

The **I**nternational **D**imension of CENTRES OF VOCATIONAL EXCELLENCE (**ID-CoVEs**)

Building a strong international cooperation dimension on Vocational Excellence

13th July 2022

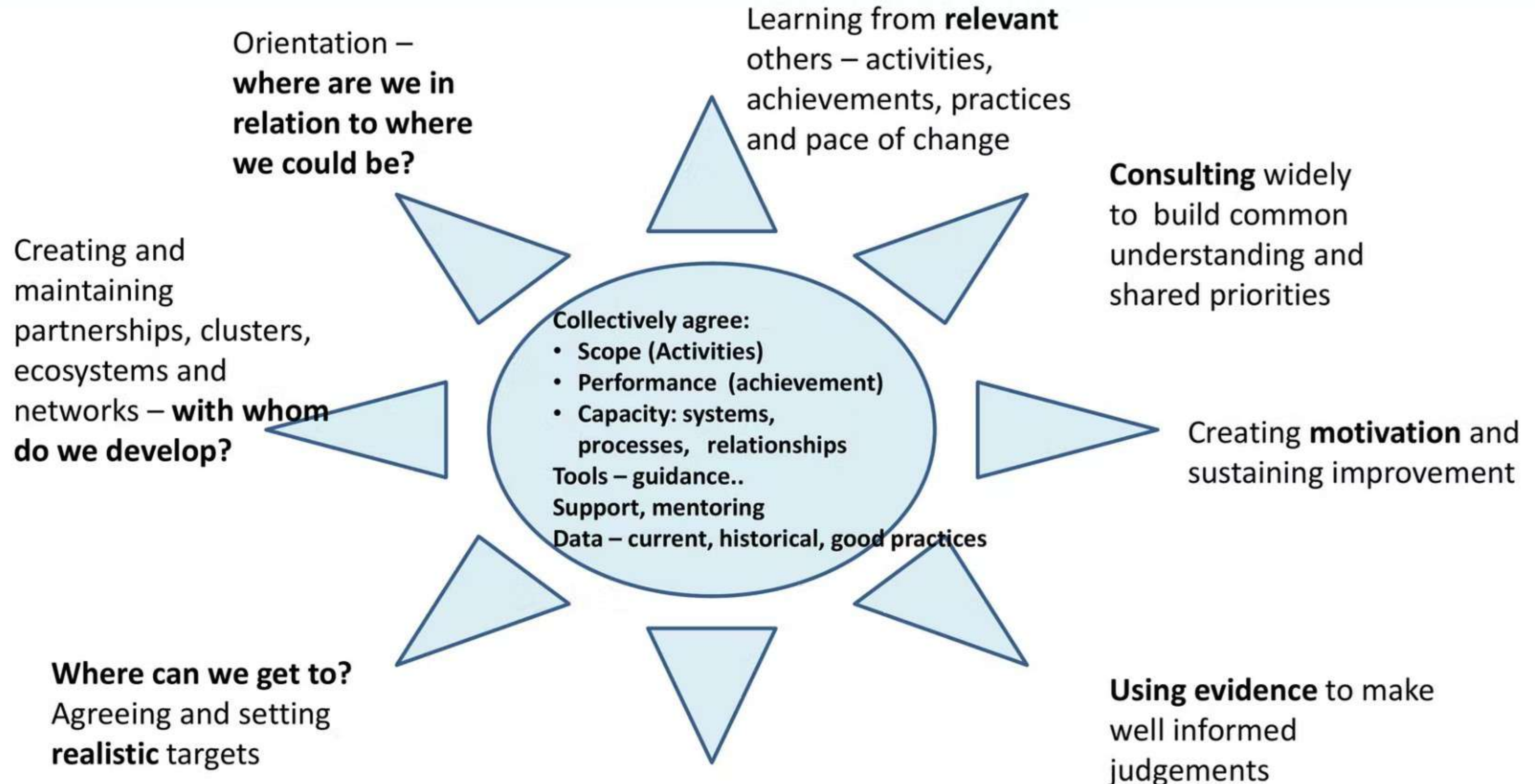
Julian Stanley

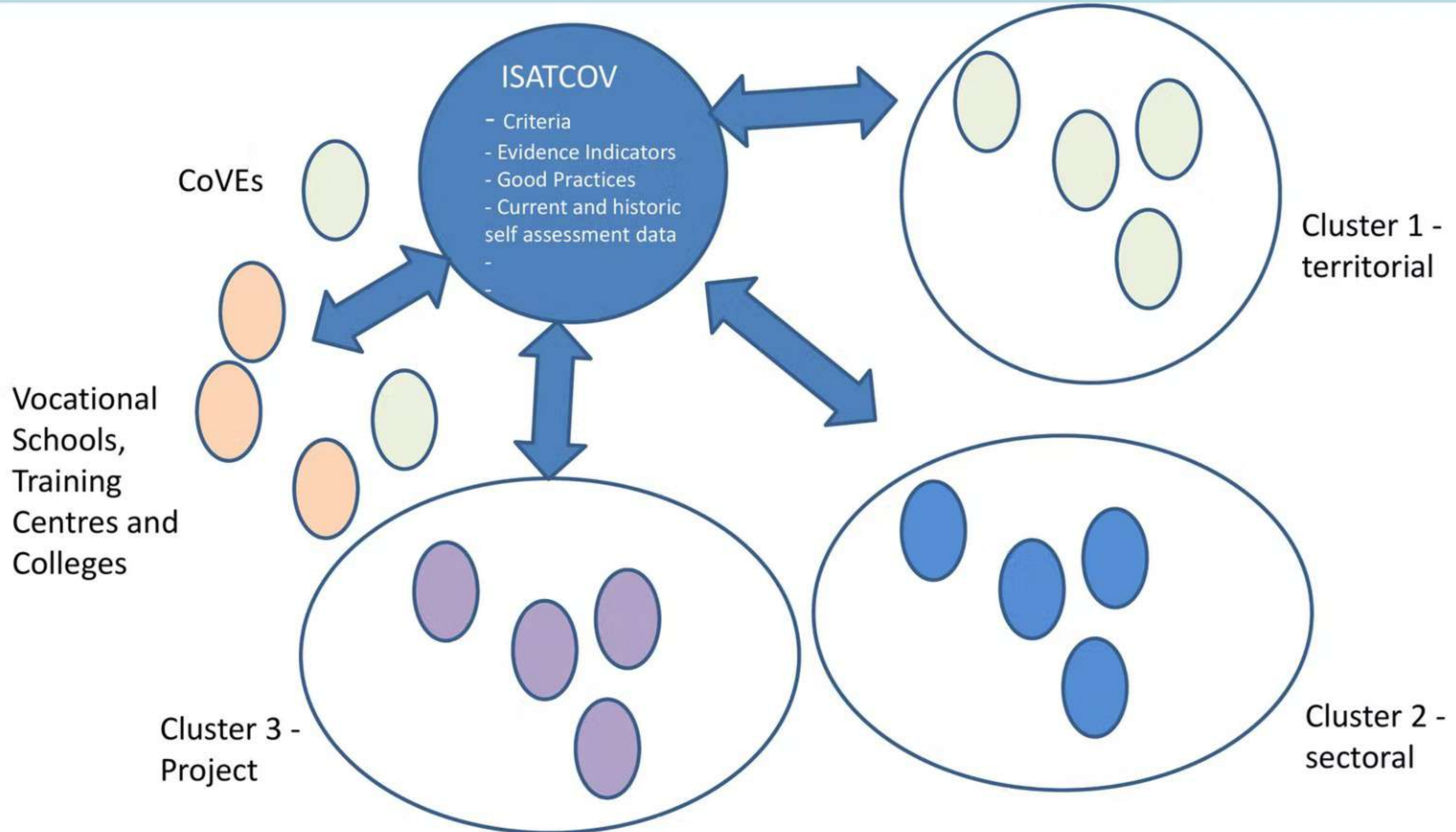
The **I**nternational **D**imension of **CENTRES OF VOCATIONAL EXCELLENCE** (**ID-CoVEs**)

