



# The international dimension of CENTRES OF VOCATIONAL EXCELLENCE

## Meeting of the Consultation Panel

*Turin, 23 February 2023*





# ISATCOVE: Update on progress

*Julian Stanley, ETF*





# ISATCOVE Update on Progress

- Consultations (4 webinars) and survey (responses: T&L - 173; P&C - 291;G&F - 181)
- Revision of indicators (427) and criteria (23) & explanations
- Reporting to Commission (December 2022)
- Completion of Proof of Concept for platform
- Drafting of Guidance and User manual
- Planning for Pilot
- Marketing and Support



# Learning from the Consultation Process

*Monika Auzinger, 3S*

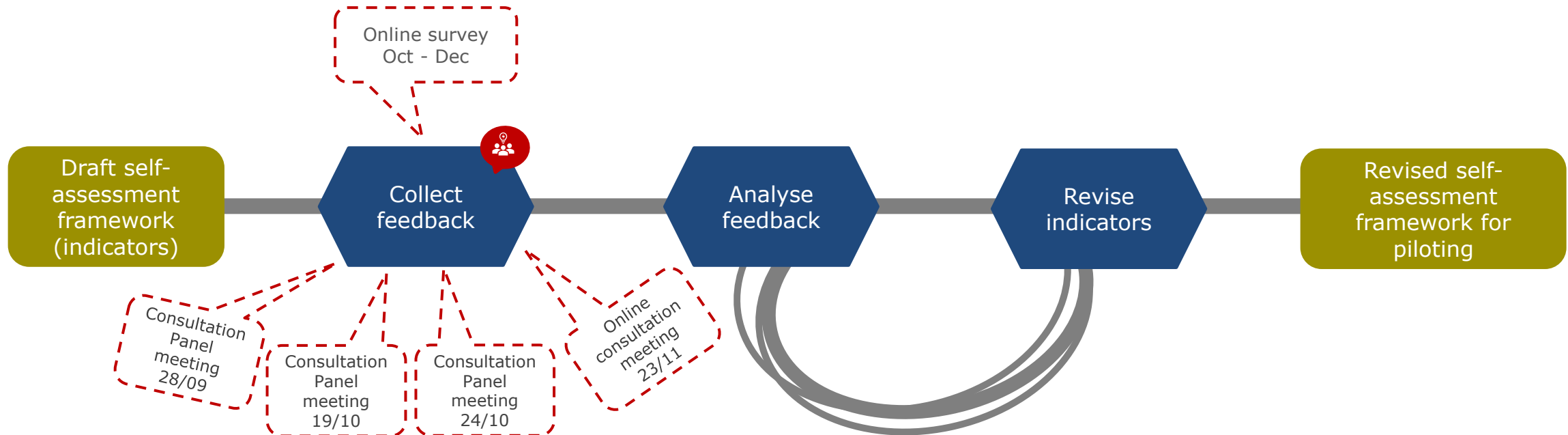
**CIVITTA**



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- Iterative process to revise the self-assessment framework and indicators
- Collection of feedback through stakeholder consultation & online survey
- Analysis of feedback on (a) cross-cutting and (b) indicator-specific matters
- Several rounds of feedback and revisions within the team
- Decision on revision of indicators, addition, elimination, etc.





- Revised and more consistent structure to present criteria and indicators
- Glossary of specific terms (→ floatover)
- Additions to the guidance documents (e.g. options to tailor ISATCOVE)
- Simplified wording
- Addition of indicators (e.g. to split up composite statements)
- Elimination of indicators (e.g. unavailability of evidence)

## Common structure for presenting indicators

### Criterion

#### Theme

#### Indicator

Indicator  
type

Formulation

Measurement  
Stem

Explanatory  
note

# Thank you!

**Monika Auzinger, 3s** – [monika.auzinger@3s.co.at](mailto:monika.auzinger@3s.co.at)

**Karin Luomi-Messerer, 3s** – [karin.luomi-messerer@3s.co.at](mailto:karin.luomi-messerer@3s.co.at)





# GROUP WORK: Final review of revised indicators





# Collective Review of Indicators

- Join a group: Teaching & Learning, Partnership & Coordination, Government and Finance
- You may decide to divide into pairs or threes..
- For each indicator please mark on wall if **Not OK**. Explain concern and make suggestion for improvement on Post-It
- You have 45 minutes.
- If you like you can visit and contribute to other groups..



# Progress on development of the platform

*Julian Stanley, ETF*



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# Development of Platform

- POC completed by Alten December 2022
- Alten contracted to develop platform
- Phase 1 – end of March 2023
  - Set-up and profile
  - Functionality – all indicators in ready for use – in English
  - Charts
  - Testing and feedback
- Phase 2 – end of July 2023
  - Assessment of criteria
  - Surveys of stakeholders
  - Cluster
  - Comparisons between CoVEs
- Phase 3 – July to October 2023
  - Translations
  - Revisions from pilot
  - Customisation
  - Development targets



# Platform – Key Features

- Users
  - **Administrative users** in VET Provider (2 – of which one should be senior manager). Administrative user creates user profile for centre and registers or invites:
  - **Assessment team** (key teachers/trainers and managers)
  - Other **teachers , staff and stakeholders** (employers, learners, graduates, regional and local government organisations, governing body, SMEs, research and technology centres, other VET providers)
  - **System Manager** of ISATCOVE
  - **External Assessor** (for Label)



# Platform – Key Features

- Self-assessment within centre is run by **Assessment Team**:
  - Meet to select relevant criteria and indicators
  - Meet to self-assess collectively (or meet in sub-groups)
  - Use other apps to permit on-line operation (e.g. chat, video)
- **Assessment team** run surveys for ‘stakeholders’
  - Create form that is accessed by user through ISATCOVE system
    - can customise but only for each type of stakeholder
  - Generate a personalised link that can be mailed out through your own mailing system
  - Conduct an independent survey – then upload some items using spreadsheet



# Platform – Key Features

- Dashboard
  - View charts of results from indicators in order to make judgement on criterion
  - Compare with other centres
  - Set development targets

# CRITERION PAGE. REPORT STAGE. DASHBOARD. CHART CAROUSEL

- Settings
- Overview of self-assessment
- Teaching and learning
- Partnership and Coordination**
- Governance and funding

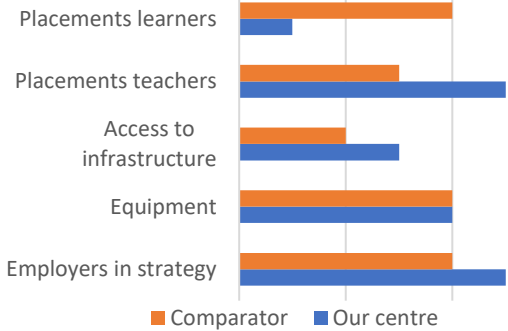
**PC1: Collaborates sustainably and effectively with employers or employer organisations to design, deliver and improve training and skills acquisition**

- Dashboard**
- Self-assessment
- Report
- Targets
- Action plan

- Summary chart
- Chart Carousel**
- Overview
- Cluster dashboard
- Assessment period

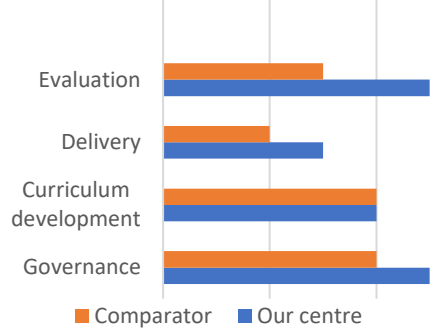
- Include Comparator
- Include Cluster members

### Employer contribution - To what extent?



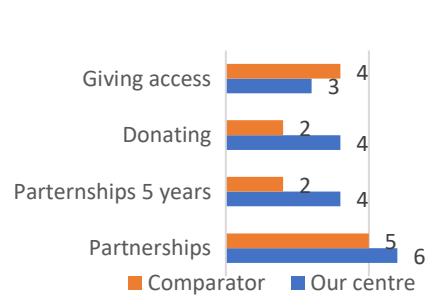
- 4 = To a large extent
- 3 = To some extent
- 2 = To a little extent
- 1 = Planned or in development
- 0 = Not at all

