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Access
Eduwork.net
survey



Create your
own survey



Launch
the survey



Gather
results



Create
Report



Implement
change

Work Based Learning



WBL Tracking Mechanism Guidelines

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Tracking Mechanism for WBL experiences

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. 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 providers.

Tracking Process

To implement your WBL tracking mechanism, we suggest to follow the following 6 steps



a. Access Eduwork.net survey:

The survey has been developed in Google Forms, to enable an easier integration into the IT systems of the VET provider.

You can request access to the survey template by filling-in a little questionnaire at the following [link](#).

A PDF version of the questionnaire's template is also available in Appendix 1 of this document.

b. Create your own survey

In order to use the survey's model, you must generate a copy that you can edit and modify or keep in the designed format. It is an essential requirement to have a Google account to be able to save the survey form in your Google Drive space.

The survey has been defined as the core of the tracking system for improving the quality of Work-based learning experiences and its impact on VET provision and access to the labour market.

The survey, which takes less than 20 minutes and can be really helpful for designing future WBL experiences, 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

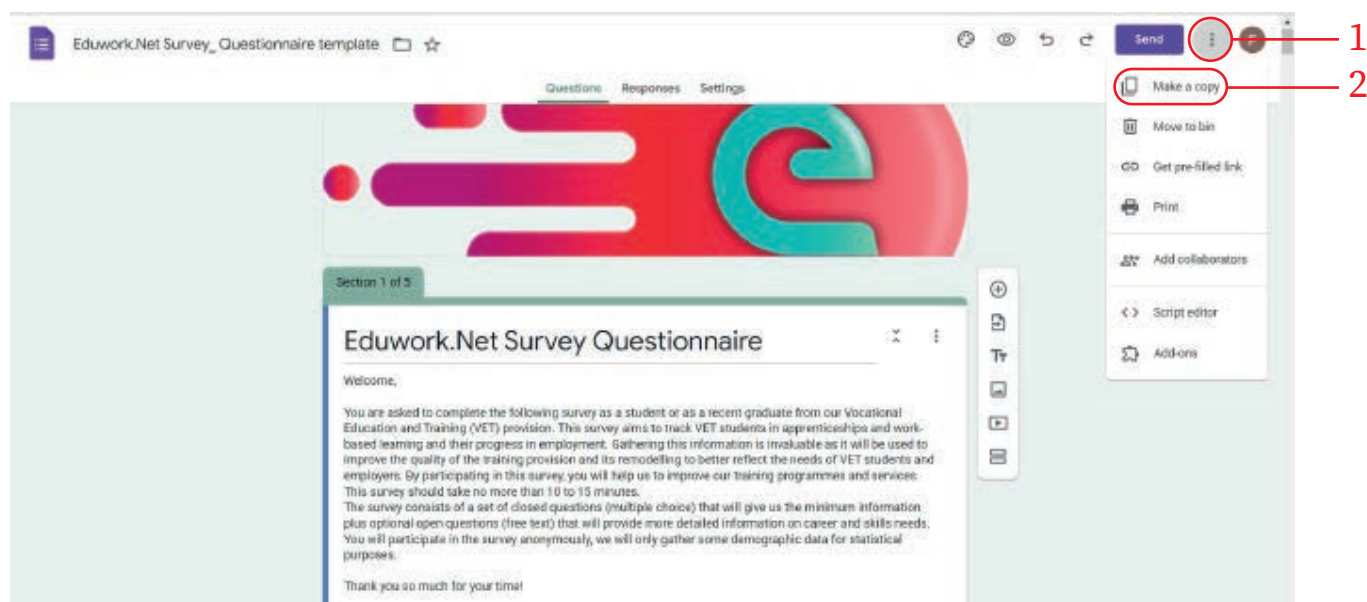
The questionnaire was translated into the five project languages (English, Italian, Spanish, Greek and Lithuanian), with adaptations to local characteristics and needs.

It has been developed in Google Forms, to enable an easier integration into the IT systems of the VET provider.

Once the link has been received, carry out the following operations.

1. You make a copy of the google form for your version.

You click on the three dots on the top and you chose “Create a copy”.



2. You insert the national version of the questionnaire in the copy (that you have created and saved) by replacing the context. You can make amendments in order to fit the national needs, but you can keep the format and structure.

Attention: Please do not amend the first question «The questionnaire targets students or graduates that have undergone periods of apprenticeship or other type of work-based learning, during their studies. Before you start, please confirm that you have participated in work-based learning», as it is a conditional question and if the answer is no, the participant cannot take part in the survey.

3. If you are going to make the survey under the umbrella of the association you can send the link to the VET schools after completing the fields of study. In that case you will add a question, where the participants will indicate the school that they have studied or graduated at **SECTION III. DEMOGRAPHICS**.

