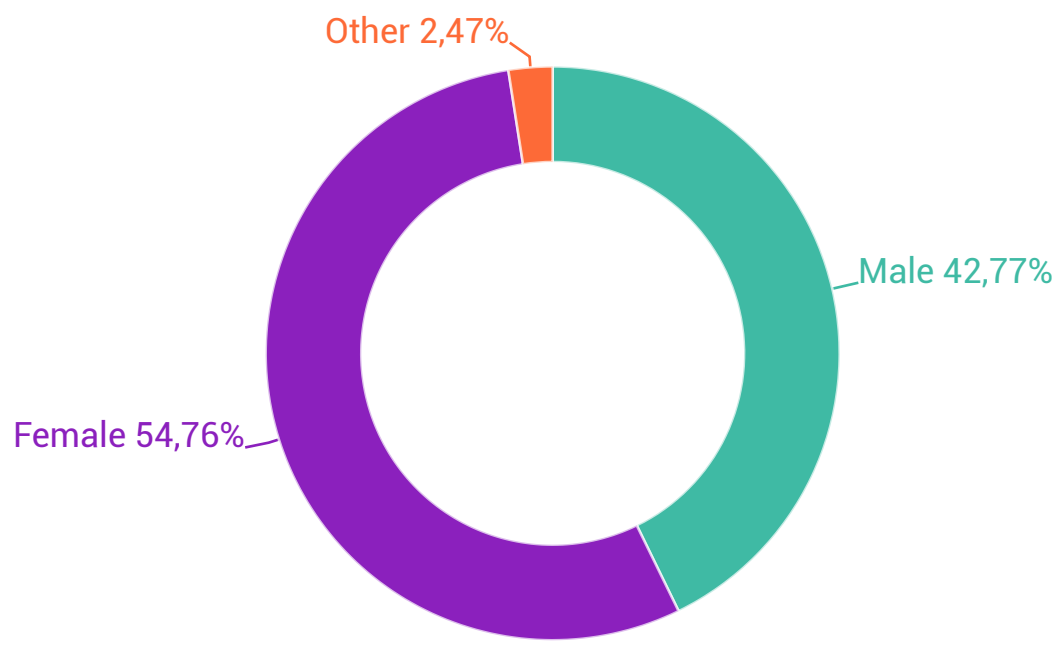


3.8 -How satisfied are you with your job, from the following points of view?

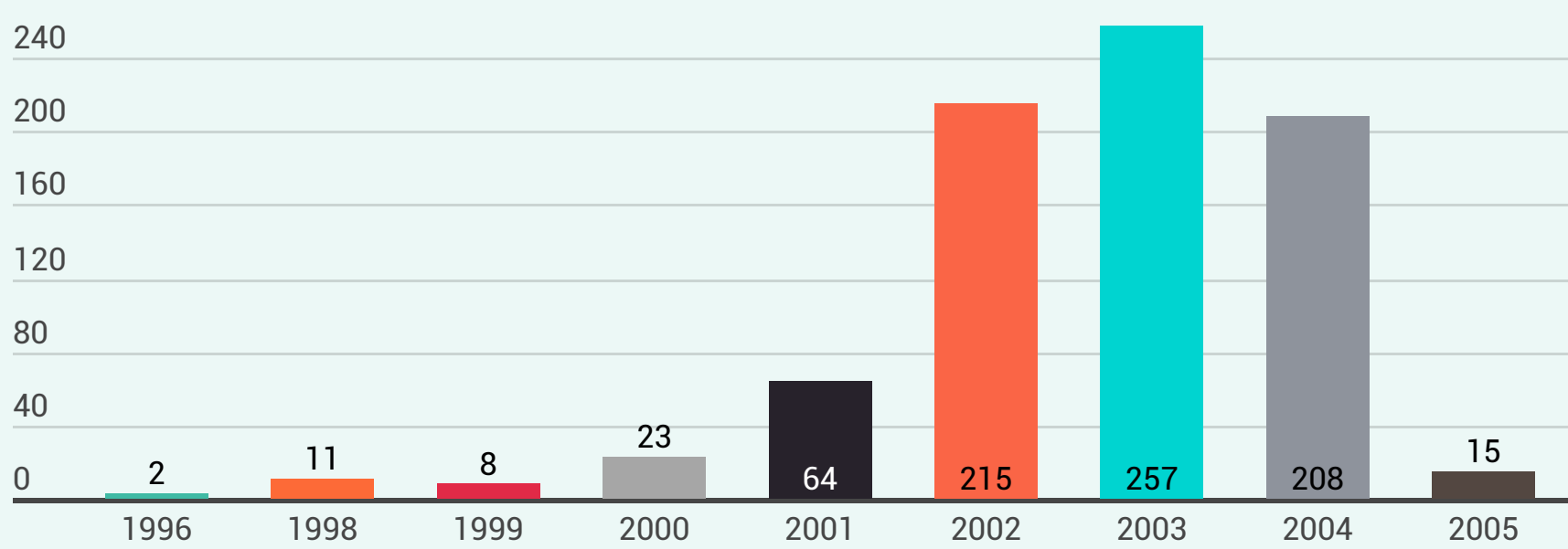


## SECTION III. DEMOGRAPHICS

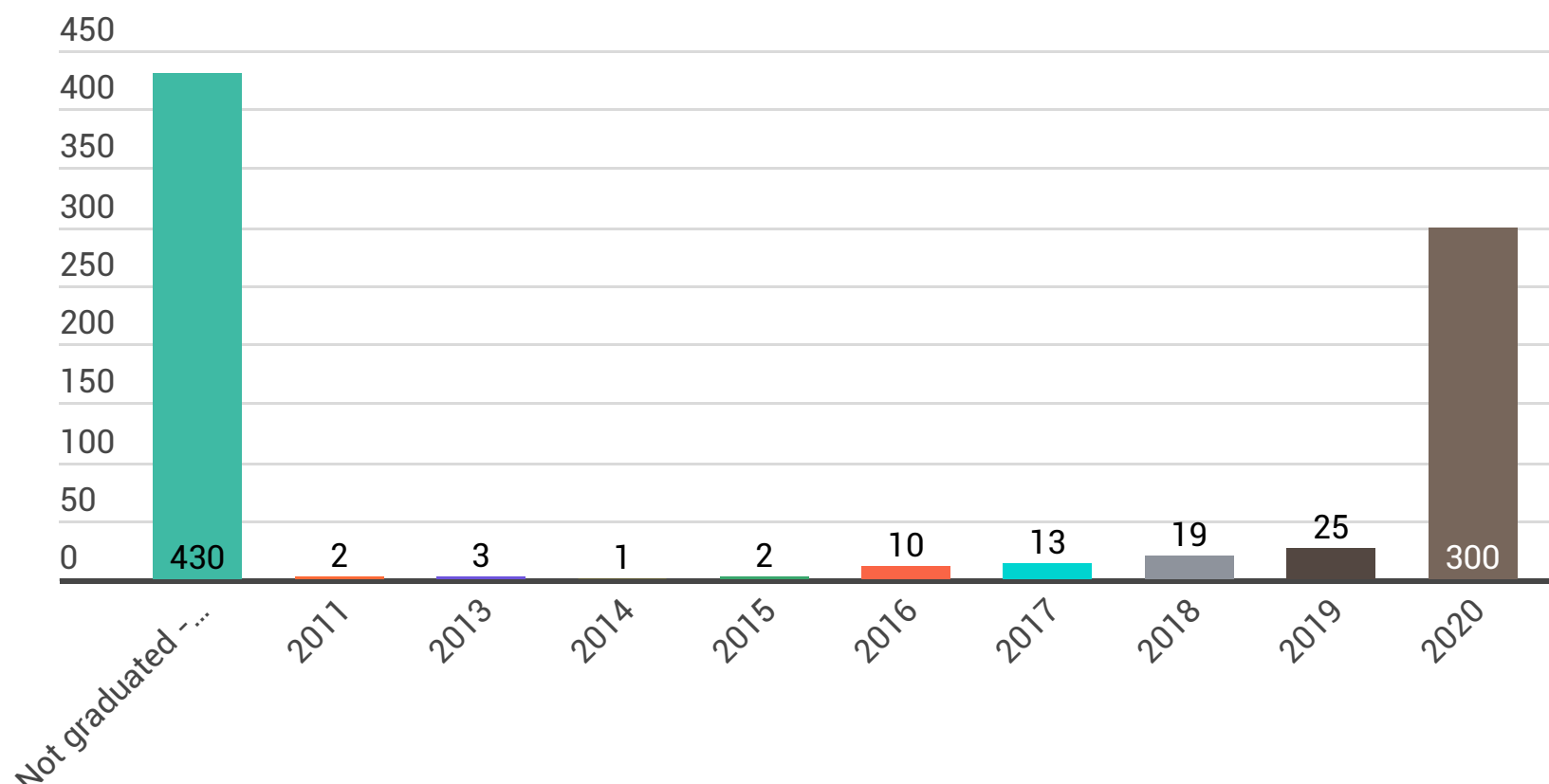
### Gender



### Year of birth



### Year of graduation



### Field of Studies



### Overall Italian Summary

The tool is necessary to improve the quality of work and it would also be useful to have it filled in by host companies. Having **feedback from companies** is fundamental for the design of courses and to be able to better plan the skills to be developed at school in order to create a greater synergy between school and company. This would help to bridge the frequent gaps that are created between labour demand and supply and the demand for specific figures, which are increasingly lacking in some sectors.

**The questionnaire is evaluated as a valid and useful tool but it should be simplified** in order to have a greater statistical value (it is possible that many final questions were answered hastily and inaccurately). Moreover, it would be useful to use a terminology more suitable for the users of CFP.

The questionnaire showed that the **WBL experience allows the development and strengthening of professional techniques and transversal skills**, such as effective communication and relationship management. **The experience as a whole was evaluated positively**, and the majority of respondents considered the curriculum to be sufficiently adequate to prepare for the apprenticeship. However, the need for more workshop and practical hours is stressed, as well as the need for access to simulated work experience, where people can train their technical and transversal skills in a protected context managed by trainers.

Finally, it should be noted that there are differences between trainees and apprentices, who struggled more with school/work time management.

### Survey Evaluation



The questionnaire has been evaluated as valid and useful tool and it will **be assumed in the organization as permanent tracking system, nevertheless it is too long and cumbersome**. Some of the questions are still difficult for the students to understand and they need to be followed and guided through the answers. There should be fewer, easier and possibly more closed questions.

### Evaluation of the survey tool, from a technical point of view

| Statement                                                               | Evaluation     |
|-------------------------------------------------------------------------|----------------|
| It was easy to review the answers                                       | Agree          |
| It was easy to create and edit the questionnaire                        | Strongly Agree |
| The questionnaire did not work correctly, there were technical problems | Disagree       |

# WP2 | Eduwork.Net Survey Lithuania Report

## EduWork.Net

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Project No.609096-EPP-1-2019-1-IT-EPPKA3-VET-NETPAR



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### SECTION I: EDUCATION AND WORK-BASED LEARNING

## Quantitative data



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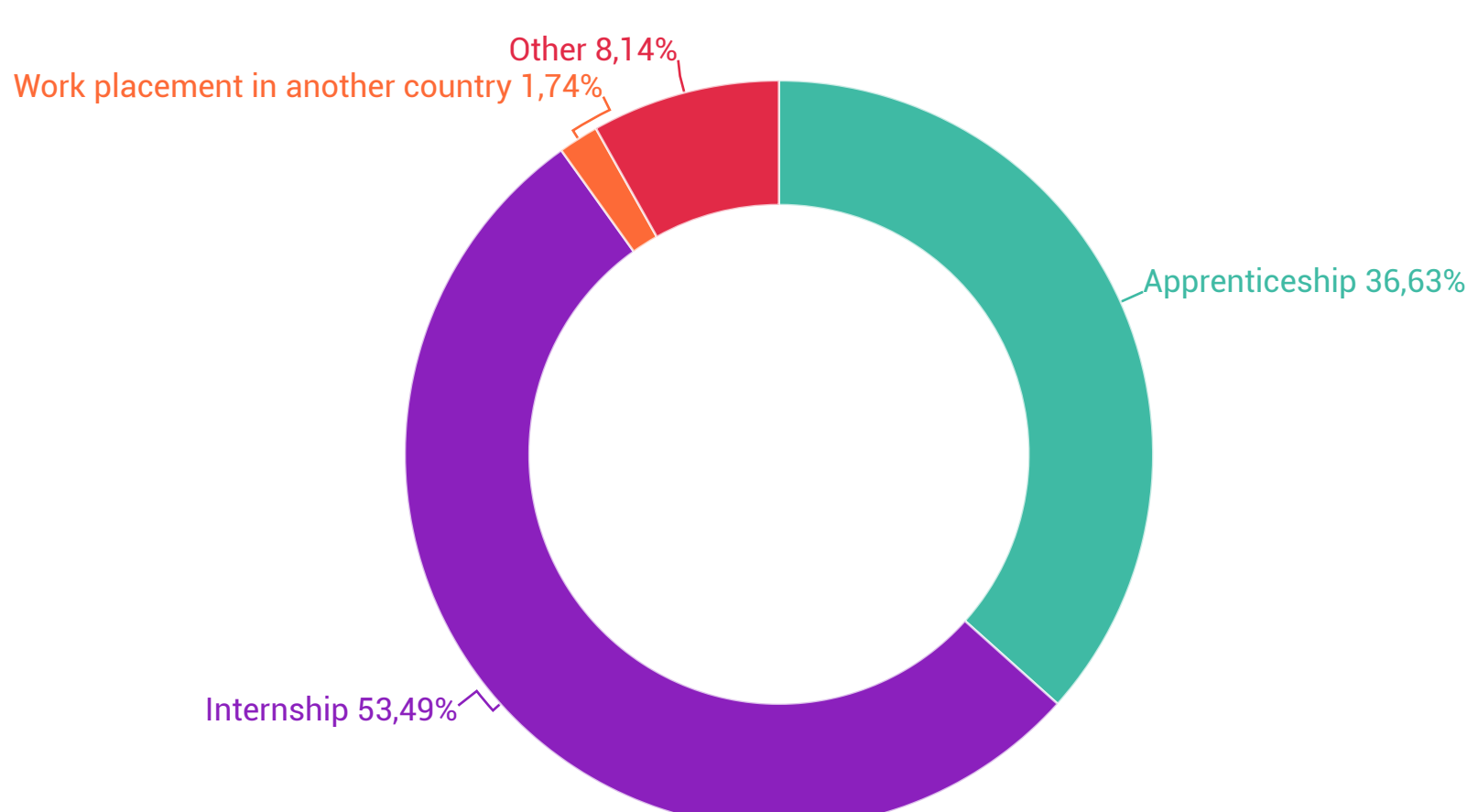
**VET centers  
involved in the  
survey**



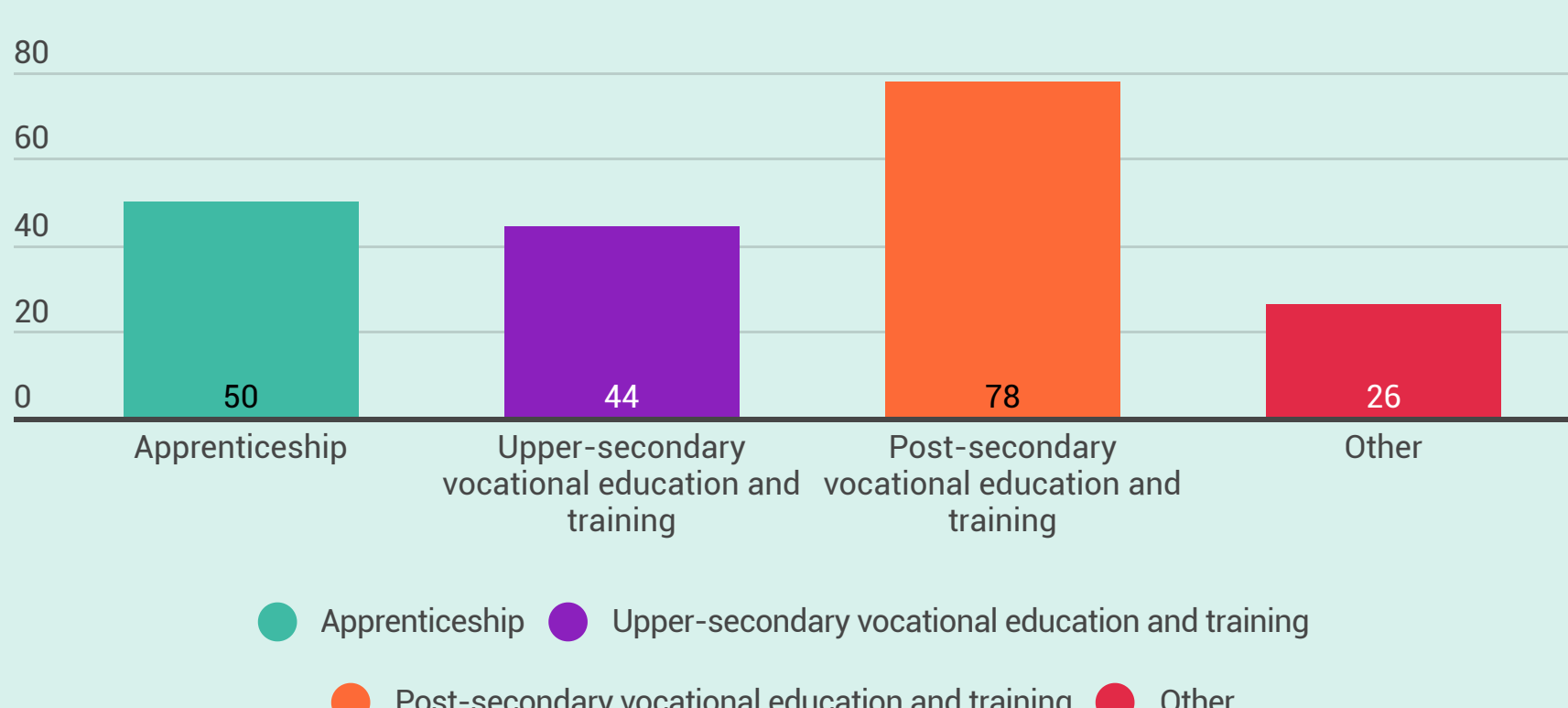
201

**Respondents  
involved in the  
survey**

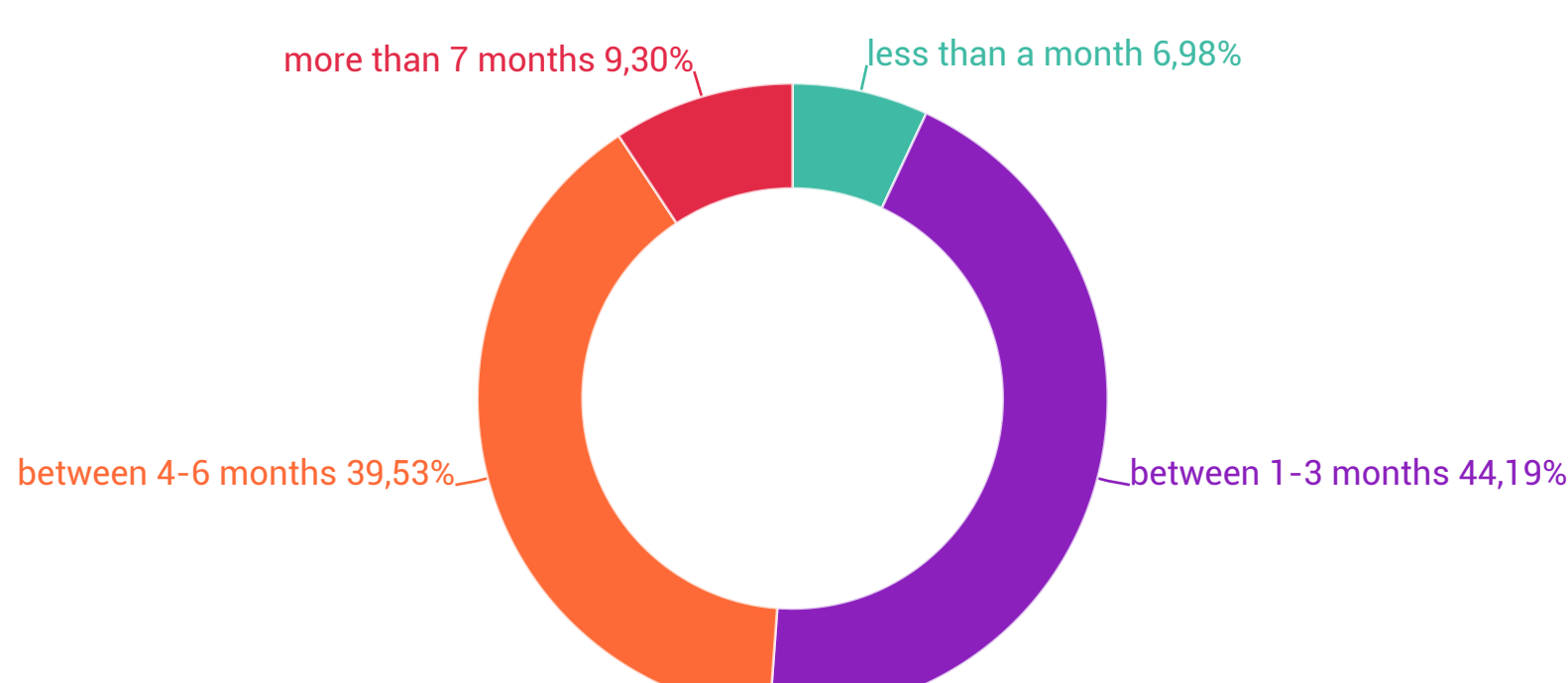
### Type of WBL experience



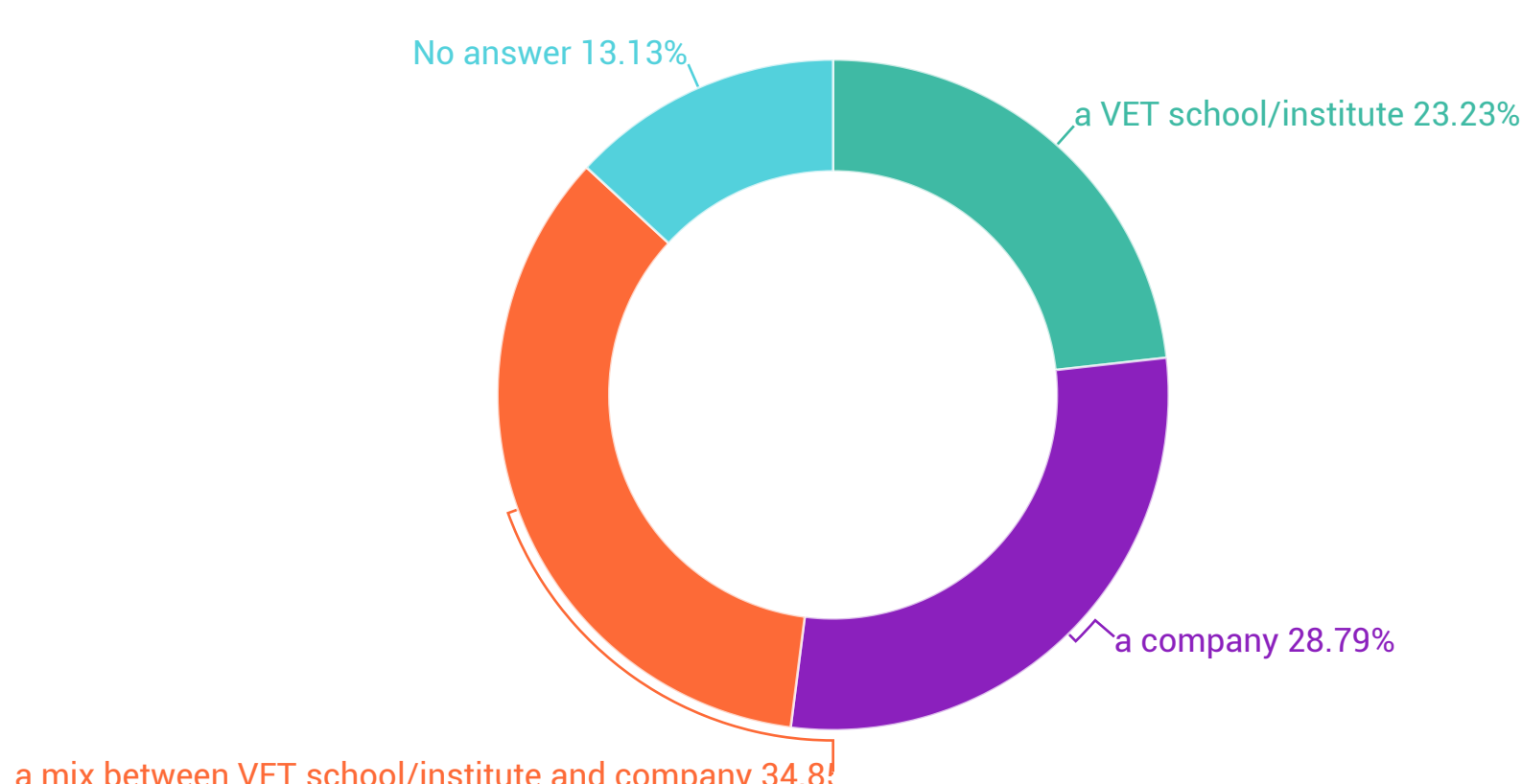
### Study level during WBL experience



### Duration of work-based learning



### Host organisation is/was:



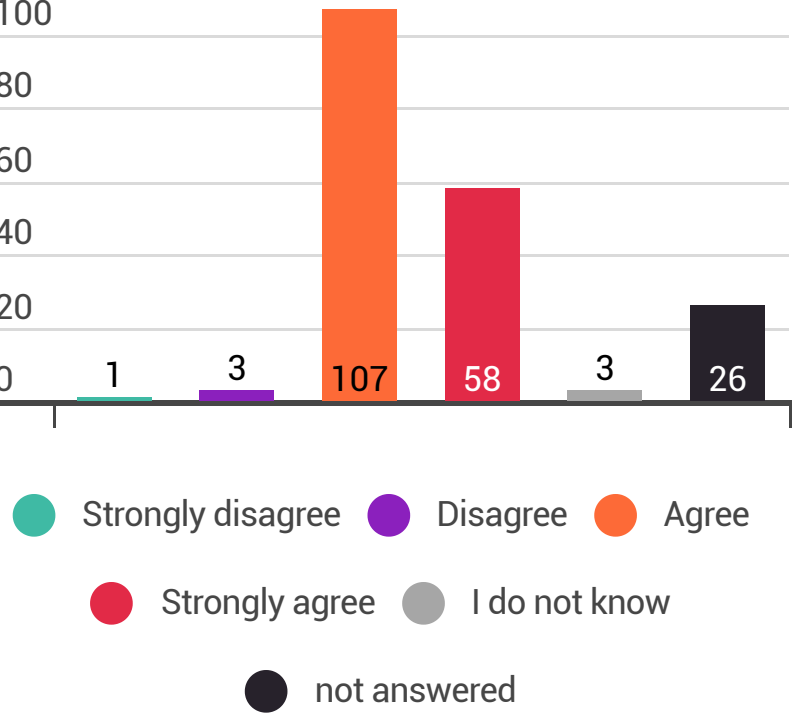


SECTION I: EDUCATION AND WORK-BASED LEARNING

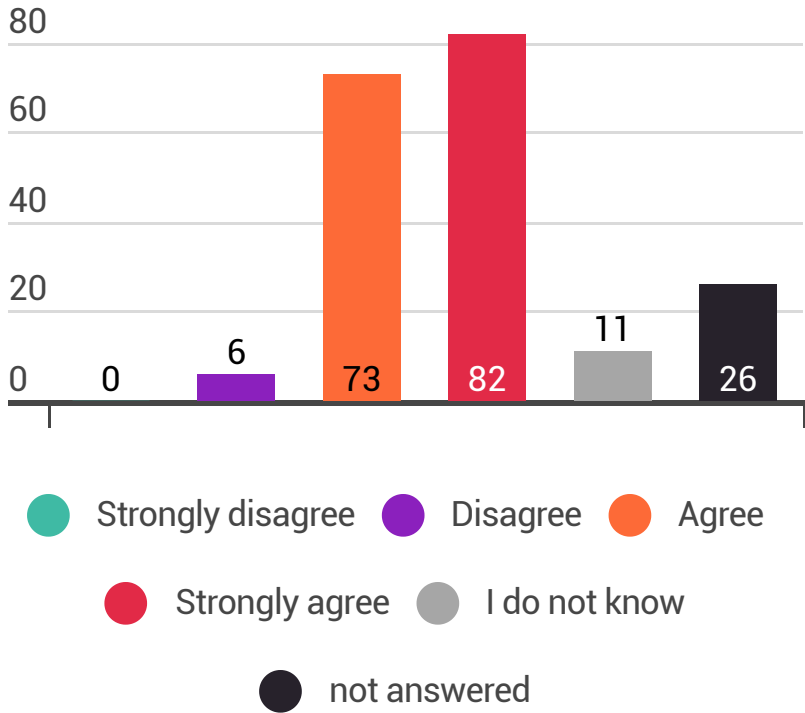
Qualitative data

2.6 - To what extent do you agree or disagree with the following statements connected to your study and the work-based learning?

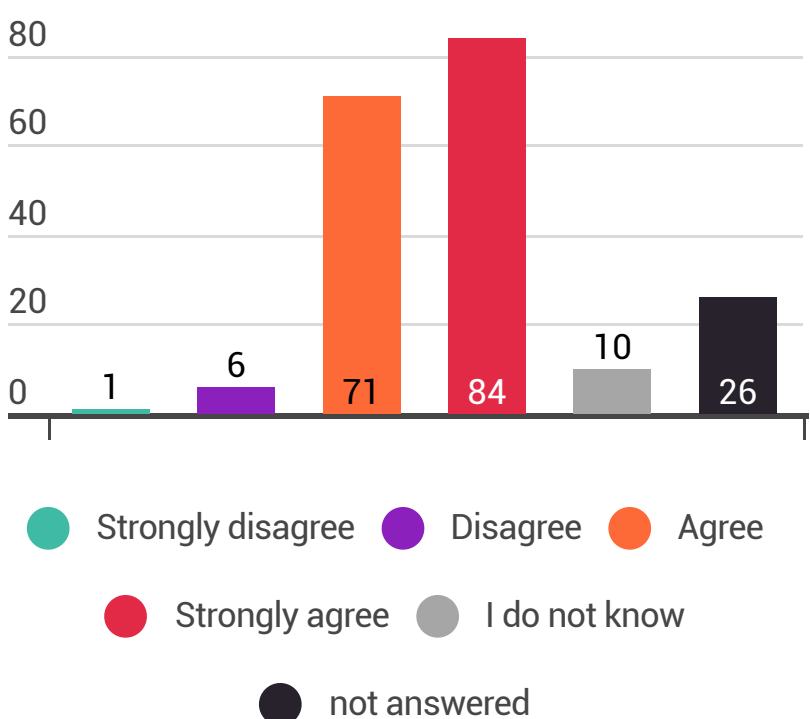
My study programme properly prepared me for the work-based learning in the company



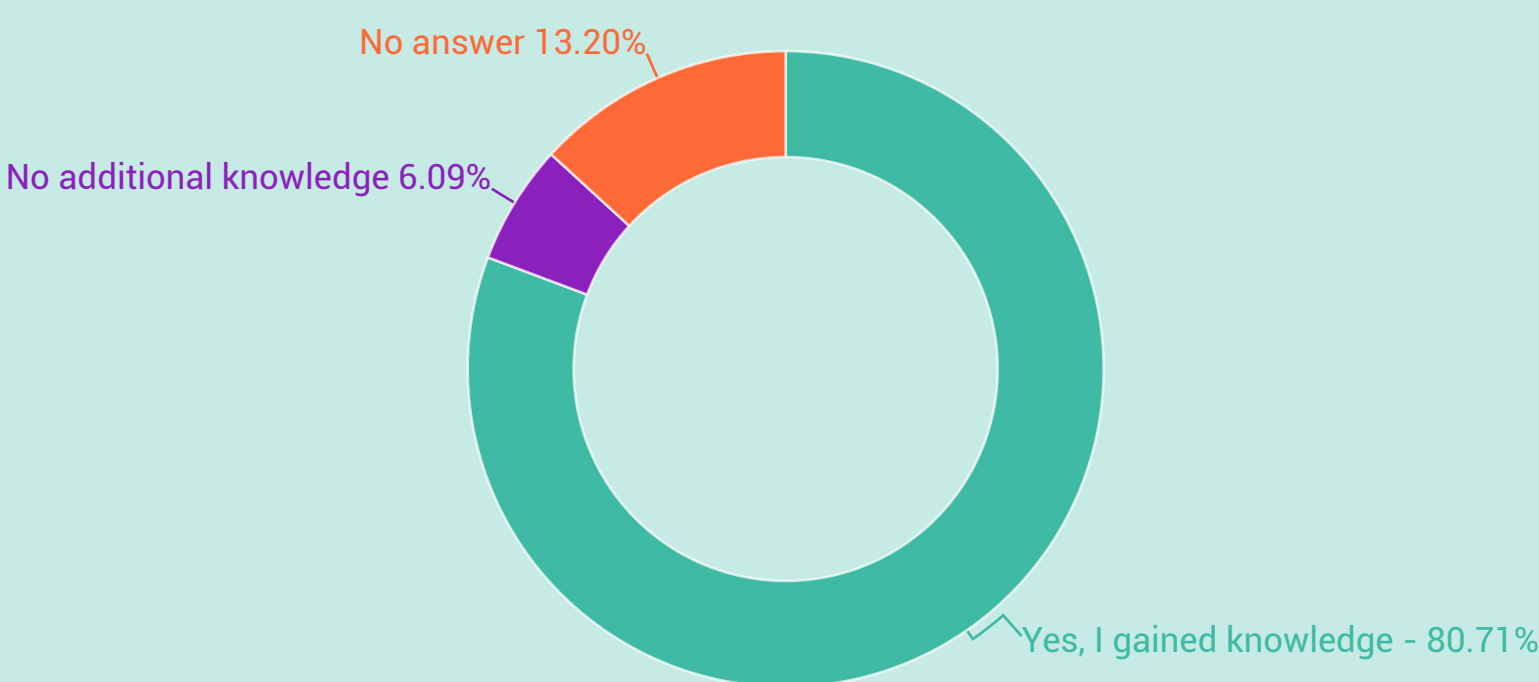
During the work-based learning, I had the opportunity to practice skills that I acquired in my studies



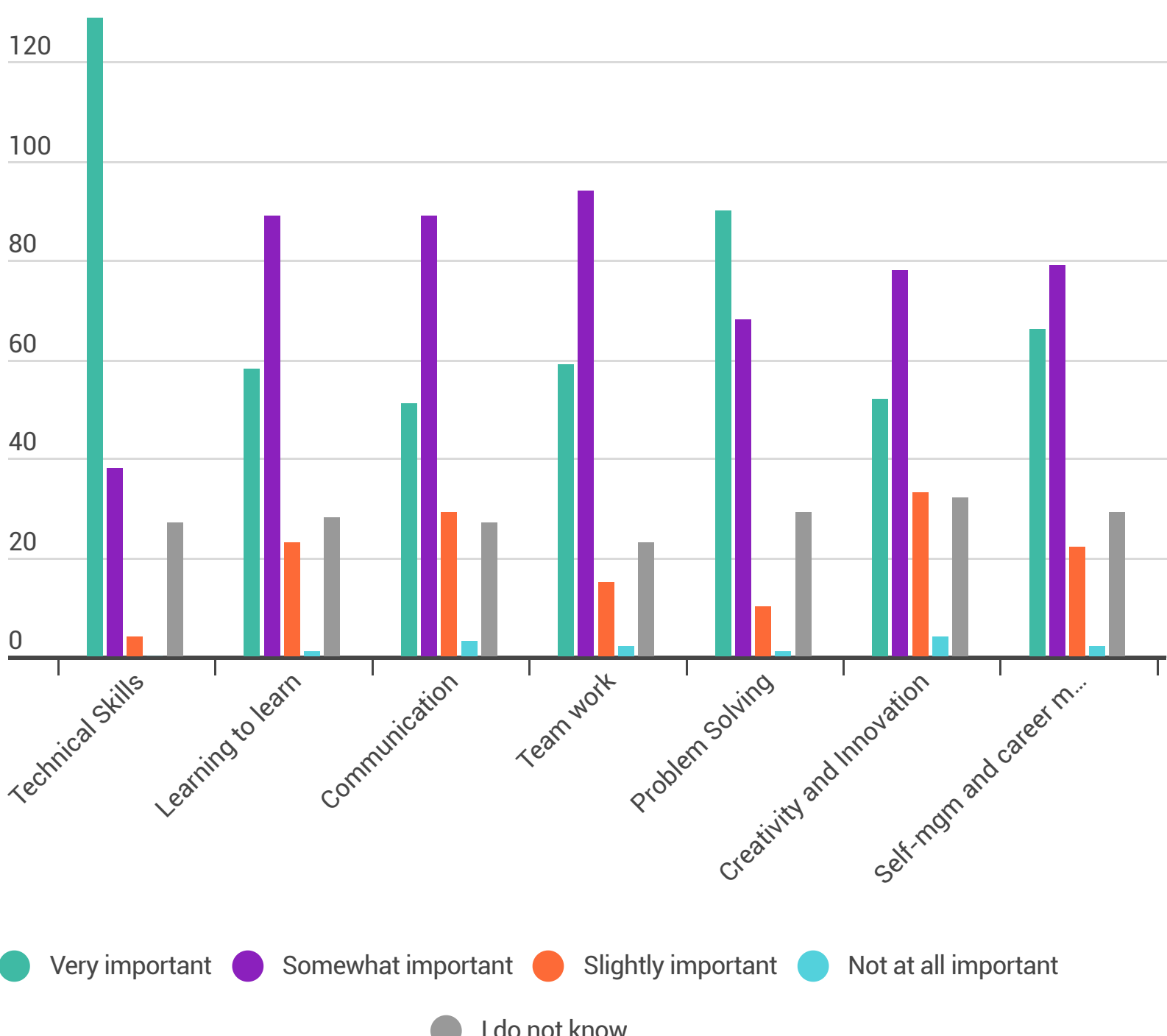
Work-based learning complemented my studies



2.7 - Did you gain knowledge, skills or competences or professional experience during your WBL that you would not have gained in your studies?



2.8 - How important was your WBL experience for the development of technical and soft skills?



Q.2.9 | 2.12 - Learning Agreement

99 participants



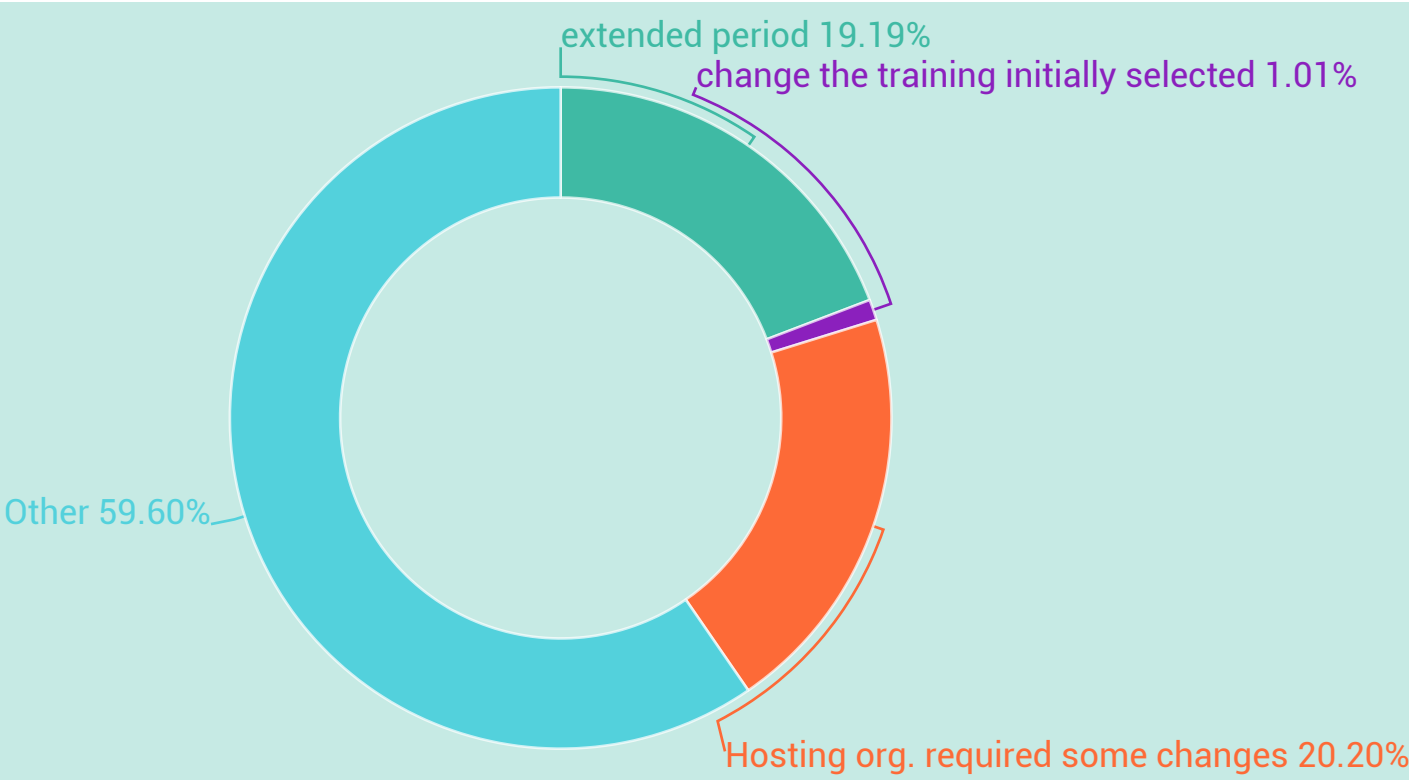
Had a Learning Agreement with defined learning outcomes drawn up before WBL

42 Participants



Changed Learning Agreement during WBL

Why was the Learning Agreement changed?





## SECTION I: EDUCATION AND WORK-BASED LEARNING

## Qualitative data

## 2.13 - How could the study programme better prepare you for the apprenticeship and for employment?

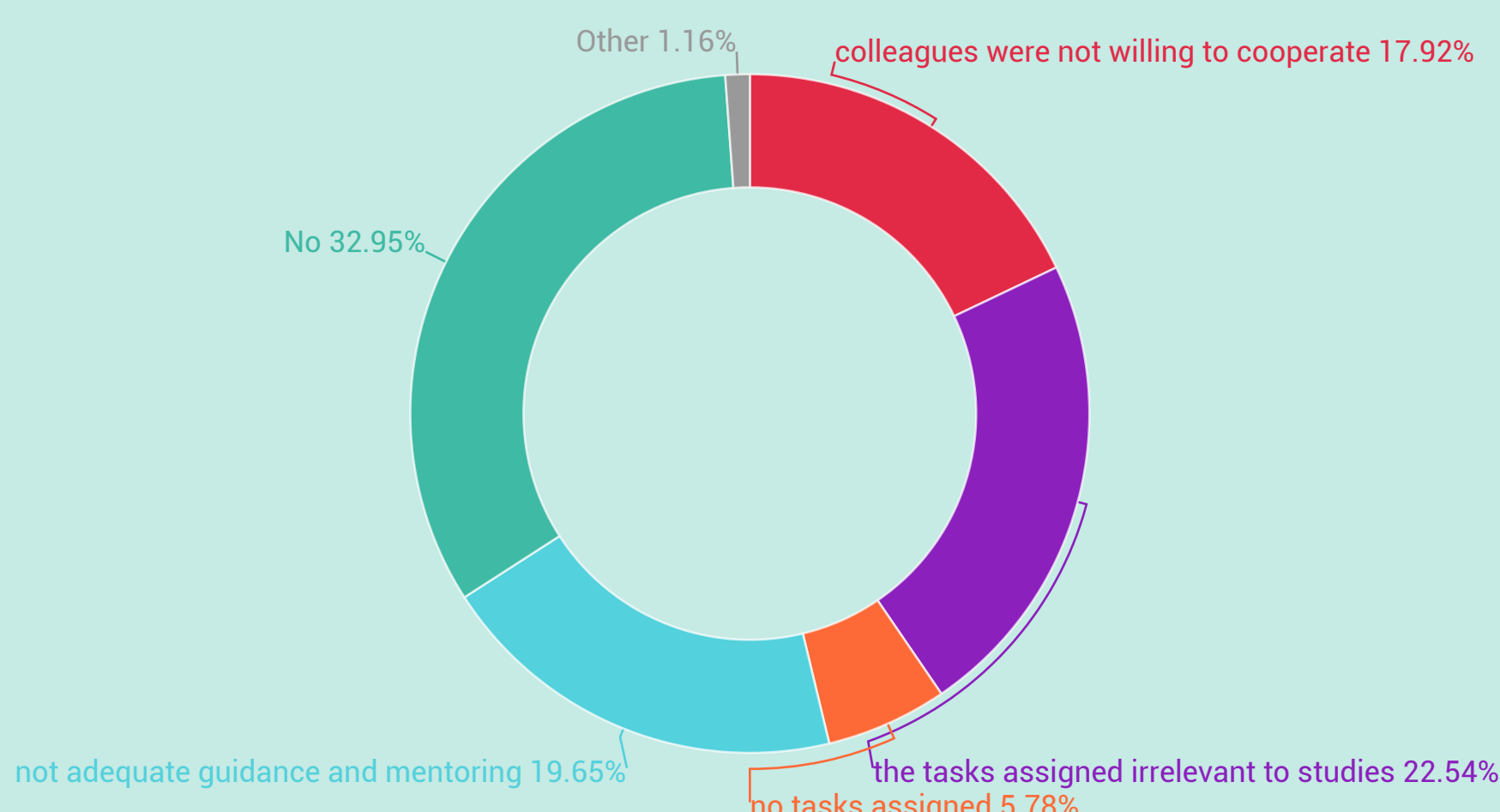
\* a summary of all given answers

Most of the interviewees believe that there is nothing to add to the curriculum.

