

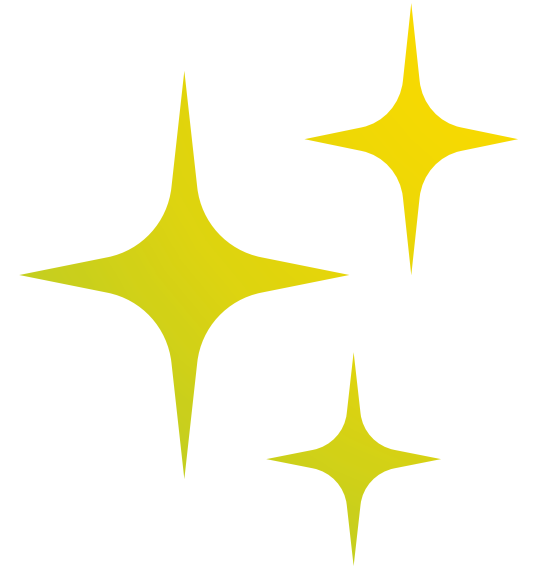


**INTERNATIONALISING
VOCATIONAL
EXCELLENCE**



ISATCOVE

Internationalizing Vocational Excellence
– a new self-assessment tool for TVET



Julian Stanley, ETF, Unesco Webinar, 7th November 2023



Funded by
the European Union

ISATCOVE IS A TOOL FOR DEVELOPMENT AND TRANSMISSION



- Centres of Vocational Excellence are being supported by the EU (through Erasmus +) and by many national ministries as a way to make vocational education and training relevant, attractive and responsive
- Centres of Vocational Excellence offer concrete models of excellence for provision, leadership, aspiration..
- Can be individual centres, clusters of centres, associations or coordinating centres..
- ISATCOVE makes it easier for any VET provider to learn from and develop with CoVEs – anywhere in the world
- ISATCOVE can be used by individual centres but also by clusters, regions, projects...

Centres of Vocational Excellence



- 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

ISATCOVE provides a shared understanding of the scope, performance level and capacity of vocational excellence that will help CoVEs develop and collaborate



Orientation towards
Excellence: **where are
we in relation to where
we want to be?**

Learning from other centres
– activities, achievements,
practices and pace of change

Consulting to build
common understanding
and shared priorities for
our centre

**Framework for Excellence:
(Scope , Performance & Capacity)**

**Data – current, historical, good
practices**

Using evidence to make
well informed
judgements

Guidance, support, mentoring

Creating and
sustaining **motivation**
and **improvement**

Obtaining **recognition** of
excellence through a
label or an award

Reviewing progress in
the light of how other
CoVEs are progressing

Creating and
maintaining
**partnerships, clusters,
ecosystems and
networks**

Dimension 1: Criteria for teaching and learning



1. Skills provision is relevant and responsive to the labour market and to social needs
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.

Dimension 2: Criteria for partnership and Coordination



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 and educational organisations to develop and share resources, provide skills, staff and curriculum and to develop as a learning organisations

Dimension 3: Criteria for governance and funding



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 local, national and international skills systems.
3. Jointly creates and coordinates a skills ecosystem with a strategic approach to innovation, smart specialisation and socio-economic development
4. Funding needs for all activities are met from multiple sources in a sustainable, transparent and fully accountable manner.
5. Infrastructure, technology, learning accommodation 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.

Criterion Themes Indicators

**Criterion PC3:
Teaches
entrepreneurship
competences to all
and
entrepreneurship
is facilitated
extensively in
partnership with
other
organisations**

Theme PC3-1
The CoVE is committed to entrepreneurship education.

- Structural evidence** The CoVE has a formal structure (e.g., a responsible person or a specific unit) that coordinates entrepreneurship education, encourages staff to engage in such activities and provides support to staff to work on entrepreneurship education. – Y/N/planned or in development (If Yes, include description)
- Structural evidence** The CoVE has formal arrangements and structures in place to facilitate partnership with other organisations (such as chambers of commerce, companies, sectoral organisations, banks) to support entrepreneurship education and stimulating entrepreneurial attitudes of learners. – Y/N/planned or in development (If Yes, include description)
- Structural evidence** The CoVE has formal arrangements and structures in place to facilitate partnership with other organisations (such as chambers of commerce, companies, sectoral organisations, banks) to provide support service for starting an own-business. – Y/N/planned or in development (If Yes, include description)
- Quantitative evidence - CoVE internal records:** Number of current partnerships with organisations on entrepreneurship education: - overall; - retained for at least three years

Theme PC3-2
The CoVE integrates entrepreneur ship education in all its programmes and other activities

