

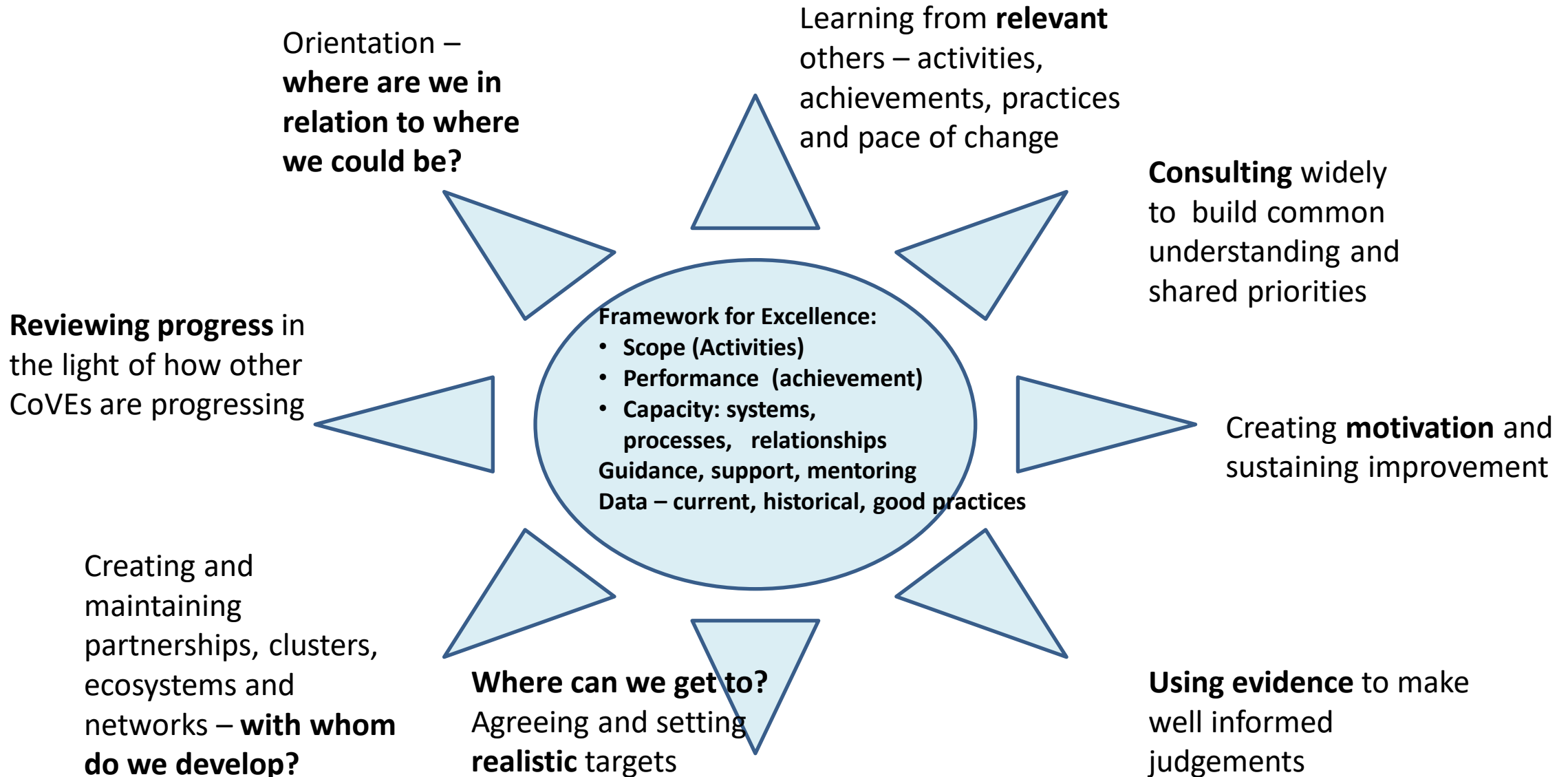


THE INTERNATIONAL DIMENSION OF CENTRES OF VOCATIONAL EXCELLENCE: BUILDING VOCATIONAL EXCELLENCE THROUGH INTERNATIONAL COOPERATION