However, some respondents provided the following suggestions:

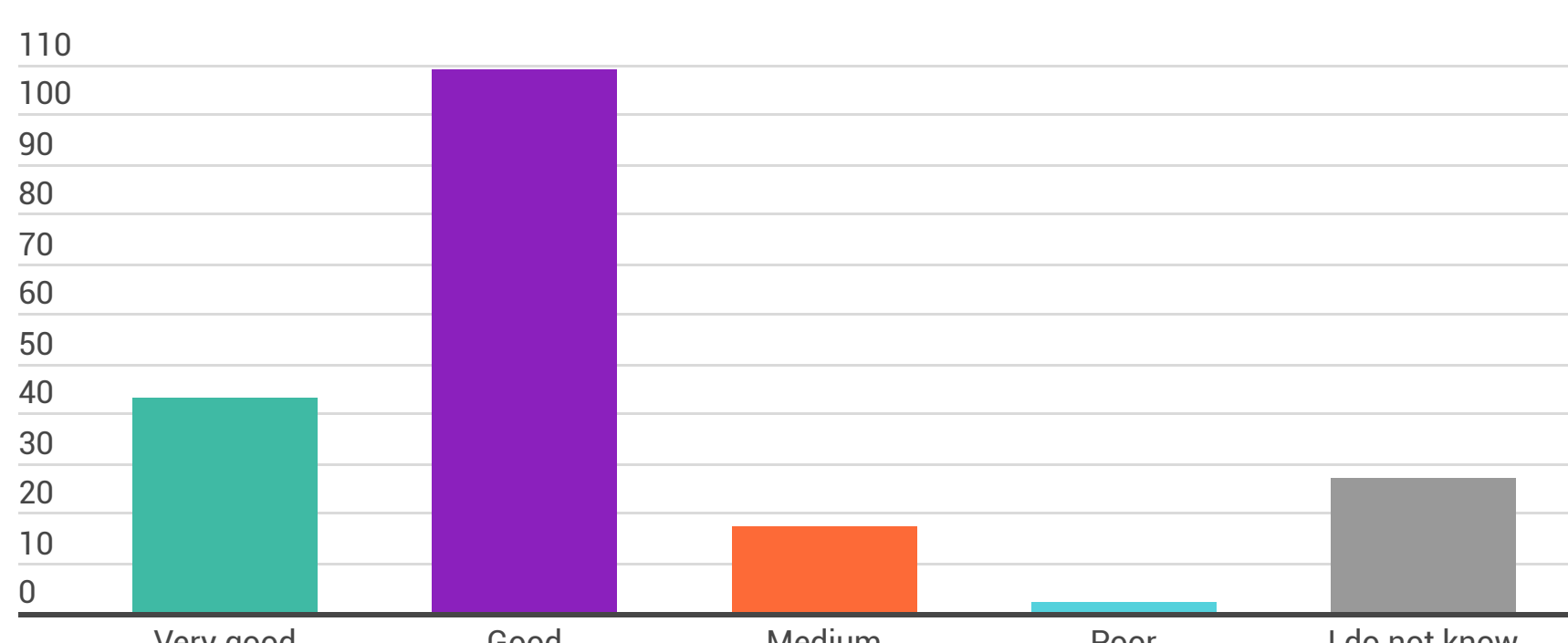
- More time for practice
- More attention to communication issues
- teamwork
- to swap module sequence
- to teach theory remotely

## 2.14 - Were there any negative elements that hindered the successful implementation of the work-based learning?

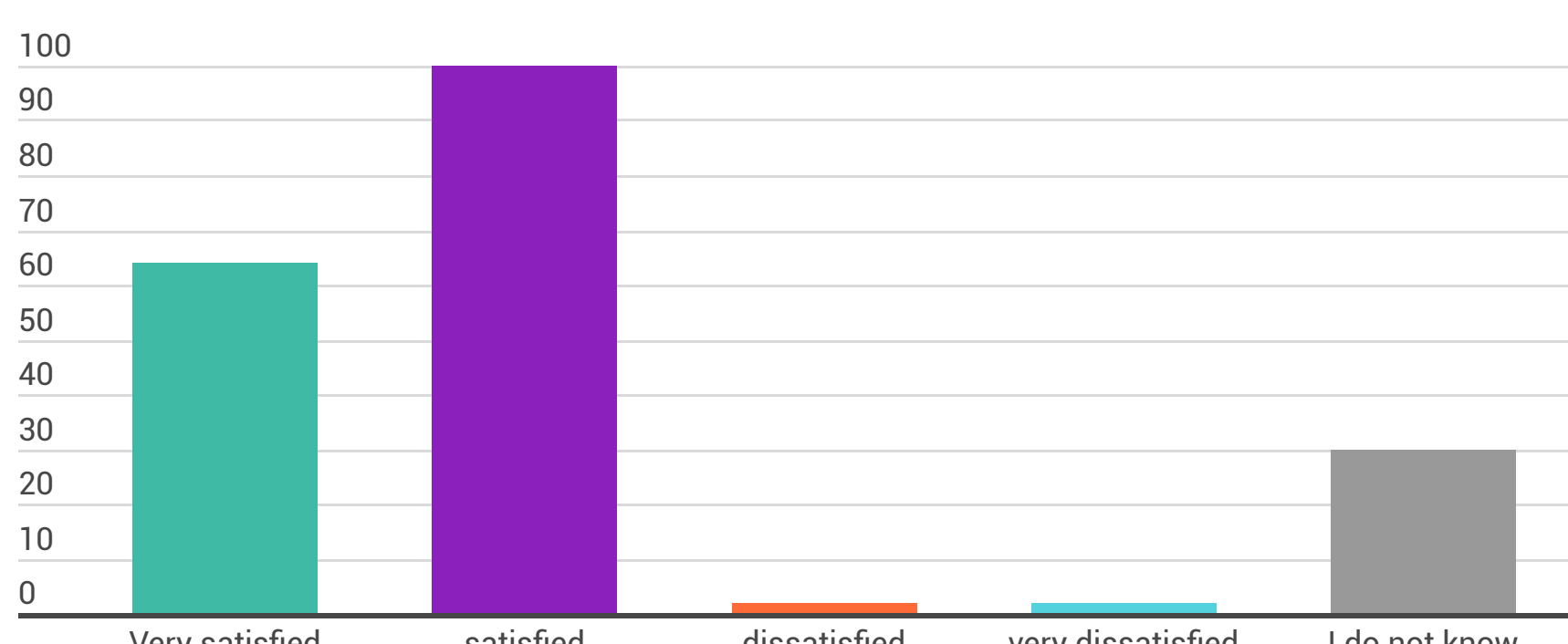


## Q. 2.16 | 2.18 - Work-based learning experience satisfaction

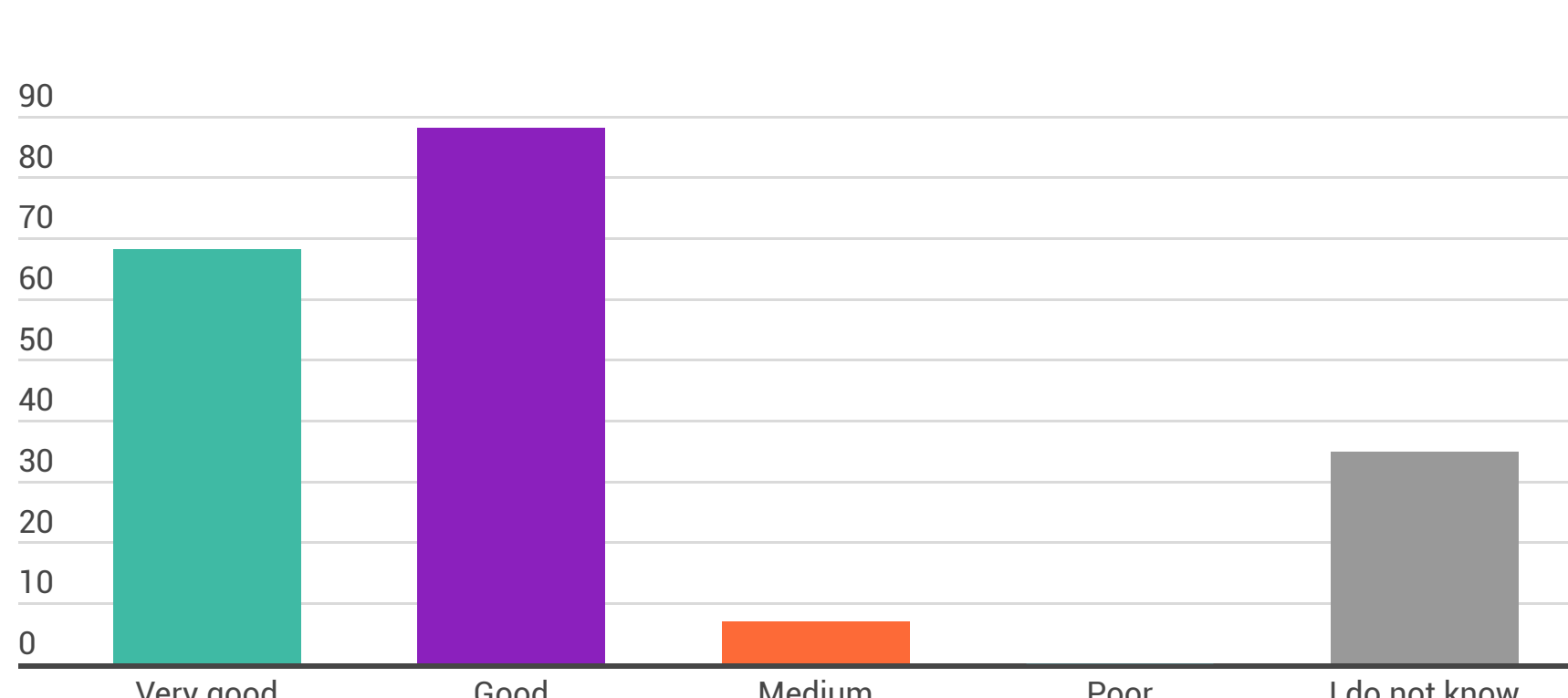
How would you evaluate the work-based period?



How satisfied are you with the work-based learning?



How helpful was the work-based learning for your career path?



## 2.19 - What suggestions would you give to the companies to make the work-based learning experience more effective?

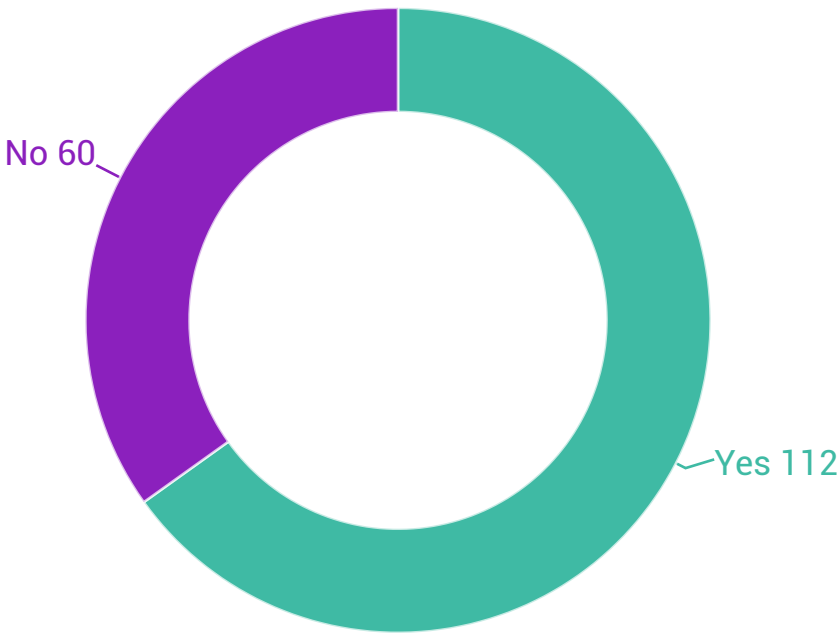
Most of the respondents believe they have nothing to suggest to the host company

Some other frequent answers:

- Better cooperation with schools
- More time&attention to apprentice
- More practical tasks
- More trust in apprentice
- Incentives to young specialists
- To employ more apprentices
- To introduce modern technologies in place
- To get more involved into VET provider programs
- To change old standards&stereotypes

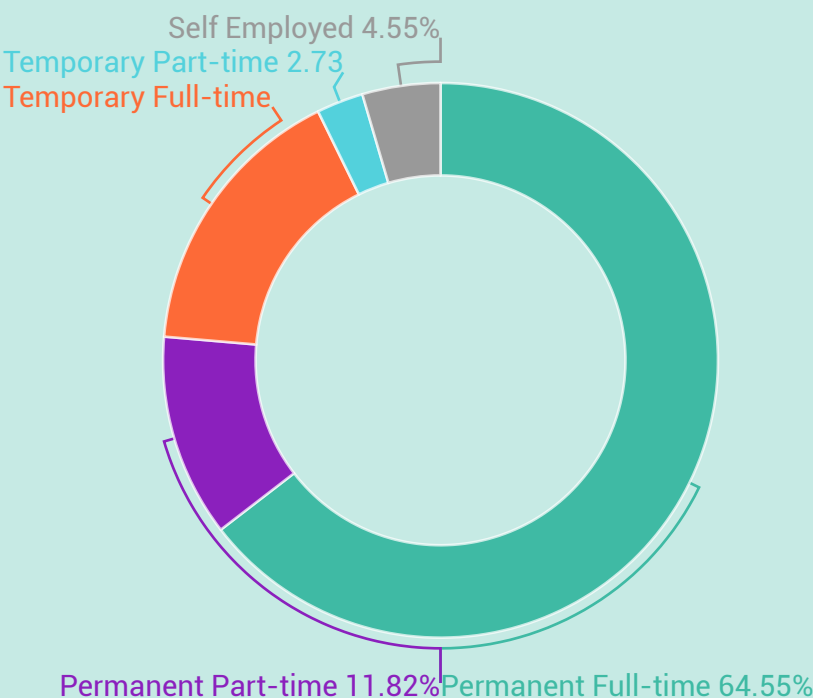
SECTION II: EMPLOYMENT STATUS

3.1 - Are you currently employed or have you been employed after your studies?

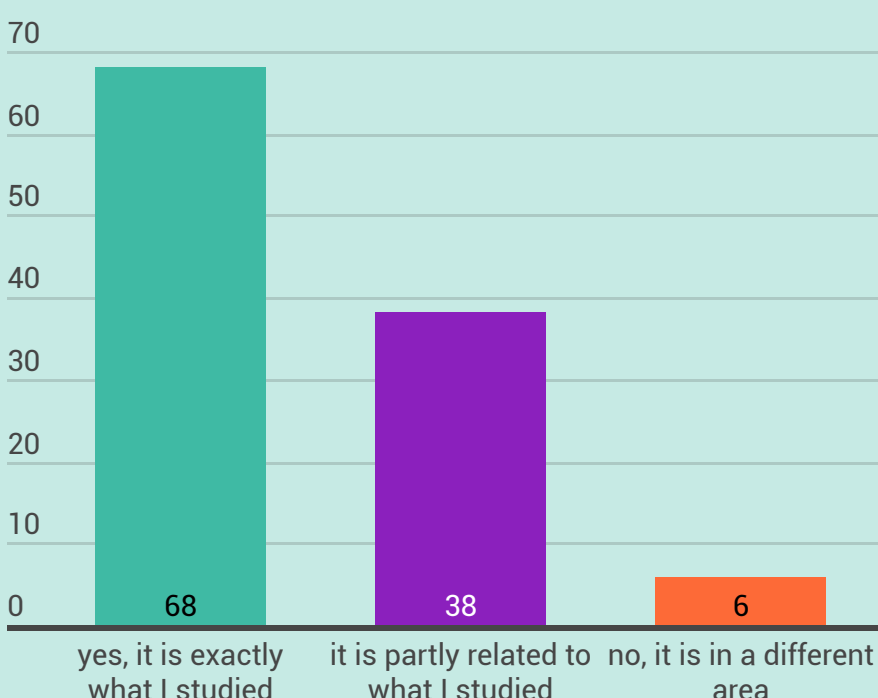


3.2 - 3.3 - 3.6 Employment details

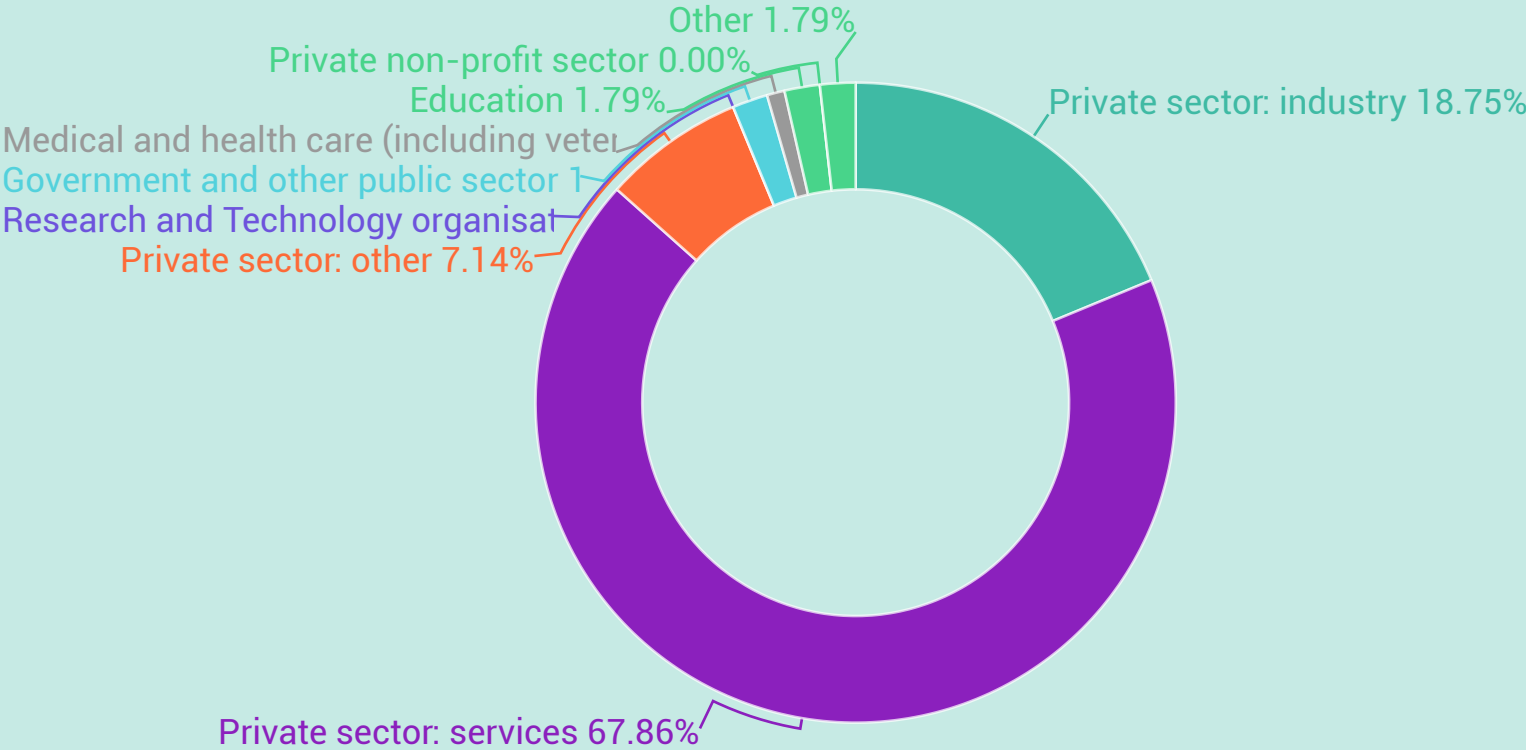
Main employment status



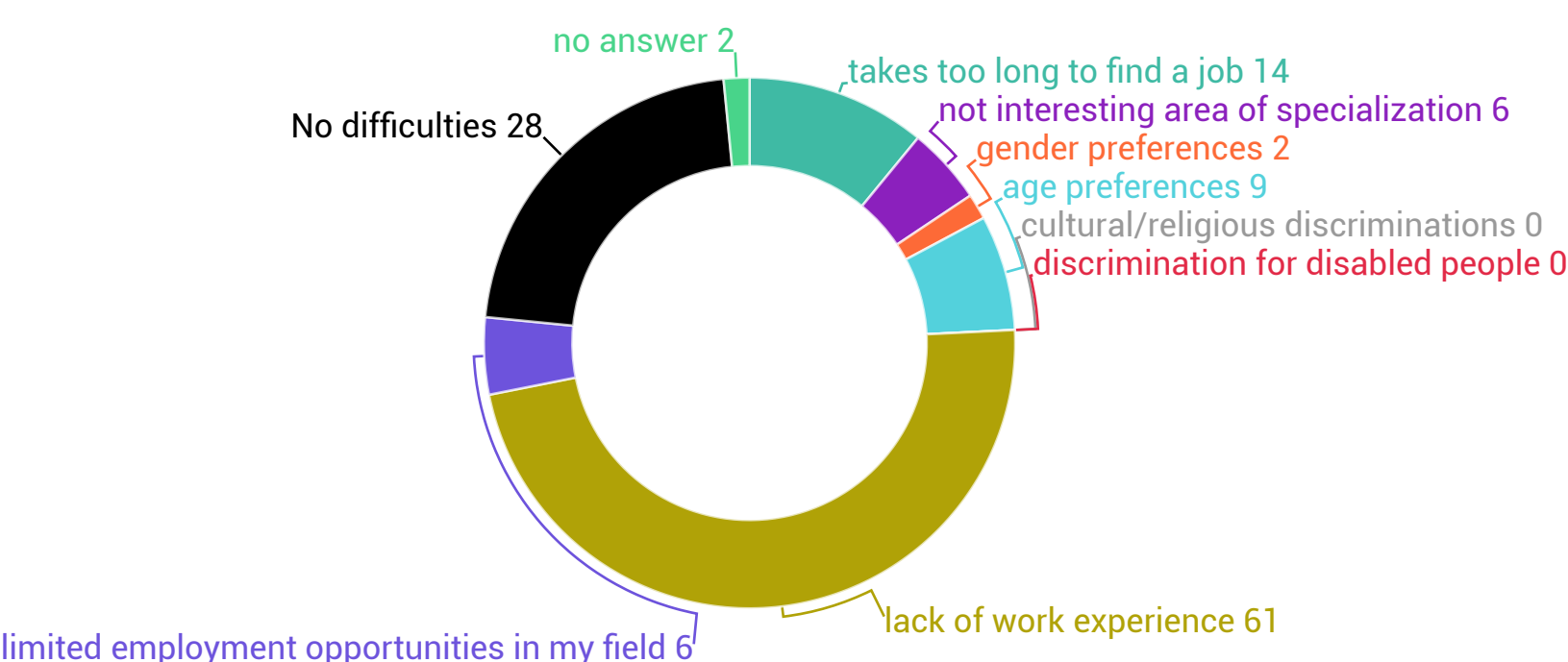
Is the job related to study?



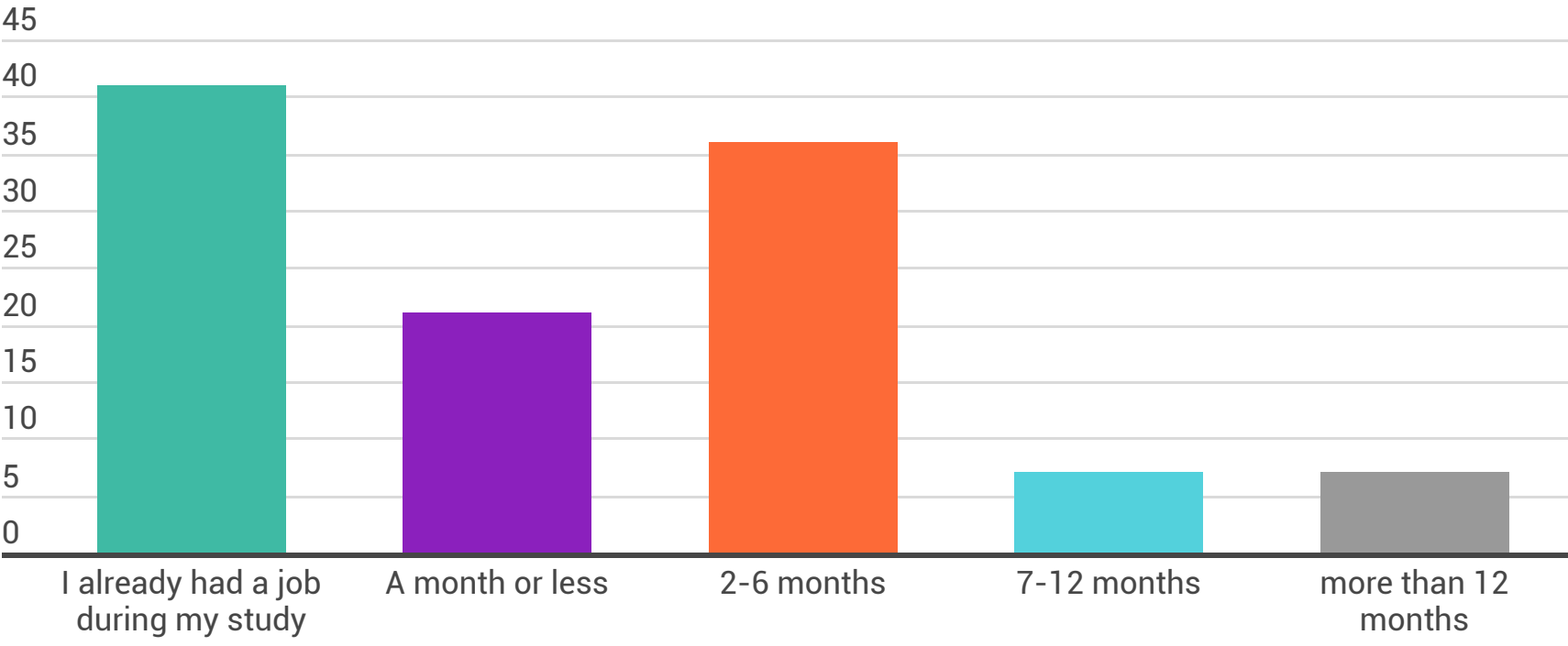
Job Sector



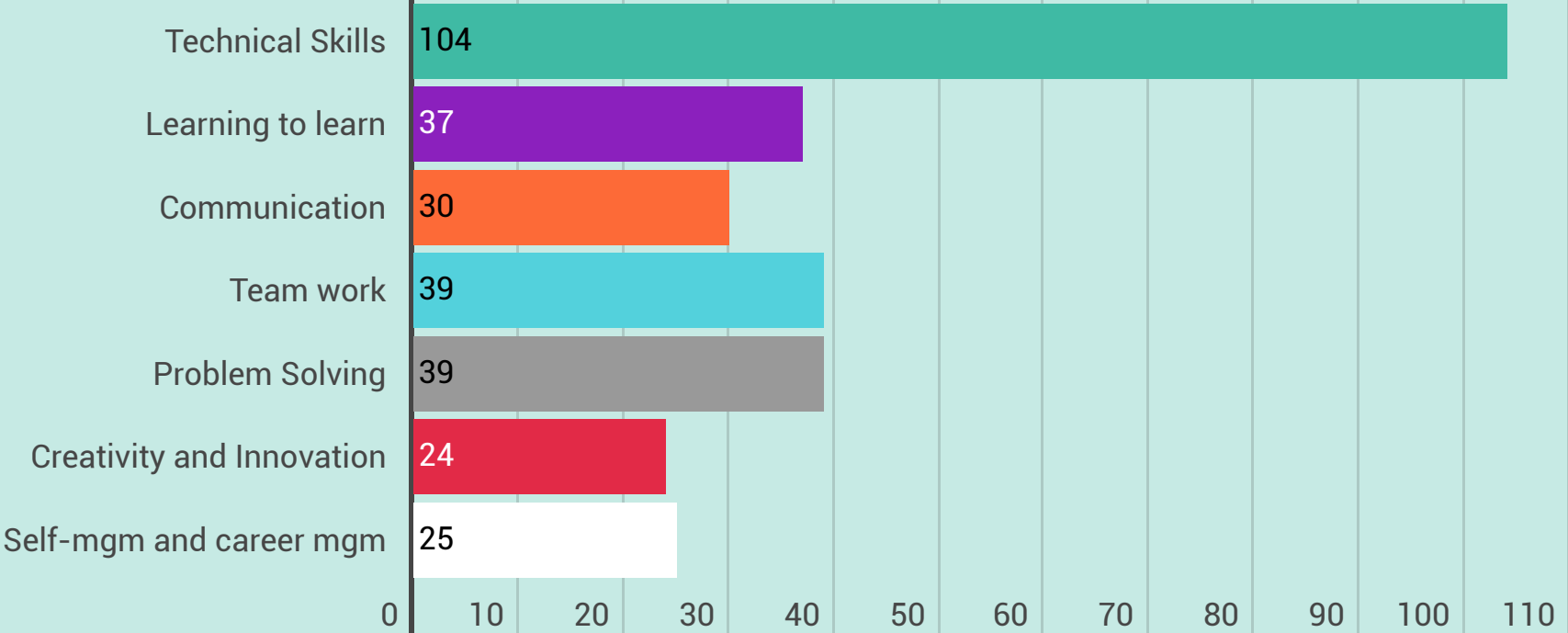
3.4 - Difficulties experienced when looking for a job



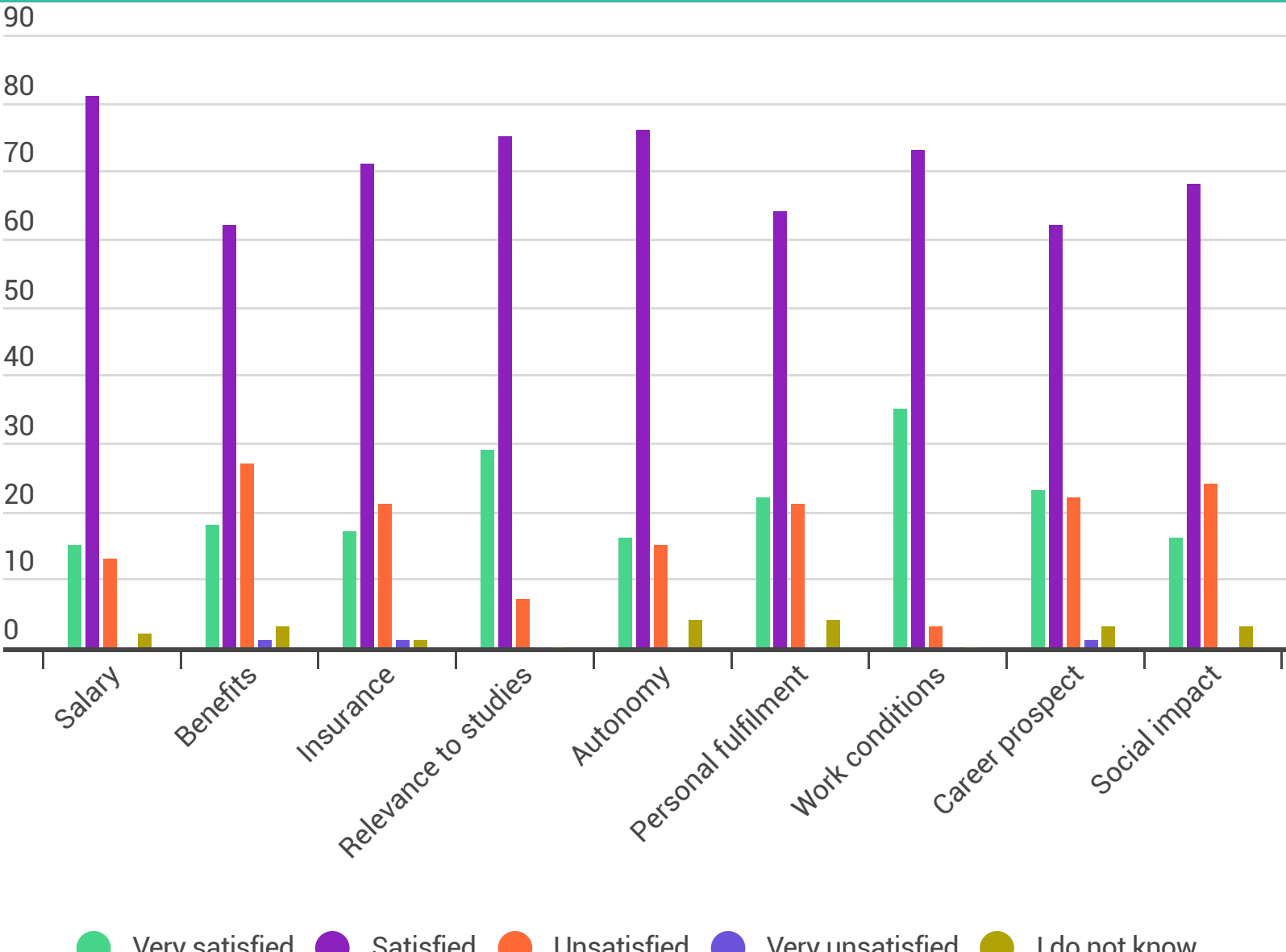
3.5 - months between study completion and first paid job



3.7 - Most important competences in your job

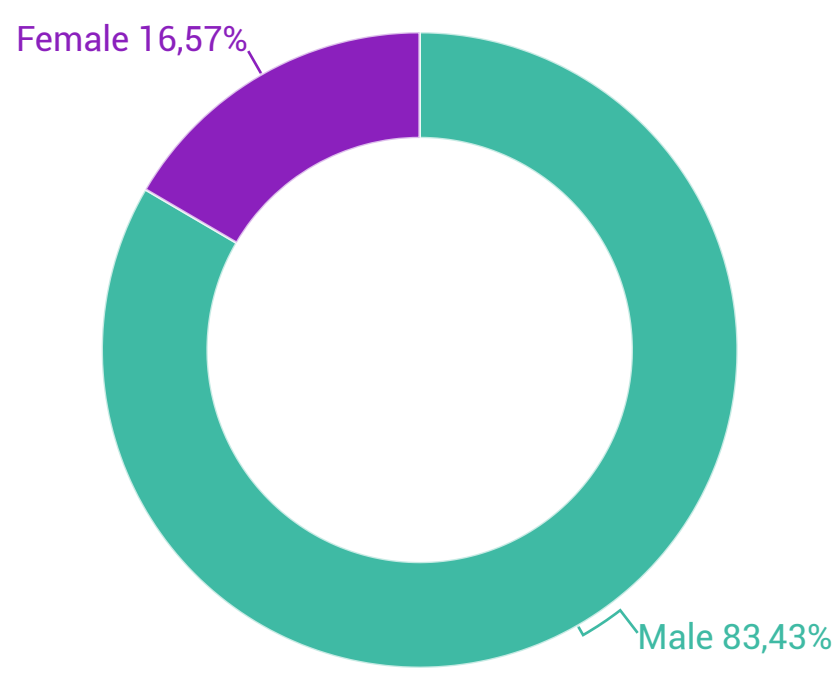


3.8 -How satisfied are you with your job, from the following points of view?

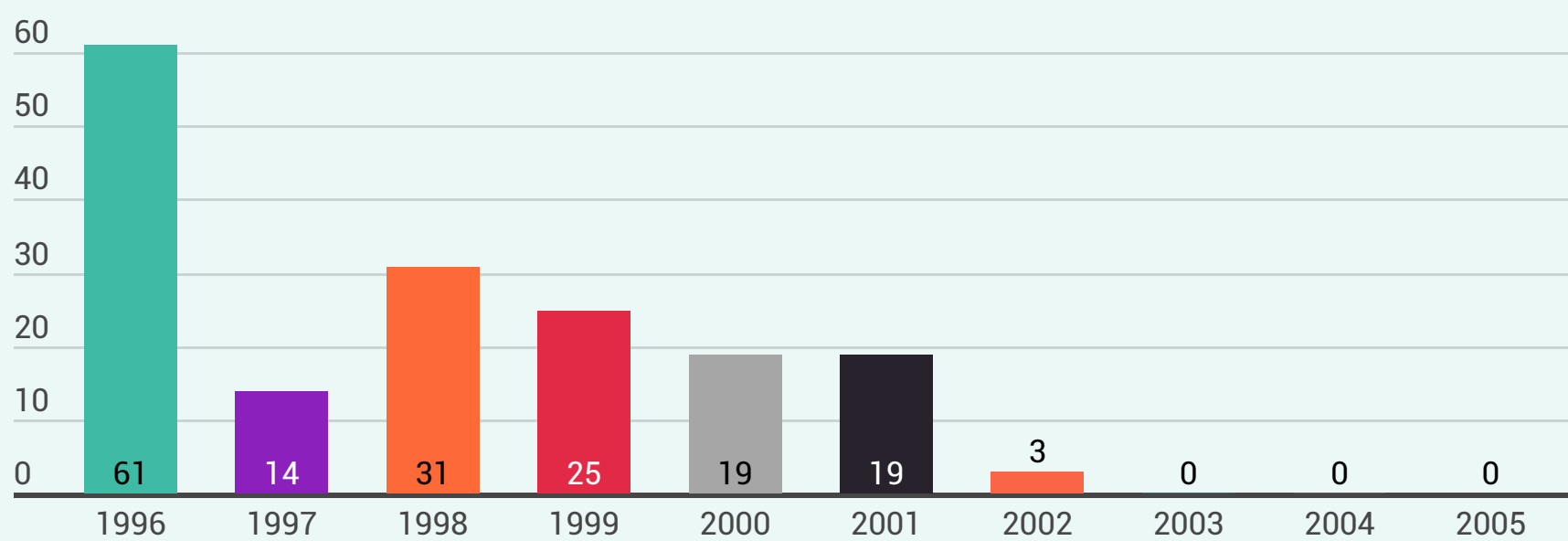


## SECTION III. DEMOGRAPHICS

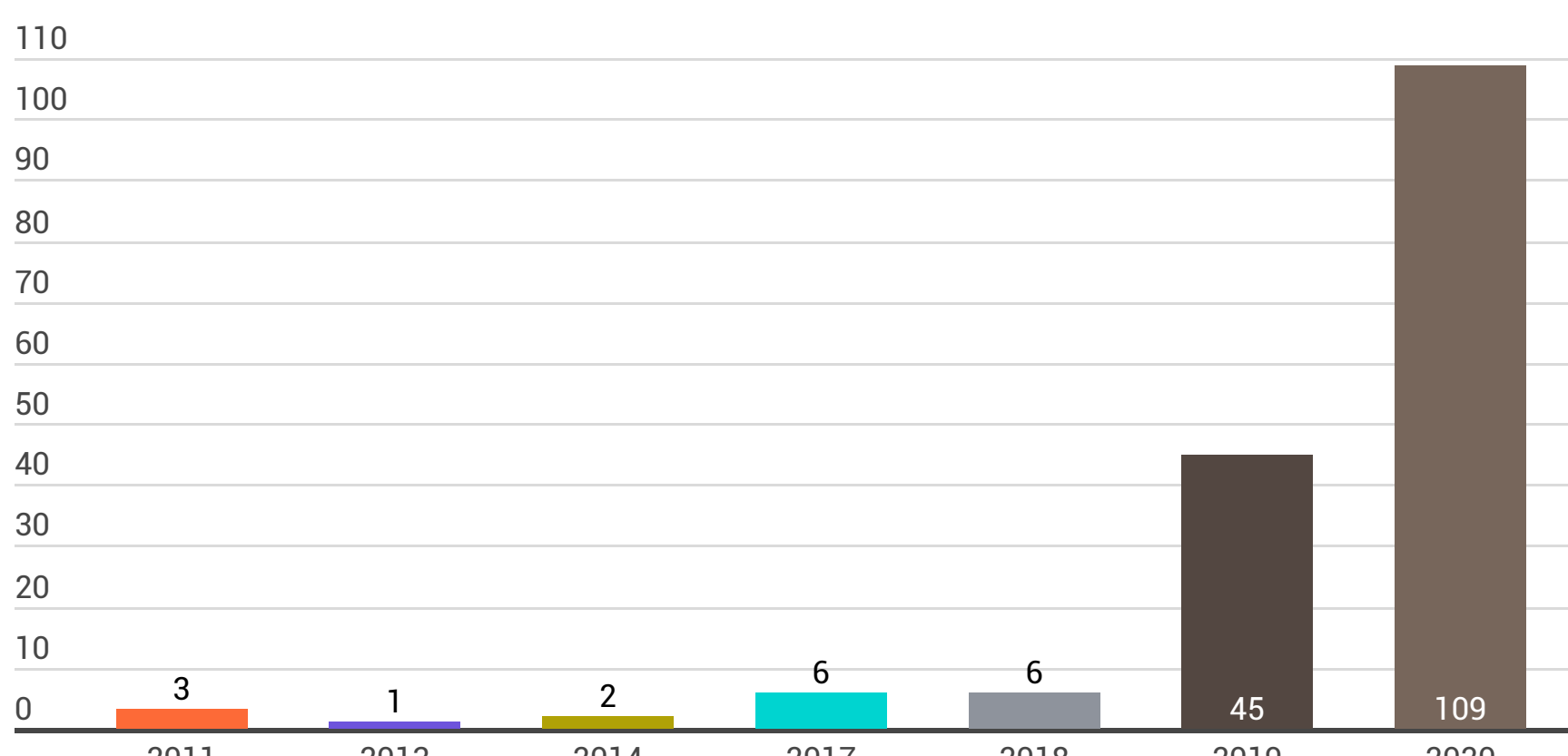
### Gender



### Year of birth



### Year of graduation



### Field of Studies



## Overall Summary

- strengths and weaknesses, suggestions and recommendations in relation to students, trainers and companies -

In general, **participants are positive about WBL**, though we do not have long lasting traditions in Lithuania, we can see it from the answers to this questionnaire.

**Participants identify the pros and cons of this learning form**, giving suggestions/recommendations for its improvement.

159 participants indicated that they gained knowledge and professional experience during WBL that could not be gained in studies. One third of respondents think that the study programme prepares them for WBL very well, though 46 respondents would like to have more practice.

The participants had a **number of suggestions that they would you give to the companies** to make the work-based learning experience more effective, namely:

- Better cooperation with schools, more time & attention to apprentice,
- More practical tasks
- More trust in apprentice,
- Incentives to young specialists,
- Employ more apprentices,
- introduce modern technologies in place,
- get more involved into VET provider programs, change old standards & stereotypes.

Still about companies, as weakness/ negative elements that could be improved:

- 34 participants indicated lack of mentoring in the company,
- 31 participant not friendly colleagues
- 39 participants indicated irrelevance of given tasks.

As the the **most important skills gained** in terms of current or future employment, the participants indicated work experience, development of responsibility, possibility to use theoretical knowledge, communication skills, independent work possibility, time planning, team work as gained important skills.

**Regarding WBL and career path**, 68 participants think that it was very helpful and 88 participants marked the experience as helpful for carrier path.

In terms of quality, 43 respondents gave the top evaluation, 109 respondents marked it as good.

Overall, 64 participants are very satisfied and 100 -satisfied with the work-based learning experience.