### Employer involvement – is it in place formally?



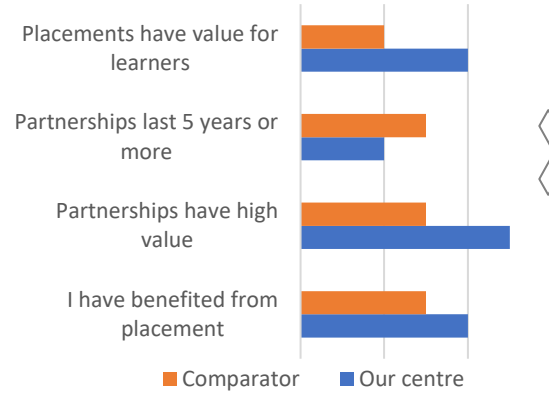
- 3 = Yes
- 2 = In part
- 1 = Planned
- 0 = No

### Quantitative - Number



Number

### Responses from Teachers & Trainers



- 4 Strongly agree
- 3 Agree
- 2 Neither agree nor disagree
- 1 Disagree
- 0 Strongly disagree

# CRITERION PAGE. REPORT STAGE. SCORING (WITH ZONE OF DEVELOPMENT)

- Settings
- Overview of self-assessment
- Teaching and learning**
- Partnership and Coordination
- Governance and funding

**PC1: Collaborates sustainably and effectively with employers or employer organisations to design, deliver and improve training and skills acquisition**

- Dashboard
- Self-assessment**
- Report
- Targets
- Action plan

- Scoring**
- Launch Delphi
- Cluster scoring

**Cluster scoring** – exit to cluster members’ self-assessment scoring.

### Score your performance in this criterion

Performed poorly

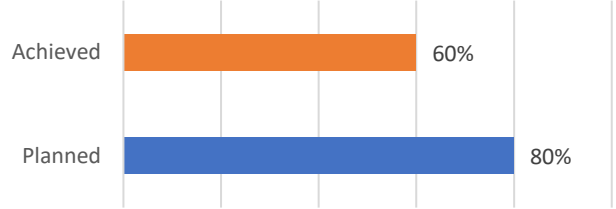
Performed acceptably

Performed systematically and comprehensively

0	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provide reasoning for this score

### Reaching your targets set in previous self-assessment



Comment the difference

Evaluation according to ambition level is shown only if this is a reassessment (starting from the second period) and user have filled in Targets during previous assessment.



# CRITERION PAGE. REPORT STAGE. DASHBOARD. SUMMARY OF INDICATORS AS A CHART, AGAINST COMPARATOR

- Settings
- Overview of self-assessment
- Teaching and learning
- Partnership and Coordination**
- Governance and funding

**PC1: Collaborates sustainably and effectively with employers or employer organisations to design, deliver and improve training and skills acquisition**

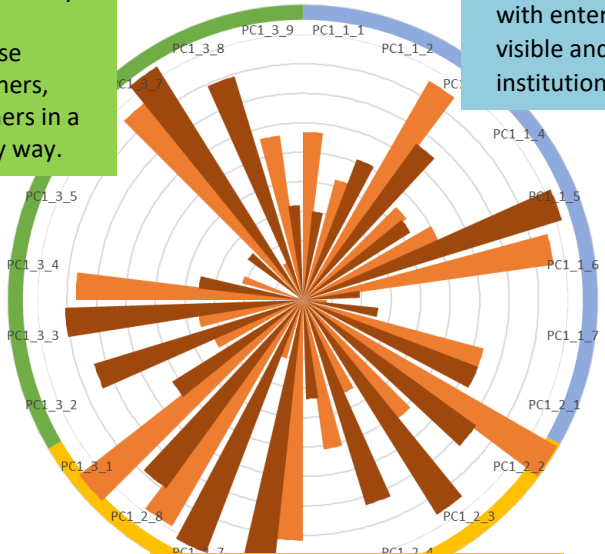
List box allowing to switch among the previously selected criteria.

- Dashboard**
- Self-assessment
- Report
- Targets
- Action plan

- Summary chart**
- Chart Carousel
- Overview
- Cluster dashboard
- Against comparator
- Assessment period

**Theme PC1-3:** The VET provider works extensively and efficiently with employers to organise placements for teachers, other staff and learners in a mutually satisfactory way.

**Theme PC1-1:** The VET provider's collaboration with enterprises is visible and institutionalised.



**Theme PC1-2:** The VET provider receives long-term support for infrastructure or equipment from employers for ensuring high quality VET offer.

- The CoVE integrates entrepreneurship education in all its programmes and other activities
- The CoVE is committed to entrepreneurship education.
- The CoVE is effective in teaching entrepreneurship competences and contributes to entrepreneurial environment in the territory.

PC1_1_1	The CoVE has a current (i.e. updated within the past 4 years) strategy in place for collaborating with employers (or employer organisations)
PC1_1_2	The CoVE has a formal structure (e.g., a responsible person or a specific unit) that coordinates collaboration with employers (or employer organisations), encourages staff to engage in such activities and provides support in development (include description)
PC1_1_3	The CoVE has formal arrangements and structures in place to ensure that employer representatives are systematically involved in the design, delivery and review of the programmes offered.
PC1_1_4	Number of current partnerships with employers overall
PC1_1_5	Number of current partnerships with employers retained for at least three years
PC1_1_6	Teachers/Staff members/employers: The partnerships between the CoVE and employers are long-term and sustainable
PC1_1_7	Teachers/Staff members/employers: The partnerships between the CoVE and employers are useful and efficient in providing high-quality vocational training
PC1_2_1	Employers donate equipment to the CoVE
PC1_2_2	Employers share their own up-to-date equipment with the CoVE.
PC1_2_3	Employers give access to their own infrastructure (e.g. laboratories or workshops)
PC1_2_4	Employers support the CoVE's infrastructure
PC1_2_5	Employers in the territory which donate equipment to the CoVE as % of total number of enterprises in the territory
PC1_2_6	Employers in the territory which share their up-to-date equipment with the CoVE as % of total number of enterprises in the territory
PC1_2_7	Employers in the territory which share their own infrastructure with the CoVE as % of total number of enterprises in the territory
PC1_2_8	Employers in the territory which support the CoVE's infrastructure as % of total number of enterprises in the territory

Show all themes by default. Legend is active UX element allowing to remove any theme or any indicator.

Indicator names in legend are active elements, on mouse over emphasizing this indicator on a chart.

On mouse over event on indicator user can see the full name of indicator.



# Platform – Key Features

- Customisation
  - Facility to add your own indicator
  - Can be accepted by moderator
- Translation
  - Criteria and indicators and instructions will be translated
  - Good practice can be uploaded in ‘approved’ languages and then machine translated but checked by moderator



# Review of guidance materials





# Guidance for Users

- Draft Guidance
  - What it is
  - Benefits
  - Who can use it
  - Stages
  - Targets
  - Reporting
  - Progress
  - Recognition



Please work in pairs:

(20 minutes)

- Format and length?
- Clarity and organisation?
- What is missing?
- How could it be improved?

# User Manual and Support

- User Manual
  - Glossary and explanations as ‘float overs’
  - On-line manual – searchable
  
- Support Services and Peer Support (SLA2)
  - Advice centre
  - Experienced users
  - Mentors



# Preparation of the pilot

*Julian Stanley, ETF*



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# Testing and Piloting

- September-Jan – expression of interest (+200)
- April-June – Testing of platform
  - Review and feedback on platform in development
- May - October Piloting  
(Šolski center Nova Gorica (Slovenia), Liepaja State Technical School (Latvia), Helsinki Business College)
  - Piloting of full functionalities
  - In English, Spanish and French and/or Italian
  - Around 20 VET Providers





# Preparation for Pilot

May-September	Briefing for participants: process, roles, timing, support
June-September	Training with Platform
Sept- October	Carry out the self-assessment – support from coach
November	Debriefing and feedback session



# Promotion of ISATCOVE

- Expressions of interest in pilot – 200 +
- Presentations..
- Implementation Phase
  - Role for Associations
  - Role for Regional or National agencies..

# The Role of Centres of Vocational Excellence in the green and digital transition



23 February 2023

Stefan Thomas

European Training Foundation (ETF)



# Objectives



- CoVEs can achieve green/digital excellence in different ways. The case studies will examine those aspects of policies (the CoVE's own policies but also for instance national policies) and practices that the CoVEs believe have been most influential in becoming a leading Centre for the green/digital transition.
- The studies will identify factors that have an impact on the successful transition to a green/digital CoVE and, more generally, quality improvement.
- The studies will also discuss those factors which are likely to have an impact on the green/digital transition of CoVEs in the next five years and how Centres may need to change to respond to these new challenges.

