

## **ASSESSMENT OF THE SATISFACTION OF PARTICIPANTS IN TRAINING FOR EMPLOYMENT**

*[Evaluación de la satisfacción de los participantes en la formación  
profesional para el empleo]*

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### **Abstract**

This article is a summary of the research developed to evaluate Satisfaction of Participants in the training activities promoted by the Plan Training for Employment (FPE) of the Principality of Asturias during the period between 2002 and 2008. To carry out this research we have performed an observational study based on surveys using a methodological design that can be defined as pre-ordained, selective and of repeated measures. Replication of this design for over seven years and breadth of the samples used are two clear strengths of the work to provide consistency and credibility to the results obtained. Outcomes obtained can overall demonstrate a high level of participants' satisfaction with training activities promoted by that plan, although clear differences are detected according to different classification variables used in the study (sex, age, professional group, specialty, etc.). The analysis of qualitative information collected allows also to have a set of very useful comments and suggestions when formulating proposals for improving the training actions implemented. The high similarity between the data obtained in the seven assessments over the years support the validity of the findings and recommendations which, in each case, are set for the improvement of the educational program evaluated.

### **Keywords**

Training evaluation, assessment of satisfaction and job training evaluation.

### **Resumen**

Este artículo constituye una síntesis de la investigación realizada para evaluar la Satisfacción de los Participantes en las acciones formativas promovidas por el Plan de Formación Profesional para el Empleo (FPE) del Principado de Asturias durante el periodo comprendido entre los años 2002 y 2008. Para llevar a cabo esta investigación hemos realizado un estudio observacional basado en encuestas utilizando un diseño metodológico que puede ser tipificado como preordenado, selectivo y de medidas repetidas. La replicación de este diseño a la largo de siete años y la amplitud de las muestras utilizadas constituyen dos fortalezas claras del trabajo que aportan consistencia a la investigación realizada y credibilidad a los resultados obtenidos. Los resultados obtenidos permiten acreditar globalmente un elevado índice de satisfacción de los participantes con las acciones formativas promovidas por el citado Plan, aunque también se detectan diferencias claras según las diversas variables de clasificación utilizadas en el estudio (sexo, edad, familia profesional, especialidad, etc.). El análisis de la información cualitativa recabada permite, igualmente, disponer de un conjunto de observaciones y sugerencias muy útiles a la hora de formular propuestas de mejora de las acciones formativas implementadas. La elevada similitud entre los datos obtenidos en las siete evaluaciones realizadas durante estos años avalan la validez de los resultados y de las recomendaciones que en cada caso se establecen para la mejora del programa educativo que es objeto de evaluación.

### **Descriptores**

Evaluación de la formación, evaluación de la satisfacción y formación para el empleo

## 1. THEORETICAL BACKGROUND AND JUSTIFICATION

One of the key objectives of the plans and programs in job training is to improve the employability of workers, with priority in order to enhance their integration and reintegration into the labor market, especially those who have serious difficulties in employability, as reads in different national<sup>i</sup> and international<sup>ii</sup> agreements.

The current global economic situation and the wide and complex view featuring Occupational Training as a pillar for the economic revitalization affect the way of carrying out their assessment. Several authors (Gelpi, 1987; De Miguel, 2000) emphasize that the evaluation is essentially a social, cultural fact and not merely technical and methodological. Flor Cabrera (2000) states that the evaluation has become a really complex activity but, in turn, a powerful tool that cares for the quality of educational activities. The evaluation of training is also a tool for quality.

In this context a set of factors has been identified (Perales, 2000) that describe characteristics of the evaluation in this field within the plurality of approaches and evaluation proposals. Among these the following are included.

- 1 -Assessment of Occupational Training has received scant attention from the theoretical and research field, although in recent years has arisen a significant number of working groups on the topic that provide interesting proposals.
- 2 -The dynamic nature of this type of training leads to a lack of stability required to a proper care for the evaluation processes.
- 3 -Its link to the active employment policy confers on it a role and specific evaluation targets, not exclusively educational.
- 4 -It is a highly complex area of study because of the diversity of programs that gathers in order to accommodate a wide variety of

groups and audiences involved, which can lead, sometimes to evaluation approaches with statements even found.

Considering these characteristics that affect the field of occupational training, you can classify and identify different types of evaluation of these programs.

- A. Assessments that establish as reference the unit (person, company, partnership of training institution, etc ...) on which occur the effects of training (Jornet and others, 2001).
- B. Assessments that establish as a criterion a certain way to operationalize the concept of quality (quality of program, service, etc ...) (Perales, 2000).
- C. Assessments which refer to a number of specific criteria (subject to evaluate, purpose of the evaluation and control) to occupational training plans (Jornet, González and Pérez Such Carbonell, 1996; Jornet, 2000; Perales, 2000).

The study described in this article is part of the second type proposed, taken as a evaluation criterion the Quality of Service, performed through *perception and satisfaction that users have of the adaptation and development of both theoretical and practical training program*.

In the national context are diverse initiatives that seek directly or combined with other functions of the evaluation the analysis of users' perception as an object of study, which is one of the common objectives in the evaluation of Occupational Training Programs. In relation to this approach, and without wanting to be exclusive, we emphasize in the national context, the evaluation proposals of Tejada (1992), the Evaluation Model of Occupational Training in the Autonomous Community of Valencia (Model EFO, 1996), the Evaluation Model of Basque Country (EGAILAN, 1999), as well as the Assessment System of Training for Employment of the Autonomous Community of Andalusia. The difference in evaluative approaches and the lack of public

availability of data has not allowed a comparison between the results of the various initiatives.

In the case of Asturias quality assessment from the perspective of users is embedded

within a broader assessment model that combines three approaches (context analysis, quality of service and quality of the program), as reflected in the Figure 1.

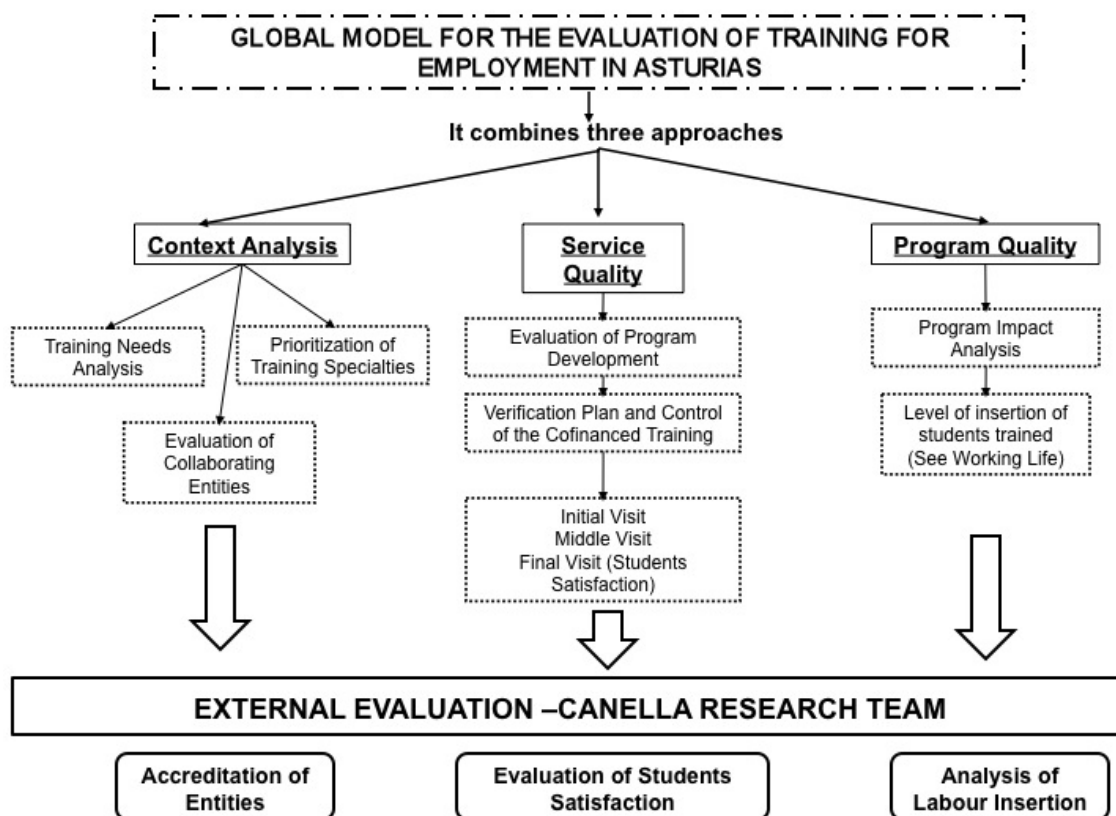


Figure 1: Global Model of Evaluation and Improvement of the Training for Employment in Asturias

The work reported in this study is inserted within the scope of the Quality of Service, assessing the development of the program through the satisfaction of the students that have participated in training activities.

### 3. OBJECTIVES OF THE STUDY.

By 2000 the Principality of Asturias, through the Ministry of Labour and Employment, takes over the functions and services related to the management of Vocational Training for Employment<sup>iii</sup>. This transfer of powers to the Autonomous Community expressed the need to systematically evaluate Vocational Training for Employment which until then had been managed and supervised centrally from Madrid

by the old National Employment Institute (INEM), whose evaluation was limited to some general aspects that were considered jointly in the rest of the Spanish territory.

For this purpose, the same year 2000, a Framework Agreement between the Government of the Principality of Asturias and the Research Group "Canella" at the University of Oviedo was established, to carry out a project aimed at evaluation of Vocational Training Employment, following the model set (Figure 1), in order to improve the quality of this type of training. Among its objectives are:

1. Centers/Associates of FPE Plan Accreditation.

2. The evaluation of satisfaction of participants in the courses of FPE<sup>IV</sup>. Plan.
3. The evaluation of Labor Insertion of students trained in the courses of FPE Plan.