# Survey Evaluation



The questionnaire has been evaluted as valid and useful tool and it will be assumed in the organization as permanent tracking system, nevertheless it needs to be adapted. As the process of WBL does not have long lasting traditions and internship is still important form for getting practical skills in our organisation, not so many graduates from WBL still, we think it would be more effective to have **more focused on Lithuanian situation questionnaire as a tool for monitoring WBL experiences**

We had 29 invalid questionnaires from total amount of 201, where participants chose No answer in the first question but still remained on the list. Part of participants were not answering to the open questions, with the Date of birth part, we had participants who were born before 1996, do I put all of those to 1996 section. No additional questions occurred

## Evaluation of the survey tool, from a technical point of view

| Statement                                                               | Evaluation     |
|-------------------------------------------------------------------------|----------------|
| It was easy to review the answers                                       | Strongly Agree |
| It was easy to create and edit the questionnaire                        | Agree          |
| The questionnaire did not work correctly, there were technical problems | Disagree       |



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# WP2 | Eduwork.Net Survey

## Greece Report

### EduWork.Net

“Networking of VET providers for improving quality of work based learning at local and transnational level”

Project No.609096-EPP-1-2019-1-IT-EPPKA3-VET-NETPAR



Co-funded by the  
Erasmus+ Programme  
of the European Union

#### SECTION I: EDUCATION AND WORK-BASED LEARNING

### Quantitative data



16

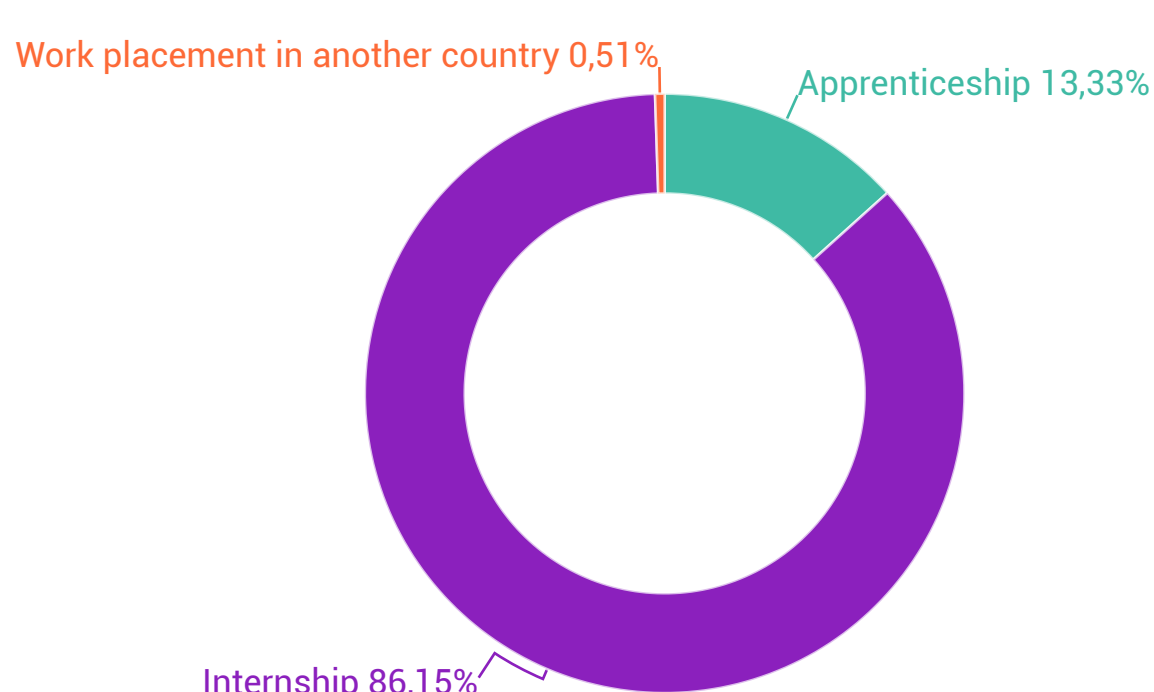
**VET centers  
involved in the  
survey**



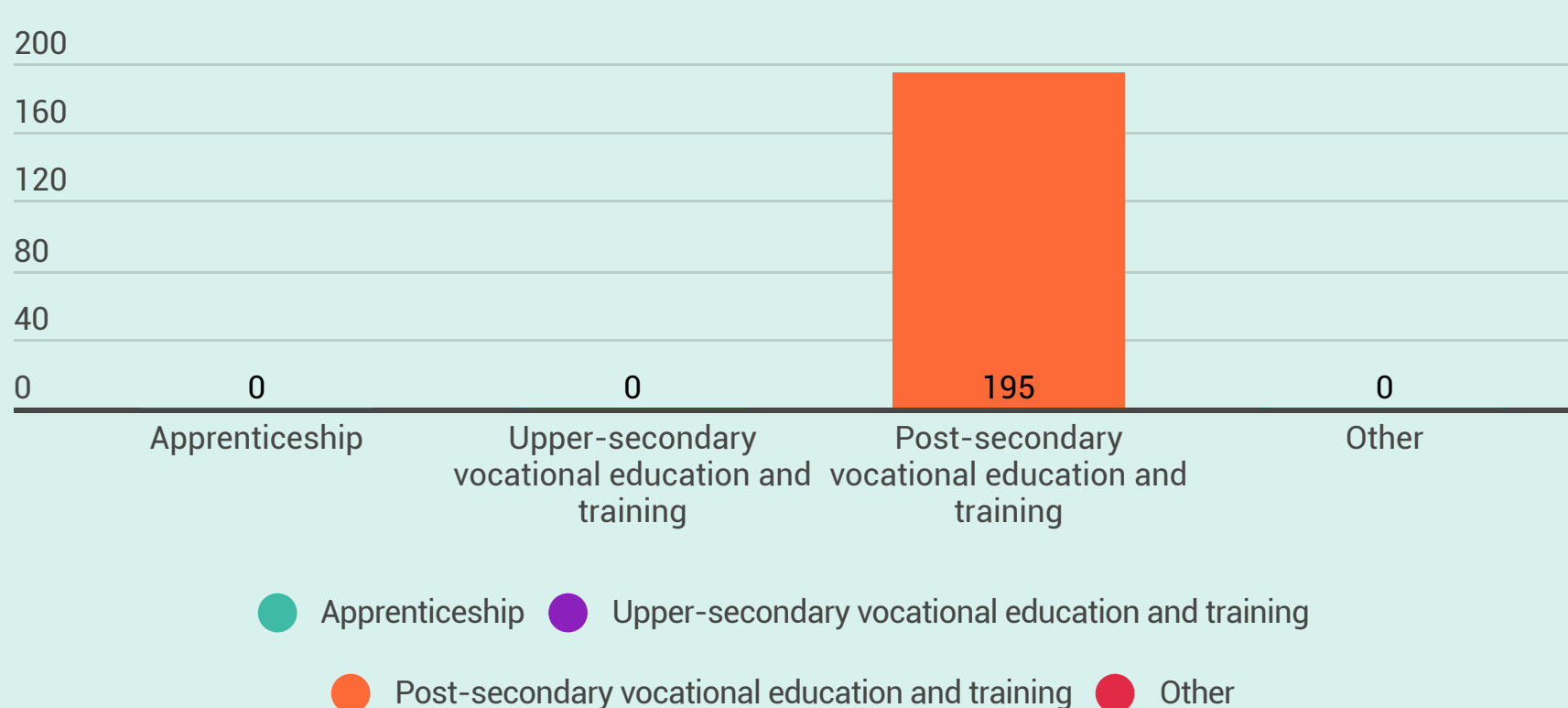
195

**Respondents  
involved in the  
survey**

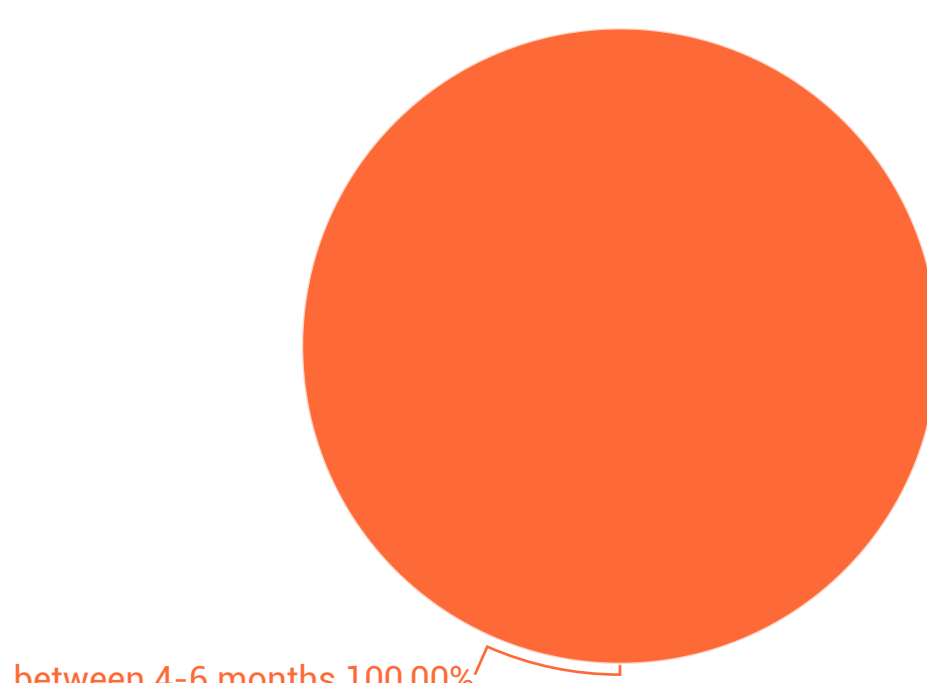
#### Type of WBL experience



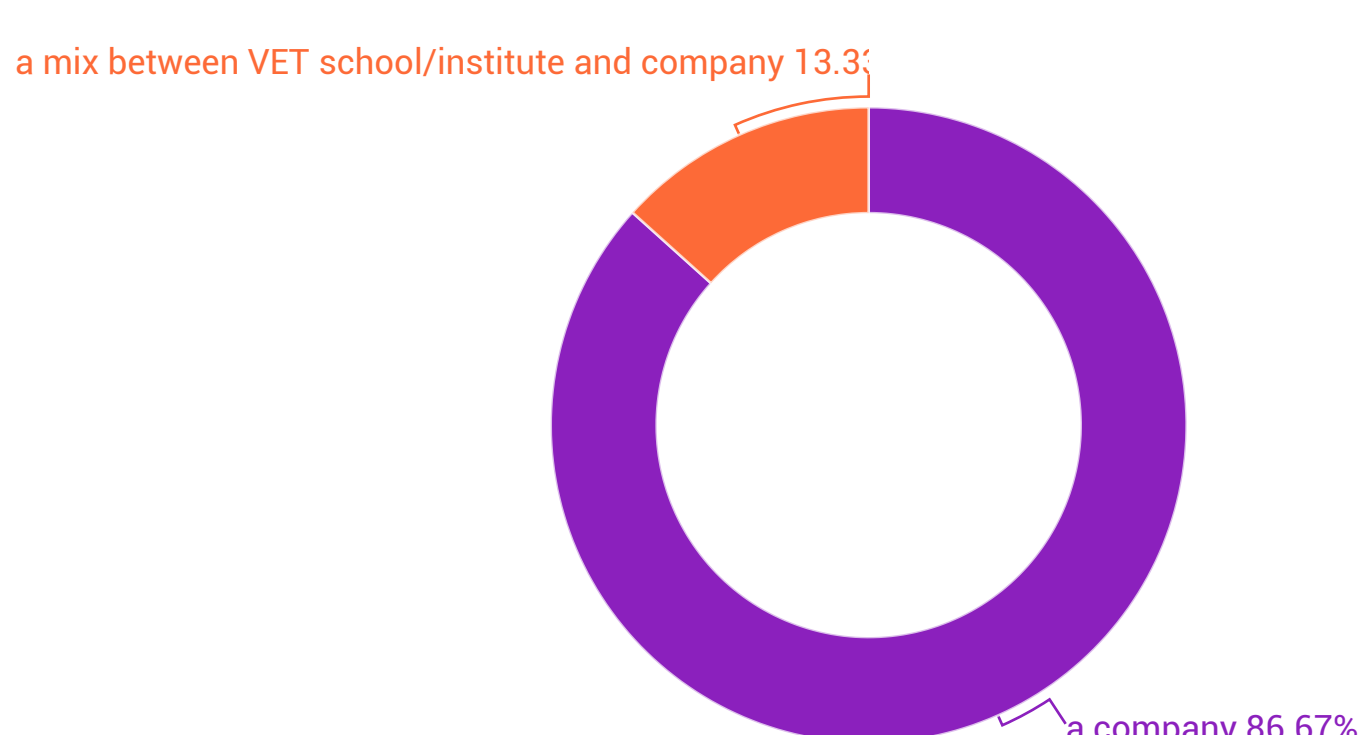
#### Study level during WBL experience



#### Duration of work-based learning



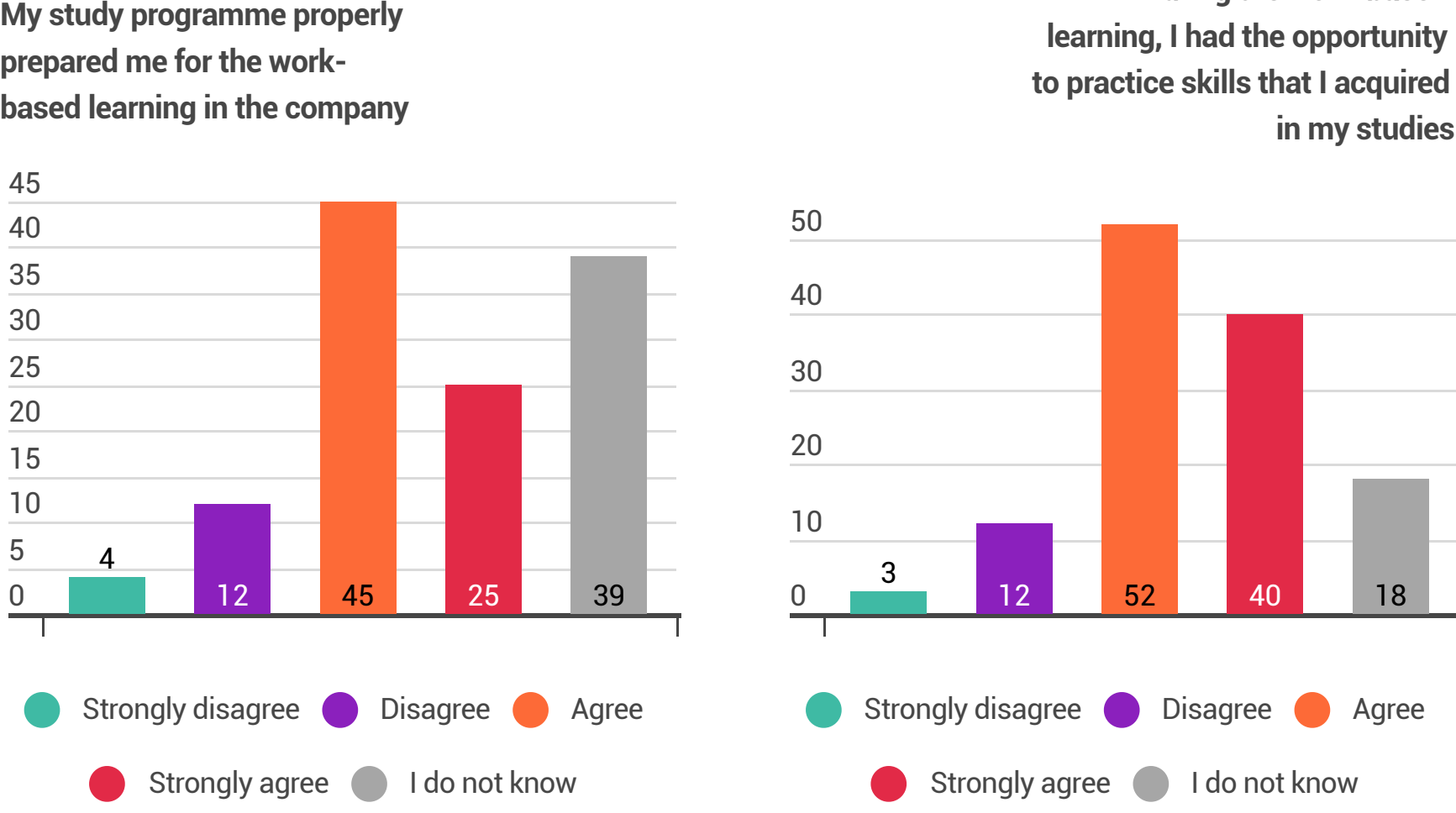
#### Host organisation is/was:



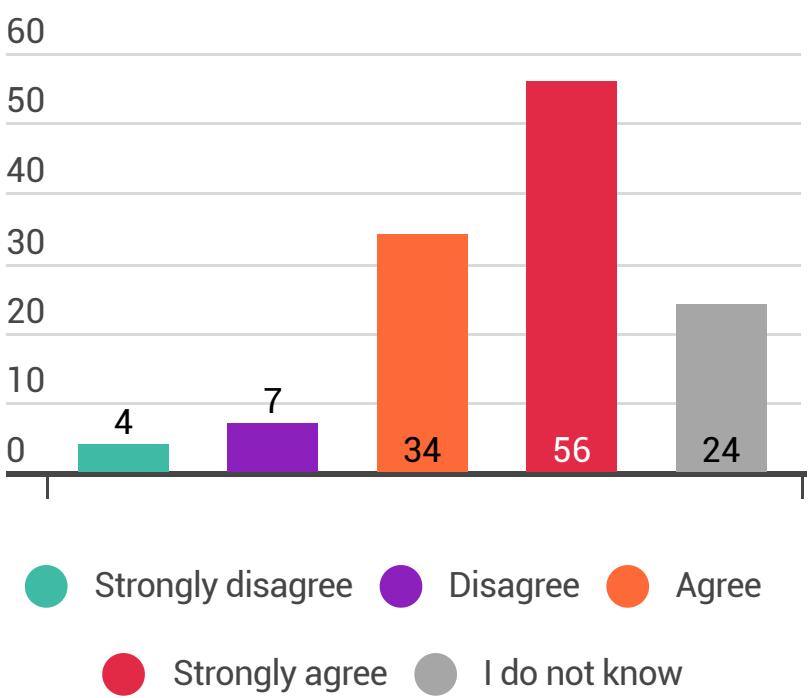
SECTION I: EDUCATION AND WORK-BASED LEARNING

Qualitative data

2.6 - To what extent do you agree or disagree with the following statements connected to your study and the work-based learning?



Work-based learning complemented my studies



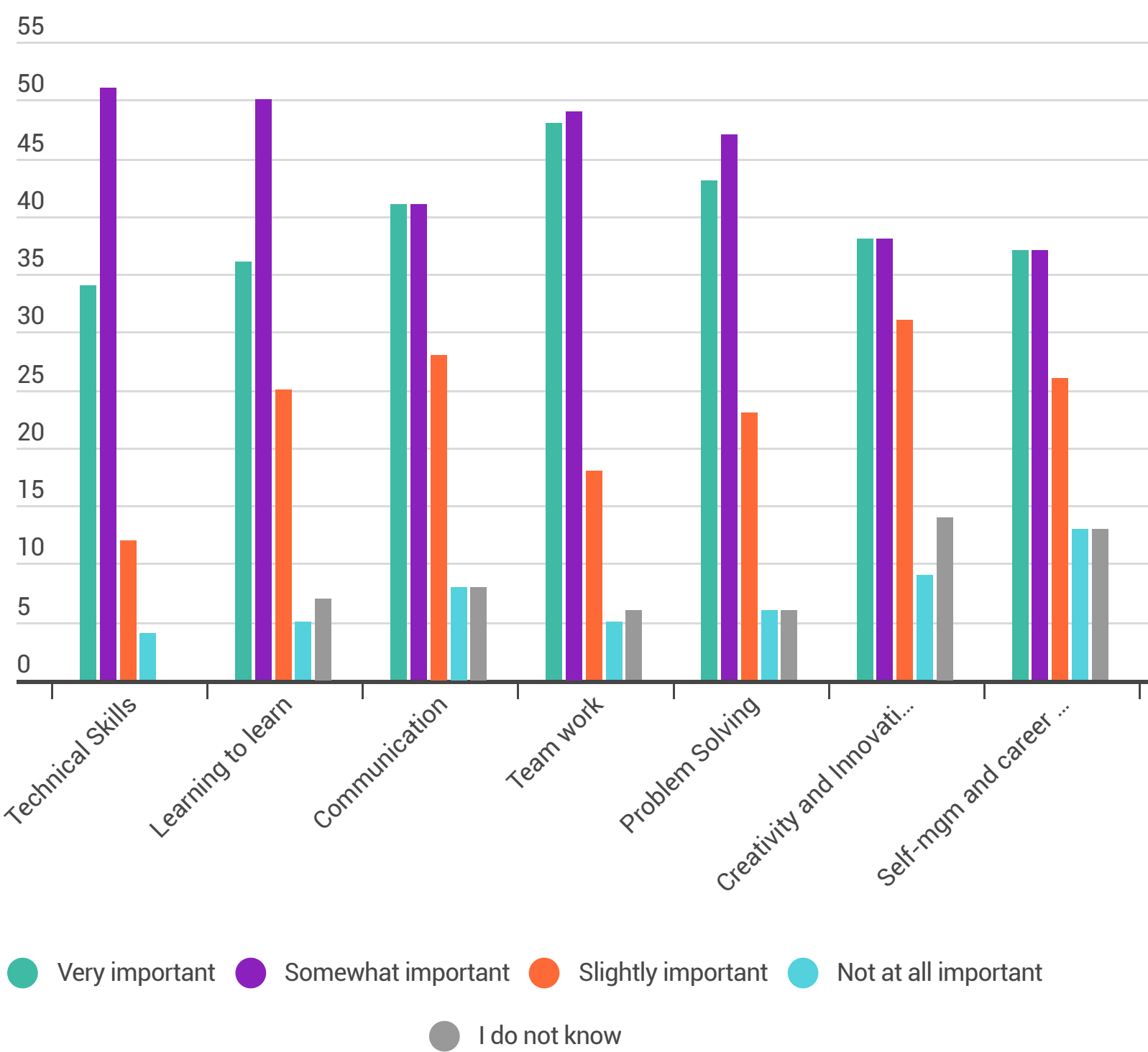
2.7 - Did you gain knowledge, skills or competences or professional experience during your work-based learning that you would not have gained in your studies?  
\* a summary of all given answers



Yes (97%)

The vast majority agrees that they have gain knowlege, skills and competences during WBL that would not have gained in there studies

2.8 - How important was your WBL experience for the development of technical and soft skills?



Q.2.9 | 2.12 - Learning Agreement

Only 30 participants



Had a Learning Agreement with defined learning outcomes drawn up before WBL

0 Participants



Changed Learning Agreement during WBL

SECTION I: EDUCATION AND WORK-BASED LEARNING

Qualitative data

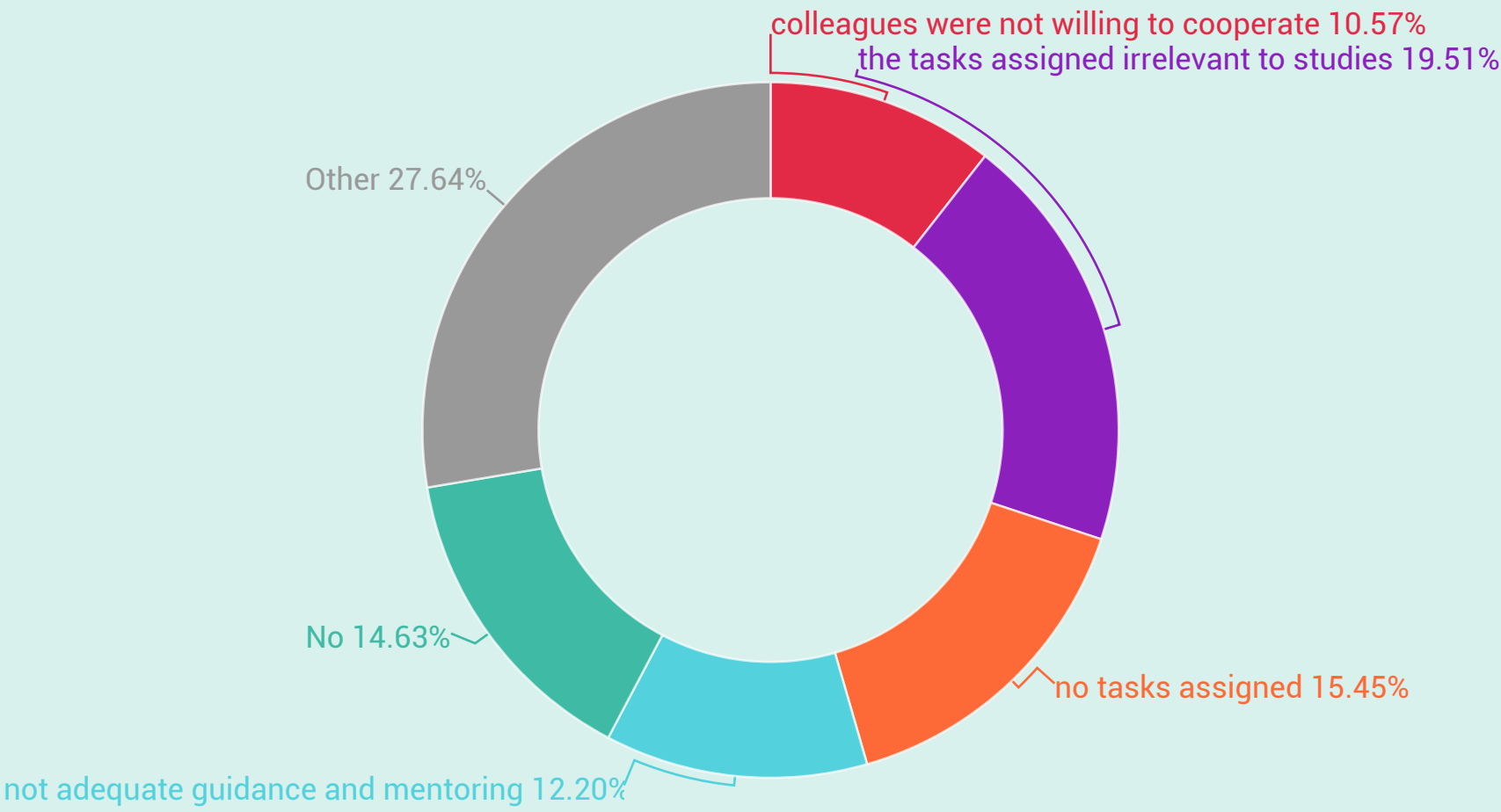
2.13 - How could the study programme better prepare you for the apprenticeship and for employment?  
\* a summary of all given answers

Most of the interviewees believe that there is nothing to add to the curriculum.

However, some respondents provided the following suggestions:

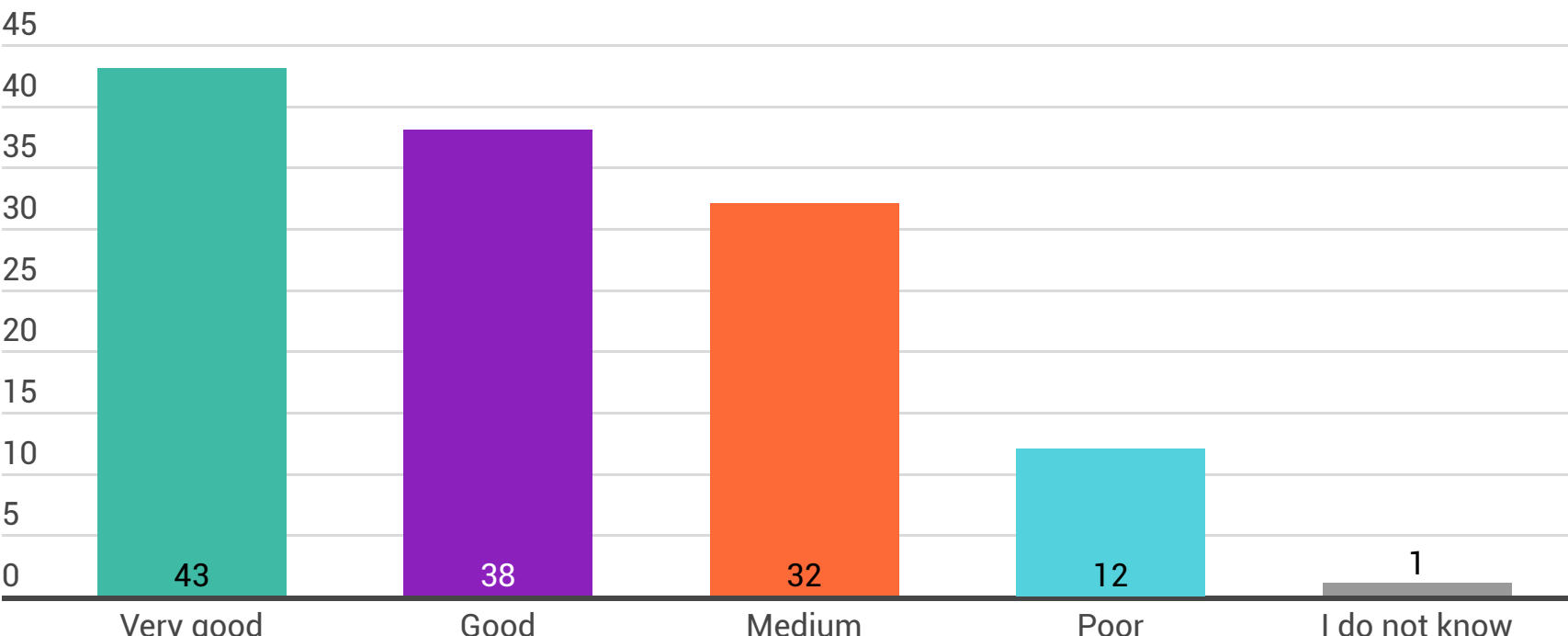
- More practical training
- More professional visits & talks from experts
- Better laboratories
- More connection with the WBL

2.14 - Were there any negative elements that hindered the successful implementation of the work-based learning?

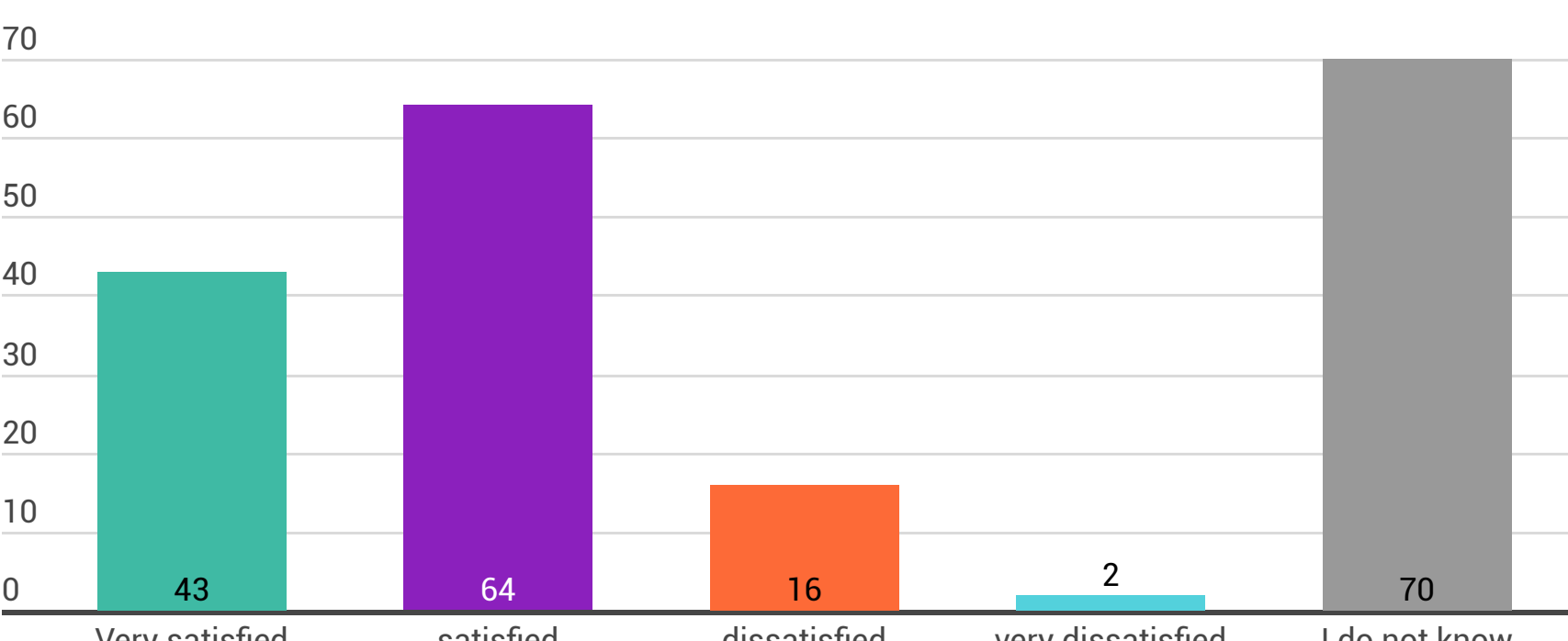


Q. 2.16 | 2.18 - WBL experience satisfaction

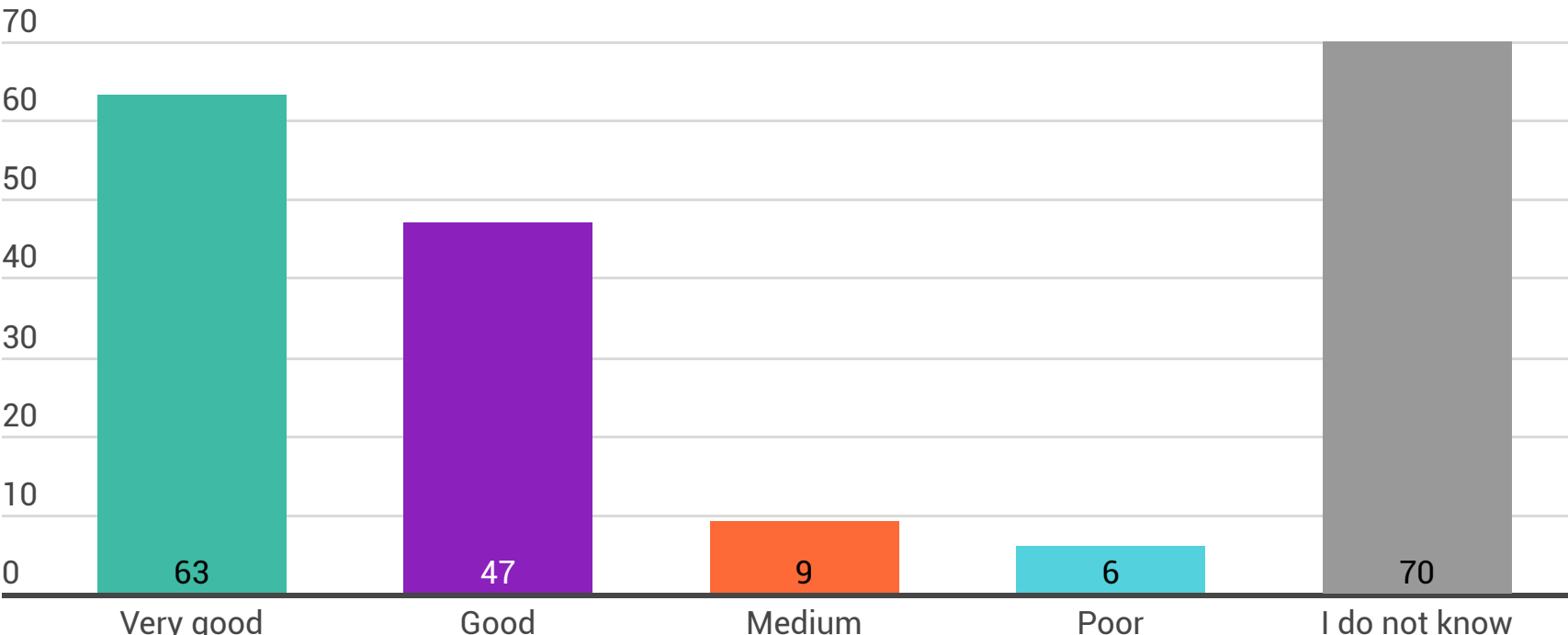
How would you evaluate the work-based period?



How satisfied are you with the work-based learning?



How helpful was the work-based learning for your career path?



2.19 - What suggestions would you give to the companies to make the work-based learning experience more effective?

Half of the respondents believe they have nothing to suggest to the host company

Some other frequent answers:

- To have better organisations
- To give salary
- To be not competitive
- More training
- Letting students take more initiatives
- Analysis of duties
- Lack of mentoring



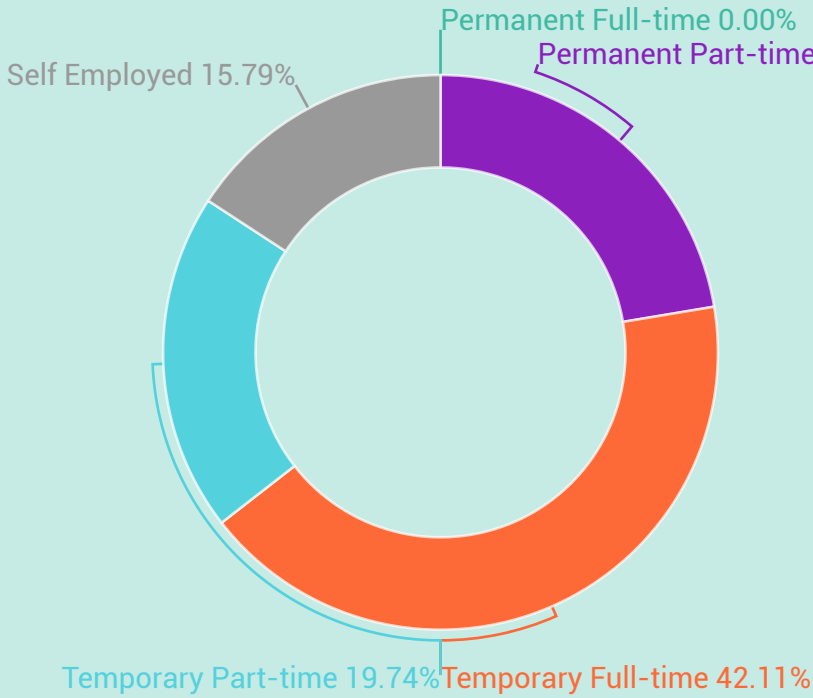
SECTION II: EMPLOYMENT STATUS

3.1 - Are you currently employed or have you been employed after your studies?

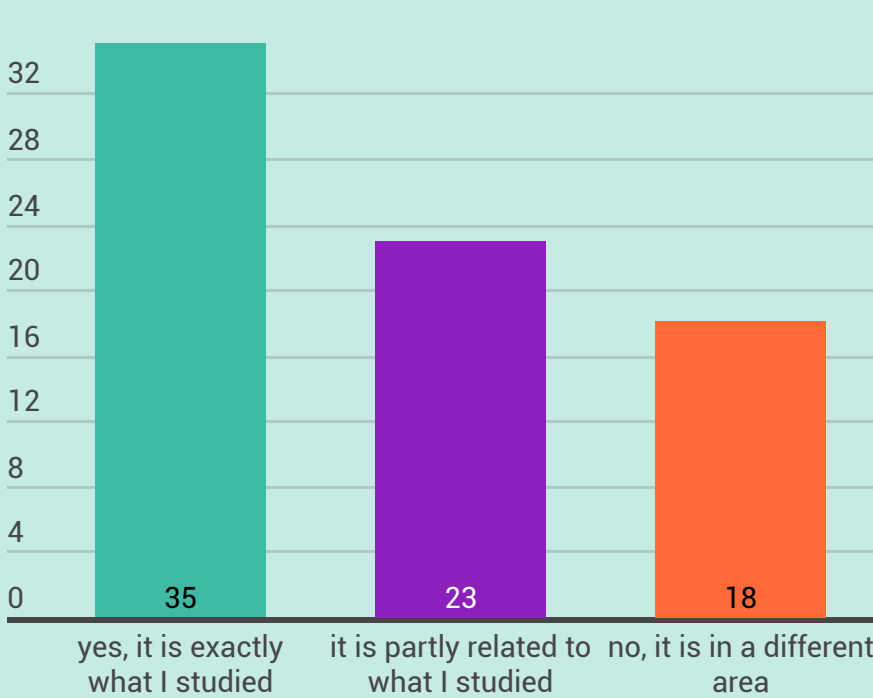


3.2 - 3.3 - 3.6 Employment details

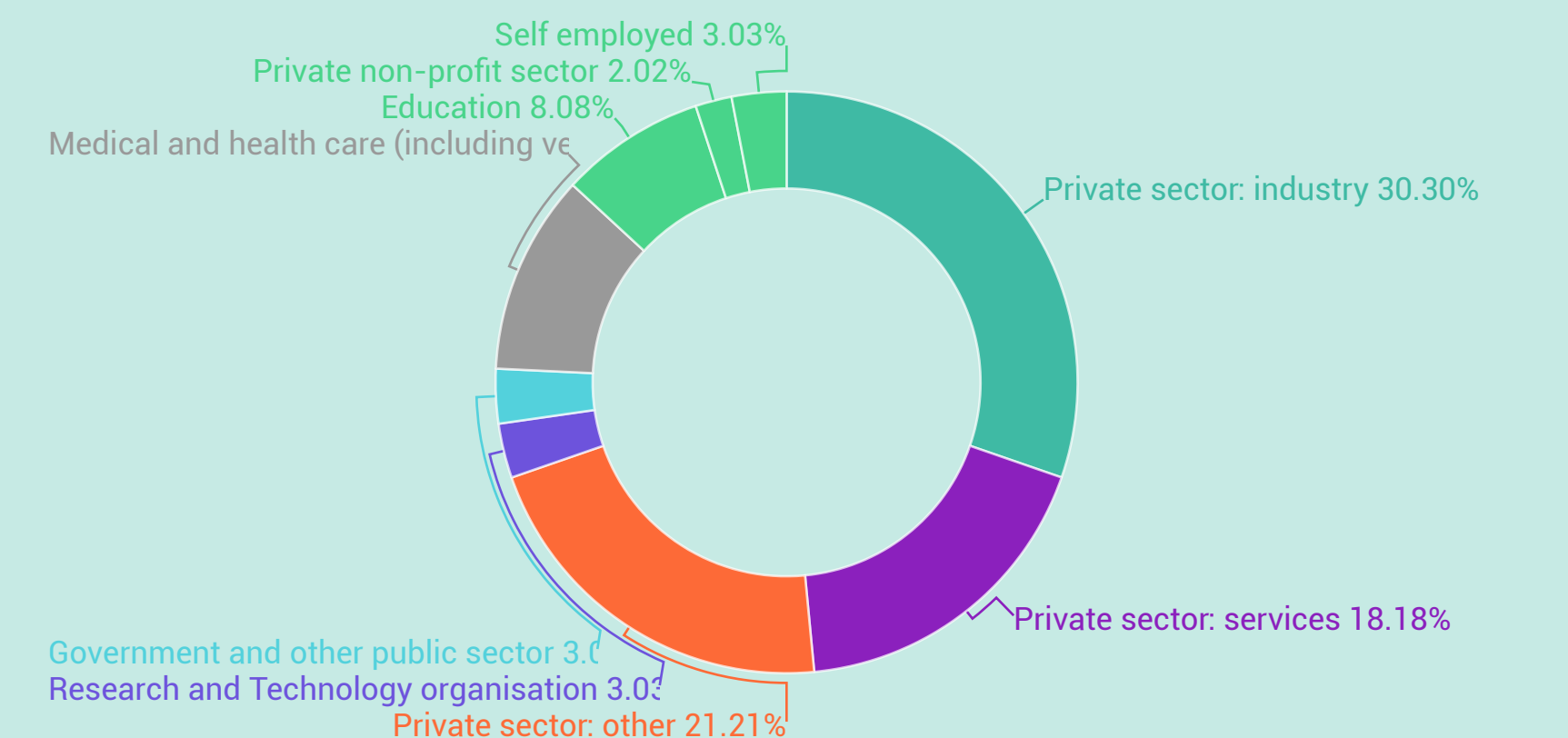
Main employment status



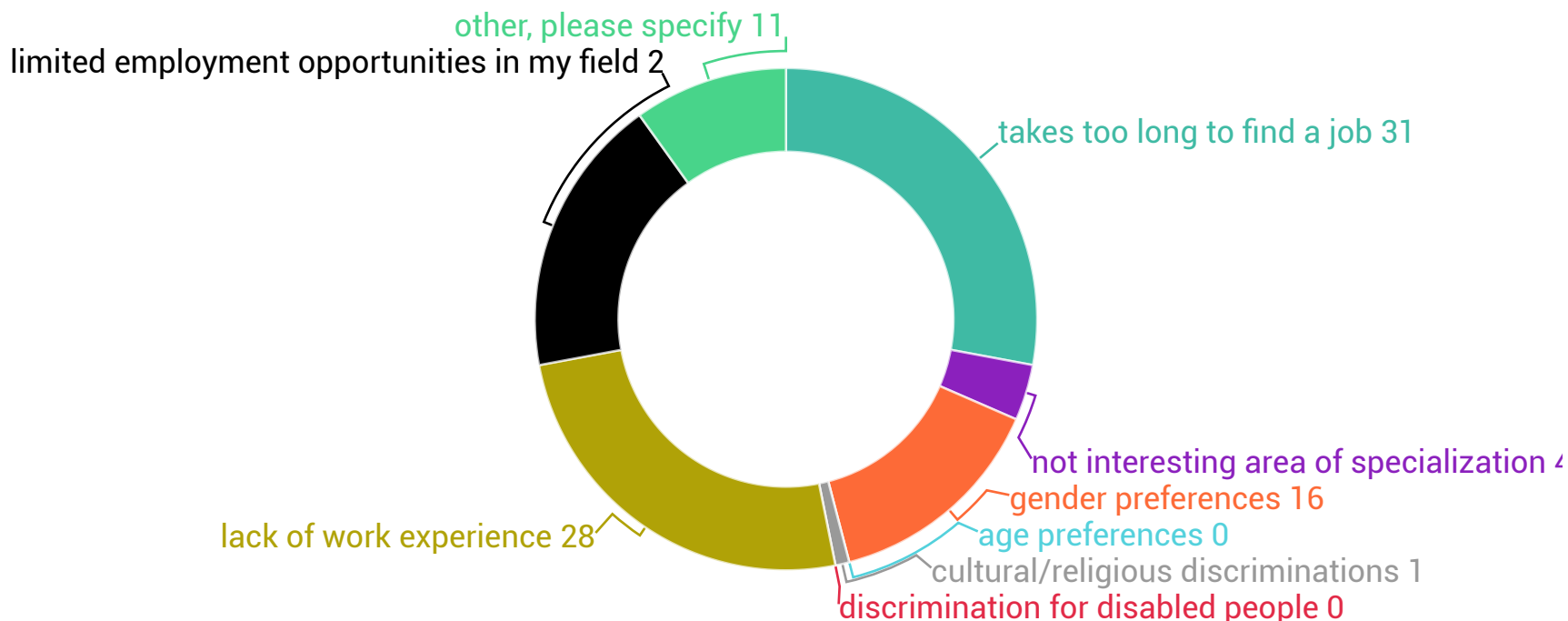
Is the job related to study?



