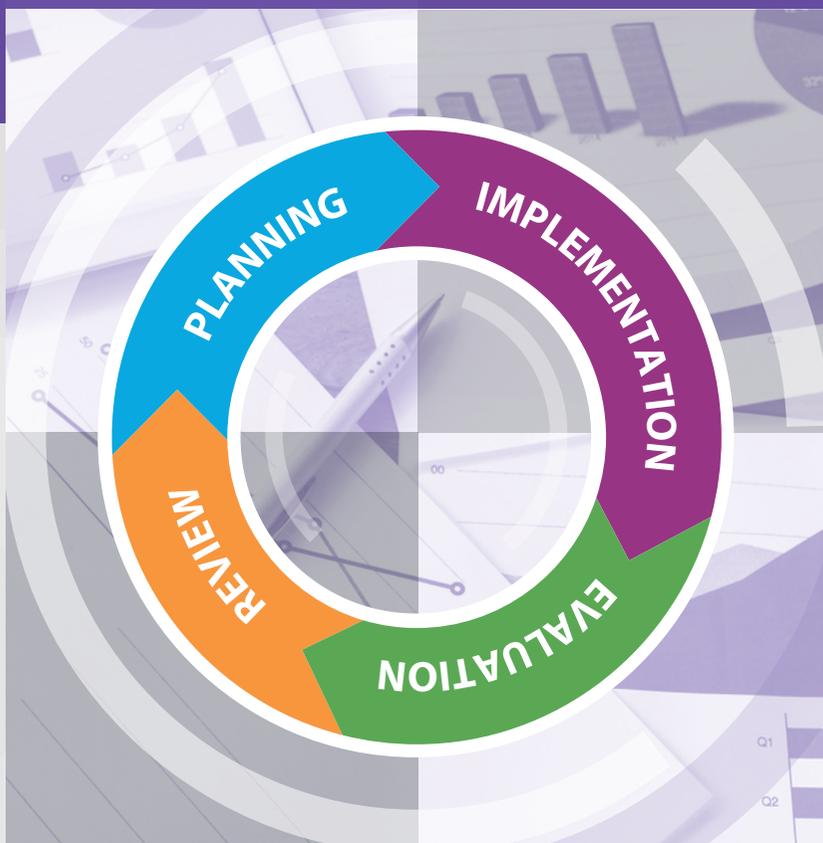# POLICY RECOMMENDATIONS

WORKING FOR QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING

POLICY RECOMMENDATIONS

WORKING FOR QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING

Izglītības kvalitātes valsts dienests

EQAVET

European Quality Assurance
in Vocational Education and Training

Supporting the implementation of the
European Quality Assurance Reference Framework
for Vocational Education and Training

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

Recommendations for implementation of the European Quality Assurance Reference Framework indicators in vocational education and training (hereinafter referred to as the "Recommendations") have been developed within the framework of the European Commission *Erasmus+ programme Action Grant 2016 - Support to the European Quality Assurance in Vocational Education and Training National Reference Points (EQAVET NRP) project* (hereinafter referred to as the "Project").

During the implementation period of the Project from June 2016 to March 2017, five workshops and two discussions on EQAVET indicator implementation mechanisms and promotion of quality culture in education institution self-assessment were organized. Representatives of vocational education institutions and industry experts, as well as representatives of the Academic Information Centre, Latvian National Cultural Centre, the National Centre for Education and other institutions were engaged in these meetings in order to ensure comprehensive and objective discussion of the relevant issues.

This publication complements and provides additional explanations to the indicator descriptions contained in the "Methodological recommendations for self-assessment of vocational education and general education institutions" (for further information please see: http: //viaa.gov.lv/library/files/original/06_IKVD_Metod_iet_pasvertesanai.pdf).

The target audience of these Recommendations are providers of vocational education and training, social and cooperation partners, and other stakeholders.

The Annex contains questionnaires for students, graduates, traineeship supervisors and employers designed to assess the utilization of acquired skills in workplace, and questionnaires for industry, state and local government representatives devised to acquire information on the demand of vocational education and continuing vocational education programmes in labour market. The questionnaires will be used for EQAVET indicator data acquisition, compilation and analysis.

Table of Contents

Introduction

In order to ensure quality of vocational education and training, the State Education Quality Service (hereinafter referred to as the "Quality Service") since 2013 implements the common vocational education quality assurance indicators of the European Quality Assurance Framework for vocational education and training (EQAVET).

The Quality Service is EQAVET National Reference Point in Latvia[1]. One of the priority objectives of the Quality Service in this area is inclusion of EQAVET indicators for meaningful development of vocational education and training in Latvia. Working groups and seminars on the development of common awareness with respect to the inclusion of EQAVET Framework into vocational education quality assurance have been organized in order to ensure collaboration between various state institutions and local authorities, non-governmental organizations, vocational education and training institutions and employers.

As a result of the Project Recommendations were developed for the establishment of mechanisms aimed at implementation of indicators of the European Quality Assurance Framework for vocational education and training. Questionnaires were used to obtain information from a variety of audiences and analyze the data. Six questionnaires, targeted at all parties involved in indicator development, were designed and validated during the Project.

1. **Questionnaire for Graduates.** The purpose of survey is to establish the utility of occupational competence obtained as a result of education process in order to assess the practical application of vocational education content. This survey is targeted at the individuals who have completed a vocational training programme/s within the last year. The questionnaire is used to acquire data for education quality indicator 'placement rate in VET programmes.

2. **Questionnaire for Students.** The purpose of the survey is to establish the utility of occupational competence obtained as a result

---

1 Regulations No 225 of the Cabinet of Ministers "Statutes of the State Education Quality Service" (available at: https://likumi.lv/doc.php?id=256415)

of education process in order to assess the practical application of vocational education content. This survey is targeted at vocational education students involved in a study traineeship, qualification traineeship or work-based learning. The questionnaire is used to acquire data for education quality indicator 'participation rate in VET programs'.

3. **Questionnaire for Traineeship Supervisors.** The purpose of the survey is to establish compliance of trainee professional competence with employer requirements. This survey is targeted at individuals involved in coordination of work-based learning and/or qualification traineeship activities in organizations. The questionnaire is used to acquire data for education quality indicator 'utilization of acquired skills at the workplace'.

4. **Questionnaire for Employers.** The purpose of the survey is to establish compliance of the professional competence of graduates with employer requirements. This survey is targeted at organizations employing individuals who have obtained professional qualifications within the last year. A questionnaire was completed for each employee who had obtained professional qualifications within the last year. The questionnaire is used to acquire data for education quality indicator 'utilization of acquired skills at the workplace'.

5. **Questionnaire for Industry Representatives.** The purpose of the survey is to establish the demand for industry professionals. The questionnaire is used to acquire data for education quality indicator 'mechanisms to identify training needs in labour market'.

6. **Questionnaire for State and Local Government Institutions**. The purpose of the survey is to establish the demand for industry professionals. The questionnaire is used to acquire data for education quality indicator 'mechanisms to identify training needs in labour market'.

European Quality Assurance Reference Framework in Vocational Education and Training (EQAVET)

EQAVET Framework has been established to promote quality in initial vocational education and training, by ensuring vocational training providers with common tools for vocational education quality management. The Framework offers a common point of reference to ensure transparency, consistency and portability between the many streams of policy and practical development across Europe, in order to increase mutual trust and mobility of learners and workers. The Framework was developed by Member States in cooperation with the European Commission and was adopted by the European Parliament and the Council on 18 June 2009.[2]

As a common quality management tool, EQAVET Framework supports the development of an education quality assurance system and calls for the application of developed recommended action descriptions and education quality indicators.

EQAVET brings together the European Union and other Member States[3], social partners and the European Commission in order to develop and improve the quality of vocational education in accordance with the following objectives of the European Quality Assurance Framework:

• assist Member States in the development of effective methods for implementation of the Framework;

• establish a quality culture by incorporating the Framework at European and other levels through national quality assurance reference points and other EQAVET network members;

---

2 Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European quality assurance reference framework for vocational education and training. Official Journal of the European Union 2009/C 155/01. Available at: http://eur-lex.europa.eu/legal-content/LV/TXT/HTML/?uri=CELEX:32009H0708(01)&from=EN

3 EQAVET Member States (source: www.eqavet.eu): Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, the United Kingdom, the Former Yugoslav Republic of Macedonia, Turkey, Iceland, Liechtenstein, Norway, Switzerland

- support Member States and the European Commission in their monitoring activities and implementation of strategic framework "Education and Training 2020";

- support quality assurance dimension of the European Qualification Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET) in action.

EQAVET Member States and experts:

- exchange information and experience in the form of discussions;

- initiate mutual exchange of knowledge and learning in order to develop common principles, reference/review criteria, indicators and tools for improving the quality of vocational education, as well as to implement the objectives of the Framework;

- achieve common results and solutions by developing quality assurance guidelines and criteria, and by incorporating culture of quality improvement and a sense of co-responsibility in order to implement the objectives of the Framework in Europe.

For further information on EQAVET mission, the Framework, indicators, Member States and other topical issues, consult www.eqavet.eu.

As of August 8, 2013 the Quality Service was involved in implementation of the subordinated activity "European Quality Assurance Reference Framework in Vocational Education and Training implementation in vocational education in Latvia" under the European Social Fund project administered by State Education Development Agency in the programme "Human resources and employment" appendix 1.2.1.1.1. subordinated activity "Development of a sectoral qualification system and improvement of efficiency and quality of vocational education and training".