The purpose of this agreement is to provide the Government of the Principality of Asturias updated and reliable information about the quality of the Centers / Institutions collaborating with the FPE Plan and actions developed through this program so that it can be used to plan a quality training offer and to make decisions that help to optimize it.

The research described in this paper aims to evaluate the **degree of satisfaction** of participants in training activities aimed mainly at the unemployed, based on the following specific objectives:

- Estimate the quality of the training in its different aspects (pedagogical, organizational, educational, etc.) through the assessment made by the students about the training.
- Carry out a comparative analysis of the results obtained over the years under study (2002-2008), in order to know the evolution of this type of training across time.
- Provide all audiences involved (directors, centers, trainers and technicians) and especially the Administration, relevant information about how the various aspects of educational processes are assessed.

## 4. METHODOLOGY.

### 4.1. Design.

From the methodological point of view, this research is an observational study based on surveys, as has been the use of questionnaires the system used to collect the necessary

information. The design made can be typified as preordained, selective and of repeated measures. It is preordained as have been previously planned in detail all phases and elements of the research process. It is selective because the methodological strategy used to collect information allows to detect the variability between subjects and to determine differences between groups. Finally, we consider repeated measures since the assessment has been conducted seven times - with the same parameters but with different populations - between 2002 and 2008. The replication of this design for a period of years and the amplitude of the samples used -as it is stated later- are two clear strengths of the study to provide the research with consistency and the research results with validity.

### 4.2 Instruments / variables.

The assessment of the satisfaction consisted of a semistructured questionnaire addressed to students of training actions of the Subsystem for Employment Training. For its design were organized several working group sessions with expert staff in the area of vocational training, in order to discuss and establish the structure and content of the instrument to use. Representatives from the different sectors involved participated in these sessions: management, associates and staff of training areas. This system of consultation with experts and the annual reviews carried out permitted to provide the questionnaire with a high degree of validity in relation to the purpose of the survey. Given the size of the instrument designed in this paper is attached (Appendix I). The following is a summary of the resulting structure.

**Table 1. Structure of the Questionnaire**

		RATING AREAS	DIMENSIONS	ITEMS	RATING SCALE
<b>Information</b>	<b>Quantitative</b>	<b>O. Expectations</b>	A. Reasons for enrolling in the course	1-5	Mixed (Visual Analogical 1-10 and Likert Scale )
		<b>I. Planning</b>	B. Course Planning and Management	6-13	
		<b>ii. Quality in development of courses</b>	C. Human and Material Resources	14-19	
			D. Methodology and Learning Climate	20-32	
		<b>iii. Overall rating</b>	E. Overall Assessment	33-35	
	F. Course Benefits		36-40		
<b>Qualitative</b>	<b>Comments or suggestions (positive and negative) that serve to improve the courses</b>		Open question	Open question	
<b>Classification variables</b>	Personal data, data related to additional training, course-related data and data related to internships in companies.			1-12	Self classification of the proposed categories

We have also analyzed the *reliability and metric validity* of the instrument implemented, through the Cronbach Alpha coefficient and factorial analyzes. Referring to reliability, the Cronbach Alpha scores obtained each year range from 0,942 and 0,956 which allows us to state that the instrument has a very good internal consistency. For construct validity we performed principal components analysis with varimax rotation, removing from the resulting component matrix values that have a lower saturation level of 0,35, on the samples for the years 2004 and 2008. From this analysis we obtained similar matrices in both samples, both the variance explained and the number and types of factors extracted. However there is a significant improvement in the variance between the year 2004 (61,290) and 2008 (63,813) and a different range between factors 2 and 3, probably due to the changes introduced to improve the questionnaire.

In both tests (2004 and 2008) the greater weight of the explanation is associated with student satisfaction related to quality of

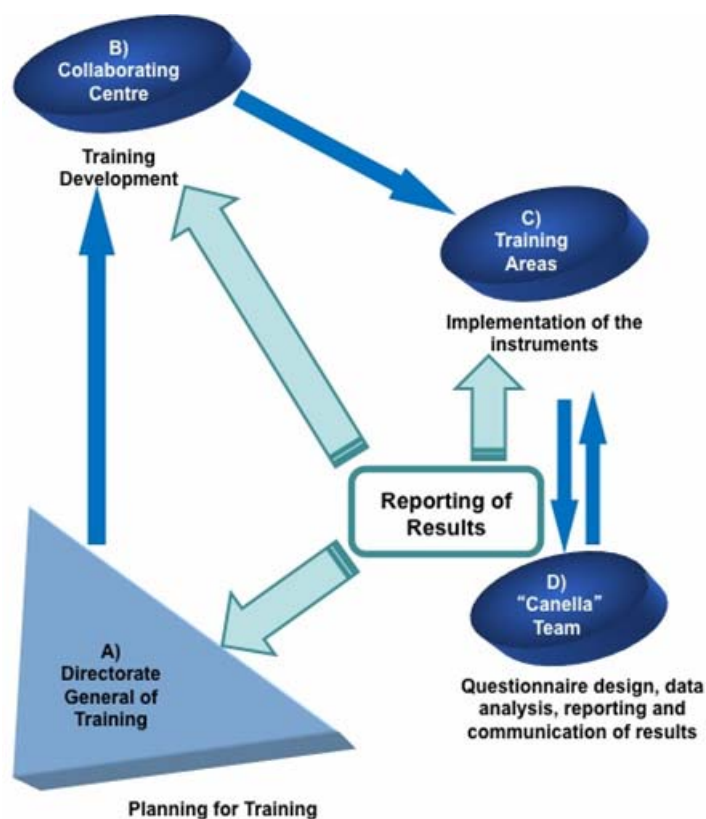
teachers and teaching activities (dimensions C and D of the questionnaire - Table 1). In second place are two other factors with lower weight concerned with the utility of the training activities for access to employment and organizational matters of the courses, which are structured on the basis of integrated variables in the dimensions E, F and B of the questionnaire. In summary, in view of the data obtained in this analysis we can conclude that the construct validity of the questionnaire is high, given the similarity between its dimensional structure and matrices obtained.

#### 4.3. Procedure / Application.

The figure below shows the different actors involved in the methodological process followed for the assessment of student satisfaction in training activities aimed at unemployed workers of the Subsystem of Employment Training, as well as information flows established between them.



*Figure 2. Agents involved in the evaluation and information flows established between them*



The Vocational Training Department performs an annual call for training activities in which the Collaborating Entities participate in a competitive concurrency based on evaluation criteria. Once requests are estimated, an announcement is published assigning the training activities to the Entities with better scores on the scale laid down. Entities start the training and it is administration staff (Training Area) which is responsible for monitoring the action, checking to see its proper development. In the final phase of training this technical staff implements the questionnaire, which is by them previously known since they have participated in its elaboration. Once filled in by the student

is sent to the Investigation Team Canella for its treatment and analysis by methodologically differentiated procedures based on the information gathered.

For quantitative items was accordingly decided to machine-readable by optical reader to perform descriptive and differential analysis later. For open questions in the questionnaire was made a dump of the qualitative information, organized in terms of dimensions and categories subsequently established. The attached table lists the frequencies and percentages of the many records obtained.

**Table 2. Dimensions, categories and frequencies for qualitative analysis**

DIMENSIONS	CATEGORIES	FREQUENCY REGISTRATION	PERCENTAJE (%)
1. ANNOUNCEMENT AND ACCESS TO TRAINING PLAN	1.1. <i>Transport grant.</i>	498	3,07%
	1.2. <i>Homogeneous selection of students.</i>	690	4,26%
	1.3. <i>Lack of diversity in the training offer.</i>	374	2,31%
	1.4. <i>Receive remuneration to perform the courses.</i>	212	1,31%
	1.5. <i>Suggestions addressed to the Employment Office</i>	235	1,45%
2. SPACE CONDITIONS AND RESOURCES	2.1. <i>Physical conditions of classrooms and other areas.</i>	1.086	6,70%
	2.2. <i>Lack of material resources.</i>	<b>1.805</b>	11,14%
3. SCHEDULE, CONTENTS AND ORGANISATION OF COURSES	3.1. <i>Matching theory and practice.</i>	643	3,97%
	3.2. <i>Duration of the course and family life conciliation.</i>	<b>2.604</b>	16,07%
	3.3. <i>Contents structure.</i>	<b>1.124</b>	6,94%
	3.4. <i>Course Organisation.</i>	<b>1.533</b>	9,46%
4. PARTICIPATION AND CLIMATE	4.1. <i>Perceived learning climate..</i>	370	2,28%
	4.2. <i>Faculty.</i>	<b>1.332</b>	8,22%
	4.3. <i>Management of internships.</i>	<b>1.623</b>	10,02%
	4.4. <i>Visits and trips abroad.</i>	315	1,94%
5. TRAINING OUTCOMES	5.1. <i>Influence on the employment situation.</i>	737	4,55%
	5.2. <i>Suggestions regarding the approval of the certifi-</i>	82	0,51%
	5.3. <i>Overall satisfaction with the learning experience.</i>	938	5,79%
<b>TOTALS</b>		<b>16201</b>	<b>100,00%</b>

#### 4.4. Participants

The study would cover the total population of students participating in training activities offered by the Principality of Asturias aimed mainly at unemployed people during the period between January 2002 and December 2008. The total number of participants amounts to 87.298<sup>v</sup>. The initial objective of this study was to reach the total number of students trained annually, although for reasons specific to the

dispersion of the training was not always possible to achieve this goal, but it can learn highly representative sample figures in relation to the different variables analyzed (age, sex, geographic area, professional family and training specialty). The total number of subjects interviewed in this period was 49.485 which represents 56.69%. The following table specifies the population data and sample over the years.