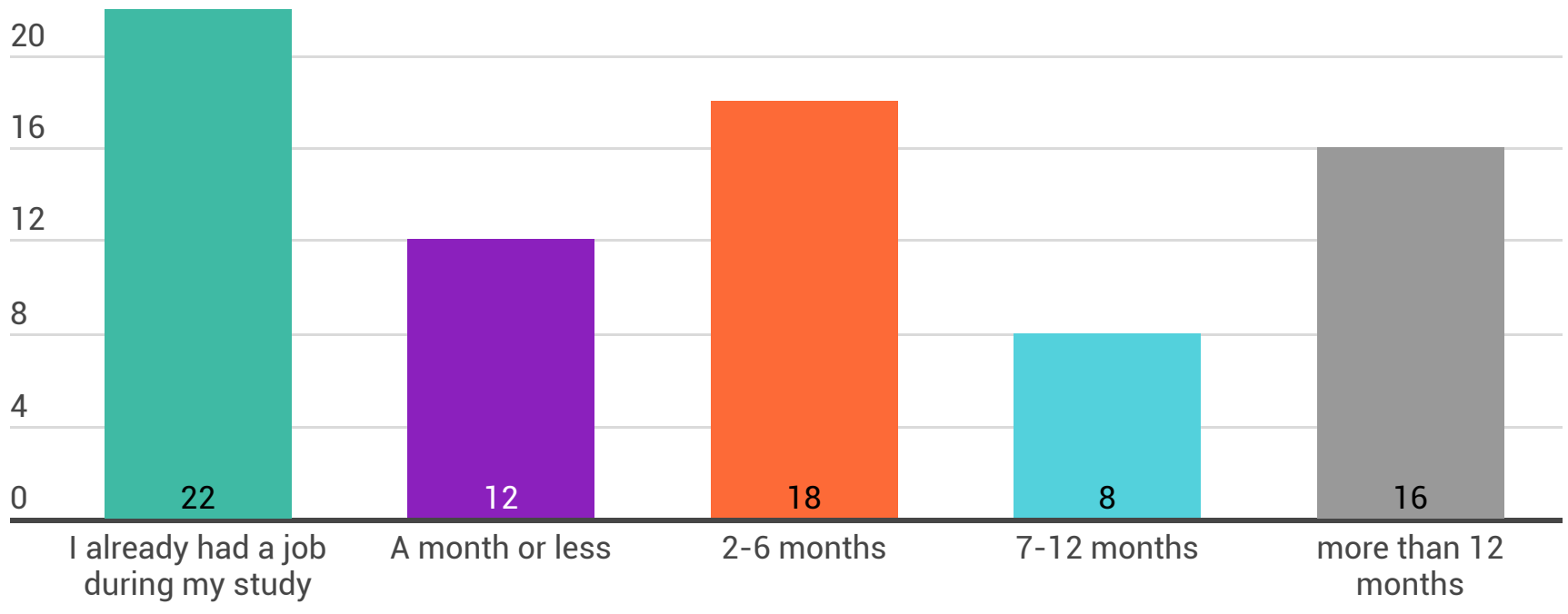
Job Sector



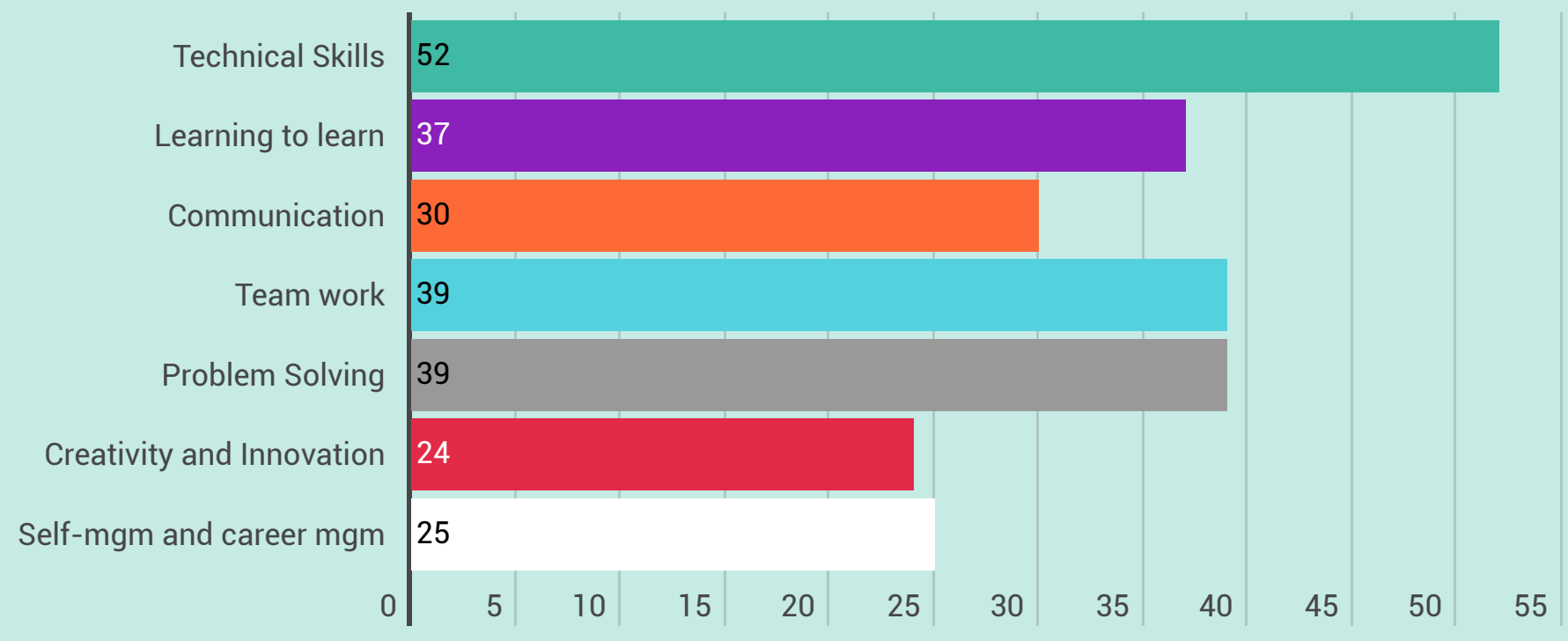
3.4 - Difficulties experienced when looking for a job



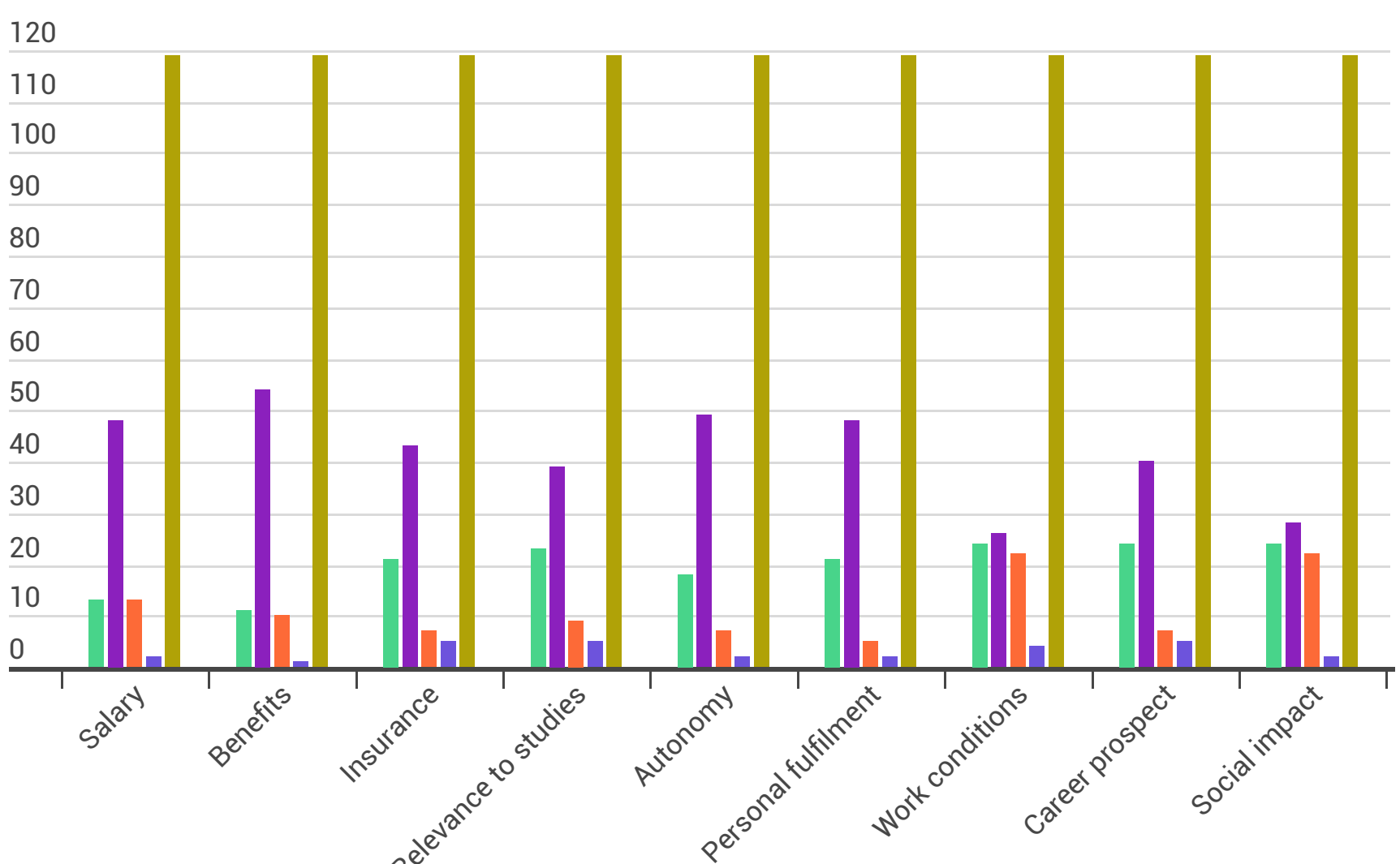
3.5 - months between study completion and first paid job



3.7 - Most important competences in your job



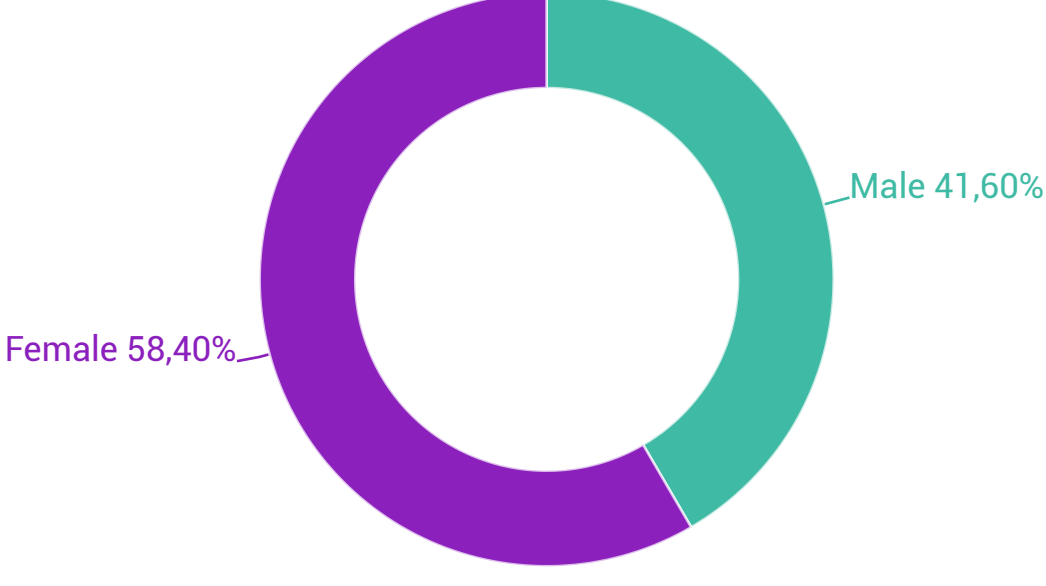
3.8 -How satisfied are you with your job, from the following points of view?



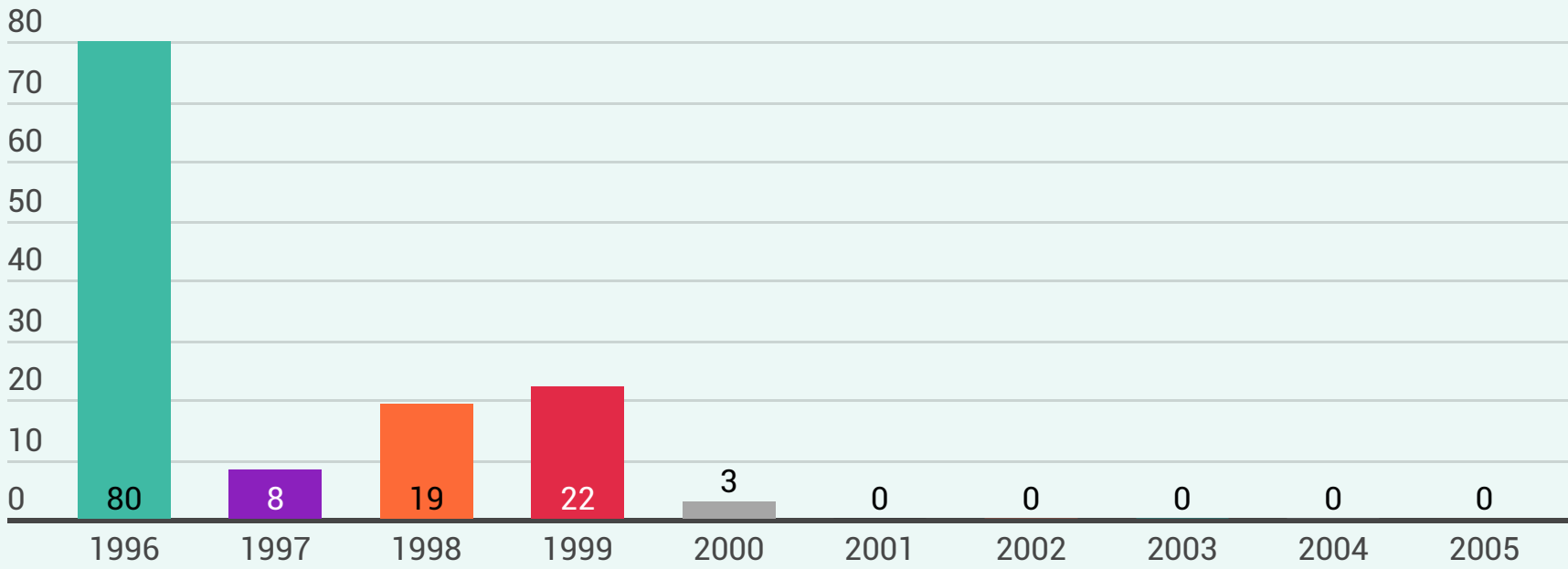


SECTION III. DEMOGRAPHICS

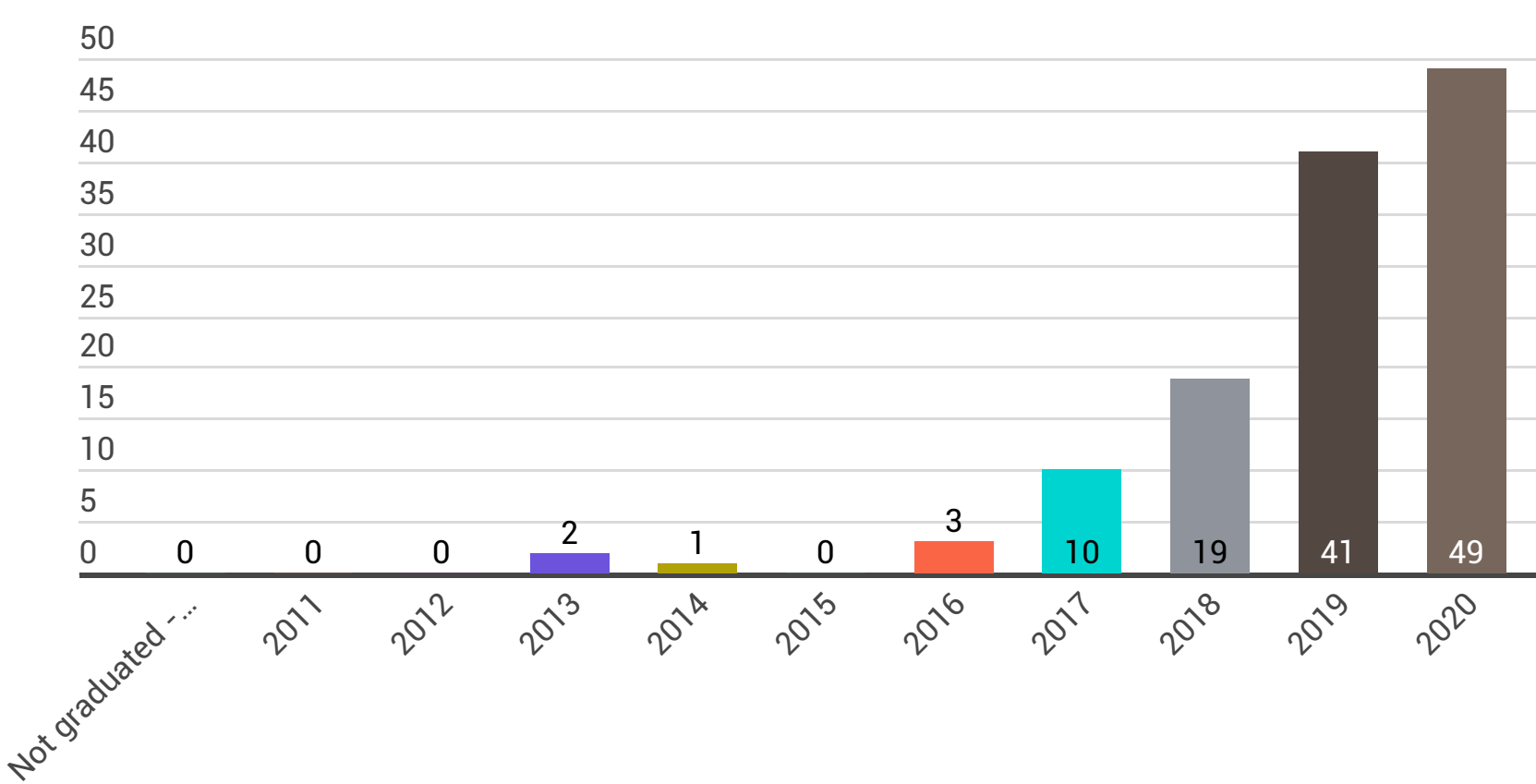
Gender



Year of birth



Year of graduation



Field of Studies



Overall Summary

- strengths and weaknesses, suggestions and recommendations in relation to students, trainers and companies -

Great emphasis on practical training, organisation and job salary / benefits/ insurance

## Survey Evaluation



The questionnaire has been evaluted as valid and useful tool and it will **be assumed in the organization as permanent tracking system**. It has been adapted to local context and only submitted to adults (+ 18 - 68 years old). The suggestion is to more focus on specialisations.

### Evaluation of the survey tool, from a technical point of view

| Statement                                                               | Evaluation |
|-------------------------------------------------------------------------|------------|
| It was easy to review the answers                                       | Agree      |
| It was easy to create and edit the questionnaire                        | Agree      |
| The questionnaire did not work correctly, there were technical problems | Disagree   |



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# WP2 | Eduwork.Net Survey

## Spain Report

### EduWork.Net

“Networking of VET providers for improving quality of work based learning at local and transnational level”

Project No.609096-EPP-1-2019-1-IT-EPPKA3-VET-NETPAR



Co-funded by the  
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of the European Union

#### SECTION I: EDUCATION AND WORK-BASED LEARNING

### Quantitative data



5

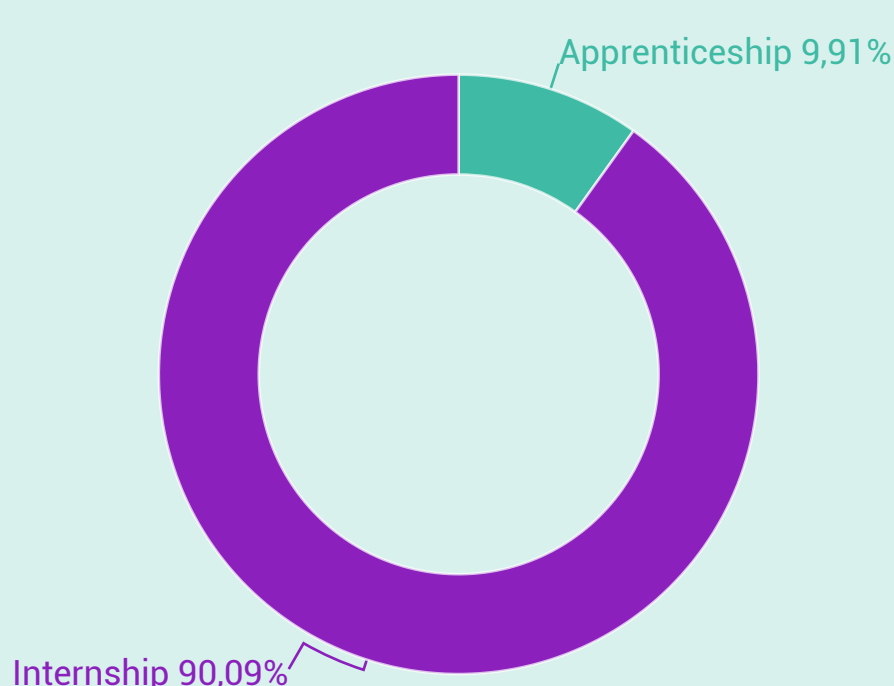
**VET centers  
involved in the  
survey**



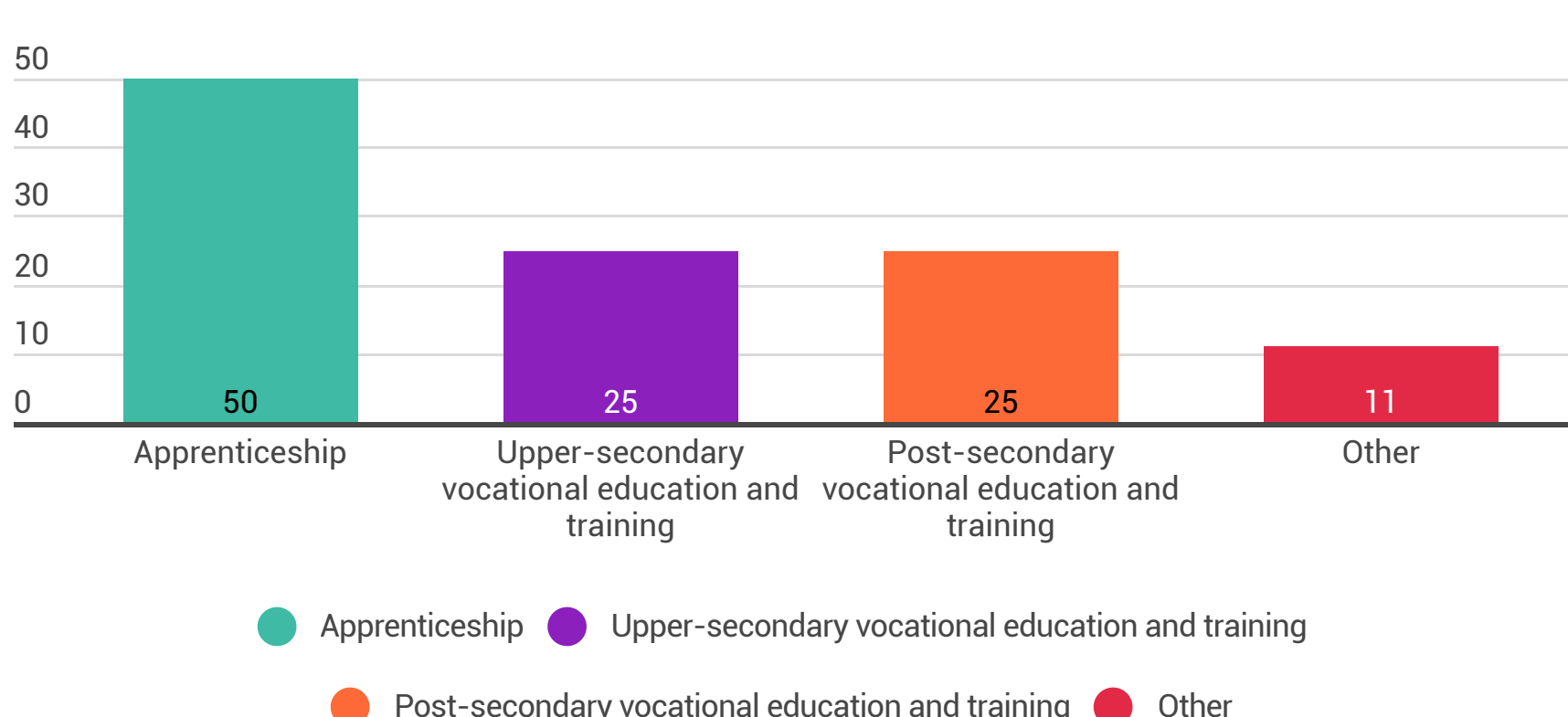
111

**Respondents  
involved in the  
survey**

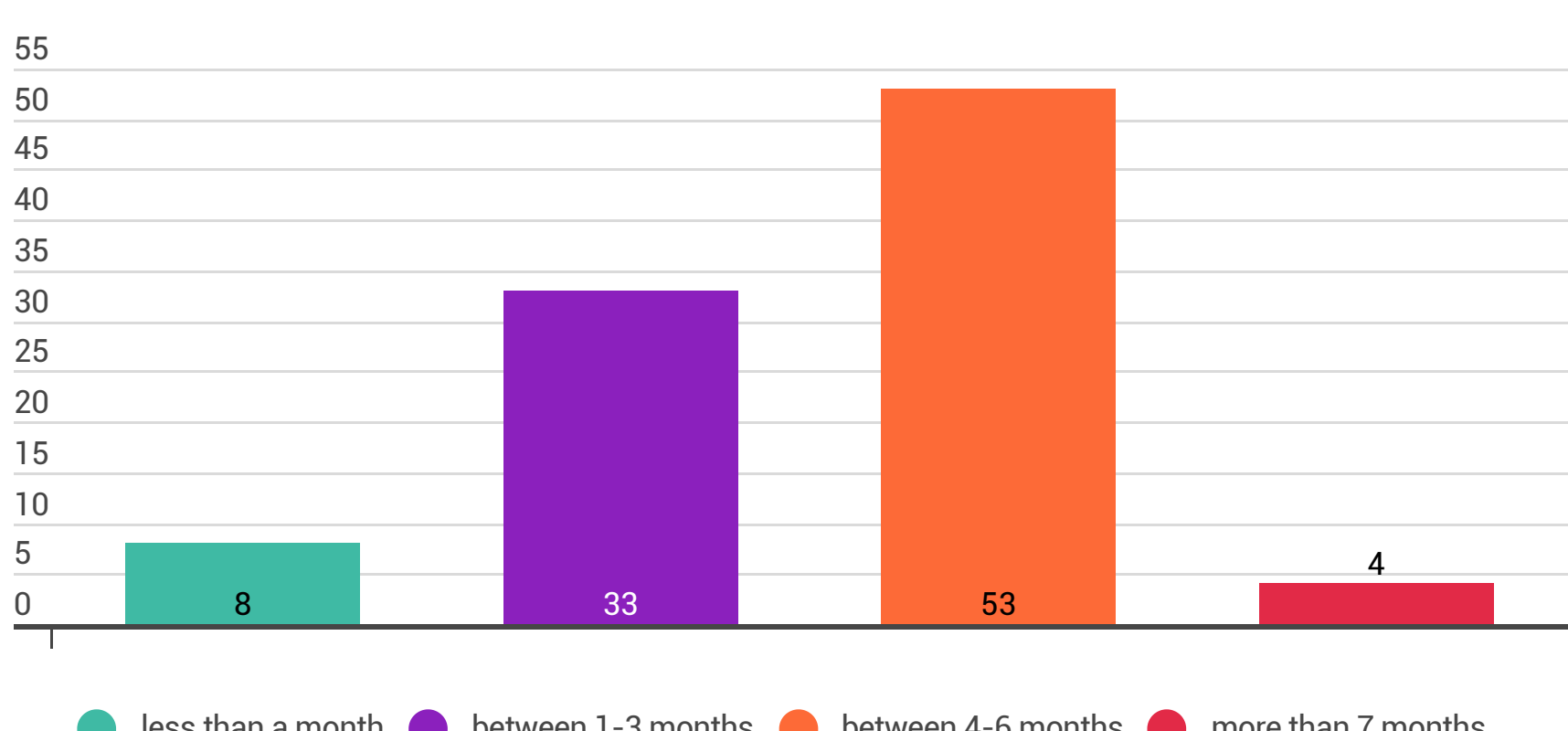
### Type of WBL experience



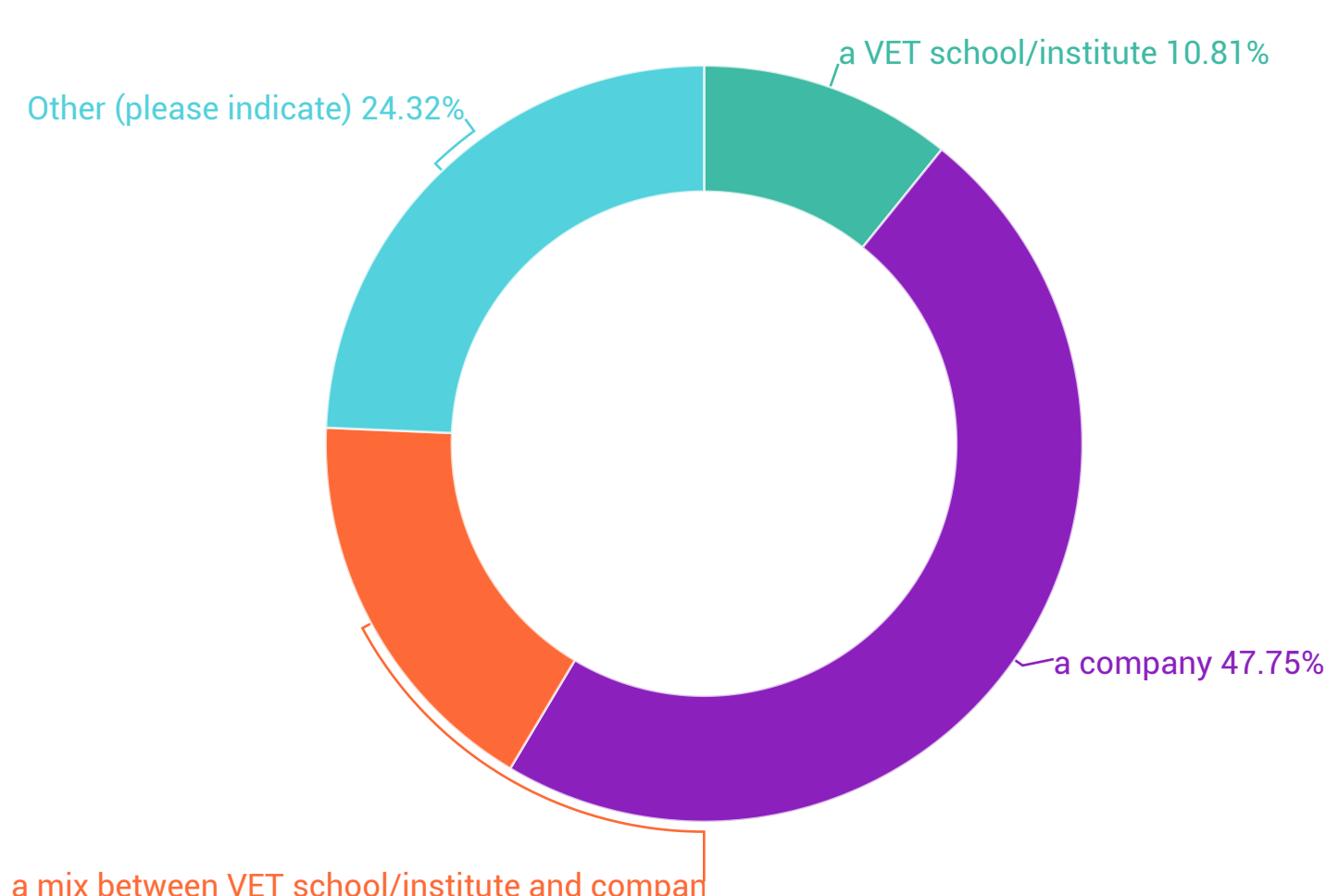
### Study level during WBL experience



### Duration of work-based learning



### Host organisation is/was:



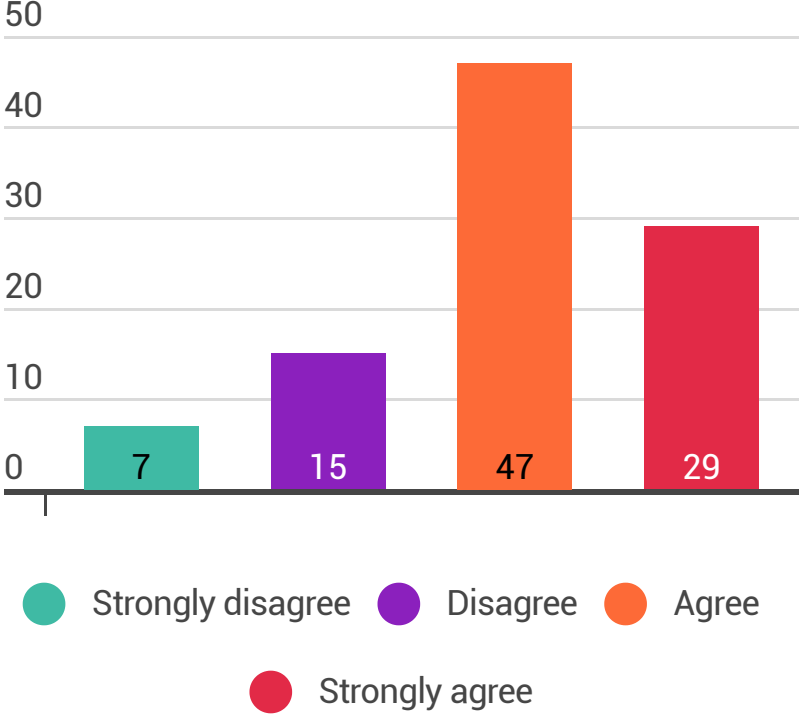


SECTION I: EDUCATION AND WORK-BASED LEARNING

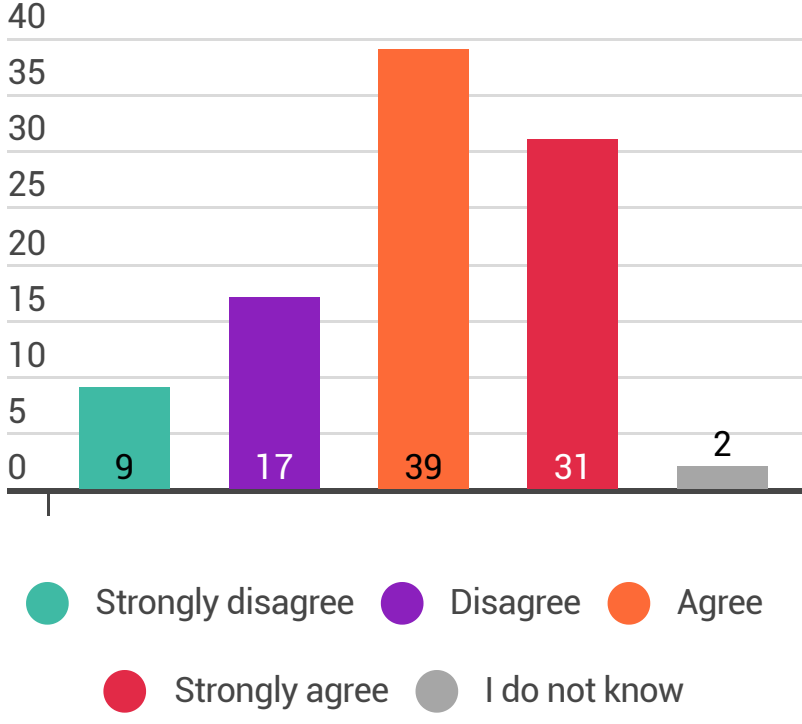
Qualitative data

2.6 - To what extent do you agree or disagree with the following statements connected to your study and the work-based learning?

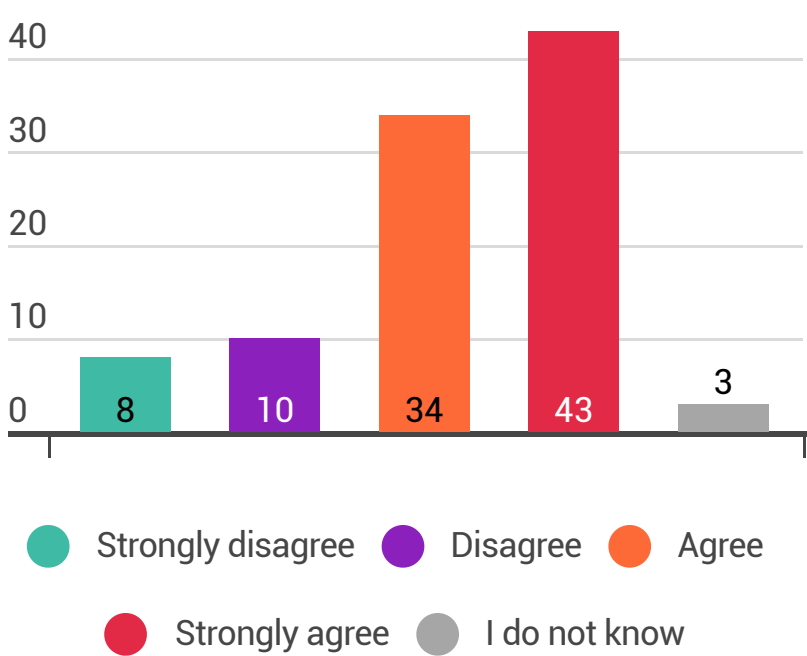
My study programme properly prepared me for the work-based learning in the company



During the work-based learning, I had the opportunity to practice skills that I acquired in my studies



Work-based learning complemented my studies

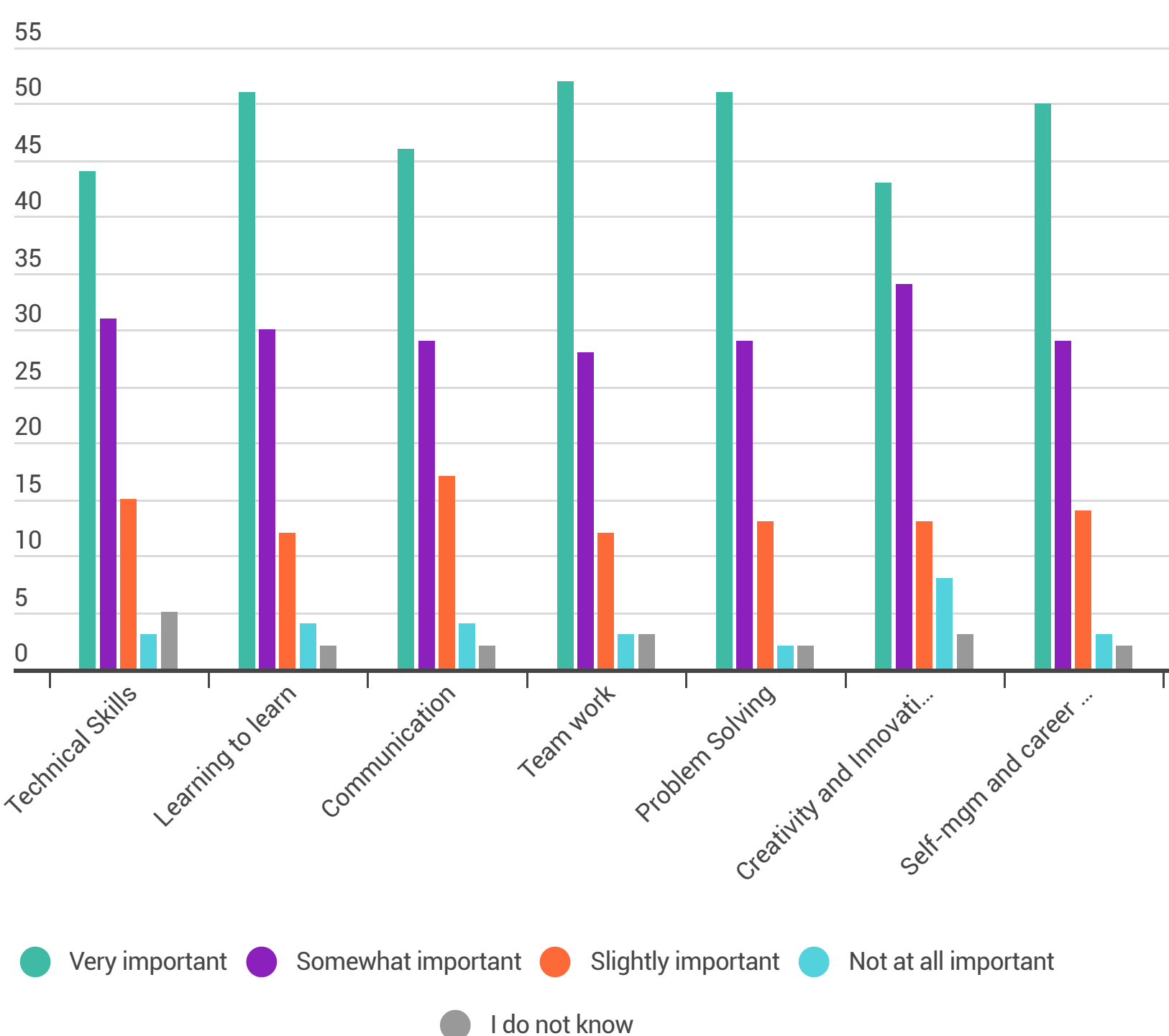


2.7 - Did you gain knowledge, skills or competences or professional experience during your work-based learning that you would not have gained in your studies?  
\* a summary of all given answers



Yes  
(Large majority)

2.8 - How important was your WBL experience for the development of technical and soft skills?



Q.2.9 | 2.12 - Learning Agreement

58 Participants



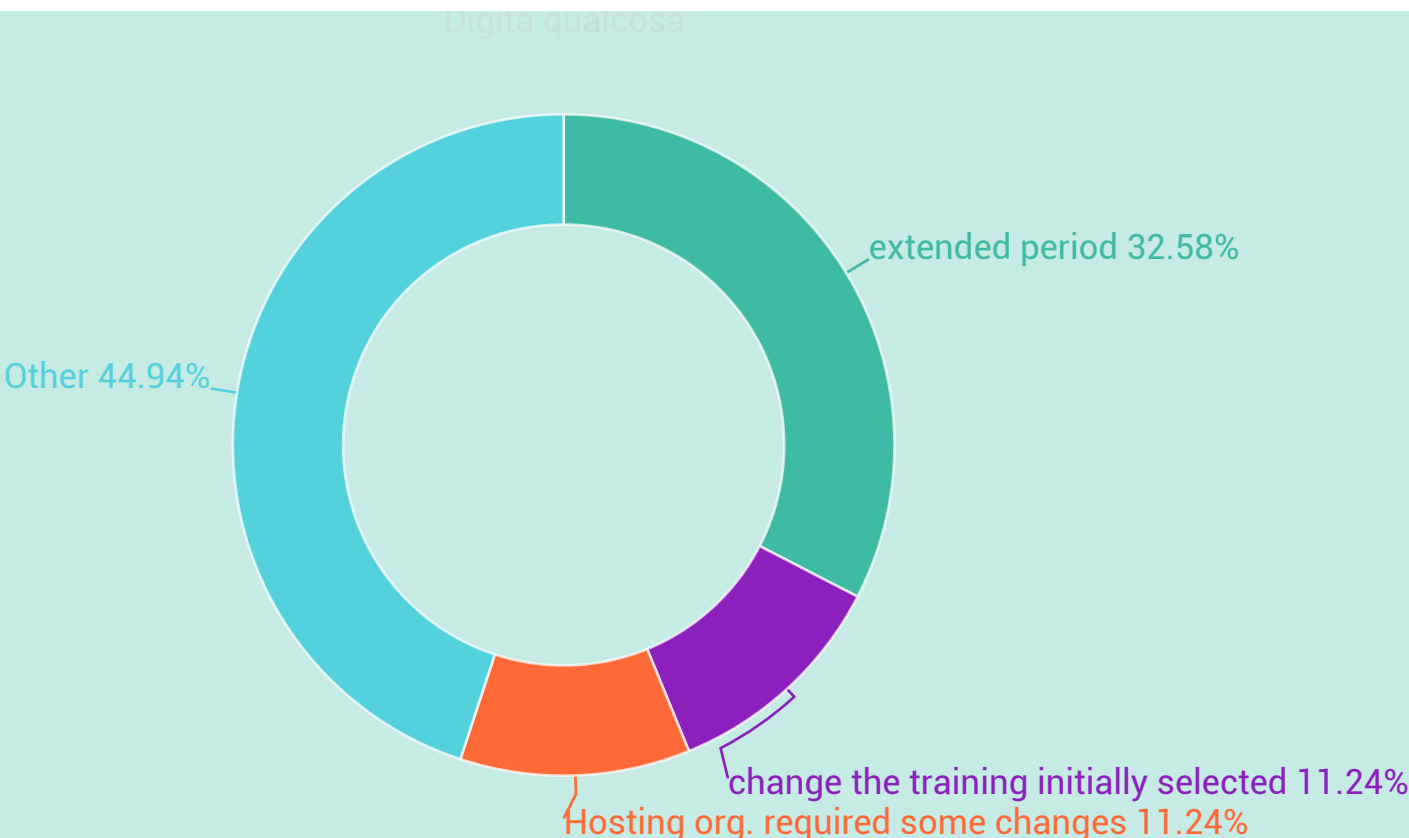
Have a Learning Agreement with defined learning outcomes drawn up before WBL

33 Participants



Changed Learning Agreement during WBL

Why was the Learning Agreement changed?





## SECTION I: EDUCATION AND WORK-BASED LEARNING

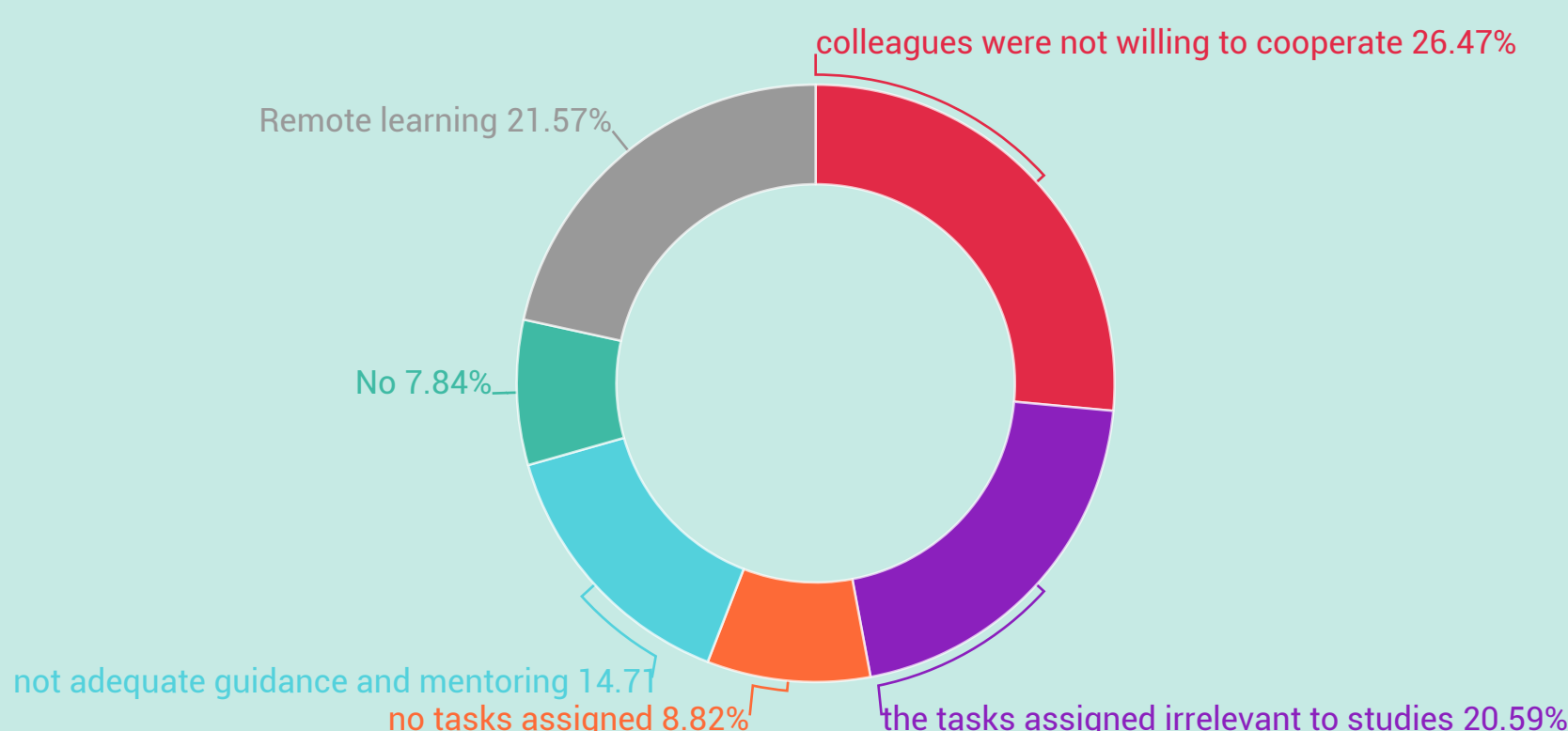
## Qualitative data

## 2.13 - How could the study programme better prepare you for the apprenticeship and for employment?\* a summary of all given answers

Most of the interviewees believe that there is nothing to add to the curriculum.

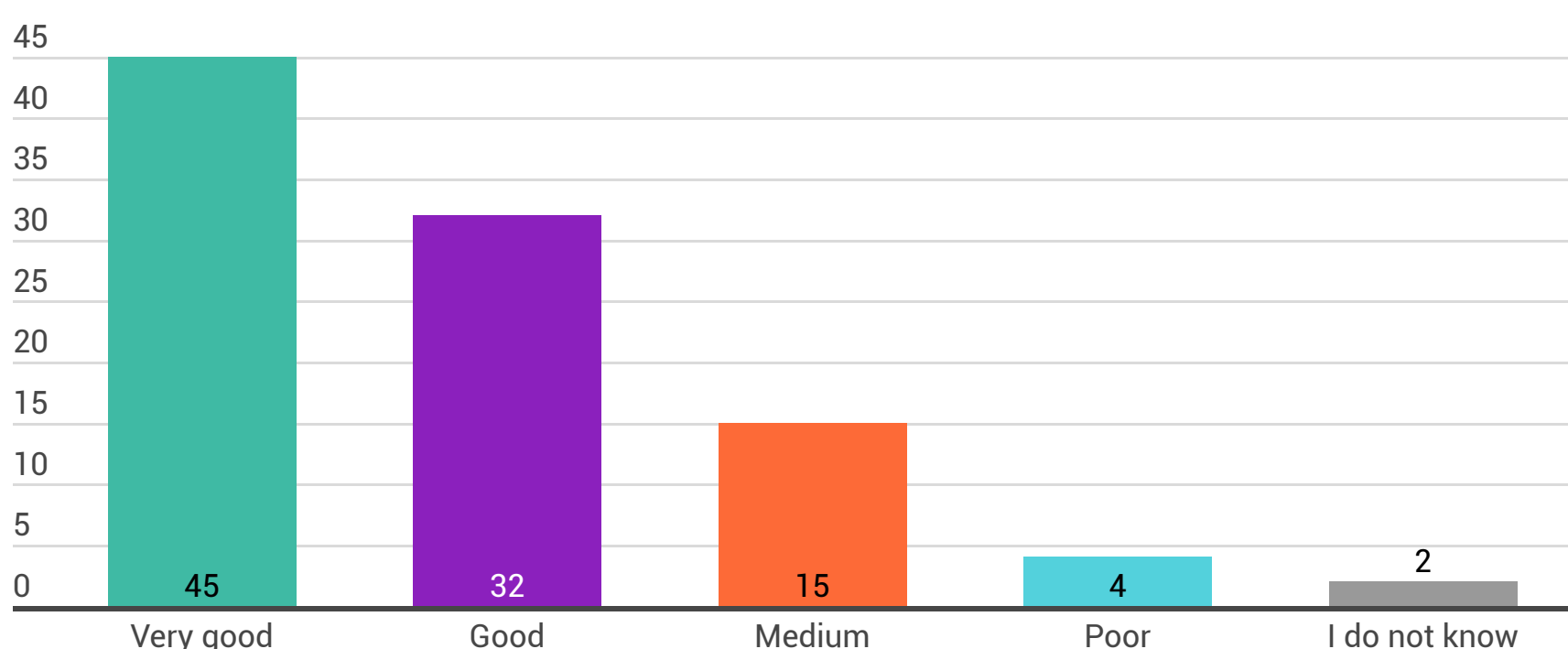
However, some respondents believe that **more practice** and more hours of laboratory and WBL are needed.