- Stakeholder evidence – Teachers/Staff members:** The CoVE has trained teaching and training staff to support entrepreneurship education
- Structural evidence:** The programmes offered by the CoVE systematically support (as a cross-cutting issue) the development of entrepreneurship competences. To a large extent, to some extent, to a little extent, not at all, in development/planned
- Structural evidence:** The programmes offered by CoVE take a systematic approach to incorporating entrepreneurship competences by adapting to or aligning with external references, such as EntreComp (The EU Entrepreneurship Competence Framework). - To a large extent, to some extent, to a little extent, not at all, in development/planned
- Structural evidence:** The CoVE – in partnership with other organisations – has established a conducive environment for graduates to start their own business (e.g. business incubator; offering advisory services). - To a large extent, to some extent, to a little extent, not at all, in development/planned
- Quantitative evidence - CoVE internal records:** Percentage of the programmes offered by the CoVE that integrated entrepreneurship competence training . - as % of total number of programmes offered
- Quantitative evidence - CoVE internal records:** Percentage of recent graduates that made use of the CoVE’s support services for starting their own business

Theme PC3-3
The CoVE is effective in teaching entrepreneurship competences and contributes to entrepreneurial environment in the territory.

- Stakeholder evidence – Teachers/Staff members:** The CoVE helps learners to develop creative thinking to overcome challenges, be decisive and accept responsibility (i.e. an entrepreneurial mindset)
- Stakeholder evidence – Teachers/Staff members:** Our graduates are successful in starting their own businesses (or are successful in creative thinking to overcome challenges, be decisive and accept responsibility (i.e. an entrepreneurial mindset) within existing companies)
- Stakeholder evidence – Learners/Graduates:** We are learning (have learnt) creative thinking to overcome challenges, be decisive and accept responsibility (i.e. we are developing an entrepreneurial mindset)
- Stakeholder evidence – Learners/Graduates:** We are learning (have learnt) many of the skills that we would need to set up a business or social enterprise
- Stakeholder evidence – Graduates:** The CoVE offers a lot of assistance and support to graduates that want to set up a business or a social enterprise.
- Stakeholder evidence – Employers:** The learners of the CoVE demonstrate creative thinking to overcome challenges, be decisive and accept responsibility (i.e. Have an entrepreneurial mindset) when doing their internship /work-based learning in the company
- Quantitative evidence graduate tracking:** % of recent graduates who set up a business or a social enterprise

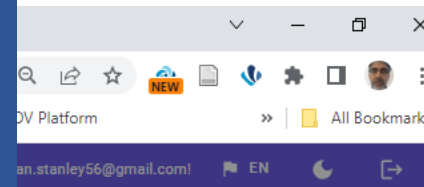
Good practice evidence Example(s) – linked to one or more indicators

Explanatory note: that the CoVE has made use of an international framework of entrepreneurial competences in order to map where and how these competences are being taught - in both formal and informal contexts - and to develop the curriculum so that the full range of entrepreneurial competences are being taught to all learners.

Explanatory note: 'To a large extent' could mean that the CoVE systematically supports learners and graduates in business start up, for example, through advisory services, including legal advice, preferential access to equipment or workspaces, financial support, mentoring, support for networks

Explanatory note: An entrepreneurial mindset consists of interrelated beliefs and assumptions that inform our decisions and guide our behaviour. Such a mindset can be cultivated and enhanced through entrepreneurial learning. It is a way of creative thinking that helps a person overcome challenges, be decisive and accept responsibility. It also drives them to improve their skills, learn from mistakes, and take continuous action on ideas. See: [Entrepreneurial learning for TVEI institutions: Online Guide \(with worksheets\) - Part A: Understanding the basic concepts \(unesco.org\)](#)

Designing a self-assessment



Home / Self-Assessment / December to January Assessment

December to January Assessment

In this page you can manage Self-Assessment Content

Select the indicators for this Self-Assessment

TL - TEACHING AND LEARNING

- TL1** - TL1: Skills provision is relevant and responsive to the labour market and to the society
- TL2** - TL2: Lifelong learning, transition and progression are supported in an inclusive and comprehensive manner
- TL3** - TL3: Enables green transition and operates in an environmentally sustainable manner
- TL4** - TL4: Supports digital transition and provides key digital competences
- TL5** - TL5: Teachers or trainers and learners integrate digital and on-line learning into teaching, learning and assessment in all environments and programmes in accordance with the learner's needs
- TL6** - TL6: Includes and engages all learners and potential learners in all of its activities and communities, and acts to remove barriers, compensate for disadvantage and adapt and tailor curricula and teaching to support success for all