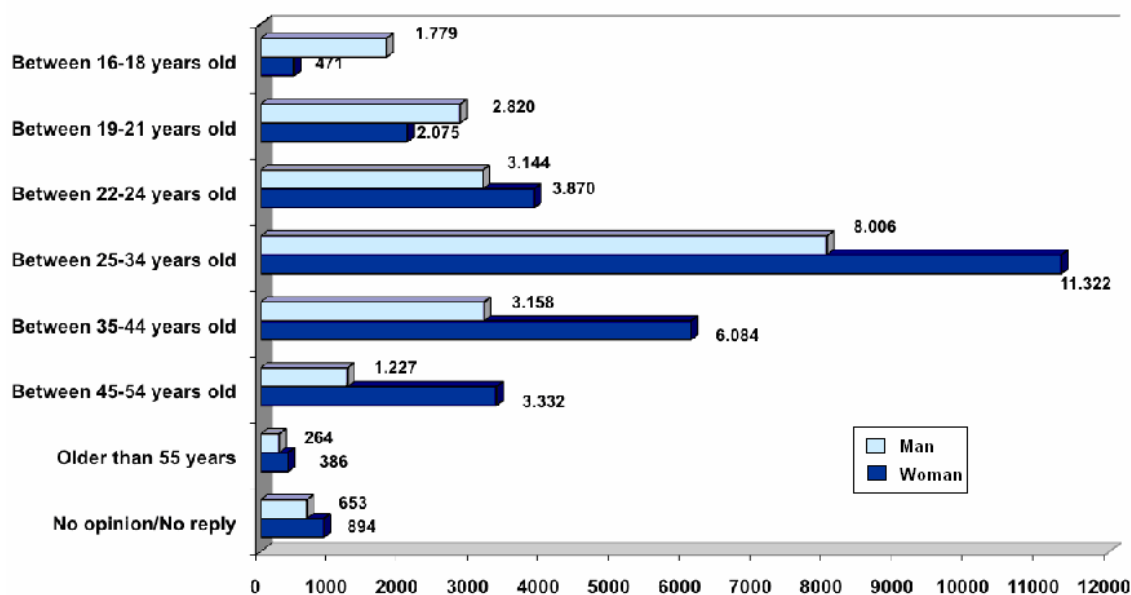
**Table 3. Population and study sample**

POPULATION / SAMPLE DATA	2002	2003	2004	2005	2006	2007	2008	Total
Population	14966	13669	10709	9080	13317	14348	11209	87298
Sample	4045	5891	7840	7631	8605	7173	8300	49485
Porcentaje (%)	27,03%	43,10%	73,21%	84,04%	64,62%	49,99%	74,05%	56,69%

Analyzed the sample according to the variables sex and age, there is a predominance of female participation (56,03%) over males (41,47%), also highlights the age range between 25 and 34 (39,06 %) as the dominant category

in the age of the respondents. The attached graphic specifies the data dichotomized according to age and sex.

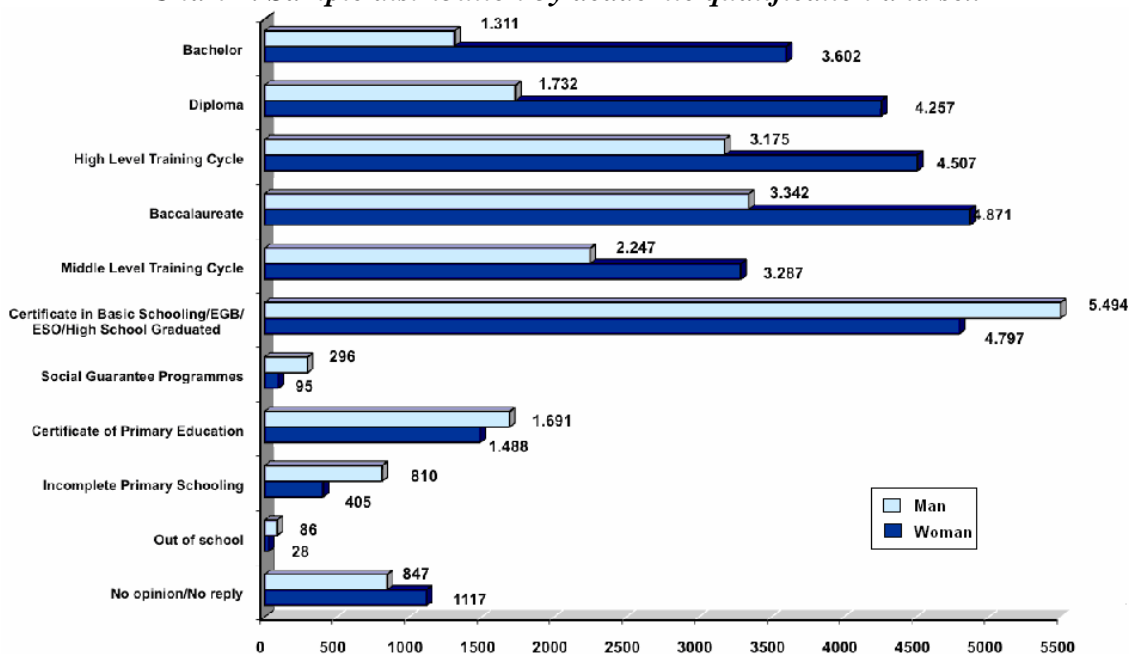
**Chart 1. Sample distribution by age and sex**



Based on academic qualifications held by the students participating in the training activities can be noted that the highest percentage belongs to those who have completed the *Grado Escolar (Certificate in Basic Schooling)/ EGB (Elementary Education Level) / ESO (Compulsory Secondary Education)/*

*High School Graduated (20,80%)*. Another significant percentage is made up of those with *Baccalaureate (16,60%)*. Third, there are those who have obtained a *Higher Level Training Cycle (15,52%)* and then those who have completed a *University Diploma (12,10%)*, as reflected in the graphic that follows.

**Chart 2. Sample distribution by academic qualification and sex**



Crossing level of *qualification and sex*, we observed that women are the majority in the medium and higher degrees, while men

predominate in lower training levels, with higher figures in *Grado Escolar (Certificate in Basic Schooling)/ EGB (Elementary*



*Education Level) / ESO (Compulsory Secondary Education)/ High School Graduated, in Certificate of Primary Education, in the Incomplete Primary Schooling, in the Social Guarantee Programmes and between those who are Out of school.*

Analysis of the responses to other issues incorporated into the questionnaire should be noted that 43,63% of students had already participated **in other training activities aimed at unemployed workers in the last 5 years**, most of them in actions of the FIP Plan itself.

Likewise we find that 16,44% of students has received another kind of training simultaneously. In any case, the choice of the training has had on a **preferential basis** in the 84,47% of cases.

The two main reasons expressed by the participants to enroll in the course are **to increase professional knowledge** (8,71) and **facilitate their integration into the labor market** (8,44). Here are other reasons with less weight, as stated in the following table.

**Table 4. Reasons for enrolling in the training**

REASONS FOR ENROLLING	Average
I FIND IT INTERESTING TO BROADEN MY PROFESSIONAL KNOWLEDGE	8,71
TO FACILITATE INSERTION IN THE LABOR MARKET	8,44
TO ACQUIRE ANY WORK EXPERIENCE	7,09
TO OBTAIN A CERTIFICATE	6,19
BECAUSE OF THE GRANT (DO NOT HAVE TO PAY FOR CARE)	5,17

## 5. ANALYSIS AND RESULTS.

This section shows the results obtained from analysis of data collected. For their exhibition we have followed the dimensional structure of

the questionnaire, by mapping the dimensions used in the analysis of quantitative and qualitative data, as shown in the attached table.

**Table 5. Correspondence between quantitative and qualitative dimensions**

	QUANTITATIVE DIMENSIONS	QUALITATIVE DIMENSION
A.	● <i>Course Planning and Management.</i>	● <i>Announcement and Access.</i>
B.	● <i>Material and Human Resources.</i>	● <i>Space conditions and resources.</i>
C.	● <i>Methodology and Learning Climate.</i>	● <i>Schedule, contents and organisation of courses</i> ● <i>Participation and climate.</i>
D.	● <i>Overall assessment.</i>	● <i>Training outcomes.</i>

### 5.1. Satisfaction of participants: global data.

**A.** In terms of **planning and management of the course**, students have felt that this was appropriate with an average score of **7,87** on

the scale. Looking at each of the items separately, which has achieved a higher score refers to the *Security measures* the courses have been developed, being *Schedule* and *duration* of the course the least satisfactory.

**Table 6. Course Planning and Management**

COURSE PLANNING AND MANAGEMENT	Average
AT THE BEGINNING THEY EXPLAINED US CLEARLY THE OBJECTIVES AND ORGANIZATION OF THE COURSE	8,05
COURSE CONTENTS ADAPT TO MY NEEDS AND INTERESTS	7,89
THE COURSE DURATION COMPLIES WITH THE CONTENT	6,95
COURSE SCHEDULE HAS BEEN ADEQUATE	7,68
EDUCATION (THEORETICAL AND PRACTICAL) HAS BEEN DEVELOPED WITH ENOUGH SAFETY MEASURES	8,57
THE COURSE HAS BEEN WELL ORGANISED AND MANAGED BY THE CENTRE	7,99
THE PROCEDURE OF THE COURSE DOCUMENTATION BY THE CENTER (SCHOLARSHIP, TRANSPORT ...) HAS BEEN EFFECTIVE	7,80
THERE HAS BEEN COORDINATION BETWEEN THE VARIOUS PARTICIPATING TEACHERS	8,02
<b>Average dimension: 7,875n: 7.94</b>	

In the qualitative data, the observations related to this dimension (n = 2009) in which more emphasis is made by students who

participated in training activities are related to the *Uniform selection of students* (34,35%) and *Transport grant* (24,79%).