Being the EQAVET National Reference Point in Latvia and following EQAVET cooperation principles and the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European quality assurance reference framework for vocational education and training (2009/C 155/01), the Quality Service has ensured incorporation of education quality indicators into the Cabinet of Ministers Regulations No 831 of 20 December 2016 "Procedures for accreditation of education institutions, examination centres and other institutions defined by the Education Law, general and vocational educational programmes and evaluation of professional activities of heads of secondary education institutions founded by the state universities and education institutions founded by the state and local government" (hereinafter referred to as "Cabinet Regulations No 831"). They provide that vocational schools or educational institutions implementing vocational education programmes must compile descriptive data relevant to education quality indicators by including this information in self-assessment report.

Education quality indicators and their relevance in EQAVET quality assessment recommendations

"Indicator" is a general term used to describe the impact of changes on a programme, policy or socio-economic situation, i.e., a numerically or descriptively conducted evaluation of a particular issue.

"Education quality indicator" characterizes the general condition or performance of an education institution in a specifically defined area of its operations. A complete set of indicators provides an objective assessment of conditions, processes and outcomes of an education institution, describing the quality of provided education and identifying the problems in its operations and implementation of education programmes.[4]

During the period from 2011-2015 several activities have been carried out in Latvia in order to improve the quality of vocational education and enhance its responsiveness to labour market needs, as well as to facilitate learner interest in vocational education: several materials aimed at improvement of vocational curriculum were developed; 12 councils of industry experts were set up; 22 vocational education framework programmes; 34 continuing vocational education programmes and 80 occupational standards were developed/improved; content of qualification examinations for 32 professional qualifications was developed; an e-environment was set up to ensure a common understanding of the link between industry qualification system and vocational education.[5]

Currently, one of the topical issues in vocational education development is balancing the proportion of students in vocational and general secondary education in favour of vocational education. The objective is to change the ratio 38.1 / 61.9 (in 2013./2014. academic year) to the ratio of 50/50 in 2020.[6]

---

4   Methodological recommendations for self-assessment of vocational education and general education institutions. Riga: State Education Development Agency, 2015, p. 60. (ESF project "Improvement of national qualification system, vocational education contents and co-operation among the bodies involved in vocational education")

5   SEDA is in the process of establishing a national qualification system. Available at: http://sf.viaa.gov.lv/eng/vocational_education/

6   Education development guidelines 2014-2020. Available at: https://likumi.lv/ta/id/274936-par-izglitibas-attistibas-pamatnostadnu-2014-2020-gadam-istenosanas-planu-2015-2017-gadam

In order to increase the number of students in vocational education, several measures aimed at promotion of the attractiveness of professional education are being implemented, such as optimization of the vocational education institutions network and modernization of infrastructure.

Some of the educational institutions have already introduced work-based learning elements into their programmes, thus providing a strong linkage between theoretical knowledge and actual work environment. Negotiations with employers' organizations on the opportunities to engage a larger number of companies in provision of work-based learning are in progress, and the participating employers will be offered motivational incentives.

The impact of changes, however, can be both positive or negative, and also either previously intended or unintended. Education quality indicators are also useful because after the analysis of the collected data, they are understandable and easily applicable.

It is important to ensure that the users have access to the data and know how to use them. Access to the data allows the users to arrive at an objective conclusion.

A separate indicator itself does not show whether the quality of education at a particular institution is good or bad. A comprehensive overview is provided only by a complete set of all indicators.

EQAVET education quality indicators

- Relevance of quality assurance systems for VET providers.
- Investment in training of teachers and trainers.
- Participation rate in VET programmes.
- Completion rate in VET programmes.
- Placement rate in VET programmes.
- Utilisation of acquired skills at the workplace.
- Unemployment rate.
- Prevalence of vulnerable group.
- Mechanisms to identify training needs in the labour market.
- Schemes used to promote better access to VET.

EQAVET indicators are interrelated, and each one affects the other. They aim to address the priorities of education policy and practice in vocational education.

At present, education quality indicators cannot be used as EQAVET national comparison criteria, however, they provide a good reference point in the process of vocational education quality improvement.

The use of EQAVET indicators in vocational education is a multi-dimensional phenomenon. The entire set of EQAVET indicators should be applied at various stages of the quality cycle rather than as independent entities, since they form an integral part of quality assurance system. Thus, the indicators create a common basis for vocational education quality assurance and facilitate decision-making for all the parties involved who can act on the basis of relevant information and evidence obtained as a result of data processing and analysis.

EQAVET education quality indicators address the following priority education policy and practice issues in vocational education and continuing vocational education at EU level:

- provision of employment,
- alignment of supply and demand for competencies, qualifications, ensuring access to inclusive vocational education.

Article 25 of the Cabinet of Minsters Regulations No. 831 stipulates that a self-evaluation report of a vocational education institution or an education institution that implements a vocational education programme (with the exception of an educational institution that implements a vocationally-oriented education programme) must contain information on the following **educational quality indicators:**

- participation of teachers in the improvement of professional competence;
- participation rate in VET programmes;
- completion rate in VET programmes;
- placement rate in VET programmes;
- using acquired skills at workplace;
- prevalence of vulnerable groups in vocational education;

- mechanisms to identify training needs in the labour market;
- schemes used to promote better access to VET.

An educational institution must include the information on education quality indicators in its self-evaluation report in accordance with quality assessment areas and criteria specified in the Cabinet of Ministers Regulations No 831.

Education quality indicators	Quality assessment areas and criteria
Investment in training of teachers and trainers	22.6. School resources: 22.6.2. human resources.
Participation rate in VET programmes	22.4. Support for pupils: 22.4.1. psychological support, socio-pedagogical support; 22.4.2. ensuring the safety and security of learners (security and workplace safety); 22.4.3. support for developing personality and character; 22.4.4. support for career education; 22.4.5. support for differentiated individualized learning; 22.4.6. support for learners with special needs; 22.4.7. cooperation with the learner's family.
Completion rate in VET programmes	22.2. Teaching and learning: 22.2.1. the quality of teaching; 22.2.2. the quality of learning; 22.2.3. evaluation and assessment as part of the study process.
Placement rate in VET programmes	22.3. Student achievement: 22.3.1. students' performance in daily work; 22.3.2. students' performance in tests and exams.

Education quality indicators	Quality assessment areas and criteria
Using acquired skills at workplace	22.3. Student achievement: 22.3.1. students' performance in daily work; 22.3.2. students' performance in tests and exams.
Prevalence of vulnerable group	22.4. Support for pupils: 22.4.1. psychological support, socio-pedagogical support; 22.4.2. ensuring the safety and security of learners (security and workplace safety); 22.4.3. support for developing personality and character; 22.4.4. support for career education; 22.4.5. support for differentiated individualized learning; 22.4.6. support for learners with special needs; 22.4.7. cooperation with the learner's family.
Mechanisms to identify training needs in the labour market	22.1. Education content. 22.7. Organisation, management and quality assurance: 22.7.1. self-assessment of the institution's work and development planning; 22.7.2. the work of the administration, and personnel management; 22.7.3. cooperation with other institutions.

Education quality indicators	Quality assessment areas and criteria
Schemes used to promote better access to VET	22.4. Support for pupils: 22.4.1. psychological support, socio-pedagogical support; 22.4.2. ensuring the safety and security of learners (security and workplace safety); 22.4.3. support for developing personality and character; 22.4.4. support for career education; 22.4.5. support for differentiated individualized learning; 22.4.6. support for learners with special needs; 22.4.7. cooperation with the learner's family; 22.5. School climate: 22.5.1. psychological and social environment/atmosphere; 22.5.2. physical environment and accessibility.

Data acquisition methods

Data acquisition process should be clear, structured, and consistent with the general purpose of the survey (monitoring). The obtained data should ensure validity[7] and reliability[8] of measurements.

In order to achieve the target, a complex measurement methodology consisting of four successive groups - data acquisition (including sampling), data storage, data analysis and interpretation of results – should be developed. Each group contains a number of questions that simplify data acquisition process significantly.

Data acquisition	Data analysis
- Data source? - How will data be collected? - When will data acquisition start? - How often will data be collected? - How much will data collecting cost? - Who will collect data?	- What type of data analysis will be used? - Who will analyze collected data? - How will actual data be compared with past performance data and the relevant benchmarks?
Data storage	**Interpretation of results**
- What type of data storage system will be used? - How will it [the system] be installed? - What possible IT solutions are available? - How will stakeholder needs be met and how will learners benefit? - Will the system contain data from several years or will it only contain recent data? - Will the system help stakeholders maximize the obtained information's utility?	- Who will report the information? - To whom will the information be reported? - Who will use the information?

Data may be obtained using various data collection methods.

---

7   Validity is a measuring instrument's ability to measure exactly what this instrument is intended to measure (Geske, A., Grīnfelds A. The elements of testing theory in education. Riga: State Education Development Agency, 2010, p. 38)

8   Reliability is the reproducibility of measured results when using the same instrument again for the same respondent (Geske, A., Grīnfelds A. The elements of testing theory in education. Riga: State Education Development Agency, 2010, p. 42)

Quantitative data may be collected by:

1. testing - assessment of the target group's knowledge and skills, such as, for example, the OECD PISA study programme[9];

2. census - data collection on every unit in a group or population, e.g. "population census";

3. interviews - processing of quantitative data obtained during interviews, based on a previously developed methodology;

4. content analysis - analysis of documents and other illustrative sources, looking for features ensuring achievement of the set research objectives;

5. administrative data – data collected as a result of an institution's or organization's day-to-day operations (e.g. enrollment data);

6. tracer study - usage of a) a regular survey as the core tool b) combining it with in-depth discussions with a sample of those surveyed and c) interviewing key informants on particular key issues.