# Selected Centres of Excellence



Helsinki Business College

Finland  
(Digital)

Temasek Polytechnic

Singapore  
(Digital/Green)

Shenzhen Polytechnic

China  
(Digital)

Campus Des Métiers et des  
Qualifications D'Excellence

France  
(Digital)

Green Academy

Denmark  
(Green)

TAFE Queensland's Robina  
Campus

Australia  
(Green)

Kansas Green Tech Academy

USA  
(Green)

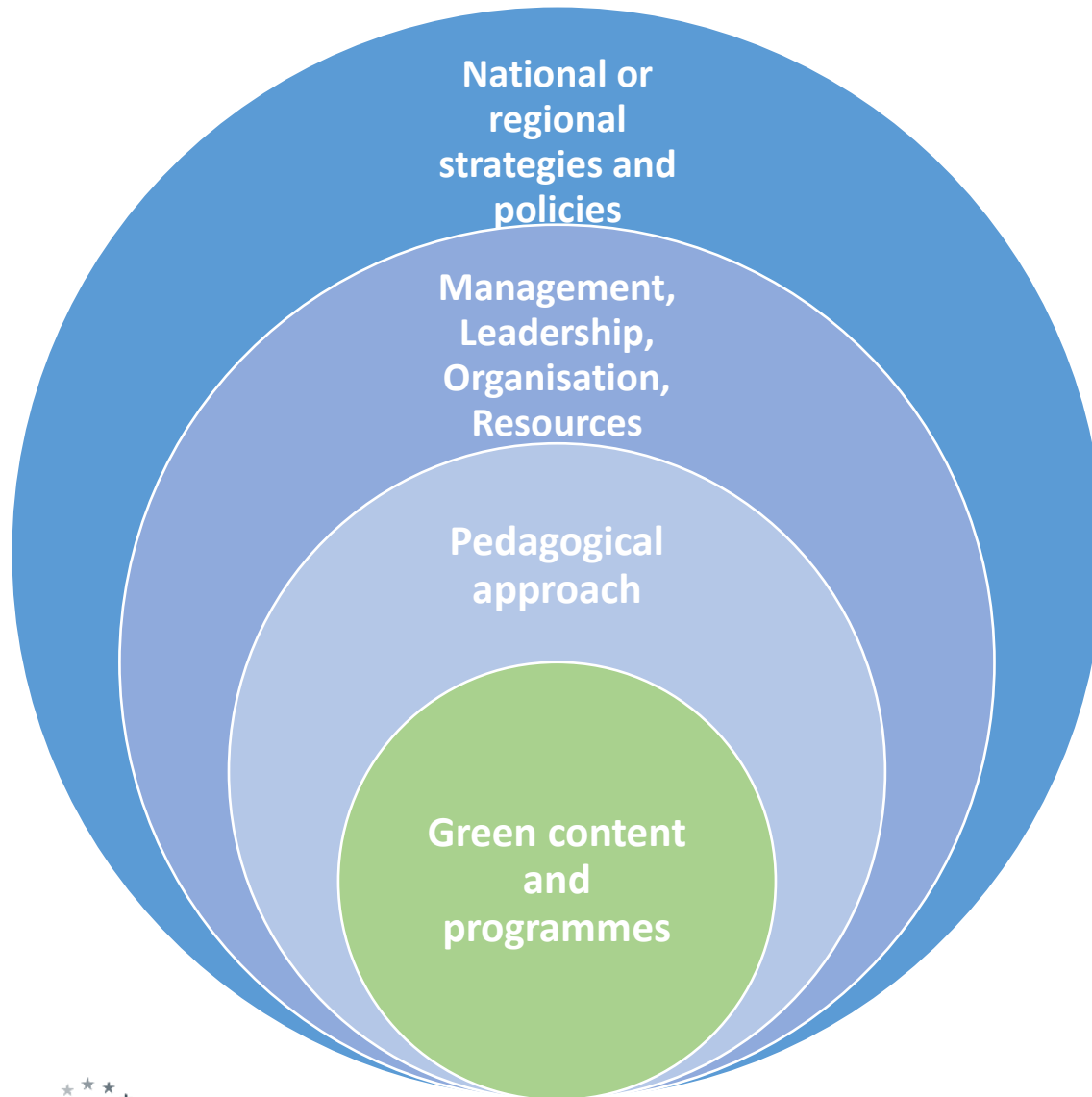
IFMEREJ Oujda/Tanger

Morocco  
(Green)

# Layer 1

## Questions (green transition):

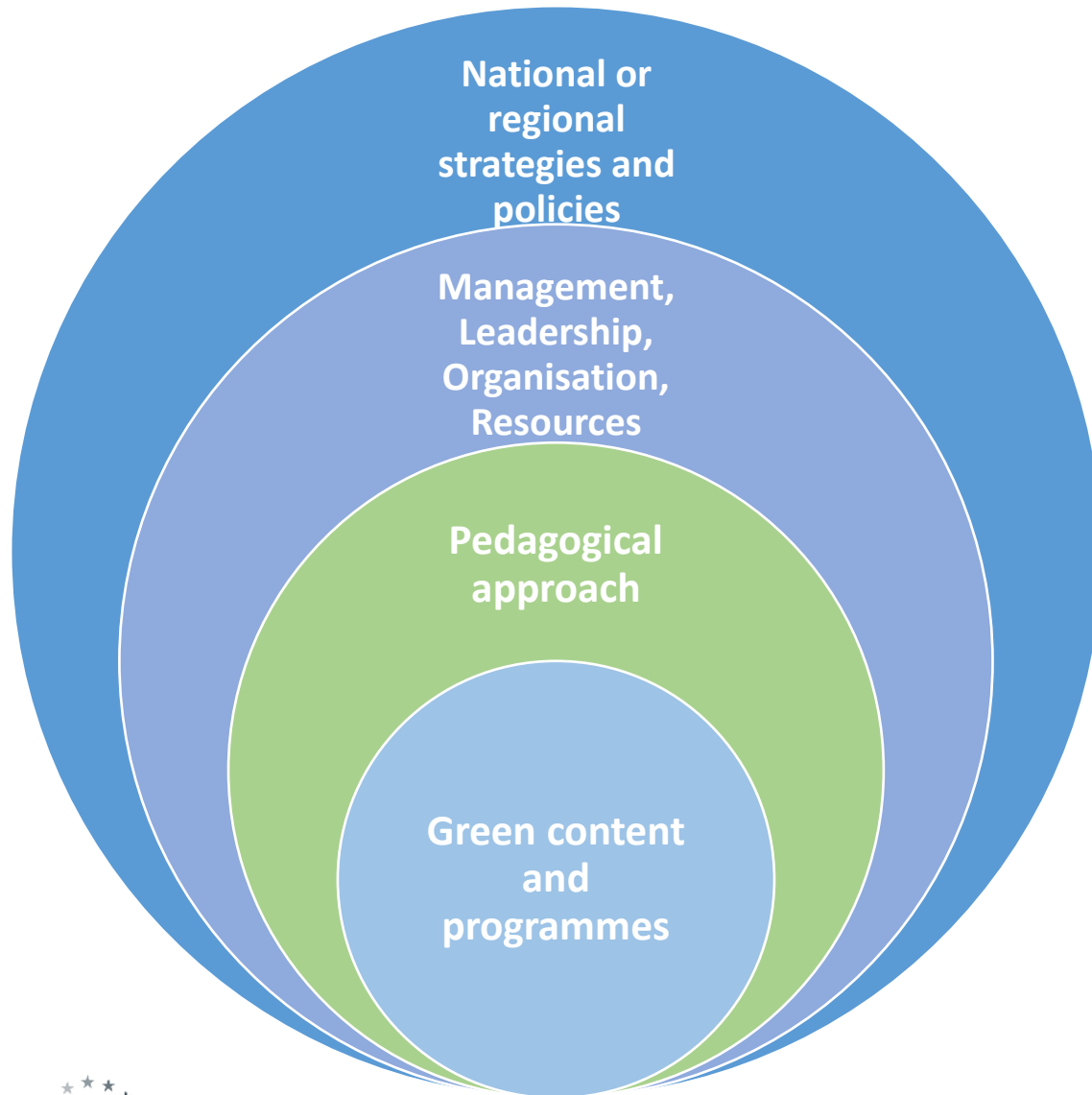
- Which impact has the green transformation of the economy and society on skill needs?
- Which skills development programmes for the green transition do you offer?
- How do you integrate green content in general subjects?
- Who are your students?
- Who do you work with to develop programmes and curricula?
- What might influence the school's green transition in the next five years?



