
ENE Framework for Excellence

Introduction

This questionnaire has been designed for vocational schools and centres of vocational excellence that are members or associates of ETF's Network for Excellence (ENE). It has been developed to permit members and associates to self-assess their own level of development against a shared set of indicators.

Completing this self-assessment will assist schools and centres to understand their own strengths and weaknesses and to plan their own improvement strategies. Members of the Network will be invited to repeat the self-assessment in the future, in order to review their own progress.

Data from the survey will be analysed in order to understand the development needs of its members and to plan support across the network. However, the self-assessment of each centre or school belongs to that institution: it will not be disclosed or published – unless the school or centre chooses to do this.

After you have completed the self-assessment you will be able to download feedback for your school or centre.

Structure of the questionnaire

Schools and centres are invited to self-assess in relation to 7 dimensions of vocational excellence which, according to previous research, are particularly relevant to schools and centres in the ENE. Currently the dimensions are:

- A.** Education-business collaboration and cooperation
- B.** Pedagogy and professional development
- C.** Autonomy, institutional improvement and resources
- D.** Lifelong learning in VET
- E.** Smart specialisation – mobilising innovation, ecosystems and SMEs
- F.** Industry 4.0 and digitalisation
- G.** Going green – supporting sustainable goals

In the future, it is planned that indicators for other dimensions and sub-dimensions will be developed and made available.

Within each dimension, the indicators are organised into **three development levels**:

- Foundational
- Developed
- Mature.

Since ENE is concerned not only with the development of excellence but also with its transmission, each dimension includes a section on Leadership and Collaboration.

For each indicator the **evaluation scale** is the following:

- *Yes (i.e. we do it already)*
- *To some degree (i.e. we do it only partially)*
- *No (i.e. we don't do it)*
- *Not relevant*
- *Don't know.*

If the answer is “No”, then the school will be invited to describe its **plans for the future**, choosing between three options:

- *We will do it within two years*
- *We will do it in longer than two years*
- *We are not planning to do it*

Schools and centres may choose to self-assess only for those dimensions which they find relevant, selecting the dimensions for which they opt in in the page “Dimensions' choice”.

How to fill in the questionnaire

ETF advises that the self-assessment will be most useful to a school or centre if a small team of teachers and managers from each school or centre familiarise themselves with the questionnaire in advance – since it may be necessary to consult with others or collect information before responding. The team should include the school or centre Director or a senior manager, the identified ENE contact point and other teachers or managers who have, between them, a strong understanding of all of the dimensions addressed.

After the individuals have reviewed the questionnaire, the team may then meet to discuss and complete the questionnaire together or, once they have agreed their collective responses, they may delegate a member of the team to respond on their behalf.

Following this [link](#) you will find the **full version of the questionnaire**, which you may like to download in order to prepare your organisation's response.

- The questionnaire may be completed in **English, Russian or French**. Please select your preferred language from the language bar on the top.
- To **save** the questionnaire and **continue** at a later date, click on "**Save & Continue**" on the toolbar at the top of the survey page. You can enter and **email address** to receive a link to return your survey later (all your survey progress will be saved).

To raise questions about the purpose and use of the self-assessment for vocational excellence please contact Julian.stanley@etf.europa.eu

Dimensions' choice

You are encouraged to self-assess in relation to all 7 dimensions, since ETF advises that they are all relevant for a centre of vocational excellence.

However, if you judge that one or more element is irrelevant or inappropriate you can **deselect** it below.

The questionnaire will then display only the selected dimensions.

The **full version of the questionnaire** can be previewed [here](#).

Please deselect any dimension(s) that you judge irrelevant or inappropriate:

- A** - Education-business collaboration and cooperation
- B** - Pedagogy and professional development
- C** - Autonomy, institutional improvement and resources
- D** - Lifelong learning in VET
- E** - Smart specialisation – mobilising innovation, ecosystems and SMEs
- F** - Industry 4.0 and digitalisation
- G** - Going green – supporting sustainable goals

Background Information

Please provide some background information on your school or centre.

If the school or centre is part of a cluster or partnership, please complete this questionnaire on behalf of your own organisation rather than on behalf of the whole cluster.

Name of the school or centre responding: _____

Name of the person responding: _____

Email of the person responding: _____

Is your school or centre part of a formal cluster or association with other vocational schools or another centre?

() Yes () No () Don't Know

If "Yes", please name the other schools or centres that form part of your cluster or organisation:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Please describe what relationship exists between your school or centre and the others in the cluster:

N.B.