Building a strong international cooperation dimension on Vocational Excellence

FOUR WORK PACKAGES:

1. Creating an international vocational excellence quality and development tool 
 - Support the development of CoVEs
 - Transmit Vocational Excellence
2. Explore the feasibility of a Quality award on Vocational Excellence 
 - Recognize efforts and provide visibility
 - Motivate and support international collaboration
3. Building evidence to support vocational excellence for the digital and green transitions 
 - Investigate influential policies and practices
 - Identify impactful factors
4. Policy support activities and capacity building

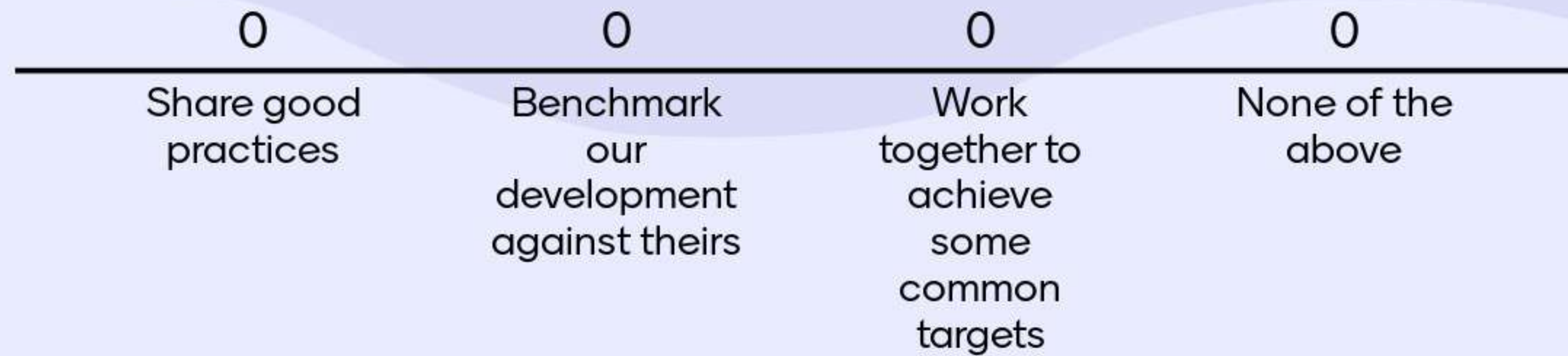




Q1. With whom does your institution want to develop? With whom do you want to cooperate? (multiple choice)



Q2. What kind of cooperation with other VET providers would you like? (multiple choice)



- Excellence in scope



Range and extent of objectives, activities, functions and partners

- Excellence in performance



Quality of resources, processes and results for stakeholders

- Capacity for excellence



Systems, relationships, culture, knowledge, vision

GETTING THE BALANCE RIGHT

Development



Referencing or benchmarking

Self-knowledge



Tool for action and engagement

Flexible adjustable tool



Systemic standard for
community of practice

Easy and quick



Informative and probing

Simplicity



Complexity



GUIDING PRINCIPLES

- ISATCOV should reflect Erasmus plus 'activities' that contribute to excellence of CoVEs – (20 activities)
- CoVEs should consult widely with internal and external actors and stakeholders when gathering evidence about their own level of development
- Activities, good practices, capacity and level of achievement of CoVEs should be shared internationally - through criteria and evidence indicators - to inform and guide CoVE self-assessment
- ISATCOV should structure and analyse 'vocational excellence' and be a tool that facilitates self-assessment
- ISATCOV should be dynamic – new evidence indicators and evidence can be added by CoVEs and shared
- Each CoVE should have freedom to judge relevance of evidence that informs judgement about excellence

Is this a credible conceptual basis?

Vocational Excellence is 'distributed': it is multi-dimensional, in development and belongs to a community of practitioners. The purpose of ISATCOV is to renew, share and make use of what is **agreed** about 'vocational excellences' to support collaborative improvement.

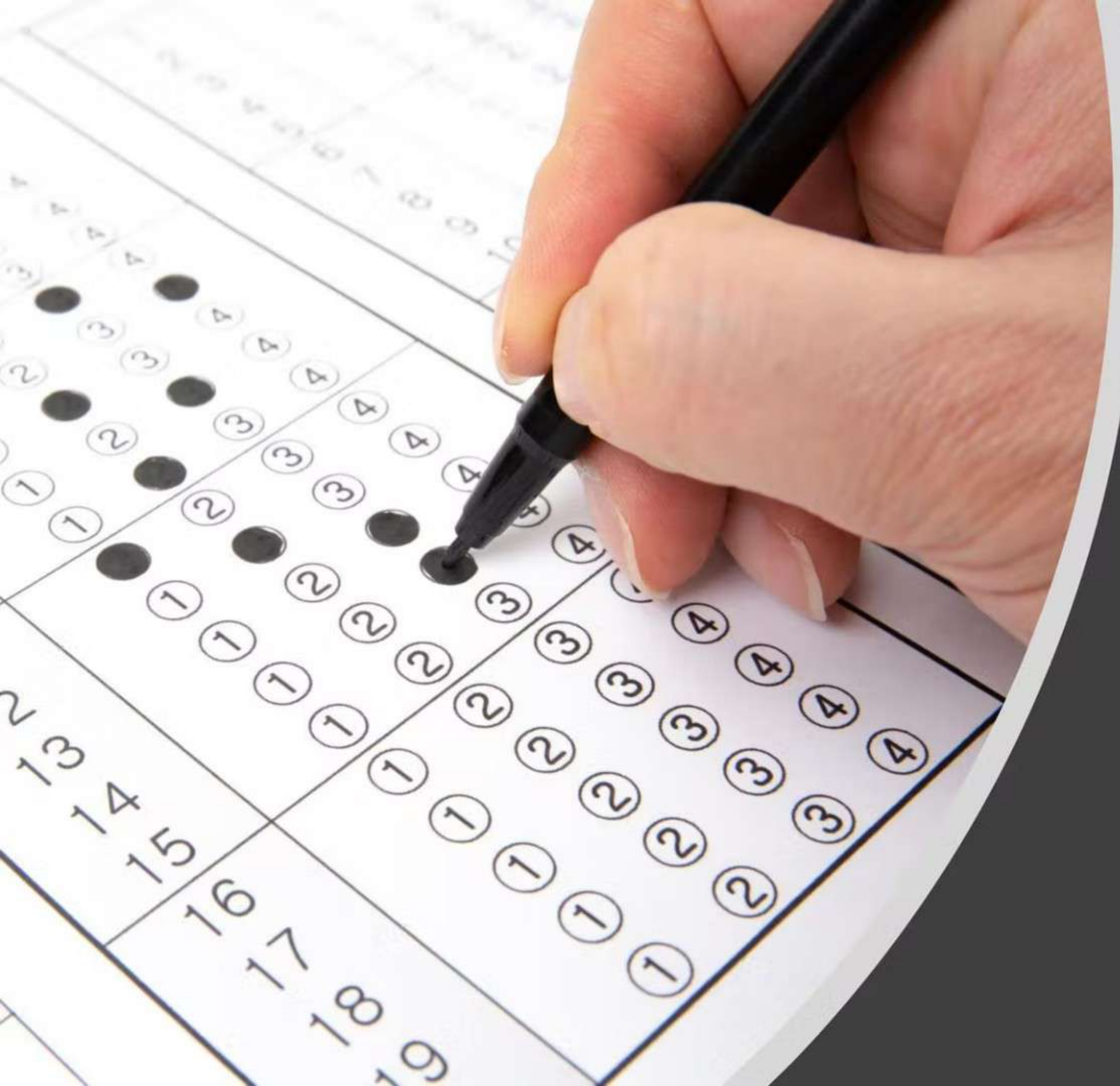
CoVEs are skills providers/vocational schools or centres that coordinate or clusters of providers that:

