

ANNEX 3

List of Questions/Topics

At the beginning of the review process, the learner-reviewers are expected to choose a topic/subject that they would like to develop in their VET institution.

This annex includes some questions in each topic as an example that can be used to brainstorm and discover what type of challenge/question that the reviewers would like to focus on during the review.

The learner-reviewers can choose one or more of the questions listed below as well as they can create their own questions.

VET school as a community (Learners' sense of belonging)

- Do learners feel like they are part of a community at the VET institution?
- Are there any groups of learners who feel less welcome or supported than others? Why or why not?
- How well does the VET institution represent the diversity of its learner body (e.g., race, ethnicity, gender, sexual orientation, socioeconomic background)?
- Are there any activities or events that help learners feel more connected to their peers and the institution?
- How does feeling like they belong influence learners' emotional well-being and motivation?
- Are there any correlations between sense of belonging and learner drop-out rates?
- What steps can the VET institution take to create a more inclusive and welcoming environment for all learners?
- Are there any partnerships with external organizations that could help to promote learner belonging? Consider including open-ended questions to allow learners to share their own experiences and perspectives.
- What training or support can be provided to staff to help them better understand and address the needs of all learners?

Underrepresented Learners

- Who are we talking about – what are characteristics that make a learner underrepresented for you?
- What barriers are they facing compared to traditional learners? And specifically, at our institution?

Learner Engagement

What factors influence learner engagement possibilities for underrepresented learners?

- Structural factors
- Cultural factors

What is the motivation for learner engagement for different target groups?

- For underrepresented learners
- For VET Institutions

How has Corona influenced learner engagement opportunities? What opportunities for engagement have arisen as a result of the pandemic? Which ones should be maintained after the pandemic?

Teaching & Learning

- How comfortable do learners feel expressing their opinions and ideas in class?
- How can the curriculum be adapted to be more inclusive and reflect the diverse experiences of learners?
- You can tailor the questions to specific areas of the VET institution, such as classrooms, extracurricular activities, or learner support services.
- It might be helpful to involve learners in the process of developing the questions to ensure they are relevant and meaningful to them. How well do current teaching methods cater to the diverse learning styles and needs of learners?
- What professional development opportunities can be offered to instructors to improve their skills in inclusive teaching?
- How can teaching materials be adapted to be more inclusive and accessible for a diverse learner body?
- How can technology be used to support inclusive learning experiences?
- How effectively are learning materials adapted to be accessible for all learners, including those with disabilities?
- Are there opportunities for learners to participate actively in their learning (e.g., discussions, group projects)?

- How can learner feedback be used to improve the effectiveness of teaching and learning practices?
- Are there opportunities for learners to receive personalized feedback and support from instructors?
- To what extent do instructors create a safe and inclusive classroom environment? How do inclusive teaching practices impact learner engagement and motivation?
- How do different teaching methods cater to the specific needs of learners from underrepresented backgrounds?
- Are there any correlations between inclusive teaching practices and learner success (e.g., grades, completion rates)?
- What strategies can be implemented to promote collaborative learning and peer support among learners?

Governance & Management

- To what extent are learner voices currently represented in decision-making processes within the VET institution?
- Are there formal structures or committees that allow learners to provide input on issues that affect them?
- How effective are these structures in promoting learner engagement in governance?
- How can learner voices be better integrated into decision-making processes within the VET institution?
- How transparent are decision-making processes within the VET institution?
- Are there any barriers that prevent learners from meaningfully participating in governance? (e.g., lack of information, time constraints, power imbalances)
- How can communication be improved to ensure learners are aware of opportunities to get involved in governance?
- How does learner participation in governance contribute to a more inclusive learning environment?
- Does including learners in decision-making processes lead to more equitable policies and practices for all learners?
- How does learner involvement in governance impact the overall sense of ownership and accountability within the institution?
- What strategies can be implemented to increase learner participation in governance?
- How can existing structures and committees be made more inclusive and accessible to learners from diverse backgrounds?
- What training or support can be provided to learners to equip them with the skills and knowledge necessary to participate effectively in governance?
- Can technology be used to facilitate learner participation in decision-making processes (e.g., online surveys, discussion forums)?

- How can concerns about power imbalances and tokenism be addressed when involving learners in governance?
- How can time constraints and competing priorities be overcome to encourage learner participation?
- How can institutions ensure that learner voices are truly heard and acted upon within the decision-making process?
- To what extent do existing QA processes capture information about the experiences of all learners, including those from underrepresented backgrounds?
- How is learner feedback used to inform decision-making regarding quality improvement initiatives?
- Are there any barriers that prevent learners from participating meaningfully in QA activities? (e.g., lack of awareness, time constraints, language barriers)
- What strategies can be implemented to increase learner participation in QA activities?
- How can existing QA methods be adapted to be more inclusive and accessible to all learners?
- How can communication be improved to ensure learners are aware of opportunities to provide feedback on the quality of their learning experience?

Good Practices and Solutions

What do we need for more inclusive learner engagement at our institution? Which potentials do you see at our institution? (groups, support structures, subjects to be addressed...) What can we improve?