For each indicator the **evaluation scale** is the following:

() Yes () To some Degree () No () Not relevant () Don't Know

If the answer is “No”, then the school will be invited to describe its **plans for the future**, choosing between three options:

() *We will do it within two years*
() *We will do it in longer than two years*
() *We are not planning to do it*

A - Education-business collaboration and cooperation

The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development in education-business collaboration and cooperation.

The indicators are grouped according to level of development: Foundational, Developing and Mature.

The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools or centres.

For every indicator, select the option that best describes the situation in your school or centre. Questions marked with an asterisk are compulsory.

A1) Foundational

A1a) The school or centre cooperates with enterprises so that all learners can carry out learning in the workplace (placements or internships) to meet formal requirements specified in relevant qualification or curriculum frameworks.

A1b) Representatives from employers are formally involved in school governance, for example, they are included in the Governing Body.

A1c) Employers are regularly consulted by the school or centre in relation to curriculum.

A2) Developing

A2a) A senior person (for example Deputy Principal) in the school or centre leads and coordinates school-industry cooperation.

A2b) The school or centre has signed long-term memoranda of understanding with at least two enterprises which bring about annual cooperation (for example, to provide work placements for learners or visits).

A2c) The school or centre cooperates with enterprises in order to organise work placements for all learners which are equivalent to at least 10% of curriculum time.

A2d) At least one teacher benefits from at least 5 days training or work placement (or work) in an enterprise every year.

A3) Mature

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.

A3b) Enterprises regularly contribute to assessment processes for students, for example, participate in assessment juries.

A3c) Tracer studies demonstrate that at least 30% of graduates enter employment or self-employment or further study in sector related to their programme.

A3d) Enterprises contribute to infrastructure, equipment or other costs in the school or centre (value of contribution at least € 5000 over last two years).

A4) Lead or Coordinating

The indicators in this section address the way in which the school or centre works with other schools or training centres.

A4a) The school or centre forms lasting institutional partnership with specialist national or regional employer associations or sector organisations to develop skills over medium term, for example, developing joint curricula or implementing joint skills surveys.

A4b) The school or centre cooperates with other schools to co-ordinate placements or other work-based learning for adult learners.

A4c) The school or centre cooperates with other schools to co-ordinate placements for teachers in industry or to organise training for teachers in the workplace.

Give one example of good practice in Cooperation with Enterprise at your school or centre:

B - Pedagogy and Professional Development

The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development of development of pedagogy and professional development.

The indicators are grouped according to level of development: Foundational, Developing and Mature.

The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools or centres.

For every indicator, select the option that best describes the situation in your school or centre. Questions marked with an asterisk are compulsory.

B1) Foundational

B1a) The school or centre has a person (pedagogue or pedagogical coordinator or lead teacher) in charge of professional development.

B1b) The school or centre provides mentoring and induction for all Beginning Teachers.

B1c) At least 75% of the teachers in the school or centre attended at least one in-service training event (for example, a seminar or workshop) in the last 12 months.

B1d) Teachers of theory and of skills regularly set learning tasks that closely resemble real, up-to-date tasks in the world of work.

B1e) All staff have appropriate knowledge, skills and competences (technical, pedagogical and personal) which qualify them to teach, collaborate and support the welfare of learners.

B2) Developing

B2a) The school or centre systematically conducts training needs identification for all of its staff, for example, through interviews or surveys.

B2b) All teachers at the school or centre regularly practise a range of pedagogies that are appropriate to vocational subjects and to different learners (for example, active approaches like group work, problem solving, critical thinking, role play).

B2c) The school or centre makes systematic use of assessment data to evaluate and improve its own performance.

B2d) Senior managers and pedagogues regularly observe teaching and provide feedback to all staff.

B2e) School or centre regularly assesses needs of all learners and provides special support to meet individual needs (with respect to both learning and wellbeing) where appropriate.

B3) Mature

B3a) The school or centre plans its own in-service training events at least three times each year to achieve its training plan (in addition to participating in external training events).

B3b) All teachers and trainers have relevant industrial or professional work experience which they have either obtained outside of teaching or through placements and training in relevant enterprises.

B3c) At least 80% of teachers and instructors regularly collaborate to prepare and support their teaching, for example, through mentoring, team teaching or joint lesson preparation.

B3d) Regular assessment of learning is used systematically to decide what learning tasks should be set for individual learners and for groups of learners.

B3e) The school or centre evaluates the impact of professional development on the quality of teaching and learning, and the information is used to plan future professional development.

B4) Lead or Coordinating

The indicators in this section address the way in which the school or centre works with other schools or training centres.