- model
- transmit
- and lead the development of excellence..

ISATCOV will help skills providers to understand and extend their 'zone' of development – so that with internal and external collaboration and support they can enlarge their scope and improve their capacity and their impact.

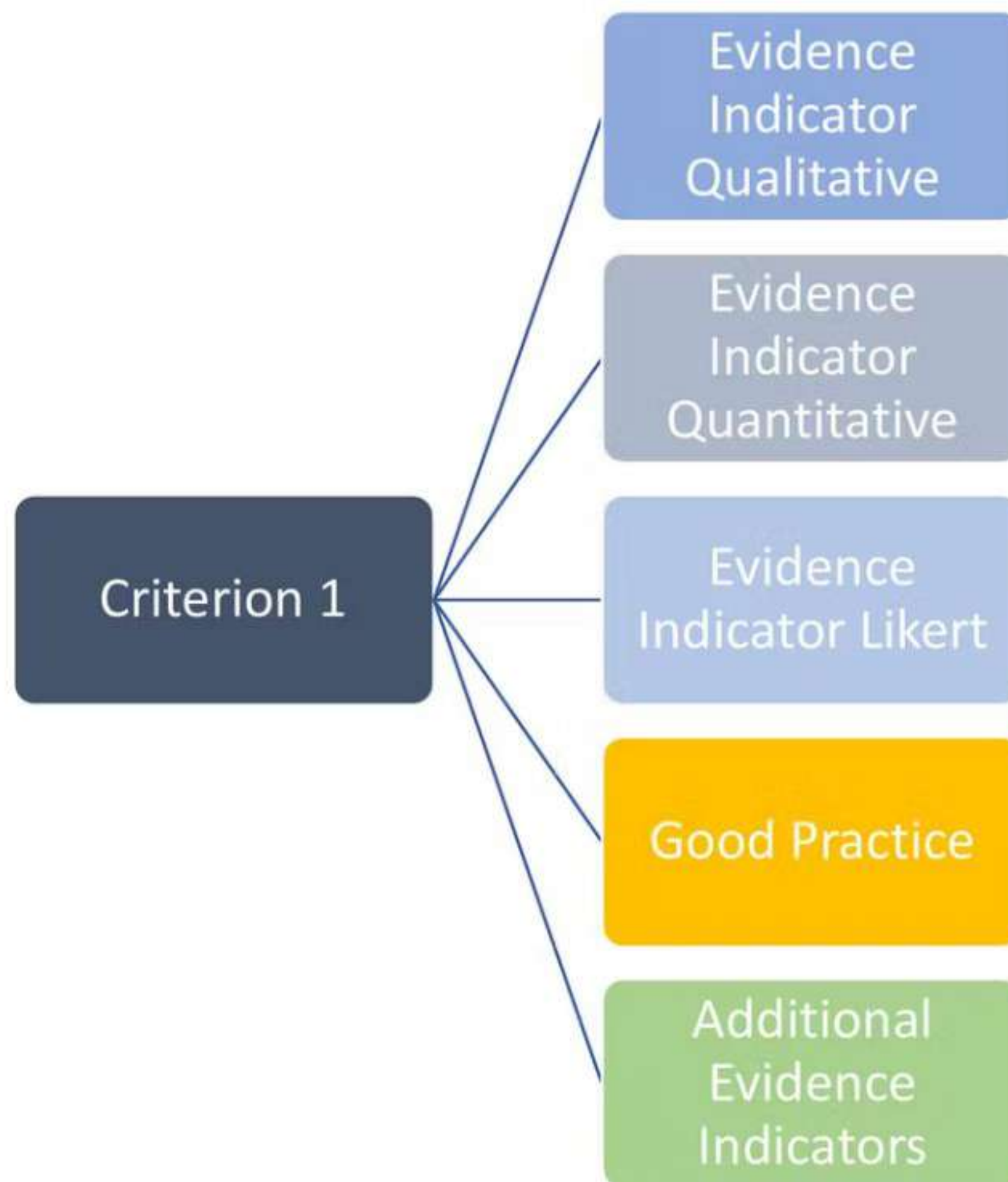
Any comments on the concepts of CoVEs and the self-assessment tool?





Criteria and Evidence Indicators

CRITERIA AND EVIDENCE INDICATORS



Teaching and learning - criteria

1. *Skills provision is relevant and responsive to the labour market*
2. *Lifelong learning, transition and progression are supported in an inclusive and comprehensive manner*
3. *Enables green transition and operates sustainably*
4. *Provides relevant digital skills: coding and programming; key digital competences and digital skills related to academic subjects and vocational occupations.*
5. *Teachers and learners integrate digital and on-line learning into teaching, learning and assessment in all environments and programmes in accordance with their needs*
6. *Includes and engages all learners and potential learners in all of its activities and communities, and acts to remove barriers, compensate for disadvantage and to adapt and tailor curriculum and teaching to support success for all.*
7. *Provides careers education and guidance to all potential and current learners, explicitly addressing careers stereotypes and tailoring support to individual and group needs.*
8. *Curricula are renewed, developed and modified to take account of international, national and local needs of employers and learners.*
9. *Teachers and trainers have mastered a wide range of pedagogies, learning resources, methods of assessment and educational technologies for VET and they collaborate to improve and innovate teaching and learning throughout the CoVE.*
10. *Recognises, validates, valorises and documents learning and skills, wherever and whenever they are acquired, applied or assessed.*

Partnership and Coordination - criteria

1. *Collaborates sustainably and effectively with enterprises to design, deliver and improve training and skills acquisition*
2. *Collaborates with SMEs to provide them with tailor-made skills, support, services and expertise*
3. *Teaches enterprise competences to all and entrepreneurship is facilitated extensively in partnership with other organisations*
4. *Collaborates with enterprises and innovation/technology/research centres to conduct, apply and diffuse innovation and research*
5. *Collaborates internationally to provide skills, develop resources, staff and curriculum with international value*
6. *Collaborates with other organisations to raise awareness and attractiveness of VET*
7. *Collaborates with other skills providers to develop and share resources, provide skills, staff and curriculum and to develop as a learning organisations*