Qualitative data may be collected by:

1. survey/questionnaires - series of questions and other prompts for the purpose of gathering information from respondents (i.e. VET stakeholders);

2. interview - conversation between two or more people where questions are asked by the interviewer to obtain information from the interviewee;

3. focus groups - a group of people are asked about their opinion/ attitude towards a product, service, concept, an idea, etc.;

4. observation - a group or single learners are asked to perform a specific task or action. Observations are then made of behaviours, processes, workflows etc., in real-life situations (e.g. the workplace);

5. case study - often used to provide context to other data (such as outcome data), offering a more complete picture of what happened and why.

---

9 PISA study: the Latvian students' level of knowledge continues to improve. http://sf.viaa.gov.lv/lat/viaa_istenotie_projekti/atbalsts_petijumiem_12232/?tl_id=295&tls_id=313

Education quality indicators

Definition

- Percentage of teachers (trainers) participating in accredited training programmes, from the total number of registered teachers and trainers.

- Total amount of funds annually invested in further education and training of teachers and trainers of vocational subjects.

To summarize data for education quality indicator on further education and training of teachers of an education institution a supplemented table from the "Methodological recommendations for self-assessment of vocational and general education institutions" should be used.

Title of the education programme provided at the education institution	Number of teachers in the programme	Number of teachers who have participated in further education and training	Funds invested in further education and training of teachers

Teacher participation in further education and training usually can be divided into groups by area, for example, teachers of arts, forestry etc., because teachers of different areas may have different needs for such education and training (at a regional, national, international level). Education institutions develop their own internal motivational system for teachers to encourage them to participate in further education and training

---

10 For detailed information see EQAVET website: http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/EQAVET_indicators/indicator_2.aspx

programmes, for example, they:

1. establish an evaluation committee which examines issues related to further education and training of teachers;

2. facilitate teacher cooperation with traineeship supervisors;

3. involve teachers in the work of convent;

4. organize business days at education institutions;

5. provide teacher participation in master classes.

In order to offer high quality of further education and training programmes, education institutions should cooperate with the National Centre for Education, higher education institutions and industry experts. It is not the quantity of training that matters – the teachers should be motivated to develop their professional competences in accordance with today's business requirements.

Questions to be used to obtain data for the indicator (www.eqavet.eu):

- Do you cater for further training of teachers/trainers with a view to improve learner achievement?

- Are teachers/trainers engaged in professional learning activities addressing specific issues, e.g. adapted training provision for disadvantaged groups?

- How effectively have you collaborated with industry, business, or the wider community in taking decisions about the further training of your teachers/trainers?

- To what extent have you promoted professional learning opportunities to enhance staff knowledge and understanding of the changing demands of the labour market?

- Have the views of staff and/or learners been taken into account when planning staff training and development?

- What kind of mechanisms do you use to recognise strategic competences, i.e. how do you identify what competences are needed to implement a chosen strategy?

- Do you align human resource development activities with strategic goals and core processes?

- Is the further training of teachers/trainers organised to meet your strategic needs? If so, how?

- Have you developed a strategy and a systematic process for developing teacher and trainer competence? If so, how?

- Can any connections be made between levels of learner participation in VET programmes and the attractiveness of those programmes? If not, why?

- Is there any relationship between the levels of participation in programmes and learner achievement levels? If not, why?

- What are the emerging participation trends in VET programmes?

Education quality indicator **PARTICIPATION RATE IN VET PROGRAMMES**
(EQAVET indicator No 3)[11]

Definition

- Percentage of annual cohort completing lower secondary school/compulsory education participating in IVET programmes at upper secondary level (which lead to a formal qualification).

- Percentage of active population (15-74 years old) entering CVET programmes (which lead to recognition).

In order to encourage learners to obtain education, a number of aspects are of a vital importance. First of all, it is the compliance of the demand and availability of education programmes to modern curriculum that matters. At the same time, implementation of modular education programmes could lead to a more efficient differentiation of learners and reduction of the dropout rate. One of the motivating factors is also the involvement of graduates in the provision of education programmes (for example, work-based learning).

---

11 For detailed information see EQAVET website: http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/EQAVET_indicators/indicator_3.aspx

To obtain information for this indicator, the following questions need to be answered:

- Can any connections be made between levels of learner participation in VET programmes and the attractiveness of those programmes? If not, why?

- Is there any relationship between the levels of participation in programmes and learner achievement levels? If not, why?

- What are the emerging participation trends in VET programmes?

The data for the education quality indicator **"Participation rate in VET programmes"** – are based on the views of learners, obtained using the questionnaire method (see annex for the "Questionnaire for Students"). In order to obtain these data, an appropriate sample of respondents must be established.

Objectivity of the survey data can only be ensured if the size of the sample is sufficient. The minimum number of respondents can be defined by various characteristics, e.g. the total number of learners or the number of education programmes, etc. A vocational education institution may conduct a survey in one of the following ways:

1. questionnaires are placed on the website of an education institution and in social networks, ensuring they can be filled online and providing anonymity for respondents;

2. if the questionnaire is issued to respondents in paper form, education institution or company where traineeship is taking place, should arrange a "mailbox" for completed questionnaires.

Use of survey results by an education institution:

1. survey results on learner satisfaction with chosen profession and future plans can be used by career counsellors and psychologists of general and vocational education institutions in order to better determine the suitability of learners for their chosen professions and their professional development opportunities;

2. survey results on competencies and proficiency levels acquired at education institution and during traineeship can be used to improve the quality of theoretical and practical basis of education programmes;

3. answers of learners with respect to their ability to find placements and support received from education institution during traineeship, can be used to enhance cooperation between education institution and company providing placements;

4. learner views on both the effect of traineeship on professional competence, and skills and knowledge that were not acquired during education process yet need to be acquired additionally in order to be able to work in the profession, provide an idea of general education performance of the institution and compliance of teacher professional competence with labour market requirements in the industry and/or occupation, as well as opportunities for improvement of education programmes;

5. answers to the question "What was the most significant experience while studying at the VET institution?" can be used to promote vocational training and raise its prestige.

| Education quality indicator COMPLETION RATE IN VET PROGRAMMES |
| (EQAVET indicator No 4)[12] |

Definition

- Percentage of those completing (i.e. attaining a formal qualification) IVET programmes (which lead to a formal qualification), compared to those entering IVET programmes.

- Percentage of those completing (i.e. attaining a formal qualification) CVET programmes (which lead to recognition) compared to those entering CVET programmes.

In order to acquire, process and analyse information for this education quality indicator, a systematized database needs to be developed. A register of graduates, established by an education institution, can

12 For detailed information see EQAVET website: http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/EQAVET_indicators/indicator_4.aspx

facilitate collection, compilation and analysis of the necessary information for statistical analysis of data related to the education quality indicators 'completion rate in VET programmes' and 'placement rate in VET programmes'.

The statistical analysis should be based on the following data:

1. Continuing professional education programme (CVET) graduates (splitting them into the following subgroups: self-financed, employer-financed or state-financed);

2. Initial vocational education programme (IVET) graduates:

   1. information on the number of students enrolled in an education programme and the number of students who actually completed training and obtained qualifications;

   2. preliminary assessment upon enrolment;

   3. evaluation of vocational qualification examination results.

Please note: information on individuals who have obtained professional qualifications outside formal education system as a result of assessment of acquired professional competence should be analysed separately, as such individuals are not admitted to an educational institution and are not regarded as students.

!

As a result of analysis of obtained data, an education institution should answer the following indicator-specific questions in its self-assessment:

• Do different groups of learners with diverse needs successfully complete their VET programmes, including disadvantaged groups? If not, what can the VET provider do to change this?

• Do learners fail to complete your VET programmes? If so, why?

• What do completion rates and other data, e.g. placement rate, indicate about your VET provision?

• What are the emerging trends in programme completion in your organisation, including among disadvantaged groups?

• In what ways can you use this evidence to improve the situation?

- What evidence can you obtain that your programmes are accessible and attractive, particularly to disadvantaged groups?

- Do you ensure that the wants and needs of individuals are catered for in your provision, particularly in the case of disadvantaged groups?

- Do you address the range of risk factors and needs of disadvantaged groups?

- How can you encourage the participation of disadvantaged groups in VET programmes, including in adapted training provision?

Education quality indicator
PLACEMENT RATE IN VET PROGRAMMES

(EQAVET indicator No 5)[13]

Definition

- Proportion of VET programme graduates who are placed in labour market, further education or training (including university), or have chosen another aim within 12-36 months after the end of programme;

- Percentage of VET programme graduates who are employed one year after the end of training.

Indicator-specific data

- Destination of VET learners at designated point in time after completion of training, according to programme type and individual criteria.

- Share of employed learners at designated point in time after completion of training, according to programme type and individual criteria.