B4a) The school or centre supports the development of pedagogy across a group of other schools or learning centres, for example, through the offer of in-service training or by sharing instructional materials.

B4b) The school or centre works in partnership with industry, universities or donors to design and organise in-service training for teachers and trainers.

B4c) The school or centre participates in national or international networks to share good practices or research in teaching and learning.

B4d) The school or centre has a budget to develop and provide in-service training (or is able to charge for in-service training).

Give one example of good practice in pedagogy and professional development at your school or centre:

C - Autonomy, Institutional Improvement and Resources

The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development of autonomy, capacity for improvement and of what resources are available.

The indicators are grouped according to level of development: Foundational, Developing and Mature.

The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools or centres.

For every indicator, select the option that best describes the situation in your school or centre. Questions marked with an asterisk are compulsory.

C1) Foundational

C1a) The school or centre has an independent Board of Governors with some elected members that exercises authority and holds the principal to account.

C1b) The school or centre, in consultation with its stakeholders, has defined its own mission and institutional development plan.

C1c) The school or centre has an institutional quality assurance system which it implements.

C2) Developing

- C2a)** The school or centre has the authority to enter independently into contracts with other organisations such as businesses, training providers and donors e.g. to buy or sell services or equipment.
- C2b)** The school or centre is able to earn and retain income (for example, by selling training services).
- C2c)** The school or centre is able to make changes to nationally defined curriculum frameworks or profiles in order to adapt curriculum to local needs.
- C2d)** The Governing Body has the authority to appoint and dismiss principal.
- C2e)** The school or centre has the authority to appoint its own fixed term staff (for example, part-time teachers, maintenance staff).

C3) Mature

- C3a)** The school or centre plans and monitors its own budget, deciding independently how to use the resources.
- C3b)** The school or centre has appropriate and sufficient laboratories, classrooms and workshops which permit it develop the competences required by employers.
- C3c)** The school or centre has appropriate and sufficient tools, equipment, infrastructure and consumables which permit it develop the competences required by employers.
- C3d)** The school or centre has the authority to decide which learning programmes will be offered in the future and to close down current programmes if not required.
- C3e)** The school or centre has the authority to appoint full-time, permanent teaching staff, subject to approval.
- C3f)** The school or centre has the authority to take out loans, for example, to fund investment.

C4) Lead or Coordinating

The indicators in this section address the way in which the school or centre works with other schools or training centres.

- C4a)** The school or centre coordinates the planning and provision of training programmes, together with other skills providers.
- C4b)** The school or centre leads and sometimes initiates national or international projects involving more than one other organisation.
- C4c)** The school or centre operates a joint budget or joint owns assets or enterprises with other schools or organisations, for example, a training company.
- C4d)** The school or centre shares services or staff with other schools (for example, accounting services, technical maintenance services, etc.).

Give one example of good practice in Autonomy and Institutional Improvement at your school or centre:

D - Lifelong learning in VET

The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development of development of Lifelong Learning in VET.

The indicators are grouped according to level of development: Foundational, Developing and Mature.

The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools or centres.

For every indicator, select the option that best describes the situation in your school or centre. Questions marked with an asterisk are compulsory.

D1) Foundational

- D1a)** The school or centre has an explicit mission to provide education or training programmes to adults.
- D1b)** The school or centre has delivered at least one adult education programme with at least 8 weeks duration for 20 or more adult learners over the last two years.
- D1c)** The school or centre is formally accredited as provider of adult education.
- D1d)** The school or centre systematically supports the development of key competences (including soft skills as well as basic skills) for all learners.

D2) Developing

- D2a)** The school or centre has delivered at least three different programmes for adults continuously over the last two years.
- D2b)** Different kinds of learning-programme are offered to different kinds of adult learners, in order to meet their needs (for example, part-time courses for employees, elementary courses for adults without basic skills, etc.).
- D2c)** The school or centre offers specialised advice on training and careers to adult learners.
- D2d)** Teachers and trainers have received training or specialised support that has helped them to develop skills to support adult learning and career counselling.
- D2e)** Learning outcomes (or competences) from adults' skills programmes are assessed using criteria that have been validated by employers (or their representatives).

D3) Mature

- D3a)** More than 50% of programmes provided by the school or centre are also accessible to adult learners, either as special courses or it is possible for adults to join existing programmes.
- D3b)** There is dedicated funding which makes it possible for adult learners to study.
- D3c)** Learning from adults' skills programmes is accredited, i.e. the programmes lead to diplomas which have value on the labour market.
- D3d)** Graduates from adult programmes are regularly tracked (e.g. by tracer studies) in order to monitor destinations and/or future learning needs.
- D3e)** The school or centre provides adult education programmes outside (either partially or fully) of a school environment (for example, in the workplace, online, etc.).
- D3f)** The school or centre recognises informal learning of adults so that they can benefit from prior learning outside of the school or centre.