Governance and funding- criteria

1. *Exercises sufficient autonomy to fulfil its own mission, exercising governance and leadership that fully engage all stakeholders at all levels*
2. *Engages actively in the development of national, regional and international skills systems.*
3. *Jointly creates and coordinates a skills ecosystem with a strategic approach to innovation, smart specialisation and industrial development*
4. *Funding needs for all activities are met from multiple sources in a sustainable and fully accountable manner.*
5. *Infrastructure, technology, buildings and other resources reflect those of corresponding industries and professions for which skills are being developed*
6. *Develops strategically, inclusively and systematically as a learning organisation, making use of feedback and review and employing quality assurance mechanisms in line with EQAVET principles*

Choosing criteria and comparators

Select Criteria

- Select Criteria
- Select Evidence Indicators

Select 'comparator'

- Named Organisations (Cluster)
- Select comparison type, e.g. sector, size

Evidence Indicators –selected, can be supplemented..

EXAMPLES OF TYPES OF EVIDENCE INDICATORS

Regular comprehensive graduate tracer studies every year YES/NO

% of graduates that achieve qualifications based on occupational standards %

Employers judge that programmes are relevant to their needs Likert

New curriculum was developed in partnership with ABC Enterprise (XYZ CoVE)

Assign to relevant actor or stakeholder..

Each CoVE makes their own judgement on Criteria after an internal discussion taking the evidence indicators into account

Criteria are fixed and systemic – scores are composites and compared widely...

CRITERION

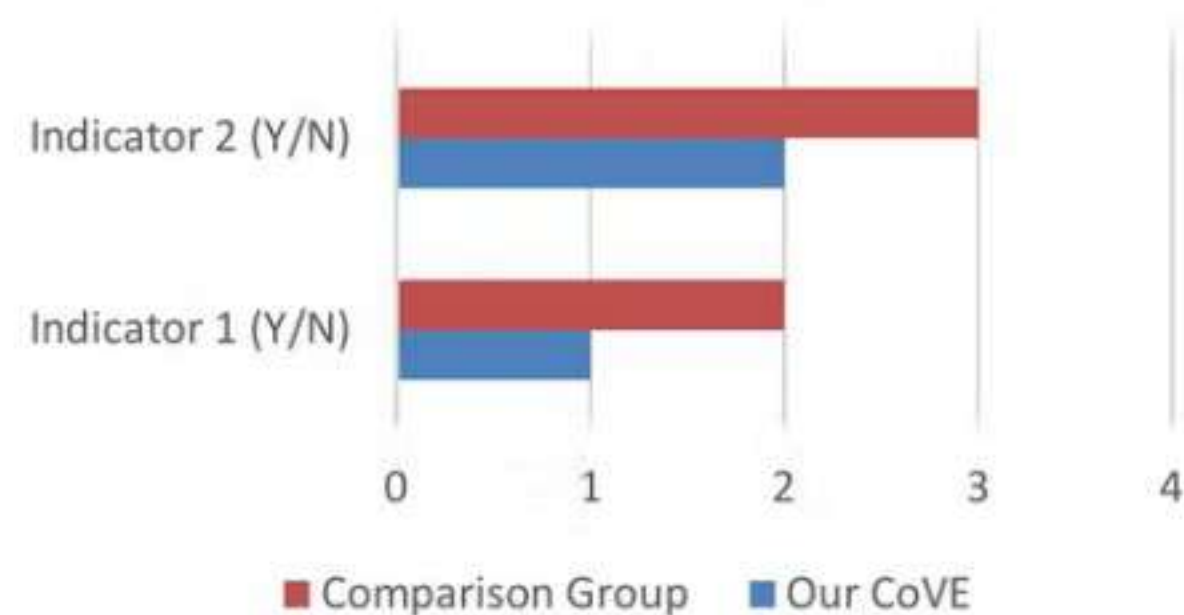
Skills provision is relevant and responsive to the labour market

0 = Skills have no or little relevance

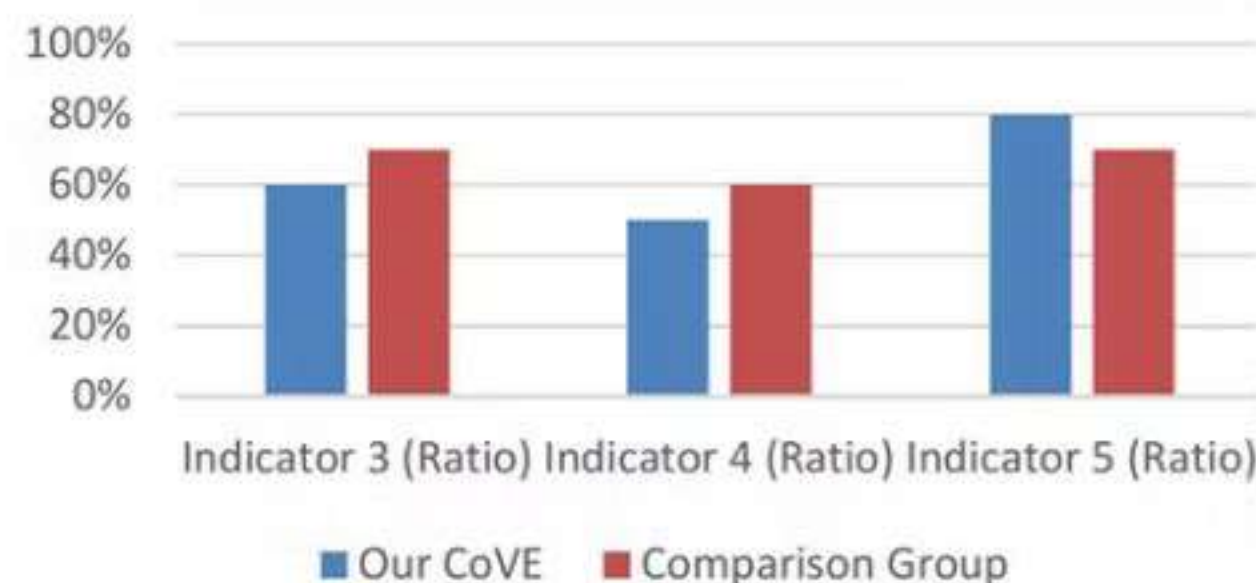
5 = skills have high & proven relevance

Assign to representative 'self-assessment team'