The following are by way of example, some of the comments most representative of these categories:

*“The screening test that we were made to participate in the course seemed appropriate, but should also evaluate criteria such as vocation, interest and willingness to work”*

*“... The selection of students should be “refined” to choose the people concerned and with similar levels...”*

*“It’s good that we are paid for transport but also should charge a monthly training grant, since all students are unemployed”.*

*“They should pay the money prior to transport tickets, as many times (almost always), the payment is made with 2-month delay.”*

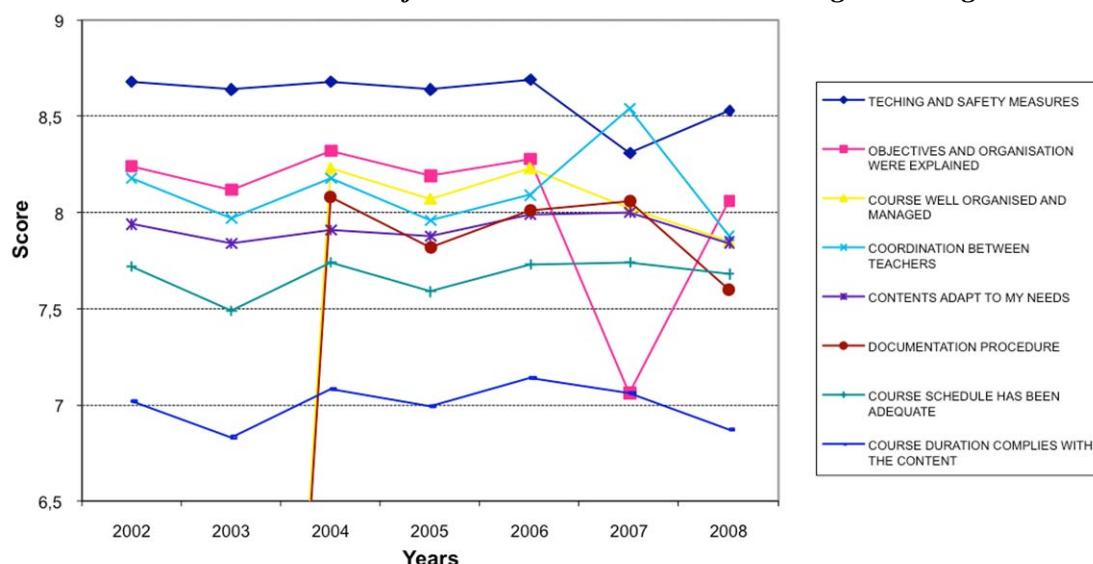
One of the issues that are particularly important in this dimension is the *practical work in companies*, which participants place a high importance (67,92%). However, we found that the interest expressed by students do not

always correspond to what is really done, because despite a 67,92% demand for internships in companies, only 27,50% say he has done or plans to do internships in companies related to the course.

It was also noted that a high percentage of trainees claims not having received information in relation to the placement (34,38%) and most of them (73,98%) have not previously had any work contact in the training specialty chosen.

In regard to the evolution over the years of this dimension, we see that the highest scores are achieved in the period between 2004-2007. However, focusing on the data referring to 2008, we see that the scores do not overcome those achieved in 2007, maintaining a clear decreasing trend, except for items concerning the *Safety measures with which courses have been developed and the Explanation of course objectives and its organization in the beginning*, which get higher values<sup>vi</sup>. The following graph shows the evolution of the scores analyzed.

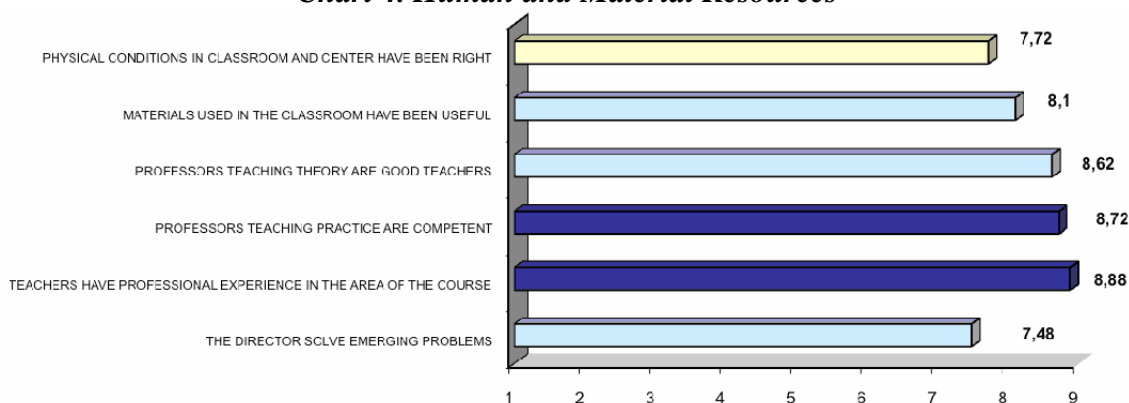
**Chart 3. Evolution of scores in dimension - "Training Planning"**



**B. Material and human resources** receive a very positive assessment (8,25). The highest

scores in this category are related to teacher competence, both theoretically and practically.

**Chart 4. Human and Material Resources**



Qualitative information on this dimension shows a large number of frequencies (n= 2891), most of which refer to the lack of material resources (62,44%), as reflected in the following typical phrases:

*“Greater supply of material for practice, since it is insufficient”*

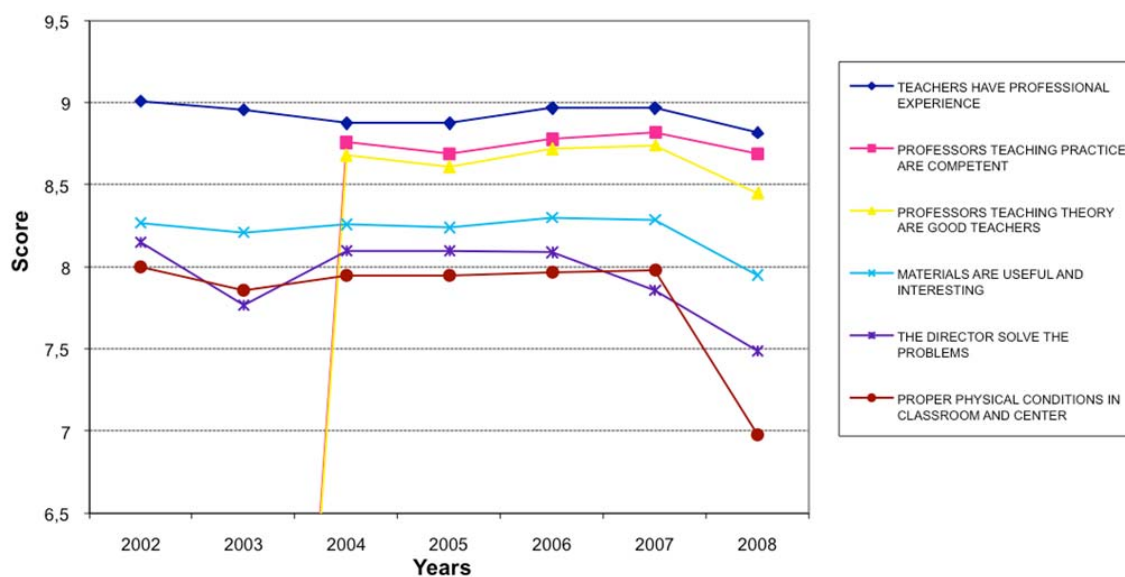
*“The computer equipment should be updated and ready to be used”*

If we compare the values obtained over the years under study in the dimension of "Human and Material Resources" we face two extremes. On one hand, the items concerning the *Professional experience of teachers, the principal's attitude to the problems and*

*physical conditions of the classroom and the center* have had the best scores in 2002; while items which value the *Faculty of theory and practice* achieved the top scores in 2007. In view of the comparison, we observe that the results for this dimension in 2008 have fallen across the board compared to previous years.

We must take into account the fact that, again, we face items that could not be compared with the first two years due to changes in the questionnaire. And, if in 2002 and 2003 the *Domain of teachers in the subjects they taught* was assessed, from 2004 the *faculty of theory and practice* is valued separately. The data evolution is represented in the chart below.

**Chart 5. Evolution of scores in dimension - “Human and Material Resources”**



C. The largest bloc of the questionnaire refers to the **methodology and learning climate**, whose scores are included in the table below.