## 2.14 - Were there any negative elements that hindered the successful implementation of the work-based learning?

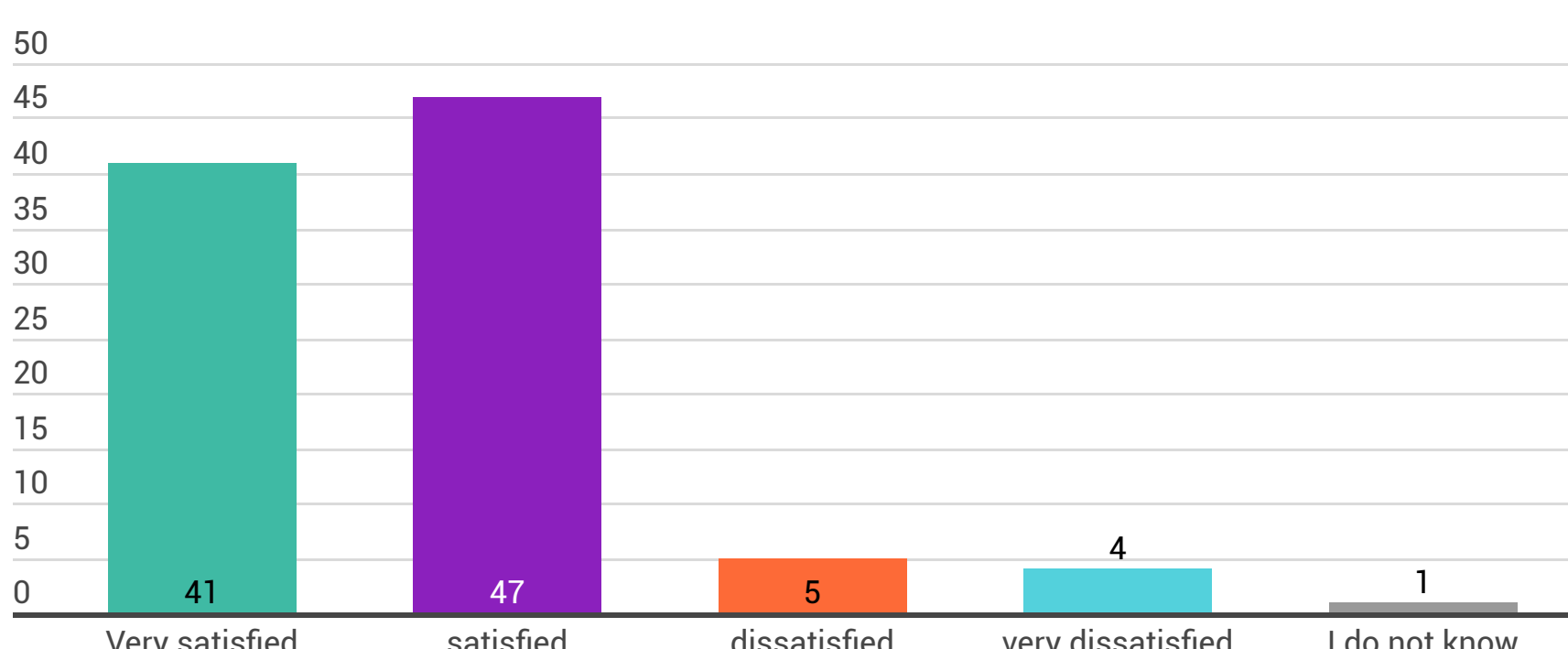


## Q. 2.16 | 2.18 - WBL experience satisfaction

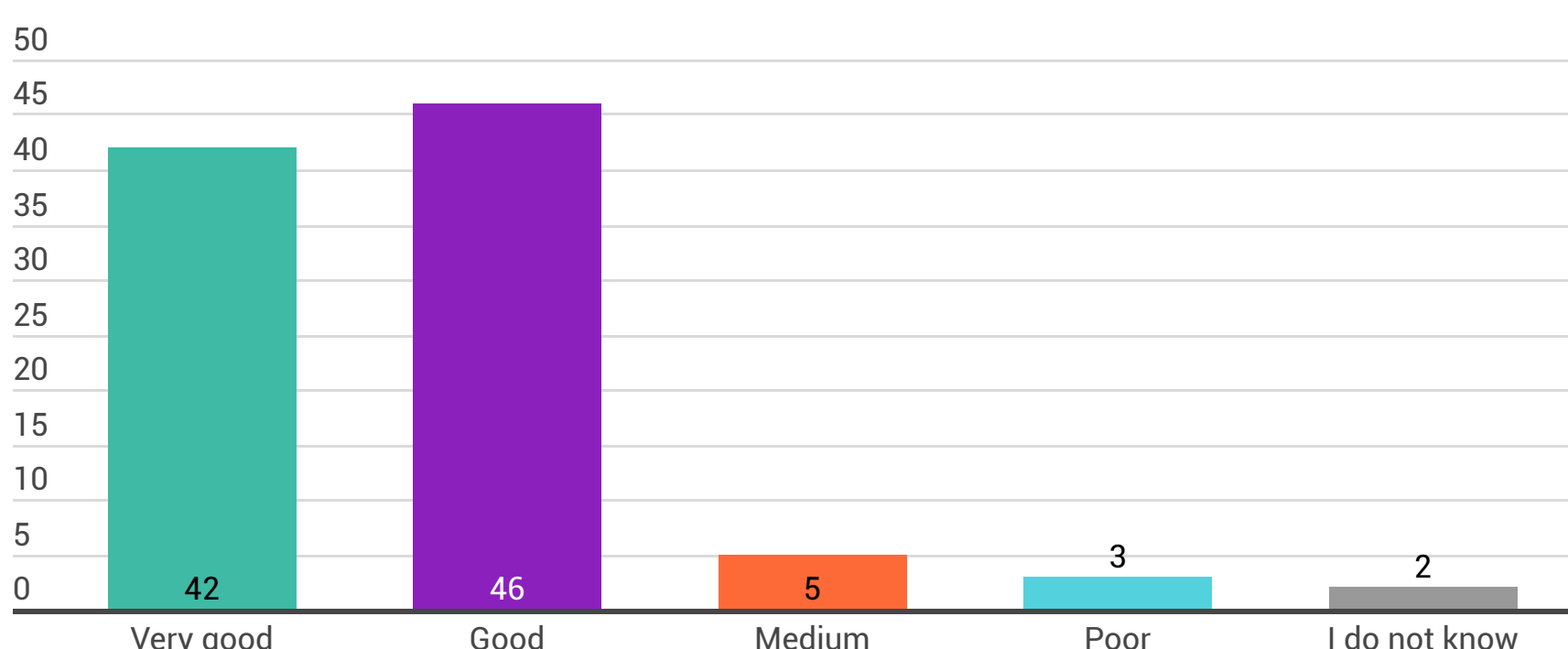
How would you evaluate the work-based period?



How satisfied are you with the work-based learning?



How helpful was the work-based learning for your career path?



## 2.19 - What suggestions would you give to the companies to make the work-based learning experience more effective?

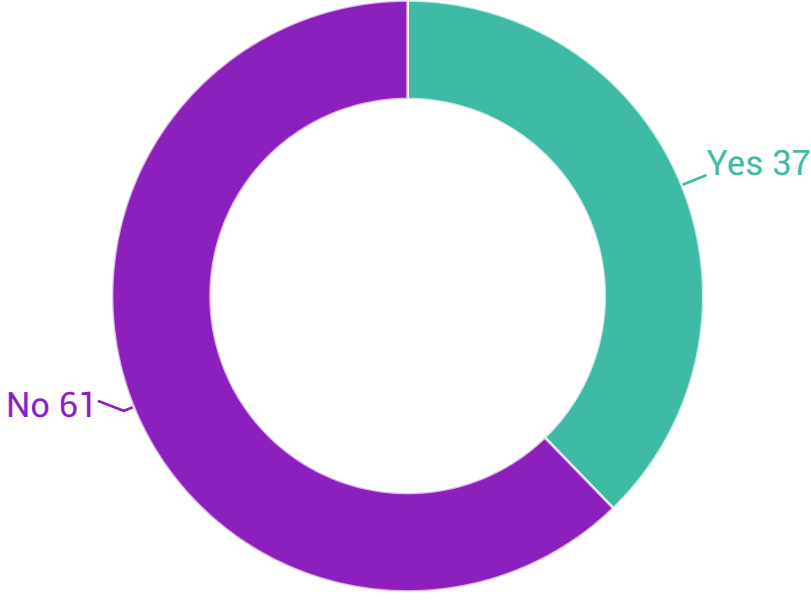
Most respondents replied that they would add nothing

Some other answers:

- More patience providing guidelines and guidance
- More job opportunities

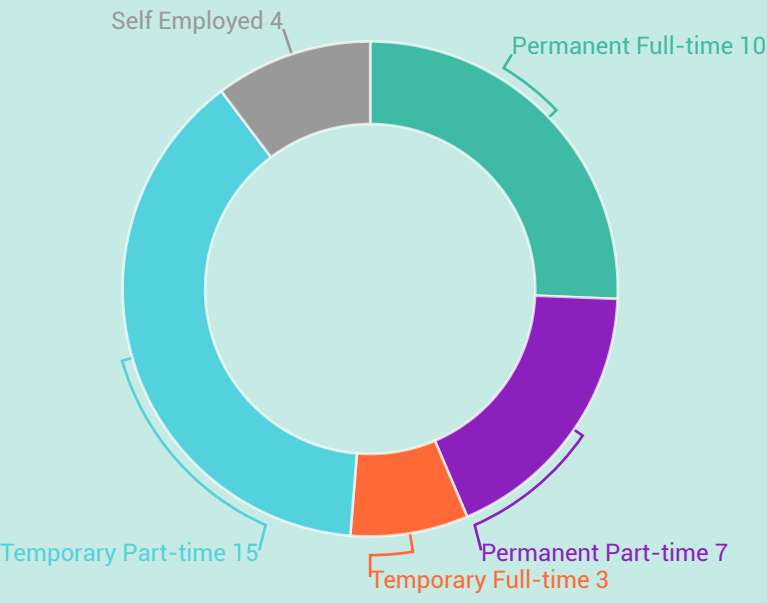
SECTION II: EMPLOYMENT STATUS

3.1 - Are you currently employed or have you been employed after your studies?

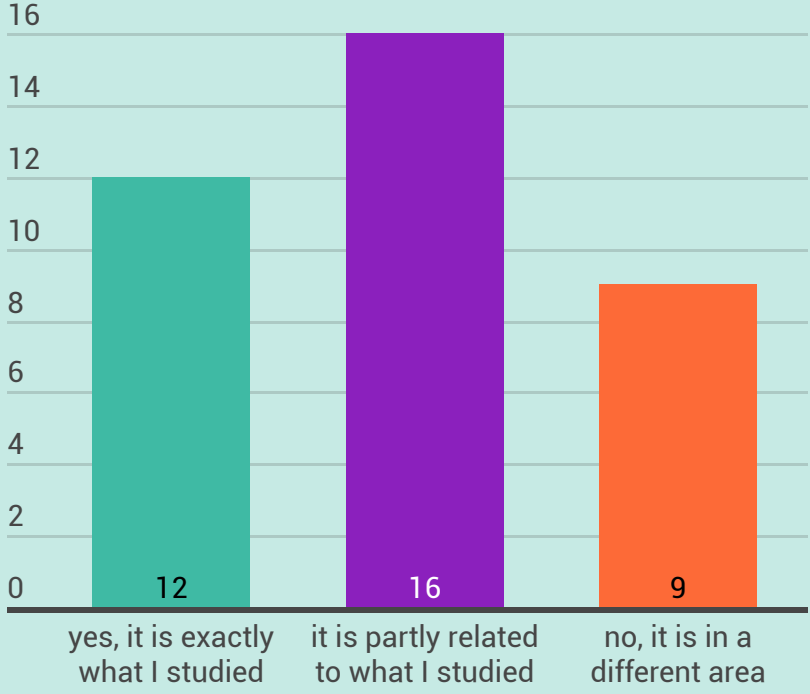


3.2 - 3.3 - 3.6 Employment details

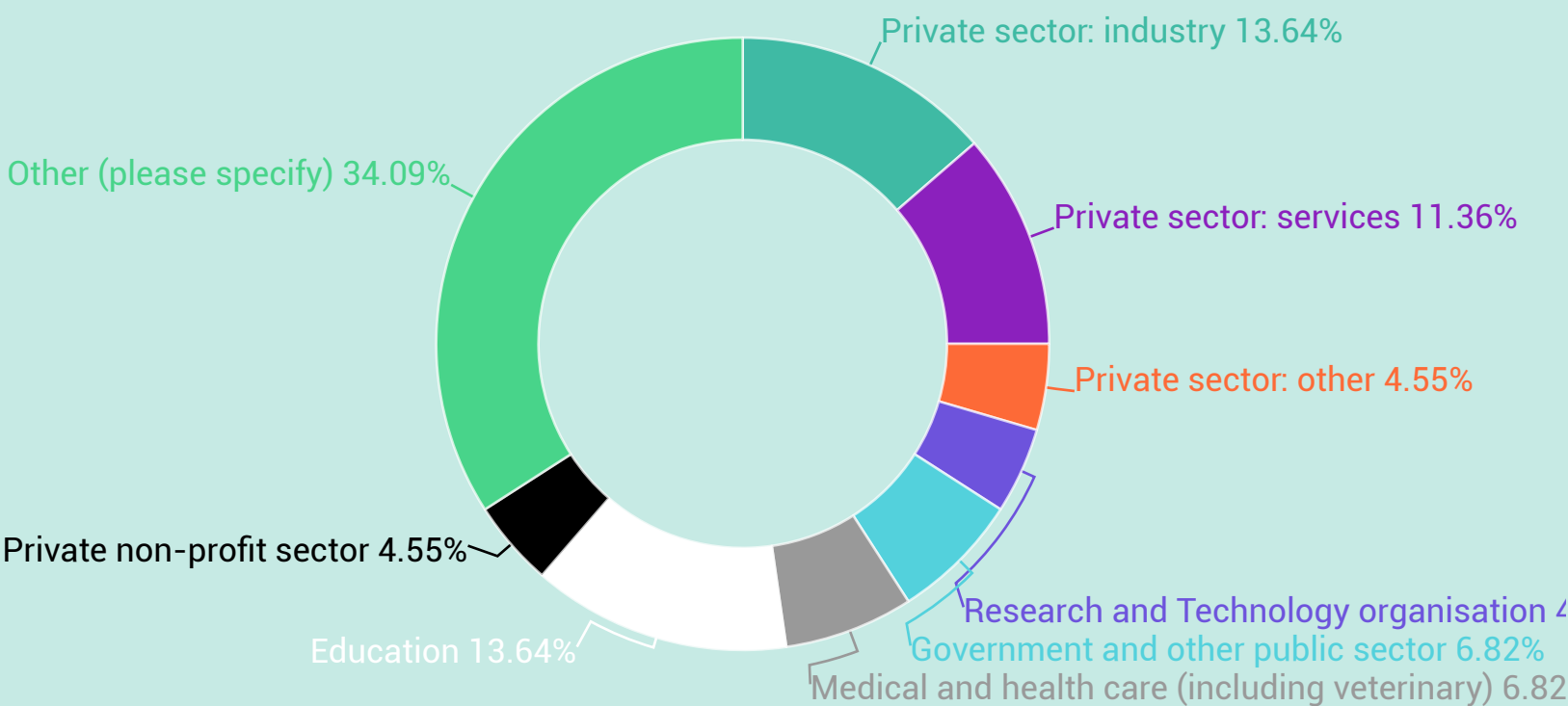
Main employment status



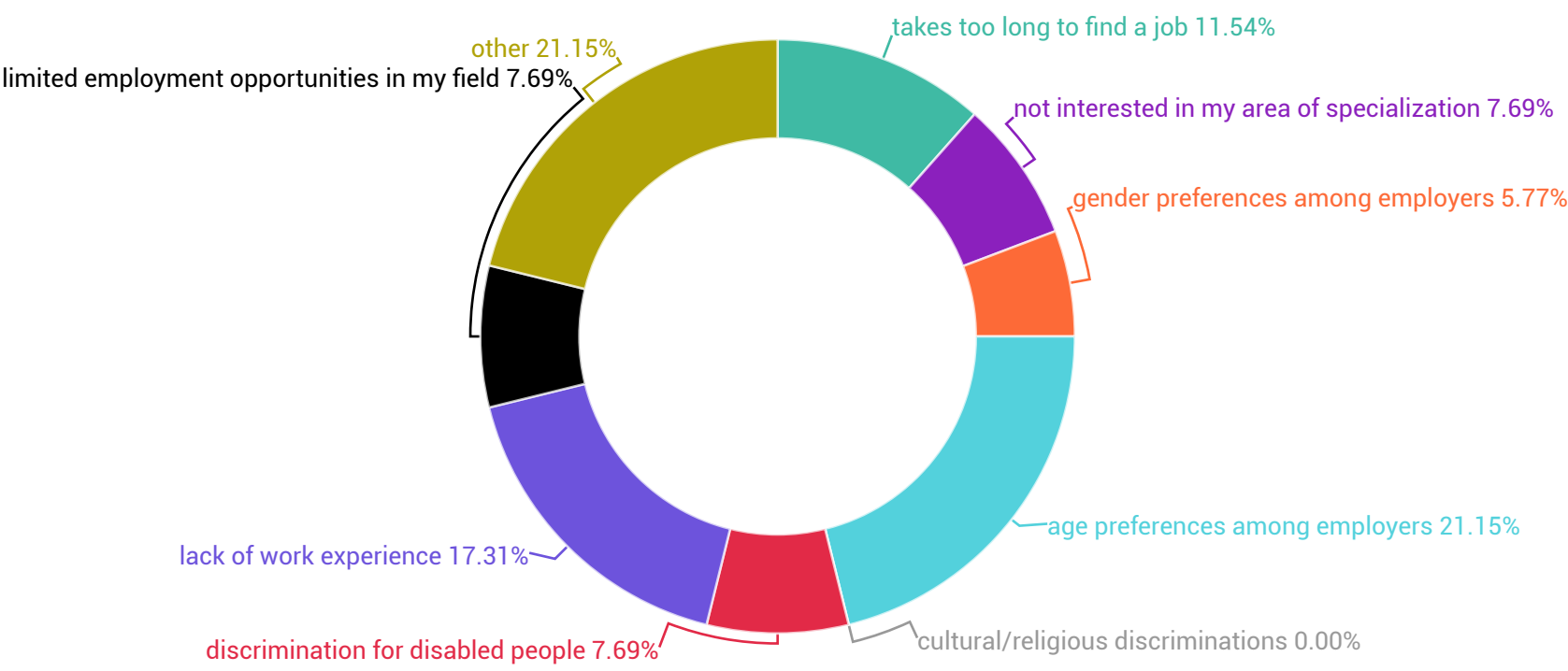
Is the job related to study?



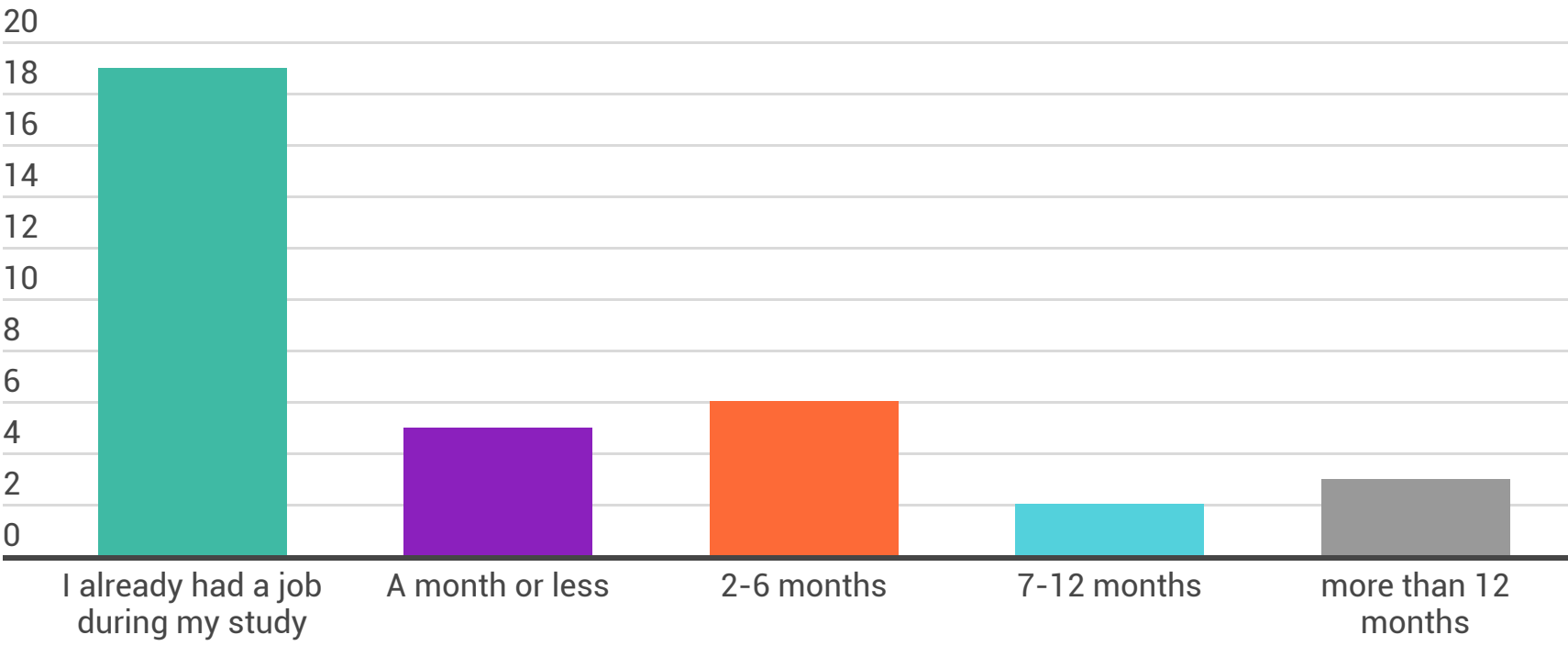
Job Sector



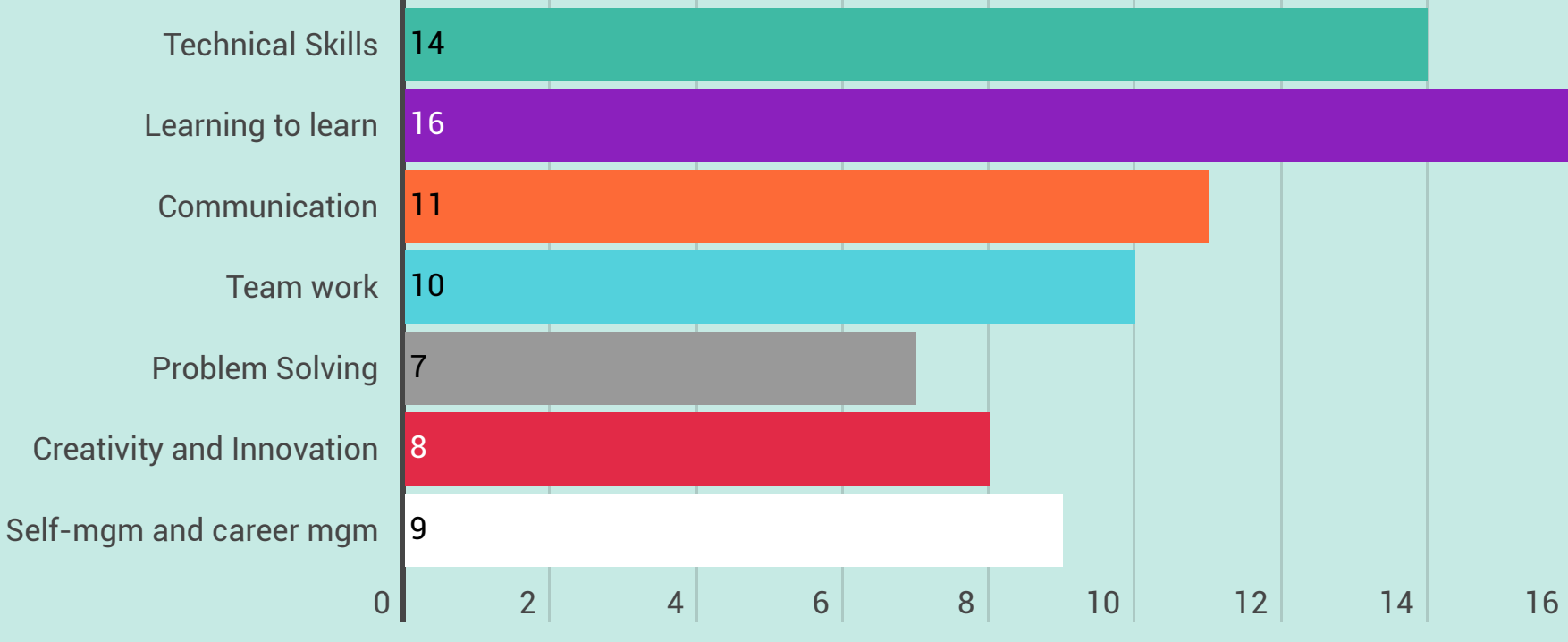
3.4 - Difficulties experienced when looking for a job



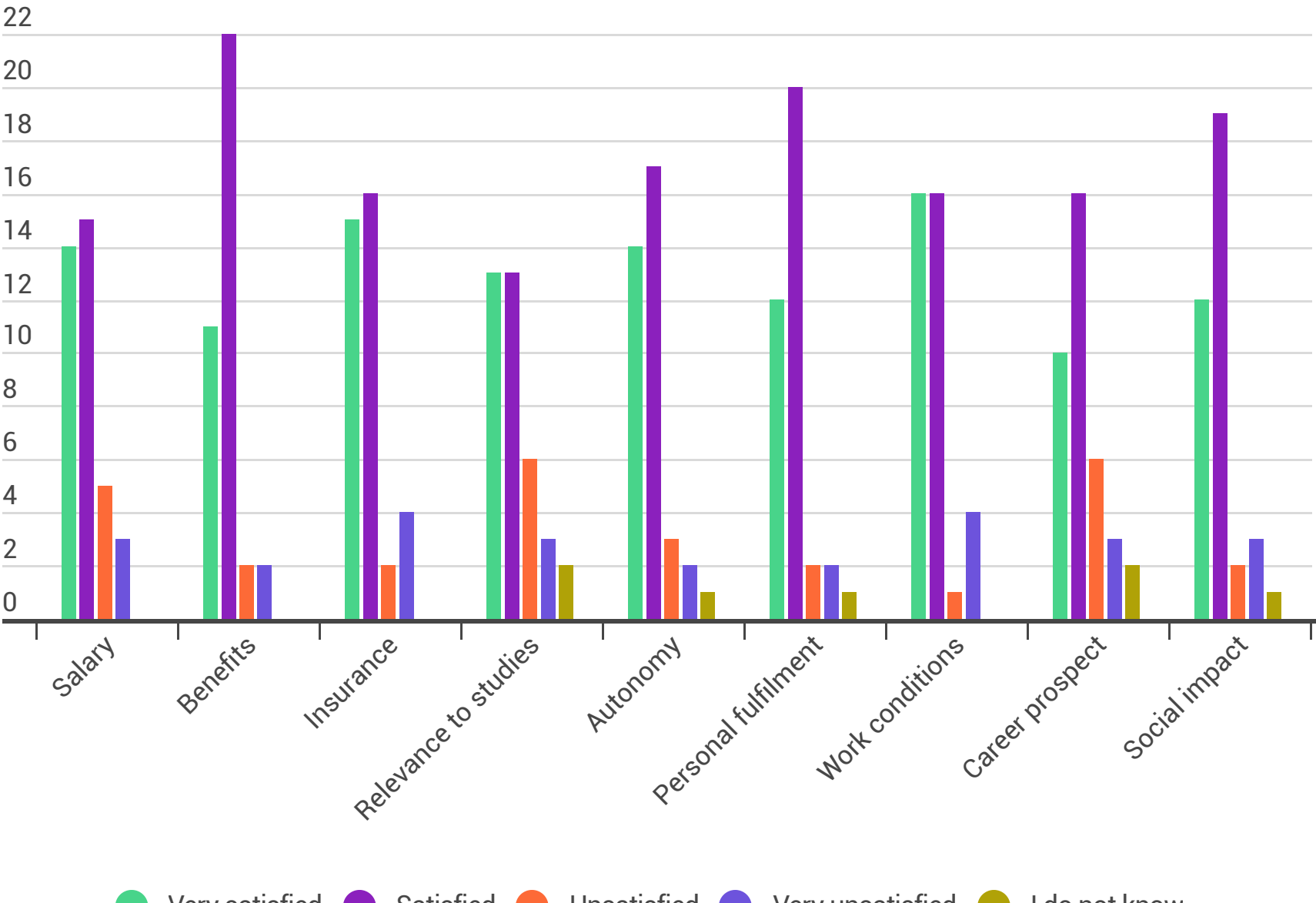
3.5 - months between study completion and first paid job



3.7 - Most important competences in your job

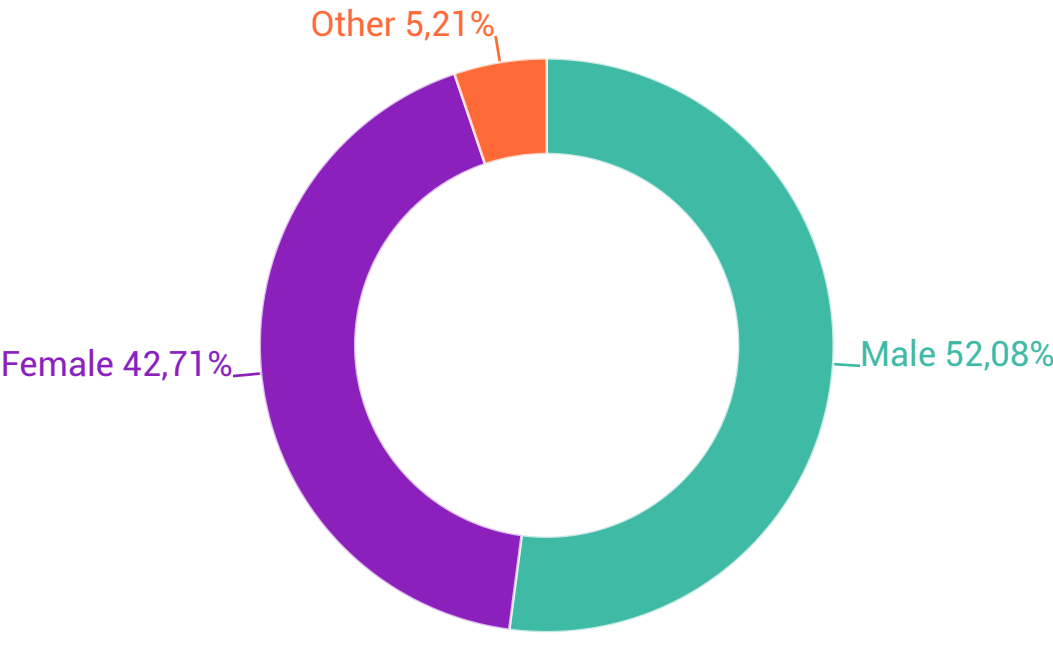


3.8 -How satisfied are you with your job, from the following points of view?

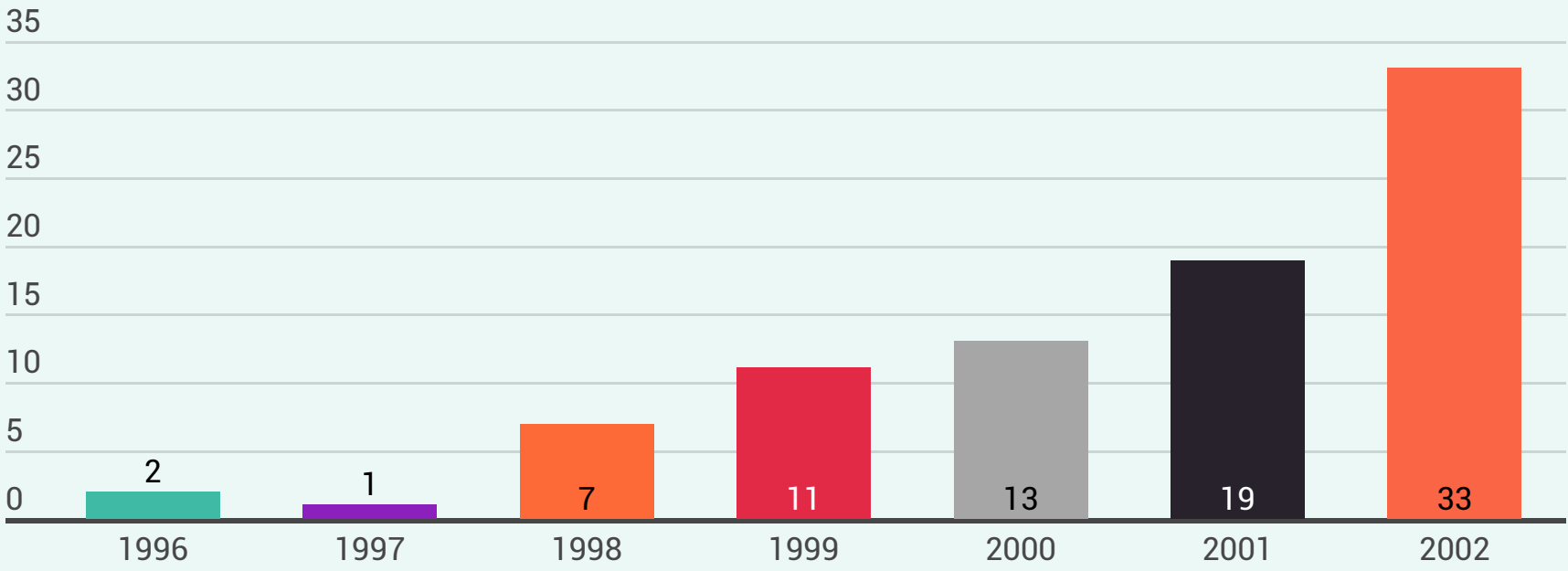


# SECTION III. DEMOGRAPHICS

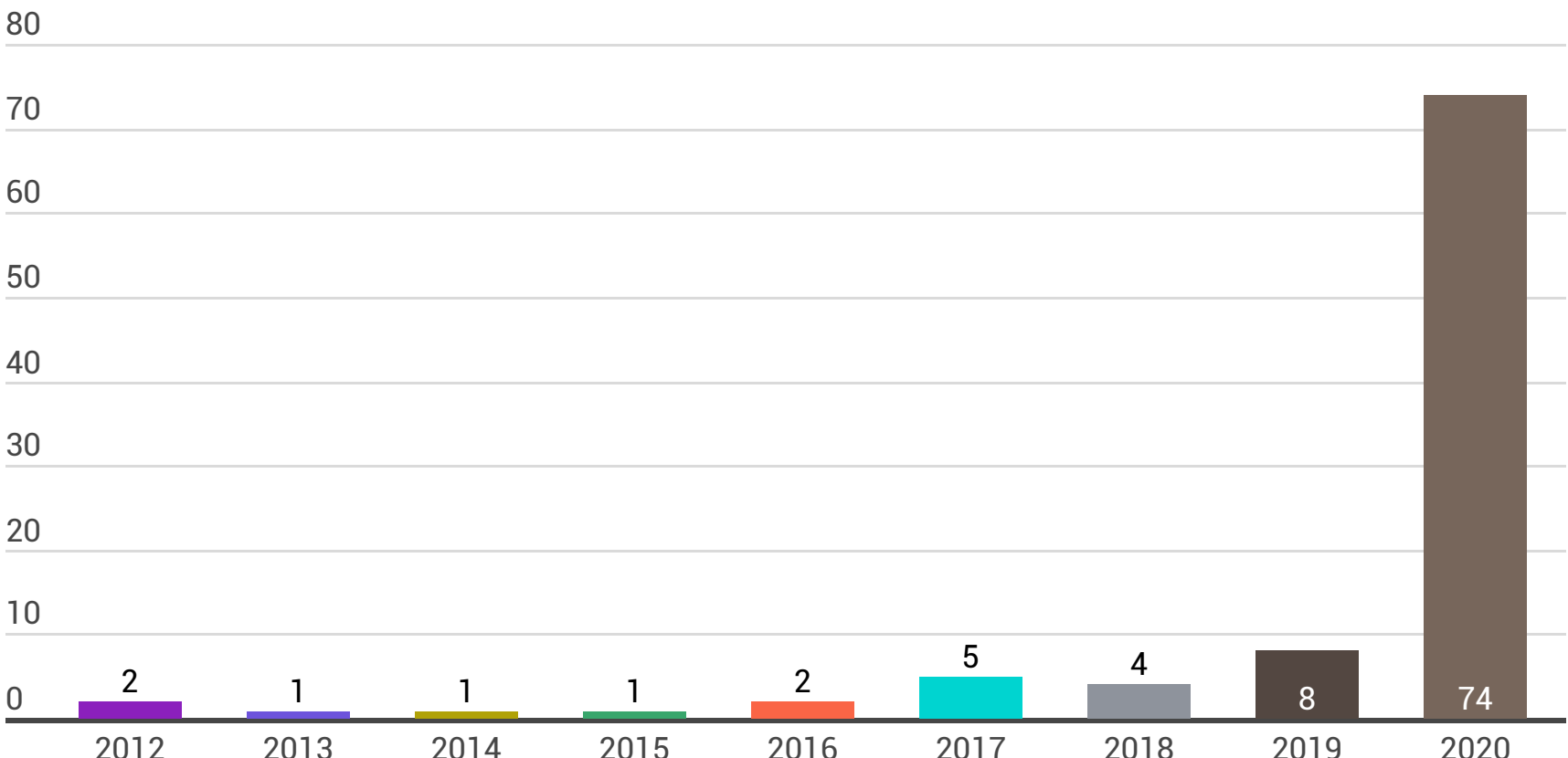
## Gender



## Year of birth



## Year of graduation



## Field of Studies



## Overall Summary

- strengths and weaknesses, suggestions and recommendations in relation to students, trainers and companies -

In general, the answers were positive, which makes attractive to say that WBL brings positive outcomes to it's learners. There are a few things to upgrade, like the poor adaptation phase that VET Students felt, among others things. Nevertheless, this questionnaire brings useful insights towards our project results, which is underlying the sentence that WBL is a useful tool to enhance quality education in Spain.

## Survey Evaluation



The questionnaire has been evaluted as valid tool and it will be assumed in the organization as permanent tracking system, nevertheless it needs to be adapted to Spanish VET and with some particularities of the Spanish system

## Evaluation of the survey tool, from a technical point of view

| Statement                                                               | Evaluation     |
|-------------------------------------------------------------------------|----------------|
| It was easy to review the answers                                       | Agree          |
| It was easy to create and edit the questionnaire                        | Strongly Agree |
| The questionnaire did not work correctly, there were technical problems | Disagree       |



Co-funded by the Erasmus+ Programme of the European Union





# WP2 | Eduwork.Net Survey

## Ireland Report

**EduWork.Net**

**“Networking of VET providers for improving quality of work based learning at local and transnational level”**

Project No.609096-EPP-1-2019-1-IT-EPPKA3-VET-NETPAR



Co-funded by the  
Erasmus+ Programme  
of the European Union

### SECTION I: EDUCATION AND WORK-BASED LEARNING

## Quantitative data



**6**

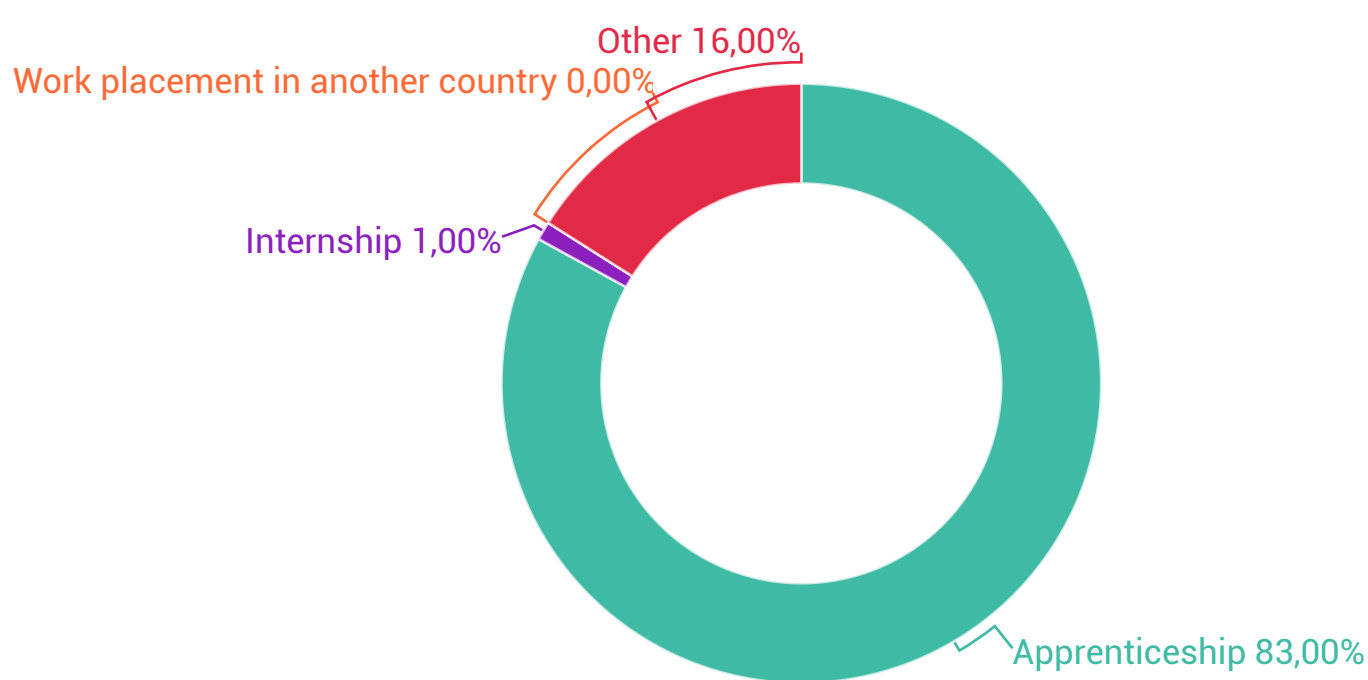
**VET centers  
involved in the  
survey**