---

13 For detailed information see EQAVET website: http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/EQAVET_indicators/indicator_5.aspx

```
┌─────────────────────────┐
│    Placement rate in    │
│     VET programmes      │
└─────────────────────────┘
```

VET programme graduates working in labour market (industry) within 1 year after graduation	Percentage of VET programme graduates working in the industry and their percentage out of employed graduates in the comparison of 1 year	VET programme graduates in further education or training (including university)
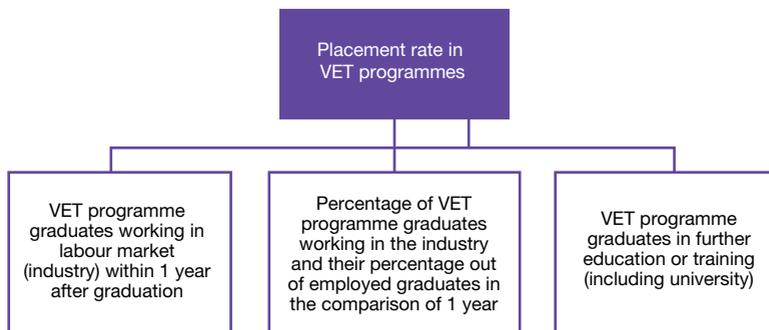
Employment of VET programme graduates and those learners who have obtained professional qualification is based on quality vocational education and previous career education (if any). In order to acquire, process and analyse information for the education quality indicator 'Placement rate in VET programmes' a systematized database needs to be developed. A register of graduates, established by an education institution, can facilitate the collection, compilation and analysis of necessary information for statistical analysis of the data related to education quality indicators 'Completion rate in VET programmes' and 'Placement rate in VET programmes'.

To summarize data for this education quality indicator a table "Education and employment after obtaining professional qualification" from "Methodological recommendations for self-assessment of vocational and general education institutions" should be used.

Professional qualification obtained	Employment in profession	Employment in another profession/ field	Total	Involved in further education and training	Not employed and not studying	Notes

The table should be supplemented with information on those VET programme graduates who continue their education at universities, because about 40% of graduates do so. The "Notes" section should contain information regarding the reasons behind the graduate's career choices, including information on those working in non-governmental organizations and involvement in projects, as well as decisions to study other professions or specializations.

The data for education quality indicator 'Placement rate in VET programmes' are based on the views of VET programme graduates obtained using questionnaire method (see annex for **"Questionnaire for Graduates"**). The target audience of this questionnaire is those individuals who have completed vocational education programmes over the last two years. During the first year of employment, a person is not always able to objectively evaluate the compliance of his/her professional knowledge, skills and competences with labour market requirements. For comparison purposes a survey of graduates should be conducted after one year of employment and then again after two years. The databases of respondents are developed by those vocational education institutions, which have issued the relevant professional qualification documents. The questionnaire should be sent to the private e-mail addresses of respondents (if available) instead of workplace e-mail addresses, as filling the questionnaire during working hours, at workplace and from the employer's e-mail address may have an adverse effect on the objectivity of the respondent's answers. Questionnaires should be placed on the website of an education institution, in social networks or online. Validity of measurements and representativeness of survey results can only be ensured if sample size is sufficient. Quality control can be provided by the education institution itself, but questionnaire administrator must be able to specify the minimum number of respondents from the respective education institution (included in the sample) in accordance with the defined criteria. The minimum number of respondents can be defined by various characteristics, for example, total number of VET programme graduates or the number of education programmes.

Use of survey results by an education institution:

1. survey results on employment of VET programme graduates according to their acquired professional qualification may be used to assess and improve the quality of career counselling in general education and vocational education and training institutions;

2. survey results on the ability of VET programme graduates to find a job in the relevant industry may be used to examine the situation in the respective industry/specialty of the labour market, thus enabling education institutions to make appropriate enrollment adjustments in the coming academic years;

3. survey results on assessment of competencies and proficiency acquired at the education institution may be used to revise and improve education programmes;

4. survey results on the use of theoretical professional knowledge, skills and competences acquired during training process in actual working environment can be used to improve education and traineeship programmes;

5. survey results on the most significant benefits from vocational education can be used to raise the prestige of vocational education and encouraging young people to choose vocational education and training;

6. particular attention should be paid to the data providing information on what skills and knowledge necessary in actual working environment were not acquired in the education process in order to revise and improve the specific education programmes.

Current statistical data on education, employment rates and vacancies are available on the website of Central Statistical Bureau (www.csb.gov.lv, section "Population and Social Processes").

As a result of analysis of the obtained data, an education institution should answer the following indicator-specific questions in its self-assessment:

- Are participants in your VET programmes successful in finding a job?

- Are participants in your VET programmes successful at progressing to further learning/training?

- How responsive are your VET programmes to changing demands in the labour market?

Education quality indicator
USING ACQUIRED SKILLS AT THE WORKPLACE

(EQAVET indicator No 6)[14]

---

14 For detailed information see EQAVET website: http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/EQAVET_indicators/indicator_6.aspx

Definition

- Percentage of VET programme graduates working in relevant occupations.

- Percentage of employees of a given sector who, within a period of 12-36 months from completing the VET programme, find that their training is relevant for their current occupation.

- Percentage of employers of a given sector who are satisfied to find VET programme graduates with relevant qualifications and competences required for a job.

- Percentage of employers of a given sector who are satisfied with programme graduates.

Indicator-specific data

- Information on occupation obtained by individuals after completion of training, according to type of training and individual criteria;

- Satisfaction rate of individuals and employers with acquired skills/ competences

```
                    ┌─────────────────────┐
                    │   Using acquired    │
                    │     skills at the   │
                    │      workplace      │
                    └─────────────────────┘
          ┌───────────────────┴───────────────────┐
  ┌───────────────────┐              ┌───────────────────┐
  │      Employer     │              │    Satisfaction/  │
  │    satisfaction/  │              │ dissatisfaction of VET │
  │    dissatisfaction│              │ programme graduate │
  └───────────────────┘              └───────────────────┘
  ┌───────────────────┐              ┌───────────────────┐
  │ Company specifics. │             │ Compliance of education programme │
  │ Compliance of      │             │ quality. Motivation and opportunities │
  │ education quality. │             │ for advancement. Use of acquired │
  │ Intensity of skill │             │ skills in a specific workplace. │
  │ use. Employee      │             │                   │
  │ motivation and     │             │                   │
  │ opportunities for  │             │                   │
  │ advancement.       │             │                   │
  └───────────────────┘              └───────────────────┘
```

Employer first assesses the learner during traineeship, when he/she can verify whether learner's knowledge and skills comply with the relevant professional qualification. Normally around 60% of skills acquired at education institution comply with workplace requirements. The remaining 40% must be acquired taking into account the specifics of a particular job. Since businesses usually plan their development in the medium term (for the next five-year period), it is essential for employers and education institutions to cooperate in tailoring education programmes to meet industry employment requirements. One of the factors affecting planning, is regional employment differences.

The data for education quality indicator 'Using acquired skills at workplace' – are obtained using questionnaire method and are based on the views of employers (see annex for the **"Questionnaire for Employers"**) and traineeship supervisors (see annex for **"Questionnaire for Traineeship Supervisors"**).

Questionnaire for Employers

Employer surveys are organized by those vocational education institutions that have access to information on employment of VET programme graduates. This survey is targeted at organizations, institutions and enterprises employing individuals who have obtained professional qualifications within the last two years. This method enables a vocational education institution to obtain current information from specific respondents. A survey can be conducted by:

1. sending out a questionnaire to employers with reference to a particular person (for example, HR manager) in an organization/ institution/company;

2. placing the questionnaire on education institution's website, in social networks and online;

3. any other electronic data collection tools.

The questionnaire complies with generally accepted research ethics principles, and the wording of questions ensures it does not contain sensitive information (i.e. it does not contain sensitive data of physical persons – information about a person's race or ethnic origin, religious, philosophical and political beliefs, trade union membership, health or sex life), therefore it does not have to be anonymous. Each respondent (employer) is assigned an identification code by the questionnaire administrator. This approach ensures uniqueness of answers, validity of

measurements and representativeness of results. It is necessary to ensure a controlled sample of respondents. The answers given by each respondent (organization/institution/company) must be unique and without repetitions, and no answers from individuals not included in the sample should be accepted. The sampled respondents must have clear instructions on filling out the questionnaire and the time limit provided.

Please note: after collection, analysis and systematization of data on education quality indicator 'Using acquired skills at workplace' is completed, education institutions share the obtained indicator description with respondents. Upon the approval of employers, this information can be made publicly available.

Questionnaire for Traineeship Supervisors

Traineeship can be supervised by an employee of an education institution or an individual designated by the company providing traineeship placements. Survey of traineeship supervisors is organized by vocational education institutions. Survey must be conducted in cooperation with employers providing training or qualification traineeship placements, as well as in collaboration with those employers who provide work-based learning.

Questionnaires are sent to a specific traineeship supervisor or a HR manager of an organization/institution/company who has information about traineeship supervisors of the learners, and placed on education institution's website, in social networks and online, ensuring anonymity of respondents. By addressing the questionnaire to a specific employer, a sufficient sample representing Latvia must be ensured. A sample of the required size is formed by selecting a minimum of one traineeship supervisor from each company. The sample must include an appropriate selection of both trainees and traineeship supervisors to avoid a situation when a traineeship supervisor has to answer questions about trainees who have been working in a company, for example, only a week.