*Table 7. Methodology and Learning Climate*

METHODOLOGY AND LEARNING CLIMATE	Average
CONTENTS HAVE BEEN CLEARLY EXPLAINED	8,29
THE PRACTICAL EXERCISES PERFORMED HAVE BEEN USEFUL AND INTERESTING	8,46
TEACHERS HAVE CLEARED UP MY DOUBTS AND HELPED ME WHEN I WAS IN TROUBLE	<b>8,71</b>
I COULD FOLLOW THE PACE OF WORK WITHOUT PROBLEM	8,57
THERE HAS BEEN GOOD COORDINATION BETWEEN THEORETICAL AND PRACTICAL CLASSES	8,23
TEACHERS HAVE MANAGE TO MOTIVATE AND INTEREST	8,30
I HAVE HAD GOOD RELATIONSHIP WITH THE FACULTY	<b>8,91</b>
THE LEVEL OF STUDENTS PARTICIPATION IN THE GROUP HAS BEEN HIGH	8,07
THE UNEQUAL KNOWLEDGE LEVEL OF STUDENTS HAS HINDERED THE PROGRESS OF THE COURSE	6,44
ALL STUDENTS HAVE SHOWN TO BE INTERESTED IN THE COURSE	7,31
I HAVE BEEN INFORMED OF MY PROGRESS AND MISTAKES ALONG THE COURSE	7,60
PEER RELATIONSHIPS HAVE BEEN GOOD	<b>8,61</b>
EXTERNAL ACTION HAS BEEN MADE TO EXPAND OUR TRAINING AND EXPERIENCE (COMPANY VISITS, FAIRS, EXHIBITIONS, ...)	4,57
<b>Average dimension: 7,85</b>	

As you can see, the most valued variable refers to *the relationship with faculty* (8,91). Also, *clarification of doubts by the teacher and peer relationships*, achieve equally high scores, 8,71 and 8,61 respectively. By contrast, the lowest score refers to the *implementation of external actions during the course to expand the training of participants, through visits to companies, exhibitions, fairs, etc.* with an average of 4,57. This variable gets the lowest score of all that make up the questionnaire.

In the qualitative data of this dimension (n = 9.544) clearly highlight the observations related to the *Course Duration* (27,28%), and the *Practices Management* (17,01%). Here are some of the most representative comments:

*“Students should been told they can make practices, and which procedures they have to perform to it, in addition, companies should provide for practice and not that we have to look for it”.*

*“Give higher job prospects for courses with internships.”*

*“Good teachers, highly involved in their work”*

*“It would be required more control of teachers quality, as they know very well the teaching but not the specific topic of the course, they are not specialists in the subject they teach and it shows...”*

Regarding the **procedures for evaluation of courses** by the teachers, the 33,92% of the students have stated that the evaluation was carried out using *real practice*. Also, the *written exams* as a way of evaluation has been targeted by a high number of participants (30,98%). By contrast, the least used is the *interview with the teachers* (2,71%), followed by the *self assessment* (4,75%) and *individual monitoring sheets* (6,69%). 3,45% state not having been evaluated.



**Table 8. Assessment of learning by teaching staff**

ASSESSMENT OF LEARNING	f	%
INTERNSHIPS IMPLEMENTATION (REAL ONES)	26.025	33,92%
WITH WRITTEN EXAMS	23.766	30,98%
WRITTEN WORK REALIZATION	13.428	17,50%
INDIVIDUAL MONITORING SHEETS FOR EACH STUDENT	5.131	6,69%
SELF ASSESSMENT BY STUDENTS	3.648	4,75%
HAVE NOT BEEN EVALUATED	2.654	3,45%
INTERVIEWS WITH TEACHERS	2.081	2,71%
<b>TOTAL</b>	<b>76.733<sup>vii</sup></b>	<b>100%</b>

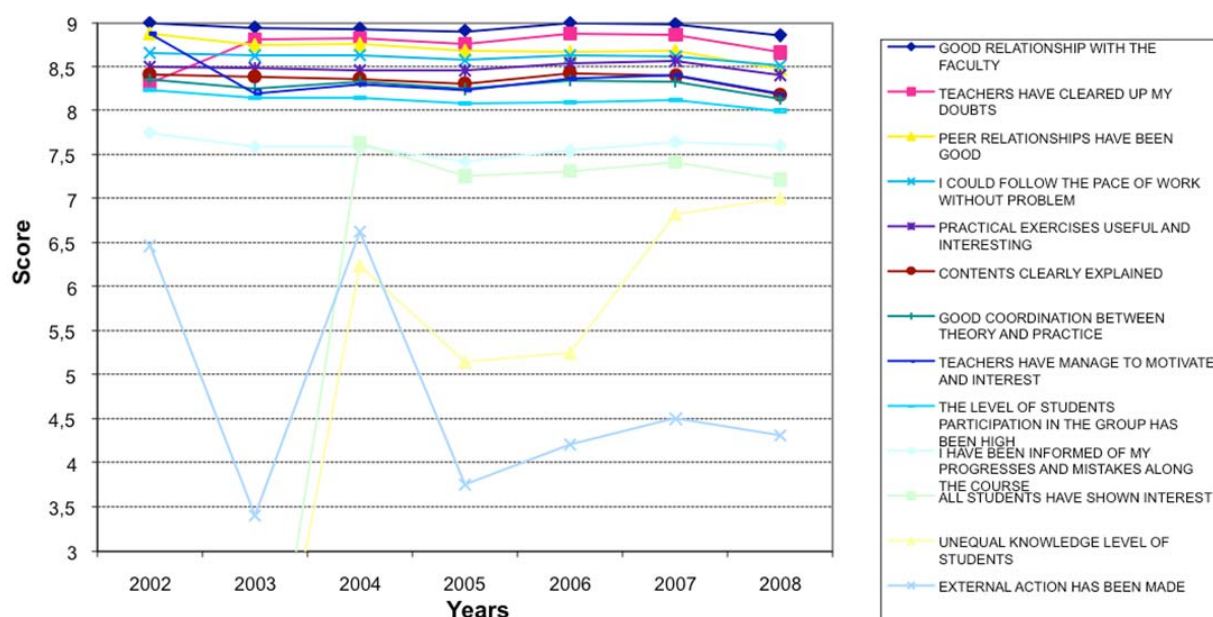
Considering the comparative analysis (2002-2008), it appears that most of the scores on this dimension have been declining compared to 2002. If in the first year the students were more motivated and interested, the valuation of 2008 has decreased slightly from 8,88 to 8,20, although it remains significantly positive. The same happens, among others, with the *Level of participation of students in the group*, which descends from 8,24 to 8,00. It is logical to assume that both items could be related.

The decline in scores deserves reflection on each of the items assessed, since we know that

student learning and motivation and interest shown to the content are factors that are influenced by the type of dynamics used by teachers and the atmosphere established in the classroom between teacher-student and between the students themselves.

Due to changes in the questionnaire it has not been possible to compare the items related to the *Interest shown by students in the course and the Unequal level of knowledge among participants*. The data evolution is shown in the following chart.

**Chart 6. Evolution of scores in dimension - "Methodology and learning environment"**



#### **D. Overall assessment of the training.**

In addition to the differential aspects taken into account when assessing each of the dimensions analyzed in the study, students were

asked to conduct an **overall assessment** of the training, whose results reflects the following table.

**Table 9. General evaluation of the training**

GENERAL EVALUATION	Average
I FOUND THE COURSE VERY INTERESTING	8,45
THE CENTER SUPPORTS MY EMPLOYABILITY (GIVES VOCATIONAL GUIDANCE, CREATES EMPLOYMENT LISTS, ETC.)	6,90
GLOBAL SCORE YOU WOULD GIVE THE COURSE	8,16
<b>Dimension Average: 7,84</b>	

As we can see, although the overall assessment of the actions is good, it is remarkable that the item referring to the *support or guidance from the schools in terms of labor insertion*, get a slightly lower average than the other items, which significantly influences the overall average of the dimension. This means that students not only expect to acquire theoretical and practical knowledge around a particular subject, but also want to receive *guidance* for, once the training has finished, conducting an active job search.

From 2005 on, with the aim of comparing the overall assessment more accurately, a *Global Index of Satisfaction* has been built, with the average of the scores of all questionnaire items, excluding which refers to the Global Rating of the course. This index is 7,78, and shows that there are no significant differences, with the overall score for this dimension (7,84).

Concerning the analysis of qualitative data (n = 1.717), observations in which students more emphasis made relate to the *General satisfaction* with the learning experience (53,39%) and with the *influence on the employment situation* (41,95%), as shown by the following representative comments:

*“In general I think the course has been positive in all respects. Personally, I am very happy”*

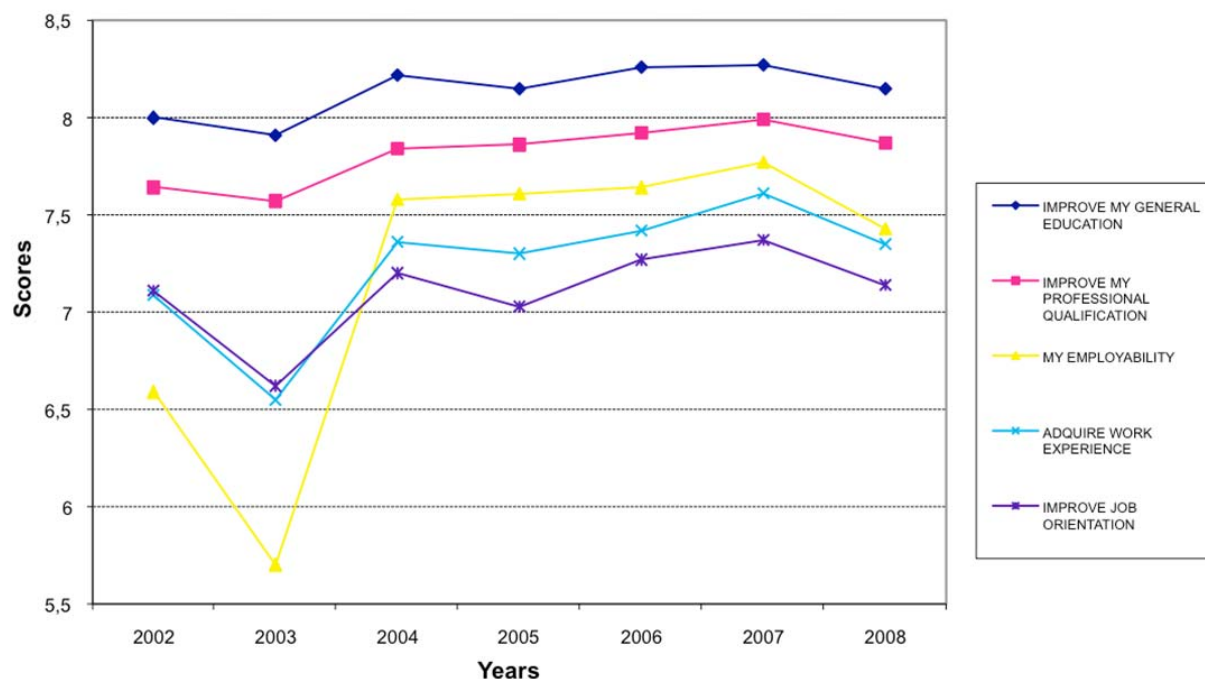
*“The training received has been exceptional. Thanks to the professionalism of the center and the faculty, the learning has been a pleasant process, with a very satisfactory outcome and beneficial to the student.”*