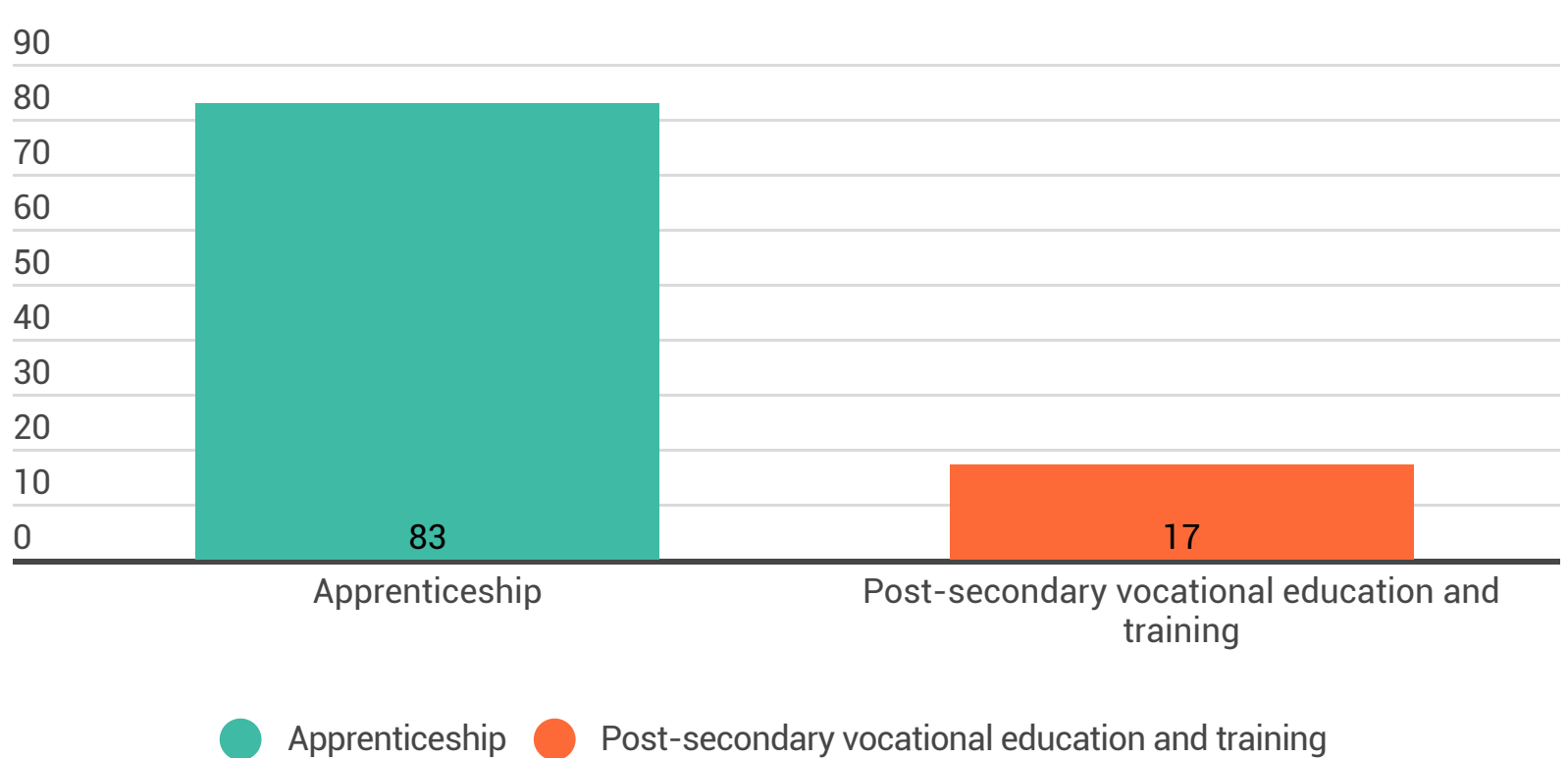
**109**

**Respondents  
involved in the  
survey**

### Type of WBL experience

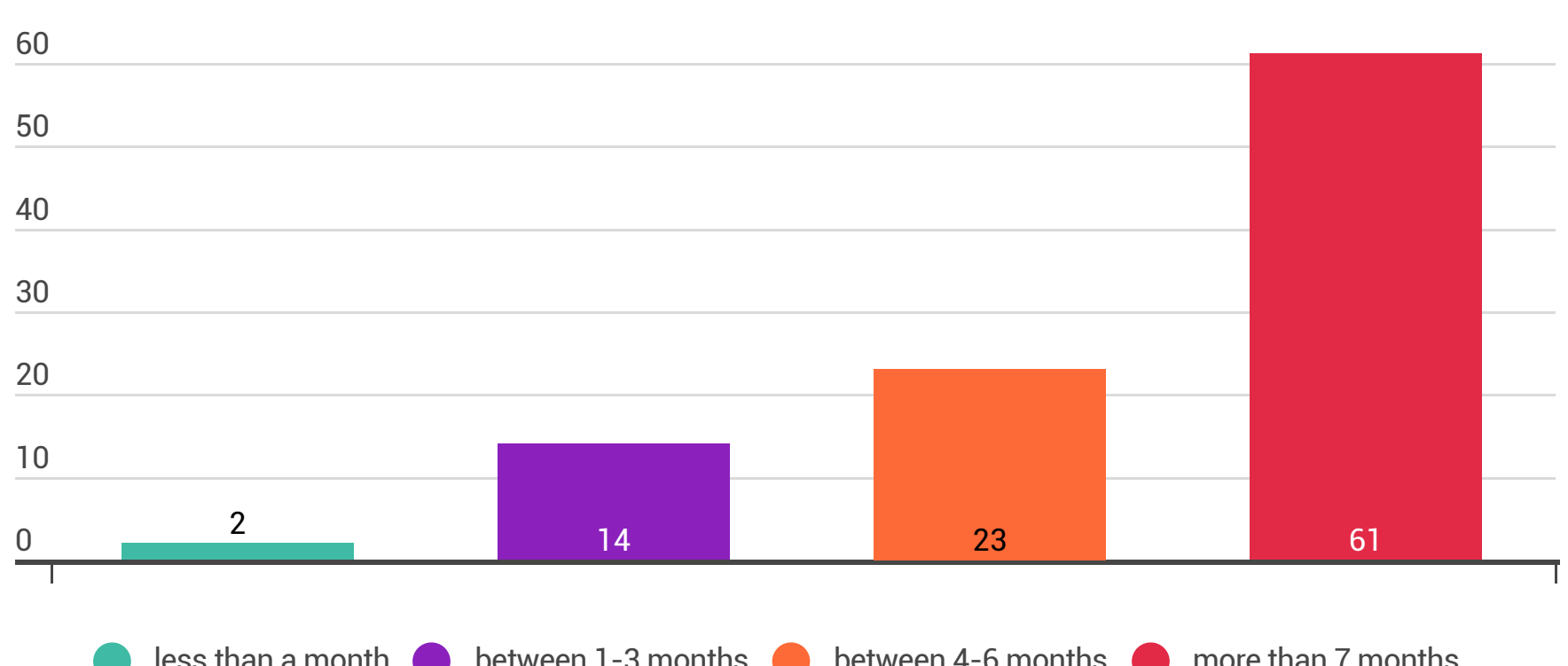


### Study level during WBL experience



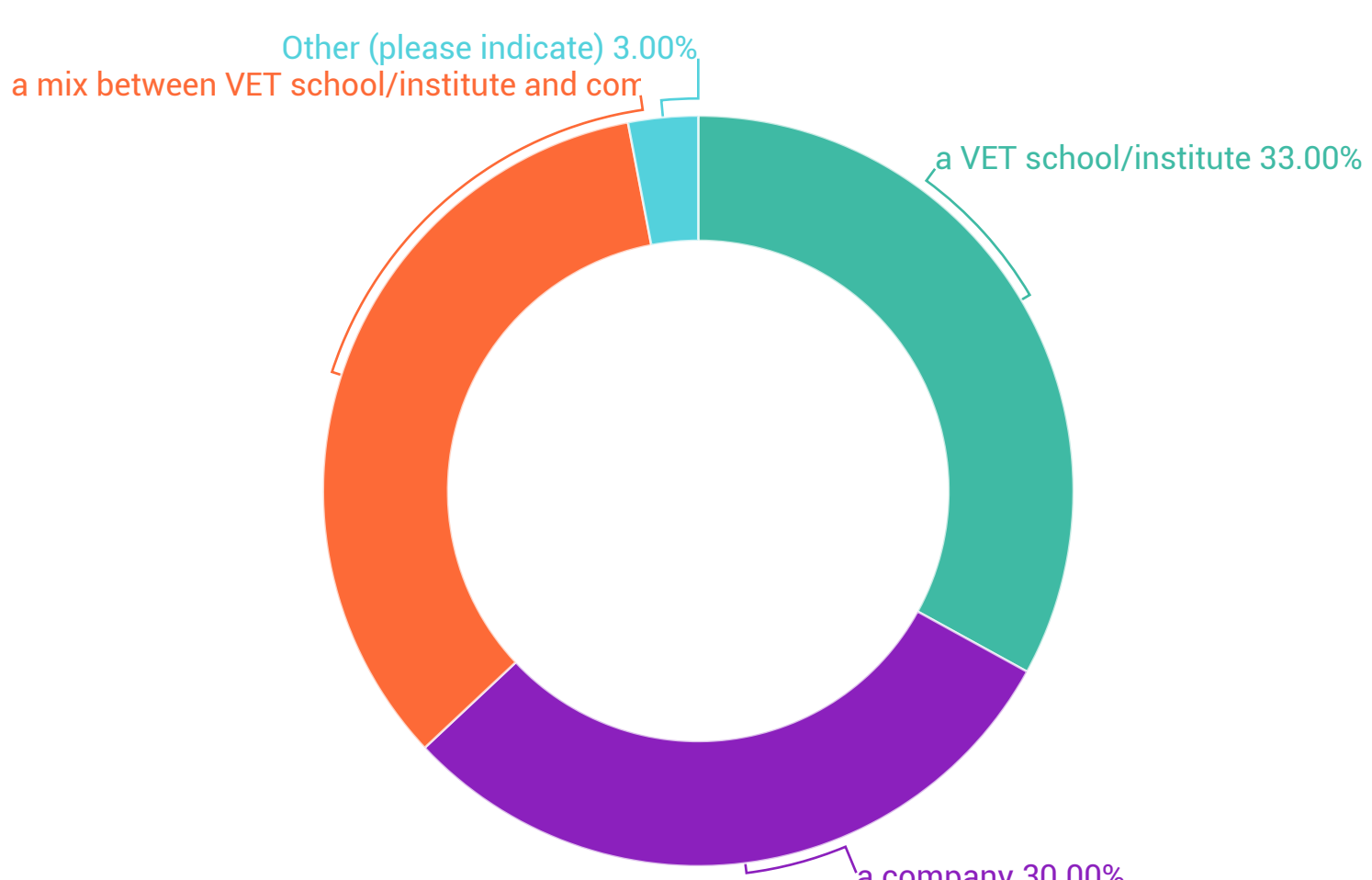
● Apprenticeship ● Post-secondary vocational education and training

### Duration of work-based learning



● less than a month ● between 1-3 months ● between 4-6 months ● more than 7 months

### Host organisation is/was:

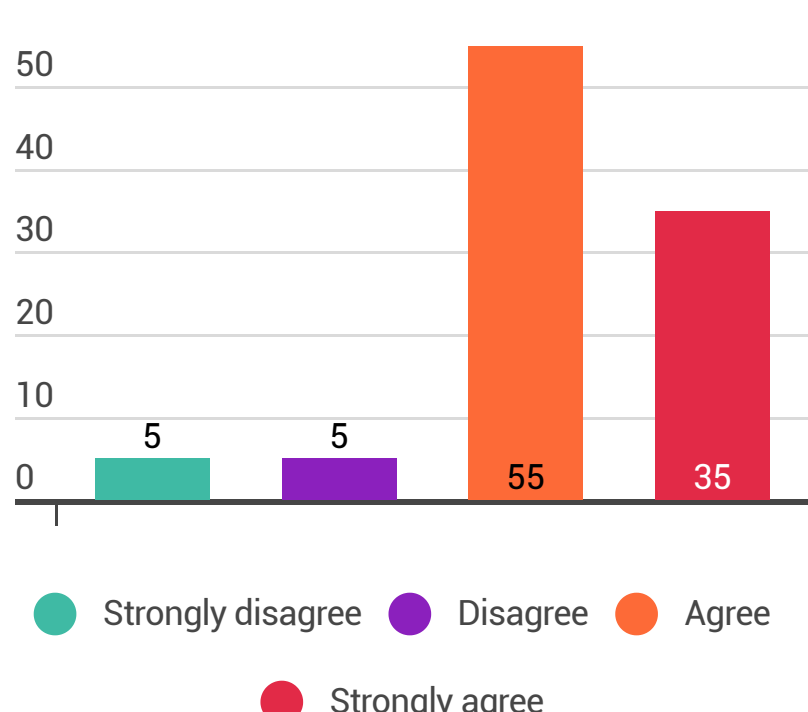


## SECTION I: EDUCATION AND WORK-BASED LEARNING

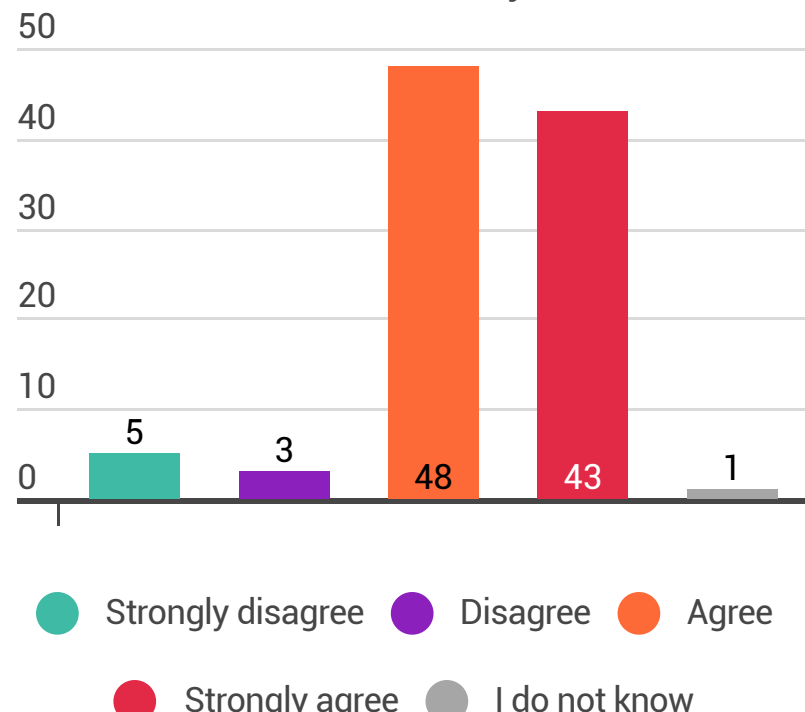
## Qualitative data

### 2.6 - To what extent do you agree or disagree with the following statements connected to your study and the work-based learning?

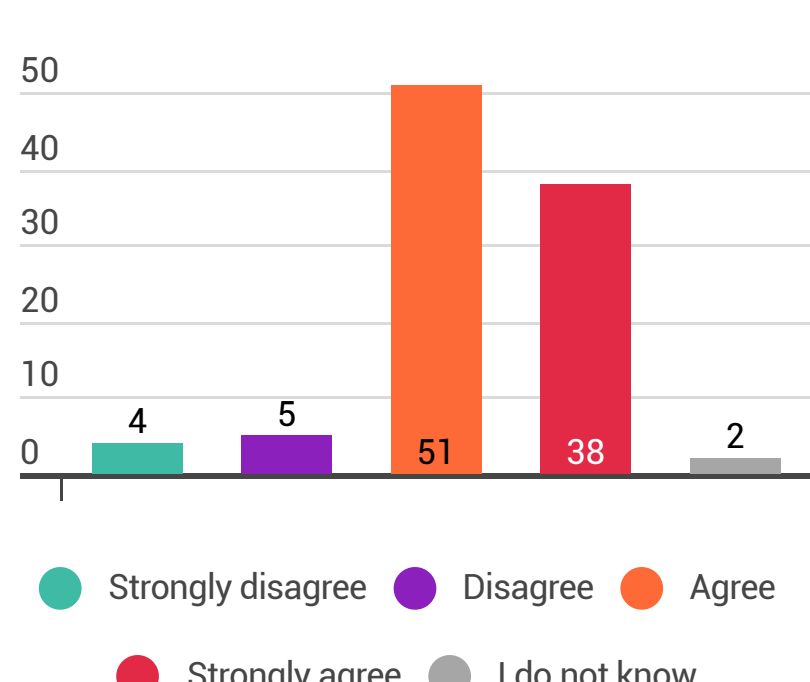
My study programme properly prepared me for the work-based learning in the company



During the work-based learning, I had the opportunity to practice skills that I acquired in my studies



Work-based learning complemented my studies



### 2.7 - Did you gain knowledge, skills or competences or professional experience during your work-based learning that you would not have gained in your studies?\* a summary of all given answers



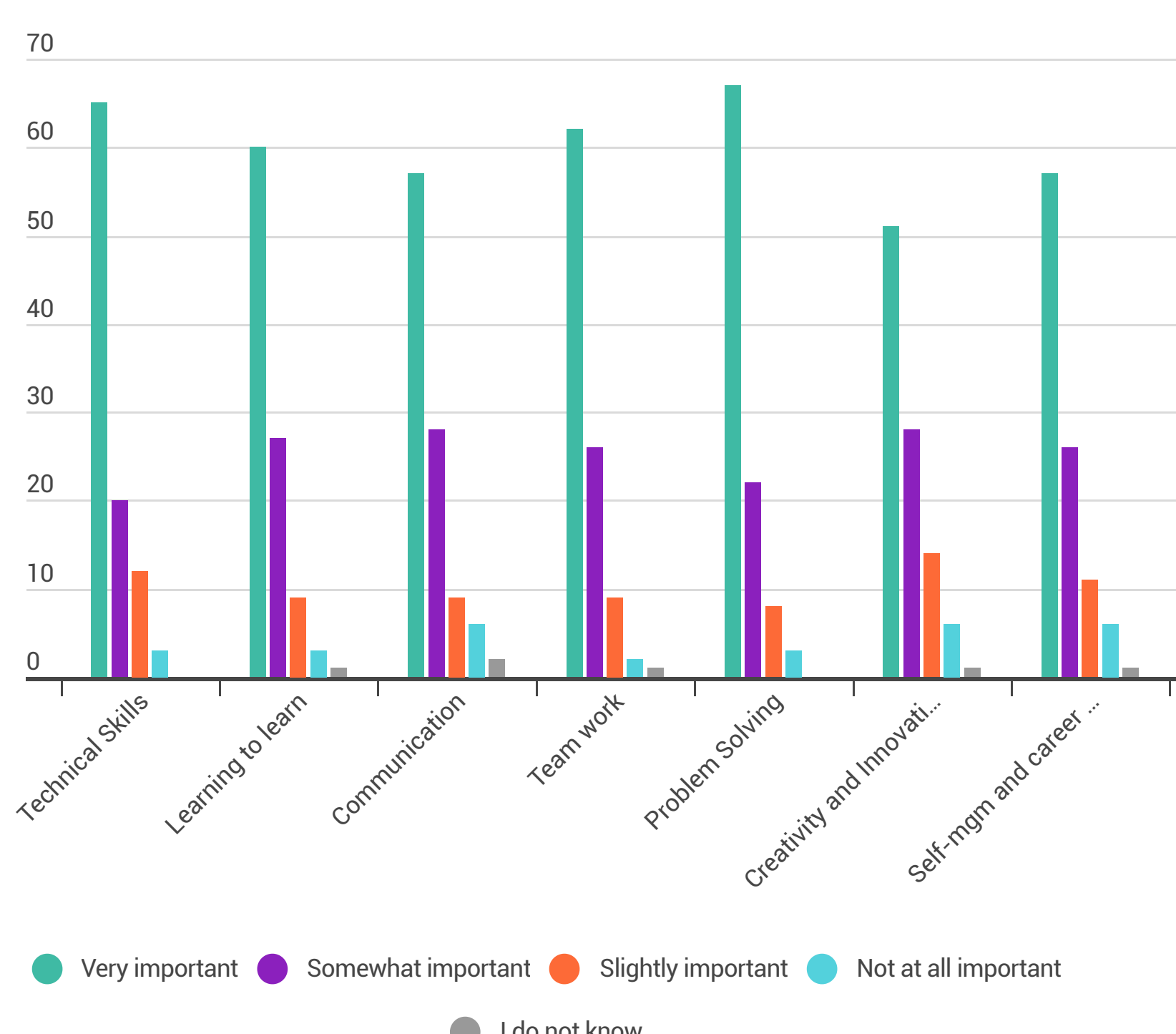
**Yes**

(Large majority)

Examples given:

- I gained hands on experience with auditing that I wouldn't have just being in college.
- Work based learning complemented the college learning.
- The work based learning were exponential and invaluable.

### 2.8 - How important was your WBL experience for the development of technical and soft skills?



### Q.2.9 | 2.12 - Learning Agreement

**65 Participants**



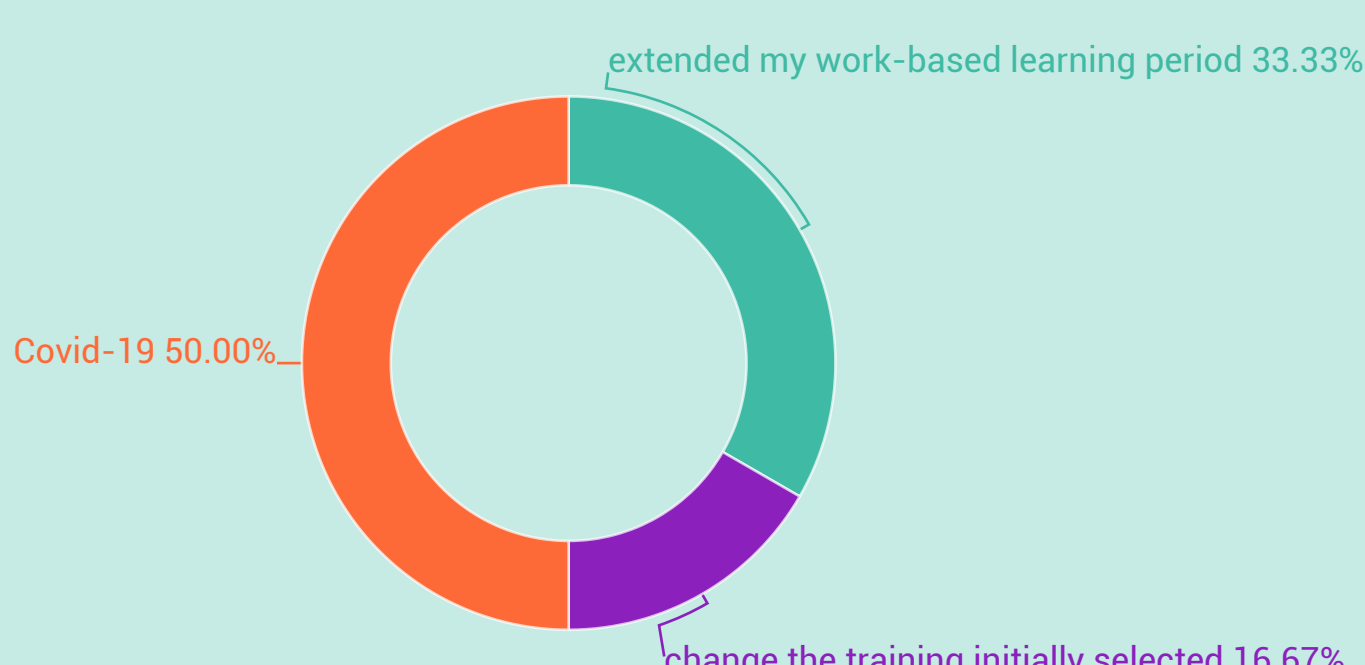
Have a Learning Agreement with defined learning outcomes drawn up before WBL

**18 Participants**



Changed Learning Agreement during WBL

### Why was the Learning Agreement changed?





## SECTION I: EDUCATION AND WORK-BASED LEARNING

## Qualitative data

## 2.13 - How could the study programme better prepare you for the apprenticeship and for employment?

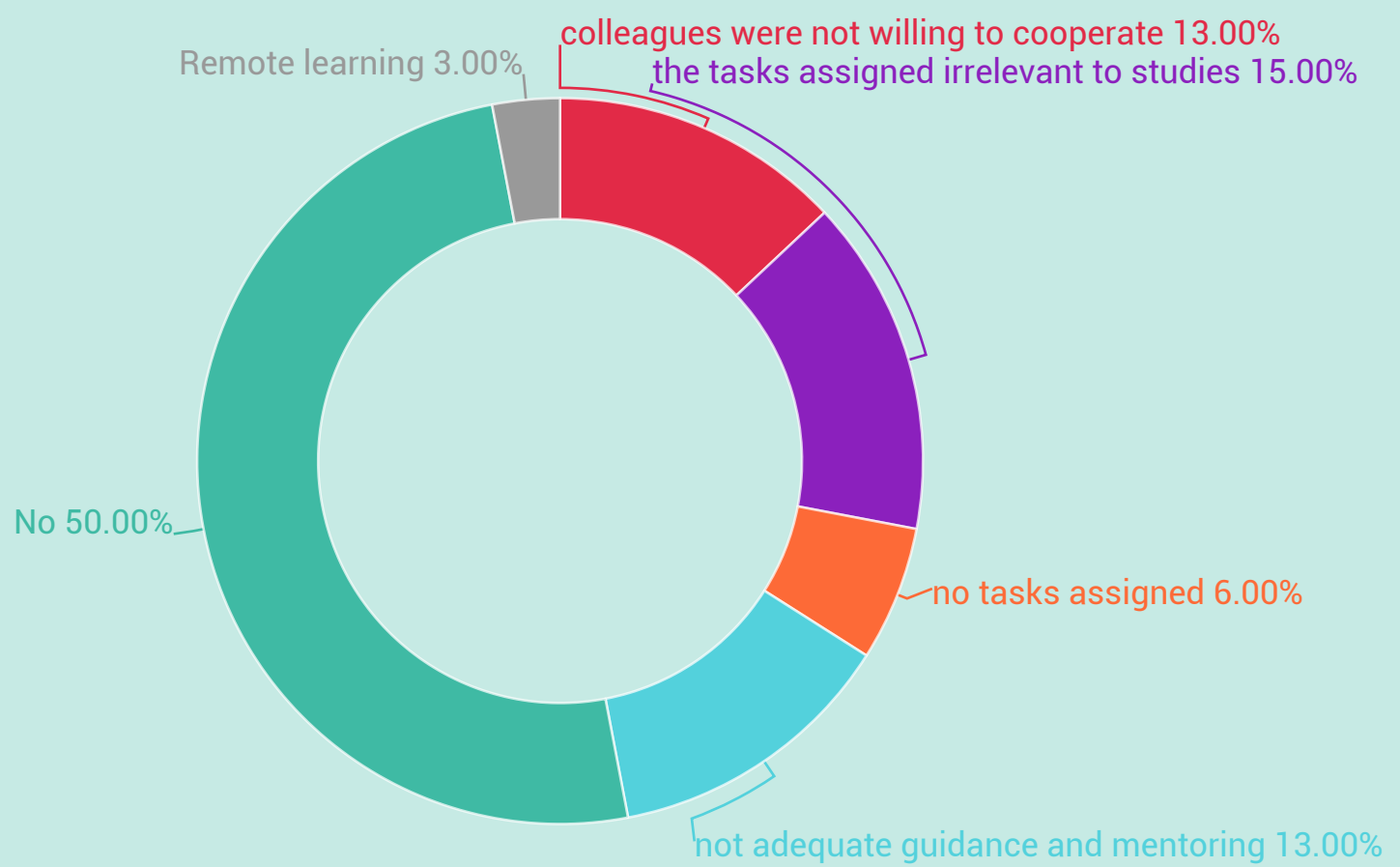
\* a summary of all given answers

Most respondents replied that they would add nothing or be better prepared.

Summary of those that answered to add or prepare better:

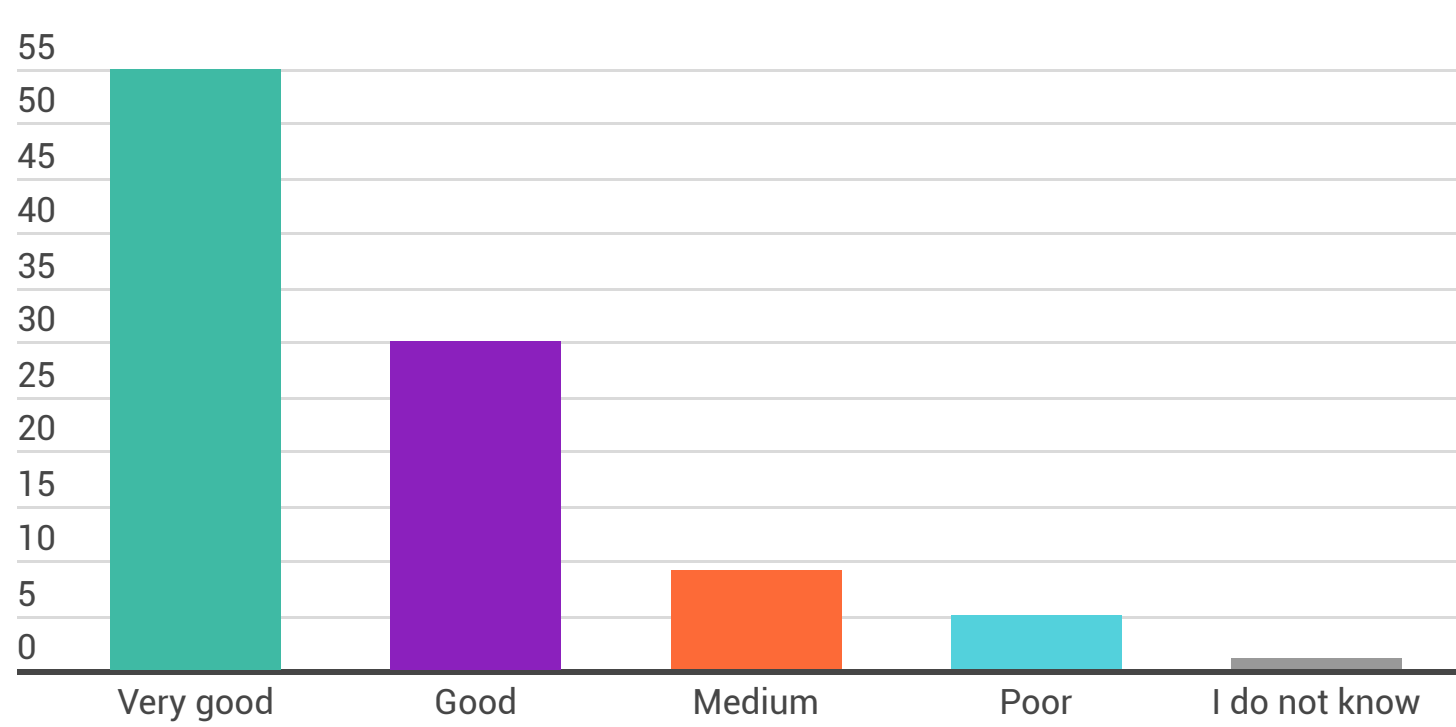
- More Digital and Computer Skills
- Less practical work
- More peer learning from other students.
- More role plays and skills to deal with conflict in the workplace.
- More team based work

## 2.14 - Were there any negative elements that hindered the successful implementation of the work-based learning?

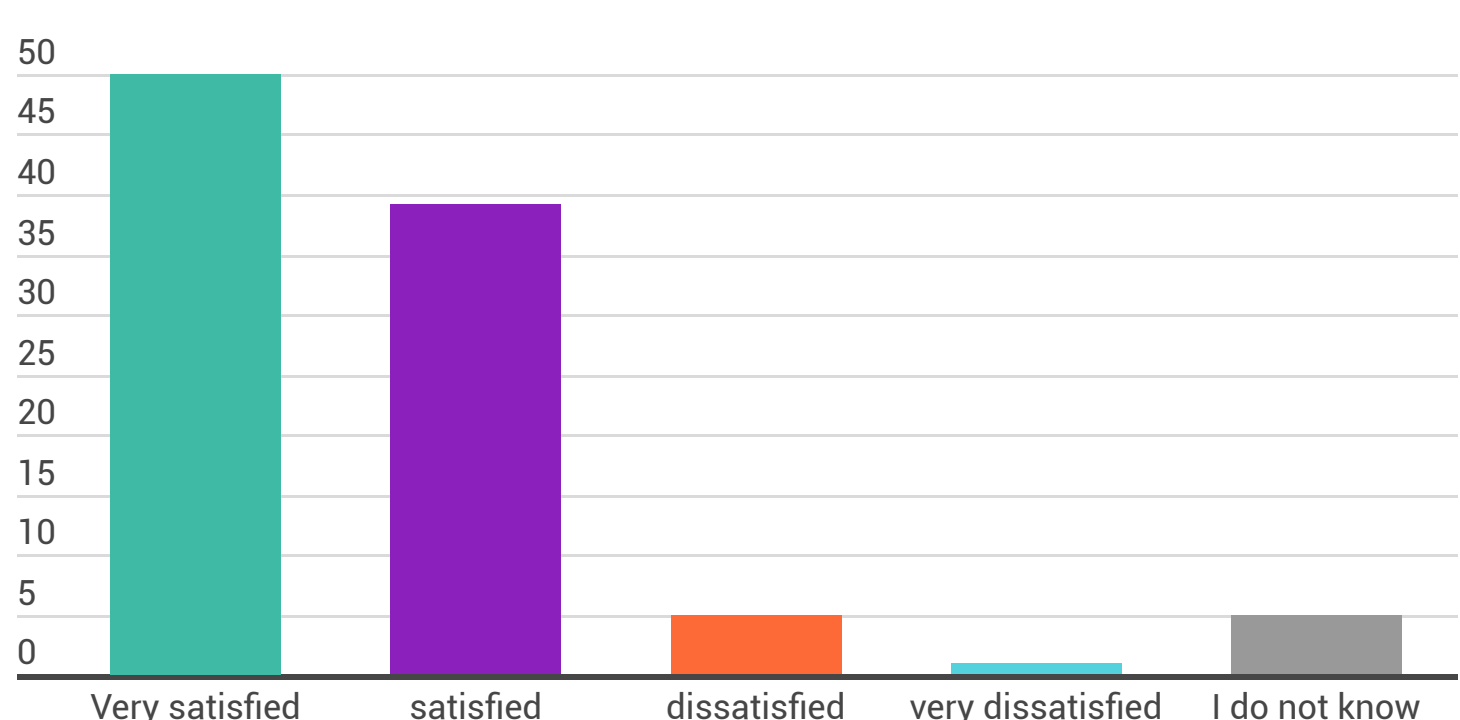


## Q. 2.16 | 2.18 - WBL experience satisfaction

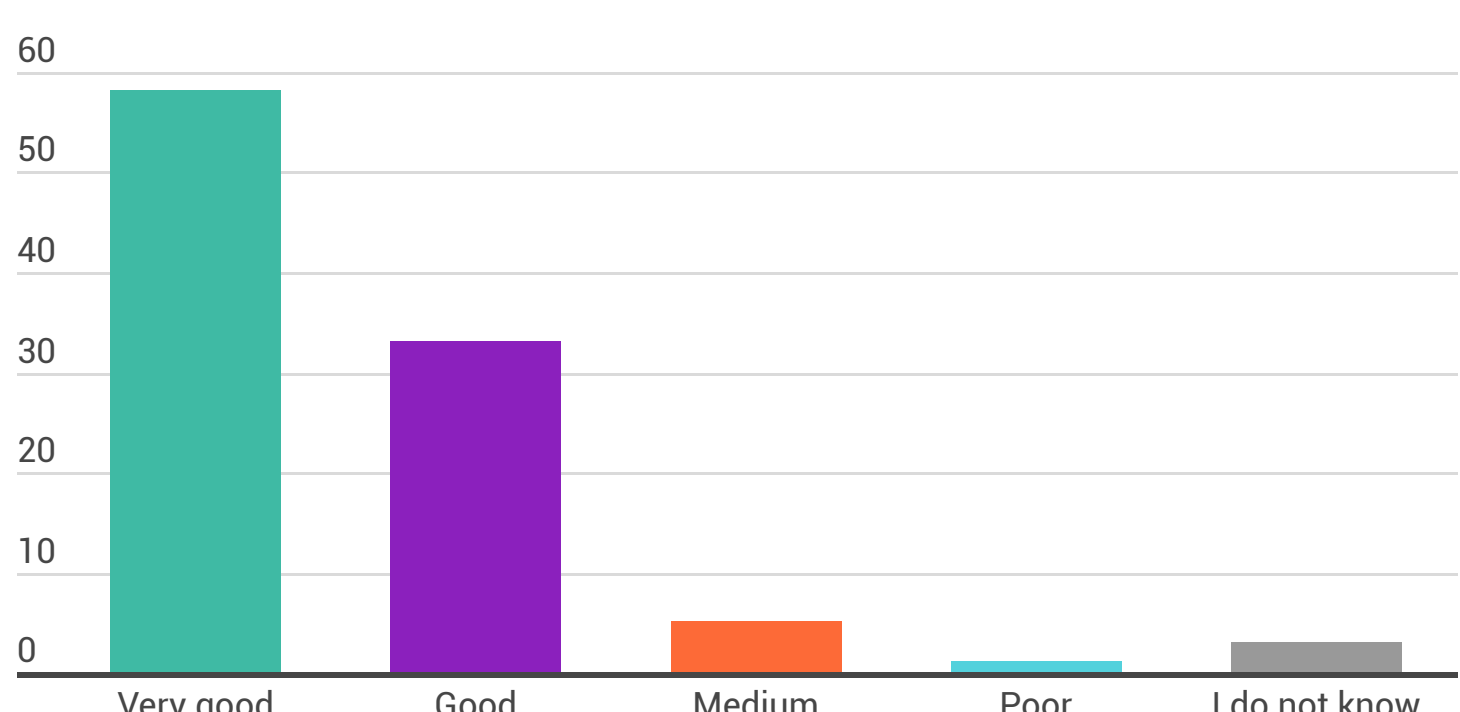
How would you evaluate the work-based period?



How satisfied are you with the work-based learning?



How helpful was the work-based learning for your career path?



## 2.19 - What suggestions would you give to the companies to make the work-based learning experience more effective?



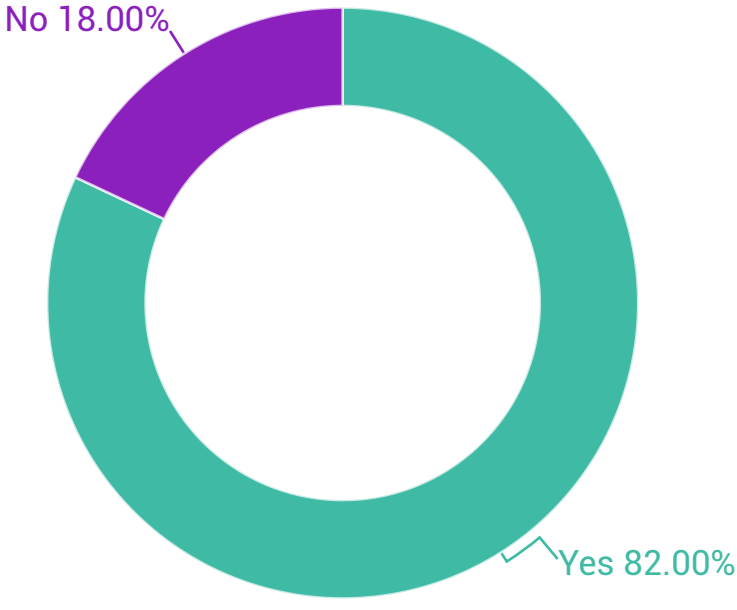
Most respondents replied that they would add nothing or be better prepared

Summary of those that gave examples is

- Have more regular meetings with mentors
- Give more feedback to the learner
- Provide broader experience in the company rather than just one job
- Employers not viewing apprentices as "cheap labour"

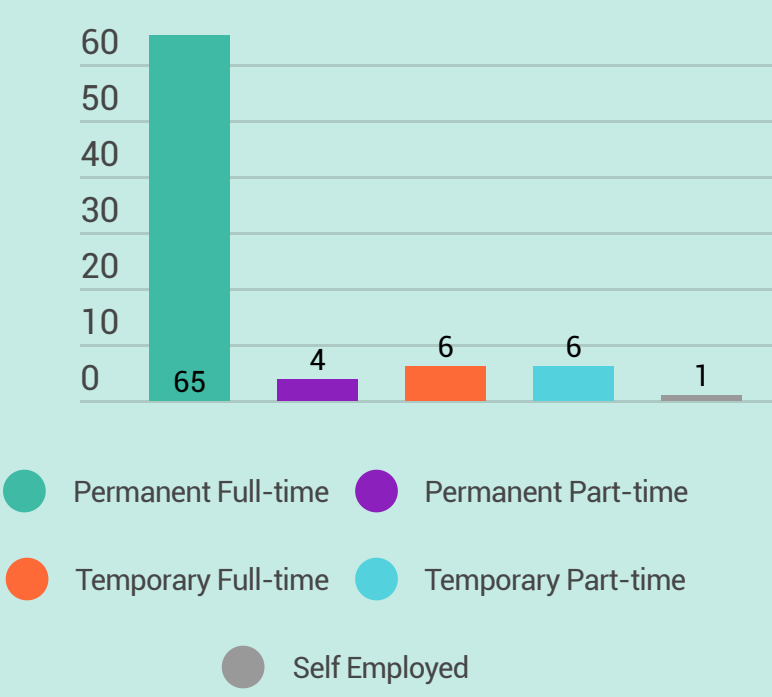
SECTION II: EMPLOYMENT STATUS

3.1 - Are you currently employed or have you been employed after your studies?

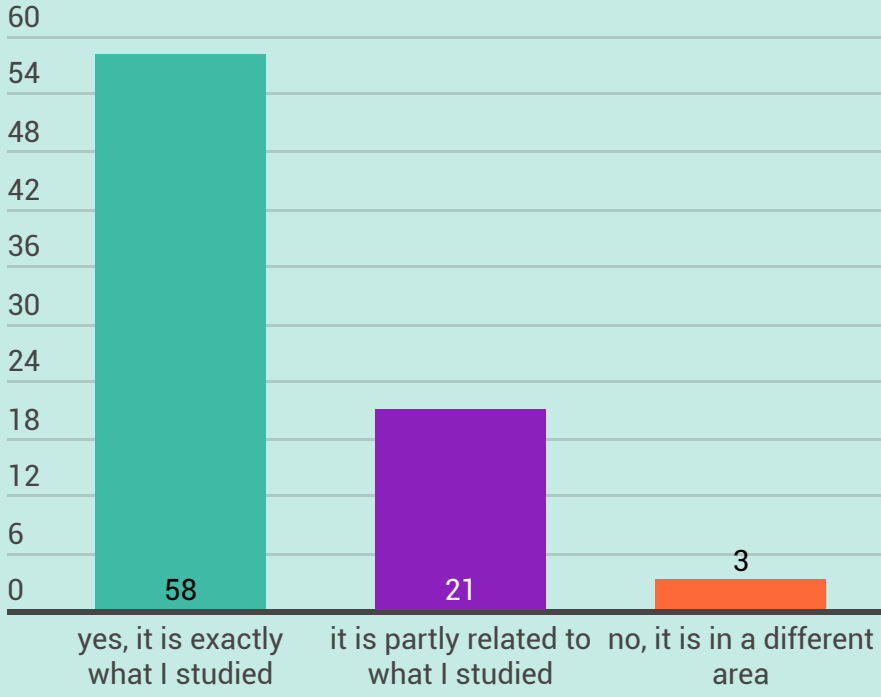


3.2 - 3.6 Employment details

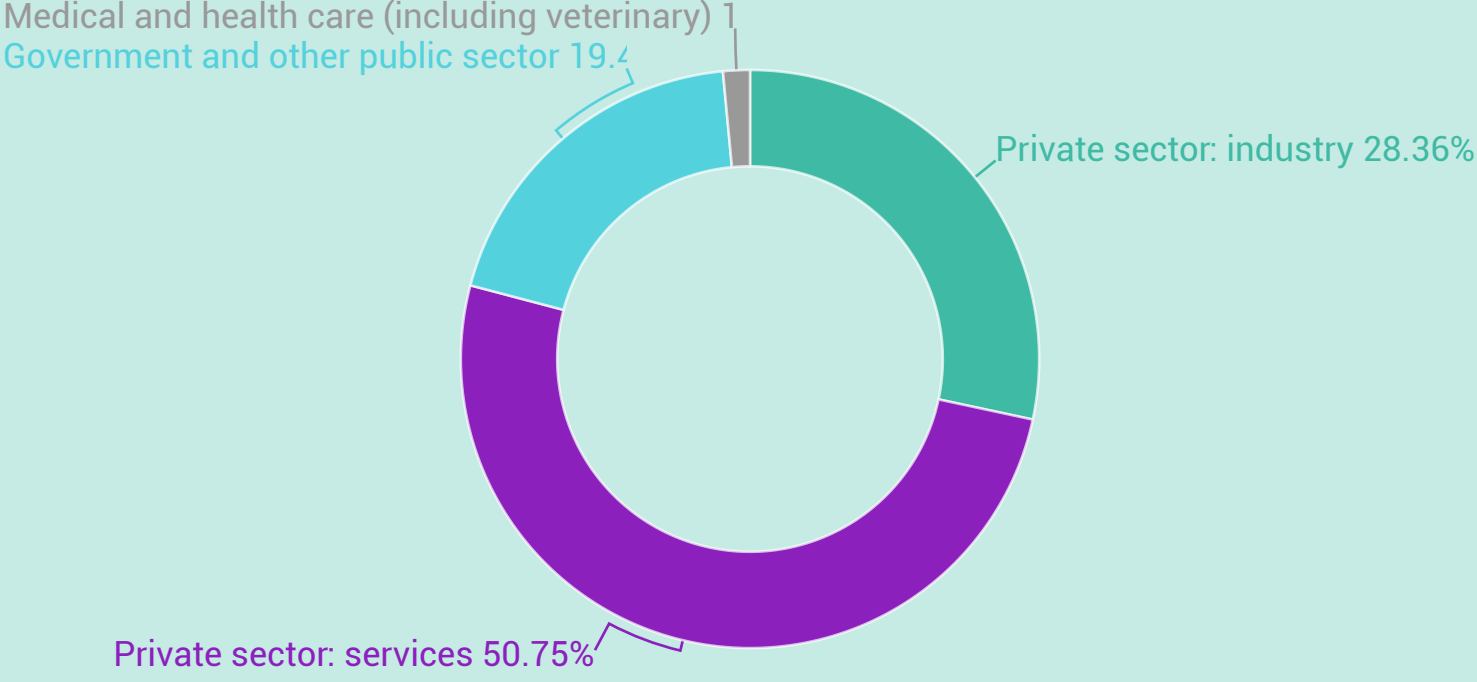
Main employment status



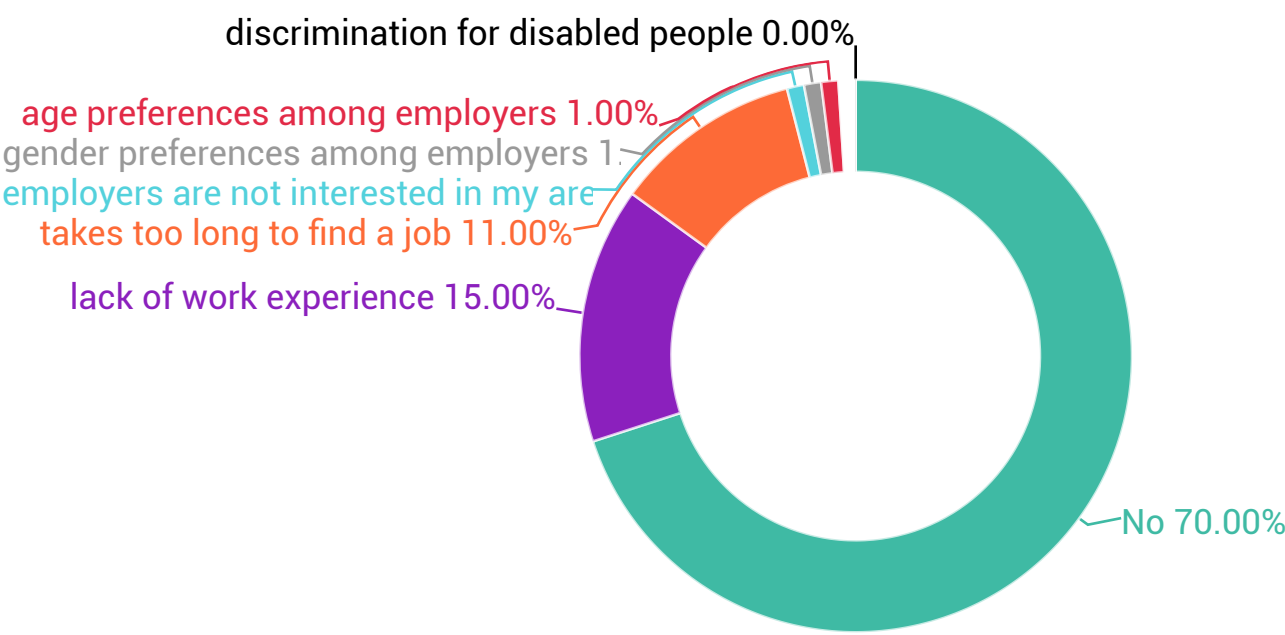
Is the job related to study?