Use of survey results by an education institution:

1. survey results characterizing general professional level of an **employee** or a **trainee** can be used in vocational education quality assessment;

2. an assessment of the general professional level of an **employee**

or a **trainee** and information on additional knowledge and skills to be acquired at the beginning of the traineeship in an organization/institution/company, can be used for curriculum development and quality improvement;

3. information given about those aspects of vocational education content to which more attention should be paid during education and training process, and the assessment of **employee's** or **trainee's** skills and abilities can be used to improve the theoretical curriculum and traineeship programmes;

4. information about the willingness and ability of **employers** or **traineeship supervisors** to engage in vocational education quality enhancement can be used to stimulate cooperation between education institutions and employer organizations/institutions/companies in order to improve the overall quality of vocational education.

As a result of analysis of the obtained data, an education institution should answer the following indicator-specific questions in its self-assessment:

- Are employers and employees satisfied with acquired skills/competences?

- How can you match together the various wants and needs of employers and employees?

- How can you improve your information mechanisms?

- How can you raise the level of stakeholder satisfaction?

- What evidence do you have that both learners and employers value the full range of what learners know and can do after completing a VET programme?

**Education quality indicator
PREVALENCE OF VULNERABLE GROUP**

(EQAVET indicator No 8)[15]

---

15 For detailed information see EQAVET website: http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/EQAVET_indicators/indicator_8.aspx

Definition

- Percentage of participants and of programme gradutes from disadvantaged groups defined at European and national level, from the total number of participants and VET programme graduates.

- Percentage of programme graduate from disadvantaged groups defined at European and national level, compared to the number of those entering.

Indicator-specific data

- Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender.

- Success rate of disadvantaged groups according to age and gender.

Questions on indicator (source: www.eqavet.eu)

1. Are comparisons made between the performance (including achievements) of different groups of learners in your organisation? Is learner performance in your organisation compared to learner performance in other similar VET organisations at regional/national level?

2. How well are learners developing their skills/competences, including new skills, as demanded by labour market?

3. How robust is the information you gather to make judgements about VET provision?

4. How good is the information used by teachers/trainers to improve learner achievement and performance, including among disadvantaged groups?

For this indicator education institutions should base their self-assessment reports on success stories, positive achievements, examples.

As a result of analysis of the obtained data, an education institution should answer in its self-assessment to the following indicator-specific questions:

- Do different groups of learners with diverse needs successfully

complete their VET programmes, including disadvantaged groups? If not, what can the VET provider do to change this?

- Do learners fail to complete your VET programmes? If so, why?

- What do completion rates and other data, e.g. placement rate, indicate about your VET provision?

- What are the emerging trends in programme completion in your organisation, including among disadvantaged groups?

- In what ways can you use this evidence to improve the situation?

- What evidence can you obtain that your programmes are accessible and attractive, particularly to disadvantaged groups?

- Do you ensure that the wants and needs of individuals are catered for in your provision, particularly in the case of disadvantaged groups?

- Do you address the range of risk factors and needs of disadvantaged groups?

- How can you encourage the participation of disadvantaged groups in VET programmes, including in adapted training provision?

- Are participants in your VET programmes successful in obtaining work?

- Are participants in your VET programmes successful at progressing to further learning/training?

- How responsive are your VET programmes to changing demands in labour market?

Education quality indicator
MECHANISMS TO IDENTIFY TRAINING NEEDS IN THE LABOUR MARKET

(EQAVET indicator No 9)[16]

---

16 For detailed information see EQAVET website: http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/EQAVET_indicators/indicator_9.aspx

Definition

- Type of mechanisms used to update VET offer to the future labour market needs.

- Information on mechanisms used to provide stakeholders with the most recent information on labour market's future needs.

Indicator-specific data

- Information on mechanisms set up to identify changing demands at different levels.

- Evidence of their effectiveness.

Questions on indicator (source: www.eqavet.eu)

1. What type of mechanism have you developed to identify the training needs and wants of both individual VET learners/trainees and labour market (employers, unions)?

2. How can you increase the perceived value of your provision?

3. How can you do more and produce "quality" outcomes?

4. To what extent do you use the information gathered in planning and/or reviewing your programmes?

5. How can you strike a balance between "demand-led" and "supply-led" paradigms, including for disadvantaged groups?

6. How do you ensure that there is a systematic process to identify and meet the needs of your stakeholder?

The data for the education quality indicator 'Mechanisms to identify training needs in the labour market' are based on the views of representatives of state and municipal authorities and the relevant industries, obtained using questionnaire method (see annex for the **"Questionnaire for Industry Representatives"** and **"Questionnaire for Representatives of State and Municipal Authorities"**).

The demand for vocational education programmes in labour market can be identified by interviewing different groups of respondents:

1. state and local authorities;

2. industry representatives. Industry associations, societies, industry expert councils, industry unions and other professional organizations are selected as respondents for the purposes of this survey.

Use of survey results:

1. survey results on insufficiency or oversupply of qualified employees classified both by industry and by region, can be used not only by career counsellors working in general education and vocational education institutions, but also for the purposes of labour market evaluation, because these data enable education institutions to make appropriate enrollment adjustments in the coming academic years;

2. views expressed by representatives of state and municipal authorities on measures required to ensure training of necessary specialists, cooperation with vocational education institutions and promotion of vocational education in wider society, may be used to raise the prestige and popularity of vocational training, and improve cooperation with professional organizations of various industries in addressing these issues;

3. opinions of industry representatives on cooperation with education institutions and state and municipal authorities (with each of them separately) can be used for objective evaluation and improvement of the existing cooperation.

Current statistical data are available on the website of State Employment Agency www.nva.gov.lv, sections "Documents and Statistics" and "E-services").
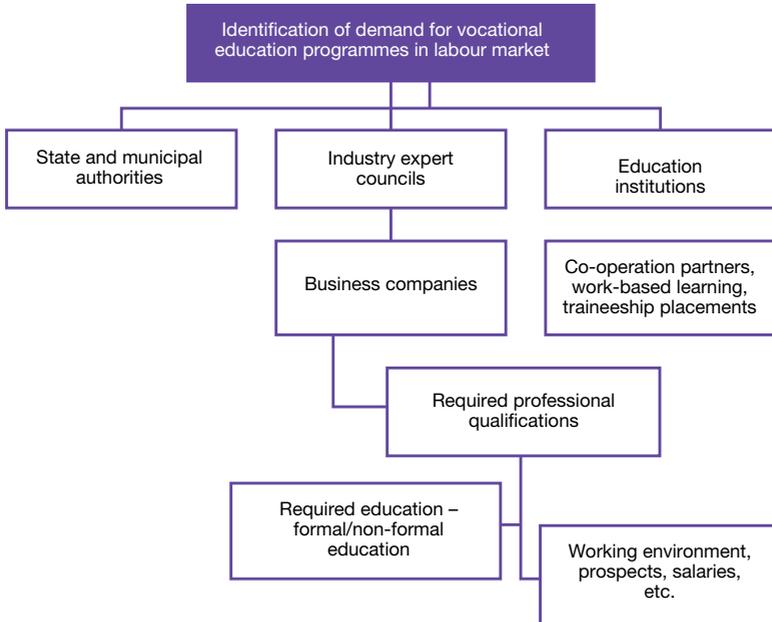
```
┌─────────────────────────────────────┐
│  Identification of demand for vocational │
│  education programmes in labour market   │
└─────────────────────────────────────┘
```

```
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ State and municipal │  │ Industry expert  │  │ Education        │
│ authorities         │  │ councils         │  │ institutions     │
└──────────────────┘  └──────────────────┘  └──────────────────┘
```

```
                      ┌──────────────────┐  ┌──────────────────┐
                      │ Business companies │  │ Co-operation partners, │
                      │                    │  │ work-based learning,   │
                      │                    │  │ traineeship placements │
                      └──────────────────┘  └──────────────────┘
```

```
                          ┌──────────────────┐
                          │ Required professional │
                          │ qualifications        │
                          └──────────────────┘
```

```
            ┌──────────────────┐
            │ Required education – │
            │ formal/non-formal    │
            │ education            │
            └──────────────────┘      ┌──────────────────┐
                                      │ Working environment, │
                                      │ prospects, salaries,  │
                                      │ etc.                  │
                                      └──────────────────┘
```

As a result of analysis of the obtained data, an education institution should answer the following indicator-specific questions in its self-assessment:

- What type of mechanism do you use to identify the training needs in labour market (employers and unions)?

- How might you understand and anticipate shifts in employer demands?

- To what extent do you use the information gathered to plan your new/revised programmes?

Definition

- Type of schemes used to improve access to VET.
- Information demonstrating the capacity of VET system to increase access to VET.

Indicator-specific data

- IInformation on existing schemes at different levels.
- Evidence of their effectiveness.

This indicator is characterized by mutual cooperation of all stakeholders involved in provision of vocational education quality assurance at all levels: availability of programmes (city, county, regional levels), system flexibility, permeability, career development opportunities, non-formal education opportunities, vocational training paradigm shift, etc. All these factors affect availability of vocational education. The most significant factors affecting an individual's decision to engage in vocational education programmes are identified below.