c. Launch the survey

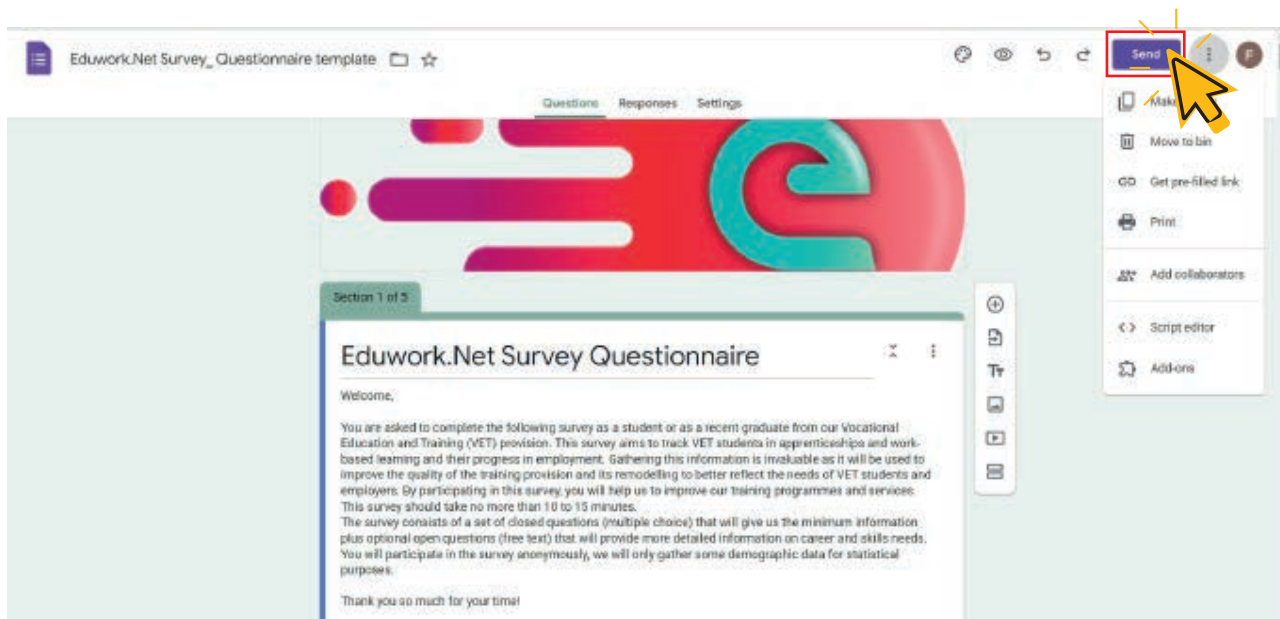
Here below you can find the guidelines to create and circulate the questionnaire among your survey's participants.

The advice we give, drawn from the experience of the Eduwork.Net project, is to organize collective fill-in sessions, guided and managed by the trainers or IAG practitioners of your organization.

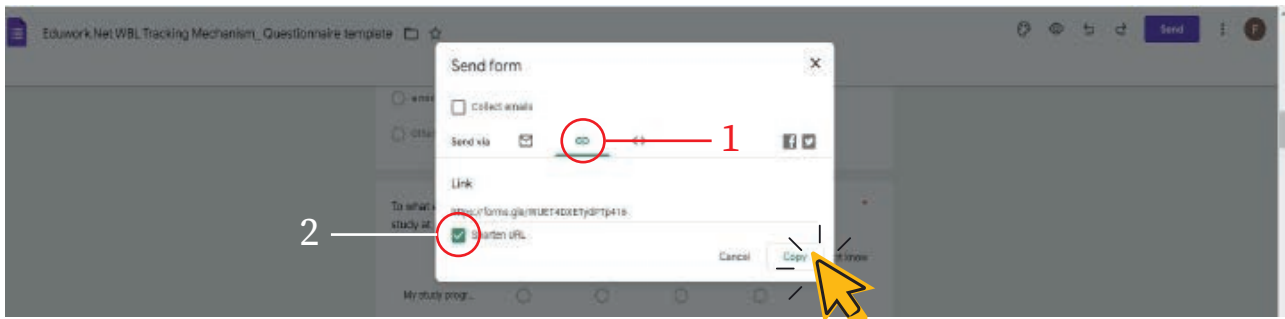
In fact, the questionnaire can be long and sometimes a bit complex for the students, with the risk that they drop out of the survey before its completion.

The tutor, will be responsible to check that the questionnaire is actually completed and submitted and can answer or clarify any potential questions and doubts.