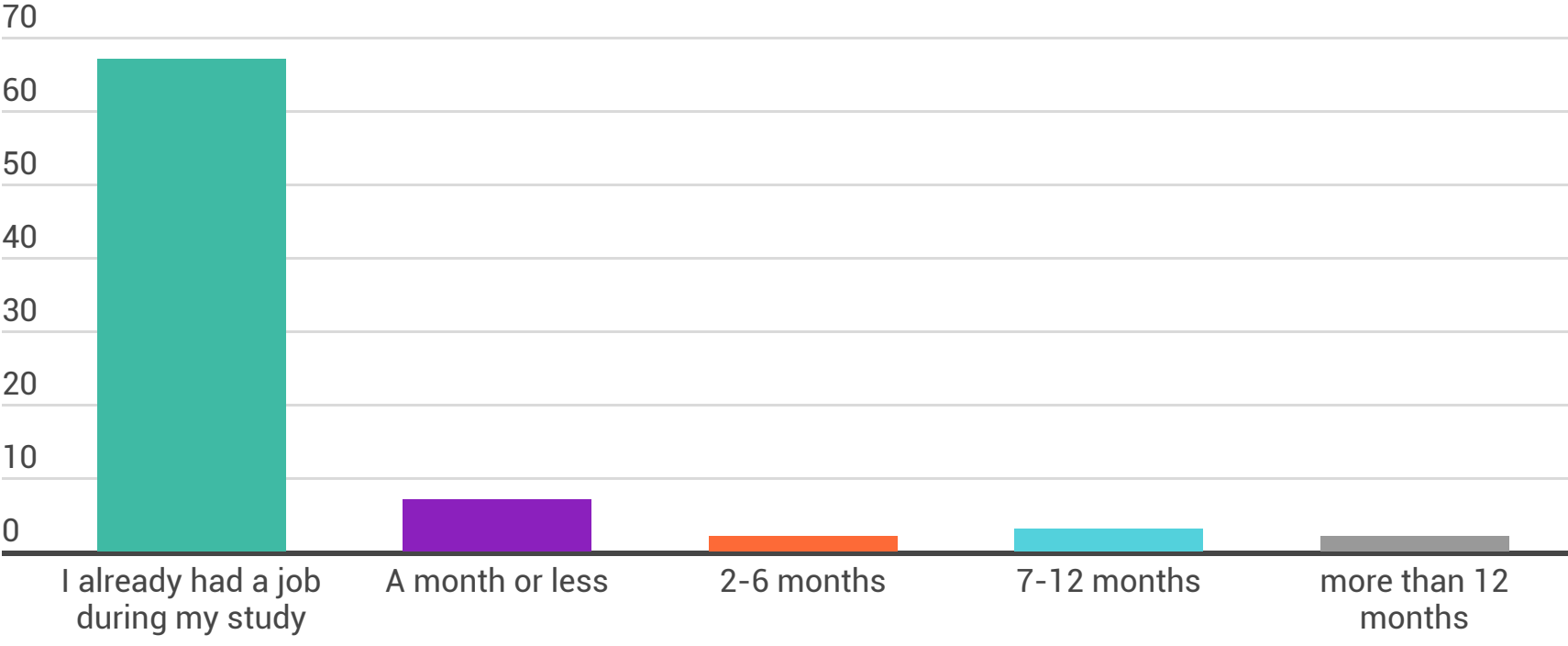
Job Sector



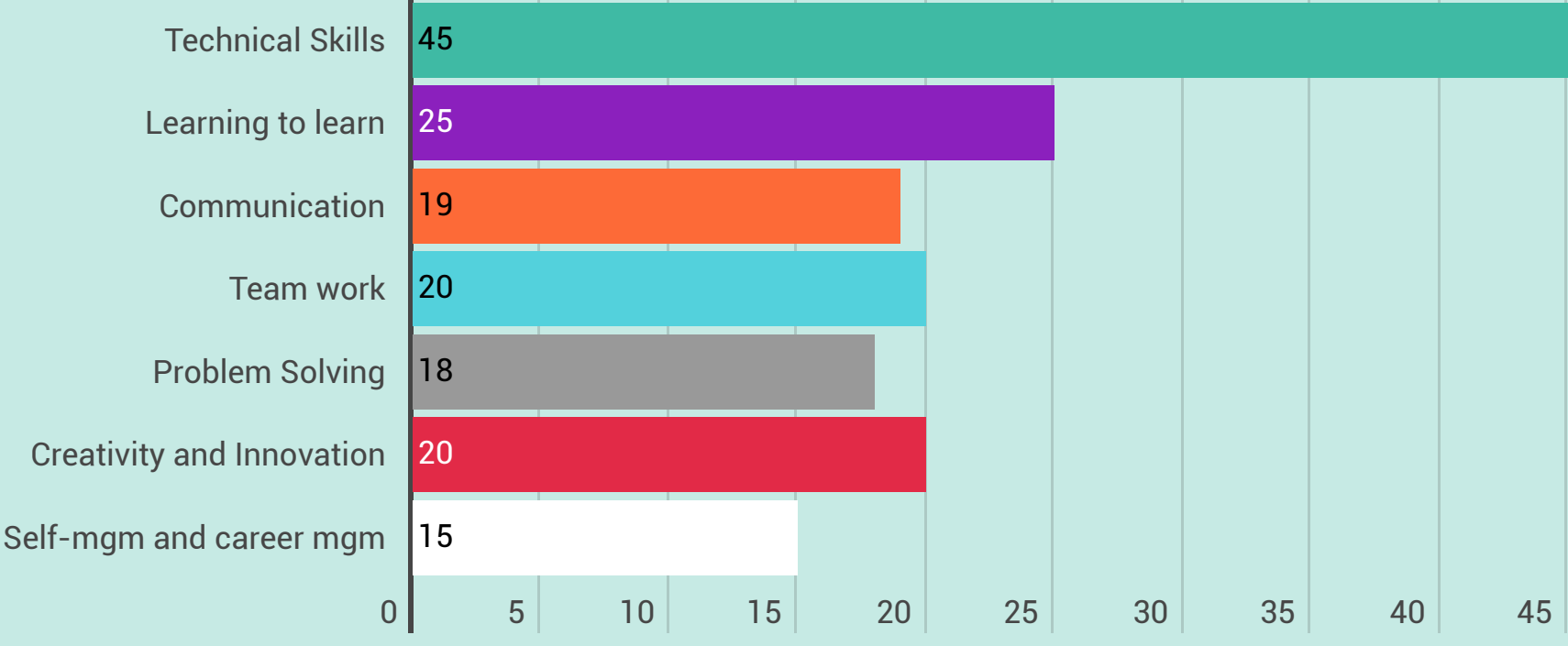
3.4 - Difficulties experienced when looking for a job



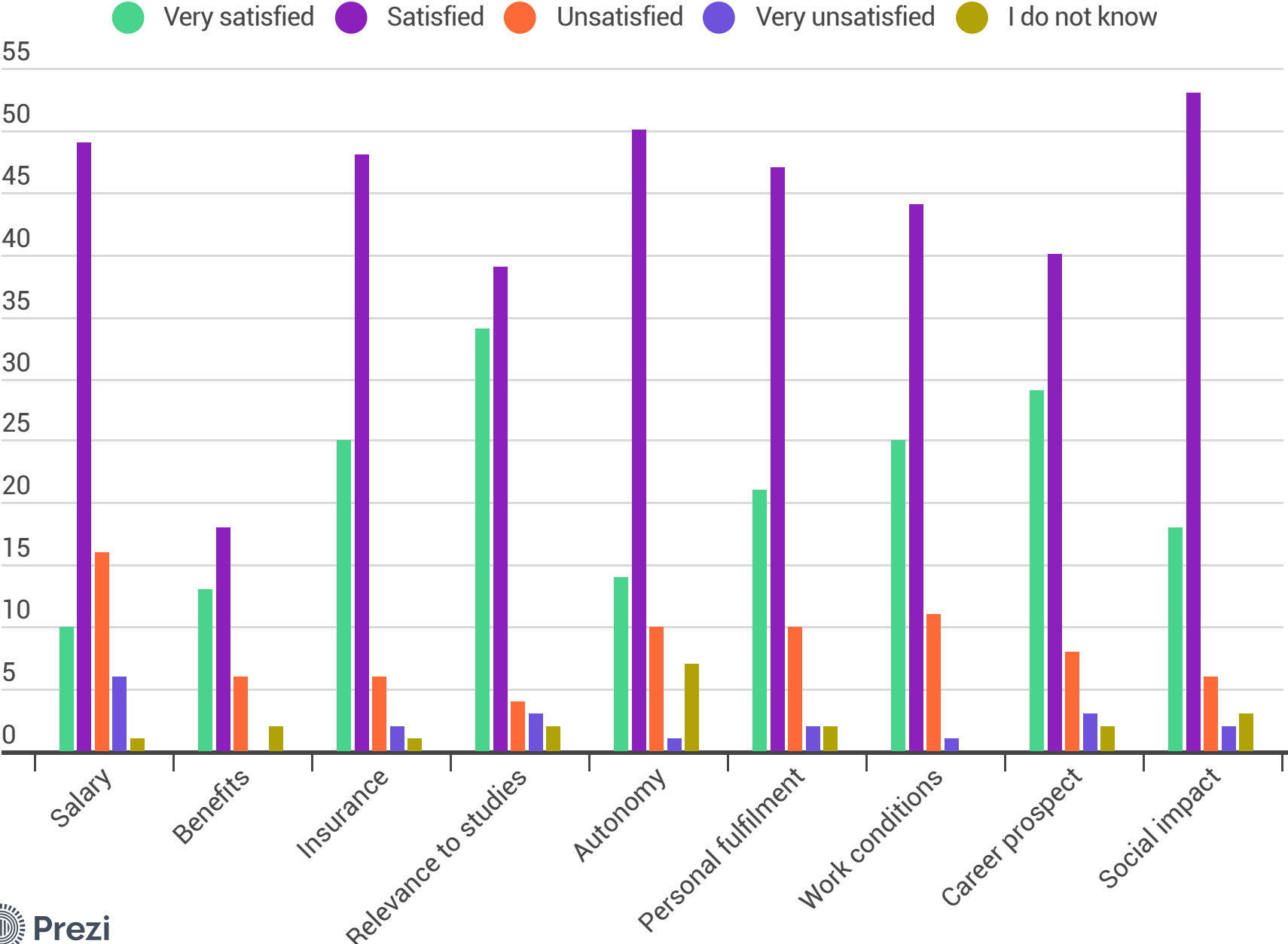
3.5 - months between study completion and first paid job



3.7 - Most important competences in your job



3.8 -How satisfied are you with your job, from the following points of view?

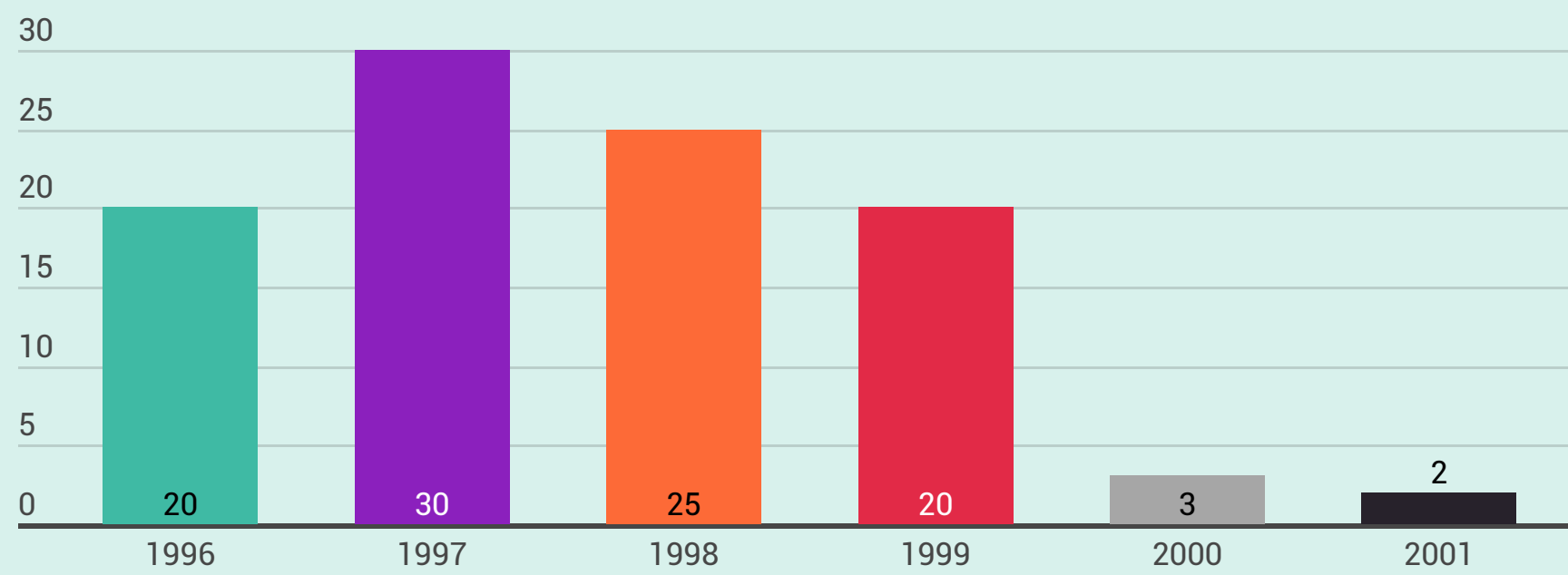


SECTION III. DEMOGRAPHICS

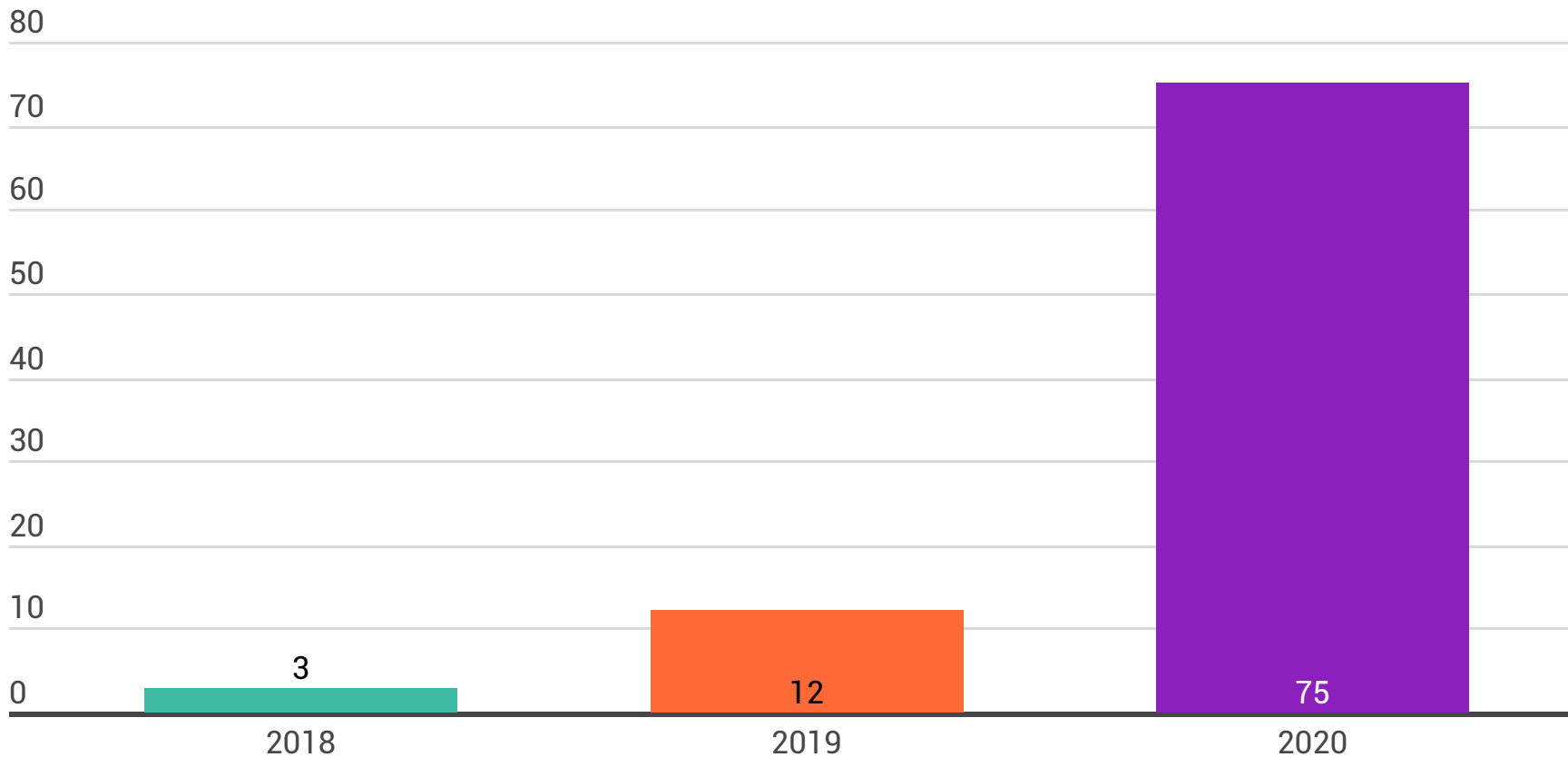
Gender



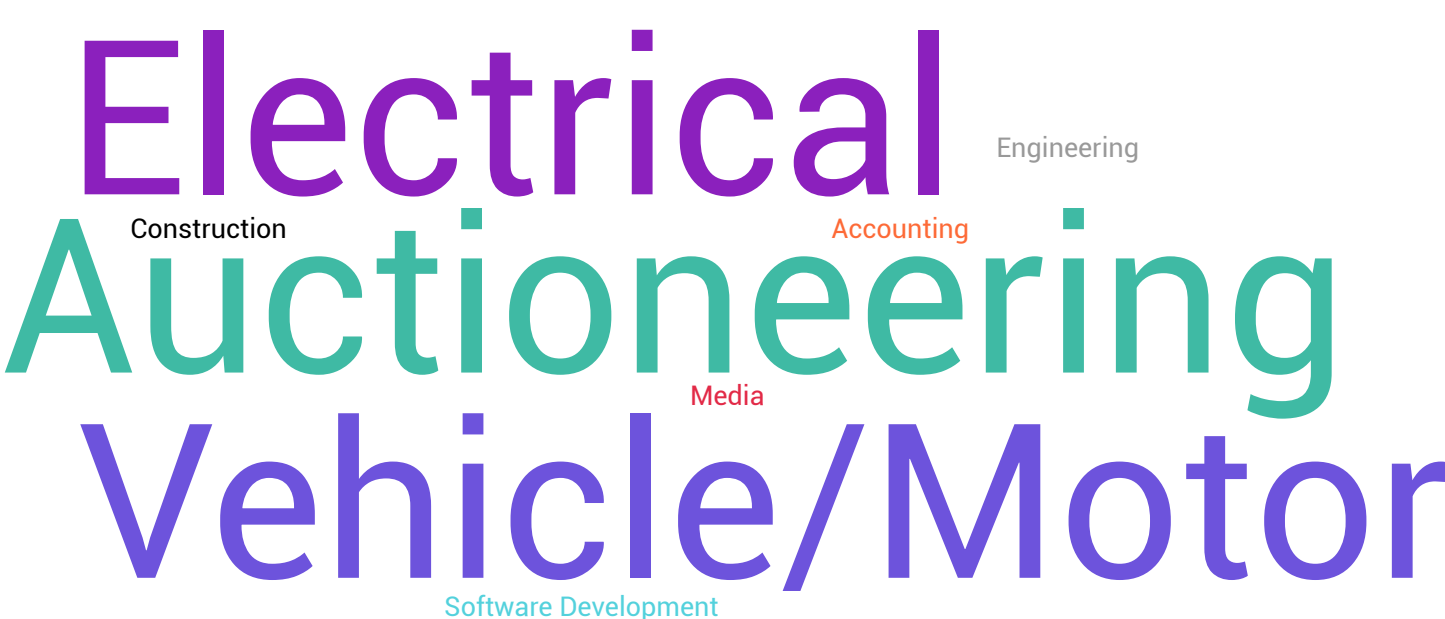
Year of birth



Year of graduation



Field of Studies



SURVEY EVALUATION



The questionnaire is valid and **can be assumed in the organization as permanent tracking system**. There were no additional questions in the local version of the survey. Some suggestions have been made to make the questionnaire easier to fill in.

- For questions relating to Learning Agreements: If you answer no to the first question you still have to complete the other two questions. Same issue with the question about LO from WB learning abroad- you have to answer the question about how the LO were recognised, even if you didn't learn abroad.
- In section 2, there are some questions specifically aimed at graduates of the programme ( e.g. is the job related to your studies, difficulties looking for work, time passed looking for a job, improvement to programme etc). Maybe these questions can be pulled out in to a section for 'graduates only' and make the question optionally
- Also, the survey is a little too long. In the first section break the questions into groups of questions under the different heading i.e. Technical, Learning ot Learn, Communications. Teamwork etc as this list is too long to navigate. When in employment, the list as above is too long: again break up into sections

| Statement                                                               | Evaluation     |
|-------------------------------------------------------------------------|----------------|
| It was easy to review the answers                                       | Strongly Agree |
| It was easy to create and edit the questionnaire                        | Strongly Agree |
| The questionnaire did not work correctly, there were technical problems | Disagree       |



# WP2 | Eduwork.Net Survey

## UK Report

### EduWork.Net

“Networking of VET providers for improving quality of work based learning at local and transnational level”

Project No.609096-EPP-1-2019-1-IT-EPPKA3-VET-NETPAR



Co-funded by the  
Erasmus+ Programme  
of the European Union

#### SECTION I: EDUCATION AND WORK-BASED LEARNING

### Quantitative data



5

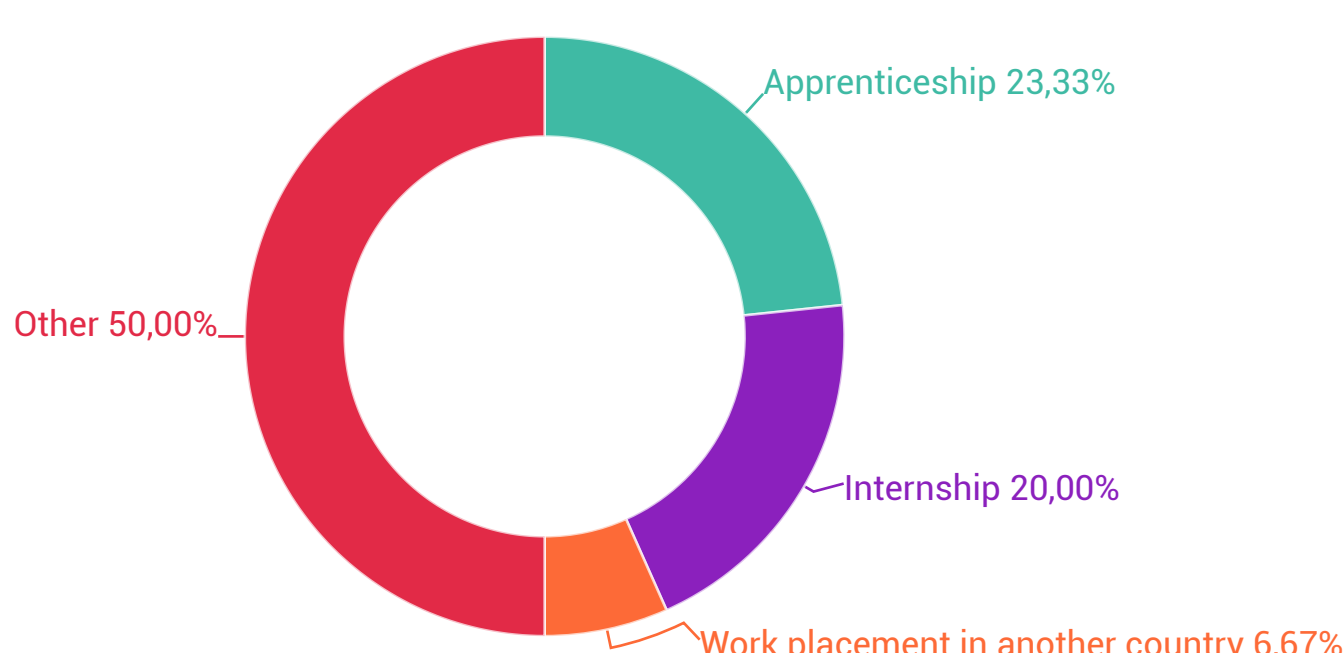
**VET centers  
involved in the  
survey**



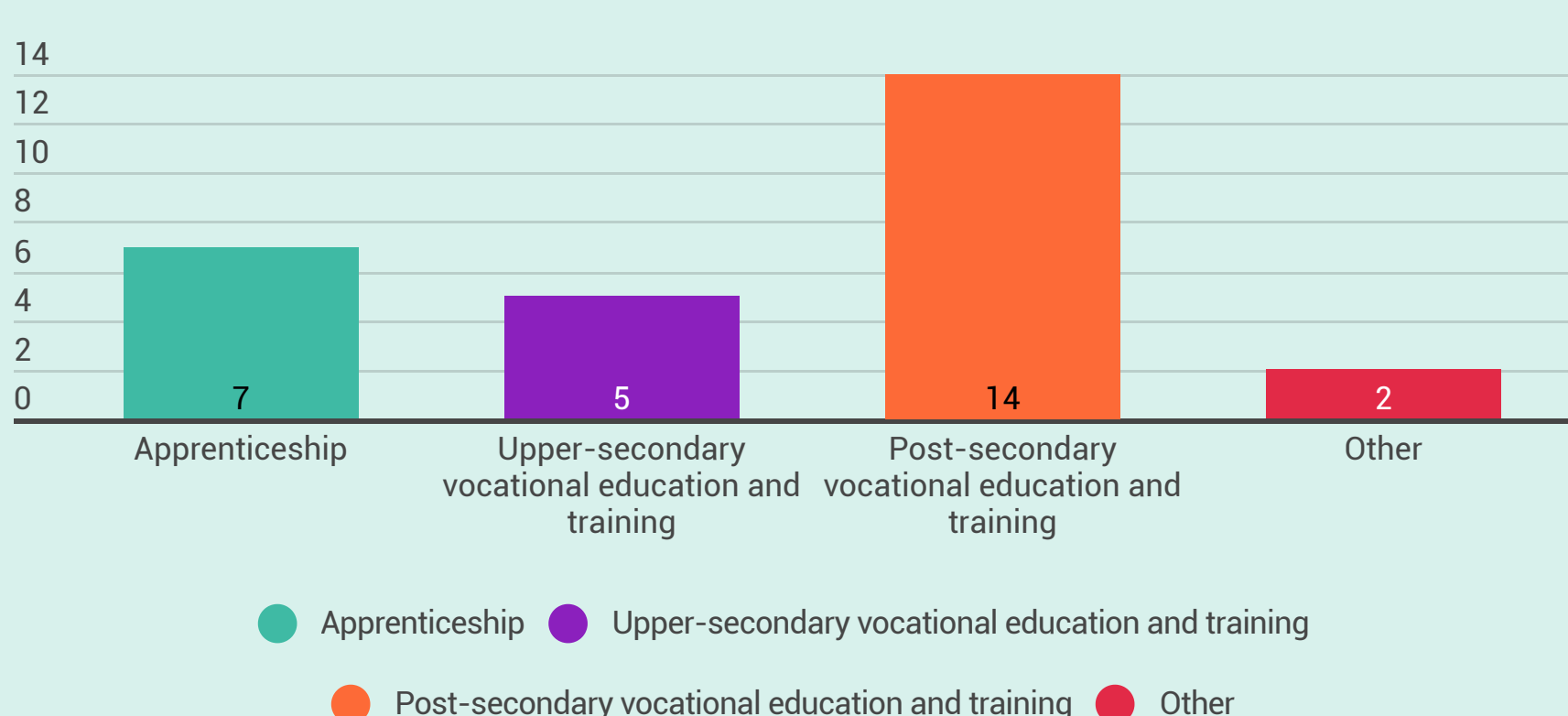
30

**Respondents  
involved in the  
survey**

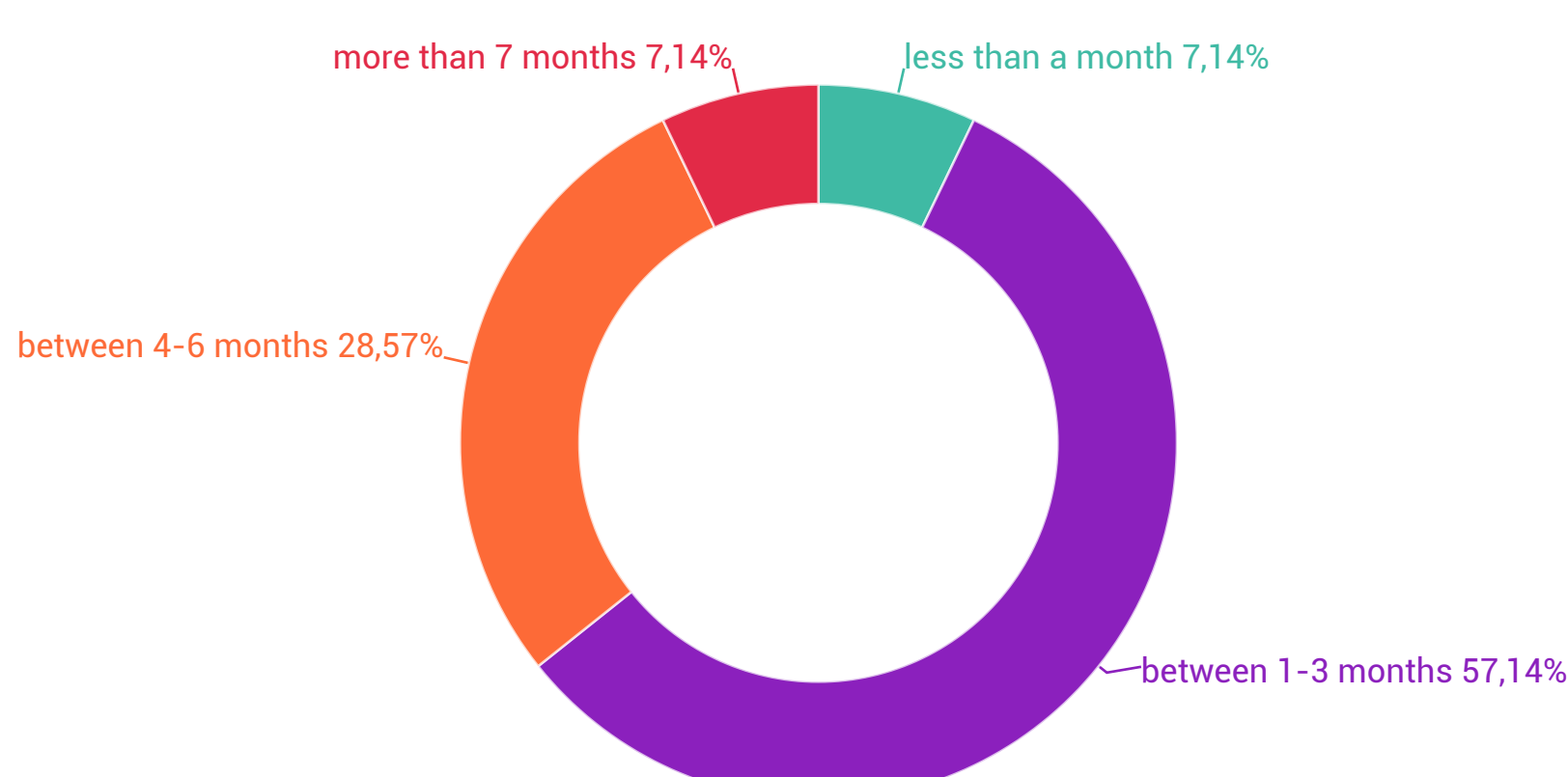
### Type of WBL experience



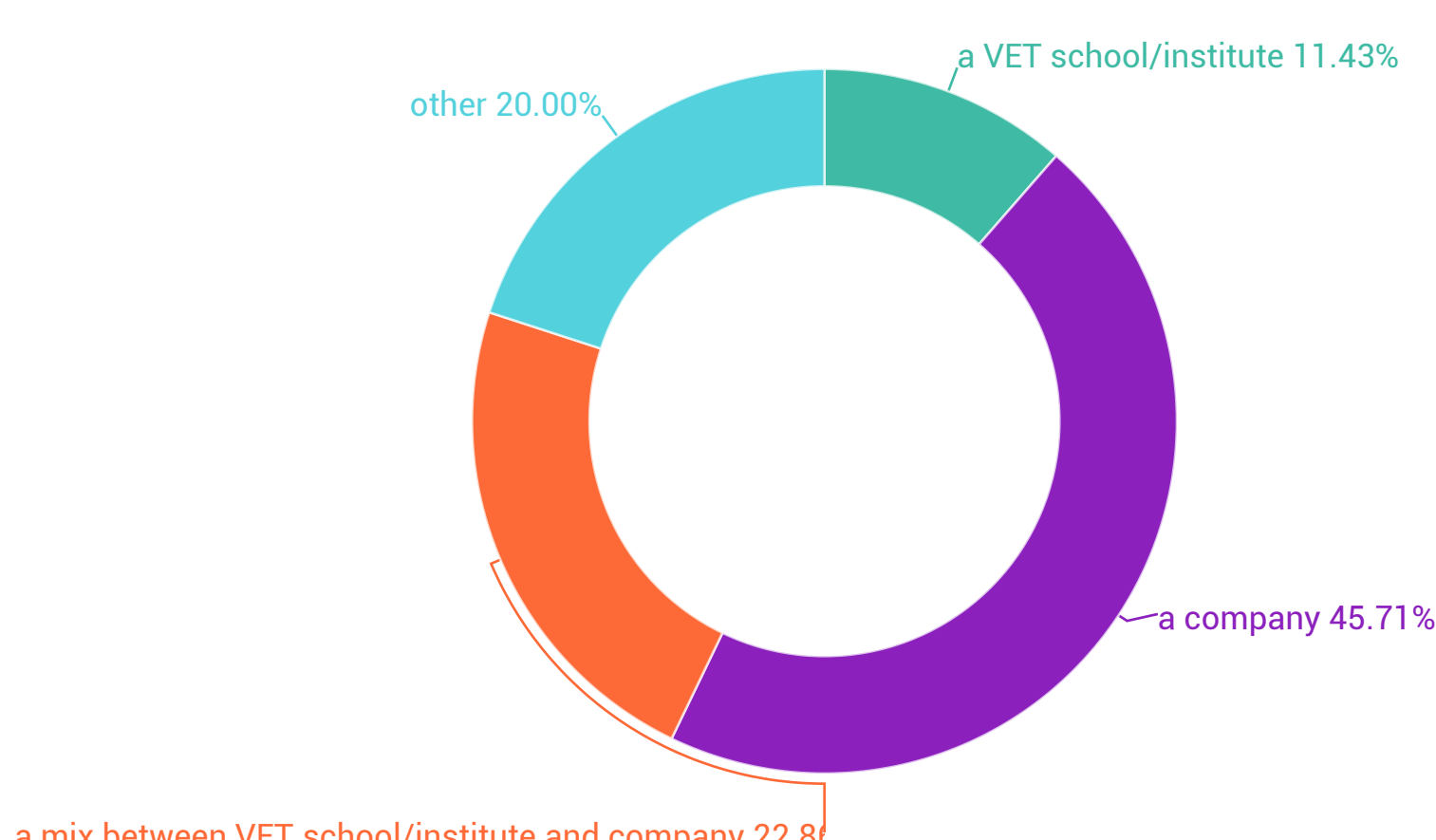
### Study level during WBL experience



### Duration of work-based learning



### Host organisation is/was:

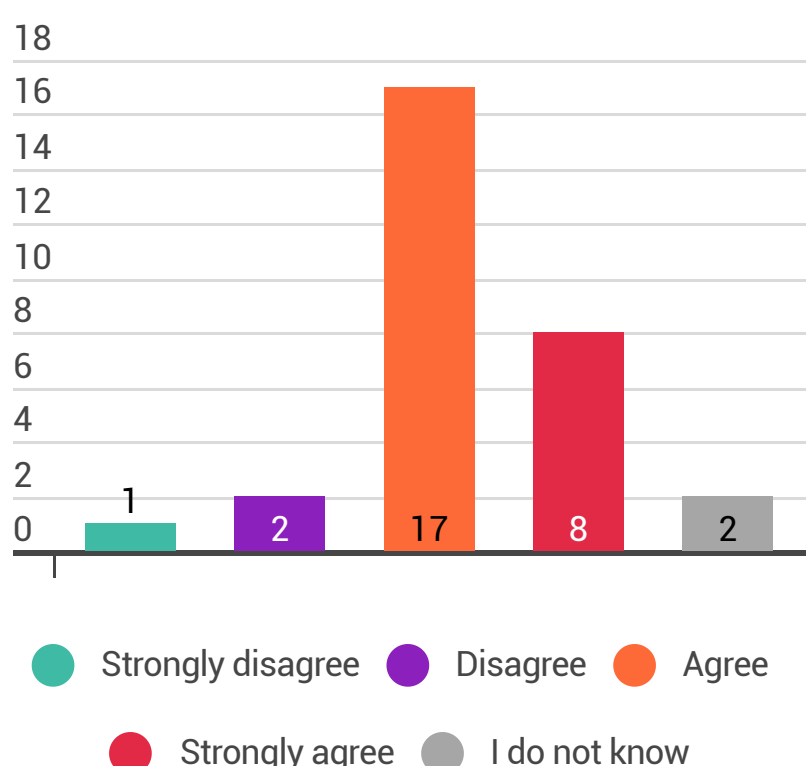


## SECTION I: EDUCATION AND WORK-BASED LEARNING

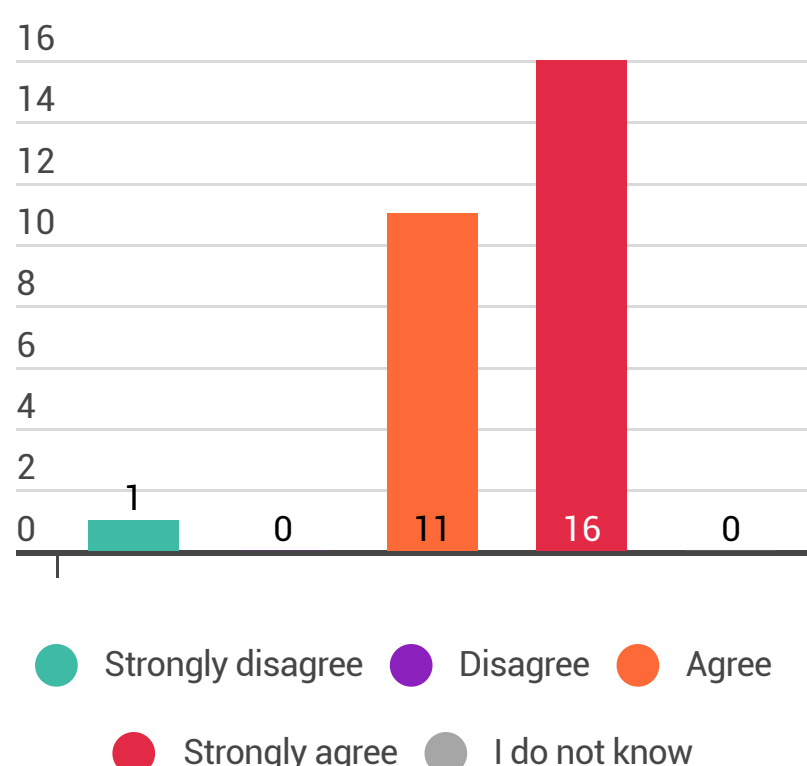
## Qualitative data

## 2.6 - To what extent do you agree or disagree with the following statements connected to your study and the work-based learning?

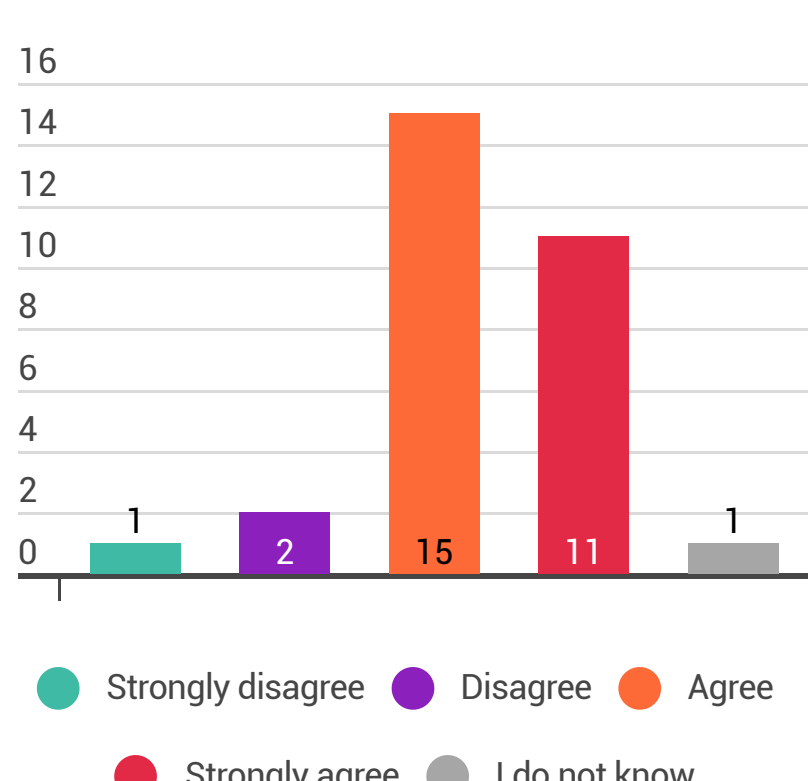
My study programme properly prepared me for the work-based learning in the company



During the work-based learning, I had the opportunity to practice skills that I acquired in my studies



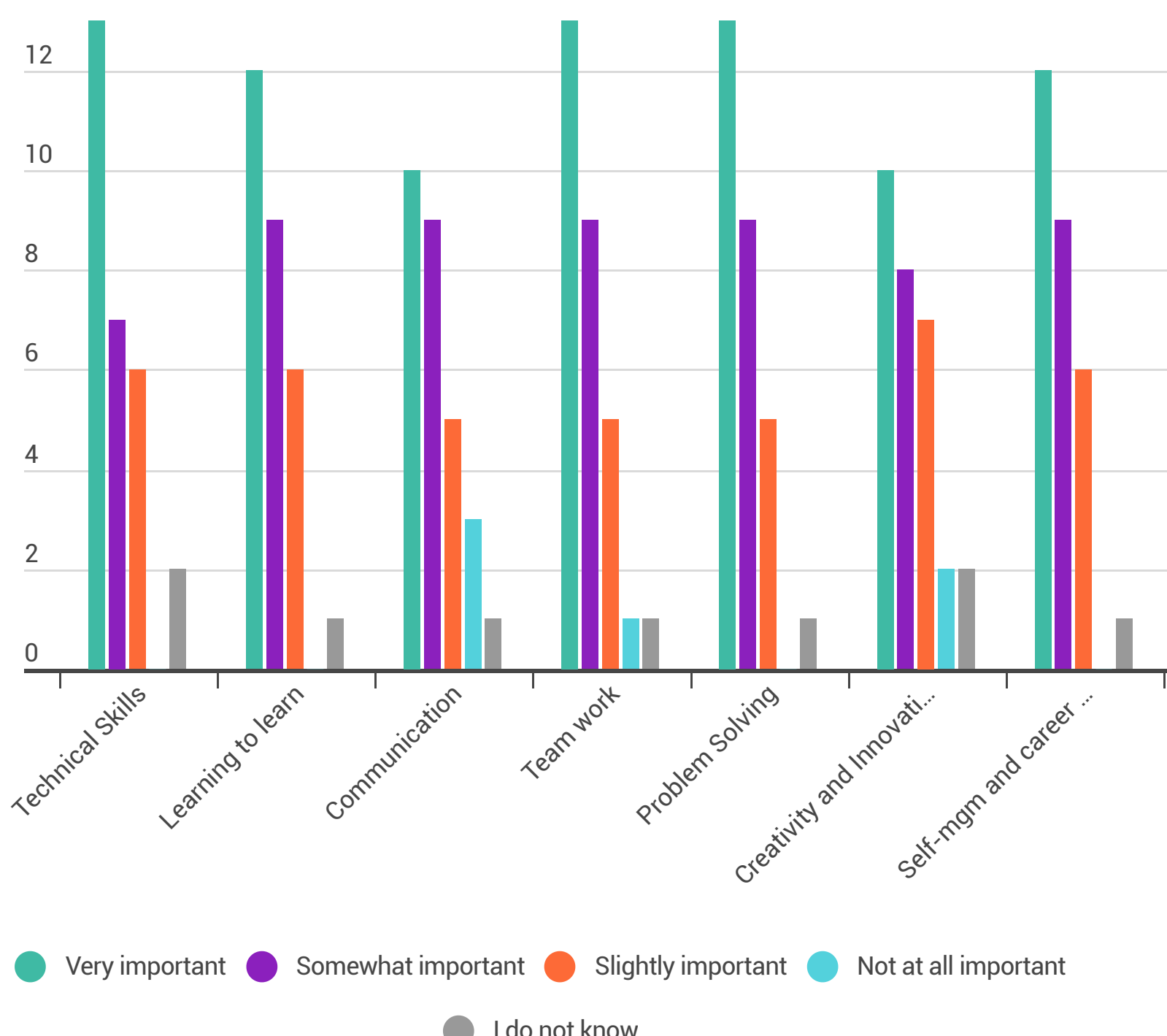
Work-based learning complemented my studies

2.7 - Did you gain knowledge, skills, competences or professional experience during your WBL not gained in your studies?  
\*summary of all given answers

The large majority of the participants answered **positively**

Most spoke about the opportunity to practice **soft skills**. A high number of respondents also spoke about the ability to **learn on the job** or through training, that they would be unable to gain within traditional learning establishments

## 2.8 - How important was your WBL experience for the development of technical and soft skills?



## Q.2.9 | 2.12 - Learning Agreement

12 participants



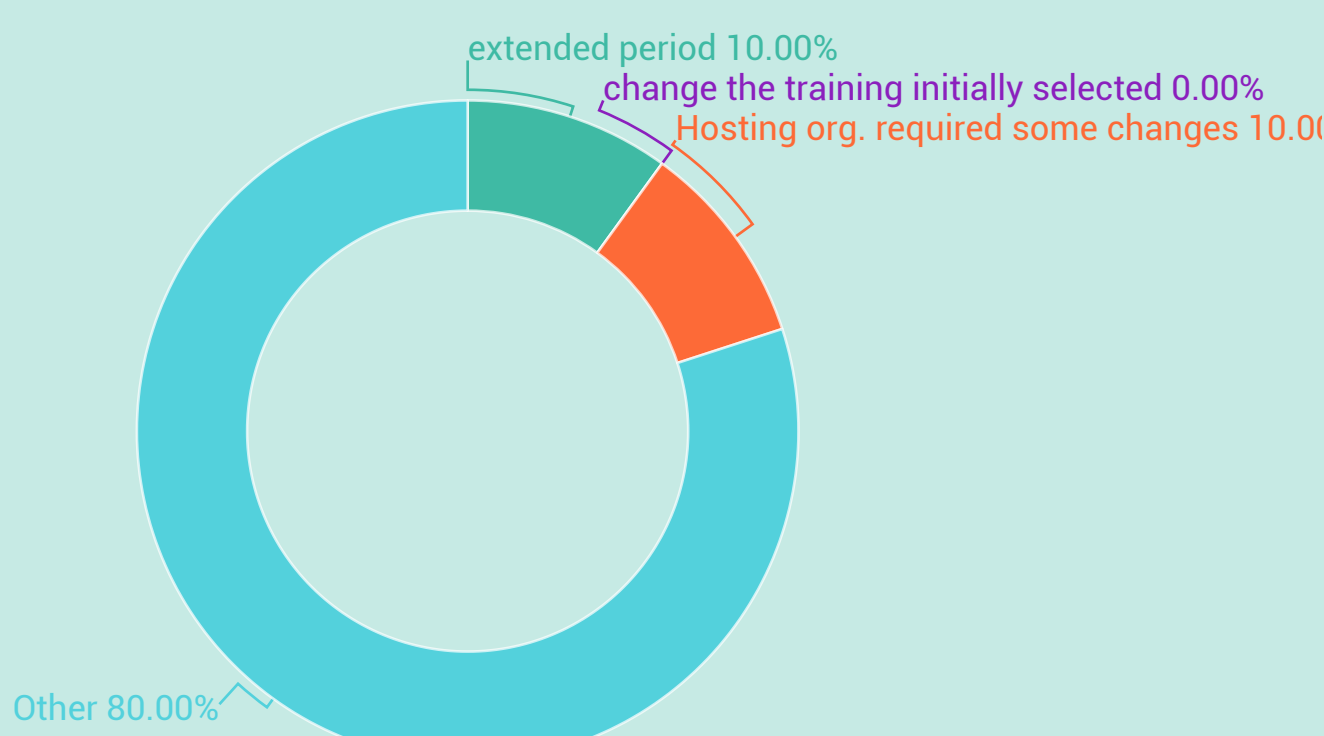
Had a Learning Agreement with defined learning outcomes drawn up before WBL

6 Participants



Changed Learning Agreement during WBL

## Why was the Learning Agreement changed?





## SECTION I: EDUCATION AND WORK-BASED LEARNING

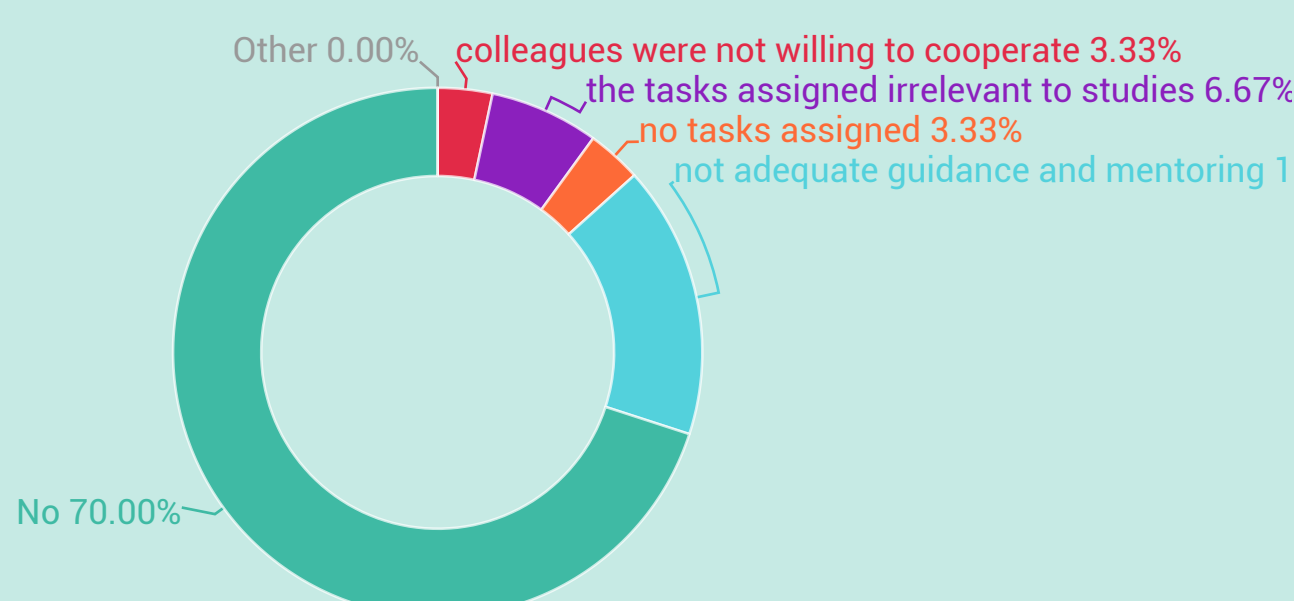
## Qualitative data

## 2.13 - How could the study programme better prepare you for the apprenticeship and for employment?

\* a summary of all given answers

Most respondents have commented that having **dedicated WBL courses** embedded into their local national curriculum would have facilitated a far smoother transition into apprenticeship opportunities and prepared them far better for employment. A high number of respondents feel that this is the direction the curriculum should go in to **better support WBL post education** and that teachers should have this in mind when transitioning students into WBL.