---

17 For detailed information see EQAVET website http://www.eqavet.eu/qc/tns/monitoring-your-system/ evaluation/EQAVET_indicators/indicator_10.aspx
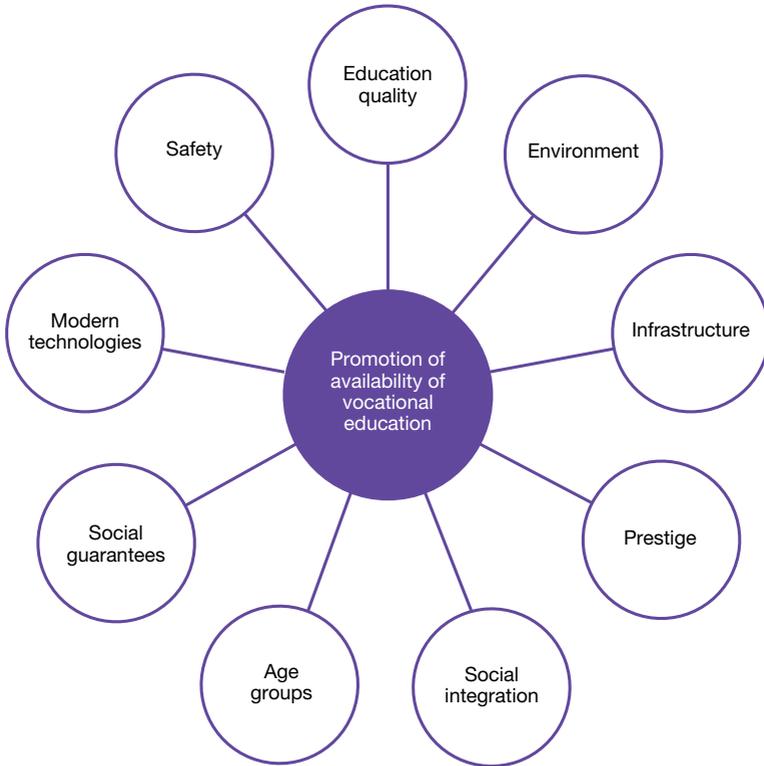
The overall capacity of VET system can only be enhanced, if all education institutions contribute to its development. This goal can be achieved by introducing a holistic approach to promotion of quality in education. Information campaigns are necessary to inform society on vocational education opportunities.

Questions on indicator (source: www.eqavet.eu)

1. What type of mechanism have you developed to identify the training needs and wants of both individual VET learners/trainees and labour market (employers, unions)?

2. How can you do more and produce "quality" outcomes?

3. To what extent do you use the information gathered in planning and/ or reviewing your programmes?

4. How can you strike a balance between "demand-led" and "supply-led" paradigms, including for disadvantaged groups?

5. How do you ensure that there is a systematic process to identify and meet the needs of your stakeholders?

Questions about the mechanisms used to promote availability of vocational education

1. What kind of measures have you developed to raise the attractiveness of your VET programmes?

2. How successful are those measures in attracting more learners?

3. To what extent do new/revised VET programmes meet the paradigm shift in labour market, including flexibility in VET delivery for disadvantaged groups?

4. What evidence can you get that your programmes are accessible and attractive, particularly to disadvantaged groups?

Survey management models

As a result of the project two sample survey management models for education quality indicator data acquisition and compilation were developed.

Survey management model A
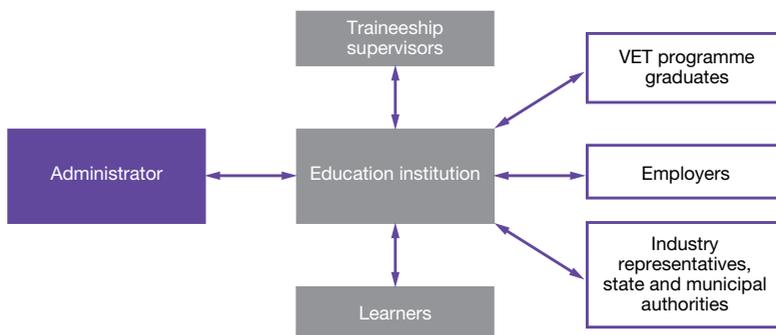
In survey management model A the principal data collector is an education institution. Education institution conducts all surveys, collects data and ensures aggregated data are made available to the administrator. Potential risks in this survey management model involve a failure to ensure a sufficient size of respondent sample, as well as a failure to meet data acquisition and processing deadlines.

Survey management model B
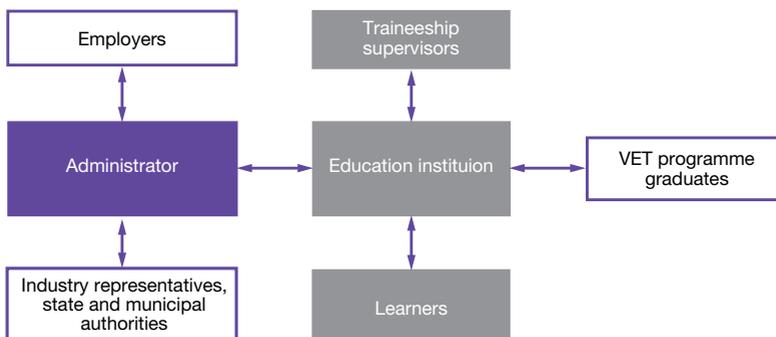
Model B provides for a shared management of survey. In this model, education institution is in charge of collecting data from learners, VET programme graduates and traineeship supervisors. It also analyses the collected information and ensures aggregated data are made available to the administrator. The administrator collects data from employers, industry representatives, state and local authorities, and analyses the information. Potential risks in this survey management model are the extensive resources required to ensure system's operation and high financial costs.

References

1. Regulations No 225 of the Cabinet of Ministers "Statutes of the State Education Quality Service". Available at: https://likumi.lv/ doc.php?id=256415

2. Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European quality assurance reference framework for vocational education and training. Official Journal of the European Union 2009/C 155/01. Available at: http://eur-lex.europa.eu/legal-content/LV/TXT/HTML/?uri=CELEX:32009H0708(01)&from=EN

3. Cabinet of Ministers Regulations No 831 of 20 December 2016 "Procedures for accreditation of education institutions, examination centres and other institutions defined by the Education Law, general and vocational educational programmes and evaluation of professional activities of heads of secondary education institutions founded by the state universities and education institutions founded by the state and local government". Available at: https:// likumi.lv/ta/id/287602-kartiba-kada-akredite-izglitibas-iestades- eksaminacijas-centrus-un-citas-izglitibas-likuma-noteiktas- institucijas

4. Guidelines for the Development of Education for 2014-2020. Available at: https://m.likumi.lv/doc.php?id=266406

5. Methodological Recommendations for Self-Assessment of Institutions of Vocational Education and General education. Riga: State Education Development Agency, 2015, p. 114. Available also at: http://viaa.gov.lv/library/ files/original/06_IKVD_Metod_iet_ pasvertesanai.pdf

6. Manual for Vocational Education Accreditation Experts. Riga: State Education Development Agency, 2015, p. 124. Available also at: http://viaa.gov.lv/library/files/original/07_IKVD_akreditacijas_ ekspertu_rokasgramata.pdf

7. Geske, A., Grīnfelds A. The elements of testing theory in education. Riga: State Education Development Agency, 2010, p. 44). Available also at: http://profizgl.lu.lv/pluginfile.php/1402/mod_resource/content/0/AGrinfelds_AGeske/Testi_izglitibaa_final2.pdf

8. Central Statistical Bureau, www.csb.gov.lv

9. State Employment Agency, www.nva.gov.lv

10. EQAVET, www.eqavet.eu

11. State Education Development Agency, www.viaa.gov.lv

12. PISA study: the Latvian pupils' level of knowledge continues to improve. Available at: http://sf.viaa.gov.lv/lat/viaa_istenotie_projekti/atbalsts_petijumiem_12232/?tl_id=295&tls_id=313

13. The results of examination of questionnaires developed within the framework of the project: expert proposals on survey methods and utilisation of results; expert opinions on the compliance of questionnaires with the purpose and target audience of survey.

The State Education Quality Service would like to acknowledge the valuable contribution of the following experts in the development, examination and approbation of survey questionnaires:

Ruta Ančupāne, Head of the Department of Tests and Examinations in Vocational Education of the National Centre for Education;

Ieva Bečere, Executive Director of the Latvian Association of Printing and Publishing Companies;

Rūdolfs Kalvāns, Director of the Sigulda State Gymnasium;

Artūrs Bukonts, Executive Director of the Latvian Association of Independent Timber Harvesting Companies and the Latvian Association of Wood Processing Companies and Exporters;

Andis Grozs, Deputy Director and Head of the Department of Culture and Education of the Latvian National Centre for Culture;

Gunta Kinta, Coordinator of the ReferNet Project, Academic Information Centre;

Maija Lablaika, Head of the Examination Department of the State Ltd. company "Rīga Technical School of Tourism and Creative Industry";

Andis Lejiņš, Coordinator of the Sectoral Council of Metalworking, machine building and mechanical engineering experts, Employers Confederation;

Roberts Liepiņš, Director of Jāzeps Mediņš Rīga Music Secondary School;

Anita Līce, Head of Education and Employment Department of the Latvian Employers Confederation;

Silva Ozoliņa, Director of the State Ltd. company "Rīga Technical School of Tourism and Creative Industry";

Vija Pavļukeviča, Deputy Director of Rīga Vocational School No 3;

Lidija Plavinska, Head of the Department for Education Support of Daugavpils Education Authority;

Agris Ruperts, Director of the Vocational Education Competence Centre "Liepāja State Vocational School";

Jāzeps Spridzāns, Head of the Register of Seamen of the State Joint Stock Company "Maritime Administration of Latvia", Head of the Latvian Shipmasters' Association;

Laura Iveta Strode, Expert of the Education Department of the Ministry of Education and Science;

Gunta Šmaukstele, Deputy Director of the State Ltd. company "Rīga Technical School of Tourism and Creative Industry";

Dagnija Vanaga, Director of the Vocational Education Competence Centre "Rīga State Vocational School";

Maija Vanaga, Director of Rīga Art and Media School;

Valdis Vāravs, Deputy Head of Human Resources and Salary Department of the Joint Stock Company "Rīgas siltums", Head of the Training Centre;

Diāna Vernera, Deputy Director of the Vocational Education Competence Centre "Rīga Design and Art School".