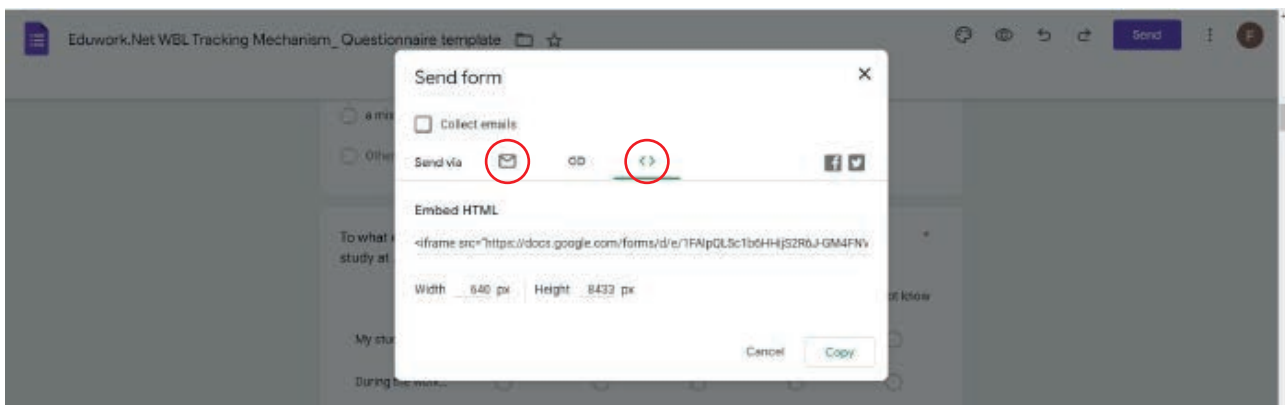
1. Click on Send



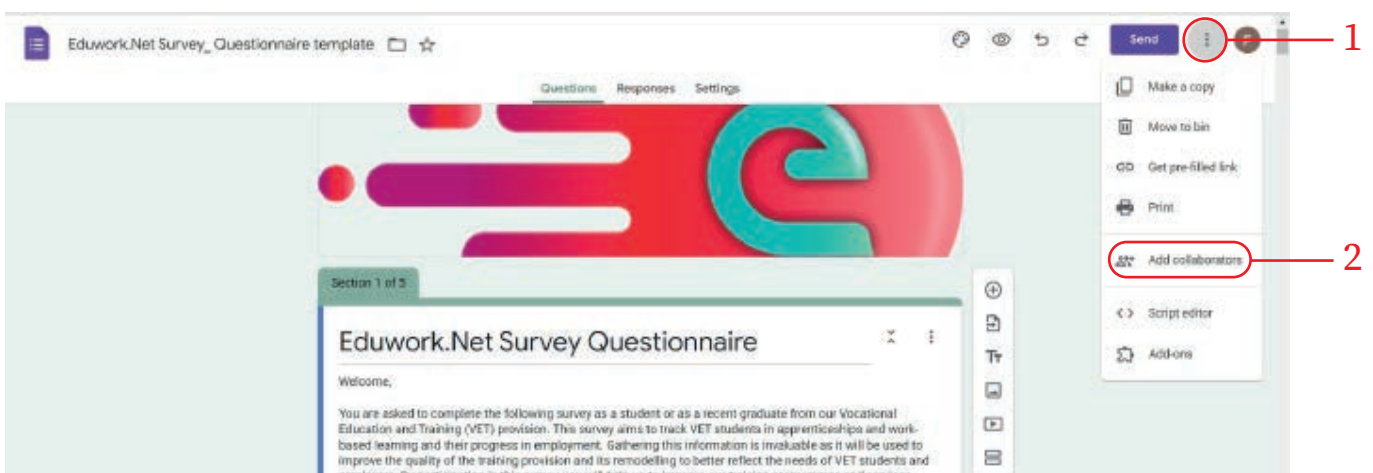
2. Click on the icon “link” and check shorten URL. Then click copy. You have the link to the questionnaire!



3. You can also embed the form as HTML or send by email:







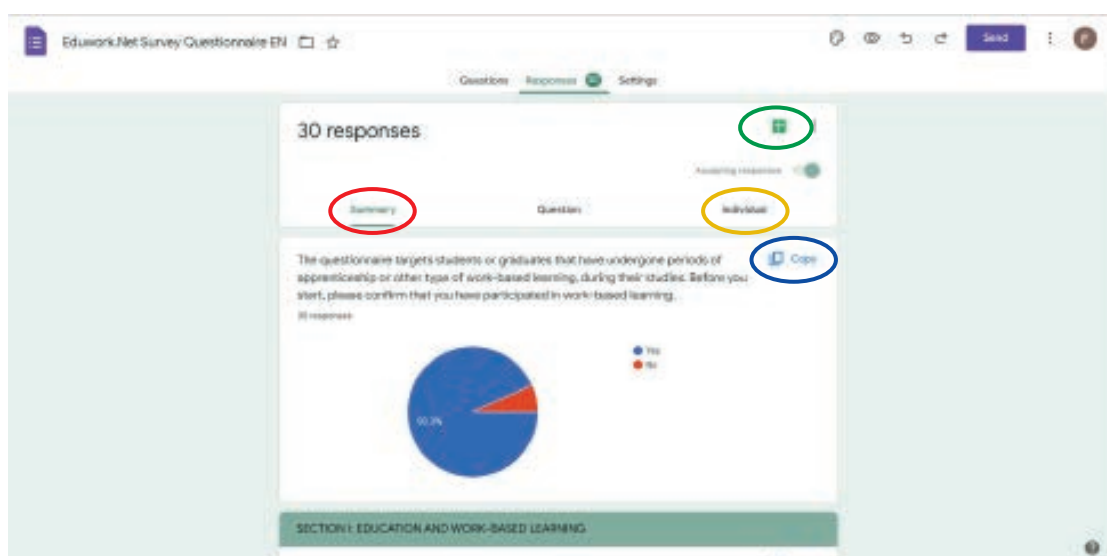
4. If you are going to run the survey individually for each VET institution you should make a copy for each VET institution (see point 1) and give to the responsible staff of each school rights to edit (see below). Do not forget to enter in the questions required the name of the VET Institute and the fields of study that the VET institute provides.



d. Gather results and create report

In the Responses section of the google form you will be able to:

- Display data summary graphs in aggregate form (red circle in the table below) — 
- Copy the graphs as an image (blue circle in the table below) — 
- View individual answers to the questionnaire (yellow circle in the table below) — 
- Save the data in disaggregated form, creating a sheet in Google sheets, which can then be downloaded in various formats (green circle in the table below) — 



These functions are adequate, especially when a single questionnaire collects all the answers for your organisation.

Nevertheless, to collect the results from many VET centers which managed different versions of the survey, could be useful develop a more refined Reporting System.

To this end, the Eduwork.Net partnership developed a reporting questionnaire in Survey Monkey. The template for this questionnaire is included as Annex n.2 in these guidelines and can be freely reused or adapted to your local purposes and needs.

Here, some questions have been added for the trainers who facilitated the implementation of the survey and the collective submission process. Our intent was to collect feedback and suggestions for a progressive improvement of the questionnaire and the whole WBL tracking mechanism.