## 2.14 - Were there any negative elements that hindered the successful implementation of the work-based learning?

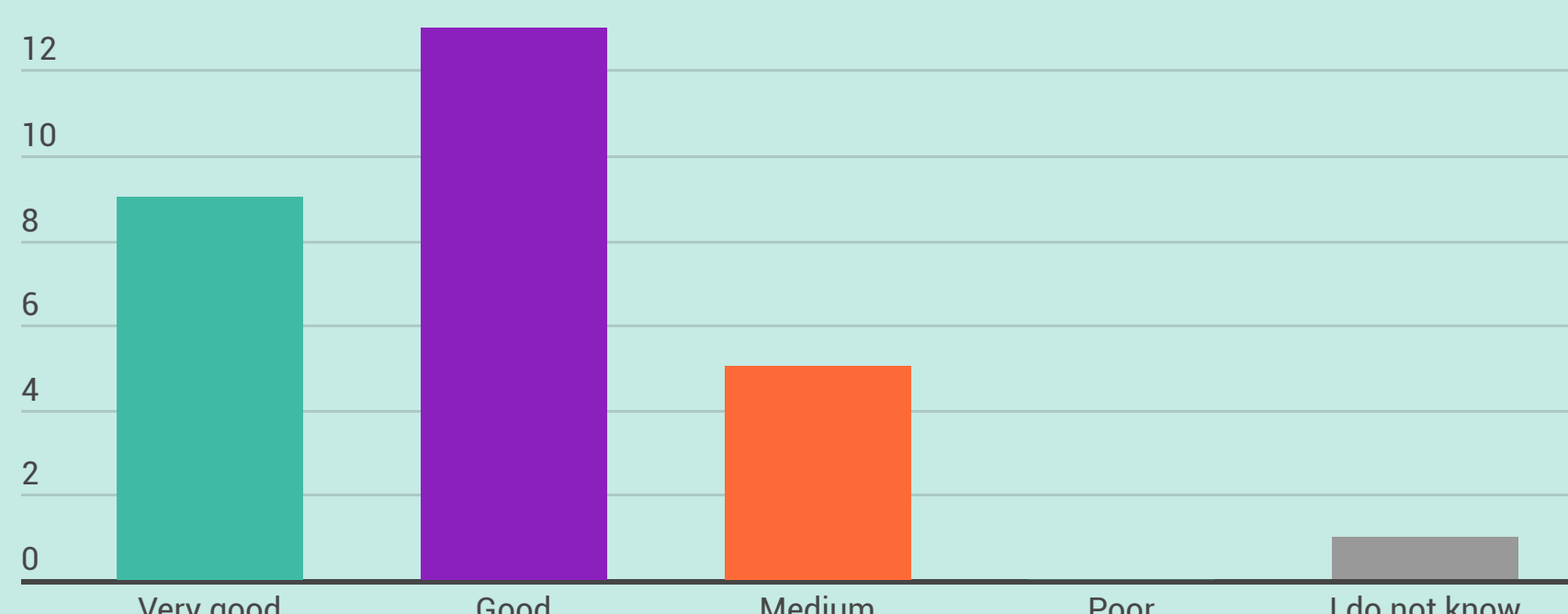


## Q. 2.15 Most important skills acquired during the apprenticeship period in terms of employability?

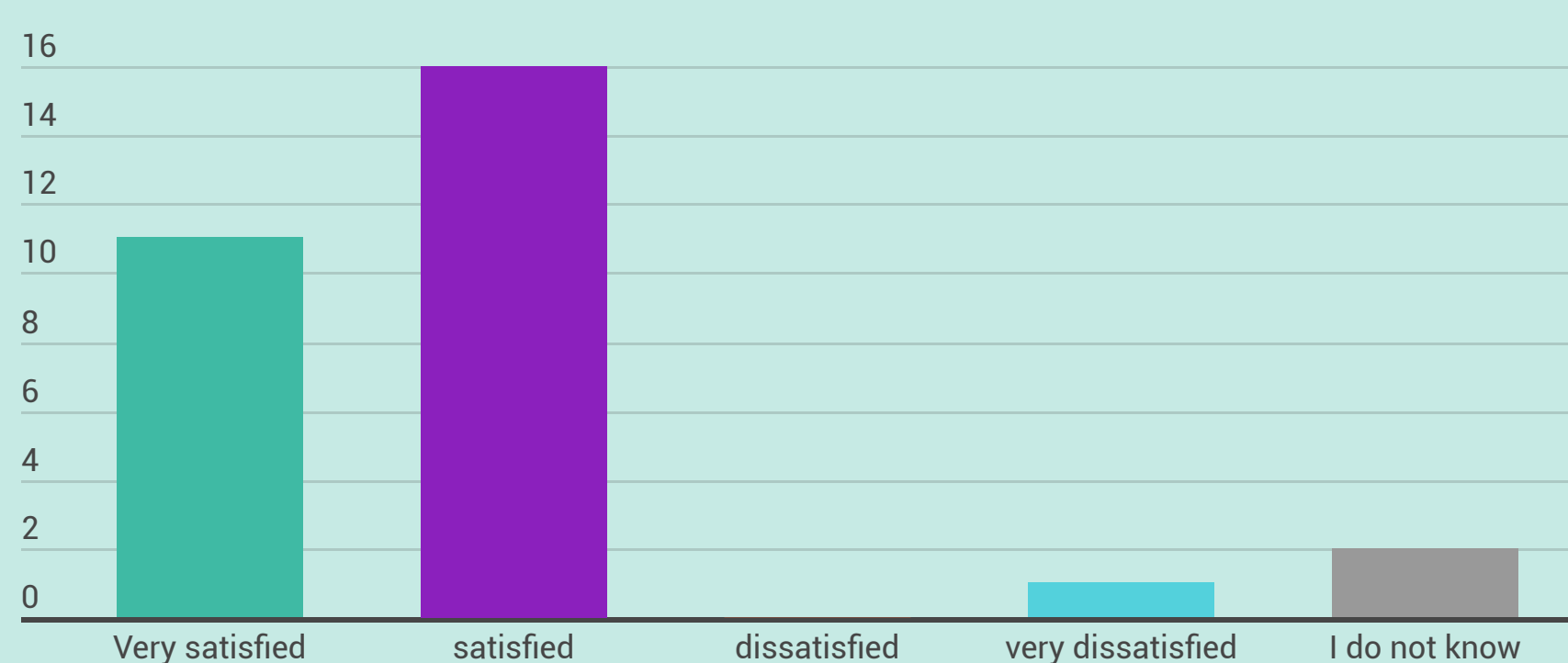
Skills that respondents highlighted were the ability to **experience roles in a real time environment**, which improved their CV's and in work experience. During apprenticeships the ability to actually experience the job role was invaluable to respondents and gain a much needed understanding of the employment and the role.

## Q. 2.16 | 2.18 - WBL experience satisfaction

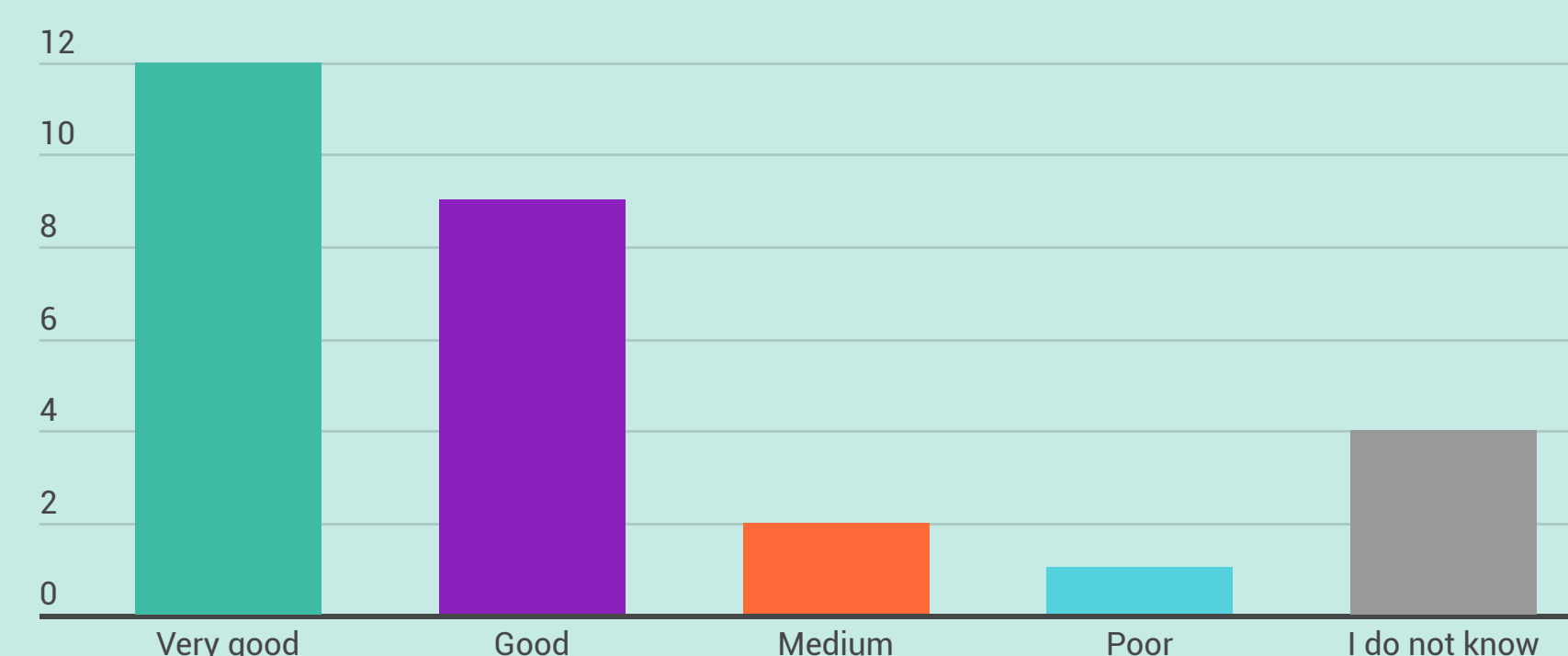
### How would you evaluate the work-based period?



### How satisfied are you with the work-based learning?



### How helpful was the work-based learning for your career path?

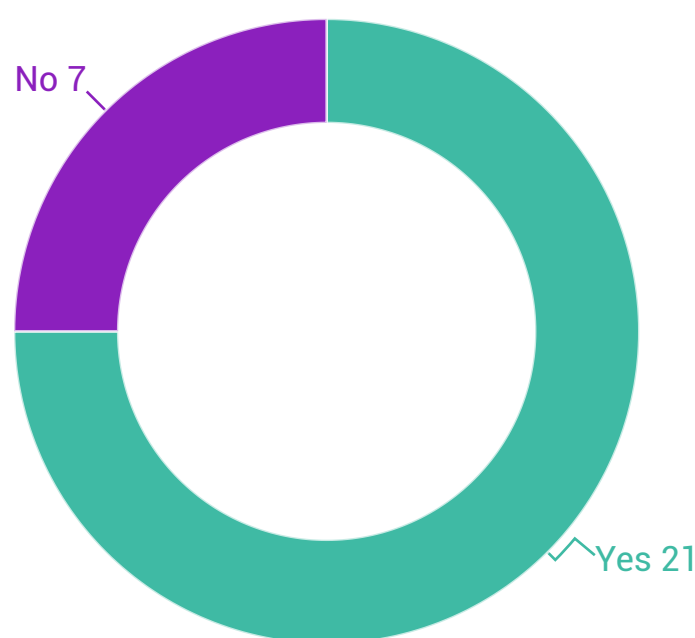


## 2.19 - What suggestions would you give to the companies to make the WBL experience more effective?

Respondents felt that the **appointment of mentors** during the life of the WBL should be mandatory as this would enrich their journey throughout WBL. Respondents also commented that employers should be clear with potential WBL candidates the **support that they can expect** within the organisation and having a **named individual within an organisation** would help with this. Respondents also felt that **having a buddy** (colleague) would also help make the experience a more rounded one. (guiding him/her and supporting in the assessment and self-awareness)

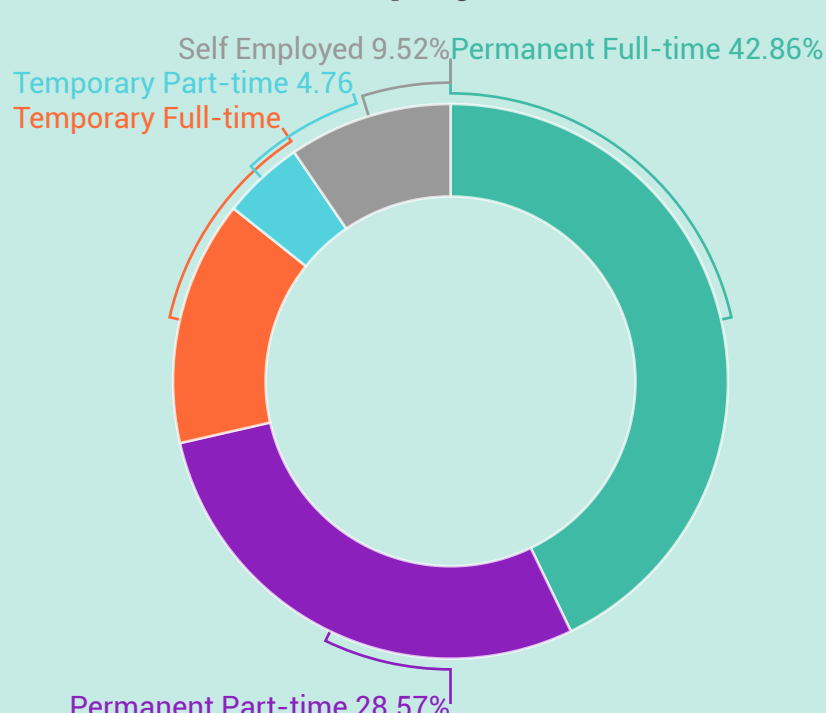
## SECTION II: EMPLOYMENT STATUS

### 3.1 - Are you currently employed or have you been employed after your studies?

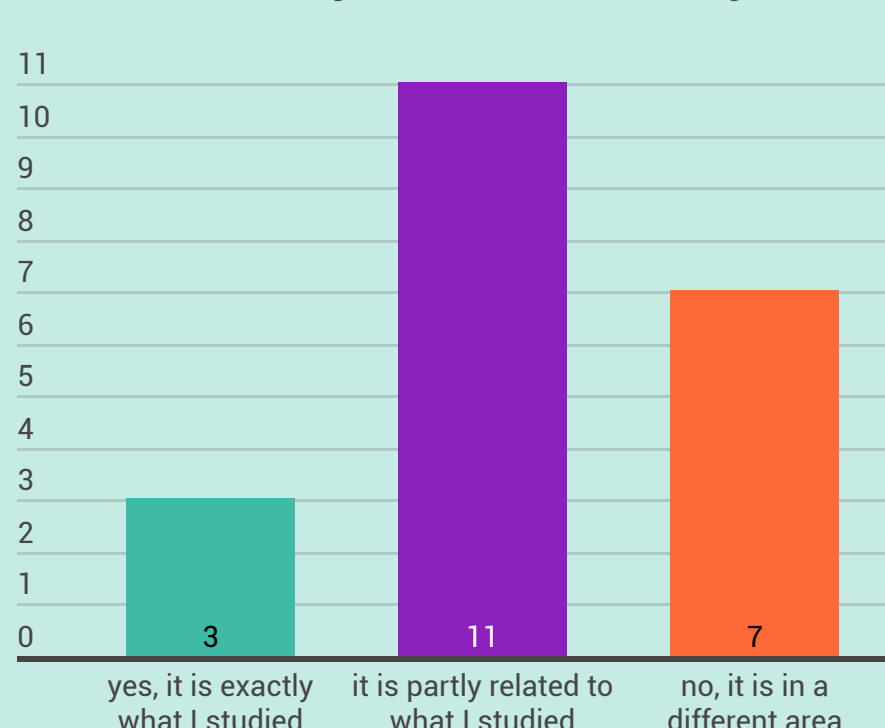


### 3.2 - 3.3 - 3.6 Employment details

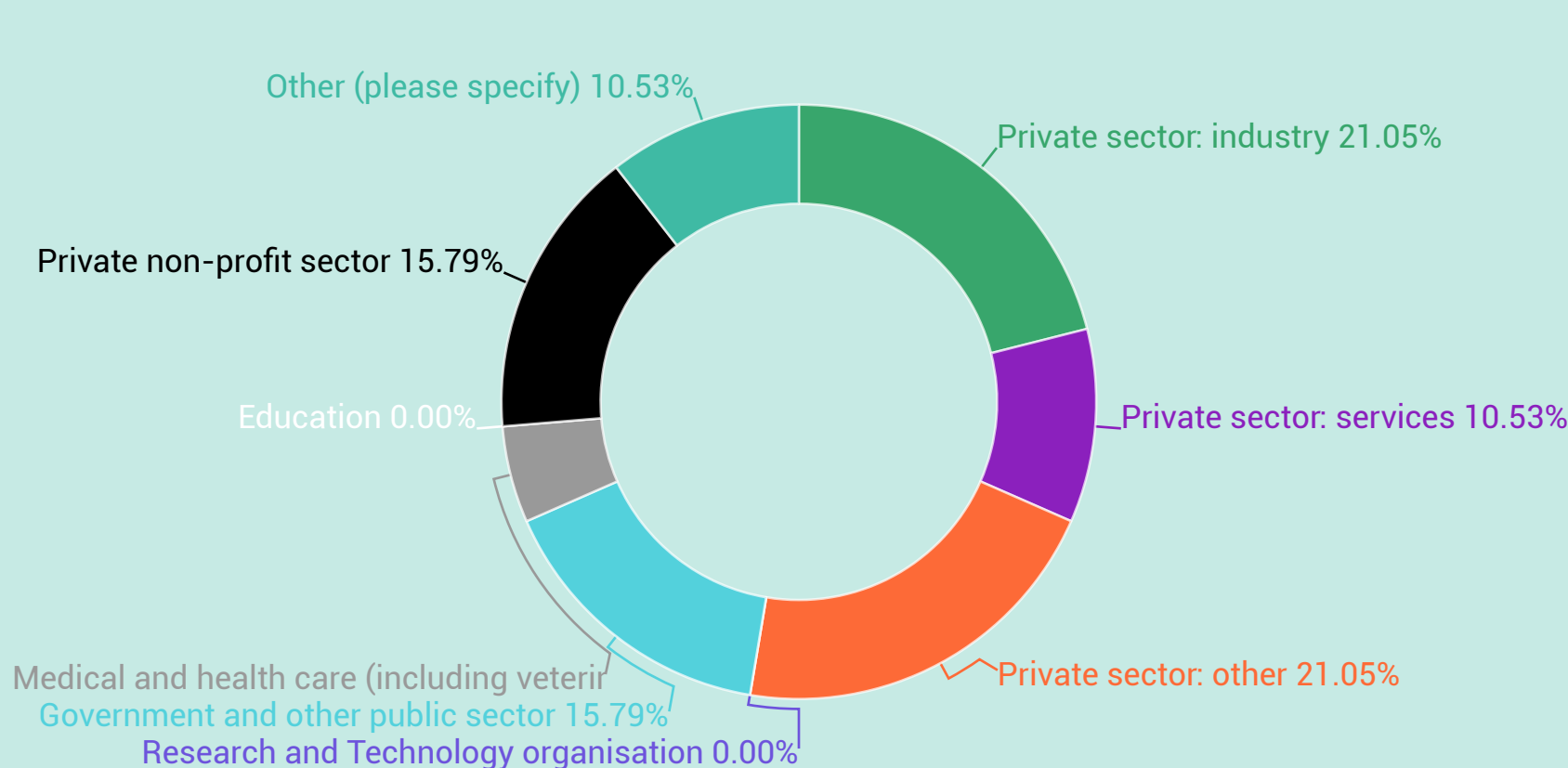
#### Main employment status



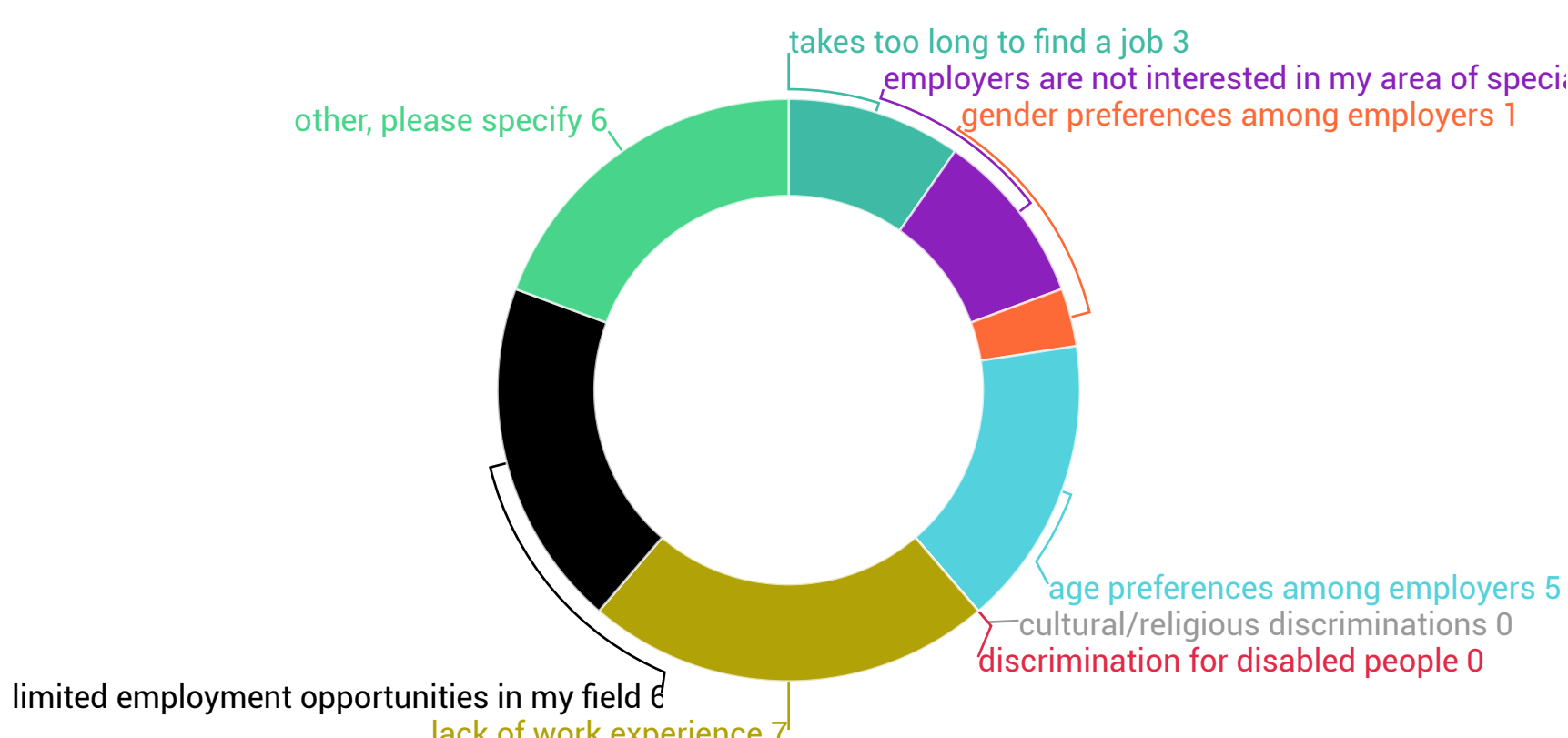
#### Is the job related to study?



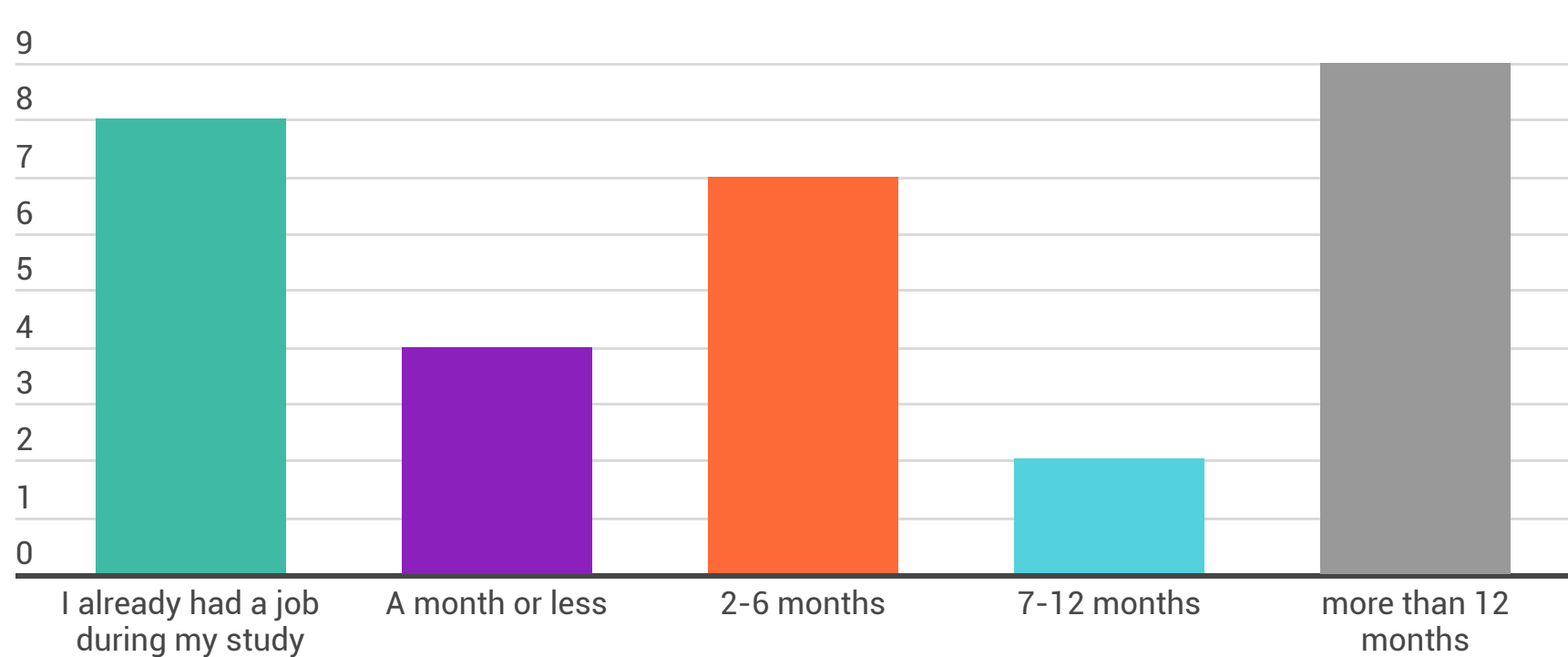
#### Job Sector



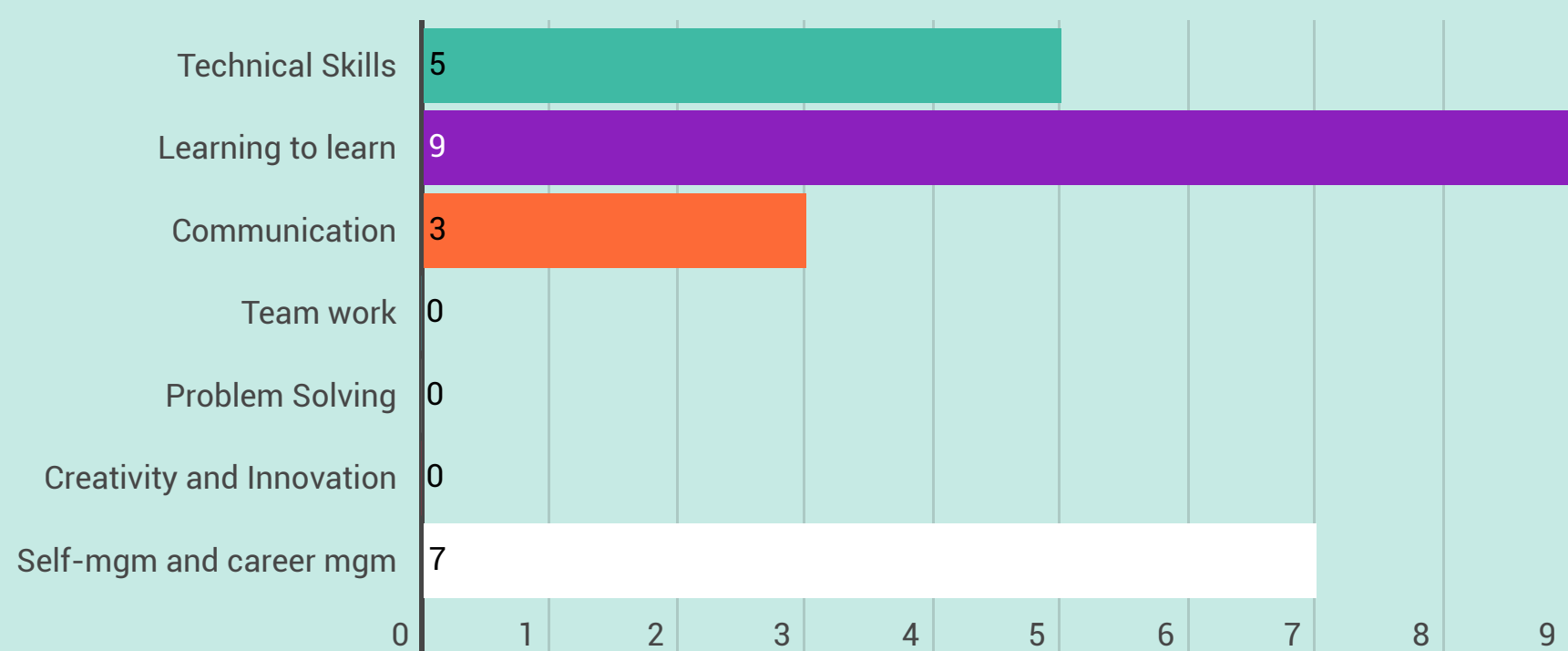
### 3.4 - Difficulties experienced when looking for a job



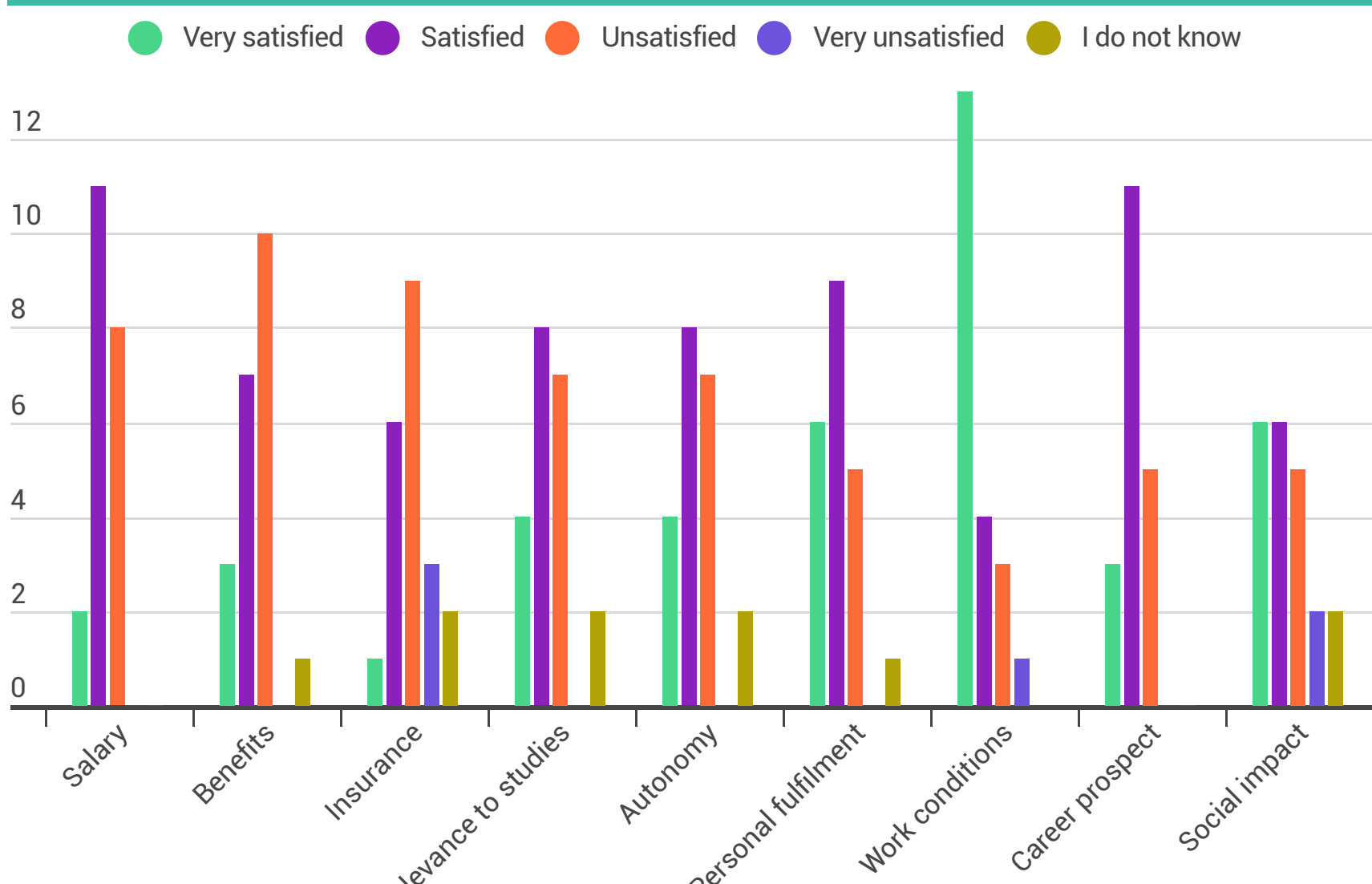
### 3.5 - months between study completion and first paid job



### 3.7 - Most important competences in your job

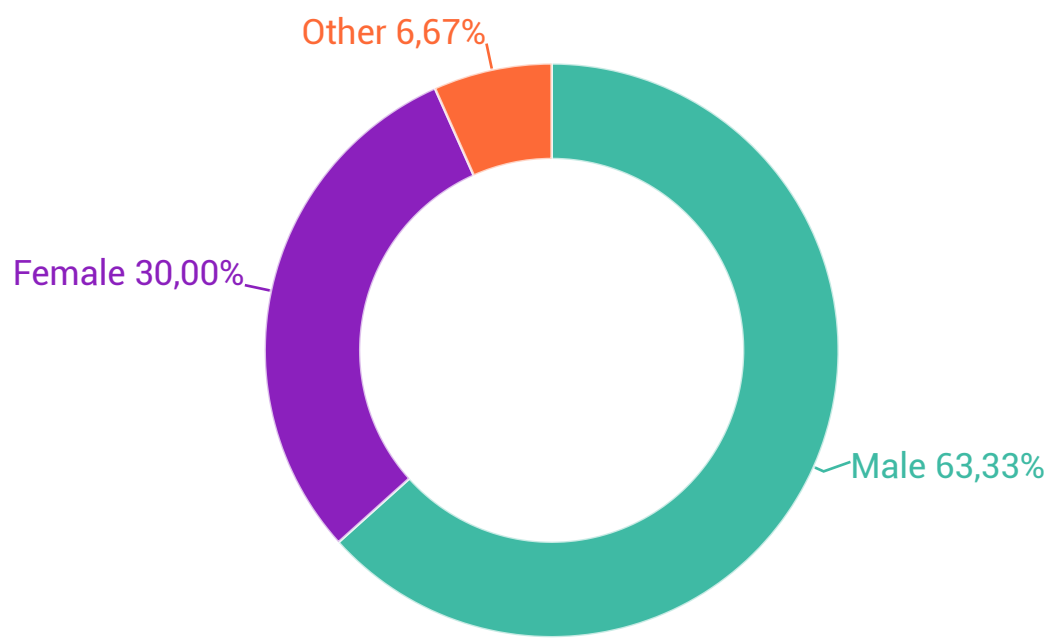


### 3.8 -How satisfied are you with your job, from the following points of view?

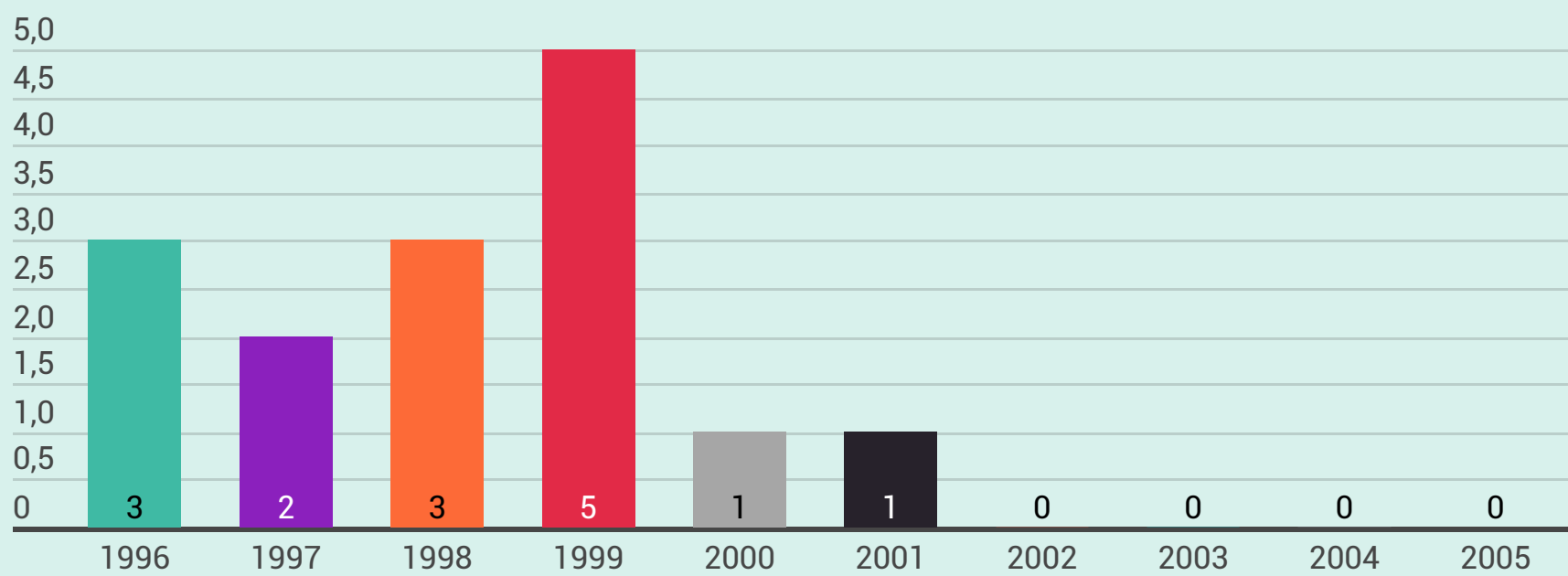


## SECTION III. DEMOGRAPHICS

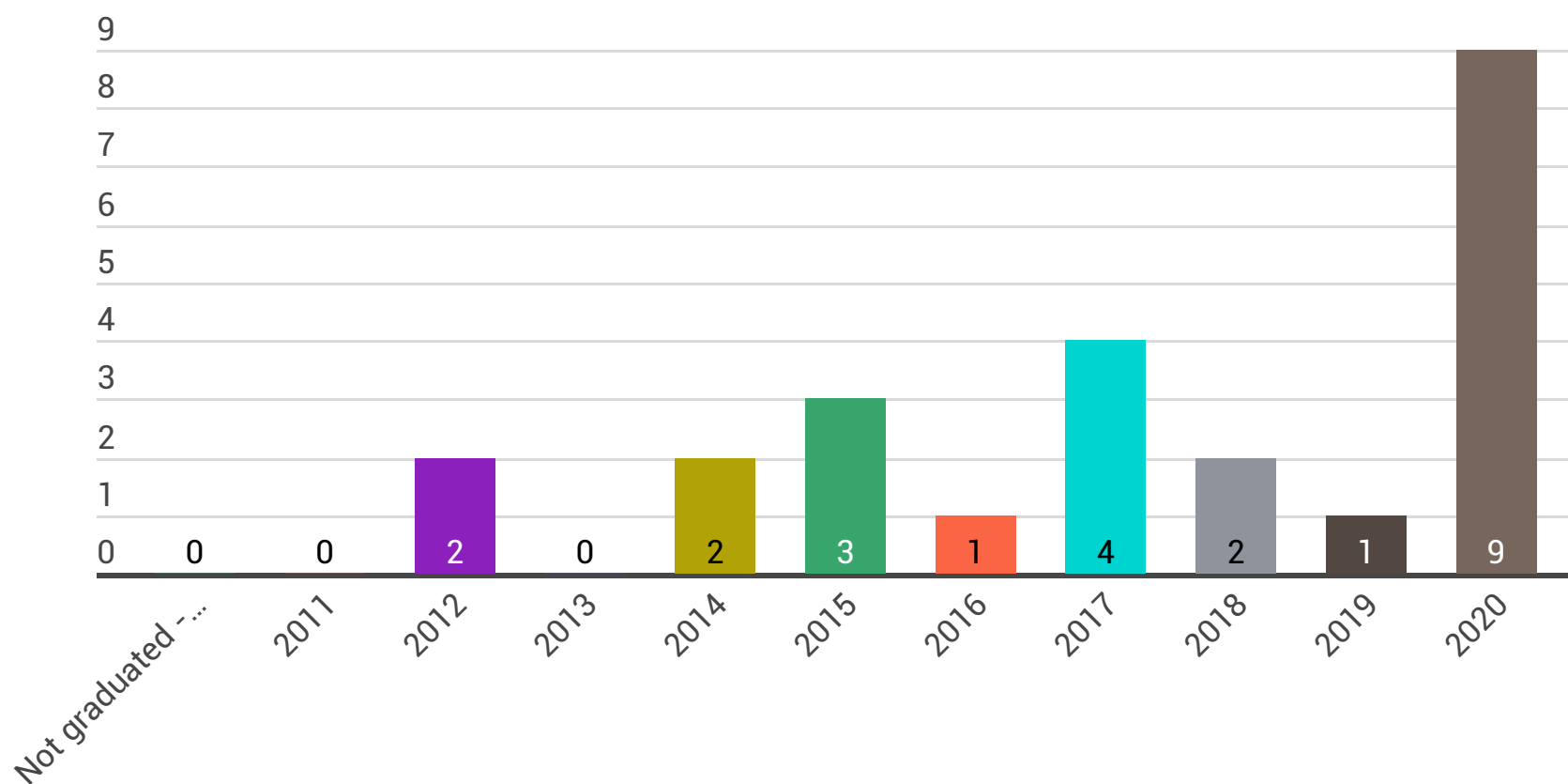
### Gender



### Year of birth



### Year of graduation



## Overall summary

- strengths and weaknesses, suggestions and recommendations in relation to students, trainers and companies -

When the initial report was submitted at the beginning of May we had a limited number of replies from learners, due to the national lockdown measures surrounding Covid-19. We did not feel the surveys would allow us to make meaningful recommendations and so we requested and were granted a short extension.

Fortunately, since then we have been able to gather a good number of responses from a cross section of learners across different demographics. We have also been able to get responses from those who have undertaken training or employment in the UK and are now based in other parts of Europe, which enhances the survey. Our cross section of respondents has been diverse, ensuring feedback represents the experience of a wide audience. In terms of the survey there has been positive feedback from respondents. **Overwhelmingly participants have found their work based learning useful and beneficial to their career and felt that had improved their opportunities for progression.**

**The opportunity to develop soft skills such as communication skills and teamwork is stressed by the majority of the respondents.** When asked what they felt could be improved in wbl provision, some requested more clarity from the outset from employers and also the designation of a mentor or in work buddy – this points to the training and induction of employers and how important it is to quality WBL provision. Interestingly the ability to learn and the ability to 'learn-to learn' scored extremely highly across the respondents in relation to the most important skills needed for their job – showing that there is a recognition and an appreciation of the need for continued learning and development. Self management and career management were also identified as areas participants felt were essential. **Other suggestions were related to the actual format of the questionnaire and are technical, around how the survey transitions from different questions and how some of the information is imputed.** Overall, despite there being a number of challenges. Namely having to collate the information entirely remotely, the responses and the overall questionnaire dissemination have gone well with school/work time management.

## Survey Evaluation



There were no additional questions in the local version of the survey. Some of the imputing in terms of questionnaire structure could have been amended.

Questions should reflect on local /region variances on VET provision etc. Also the focus of the organisation and outcome opportunities

| Statement                                                               | Evaluation     |
|-------------------------------------------------------------------------|----------------|
| It was easy to review the answers                                       | Agree          |
| It was easy to create and edit the questionnaire                        | Agree          |
| The questionnaire did not work correctly, there were technical problems | Strongly Agree |



# EduWork.Net

“Networking of VET providers for improving quality of work based learning at local and transnational level”



This report was produced by CIOFS-FP thanks to the contribution of the EduWork.net project partners



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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