D4) Lead or Coordinating

The indicators in this section address the way in which the school or centre works with other schools or training centres.

- D4a)** The school or centre collaborates with or supports other adult education providers, for example, so that together schools can offer a wider range of programmes.
- D4b)** The school or centre has well-established partnerships with businesses or employment agencies, for example, to provide training.
- D4c)** The school or centre has a co-ordinating role with respect to adult education (for example, it coordinates adult education in several organisations or campuses or neighbourhood centres).

Give one example of good practice in Adult Education at your school or centre:

E - Smart specialisation - Mobilising Innovation, ecosystems and SMEs

The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work and which provide evidence of how your school or centre is working in collaboration with local and regional organisations to plan and implement regional economic development and innovation, following the principles of Smart Specialisation.

The indicators are grouped according to level of development: Foundational, Developing and Mature.

The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools or centres.

For every indicator, select the option that best describes the situation in your school or centre. Questions marked with an asterisk are compulsory.

E1) Foundational

- E1a)** The school or centre gathers and analyses labour market knowledge (for example, information on employers' needs) to inform its work.
- E1b)** The school or centre collaborates with local or regional bodies responsible for local/regional development (for example, with the Regional Development Agency).
- E1c)** The school or centre collaborates with the local or regional business associations and civil society (for example, Chambers, employers' associations, NGOs, etc.).

E2) Developing

- E2a)** The school or centre is involved in activities that help the region to identify priorities for the economic development ("smart skills specialisation").
- 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.
- E2c)** The school or centre provides enterprise/entrepreneurship skills to 75% of its adult learners.
- E2d)** The school or centre provides training or other services targeting Small and Medium Enterprises (SMEs).

E3) Mature

- E3a)** The specialist programmes offered by the school or centre match well with the current and future employment needs of local and regional enterprises.
- E3b)** The school or centre contributes to regional research strategy, for example, by helping to transfer and apply new knowledge and technologies.
- E3c)** The school or centre provides incubation services, i.e. support for new business start-ups, such as accommodation, mentoring or loans.
- E3d)** The school or centre collaborates with industry to create new training programmes which address innovation (for example, take up of new technologies), in line with the regional strategy.
- E3e)** The school or centre has entered into formal agreements with private and public sector organisations to jointly address local or regional economic needs, for example the ones expressed in the regional strategy.

E4) Lead or Coordinating

The indicators in this section address the way in which the school or centre leads or coordinates other organisations and skills providers to support regional economic development and innovation according to the principles of smart specialisation.

- E4a)** The school or centre leads or coordinates building partnerships, for example, by hosting meetings or mobilising alumni, for the benefit of the region.

E4b) The school or centre leads or coordinates collaboration with other schools, centres or research organisations locally, across regions or internationally, for example, to develop project or training programmes e.g. on emerging technologies.

E4c) The school or centre is formally recognised to have a lead role in the development of identified specialised skills or technologies at regional or national level.

Give one example of good practice in Smart specialisation – Mobilising Innovation, ecosystems and SMEs at your school or centre:

F - Industry 4.0 and digitalisation

The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development of capacity to address Industry 4.0 and digitalisation.

The indicators are grouped according to level of development: Foundational, Developing and Mature.

The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools or centres.

For every indicator, select the option that best describes the situation in your school or centre. Questions marked with an asterisk are compulsory.

F1) Foundational

F1a) The school or centre develops the digital skills and competences of learners in at least five different learning programmes.

F1b) Digital and on-line instruction is regularly used on campus as a mode of teaching and learning by at least 50% of learners.

F1c) The school or centre is able to use digital tools to provide distance learning to 80% of its students.

F1d) The school or centre promotes and uses Open Educational Resources.

F2) Developing

F2a) An explicitly defined set of Digital and On-line Skills are taught to all learners as part of their key competences.

F2b) The Digital Competence (DC) of staff and learners is benchmarked, e.g. using the [EU's SELFIE tool](#) or another framework.

F2c) The school or centre uses digital and on-line learning to provide work-related learning situations (for example, video simulations, business games, videos of workplace, VR).

F2d) At least 50% of learners learn coding and computational thinking.

F2e) The school or centre has a digital strategy (for example incorporated into institutional development plan).