## Layer 2

Questions (green transition):

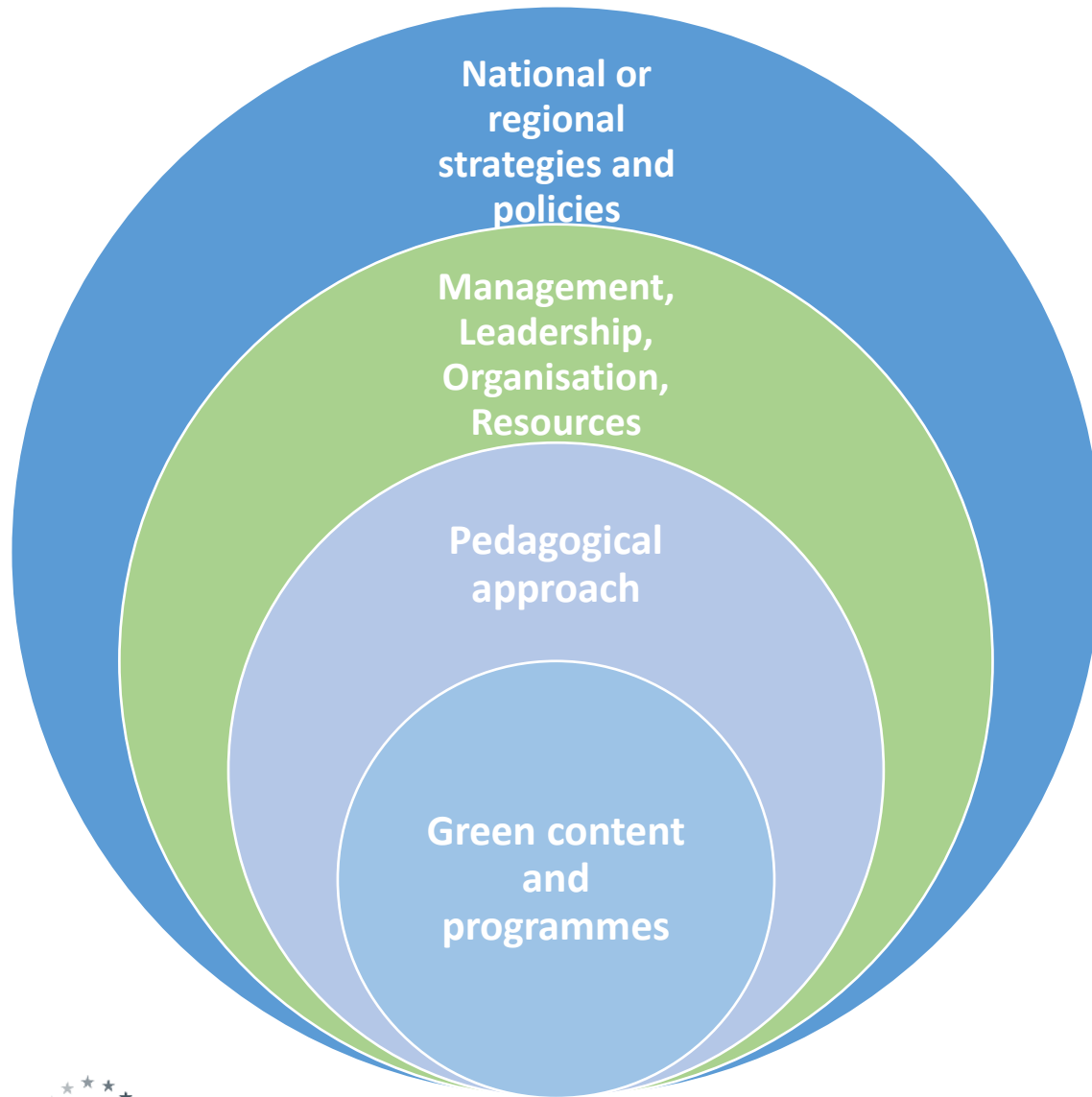
- How does your pedagogical approach for the green transition look like?
- How do you translate green work and business processes into teaching and learning processes?
- Which learning venues do you use: school, workplace, community, digital and online?
- Is your school a green school and how do you use this for teaching and learning?
- With whom do you collaborate to implement your pedagogical approach?
- How do you involve students in research on green topics?
- How do you assess green learning outcomes?
- How does career guidance and counselling for green skills and occupations look like?
- What might influence the school's green transition in the next five years?



## Layer 3

Questions (green transition):

- How have you managed to achieve all this?
- How important is management and leadership aimed at the green transition?
- How is the green transition reflected in the school's development plan or strategy?
- How important is school autonomy?
- To which extent does your organisational structure reflect the green transition?
- Which resources are needed for the green transition?
- How do you motivate and enable teachers, instructors and learners?
- What might influence the school's green transition in the next five years?

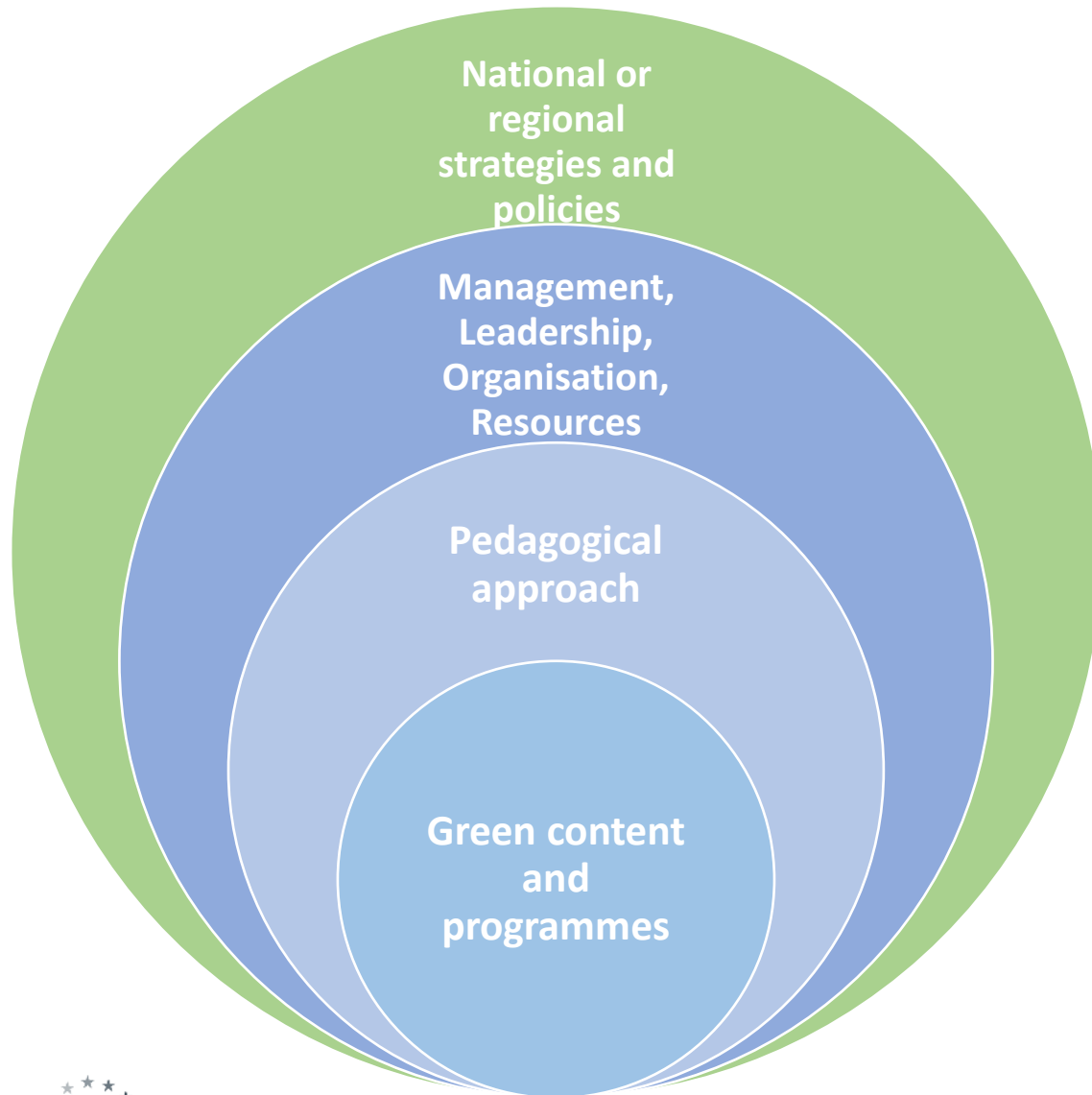




## Layer 4

Questions (green transition):