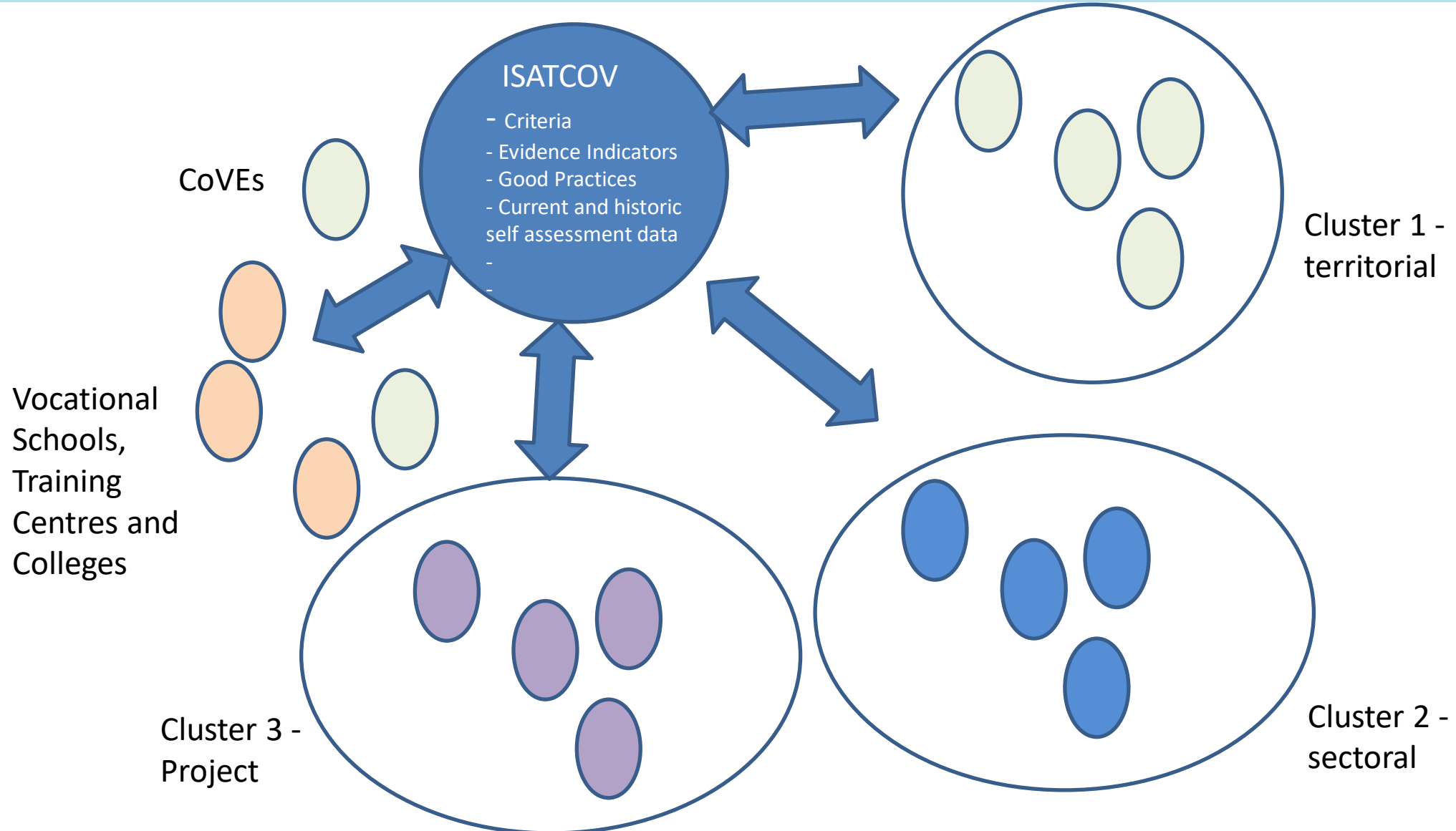
Online Consultation

24th of October 2022





Individual CoVEs and CoVE-clusters can engage with ISATCOV to self-assess, share and compare their performance, capabilities and practices