Questionnaire for Graduates

The purpose of this questionnaire is to evaluate the practical use of vocational education content.

Questionnaire's target public are people who have completed a vocational education programme/-es within the last year.

Questionnaire's filling out will take up to 10-15 minutes. Information obtained during survey is intended for obtaining anonymous general data.

Thank you for collaboration!

Please indicate your professional qualification:

Professional qualification certificate was issued by the following education institution:

Your age	16–17	18–19	20–25	26–29	30–40	41 and more
	☐	☐	☐	☐	☐	☐

Gender	Female	Male
	☐	☐

1. Your present occupation:

I work in accordance with my qualification	At present I do not work in accordance with my qualification, but I have done it/I plan to do it	I have never worked in accordance with my qualification	I continue studies in line with my qualification	I continue studies in another area
☐	☐	☐	☐	☐

If you are continuing your studies in another area, please indicate in what area:

2. Did professional qualification you obtained facilitate finding a job in the corresponding industry?

Yes, it did ☐ No, it did not ☐ I don't know ☐ I work in another industry ☐

Other:

_____

3. Do you consider a possibility of continuing training in the chosen industry?

Yes ☐ No ☐ In another industry ☐

If you plan to continue training in another industry, please indicate in which one:

_____

4. In your opinion, did training process in the education institution advance the development of the following competences?

	Do not agree	Rather disagree	Rather agree	Agree
Daily communication in state language	☐	☐	☐	☐
Daily communication in foreign languages	☐	☐	☐	☐
Daily application of mathematics	☐	☐	☐	☐
Application of industry-specific technologies	☐	☐	☐	☐
Application of information technologies (computers, smart phones etc.)	☐	☐	☐	☐
Time management	☐	☐	☐	☐
Ability to use life situations for learning new things	☐	☐	☐	☐
Cooperation with different people	☐	☐	☐	☐
Ability to work in team	☐	☐	☐	☐

5. How do you evaluate your professional background after the completion of a vocational training programme?

	Bad	Average	Good	Very good
Correspondence of professional knowledge to employer requirements	☐	☐	☐	☐
Correspondence of professional skills and competences to employer requirements	☐	☐	☐	☐
Observation of professional ethics	☐	☐	☐	☐
Correspondence of industry-specific technologies to employer requirements	☐	☐	☐	☐
Ability to work in team	☐	☐	☐	☐
Knowledge on human and environmental safety	☐	☐	☐	☐
Knowledge on work safety and protection	☐	☐	☐	☐

6. In work environment you mostly use:

	Daily	Rarely	Never
Theoretical professional knowledge	☐	☐	☐
Skills and competence acquired during training	☐	☐	☐

Your comments:

7. What skills and competences did you not learn in training process yet need for working in your profession:

Questionnaire for Students

The purpose of this questionnaire is to evaluate the practical application of vocational education content.

Questionnaire's target public are students in study traineeship, qualification traineeship or acquiring education programme in the form of work-based learning.

Questionnaire's filling out will take up to 10-15 minutes. Information obtained during survey is intended for obtaining anonymous general data.

Please mark the statement most corresponding to your views.

Thank you for collaboration!

I am in study traineeship ☐

I am in qualification traineeship ☐

I am in work-based learning ☐

Professional qualification to be obtained:

_____

Education institution:

_____

Traineeship institution/place:

_____

Your age

16–17	18–19	20–25	26–29	30–40	41 and more
☐	☐	☐	☐	☐	☐

Gender

Female	Male
☐	☐

1. Are you satisfied with your chosen profession?

Yes ☐   No ☐

If not, why?

2. What are your future plans?

Work in accordance with my qualification	Work in another industry	Continue training in my profession/ industry	Continue training in another profession/ industry	Other
☐	☐	☐	☐	☐

Your comments:

3. In your opinion, did training process in education institution advance the development of the following competences?

	Do not agree	Rather disagree	Rather agree	Agree
Daily communication in state language	☐	☐	☐	☐
Daily communication in foreign languages	☐	☐	☐	☐
Daily application of mathematics	☐	☐	☐	☐
Application of industry-specific technologies	☐	☐	☐	☐
Application of information technologies	☐	☐	☐	☐
Time management	☐	☐	☐	☐
Ability to use life situations for learning new things	☐	☐	☐	☐
Cooperation with different people	☐	☐	☐	☐
Ability to take up an initiative	☐	☐	☐	☐
Wish to start private business	☐	☐	☐	☐

4. How do you evaluate your present professional background?

	Bad	Average	Good	Very good
Correspondence of professional knowledge to employer requirements	☐	☐	☐	☐
Correspondence of professional skills and competences to employer requirements	☐	☐	☐	☐
Observation of professional ethics	☐	☐	☐	☐
Correspondence of industry-specific technologies to employer requirements	☐	☐	☐	☐
Ability to work in team	☐	☐	☐	☐
Knowledge on human and environmental safety	☐	☐	☐	☐
Knowledge on work safety and protection	☐	☐	☐	☐

5. Did you find your traineeship place yourself?

Yes

☐

No, traineeship place is ensured by training institution

☐

Your comments:

6. Does training institution provide support during traineeship?

Yes, it provides necessary information

☐

Yes, it gets involved in tackling conflict situations

☐

No support form training institution

☐

Other

☐

Your comments:

7. In your opinion, do skills and competences gained during traineeship improve professional background?

Yes   No   Other

☐   ☐   ☐

Your comments:

8. What was the most important thing for you during the vocational training programme?

9. What skills and competences did you not learn in training process yet need for working in your profession:

Questionnaire for Traineeship Supervisors

The purpose of this questionnaire is to find out the correspondence of trainee professional competences with employer requirements.

Questionnaire's target public are people coordinating work-based learning and / or qualification traineeship in organisations.

Please fill out the questionnaire for each trainee. Questionnaire's filling out will take up to 10-15 minutes. Information obtained during survey is intended for obtaining anonymous general data.

Please mark the statement most corresponding to your views.

Thank you for collaboration!

Your organisation implements:

Qualification traineeship   Work-based learning
☐   ☐

Main activity of your organisation:

☐

Training institution where your trainee studies for professional qualification:

☐

What professional qualification your trainee is studying for:

☐

Area of your organisation's activity:

Latgale	Kurzeme	Rīga	Vidzeme
☐	☐	☐	☐

Zemgale	Latvia	Europe/Asia	World
☐	☐	☐	☐

1. Please evaluate trainee's:

	Bad	Average	Good	Very good
Professional knowledge in industry	☐	☐	☐	☐
Professional skills and competences	☐	☐	☐	☐
Observance of professional ethics	☐	☐	☐	☐
Task fulfillment quality	☐	☐	☐	☐
Ability to work in team	☐	☐	☐	☐
Ability to apply profession-specific technologies	☐	☐	☐	☐
Work safety and protection knowledge	☐	☐	☐	☐
Communication skills in state language	☐	☐	☐	☐
Communication skills in foreign languages	☐	☐	☐	☐
Application of information technologies	☐	☐	☐	☐
Time management skills	☐	☐	☐	☐
Ability to use life situation to learn know things	☐	☐	☐	☐
Ability to cooperate with different people and to work in team	☐	☐	☐	☐
Ability to take up an initiative and responsibility	☐	☐	☐	☐

2. What should be paid more attention in vocational education and training content?

	Small	Average	Significant	Most
Professional knowledge	☐	☐	☐	☐
Development of professional skills and competences	☐	☐	☐	☐
Profession-specific technologies	☐	☐	☐	☐
Professional ethics	☐	☐	☐	☐
Ability to work in team	☐	☐	☐	☐
Observance of work procedures	☐	☐	☐	☐
Human and environmental safety	☐	☐	☐	☐

	Small	Average	Significant	Most
Work safety and protection	☐	☐	☐	☐
Observance of hygienic regulations	☐	☐	☐	☐
Attitudes towards work and working culture	☐	☐	☐	☐
Organisation of individual work	☐	☐	☐	☐

Your comments:

---

3. Are you ready to participate in improving vocational education quality? If there is more than one trainee, please fill out this question only once.

Yes ☐   No ☐

If you indicated 'yes', in what way:

	Yes	No
Involvement of experts in lecturing	☐	☐
Support to training institution's learning material basis (donations, gifts, co-financing)	☐	☐
Participation in training institution's conventions	☐	☐
Grants for trainees	☐	☐
Organising study trips	☐	☐
Provision of traineeship places	☐	☐
Provision of work-based learning	☐	☐

Your comments:

---

4. Your suggestions for improvements in vocational education and training:

Questionnaire for Employers

The purpose of this questionnaire is to find out the correspondence of trainee professional competences to employer requirements.