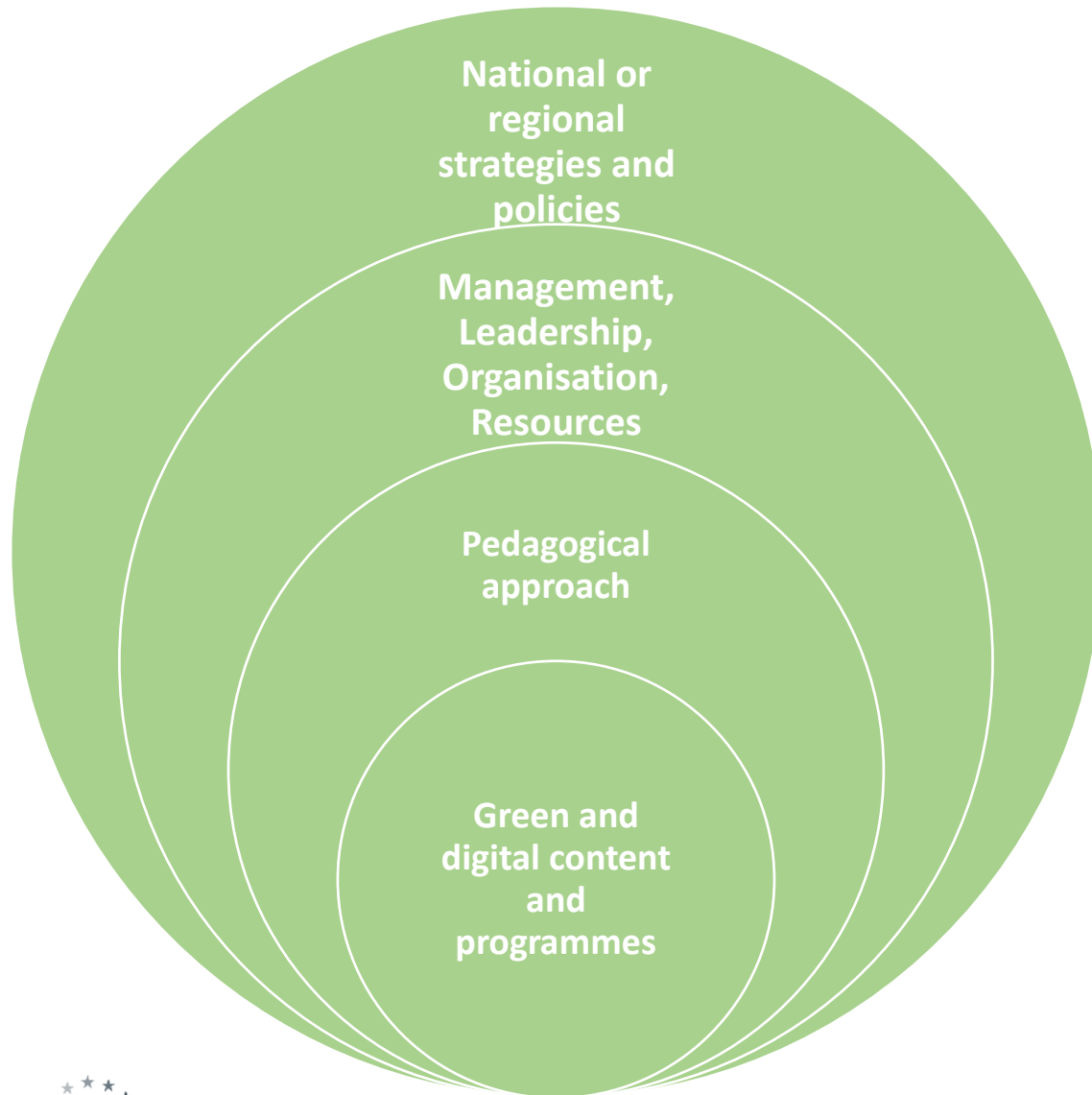
- VET system context
- Have green goals been defined in a national VET strategy or other national strategies?
- Which role has been given to your school in the national or regional strategy?
- How is your school governed?
- Are your green goals and achievements evaluated internally and externally?
- How important is autonomy to pursue green goals?
- What might influence the school's green transition in the next five years?



## Layers 1-4

Questions (green and digital transition):

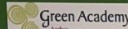
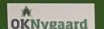
- From whom did and do you learn?
- How do you disseminate your excellence?
- How do you support the development of smaller or weaker vocational schools?
- Do students, teachers and management take part in (international) exchange programmes?
- What might influence the school's green and digital transition in the next five years?





# Case Study Denmark



## Team Denmark CoVE






**Where to find our CoVE?**  
www.ju.dk

**Contact**  
ksj@ju.dk  
+4529413873

Urban Greening Expert map

**SCAN ME**



### Goal of the CoVE

- To establish a new kind of cooperation between companies, VET schools and other stakeholders to deal with climate change, biodiversity and human well-being in urban areas.
- Connecting our CoVE to regional and local policies in educational development by means of attracting new and relevant partners.

### Finance

- International and national projects funded by EU and national governments.
- LLL courses financed by participants' companies.
- In kind CoP-sharing knowledge within urban greening.

### Partner organisations & target groups

**Partner organisations:**

- Green Academy Aarhus
- OKNygaard A/S
- Aarhus Municipality

**Target groups:**

- Landscaping companies
- Companies offering jobs within climate adaptation, biodiversity, urban well-being etc.
- Individual employees in such companies
- Educational institutions teaching subjects such as climate adaptation, biodiversity, urban well-being etc.
- Individual teachers teaching in those professional subjects
- Local municipalities, regions

### Achievements of the CoVE

**Start year: 2020**

- Start November 2020: Kick-off event
- March 2021: Needs analysis completed
- May 2021: EU co-created course (Biodiversity) developed in close cooperation by OK and its partners
- Mid 2021 till now: Further course development: "mentor course", "climate smart gardening" etc.
- November-December 2022: 1-week course for 1st teachers: "New trends in urban greening"
- December 2022: 1-week course for 1st students: "Urban Greening: principles and maintenance"

**Start year: 2021**

- September 2021: 1st TPM in Finland
- January 2022: 2nd TPM in Spain
- June 2022: 3rd TPM in the Netherlands
- June 2022: Official opening of Island of Excellence ("Domen")
- September 2022: 4th TPM in Denmark

### Focus in 2022 and beyond

**Main activities in 2022**

- Course development and piloting
  - mentor course
  - Climate smart gardening
  - Island of Excellence ("Domen")
  - Virtual college 360°
- Blended learning (podcasts, showrout sessions, micro learning)
- EU CoVE application (lead)
- GREENEYE application (partner)
- International courses
  - OKNygaard & Green Academy staff participating in 3-day biodiversity course in Utrecht, NL
  - EU CoVE application (lead)
  - EU CoVE application (partner)

**What are challenges?**

- Time allocation and synchronization among and between partners
- Expansion of the CoVE partnership
- Defining/agreeing on common objectives for all stakeholders

**What are the plans for the future?**

- Developing new courses (e.g. Tree biology)
- Developing cooperation with primary schools
- Making our CoVE sustainable (governance)
- Developing the concept of "Islands of Excellence"

**Additional Relevant information**

N/A


**Any other thoughts**

We need more sharing of the experience with establishing the CoVEs in different regions - maybe also from outside the EPLUG project