Qualitative Judgements



Quantitative Indicators



Assessments by Stakeholders – Likert Questions



Examples of good practice

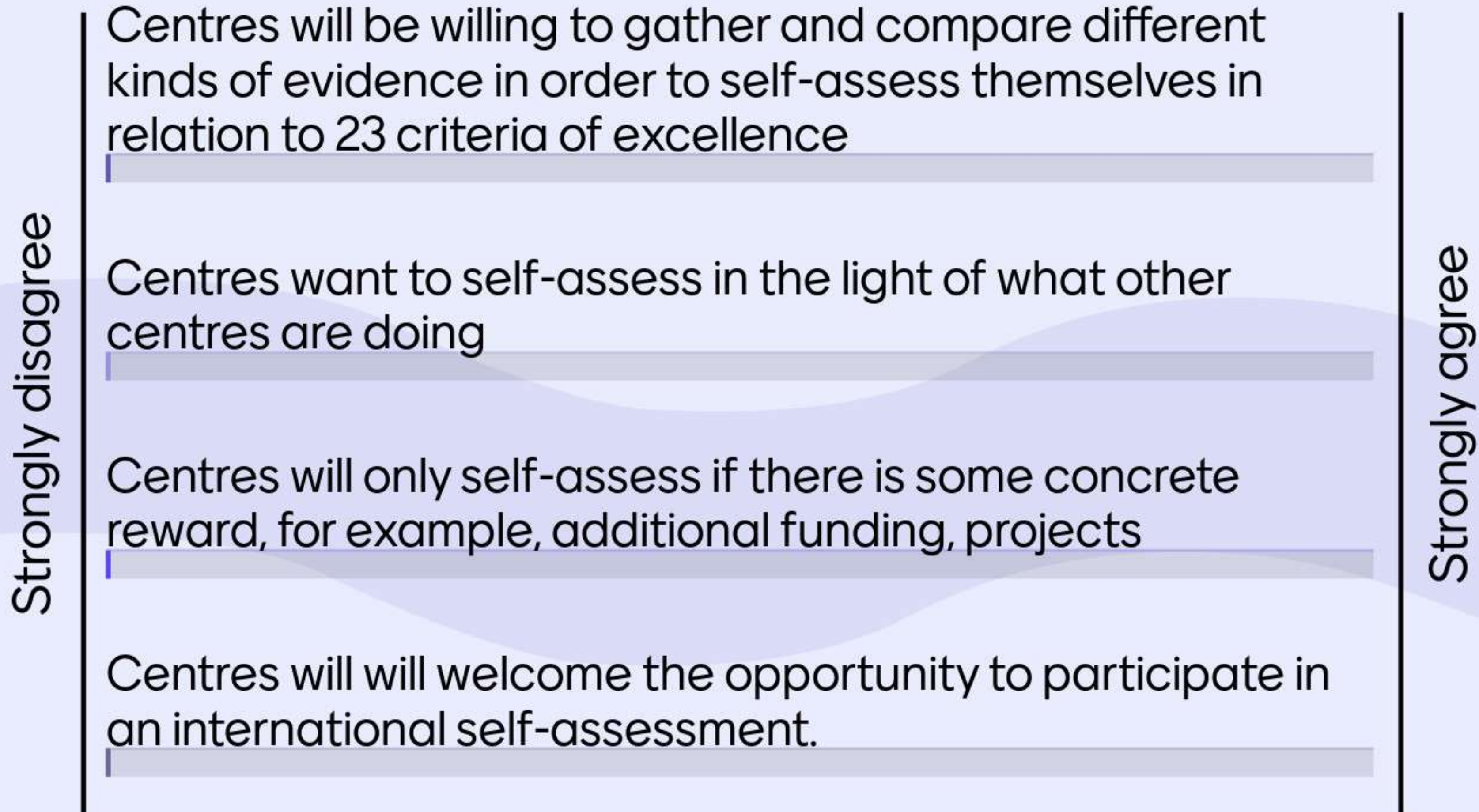
- New curriculum was developed in partnership with Oil Producers (XYZ CoVE)
- Over the past years nearly 1350 aircraft technicians were trained through joint project work carried out together with ISKUR (Turkish Employment Agency) in both Nevsehir and Istanbul who were trained to be employed at MROs (Maintenance and Repair Organizations) of Turkish Airlines. The trainees were high school graduates with required skills. 90% of the trainees were employed (Turkey, 266)



Skills provided are relevant to labour market



Will ISATCoV meet the needs of centres?



Evidence Indicators –selected, can be supplemented..

EXAMPLES OF TYPES OF EVIDENCE INDICATORS

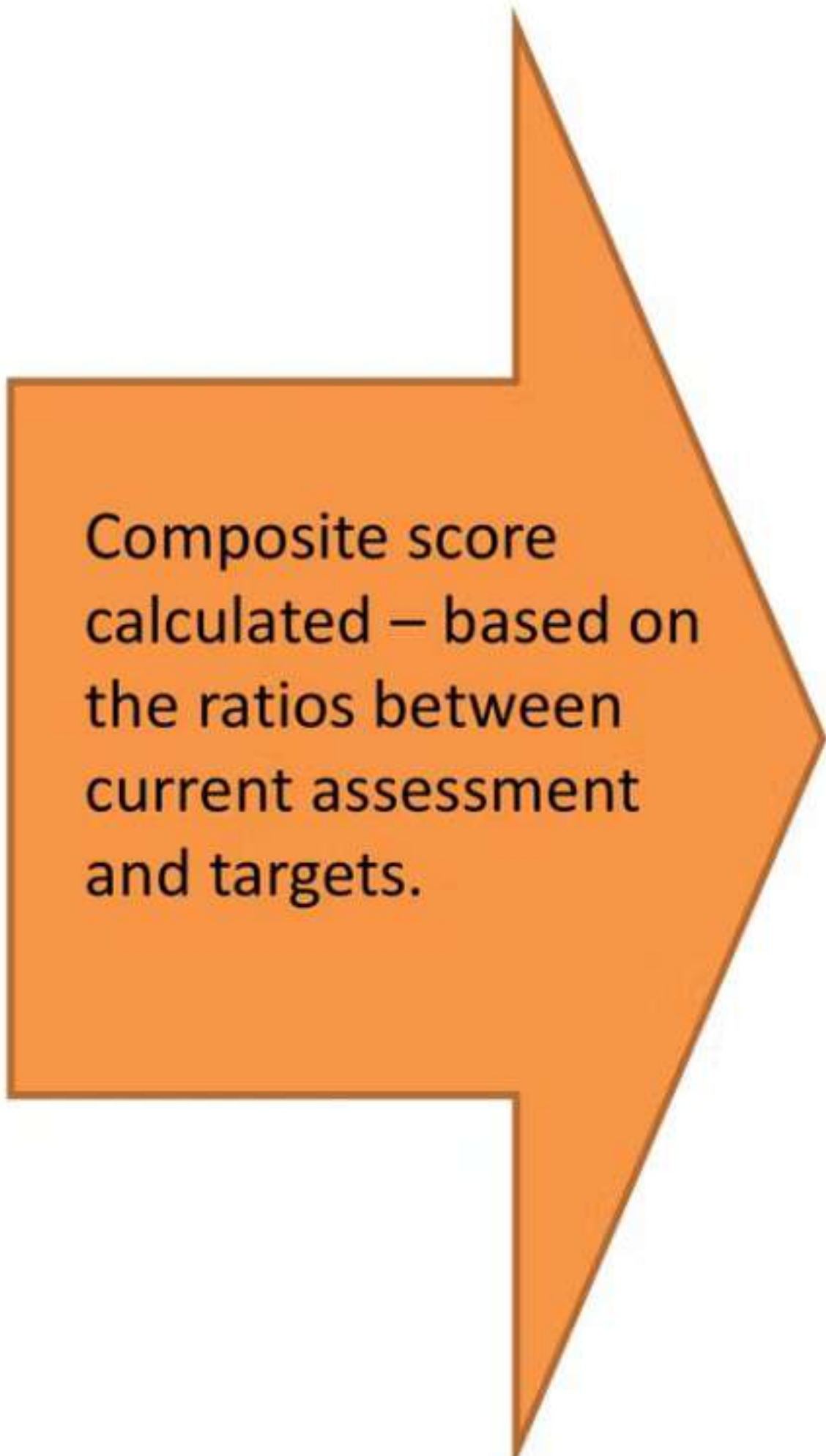
Regular comprehensive graduate tracer studies every year YES/NO

% of graduates that achieve qualifications based on occupational standards %

Employers judge that programmes are relevant to their needs Likert

New curriculum was developed in partnership with ABC Enterprise (XYZ CoVE)

Assign to relevant actor or stakeholder..