Data Protection Policy

When collecting data from students or other organisations interested in creating their own version of the questionnaire, be sure to communicate how the data will be processed and stored, in compliance with local privacy legislation.

Annex 1.

WBL TRACKING MECHANISM Questionnaire Template

Eduwork.Net Survey Questionnaire

Welcome,

You are asked to complete the following survey as a student or as a recent graduate from our Vocational Education and Training (VET) provision. This survey aims to track VET students in apprenticeships and work-based learning and their progress in employment. Gathering this information is invaluable as it will be used to improve the quality of the training provision and its remodelling to better reflect the needs of VET students and employers. By participating in this survey, you will help us to improve our training programmes and services.

This survey should take no more than 10 to 15 minutes.

The survey consists of a set of closed questions (multiple choice) that will give us the minimum information plus optional open questions (free text) that will provide more detailed information on career and skills needs. You will participate in the survey anonymously, we will only gather some demographic data for statistical purposes.

Thank you so much for your time!

*Required

1. Email *

2. The questionnaire targets students or graduates that have undergone periods of apprenticeship or other type of work-based learning, during their studies. Before you start, please confirm that you have participated in work-based learning.

Mark only one oval.

☐ Yes

☐ No

SECTION I: EDUCATION AND WORK-BASED LEARNING

3. What type of work-based learning did you participated in during your studies? *

Mark only one oval.

- ☐ Apprenticeship
- ☐ Internship
- ☐ Work placement in another country
- ☐ Traineeship

4. At which study level were you during your work-based learning? *

Mark only one oval.

- ☐ Apprentice
- ☐ Upper-secondary vocational education and training
- ☐ Post-secondary vocational education and training
- ☐ Other: _____

5. Was the work-based learning a mandatory part of your curriculum? *

Mark only one oval.

- ☐ Yes
- ☐ No

6. What was the duration of work-based learning? *

Mark only one oval.

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

Mark only one oval.

- ☐ a VET school/institute
- ☐ a company
- ☐ a mix between VET school/institute and company
- ☐ Other: _____

8. To what extent do you agree or disagree with the following statements connected to your study at(name of school)..... and the work-based learning?

*

Mark only one oval per row.

	Strongly disagree	Disagree	Agree	Strongly agree	I do not know
My study programme properly prepared me for the work-based learning in the company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the work-based learning, I had the opportunity to practice skills that I acquired in my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work-based learning complemented my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Did you gain knowledge, skills or competences or professional experience during your work-based learning that you would not have gained in your studies? *

10. How important was your work placement for the development of technical and soft skills? *

Mark only one oval per row.

	Very important	Somewhat important	Slightly important	Not at all important	I do not know
Technical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to learn: ability to motivate myself to learn new stuff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to learn: ability to interpret and communicate information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to learn: ability to invest time and effort in learning new skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: ability to explain work instructions to colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: ability to use the specific terminology of the work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: ability to articulate your own work-related ideas, thoughts, opinions and feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: ability to work and communicate in multicultural environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team-work: ability to respect thoughts and opinions of team-members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team-work: ability to work towards group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

consensus in decision-making

Team-work: ability to accept feedback

☐
☐
☐
☐
☐

Team-work: ability to value other person's contribution

☐
☐
☐
☐
☐

Team-work: ability to share information openly

☐
☐
☐
☐
☐

Problem solving: ability to develop practical solutions

☐
☐
☐
☐
☐

Problem solving :ability to identify problems

☐
☐
☐
☐
☐

Problem solving: ability to plan and manage resources to solve the problem

☐
☐
☐
☐
☐

Creativity and innovation / entrepreneurial behaviour: ability to identify and seize opportunities

☐
☐
☐
☐
☐

Creativity and innovation / entrepreneurial behaviour: ability to translate ideas into action

☐
☐
☐
☐
☐

Creativity and innovation / entrepreneurial behaviour: ability to assess pros and cons of starting new businesses

☐
☐
☐
☐
☐

Self-management and career management: ability to recognize career opportunities within own and other cultural communities

☐
☐
☐
☐
☐

Self-management and

☐
☐
☐
☐
☐

career management:
ability to set and
prioritize your goals

Self-management and
career management:
ability to cope with
problems and manage
stress

☐
☐
☐
☐
☐

Self-management and
career management
ability to make decisions

☐
☐
☐
☐
☐

Self-management and
career management
ability to show discipline
and responsibility

☐
☐
☐
☐
☐

11. Did you have a Learning Agreement with defined learning outcomes drawn up before your work-based learning? *

Mark only one oval.

☐ Yes

☐ No

12. If yes, was your Learning Agreement changed during your work-based learning? *

Mark only one oval.

☐ Yes

☐ No

13. If yes, why was the Learning Agreement changed? *

Mark only one oval.

- ☐ I extended my work-based learning period
- ☐ I decided to change the training initially selected
- ☐ The hosting organisation required some changes
- ☐ Other: _____

14. Were the learning outcomes from your work-based learning experience recognized (applicable only for work placement in another country)? *

Mark only one oval.

- ☐ Yes
- ☐ No

15. If yes, how the learning outcomes have been recognized? *

Tick all that apply.

- ☐ ECVET credits
- ☐ Europass

Other: ☐ _____

16. What would you add to the study programme that would result in your better preparation for the apprenticeship and for employment? How could the study programme better prepare you for the apprenticeship and for employment? *

17. Were there any negative elements that hindered the successful implementation of the work-based learning? Check all those that apply *

Tick all that apply.