### Connection to other regions and the platform

*To meet and work by making EPLUG partners into regional CoVE in DLF*

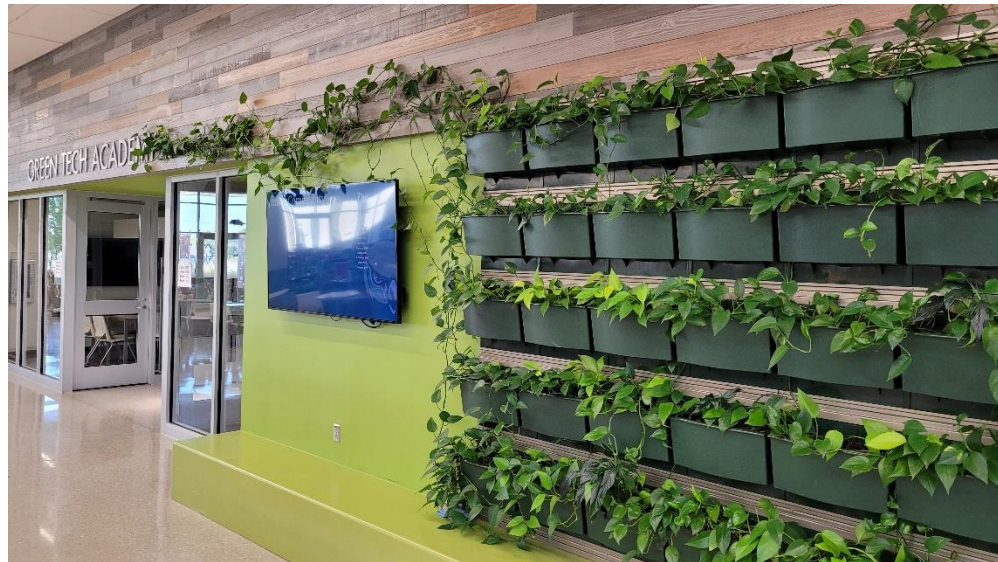
- How do you set up "Islands of Excellence"?
- What are the evaluations of the courses?
- How can we co-operate in the same themes?
- Do you want to work together on developing a new course related to trees? (As)
- Do you want to share with us about your courses (C220)



# Case Study Morocco



# Case Study Kansas



# Case Study Australia



**Karen Dickinson**

General Manager  
TAFE Queensland Gold Coast

*“We want to share our message on sustainability, not only with our students, but more broadly with the community. There was quite a lot of upskilling for senior leaders with regard to the Sustainable Development Goals with the intention that these leaders would cascade their insights into the wider organisation...”*

*The recruitment process also focused on a commitment to sustainability – we said to people: ‘To work at this campus, you have to be committed to sustainability and act as a role model in living and breathing that commitment every day.’”*

# Case Study Singapore



# Case Study Singapore (digital)



## PROOF OF CONCEPT

@TP ADVANCED MANUFACTURING CENTRE

### Overview

A collaborative space where ideas, concepts are seeded and tested, this is where industry partners, MNCs and SMEs alike, can co-innovate and testbed new products and new processes in a risk-free environment. Here, surrounded by the latest equipment, processes, platforms and systems, industry players and academia come together to push the envelope of advanced manufacturing through ideation and development of innovative solutions.



**Thank you!**

**[Stefan.Thomas@etf.europa.eu](mailto:Stefan.Thomas@etf.europa.eu)**



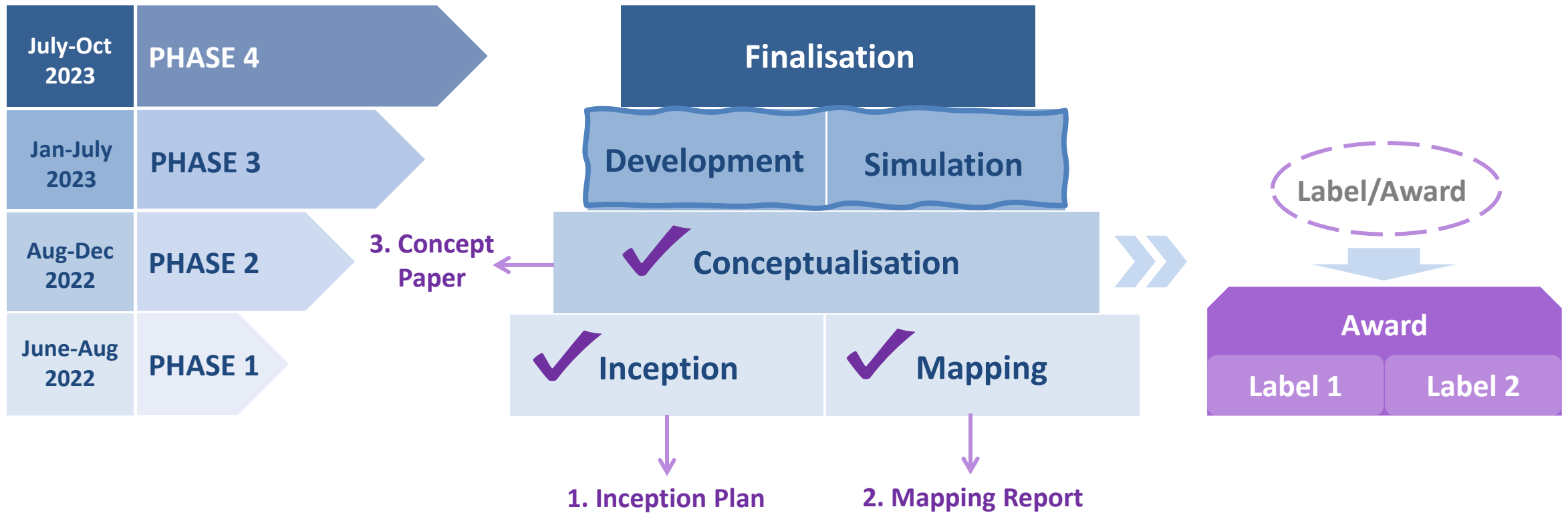
# Excellence Award: Update on progress

*Doriana Monteleone, ETF*





# A QUICK RECAP





# WHAT'S NEXT

Jan-July 2023

PHASE 3

Development Simulation

January 23

Consultation meeting with the Panel (23 February 23)

Feb 23: Feasibility Study - 1<sup>st</sup> Draft ✓

March 23: Feasibility Study - 2<sup>nd</sup> Draft

Simulation (May-July)

Validation meeting with the Panel (28-29 September - TBD)

Sep 23: Feasibility Study - 3<sup>rd</sup> Draft

Oct 23: Feasibility Study - Final + Recommendations

October - November 23



# What do we do in session?

- GROUP WORK: Requirements for Labelling
- Labelling simulation plan: tasks and roles
- DISCUSSION: Panel's feedback on simulation



# GROUP WORK: Identification of requirements for Labelling





# Requirements for Labelling

- To be eligible to receive a label the VET Provider must carry out a self-assessment using ISATCOVE.
- For each kind of label – **CoEx** or **AdEx** - the VET Provider must self-assess using a **minimum number of criteria and indicators** across the three dimensions.



What is the **minimum number** of criteria and indicators for both labels?

## How do we choose them?

- Proportional to the number of criteria under each area
- Proportional to the number of indicators under each criterion
- Balance between the two Labels:

**CoEx**



Level of commitment (*smaller proportion*)

**AdEx**



Support validation of excellence (*greater proportion*)





# A. Number of criteria and indicators

## Criteria

Area	N. of criteria	Minimum n. of criteria	
		CoEx	AdEx
T&L	10	6	9
P&C	7	4	5
G&F	6	3	5
<b>TOTAL</b>	<b>23</b>	<b>13</b>	<b>19</b>

CoEx → 13

AdEx → 19



# A. Number of criteria and indicators

## Indicators

**CoEx**

*(40% for each  
criterion)*



**77 - 114**

**AdEx**

*(60% for each  
criterion)*



**193 - 224**

Area	N. of indicators	Minimum n. of indicators	
		CoEx	AdEx
<b>T&amp;L</b>	<b>180</b>		
TL1	14	6	8
TL2	29	12	17
TL3	21	8	13
TL4	22	9	13
TL5	20	8	12
TL6	13	5	8
TL7	16	6	10
TL8	12	5	7
TL9	19	8	11
TL10	14	6	8
<b>P&amp;C</b>	<b>128</b>		
PC1	24	10	14
PC2	15	6	9
PC3	18	7	11
PC4	16	6	10
PC5	26	10	16
PC6	14	6	8
PC7	15	6	9
<b>G&amp;F</b>	<b>119</b>		
GF1	25	10	15
GF2	26	10	16
GF3	16	6	10
GF4	17	7	10
GF5	12	5	7
GF6	23	9	14
<b>TOTAL</b>	<b>427</b>		



## *Discussion*


- *Is the proposed minimum number of criteria and indicators sufficient to guarantee a **relevant coverage** of the three areas?*
- *Will this be **manageable**?*

*Please provide your feedback*

*Time: 15'*



## B. Relevance of criteria and indicators

- Are there some criteria or indicators that are more **relevant** or important than others?  
  