*“I think it was a very useful course if we refer to the training aspect, but it will not facilitate my access to labor market, as it is not approved“*

*“I found the course interesting and well used, but regarding the job prospects look pretty bad”*

Another way of overall assessment of the training has been through the impact estimates issued by the participants. In the attached chart (Chart 7) are specified these estimates over the years. As we can see, the best aspect considered by the students has been the expectation in the *Improvement of their general training*, so that is valued not only to obtain a *professional qualification* in a *particular specialty*, but also the acquisition of general knowledge.

**Chart 7. Evolution of scores in dimension - "Expected Impact"**



Finally we performed diachronic analysis on the overall assessment of the training, whose data are shown in Table 10. If we compare the scores from 2002 to 2008, we see that until 2007 have progressively improved in regard to the *Interest generated by the course* and the *Overall rating* that is given to it. However, in 2008 there has been a general decline for both these two items and for the one related to *Support to the professional integration* by the Center. In it was the best score in 2002,

resulting from this year on fluctuations in scores, to finally arrive in 2008 to the lowest score. Given the decreasing trend in the ratings it would be important for centers/entities that provide this type of training to improve this aspect because, despite among the benefits expected by the students are to *improve their general education, professional qualification and to achieve the labor market*, lacks adequate labor orientation to advise them about entering the market.

**Table 10. General rating of the training activities (2002-2008)**

GENERAL RATING	2002	2003	2004	2005	2006	2007	2008
I FOUND THE COURSE VERY INTERESTING	8,47	8,43	8,48	8,50	8,55	8,58	8,40
THE CENTER SUPPORTS MY EMPLOYABILITY	7,95	7,86	7,13	6,83	7,02	7,21	6,79
OVERALL RATING OF COURSE	7,99	8,16	8,13	8,17	8,29	8,32	8,10

### 5.3. Results by Professional Branches<sup>viii</sup>.

Training activities are structured according to the Professional Branches that bring together different sectors of productive

activity. The attached table reflects the Branches with higher and lower satisfaction ratings each year.

**Table 11. Professional categories with higher and lower scores (2002-2008)**

YEAR	OVERALL HIGHEST SCORE		OVERALL LOWEST SCORE	
	PROFESSIONAL BRANCH	SCORE	PROFESSIONAL BRANCH	SCORE
2002	<b>CRAFTS</b>	<b>8,73</b>	<b>AGRICULTURAL</b>	<b>5,32</b>
	HEALTH	8,64	INFORMATION AND ARTISTIC EXPRESSION	6,66
	ADDITIONAL TRAINING	8,63	TEACHING AND RESEARCH	7,00
2003	<b>CHEMICAL INDUSTRY</b>	<b>8,93</b>	<b>PRODUCTION, PROCESSING AND DISTRIBUTION OF ENERGY AND WATER</b>	<b>5,38</b>
	CRAFTS	8,82	INFORMATION AND ARTISTIC EXPRESSION	6,43
	HEALTH	8,67	TRADE	7,46
2004	<b>CHEMICAL INDUSTRY</b>	<b>8,56</b>	<b>PRODUCTION, PROCESSING AND DISTRIBUTION OF ENERGY AND WATER</b>	<b>6,90</b>
	TOURISM AND CATERING INDUSTRY	8,35	TEXTILE INDUSTRY OF HIDE AND LEATHER	7,13
	TRANSPORT AND COMMUNICATION	8,30	INFORMATION AND ARTISTIC EXPRESSION	7,34
2005	<b>TRANSPORT AND COMMUNICATION</b>	<b>8,15</b>	<b>PRODUCTION, PROCESSING AND DISTRIBUTION OF ENERGY AND WATER</b>	<b>7,16</b>
	CHEMICAL INDUSTRY	8,05	TEXTILE INDUSTRY OF HIDE AND LEATHER	7,35
	HEALTH	8,03	TEACHING AND RESEARCH	7,45
2006	<b>FOOD INDUSTRY</b>	<b>8,38</b>	<b>SOUND AND VISION</b>	<b>7,13</b>
	ARTS AND CRAFTS	8,36	ENERGY AND WATER	7,28
	TRANSPORT AND VEHICLE MAINTENANCE	8,15	CHEMISTRY	7,39

Professional Branches which over the years have obtained a higher score are *Transport and Vehicle Maintenance, Arts and Crafts, Chemistry and Health*. Those who have obtained the lowest scores are *Energy and Water and Information and Artistic Expression*.

However, these results should be interpreted with caution. If we perform the analysis individually for each year under review we can find Branches who are in a global analysis with a high score, and yet, in a particular year have a low valuation, such as "Chemistry"<sup>ix</sup>.

YEAR	OVERALL HIGHEST SCORE		OVERALL LOWEST SCORE	
	PROFESSIONAL BRANCH	SCORE	PROFESSIONAL BRANCH	SCORE
2007	<b>SAFETY AND ENVIRONMENT</b>	<b>8,57</b>	<b>PHYSICAL AND SPORTING ACTIVITIES</b>	<b>7,21</b>
	ADDITIONAL TRAINING	8,37	CHEMISTRY	7,29
	TRANSPORT AND VEHICLE MAINTENANCE	8,23	ENERGY AND WATER	7,47
2008	<b>MARITIME AND FISHING</b>	<b>8,91</b>	<b>EXTRACTIVE INDUSTRY</b>	<b>6,80</b>
	SAFETY AND ENVIRONMENT	8,48	ENERGY AND WATER	6,95
	TEXTILE, TAILORING Y HIDE			
FOOD INDUSTRY	8,34	CHEMISTRY	7,18	

#### 5.4. Results by Training Specialties.

Apart from Professional Branches, the training activities are organized by Specialties that refer to specific work activities. The level of satisfaction in this case allows to detect the assessment made by students in specific courses scheduled for a particular job position. The attached table outlines the scores for the Training Specialties more and less valued in each of the years under study.

When it comes to analyzing the results by *Training Specialties* shows that there is no correspondence from them (nor those who scored higher or lower) over the years under study. This is because on one hand, the list of Training Specialty is very wide and, secondly, every year are scheduled training activities linked to competencies required in the labor market, causing that both specialties and their scores vary greatly from year to year.

**Table 12. Training specialties with the highest and lowest score (2002-2008)**

YEAR	OVERALL HIGHEST SCORE		OVERALL LOWEST SCORE	
	TRAINING SPECIALTY	SCORE	TRAINING SPECIALTY	SCORE
2002	DIETETICS AND NUTRITION TECHNICIAN	9,64	ALUMINIUM CARPENTER	4,00
	GAS FITTER	9,60	GARDENER	4,40
	ARTISTIC GLASSMAKER	9,50	SOCIOCULTURAL MONITOR	4,65
2003	BUTCHER	9,68	EXECUTIVE SECRETARY	2,43
	BARBER/HAIRDRESSER	9,57	RENEWABLE ENERGY SYSTEMS TECHNICIAN	2,54
	MEAT PRODUCTS MAKER	9,55	TECHNICAL ASSISTANT IN CONSTRUCTION WORK	5
2004	NIGHT WATCHMAN	9,57	VEHICLE DIAGNOSIS TECHNICIAN	4,97
	WAITER	9,21	INTERNAL OPERATIONS TECHNICIAN IN FINANCIAL OFFICES	5,70
	NURSE, MENTAL HEALTH AND DRUG ADDICTION ASSISTANT	9,05	ASSISTANT CONFERENCE HOSTESS	5,79
2005	SECRETARY	9,06	PSYCHOMOTRICITY TECHNICIAN	4,73
	PROGRAMMABLE CONTROL AUTOMATISM	8,92	PROGRAMMER OF RELATIONAL DATABASES APPLICATIONS	5,73
	CALCULATION OF FLAT AND SPATIAL REINFORCED STRUCTURES	8,70	LIBRARY ASSISTANT OF DOCUMENTATION CENTRE	6,19
2006	PATISSIER	8,95	TECHNICAL ASSISTANT IN CONSTRUCTION WORK	6,22
	POTTER	8,93	TRAINING MANAGER	6,48
	PROGRAMMABLE CONTROL AUTOMATISM	8,77	PIECES MAKER TO CARPENTRY AND FURNITURE BY COMPUTER IN 3D	6,50
2007	BAKER	9,28	MAINTENANCE-REPAIRER STAFF OF HEAT AND DOMESTIC HOT WATER	5,31
	MANAGER OF SMALL RETAIL	9,16	MILK PROCESSOR	6,00
	INDUSTRY MACHINIST	9,16	HOTEL RECEPCIONIST	6,19
2008	LIGHTING TECHNICIAN	9,19	CHEMICAL LABORATORY TECHNICIAN	4,99
	CATERING PROCESSOR	9,18	METHODOLOGY OF WORK ANALYSIS	5,36
	INSTALLER-MAINTENANCE-REPAIRER STAFF OF HEAT AND DOMESTIC HOT WATER	9,12	COMMERCIAL MANAGER FOR FINANCIAL SERVICES	5,46



## 6. SUMMARY AND FINAL VALUATION

### 6.1. Summary.

We present a summary of the results obtained attending to the main dimensions studied.