List of indicators

Search

Code ↑	Indicator	Explanation	Respondent	G.P.	<input checked="" type="checkbox"/>
TL1-1.1	In the design and review of our programmes, a wide range of tools to generate labour market data is used.	To a large exte...	SchoolAssessmentTeam	<input type="checkbox"/>	<input type="checkbox"/>
TL1-1.2	Graduate tracking surveys are conducted to inform the design and review of our programmes.		SchoolAssessmentTeam	<input type="checkbox"/>	<input type="checkbox"/>
TL1-1.3	Employer (satisfaction) surveys are conducted to inform the design and review of our programmes.		SchoolAssessmentTeam	<input type="checkbox"/>	<input type="checkbox"/>
TL1-2.1	We have formal arrangements in place for ensuring the involvement of social partner representatives in our decision-making bodies (such as VET provider boards, advisory councils, programme committees, curricula commissions).	To a large exte...	SchoolAssessmentTeam	<input type="checkbox"/>	<input type="checkbox"/>
TL1-2.2	We systematically consult with different stakeholders in the region so our skills provision and activities can respond to their needs.	To a large exte...	SchoolAssessmentTeam	<input type="checkbox"/>	<input type="checkbox"/>
TL1-2.3a	I believe that: -[Name of VET provider] has structure of governance that allows employers to have a say in which programmes are offered and which skills are provided, for example, a governing body or council.		Employers or Employer representatives (includes Sector Organisations)	<input type="checkbox"/>	<input type="checkbox"/>
TL1-2.3b	I believe that: - [Name of VET provider] actively reaches out to employers to involve them in the development of adult education and lifelong learning (e.g. in the form of regular invitations to planning or development meetings or contacting them to get feedback).		Employers or Employer representatives (includes Sector Organisations)	<input type="checkbox"/>	<input type="checkbox"/>
TL1-3.1	I believe that I will be able to use the skills I acquire at[Name of VET		Learners	<input type="checkbox"/>	<input type="checkbox"/>

CLOSE

TL1-2.3b	I believe that: - [Name of VET provider] actively reaches out to employers to involve them in the development of adult education and lifelong learning (e.g. in the form of regular invitations to planning or development meetings or contacting them to get feedback).		Employers or Employer representatives (includes Sector Organisations)	<input type="checkbox"/>	<input type="checkbox"/>
TL1-3.1	I believe that I will be able to use the skills I acquire at[Name of VET provider] in my future work or outside work.		Learners	<input type="checkbox"/>	<input type="checkbox"/>
TL1-3.2	The skills provided by[Name of VET provider] are relevant to employers' needs.		Employers or Employer representatives (includes Sector Organisations)	<input type="checkbox"/>	<input type="checkbox"/>

Responding to a questionnaire



November Assessment

https://isatcov.azurewebsites.net/self-Assessment-answer/6073d896-749e-400e-76af-08dbd14485d9

ISATCOV

Home / Self-Assessment / November Assessment - Answer

November Assessment

SEND ANSWERS

1 TL1-1.1 In the design and review of our programmes, a wide range of tools to generate labour market data is used.

2 TL1-1.2

3 TL1-1.3 *To a large extent means, for example, that the VET provider systematically uses a variety of tools generating labour market data used to identify or anticipate labour market and emerging skills needs. It could further mean that a dedicated unit or team at the VET provider regularly analyses labour market data such as employment and unemployment data, job vacancies, and skills forecasting data (or interprets the relevance of such analysis). Further, this analysis informs decisions about which programmes or units are offered by the VET provider.*