*Every VET Provider should be expected to use them.*
- Should some or all of these “highly relevant” criteria or indicators be **mandatory** for CoEx and/or AdEx?



## B. Relevance of criteria and indicators

### *Group work*

Please make **10** groups of two-three persons. Each group will be assigned :

- a. One dimension and relative **criteria** and
- b. Two-three criteria and relative **indicators**.

Reflecting on their **level of relevance** in relation to vocational excellence, identify:

- a. the **criteria** you think we should set as compulsory within the assigned dimension
- b. the **indicators** you think we should set as compulsory within assigned criteria.



Please mark on the wall each criterion and indicator you think we must set as compulsory

*Time: 30'*



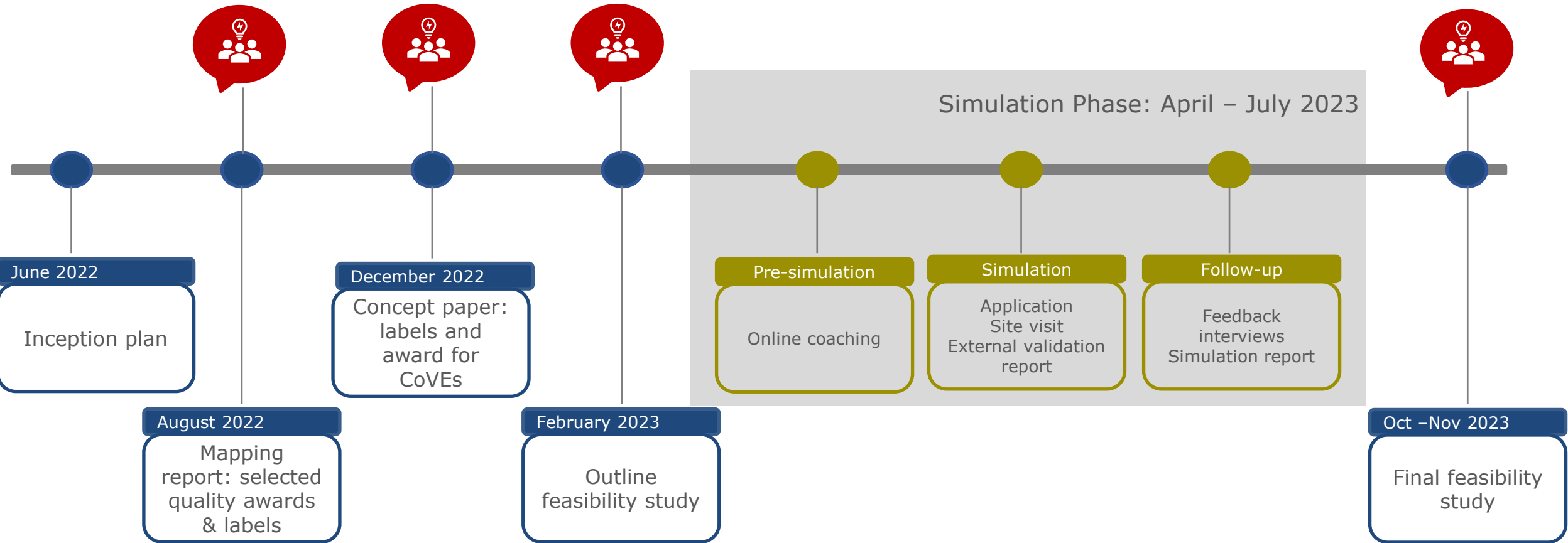
# Label simulation: tasks and timeline

*Monika Auzinger, 3S*



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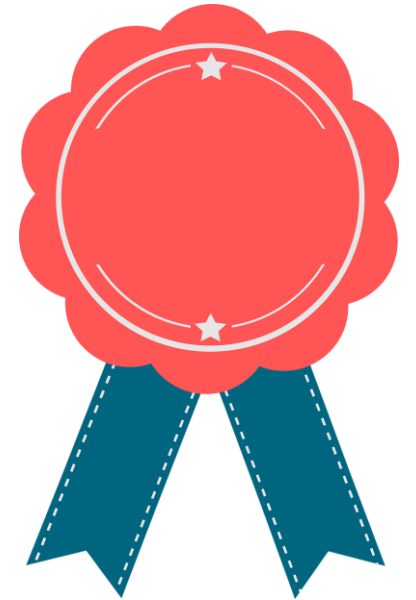
## Feasibility study: overall (indicative) timeline and panel consultation





## Labels and award for Centres of Vocational Excellence: Simulation of two applications

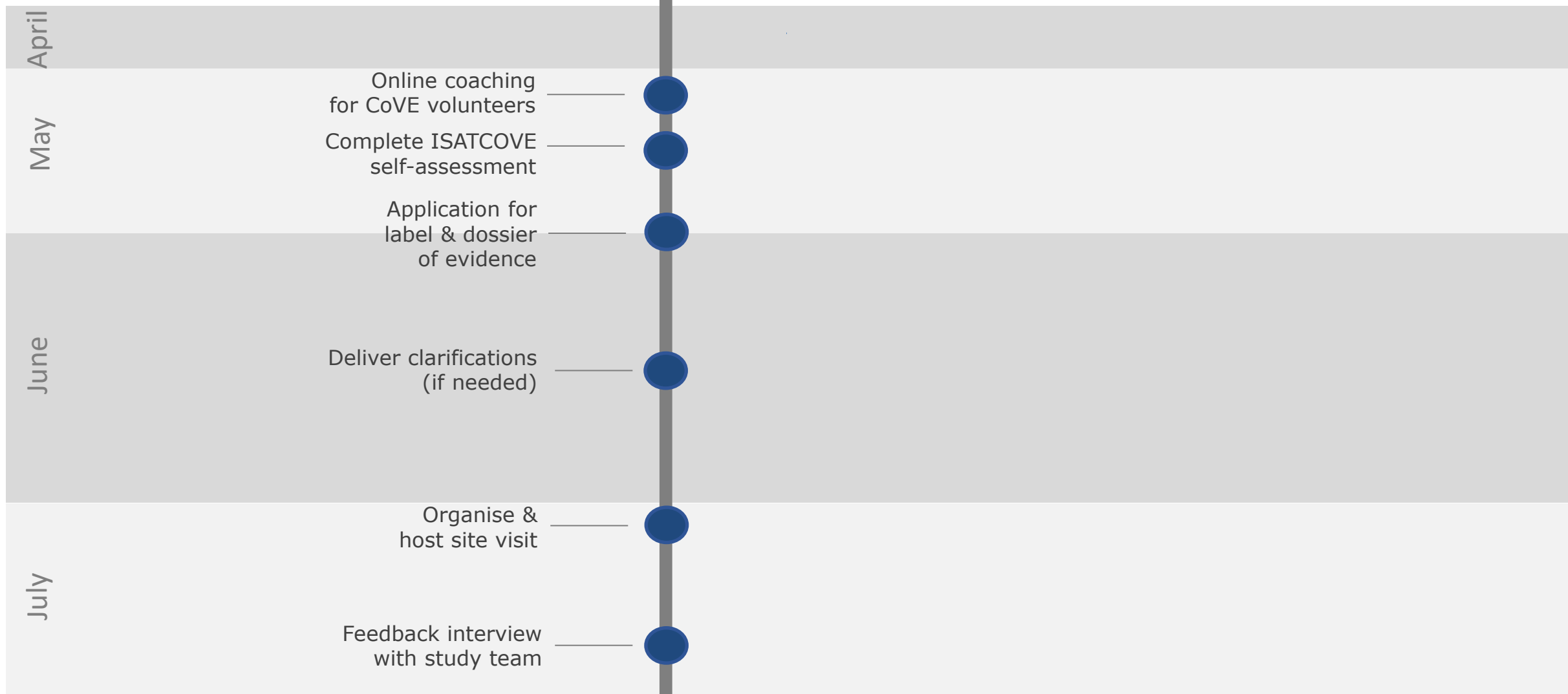
- ,Advancing on Excellence` label (AdEx Label) selected for simulation (*i.e.* ,Committed to Excellence` label and Vocational Excellence Award will not undergo simulation at this stage)
- Simulation of the entire application and assessment process with two applicants, including site visit (one online, one face-to-face)
- VET providers & assessors: roles assumed by volunteers
- Operational unit: role assumed by project team
- Board (decision-making body): role jointly assumed by the ETF & project team