Composite score calculated – based on the ratios between current assessment and targets.

Criteria are fixed and systemic – scores are composites and compared widely...

CRITERION

Skills provision is relevant and responsive to the labour market

Score = 0.6

Score generated by an algorithm – self-assessment in relation to target for all selected evidence indicators

Should the tool calculate a composite score for each criterion – based on the sum of the ratios between the current assessment and the target?



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Session 2

Review of Criteria and Evidence Indicators

Julian Stanley

Teaching and learning - criteria

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7. *Provides careers education and guidance to all potential and current learners, explicitly addressing careers stereotypes and tailoring support to individual and group needs.*
8. *Curricula are renewed, developed and modified to take account of international, national and local needs of employers and learners.*
9. *Teachers and trainers have mastered a wide range of pedagogies, learning resources, methods of assessment and educational technologies for VET and they collaborate to improve and innovate teaching and learning throughout the CoVE.*
10. *Recognises, validates, valorises and documents learning and skills, wherever and whenever they are acquired, applied or assessed.*

Partnership and Coordination - criteria

1. *Collaborates sustainably and effectively with enterprises to design, deliver and improve training and skills acquisition*
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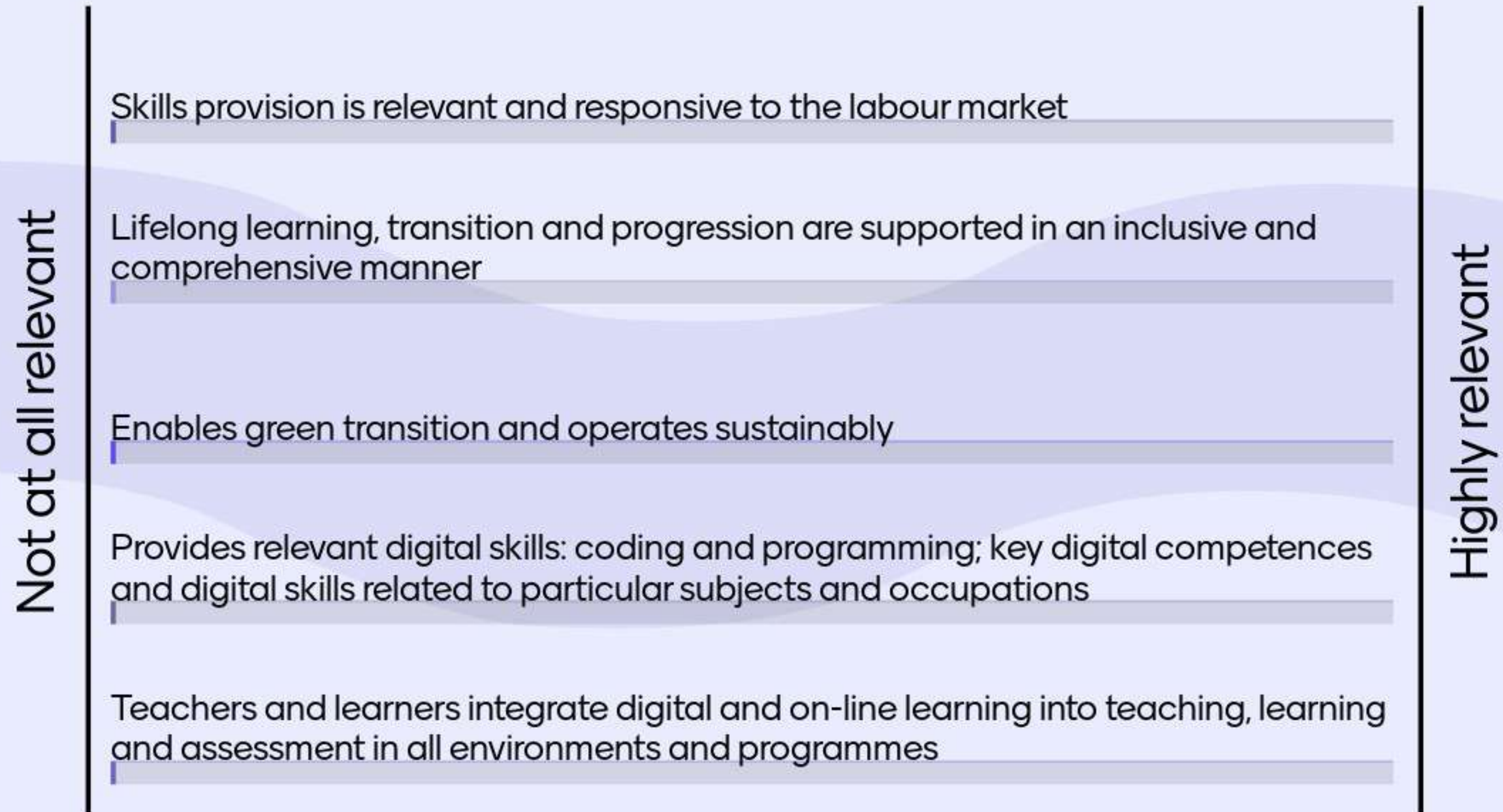
Governance and funding- criteria

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5. *Infrastructure, technology, buildings and other resources reflect those of corresponding industries and professions for which skills are being developed*
6. *Develops strategically, inclusively and systematically as a learning organisation, making use of feedback and review and employing quality assurance mechanisms in line with EQAVET principles*

What are your views?



Q9.A1 How relevant are the following criteria to the current development objectives of your centre? - Focus on Teaching and Learning



Q9.A2 How relevant are the following criteria to the current development objectives of your centre? - Focus on Teaching and Learning - continued

Not at all relevant

Includes and engages all learners and potential learners in all of its activities and communities, and acts to remove barriers..

Provides careers education and guidance to all potential and current learners, explicitly addressing careers stereotypes and tailoring support

Curricula are renewed, developed and modified to take account of international, national and local needs of employers and learners.

Teachers have mastered wide range of pedagogies, learning resources, methods of assessment and technologies and they collaborate to improve

Recognises, validates, valorises and documents learning and skills, wherever and whenever they are acquired, applied or assessed.