4 TL1-2.1 To a large extent

5 TL1-2.2 To some extent

6 TL1-3.4 To a little extent

7 TL1-3.5 Planned or in development

8 TL1-3.6 Not at all

9 TL1-3.7

10 TL1-3.8 [CHANGE ANSWER](#)

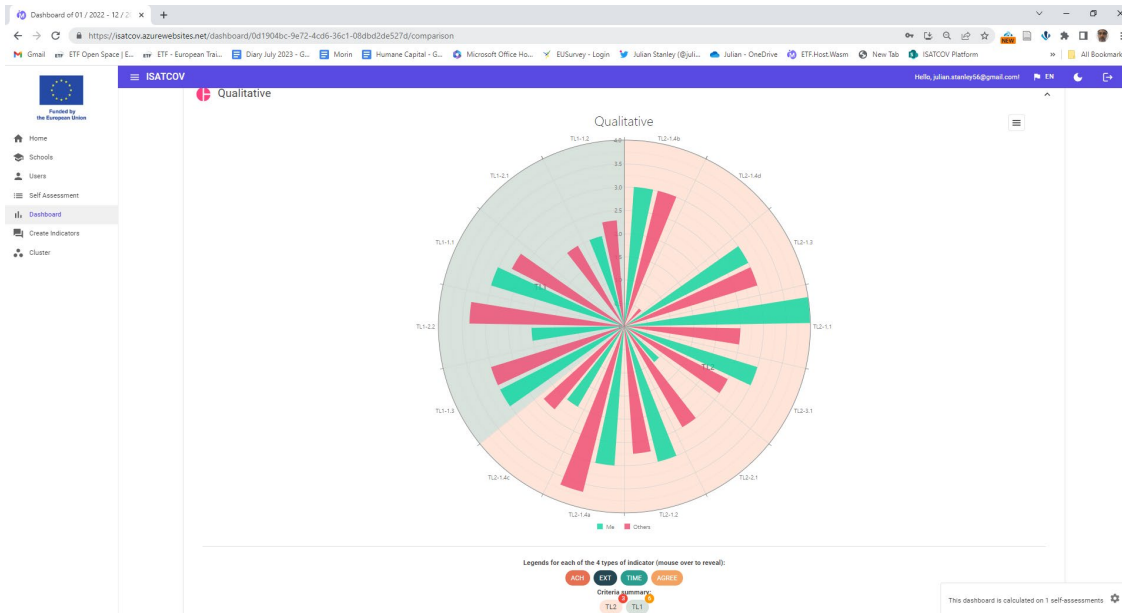
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Dashboard

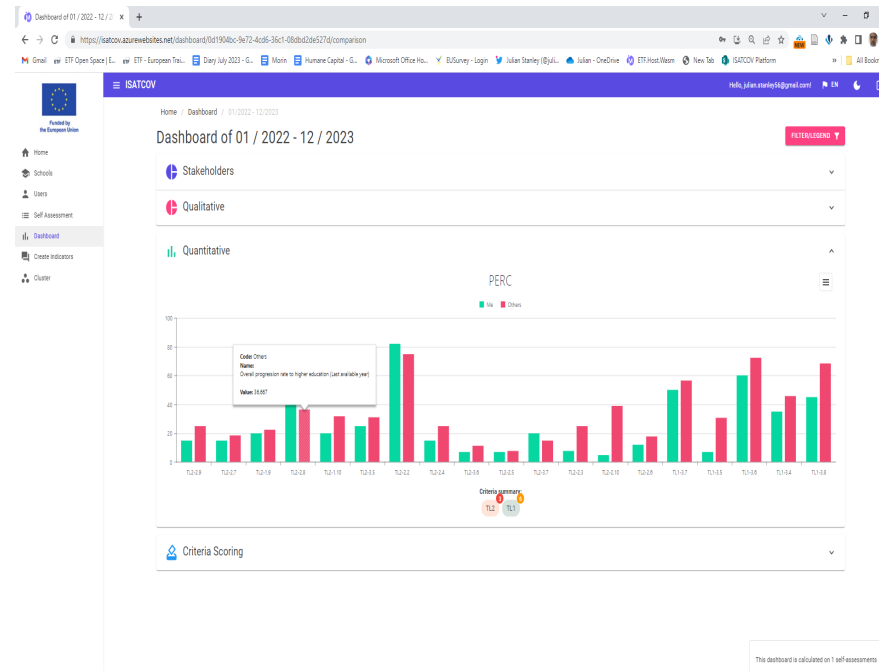


The Self-Assessment Team will have access to a dashboard where they can view the performance of the CoVE in relation to relevant indicators as well as that of comparator schools – to support an informed holistic judgement at the level of the criterion.

Structural and Stakeholder Indicators



Quantitative Indicators



Not at all

Score
Criterion

0

1

2

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Systematically and
comprehensively

CoVEs can design their own self-assessment



Each CoVE can decide which **Criteria** are relevant and which Evidence Indicators it wishes to use – at the time it chooses to self-assess.

CoVEs will have the opportunity to make **comparisons** with other CoVEs but they can choose which ones.

Where a CoVE is part of a **cluster** or association of providers – they can choose to self-assess collaboratively.

CoVEs or clusters can **create** their own Evidence Indicators, designed to address their own particular improvement targets.

CoVEs are offered **graduated modes** of self-assessment, from a 'simple start-up package' to an 'advanced' package with lot of customisation.

Next steps....



Pilot (12 VET Providers) – September–November 2023 (Spanish, English and French)

Ongoing Development of Tool 2023 – 2024

Mentoring and Support of 2nd Wave of Piloting (German, Polish, Italian)

Translate into five additional European languages

Finalisation of recommendations for Label and Awards

Piloting of label 2024

Thank you!



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