- ☐ colleagues were not willing to cooperate
☐ the tasks assigned to me were irrelevant to my studies
☐ no tasks were assigned to me
☐ there was not adequate guidance and mentoring for the delivery of the assigned tasks

Other: ☐ _____

18. In terms of quality, how would you evaluate the work-based period? *

Mark only one oval.

- ☐ Very good
☐ Good
☐ Medium
☐ Poor
☐ I do not know

19. Overall, how satisfied are you with the work-based learning? *

Mark only one oval.

- ☐ Very satisfied
☐ Satisfied
☐ Dissatisfied
☐ Very dissatisfied
☐ I do not know
- 

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

Mark only one oval.

- ☐ very helpful
- ☐ helpful
- ☐ not helpful
- ☐ not at all helpful
- ☐ I do not know

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

**SECTION II:
EMPLOYMENT
STATUS**

The following set of questions refer to your current job or the last job that you had, after your studies.

22. Are you currently employed or have you been employed after your studies? *

Mark only one oval.

- ☐ Yes
- ☐ No *Skip to question 33*

23. Please tick your main employment status: *

Mark only one oval.

- ☐ Permanent Full-time Employed (30 hours per week or more)
- ☐ Permanent Part-time Employed (less than 30 hours per week)
- ☐ Temporary Full-time Employed (30 hours per week or more)
- ☐ Temporary Part-time Employed (less than 30 hours per week)
- ☐ Self Employed

24. Is the job related to your study at...(name of school)...? *

Mark only one oval.

- ☐ yes, it is exactly what I studied
- ☐ it is partly related to what I studied
- ☐ no, it is in a different area

25. What difficulties did you experience when looking for a job? Check all those that apply

Tick all that apply.

- ☐ takes too long to find a job
- ☐ employers are not interested in my area of specialization
- ☐ gender preferences among employers
- ☐ age preferences among employers
- ☐ cultural/religious discriminations
- ☐ discrimination for disabled people
- ☐ lack of work experience
- ☐ limited employment opportunities in my field

Other: ☐ _____

26. Approximately how many months passed between the time you completed your study at ..(name of the school) ...and your first paid job?

Mark only one oval.

- ☐ I already had a job during my study
- ☐ A month or less
- ☐ 2-6 months
- ☐ 7-12 months
- ☐ more than 12 months

27. Please indicate the sector of your job

Mark only one oval.

- ☐ Private sector: industry
- ☐ Private sector: services
- ☐ Private sector: other
- ☐ Research and Technology organisation
- ☐ Government and other public sector
- ☐ Medical and health care (including veterinary)
- ☐ Education
- ☐ Private non-profit sector
- ☐ Other: _____

28. Which of the following competences are most important in your job? Tick the five most important. *

Tick all that apply.

- ☐ Technical skills
- ☐ Learning to learn: ability to motivate myself to learn new stuff
- ☐ Learning to learn: ability to take responsibility for own learning
- ☐ Learning to learn: ability to interpret and communicate information
- ☐ Learning to learn: ability to invest time and effort in learning new skills
- ☐ Communication: ability to explain work instructions to colleagues
- ☐ Communication: ability to speak of work performance in a work environment language
- ☐ Communication: ability to articulate your own work-related ideas, thoughts, opinions and feelings
- ☐ Communication: ability to work and communicate in multicultural environments
- ☐ Team-work: ability to respect thoughts and opinions of team-members
- ☐ Team-work: ability to work towards group consensus in decision-making
- ☐ Team-work: ability to accept feedback on improvements
- ☐ Team-work: ability to value other person's contribution
- ☐ Team-work: ability to share information openly
- ☐ Problem solving: ability to develop practical solutions
- ☐ Problem solving: ability to identify problems
- ☐ Problem solving: ability to plan and manage resources to solve the problem
- ☐ Creativity and innovation / entrepreneurial behaviour: ability to identify and seize opportunities
- ☐ Creativity and innovation / entrepreneurial behaviour: ability to translate ideas into action
- ☐ Creativity and innovation / entrepreneurial behaviour: ability to use critical thinking in creative processes
- ☐ Creativity and innovation / entrepreneurial behaviour: ability to assess pros and cons of starting new businesses
- ☐ Self-management and career management: ability to recognize career opportunities within own and other cultural communities
- ☐ Self-management and career management: ability to set and prioritize your goals
- ☐ Self-management and career management: ability to make decisions
- ☐ Self-management and career management: ability to show discipline and responsibility

29. How satisfied are you with your job, from the following points of view? *

Mark only one oval per row.

	Very satisfied	Satisfied	Unsatisfied	Very unsatisfied	I do not know
salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relevance to my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
personal fulfilment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
career prospect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
social impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. What subject/s helped you in your work? Can you give an example on how these subjects helped you in your work? *

31. In your daily work, do you feel that you miss some skills that could be developed during your studies? What subjects/topics or co-curricular activities would you suggest to improve the curriculum of the program you finished? In your day-to-day work activities are there skills needed in the workplace that could be developed during your studies? Now that you have experienced applying your skills and competence to the workplace, how could the curriculum of the programme be improved to reflect what is needed in the workplace? *

32. To what extent do you agree or disagree with the following statements connected to your study at(name of school).....? *

Mark only one oval per row.

	Strongly disagree	Disagree	Agree	Strongly agree	I do not know
My study programme properly prepared me for my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could restart my career, I would select the same study programme again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The transition to my first job after study programme was easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION III. DEMOGRAPHICS

33. Country *

34. City *

35. Year of birth *

Mark only one oval.