F2f) The school or centre ensures safety, privacy and a responsible behaviour in digital environments.

F2g) The school or centre develops digital competences of all staff, in line with institutional development plan or workforce development plan.

F3) Mature

F3a) Most teachers and learners use digital learning environments or systems for learning and assessment (for example, Moodle, Microsoft 365, etc.).

F3b) Digital learning technologies are used to provide anytime/anyplace learning for all learners.

F3c) At least 50% of learning programmes develop the competence of learners to make use of up-to-date industrial digital technologies, e.g. CAD, CAM, 3D printing.

F3d) The school or centre has medium- and long-term plans to ensure that the development of its own digital infrastructure is in line with pedagogy and curriculum and industrial practice and the plans are implemented.

F3e) The school or centre provides at least two specialised profiles (qualifications) that explicitly address digital competences relevant to Industry 4.0. (for example, robotics, AI, website designer, data scientist).

F4) Lead or Coordinating

The indicators in this section address the way in which the school or centre works with other schools or training centres.

F4a) The school or centre works in partnership with employers to address new digital technological development (for example, through investment, sharing of technology and know-how and continuing training for advanced digital competences).

F4b) The school or centre works with research partners to address new challenges and exploit new digital technologies.

F4c) The school or centre networks and collaborates digitally with other skills providers, for example, through e-twinning, videoconferencing or platforms.

F4d) The school or centre supports or encourages the development of digitalisation in other skills providers, for example, by providing professional development, development of assessment.

F4e) The school or centre is formally recognised to have a national or regional mission to lead development in the provision of digital skills and/or the use of educational technologies.

Give one example of good practice in Industry 4.0 and digitilisation at your school or centre:

G - Going green - supporting sustainable goals

The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development of skills for a green and sustainable economy.

The indicators are grouped according to level of development: Foundational, Developing and Mature.

The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools or centres.

For every indicator, select the option that best describes the situation in your school or centre. Questions marked with an asterisk are compulsory.

G1) Foundational

G1a) Some awareness raising activities have already taken place in the school or centre (for example, campaigns to reduce and/or carefully manage waste).

G1b) Where appropriate the learning programmes provided include competences that are relevant to making the economy sustainable ('green skills'), for example, knowledge about energy conservation, skills in waste reduction.

G1c) The school or centre supports learning addressing the science of climate change and exploring critically economic, political and technological responses to environmental change.

G2) Developing

G2a) The school or centre addresses explicitly sustainability issues in its institutional strategy (for example, with respect to energy, curriculum, consumables).

G2b) The school or centre provides at least one training programme that explicitly addresses a current or emerging green occupation (for example, environmental management, photo-voltaic installer, recycling worker).

G2c) The school or centre systematically develops skills in green technologies, for example, solar or wind power, insulation, electric batteries.

G2d) The school or centre audits and controls its own environmental footprint.

G3) Mature

G3a) The school or centre is providing adult training programmes that provide green skills, give access to green technologies and open up green occupations.

G3b) The school or centre is helping to develop new programmes, curricula or technologies associated with green skills, occupations and technologies.

G3c) The school or centre has successfully implemented a strategy for green transformation and is on course to achieve a reduction in its own carbon foot print in line with national and international targets by 2030.

G3d) The school or centre empowers learners and staff to innovate and collaborate to bring about a sustainable economy.

G4) Lead or Coordinating

The indicators in this section address the way in which the school or centre works with other schools or training centres.

G4a) The school or centre is collaborating with industry or research institutes to develop or provide learning programmes which address sustainability, for example, through projects or platforms.

G4b) The school or centre is collaborating with other skills providers to support or provide learning programmes which address sustainability, e.g. through clusters or in-service training.

G4c) The school or centre is working with industry or sector associations to provide training programmes for employees focusing on sustainability.

G4d) The school or centre is collaborating with other stakeholders, (for example, local government, NGOs, parents, adult learners, employers) on actions to bring measurable progress in achieving collective sustainability goals.

Give one example of good practice in development of Going green – supporting sustainable goals at your school or centre:

Feedback

The feedback report provides a record of your responses and calculates a score for each dimension. It can be downloaded to help your organisation plan for the future.

The scores contained in the report offer a summary of your self-assessment of development towards excellence at your school or centre. They have been calculated by totalling the scores within each dimension.

The report provides also an average indication of your level of development (i.e. “Foundational”, “Developmental” or “Mature”) to help staff, managers and stakeholders reflect upon their performance and their goals. A detailed analysis of the single answers will help to build upon this starting point.