Questionnaire's target public are companies/institutions/organisations employing persons who have obtained professional qualification within the last year.

Please fill out the questionnaire for each employee who has obtained vocational qualification within the last year.

Questionnaire's filling out will take up to 10-15 minutes.

Information obtained during survey is intended for obtaining anonymous general data.

Thank you for collaboration!

Your organisation's main activity:

What qualification was obtained by your employee and in what training institution:

Area of your organisation's activity:

Latgale	Kurzeme	Rīga	Vidzeme
☐	☐	☐	☐

Zemgale	Latvia	Europe/Asia	World
☐	☐	☐	☐

1. Please evaluate your employee:

	Bad	Average	Good	Very good
Professional knowledge in industry	☐	☐	☐	☐
Professional skills and competences	☐	☐	☐	☐
Observance of professional ethics	☐	☐	☐	☐
Working task fulfillment quality	☐	☐	☐	☐
Ability to work in team	☐	☐	☐	☐

	Bad	Average	Good	Very good
Ability to apply industry-specific technologies	☐	☐	☐	☐
Communication skills in state language	☐	☐	☐	☐
Communication skills in a foreign language	☐	☐	☐	☐
Application of information technologies	☐	☐	☐	☐
Time management skills and ability to use life situation for learning new things	☐	☐	☐	☐
Ability to cooperate with different people	☐	☐	☐	☐
Ability to take up initiative and responsibility	☐	☐	☐	☐

2. When starting work in your organisation the employee had to additionally:

	Yes	No
Acquire knowledge in the industry	☐	☐
Improve industry-specific skills and competences	☐	☐
Learn to use industry-specific technical equipment and technologies	☐	☐
Acquire professional ethics	☐	☐
Acquire knowledge on work safety and protection	☐	☐
Elaborate professional communication skills	☐	☐

Other:

3. What aspects in vocational education and training content should be paid more attention:

	Small	Average	Significant	Most
Professional knowledge	☐	☐	☐	☐
Improvement of professional skills and competences	☐	☐	☐	☐
Application of industry-specific technologies	☐	☐	☐	☐
Professional ethics	☐	☐	☐	☐
Ability to work in team	☐	☐	☐	☐

	Small	Average	Significant	Most
Observance of working procedures	☐	☐	☐	☐
Human and environmental safety	☐	☐	☐	☐
Work safety and protection	☐	☐	☐	☐
Observance of hygienic regulations	☐	☐	☐	☐
Attitudes towards work and working culture	☐	☐	☐	☐
Organisation of individual work	☐	☐	☐	☐

Your comments:

---

4. Are you ready to participate in improvement of vocational education and training? If your organisation employs more than one person who has obtained a vocational qualification within the last year, please fill out this question only once.

Yes ☐   No ☐

If you indicated "yes", in what way:

	Yes	No
Involvement of experts in lecturing	☐	☐
Support to training institution's learning material basis (donations, gifts, co-financing)	☐	☐
Participation in training institution's conventions	☐	☐
Grants for trainees	☐	☐
Organising study trips	☐	☐
Provision of traineeship places	☐	☐
Provision of work-based learning	☐	☐

Your comments:

---

5. Your suggestions for improvements in vocational education and training:

Questionnaire for Industry Representatives

The purpose of this questionnaire is to find out the demand for industry experts.

Questionnaire's filling out will take up to 10-15 minutes.

Information obtained during survey is intended for obtaining anonymous general data.

Thank you for collaboration!

Your represented industry:

---

1. If a lack of qualified experts is observed, please indicate the number and location:

---

2. If excess of specific qualified experts is observed, please indicate the number and location:

---

3. In your opinion, what measure would induce sufficient number of experts:

	Yes	No
Organising study trips to companies in the industry	☐	☐
Organising career guidance events	☐	☐
Implementation of continuous training programmes	☐	☐
Spreading informational materials	☐	☐
Participation in Open Days	☐	☐
Advertising the industry in media and social networks	☐	☐

Other activities:

4. Did training institutions turn to you for:

	Yes	No
Information on industry update	☐	☐
Nformation on changes necessary in vocational education and training programme	☐	☐
Ensuring traineeship places for their students	☐	☐
Ensuring work-based learning	☐	☐
Organising a study trip	☐	☐

Other:

5. Did state institutions turn to you for:

	Yes	No
Information on industry update	☐	☐
Information on numbers of employees necessary in the industry	☐	☐
Nvolving you in organising education process and quality supervision	☐	☐
Involving you in active employment events	☐	☐
Involving you in career guidance events	☐	☐

Other:

6. Did municipal institutions turn to you for:

	Yes	No
Information on industry update	☐	☐
Information on numbers of employees necessary in the industry	☐	☐
Involving you in organising education process and quality supervision	☐	☐
Involving you in active employment events	☐	☐
Involving you in career guidance events	☐	☐

Other:

7. Which option did you use?

	Yes	No
Suggested initiating changes in a vocational education institution's operation	☐	☐
Involved in developing a vocational education curriculum	☐	☐
Urged to include work-based learning in curriculum	☐	☐

Other:

Questionnaire for State and Municipal Institutions

The purpose of this questionnaire is to find out the demand for industry experts.

Questionnaire's filling out will take up to 10-15 minutes.

Information obtained during survey is intended for obtaining anonymous general data.

Thank you for collaboration!

Questionnaire's target public:

Municipal institution

Kurzeme planning region	Latgale planning region	Rīga planning region	Vidzeme planning region	Zemgale planning region
☐	☐	☐	☐	☐

State institution

1. If a lack of qualified experts is observed, please indicate the number and location:

2. If excess of specific qualified experts is observed, please indicate the number and location:

3. In your opinion, what measure would induce sufficient number of experts:

	Yes	No
Organising study trips to companies in the industry	☐	☐
Organising career guidance events	☐	☐
Implementation of continuous training programmes	☐	☐
Spreading informational materials	☐	☐
Participation in Open Days	☐	☐
Advertising the industry in media	☐	☐

Other activities:

4. How do you cooperate with training institution implementing a vocational education programme/-es? What training institutions?

|	Yes	No
Support to organising education process	☐	☐
Supprt to study process (involving experts)	☐	☐
Support to training institution's learning material basis (donations, gifts, co-financing)	☐	☐
Participation in training institution's conventions	☐	☐
Grants for trainees/work payment during traineeship*	☐	☐
Organising study trips	☐	☐
Provision of traineeship places	☐	☐
Offering a job	☐	☐

* study traineeship, qualification traineeship

Other activities:

5. Do you cooperate with representatives of companies from various industries? Please indicate in what way and with what companies:
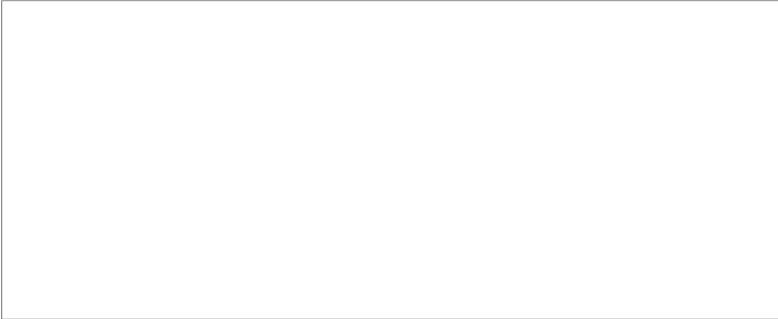
6. In your opinion, is it possible to promote the image of vocational education and training in wider public? Please indicate how:
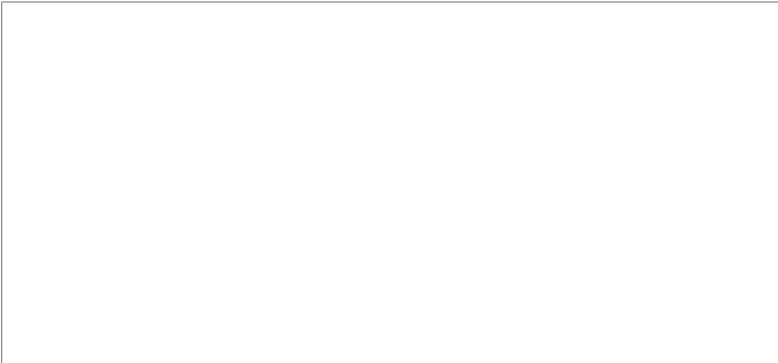
The State Education Quality Service is an institution of direct administration operating under the supervision of the Ministry of Education and Science, which aims to provide quality and the rule of law in education by monitoring the quality of education and providing support for the implementation of the education process.

The State Education Quality Service:

- registers education institutions, scientific institutions and child care service providers;

- licenses education programmes (with the exception of interest-related education, non-formal adult education and higher education programmes);

- accredits general education and vocational education (with the exception of higher vocational education) institutions and programmes;

- organizes evaluation of the professional performance of the heads of education institutions (with the exception of universities and colleges);

- coordinates evaluation of professional competence acquired outside the formal education system;

- certifies private teaching practice;

- supervises the education process and provides recommendations for improvement;

- compiles and analyses the information necessary for education policy-making and implementation.