- ☐ 1950
- ☐ 1951
- ☐ 1952
- ☐ 1953
- ☐ 1954
- ☐ 1955
- ☐ 1956
- ☐ 1957
- ☐ 1958
- ☐ 1959
- ☐ 1960
- ☐ 1961
- ☐ 1962
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- ☐ 1990
- ☐ 1991
- ☐ 1992
- ☐ 1993
- ☐ 1994
- ☐ 1995
- ☐ 1996
- ☐ 1997
- ☐ 1998
- ☐ 1999
- ☐ 2000
- ☐ 2001
- ☐ 2002

36. Gender *

Mark only one oval.

- ☐ Female
- ☐ Male
- ☐ Other: _____

37. Please name the Institution where you study or graduated from.

38. In which year did you start your studies? *

Mark only one oval.

- ☐ 2010
- ☐ 2011
- ☐ 2012
- ☐ 2013
- ☐ 2014
- ☐ 2015
- ☐ 2016
- ☐ 2017
- ☐ 2018
- ☐ 2019
- ☐ 2020

39. In which year did you graduate (if you are a graduate)? *

Mark only one oval.

- ☐ 2010
 - ☐ 2011
 - ☐ 2012
 - ☐ 2013
 - ☐ 2014
 - ☐ 2015
 - ☐ 2016
 - ☐ 2017
 - ☐ 2018
 - ☐ 2019
 - ☐ 2020
- 

40. What was your field of study at ...(name of school)

Mark only one oval.

- ☐ 1 Prefilled by school
- ☐ 2 Prefilled by school
- ☐ 3 Prefilled by school
- ☐ 4 Prefilled by school
- ☐ 5 Prefilled by school



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Annex 2.

WBL TRACKING MECHANISM

Report Questionnaire Template

This questionnaire will allow you to build a report with the data obtained from the Tracking Mechanism for WBL experiences Survey.

The questionnaire is split into 7 different sections:

Section 1 refers to your organization's details;

Sections 2-3-4 reflect the structure of the original questionnaire and is where the response data from your local survey should be reported.

You will be prompted to enter, for each question, the number of responses associated with each available option (E.g. What was the duration of work-based learning? 50 answers for option "less than a month", 25 answers for "between 1-3 months", etc...) or to summarise the answers given where a blank field was provided;

Section 5 is dedicated to collect any additional questions in your local version of the survey or any further comment regarding the survey's structure

Sections 6 is intended to collect the evaluation of the survey tool;

In **Section 7** you are asked to provide an overall summary highlighting suggestions and recommendations for improving the WBL experience.

Thank you for your cooperation!

1. Organization's details

* 1.1 - Where is located your organisation?

* 1.2 - Please, specify how many VET centers have been involved in the survey

* 1.3 - Please, specify how many respondents have been involved in the survey

2. SECTION I: EDUCATION AND WORK-BASED LEARNING

For each question, report the number of answers for each available option

2.1 - What type of work-based learning did you participate in during your studies?

Apprenticeship	<input type="text"/>
Internship	<input type="text"/>
Work placement in another country	<input type="text"/>
Other	<input type="text"/>

2.2 - At which study level were you during your work-based learning?

Apprentice	<input type="text"/>
Upper-secondary vocational education and training	<input type="text"/>
Post-secondary vocational education and training	<input type="text"/>
Other (please indicate)	<input type="text"/>

2.3 - Was the work-based learning a mandatory part of your curriculum?

Yes	<input type="text"/>
No	<input type="text"/>

2.4 - What was the duration of work-based learning?

less than a month	<input type="text"/>
between 1-3 months	<input type="text"/>
between 4-6 months	<input type="text"/>
more than 7 months	<input type="text"/>

2.5 - Your host organisation is/was:

a VET school/institute	<input type="text"/>
a company	<input type="text"/>
a mix between VET school/institute and company	<input type="text"/>
Other (please indicate)	<input type="text"/>

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

***Report the number of responses associated with each option for the following statements**

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

Strongly disagree	<input type="text"/>
Disagree	<input type="text"/>
Agree	<input type="text"/>
Strongly agree	<input type="text"/>
I do not know	<input type="text"/>

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

Strongly disagree	<input type="text"/>
Disagree	<input type="text"/>
Agree	<input type="text"/>
Strongly agree	<input type="text"/>
I do not know	<input type="text"/>

2.6 c) Work-based learning complemented my studies

Strongly disagree	<input type="text"/>
Disagree	<input type="text"/>
Agree	<input type="text"/>
Strongly agree	<input type="text"/>
I do not know	<input type="text"/>

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?

***Provide a summary of all given answers**

2.8 - How important was your work based learning for the development of technical and soft skills?