#### • **Participants Profile.**

- Of the total population of students participating in *training activities aimed mainly at unemployed people* (N=87.298) was evaluated satisfaction in the 56,68% (n=49.485). Within this population highlights a preponderance of women (56,03%), compared with 41,47% of men.
- The *age group* most representative among the participants is in the range *25 to 34 years*, both women and men. The most frequent *academic qualifications* are: Graduado Escolar (Graduate in Basic Schooling)/ EGB (Elementary Education Level) / ESO (Compulsory Secondary Education)/High School Graduated (20,80%), Baccalaureate (16,60%), Higher Level Training Cycles (15,52%) and University Diploma (12,10%).
- In 84,47% of cases the choice of the training has had a preferential basis. The main reasons why the students argue for the training in which they participated were: *to expand their professional knowledge and facilitate their entry into the labor market.*

#### • **Satisfaction Results.**

##### A. *Course Planning and Management.*

- This dimension has achieved an average score of 7,87. Within it, the most valued issue has been the security measures with which teaching have been developed (8,57), being the schedule and duration of the course the least satisfactory (7,68 and 6,95 respectively). With regard to qualitative information, suggestions of the participants relate mostly with the homogeneous selection of students (690) and the transport grant (498).

- The 67,92% (n=33.608) of the students demand internships in companies, compared to 27,05% (n= 3.387) who is not interested in them. Regardless of possible interest in an internship, the 61,77% (n=30.566) states that the centers have provided them information about the possibility of performing them.
- Only 21,59% (n=10.683) of the students had previously worked in a job related to the specialty in which has been trained, compared to 73,98% (n=36.609) that have not done.
- The scores were better in the years 2004, 2006 and 2007. However, if we focus on the data referring to 2008, scores fail to exceed those in 2007, maintaining a clear decreasing trend.

##### B. *Material and Human Resources.*

- This dimension has been the most valued of all that make up the instrument, receiving an average score of 8,25. Within it, the most valued aspect has been the *experience of teachers* (8,88), whereas the worst value refers to the *physical conditions of the classroom and the center* (7,72). In the analysis of qualitative data on this dimension highlight the contributions related to the *lack of material resources* (1.805), asking for new material or assessing their condition.
- It has obtained the top scores in 2002 and 2007. However, in view of the comparison, we observe that the results for this dimension in 2008 have fallen across the board compared to previous years.

##### C. *Methodology and Learning Climate.*

- This dimension has achieved an average score 7,85 and the best valued issue has been *the good relationship with faculty* (8,91). However, the one that has reached the lowest score is related to the *implementation of external actions* (company visits, fairs, exhibitions, etc..)

(4,57). In the qualitative information, highlight observations related to *internships management* (1.623) and *teachers* (1.332).

- In 33,92% of cases (n=26.025), assessment of learning has been carried out *using real practice*, followed by *written examinations* (30,98% - n=23.766).
- It is observed that most of the scores have been declining compared to 2002. The only item which reflects a slight improvement is the one that value if the faculty has clarified the doubts, which has increased from 8,32 to 8,67 in 2008.

#### D. Overall Rating of Training.

- The *overall rate of satisfaction* (2005-08) has achieved an average score of 7,78. If we compare with other variables we find that *women* are engaged in a more positive assessment (7,93), versus men, who give an average score of 7,75. By age, the population *over 55 years* gives the best rating to the actions (8,07), while the age group that gives a lower score is the range between 25 and 34 years (7,74). By academic qualifications, those with *Primary School Certificate* give the

highest rating with 8,17, while those who held a university degree offer the lowest score (7,48).

- Following the evaluation of training performed by Training Areas <sup>x</sup> in Asturias, we observed that most rural areas are those that provide a higher score: *Southwest Area* (8,63), followed by the *East Area* (8,17) and *Northwest* (8,06). Lower average scores have been provided by Gijón and Oviedo areas with 7,84 and 7,89 points respectively.

#### E. Expected Impact.

- The most remarkable aspect has been the improvement of *supplementary general education*, with an average score of 8,14. The *improvement of employment guidance* has been the item that has received the lowest score (7,12). In the analysis of qualitative data, observations which students highlight are related to their *overall satisfaction with the learning experience* (938) and with the *influence on the employment situation* (737).

As summary, a table which shows the average score in each of the dimensions studied is included:

**Table 13. Average rating for the dimensions of the questionnaire**

AVERAGE DIMENSIONS OF THE QUESTIONNAIRE	Average
MATERIAL AND HUMAN RESOURCES	8,25
COURSE PLANNING AND MANAGEMENT	7,87
METHODOLOGY AND LEARNING CLIMATE	7,85
OVERALL RATING OF COURSE	7,84
EXPECTATIONS FOR THE COURSE	7,53

Finally, based on the comparison of the **Overall Assessment** of the training, we see that the scores have improved progressively over the years between 2002 and 2007, occurring in 2008 a general decline in the valuation of the training for the three items assessed. In relation to the **Expected Impact** should be considered that the best scores were

achieved in 2007 in all items, while the lowest were obtained in 2008.

## 6.2. Final Rating.

This article is a summary of the evaluative experience developed over 10 years, experience that could not be the subject of intermediate analysis due to timelines and paces

which, year after year, has marked the Administration responsible for charge, otherwise something common in demands for evaluation. It is now that we can provide a comprehensive set of reflections about the process lived.

- In this final phase of summing up of all the evaluation process we have to emphasize the utility of evaluation for decision making, this weak point of many evaluation programs. Thanks to the information provided, the administration officials have provided a rational and transparent system for decision making. Specifically, the evaluation results collected in successive annual reports have served to guide resource allocation to the various centers, as well as to plan appropriate training offer. Proof of its utility is that the Administration has been renewed for 10 years with the University to carry out the evaluation.
- The Evaluation Plan established at the beginning of the process and improved over the years-long experience has provided the people in charge in the Regional Administration for a global model for the evaluation of Occupational Training. Although this article focuses on one area of training evaluation, participants satisfaction, it should be noted that it is only part of a global model, which also includes the evaluation of the effects of training on employability in the short and medium term and the accreditation of responsible Institutions and Entities. These three lines of evaluation have allowed to obtain a general and contextualised picture of training processes, as well as the creation of a extensive database available to the Administration.
- Given the difficulties to access a time series of results obtained in similar processes of evaluation of occupational training implemented in other regions (Andalusia, Valencia, Euskadi), and because the data are not generally available to the public, has not been possible to contrast our results with those obtained in similar studies. Without this contrast, not definitively rule out, we turn to other criteria that support the consistency of the data presented. One is the validation of data by saturation, which manifests itself in the existence of a high stability of the information over the years and in the correspondence between quantitative and qualitative values. We have also collected some satisfaction data managers and teachers in training centers to supplement the information from the students. On the other hand, the evaluation of the satisfaction of occupational training courses reflects similar trends to the assessment processes carried out in other educational settings (positive assessment of teaching competence, difficulties related to the management of training, demand for a more practical teaching, etc.).
- Another significant consequence of the assessment maintained over the years is the creation, at the participating centers, of expectations and some sensitivity to accountability about their own programs (management, development and effects), establishing in them routines that could eventually crystallize in an institutional culture of assessment and continuous improvement. In any case, the periodic return of information to the centers on their results and the comparison with the rest has meant for them an opportunity to initiate internal review processes and improvement, involving in their discussion managers and faculty.
- We are aware that the evaluation of the "Service Quality" of a training program for unemployed, defined as ratings issued by users about the development of the training, do not set themselves up as an indicator of equal importance that the evaluation of impact (employability). Anyway, the resulting information in this process is a key element within the Global Assessment Model Training for

Employment in Asturias, as we have highlighted before, and has clearly served to improve the training program.

- Eventually we emphasize contributions and other positive effects of the evaluation process, including: the development of instrumentation for the evaluation of vocational training which can serve as reference for future designs; the increasing of prominence and influence of program participants in the operation of training centers; and accountability to the various social partners (unions, employers, etc..) and to society at large about the use and outcomes of Training policies for Employment, by providing basic information obtained.

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## NOTAS

<sup>1</sup> Council decision 2008/618/CE, July 15th of 2008, related to the guidelines for employment policies of Member States.

<sup>1</sup> Council decision 2008/618/CE, July 15th of 2008, related to the guidelines for employment policies of Member States.

<sup>1</sup> Decree 190/1999 (BOPA January 7th of 2000) and the Royal Decree 2088/1999 (BOE February 4th of 2000).

<sup>1</sup> In this article we refer to this 2nd target.

<sup>1</sup> Students trained in the public Vocational Training Centers are out of this population, as they follow a parallel procedure (De Miguel; San Fabián and Belver Domínguez 2009).

<sup>1</sup> The items related to the course Organisation and management and processing of documentation by the center, could not be compared with the first two years due to changes in the satisfaction questionnaire. The item Processing of Documentation was not collected in the questionnaire prior to 2004. In the case of Course Planning and Management in 2002 and 2003 was analyzed from two different dimensions, Course Planning and Human Resources, respectively. Since 2004, these indicators are analyzed from the dimension of the *Course Planning and Management*, including only within the dimension *Human Resources* issues that relate to the professional work of staff.

<sup>1</sup> It should be noted that in this question one can choose more than one option. Therefore, the frequency response (76.733) exceeds the sample (49.485).