Highly relevant



Q9.B How relevant are the following criteria to the current development objectives of your centre? - Focus on partnership and coordination

Not at all relevant

Collaborates sustainably and effectively with enterprises to design, deliver and improve training and skills acquisition

Collaborates with SMEs to provide them with tailor-made skills, support, services and expertise

Teaches enterprise competences to all and entrepreneurship is facilitated extensively in partnership with other organisations

Collaborates with enterprises and innovation/technology/research centres to conduct, apply and diffuse innovation and research

Collaborates internationally to provide skills, develop resources, staff and curriculum of international value

Collaborates with other organisations to raise awareness and attractiveness of VET

Collaborates with other centres to develop and share resources, provide skills, staff and curriculum and to develop as a learning organisation

Highly relevant



Q9.C How relevant are the following criteria to the current development objectives of your centre? - Focus on governance and funding

Not at all relevant

Exercises sufficient autonomy to fulfil its own mission permitting governance and leadership that fully engage all stakeholders at all levels

Engages actively in development of national, regional and international skills systems.

Jointly creates and coordinates a skills ecosystem with a strategic approach to innovation, smart specialisation and industrial development

Funding needs for all activities are met from multiple sources in a sustainable and fully accountable manner.

Infrastructure, technology and other resources reflect those of corresponding industries and professions for which skills are being developed

Develops strategically, inclusively and systematically as a learning organisation, making use of feedback and review and QA in line with EQUAVET.

Highly relevant



Qualitative 'objective judgements'

From ENESAT:

- A3a) School or centre systematically develops and updates a catalogue of training programmes designed to meet the needs of identified employers for both initial and continuing vocational training.
- E2b) The school or centre has developed or modified its curriculum or the range of programmes that it offers in response to labour market analysis in the last three years.
- A3c) Tracer studies demonstrate that at least 30% of graduates enter employment or self-employment or further study in sector related to their programme.
- E1a) The school or centre gathers and analyses labour market knowledge (for example, information on employers' needs) to inform its work.
- E3a) The specialist programmes offered by the school or centre match well with the current and future employment needs of local and regional enterprises.

Other:

- All programmes include at least 10% of work based learning
- Regular comprehensive graduate tracer studies carried out every year
- Skills surveys carried out every 3 years
- CoVE collaborates in sustained way with other CoVEs or skills providers to develop or make use of labour market knowledge or to adapt curriculum and skills offer to meet needs of labour market
- **Add your own evidence indicator**

Quantitative: Percentages & Ratios

- % of graduates that find employment within year (Solity)
- Number of graduates who had a long-term contract / Total number of graduates who found a job. (Solity)
- Number of graduates / Number of trainees (Solity)
- % graduates that enter sector corresponding to their profile (within 1 year)
- % graduates that enter further education to follow programme corresponding to sector matching their profile
- Number of graduates as % of Number of trainees (Solity)
- Number of incoming trainees in a given domain / Labour force in this domain from the territory (Solity)
- Trainees that have been employed in the employment zone of their home within six months after they left the training / Trainees that have been employed within six months after they left their training (Solity)
- **Add your own ratio or percentage**

Normative judgement by actors or stakeholders

(Likert Scale)

- Employers judge that programmes are relevant to their needs
- Employers judge that skills of graduates are appropriate
- Learners judge that the skills they have learnt will help them gain employment
- Graduates judge that skills they acquired helped them to gain employment

[Add others using template..](#)

Good Practice examples

- New curriculum was developed in partnership with Oil Producers (XYZ CoVE)
- Over the past years nearly 1350 aircraft technicians were trained through joint project work carried out together with ISKUR (Turkish Employment Agency) in both Nevsehir and Istanbul who were trained to be employed at MROs (Maintenance and Repair Organizations) of Turkish Airlines. The trainees were high school graduates with required skills. 90% of the trainees were employed (Turkey, 266)

[Add your own examples](#)

Reference models or frameworks

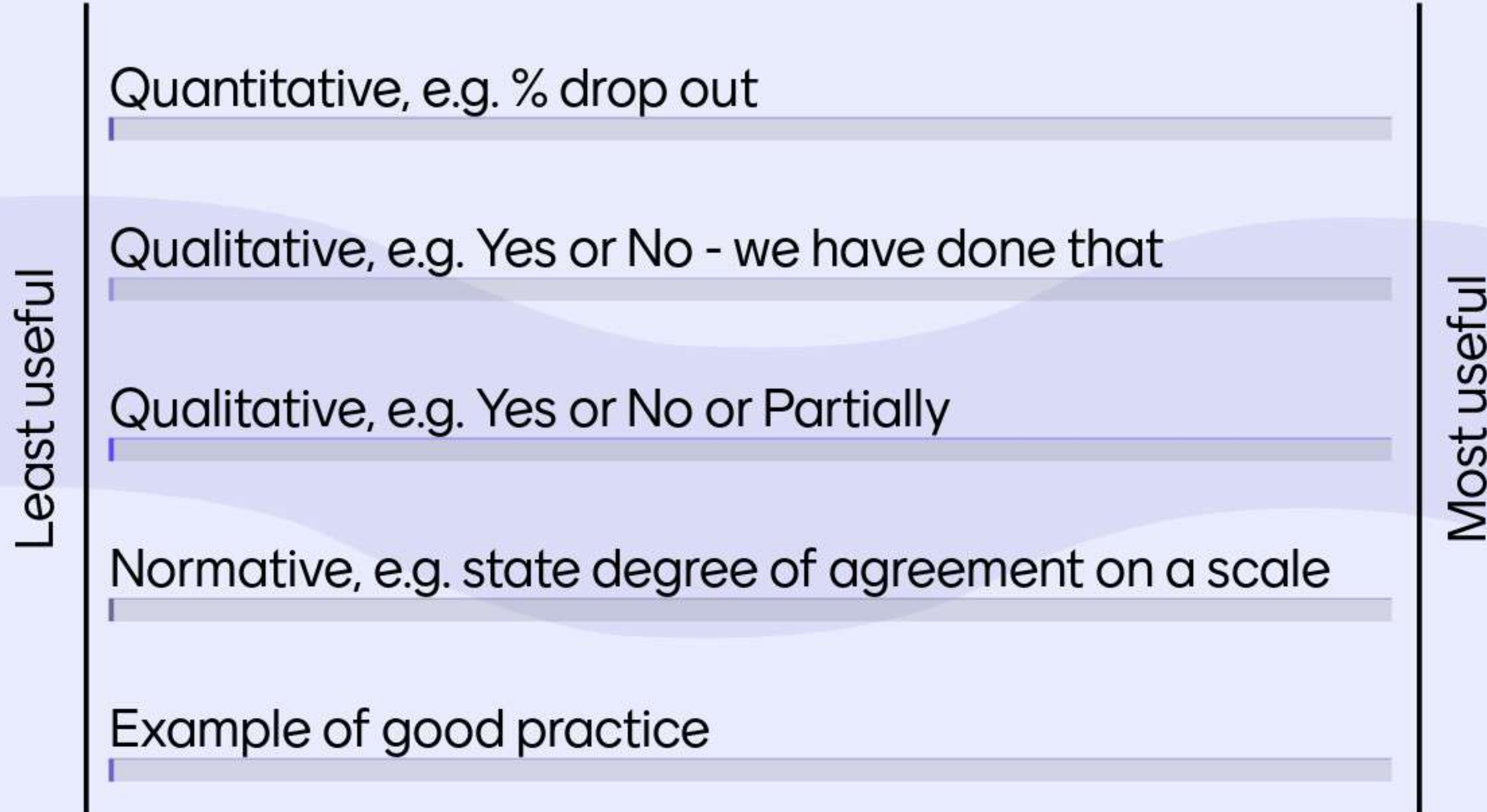
ETF Publication: Labour Market Information

