

Welcome to Studiebarometeret for vocational school students!

Choose language below.

Thank you for voicing your opinion about your study programme. Your answers can help improve the quality of your programme!

Your vocational school has informed us that you are a student at:

To participate, start the questionnaire at the bottom of the page.

The purpose of the survey

Our goal is to capture vocational school students' view on the quality of their education, and to make this information available to students, applicants, the media and vocational schools. The results will be published online on www.studiebarometeret.no/eng. Here you can compare average scores across study programmes, provided that a sufficient amount of students in each study programme have completed the survey. The results from the survey will also be used for research purposes.

Why are you being asked to participate?

The survey is sent to all of the approximately 20000 vocational school students in Norway who have studied for at least one semester, and to some vocational school students in their first semester of study. The information identifying you as a student as well as indirectly identifiable information (study program, gender, age, admission basis, exam results and citizenship) has been retrieved from NSD (The Norwegian Centre for Research Data), who in turn have received this information from your vocational school. Direct personally identifiable information (email address and phone number) has been retrieved from Difis contact database. In addition to this your social security number was retrieved from both data sources, to ensure that we were able to link information from the two sources together. NOKUT has already deleted all data containing students' social security numbers.

What does participation entail for you?

You participate in the survey by filling out an online questionnaire, which takes about 10 minutes to complete. Participation is voluntary. You can take a break while filling out the questionnaire and continue later on; all answers are saved. The survey closes on May 5th. 15 randomly chosen respondents will receive a gift card with a value of either 1000 NOK or 5000 NOK.

Who receives the data?

NOKUT cooperates with your vocational school. The vocational school will get access your anonymous response data, but will not have access to person identifiable information such as your email address, gender or age.

Your personal privacy – how we store and use your personal data

We will process your personal data confidentially and in accordance with data protection legislation. We will not publish data that makes it possible to identify respondents. Rambøll AS assists NOKUT in the implementation and distribution of the survey. They have access to e-mail addresses and telephone numbers until the survey closes.

NSD - the Norwegian Centre for Research Data provides NOKUT with background information on all students, on the legal basis that the survey is in the public's interest, cf. General Data Protection Regulation art. 6 nr. 1 letter e and the Norwegian privacy law § 8. This also applies to those who do not respond to the survey. We do this to be able to investigate whether the answers we receive are representative of the student population, which is very important in order to interpret the survey results. It is possible to opt out of this by sending an e-mail to res-studiebarometeret@nokut.no. Information about you will then be deleted as soon as possible.

What will happen to your personal data at the end of the project?

Records on directly personally identifiable information (phone number and e-mail address)

will be deleted by NOKUT no later than October 1st 2021, unless you actively consent to us keeping this information for follow up surveys until December 31st 2022. Records on indirect person identifiable information such as gender, age and nationality will be kept by NOKUT until 2026 and by the NSD Archives at the Norwegian Centre for Research Data until the end of 2031, and will be available for analysis and research purposes, provided that you consent to this at the end of the questionnaire. If you do not consent to your response data being linked with your background data, your response data will be stored without personal information until the end of 2031. The data stored at NSD Archives may be shared with researchers at Norwegian institutions for research purposes, in accordance with data protection laws and on the basis of an agreement with the Norwegian Centre for Research Data.

Your rights

As long as you can be identified in the collected data, you have the right to:

- access the personal data about you that is being processed
- request that your personal data be deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us permission to process your personal data?

We will process your personal data based on your consent. Based on an agreement with NOKUT, NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection laws.

Where can you find out more?

If you have questions about the study, please contact:

- The project group at fagskoleundersokelsen@nokut.no
- NOKUTs privacy representative: personvernombud@nokut.no
- NOKUTs privacy representative for Studiebarometeret: NSD – Norwegian Centre for Research Data at personvertjenester@nsd.no, telephone +47 55 58 21 17.

Yours sincerely,

NOKUT (Norwegian Agency for Quality Assurance in Education)

The corona pandemic: changes in in-person teaching fall 2020 and spring 2021

Approximately how much of the in-person teaching has been changed to online teaching?
In-person teaching also includes sessions in session-based teaching.

Select the option which applies to you.