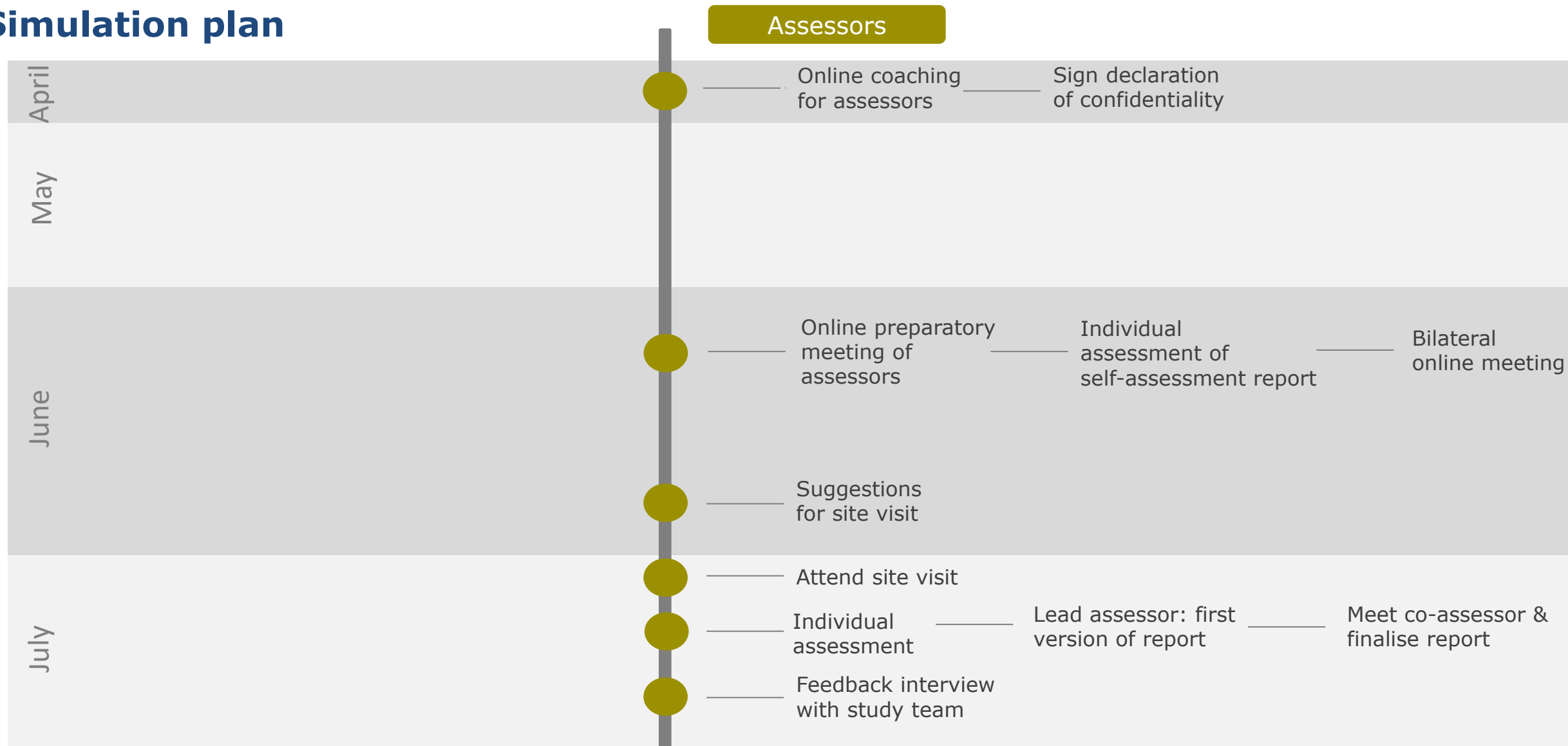


## Simulation plan

VET providers



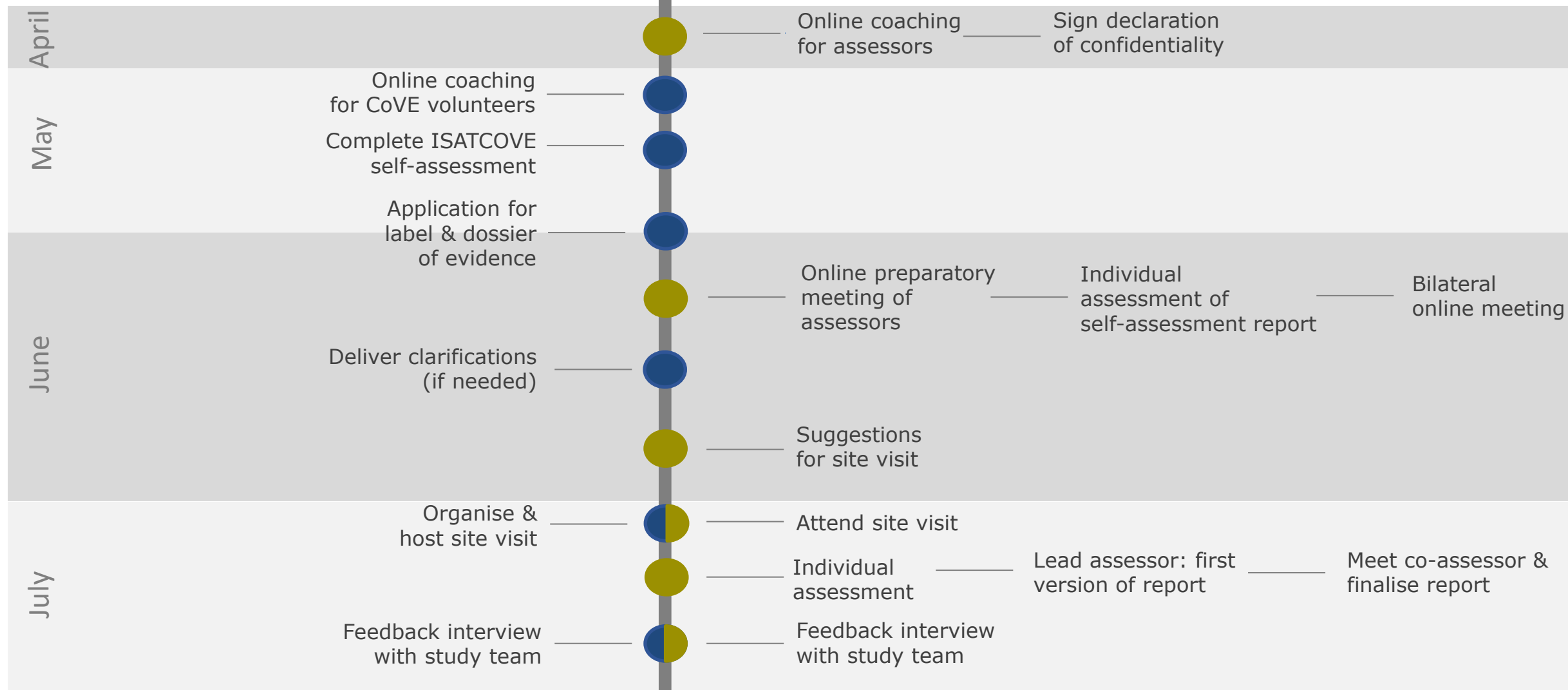
## Simulation plan



## Simulation plan

VET providers

Assessors



# Thank you!

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# Simulation plan: Feedback from the Panel





## Process for external validation

- Is the proposed process feasible/sustainable?

**Annex 1:** Guidelines for the process of external validation

**Annex 3:** Roles and tasks of assessors

## External validation report template

- Does it efficiently support :
  - the validation of the self-assessment selected criteria
  - the assessment of the VET provider's approach towards excellence

**Annex 2:** External validation report template

*Please, spend 10' to read again the annexes, then provide us your feedback*



# WHAT'S NEXT?





**Julian**

**Doriana**



**THANK YOU!**