***Report the number of answers for each competence**

2.8 a) Technical skills

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 b) Learning to learn - ability to motivate myself to learn new stuff

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 c) Learning to learn - ability to take responsibility for own learning

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 d) Learning to learn - ability to interpret and communicate information

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 e) Learning to learn - ability to invest time and effort in learning new skills

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 f) Communication - ability to explain work instructions to colleagues

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 g) Communication - ability to use the specific terminology of the work environment

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>



2.8 h) Communication - ability to articulate your own work-related ideas, thoughts, opinions and feelings

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 i) Communication - ability to work and communicate in multicultural environments

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 j) Team-work - ability to respect thoughts and opinions of team-members

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 k) Team-work - ability to work towards group consensus in decision-making

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 l) Team-work - ability to accept feedback

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 m) Team-work - ability to value other person's contribution


Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 n) Team-work - ability to share information openly

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 o) Problem solving - ability to develop practical solutions

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>



2.8 p) Problem solving - ability to identify problems

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 q) Problem solving - ability to plan and manage resources to solve the problem

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 r) Creativity and innovation / entrepreneurial behaviour - ability to identify and seize opportunities

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 s) Creativity and innovation / entrepreneurial behaviour - ability to translate ideas into action

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 t) Creativity and innovation / entrepreneurial behaviour - ability to assess pros and cons of starting new businesses

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 u) Self-management and career management - ability to recognize career opportunities within own and other cultural communities

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 v) Self-management and career management - ability to set and prioritize your goals

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 w) Self-management and career management - ability to cope with problems and manage stress

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>



2.8 x) Self-management and career management - ability to make decisions

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.8 y) Self-management and career management - ability to show discipline and responsibility

Very important	<input type="text"/>
Somewhat important	<input type="text"/>
Slightly important	<input type="text"/>
Not at all important	<input type="text"/>
I do not know	<input type="text"/>

2.9 - Did you have a Learning Agreement with defined learning outcomes drawn up before your work-based learning?

Yes	<input type="text"/>
No	<input type="text"/>

2.10 - If yes, was your Learning Agreement changed during your work-based learning?

Yes	<input type="text"/>
No	<input type="text"/>

2.11 - If yes, why was the Learning Agreement changed?

I extended my work-based learning period	<input type="text"/>
I decided to change the training initially selected	<input type="text"/>
The hosting organisation required some changes	<input type="text"/>
Other (please indicate)	<input type="text"/>

2.12 - Have been recognized the learning outcomes from your work-based learning experience (applicable only for work placement in another country)?

Yes

No

If yes, how the learning outcome have been recognized?

ECVET credits

Europass

Other (please indicate)

2.13 - What would you add to the study programme that would result in your better preparation for the apprenticeship and for employment? How could the study programme better prepare you for the apprenticeship and for employment?

***Provide a summary of all given answers**

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

colleagues were not willing to cooperate

the tasks assigned to me were irrelevant to my studies

no tasks were assigned to me

there was not adequate guidance and mentoring for the delivery of the assigned tasks

No

other- please specify

2.15 - Were there any negative elements that hindered the successful implementation of the work-based learning? Which skills that you acquired during the apprenticeship period were the most important in terms of employability? During your apprenticeship what were the most important skills gained in terms of current or future employment?

***Provide a summary of all given answers**

2.16 - In terms of quality, how would you evaluate the work-based period?

Very good

Good

Medium

Poor

I do not know

2.17 - Overall, how satisfied are you with the work-based learning?

Very satisfied

satisfied

dissatisfied

very dissatisfied

I do not know

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

Very helpful

helpful

not helpful

not at all helpful

I do not know

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

***Provide a summary of all given answers**

3. SECTION II: EMPLOYMENT STATUS

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

Yes

No

3.2 -Please tick your main employment status:

Permanent Full-time

Employed (30 hours per
week or more)

Permanent Part-time

Employed (less than 30
hours per week)

Temporary Full-time

Employed (30 hours per
week or more)

Temporary Part-time

Employed (less than 30
hours per week)

Self Employed

3.3 - Is the job related to your study?

yes, it is exactly what I
studied

it is partly related to what I
studied

no, it is in a different area

3.4 -What difficulties did you experience when looking for a job?

takes too long to find a job	<input type="text"/>
employers are not interested in my area of specialization	<input type="text"/>
gender preferences among employers	<input type="text"/>
age preferences among employers	<input type="text"/>
cultural/religious discriminations	<input type="text"/>
discrimination for disabled people	<input type="text"/>
lack of work experience	<input type="text"/>
limited employment opportunities in my field	<input type="text"/>
other, please specify	<input type="text"/>

3.5 -Approximately how many months passed between the time you completed your study and your first paid job?

I already had a job during my study	<input type="text"/>
A month or less	<input type="text"/>
2-6 months	<input type="text"/>
7-12 months	<input type="text"/>
more than 12 months	<input type="text"/>

3.6 -Please indicate the sector of your job

Private sector: industry	<input type="text"/>
Private sector: services	<input type="text"/>
Private sector: other	<input type="text"/>
Research and Technology organisation	<input type="text"/>
Government and other public sector	<input type="text"/>
Medical and health care (including veterinary)	<input type="text"/>
Education	<input type="text"/>
Private non-profit sector	<input type="text"/>
Other (please specify)	<input type="text"/>

3.7 -Which of the following competences are most important in your job?

***Report for each option the number of associated answers**

Technical skills	<input type="text"/>
Learning to learn - ability to motivate myself to learn new stuff	<input type="text"/>
Learning to learn - ability to take responsibility for own learning	<input type="text"/>
Learning to learn - ability to interpret and communicate information	<input type="text"/>
Learning to learn - ability to invest time and effort in learning new skills	<input type="text"/>
Communication - ability to explain work instructions to colleagues	<input type="text"/>
Communication - ability to speak of work performance in a work environment language	<input type="text"/>
Communication - ability to articulate your own work-related ideas, thoughts, opinions and feelings	<input type="text"/>
Communication - ability to work and communicate in multicultural environments	<input type="text"/>