- Nothing / almost nothing
- Less than half
- Approximately half
- Over half
- Everything / almost everything
- Do not know / not relevant

The corona pandemic: online teaching

To what degree do you find that:

To a low (2) (3) (4) To a high Do not

	degree (1)				degree (5)	know / not relevant
The technical solutions for online teaching work well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of online teaching is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching staff are good at engaging students in discussions online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching staff encourage students to submit feedback to improve the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have access to academically relevant online resources, library services, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have the necessary equipment in order to complete your assignments (personal computer, software, tools, materials, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have access to facilities need to complete your assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consequences of the corona pandemic

Below you will find a number of statements on possible consequences of the corona pandemic.

Select the statements that apply to you:

You may select more than one option.

- I feel lonely
- Online teaching is not motivating
- I find it difficult to structure my studies/workday
- I feel like I have more time during the week
- It is hard to prioritize between my work and my studies
- It is hard for me to concentrate on my studies at home (due to, for instance, children at home, partner with home office, etc.)
- It is easier to concentrate on my studies with remote teaching
- I am worried that the quality of my education is not as good as it would have been before the outbreak of the corona pandemic
- Changes in the labour market makes me worried that my education has become less relevant
- I think I will take longer to complete my degree due to the corona pandemic
- The corona pandemic makes it hard for me to complete my current degree
- My financial situation has worsened (due to, for instance, lay-offs/redundancies, fewer freelance jobs, less available part-time work, etc.)

The corona pandemic: workspace

Do you have access to a suitable place to study?

- Yes, I have access to a suitable workspace
- I have access to a workspace, but it is not well suited for studying (due to limited space, noise, ergonomic issues, etc.)
- No

The corona pandemic: obstacles to participation in online classes

Have any of the following factors prevented you from participating in online classes?

	No / to a low degree	To some degree	To a large degree	Do not know / not relevant
Digital infrastructure (access to laptop/computer, slow wi-fi connection, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your own proficiency with digital tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being responsible for children / remote schooling at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Issues related to lack of space at home (insufficient workspace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here you may provide a more detailed account of how the corona pandemic has affected your study situation

Beginning your studies

When answering the remaining questions in this survey, we ask that you *base your answers on the experiences you have made this far in your study programme.*

To what extent do/did you experience that:

	To a low extent (1)	(2)	(3)	(4)	To a large extent (5)	Do not know / not relevant
You were provided with the necessary practical information before starting your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The study programme builds on the knowledge and skills you had at the start of your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large parts of the study programme focuses on skills or knowledge you already have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You were introduced to the syllabus early on in the study programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content of the study programme corresponded well with the expectations you had before the start of your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching

To what extent do you agree with the following statements:

	Do not agree (1)	(2)	(3)	(4)	Fully agree (5)	Do not know / not relevant
The teachers make their teaching engaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers convey the syllabus in a way that is easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching covers key parts of the syllabus (reading list, learning outcomes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching is set up in way that facilitates active student participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The frequency of teacher feedback on my work is sufficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with the academic supervision and the academic discussions with the teachers on the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers give constructive feedback on my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic and social environment

This also includes social and academic interactions online (for instance via teaching platforms, social media, online forums, etc.)

How satisfied are you with:

	Not satisfied (1)	(2)	(3)	(4)	Very satisfied (5)	Do not know / not relevant
The social environment among the students in the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The academic environment among the students in the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The relationship between the students and the teachers in the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organisation of the study programme

By "information" we mean information you receive during your studies (not before commencing your studies)

To what extent do you agree with the following statements:

	Do not agree (1)	(2)	(3)	(4)	Fully agree (5)	Do not know / not relevant
Important information about your study programme is easily accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The available information about your study programme is of high quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received a thorough introduction to the programme/course syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received a thorough introduction to the learning outcomes for the programme/course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The courses / different parts of my study programme are academically coherent (i.e. fit well together)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive thorough information regarding course assessments and examinations (e.g. practical information about how and where to take exams, and the opportunity to appeal your result)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching is seldom postponed or cancelled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student influence

How satisfied are you with:

	Not satisfied (1)	(2)	(3)	(4)	Very satisfied (5)	Do not know / not relevant
The students' opportunity to influence the study programme's content and design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How the students' input and views are taken into account and followed up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How your vocational school facilitates students' influence through student representatives, local student councils, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervised professional training

Supervised professional training is a form of teaching where a student participates in regular tasks in a workplace in order to achieve a particular learning goal.