<sup>1</sup> They will be referred according to the existing classification in each year under review.



<sup>1</sup> The score for the rest of Professional Branches can be found in reports of satisfaction for each year of study held by the Directorate General of Vocational Training of the Principality of Asturias, the entity that subsidizes the evaluation of this training.

<sup>1</sup> These results correspond to the years 2005-2008, as earlier results have not been produced about it.

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## ANNEX 1 - QUESTIONNAIRE

 <b>GOBIERNO DEL PRINCIPADO DE ASTURIAS</b> CONSEJERÍA* DE EDUCACIÓN Y CIENCIA	<b>CUESTIONARIO DIRIGIDO A LOS ALUMNOS DE LOS CURSOS DEL PLAN DE FORMACIÓN E INSERCIÓN PROFESIONAL</b>																				
Nombre del Centro  Nº de censo:  Nº de curso:	<p style="text-align: center;"><b><u>NORMAS DE CUMPLIMENTACIÓN DEL CUESTIONARIO</u></b></p> <ul style="list-style-type: none"> <li>● No usar cuestionarios fotocopiados.</li> <li>● No doblar los cuestionarios a la mitad ni por las esquinas.</li> <li>● Cubrir con lápiz negro, no con bolígrafos de colores claros (rasa, verde, rojo, etc.) ni con rotulador, pues la tinta traspasa la hoja de respuestas.</li> <li>● Si algún ítem no tiene ninguna relación con el curso que has realizado puedes dejarlo en blanco</li> </ul>																				
<p style="text-align: center;"><b>A. SEÑALA TU GRADO DE ACUERDO CON LAS SIGUIENTES AFIRMACIONES SOBRE EL CURSO REALIZADO</b></p> Código del curso: Denominación del curso:																					
<b>Valoración del Curso</b>																					
<b>Razones por las que te has matriculado en este Curso</b>																					
1. Para obtener un certificado	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2. Para adquirir alguna experiencia laboral	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. Porque está subvencionado (no tengo que pagar por la asistencia)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. Me parece Interesante para ampliar mis conocimientos profesionales	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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5. Para facilitar mi inserción en el mercado laboral	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Planificación y gestión del curso</b>																					
8. Al inicio nos explicaron con claridad los objetivos y organización del curso	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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7. Los contenidos del curso se adaptan a mis necesidades e intereses	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8. La duración del curso se ajusta al contenido	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9. El horario del curso ha sido adecuado	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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10. Ha existido coordinación entre los diferentes profesores participantes (contestar sólo si hay más de un profesor)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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11. La enseñanza (teórica y práctica) se ha desarrollado con las suficientes medidas de seguridad	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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12. El curso ha estado bien organizado y gestionado por el centro	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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13. La tramitación de la documentación del curso por parte del centro (becas, transporte...) ha sido eficiente	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Recursos (Materiales y Humanos)</b>																					
14. Las condiciones físicas del aula y del centro han sido las adecuadas	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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15. Los materiales utilizados en clase han sido útiles e interesantes	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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16. Los profesores que han impartido la teoría son buenos docentes	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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17. Los profesores que han impartido la parte práctica son competentes	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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18. Los profesores tienen experiencia profesional en el ámbito del curso	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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19. El director/a del centro resuelve los problemas que surgen	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Metodología y Clima de Aprendizaje</b>																					
20. Los contenidos se han explicado con claridad	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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21. Los ejercicios prácticos realizados han sido interesantes y útiles	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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22. Los profesores han aclarado mis dudas y me han ayudado cuando tenía dificultades	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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23. He podido seguir bien el ritmo de trabajo	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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24. Ha habido una buena coordinación entre las clases teóricas y las clases prácticas	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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25. Los profesores han conseguido motivarme e interesarme	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1</td><td style="width: 10%;">2</td><td style="width: 10%;">3</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">6</td><td style="width: 10%;">7</td><td style="width: 10%;">8</td><td style="width: 10%;">9</td><td style="width: 10%;">10</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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26. He tenido buena relación con los profesores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. El nivel de participación de los alumnos en el grupo ha sido alto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. El desigual nivel de conocimientos de los alumnos ha dificultado el avance del curso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Todos los alumnos han mostrado estar interesados en el curso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Me han informado de mis progresos y errores a lo largo del curso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Las relaciones entre compañeros han sido buenas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Se han realizado actuaciones externas para ampliar nuestra formación y experiencia (visitas a empresas, ferias, exposiciones, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Valoración General</b>										
33. El curso me ha parecido muy interesante	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. El centro apoya mi inserción profesional (da orientación profesional, crea bolsas de empleo, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Puntuación global que darías al curso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Considero que el curso puede contribuir a:</b>										
36. Mi inserción laboral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Mejorar mi cualificación profesional en una especialidad concreta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Adquirir experiencia profesional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Mejorar mi orientación laboral (conocimiento del mundo laboral, técnicas de búsqueda de empleo, autoempleo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Mejorar mi formación general complementaria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. VARIABLES DE CLASIFICACIÓN</b>										
<b>1. Sexo:</b> Hombre Mujer	<b>5. Durante el curso, ¿has estado recibiendo otro tipo de formación?</b> No Sí. ¿cuál?									
<b>2. Edad</b> Entre 16 y 18 años Entre 19 y 21 años Entre 22 y 24 años Entre 25 y 34 años Entre 35 y 44 años Entre 45 y 54 años Más de 55 años	<b>6. ¿Qué otra formación te gustaría recibir?</b>									
	<b>7. ¿La elección de este curso ha tenido un carácter preferente para ti?</b> No Sí									
	<b>8. ¿Te interesa hacer prácticas en empresas?</b> No Sí									
<b>9. Titulación Académica</b> Licenciatura Universitaria Diplomatura Universitaria Ciclos Formativos de Grado Superior (Técnico especialista ; Maestría Industrial) Bachillerato Ciclos Formativos de Grado Medio (Técnico auxiliar / Oficialía Industrial) Graduado Escolar / Bachiller Elemental con reválida / EGB / ESO Programa de Garantía Social Certificado de estudios primarios (EGB sin título / Bachiller elemental sin reválida) Estudios primarios incompletos Sin escolarizar	<b>9. ¿El centro te ha informado de la posibilidad de realizar prácticas en empresas?</b> No Sí									
	<b>10. ¿Estás realizando o tienes previsto realizar prácticas en empresas relacionadas con el curso?</b> No Sí									
	<b>11. ¿Has trabajado antes en la especialidad que estás aprendiendo?</b> No Sí									
<b>4. ¿Has participado en otros programas formativos durante los últimos 5 años?</b> No Sí	<b>12. ¿Cómo ha evaluado vuestros aprendizajes el personal docente?</b> Con exámenes escritos Realización de trabajos escritos Realización de prácticas (reales) Fichas de seguimiento individual de cada alumno Entrevistas con profesores Autoevaluación por parte de los alumnos No los han evaluado									
<b>C. ESCRIBE TODAS AQUELLAS OBSERVACIONES O SUGERENCIAS (POSITIVAS Y NEGATIVAS) QUE SIRVAN PARA MEJORAR LOS CURSOS</b>										

## ABOUT THE AUTHORS / SOBRE LOS AUTORES

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<b>Abstract / Resumen</b>	<p><i>This article is a summary of the research developed to evaluate Satisfaction of Participants in the training activities promoted by the Plan Training for Employment (FPE) of the Principality of Asturias during the period between 2002 and 2008. To carry out this research we have performed an observational study based on surveys using a methodological design that can be defined as preordained, selective and of repeated measures. Replication of this design for over seven years and breadth of the samples used are two clear strengths of the work to provide consistency and credibility to the results obtained. Outcomes obtained can overall demonstrate a high level of participants' satisfaction with training activities promoted by that plan, although clear differences are detected according to different classification variables used in the study (sex, age, professional group, specialty, etc.). The analysis of qualitative information collected allows also to have a set of very useful comments and suggestions when formulating proposals for improving the training actions implemented. The high similarity between the data obtained in the seven assessments over the years support the validity of the findings and recommendations which, in each case, are set for the improvement of the educational program evaluated.</i></p> <p>Este artículo constituye una síntesis de la investigación realizada para evaluar la Satisfacción de los Participantes en las acciones formativas promovidas por el Plan de Formación Profesional para el Empleo (FPE) del Principado de Asturias durante el período comprendido entre los años 2002 y 2008. Para llevar a cabo esta investigación hemos realizado un estudio observacional basado en encuestas utilizando un diseño metodológico que puede ser tipificado como preordenado, selectivo y de medidas repetidas. La replicación de este diseño a la largo de siete años y la amplitud de las muestras utilizadas constituyen dos fortalezas claras del trabajo que aportan consistencia a la investigación realizada y credibilidad a los resultados obtenidos. Los resultados obtenidos permiten acreditar globalmente un elevado índice de satisfacción de los participantes con las acciones formativas promovidas por el citado Plan, aunque también se detectan diferencias claras según las diversas variables de clasificación utilizadas en el estudio (sexo, edad, familia profesional, especialidad, etc.). El análisis de la información cualitativa recabada permite, igualmente, disponer de un conjunto de observaciones y sugerencias muy útiles a la hora de formular propuestas de mejora de las acciones formativas implementadas. La elevada similitud entre los datos obtenidos en las siete evaluaciones realizadas durante estos años avalan la validez de los resultados y de las recomendaciones que en cada caso se establecen para la mejora del programa educativo que es objeto de evaluación.</p>
<b>Keywords / Descriptores</b>	<i>Training evaluation, assessment of satisfaction, job training evaluation</i> Evaluación de la formación, evaluación de la satisfacción y formación para el empleo.
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