Team-work - ability to
respect thoughts and
opinions of team-members

Team-work - ability to work
towards group consensus
in decision-making

Team-work - ability to
accept feedback on
improvements

Team-work - ability to
value other person's
contribution

Team-work - ability to
share information openly

Problem solving - ability to
develop practical solutions

Problem solving - ability to
identify problems

Problem solving - ability to
plan and manage
resources to solve the
problem

Creativity and innovation /
entrepreneurial behaviour -
ability to identify and seize
opportunities

Creativity and innovation /
entrepreneurial behaviour -
ability to translate ideas
into action

Creativity and innovation /
entrepreneurial behaviour -
ability to use critical
thinking in creative
processes

Creativity and innovation /
entrepreneurial behaviour -
ability to assess pros and
cons of starting new
businesses

Self-management and
career management -
ability to recognize career
opportunities within own
and other cultural
communities

Self-management and
career management -
ability to set and prioritize
your goals

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

***Report the number of responses associated with each option for each of the following points**

3.8 a)Salary

Very satisfied	<input type="text"/>
Satisfied	<input type="text"/>
Unsatisfied	<input type="text"/>
Very unsatisfied	<input type="text"/>
I do not know	<input type="text"/>

3.8 b)Benefits

Very satisfied	<input type="text"/>
Satisfied	<input type="text"/>
Unsatisfied	<input type="text"/>
Very unsatisfied	<input type="text"/>
I do not know	<input type="text"/>

3.8 c)Insurance

Very satisfied	<input type="text"/>
Satisfied	<input type="text"/>
Unsatisfied	<input type="text"/>
Very unsatisfied	<input type="text"/>
I do not know	<input type="text"/>

3.8 d)Relevance to my studies

Very satisfied	<input type="text"/>
Satisfied	<input type="text"/>
Unsatisfied	<input type="text"/>
Very unsatisfied	<input type="text"/>
I do not know	<input type="text"/>

3.8 e)Autonomy

Very satisfied	<input type="text"/>
Satisfied	<input type="text"/>
Unsatisfied	<input type="text"/>
Very unsatisfied	<input type="text"/>
I do not know	<input type="text"/>

3.8 f)Personal fulfilment

Very satisfied	<input type="text"/>
Satisfied	<input type="text"/>
Unsatisfied	<input type="text"/>
Very unsatisfied	<input type="text"/>
I do not know	<input type="text"/>

3.8 g)Work conditions

Very satisfied	<input type="text"/>
Satisfied	<input type="text"/>
Unsatisfied	<input type="text"/>
Very unsatisfied	<input type="text"/>

3.8 h)Career prospect

Very satisfied	<input type="text"/>
Satisfied	<input type="text"/>
Unsatisfied	<input type="text"/>
Very unsatisfied	<input type="text"/>
I do not know	<input type="text"/>

3.8 i) Social impact

Very satisfied

Satisfied

Unsatisfied

Very unsatisfied

I do not know

3.9 -What subject/s helped you in your work? Can you give an example on how these subjects helped you in your work?

***Provide a summary of all given answers**

3.10 -In your daily work, do you feel that you miss some skills that could be developed during your studies? What subjects/topics or co-curricular activities would you suggest to improve the curriculum of the program you finished? In your day-to-day work activities are there skills needed in the workplace that could be developed during your studies? Now that you have experienced applying your skills and competence to the workplace, how could the curriculum of the programme be improved to reflect what is needed in the workplace?

***Provide a summary of all given answers**

3.11 -To what extent do you agree or disagree with the following statements connected to your study?

***Report the number of responses associated with each option for the following statements**

3.11 a) My study programme properly prepared me for my job

Strongly disagree

Disagree

Agree

Strongly agree

I do not know

3.11 b) If I could restart my career, I would select the same study programme again

Strongly disagree

Disagree

Agree

Strongly agree

I do not know

3.11 c) The transition to my first job after study programme was easy

Strongly disagree

Disagree

Agree

Strongly agree

I do not know

4. SECTION III. DEMOGRAPHICS

4.1 - Country

4.2 - City

4.3 - Year of birth

1996	<input type="text"/>
1997	<input type="text"/>
1998	<input type="text"/>
1999	<input type="text"/>
2000	<input type="text"/>
2001	<input type="text"/>
2002	<input type="text"/>
2003	<input type="text"/>
2004	<input type="text"/>
2005	<input type="text"/>

4.4 - Gender

Male	<input type="text"/>
Female	<input type="text"/>
Other	<input type="text"/>

4.5 - In which year did you start your studies?

2010

2011

2012

2013

2014

2015

2016

2017

2018

2019

2020

4.6 - In which year did you graduate (if you are a graduate)?

Not graduated - still in
school

2011

2012

2013

2014

2015

2016

2017

2018

2019

2020

4.7 - What was your field of study?

***Provide a list of all given answers**

5. Additional Notes

5.1 - Report here any additional questions in your local version of the survey or any further comment regarding the survey's structure

6. Tracking Mechanism for WBL experiences Evaluation

6.1 - In order to permanently adopt the questionnaire as a tool for monitoring WBL experiences, do you think you should tailor it to the needs of your organisation or network?

☐ Yes

☐ No

6.2 - Motivate your answer

6.3 - Provide an evaluation of the survey tool, from a technical point of view.

	Strongly disagree	Disagree	Agree	Strongly agree	I do not know
It was easy to review the answers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy to create and edit the questionnaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The questionnaire did not work correctly, there were technical problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Final Summary

* 7.1 - Report an overall summary of all questionnaires highlighting strengths and weaknesses, suggestions and recommendations for improving the WBL experience in relation to students, trainers and companies.