Is supervised professional training a mandatory part of your study programme?

- Yes
- No
- Do not know

Has there been, or will there be, major changes in how supervised professional training is conducted in your study programme, due to the corona pandemic?

- Yes
- No
- Do not know / not relevant

Select the alternatives which apply to you:

- I have received supervised professional training at my vocational school instead of at a workplace
- Supervised professional training has been postponed
- Supervised professional training has been cancelled
- Supervised professional training is conducted in my own workplace instead of the originally intended workplace
- Supervised professional training is conducted online instead of in person
- Other - please specify _____

Have you completed or are you currently engaged in mandatory supervised professional training organised by your study programme?

- Yes
- No

Supervised professional training

Have you completed or are you currently engaged in supervised professional training at the place where you work?

- Yes
- No

Who organised the assignment of your supervised professional training position?

- The vocational school
- My employer
- Myself

Supervised professional training

How satisfied are you with:

	Not satisfied (1)	(2)	(3)	(4)	Very satisfied (5)	Do not know / not relevant
Information and assistance prior to starting your supervised professional training period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How you get to use what you have learnt at the vocational school during your supervised professional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperation and communication between the professional training site and your vocational school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The level of profession-specific challenges in your professional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The relevance of the programme's theory content to your professional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The guidance from your supervisor during your professional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The guidance from the vocational school teachers during your professional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How experience from professional training is used as a basis for discussion/reflection in teaching outside of professional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervised professional training

To what extent do you agree with the following statements:

	Do not agree (1)	(2)	(3)	(4)	Fully agree (5)	Do not know
My employer facilitates my supervised professional training well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is hard to distinguish between my professional training and my regular job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of my professional training is reduced because it is conducted at my regular workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here you can provide comments on your experience with supervised professional training:

Working life relevance of your study programme

The term "working life" also covers self-employment. In other words, e.g. contact with or contributions to teaching from freelance artists should be considered contact with or contributions from representatives from the labour market.

To what extent do you agree with the following statements:

	Do not agree (1)	(2)	(3)	(4)	Fully agree (5)	Do not know
I acquire skills and knowledge that are useful in working life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I acquire skills that ensure that I can enter the labour market without any further education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive useful information about how my skills and knowledge can be used in working life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am provided with opportunities to establish contacts in the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives from the workforce make effective contributions to teaching, project work, supervised professional training, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My study programme prepares me for freelance work / self-employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I aim to pursue a career in the arts / creative work after completing my tertiary vocational education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Working life relevance of your study programme

The term "working life" also covers self-employment. In other words, e.g. contact with or contributions to teaching from freelance artists should be considered contact with or contributions from representatives from the labour market.

To what extent do you find that you are regularly exposed to representatives from the labour market through the programme (via, for instance, contributions in teaching, project work, professional training, excursions, etc.)

- To a low degree (1)
- (2)
- (3)
- (4)
- To a high degree (5)
- Do not know / not relevant

Student assessment

To what extent do you find that examinations and other written assignments so far have:

	To a low degree (1)	(2)	(3)	(4)	To a high degree (5)	Do not know
Focused on central parts of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required comprehension and reasoning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had clear assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitated the use of digital tools (where applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to your academic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your own involvement

To what extent do you agree with the following statements:

	To a low extent (1)	(2)	(3)	(4)	To a large extent (5)	Do not know / not relevant
I am motivated for studying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participate in lectures, seminars and other organised learning activities that are offered by the vocational school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I show up well prepared for lectures and seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think of myself as a hard-working student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I actively participate in lectures and seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall satisfaction

I am, all things considered, satisfied with my current study programme

- Do not agree (1)
- (2)
- (3)
- (4)
- Fully agree (5)
- Do not know

Expectations from teaching staff

To what extent do you agree with the following statements:

Do not agree (1)	(2)	(3)	(4)	Fully agree	Do not
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(5) know

The teachers clearly communicate the expectations they have for me as a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers expect me to prepare for lectures and seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers expect me to participate actively in lectures and seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers have high expectations regarding my academic achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of digital tools

By digital tools, we are referring to, for instance:

- Digital teaching platforms (itslearning, Fronter, Canvas, Blackboard etc.)
- Software (Excel, Stata, MatLab, Photoshop, other programme-relevant software etc.)
- Social media (Forum, Facebook, etc.)
- Web-based tools and media (YouTube, Kahoot, Google Drive, etc.)
- Video recordings, streaming, podcasts, etc.