Cedefop: Skills Data

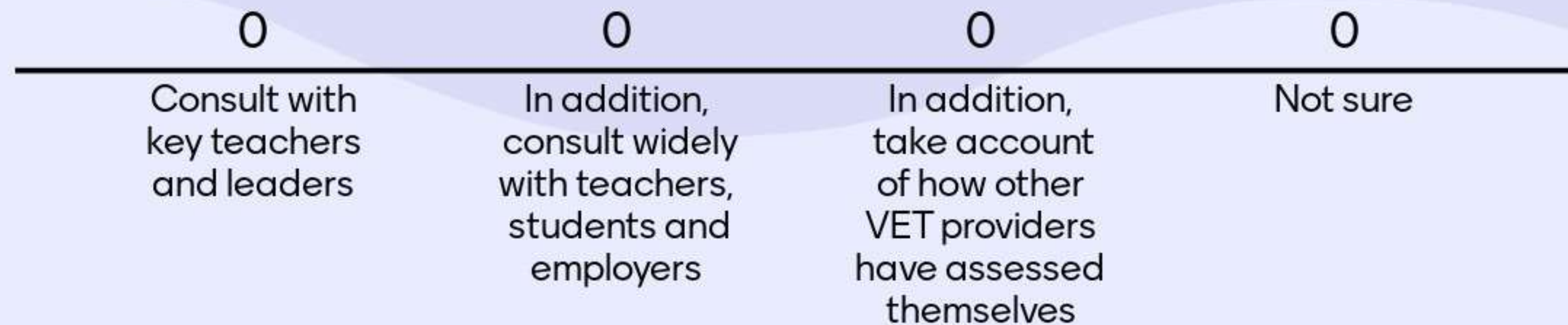
UNDP: GSOG4

[Add other frameworks...](#)

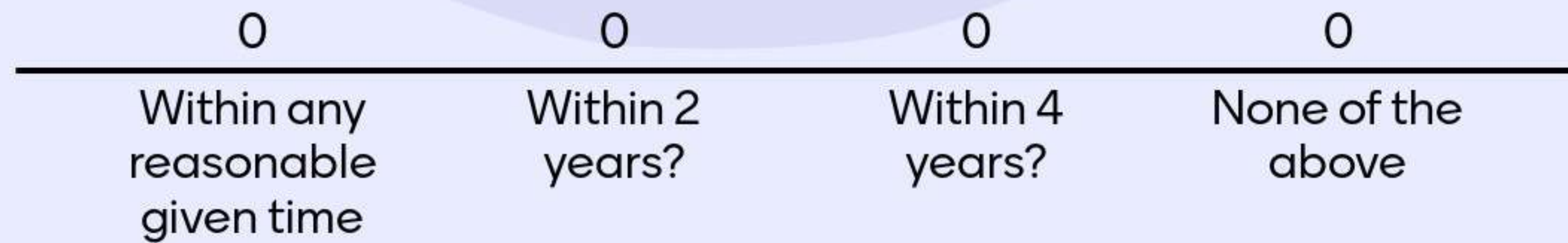
What kinds of evidence indicators would you prefer?



Q11. What do you need to know in order to self-assess vocational excellence in your organisation?



Q10. Would you be ready to set targets in relation to Evidence Indicators?



The International Dimension of CENTRES OF VOCATIONAL EXCELLENCE (ID-CoVEs)

Session 4

Feasibility study for a Quality Award for Vocational Excellence

Doriana Monteleone

Recognise Excellence: which degree of inclusiveness?

- Recognises large number of CoVEs
- Helps to clarify identity and status as CoVE
- Compliance with a 'minimum' number of quality criteria
- Broad measure of excellence

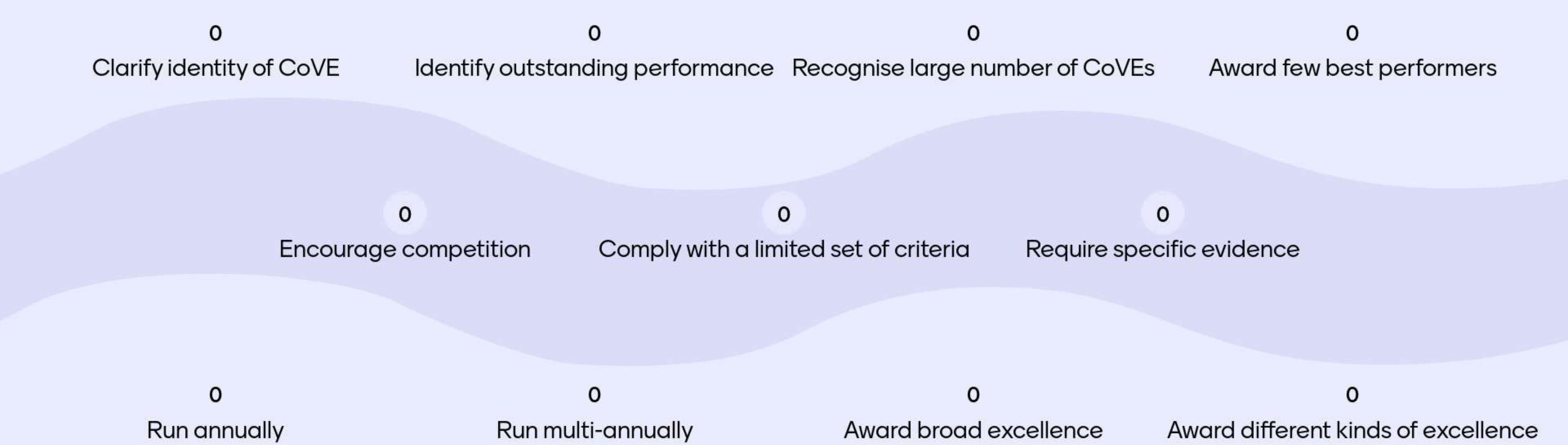
Inclusive

- Relatively few award winners
- Identify outstanding practices and achievements
- Provision of specific evidence
- Focus on different kinds of excellence

Exclusive

Q. Which of these features are most desirable?

Q5. Which functions or features of a label or award are most valuable? (multiple choice)





- A.** They have a common conceptual basis - they use the same criteria. No other connection
- B.** Getting a label is a direct outcome of the self-assessment process alone, without any additional procedure.
- C.** Getting a label is a direct outcome of the self-assessment process alone, but it must be done to a high standard (to be specified)
- D.** Doing the self-assessment is a prerequisite for applying for the label - but there is an additional awarding procedure.

Q. What should be the relationship between the Self-Assessment Tool and the Award or Label?

Q. In case of option C and D, what is the additional information that should be provided to get a Label or an Award?

Q13. What should be the relationship between the Self-Assessment Tool and the Award or Label?

0

They have a common conceptual basis - they use the same criteria. No other connection.

0

Getting a label is a direct outcome of the self-assessment process alone, without any additional procedure

0

Getting a label depends on doing the self-assessment to a high standard

0

Doing the self-assessment is a prerequisite for applying for the label - but there is an additional awarding procedure



More information:



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THANK YOU!