To what extent do you experience the following:

	To a low degree (1)	(2)	(3)	(4)	To a high degree (5)	Do not know / not relevant
Digital tools are used in such a way that I am actively involved in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers have the necessary knowledge and skills to use digital tools in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am trained in using digital tools/programmes that are relevant to my subject field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The use of digital learning platforms works well in my study programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Time spent on academic activities

Indicate how many hours per week, on average in your study programme this far (not including holidays), you spend on:

Learning activities organised by the vocational school (including all teaching and supervision sessions, plus supervised professional training if relevant)

Independent study (assigned readings, assignments, independent practice, group work with other students, etc.)

Time spent on paid work

Indicate how many hours per week, on average in your current study programme this far (not including holidays), you spend on:

Paid work:

Comment on your time spent on academic and non-academic activities here:

Information about you

We ask that you provide us with some additional background information, which will only be used in NOKUT's analyses and for research purposes.

Sex - are you:

- Female
- Male
- Other gender identity
- Do not wish to answer

Working life experience

- I work in the same field as my study programme
- I have previously worked within the same field as my study programme
- I do not have work experience within the same field as my study programme
- Do not know
- Do not wish to answer

Previous education

Have you completed any education beyond upper secondary education before starting your current studies?

More than one answer allowed

- No
- Yes, other vocational school education
- Yes, education at bachelor's degree level (includes one-year courses or other short courses at universities and/or university colleges)
- Yes, a master's degree
- Yes, a PhD
- Do not wish to respond

Future education plans

Do you plan to pursue further education beyond vocational school?

More than one answer allowed

- No
- Yes, further vocational school education
- Yes, education at bachelor's degree level (includes one-year courses or other short courses at a university or university college)
- Yes, a master's degree
- Yes, a PhD
- Do not know
- Do not wish to respond

Comments

Do you have any wishes or suggestions for improving your study programme? Your comments will be sent to your institution and can contribute to the further development of your programme.

Do you have any suggestions on how we can improve the survey? (We would greatly appreciate feedback on topics such as overarching themes, question phrasing, length, etc.)

Consent to link information

In order to reduce the number of questions, we have received background information about you from your institution, including your age, sex, entry qualifications, acquired study credits and citizenship. For research purposes, we wish to link this information with your answers from the questionnaire. The information will be stored by NOKUT until the end of 2026, and by NSD Archives at NSD - the Norwegian Centre for Research Data until the end of 2031. The data stored at NSD Archives may be shared with researchers at Norwegian institutions for research purposes, in accordance with privacy laws and in agreement with the Norwegian Centre for Research Data. The information will be treated confidentially and will only be used for research purposes. The Norwegian Centre for Research Data has deemed that the handling of personal information in this project is in accordance with Norwegian privacy laws.

I agree that NOKUT can link this information to my background data

Yes

No

Future contact

NOKUT works continuously to improve the questionnaire. In addition, we wish to learn more about why students answer the way they do. If you are willing to answer some follow-up questions at a later point in time, please write your email address below.

At most, we will contact you for two surveys in 2021 and 2022, and your email address will be deleted by the end of 2022. If you consent, by providing your email address below, you agree that we may link your email address with data from the questionnaire and with your indirect person identifiable information during this period. This includes information about your age, sex, entry qualifications,

acquired study credits and citizenship.

The information will be handled confidentially, and will not be made public in a manner which allows for the identification of individual persons. The Data Protection Official for Research at the Norwegian Centre for Research Data has been notified about the project.

Email address

Thank you for participating in this year's survey!

Sincerely,
NOKUT (the Norwegian Agency for Quality Assurance in Education)