- Excellence in scope



Range and extent of objectives, activities, functions and partners

- Excellence in performance

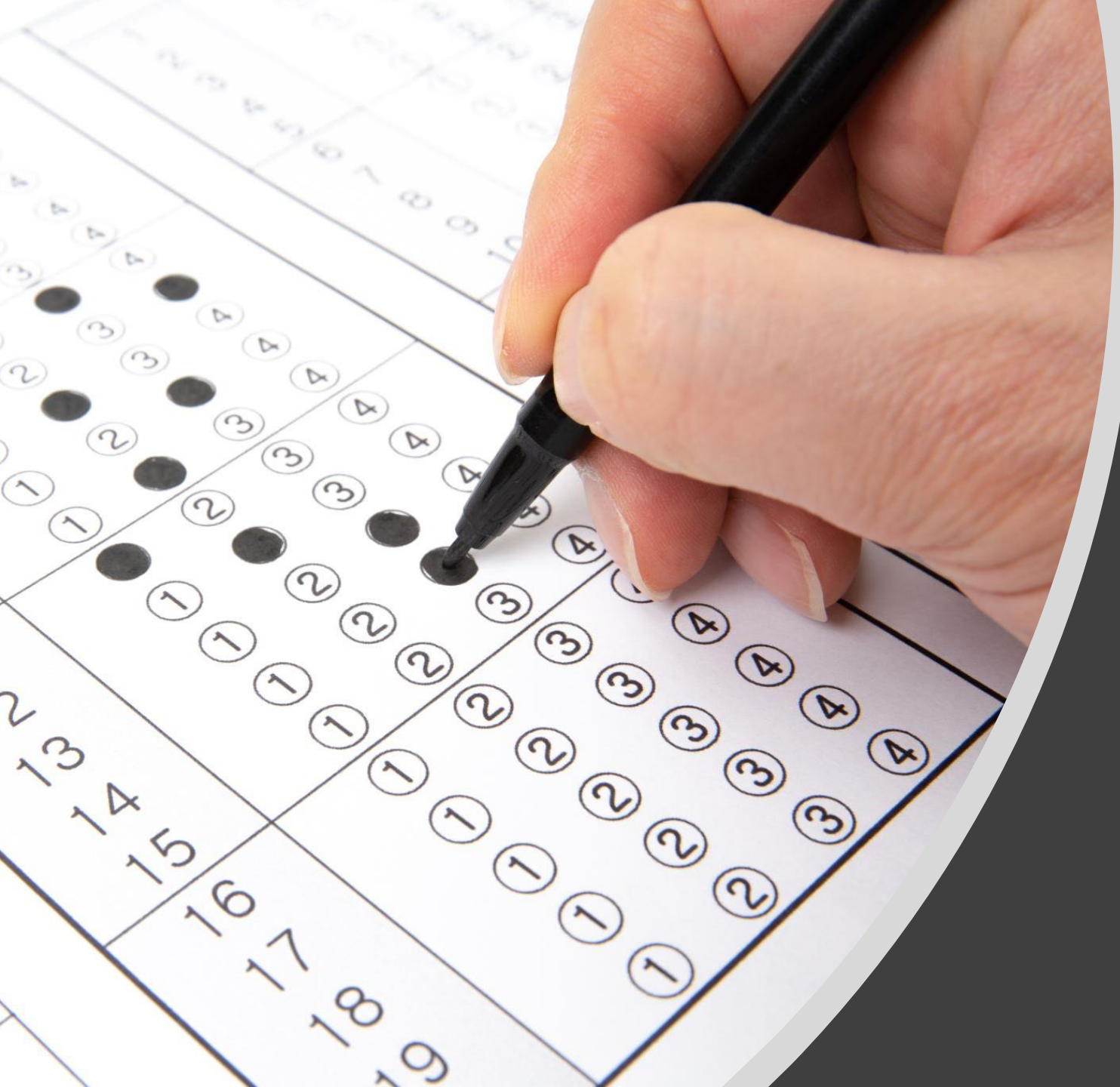


Quality of resources, processes and results for stakeholders

- Capacity for excellence



Systems, relationships, culture, knowledge, vision



Criteria and Evidence Indicators

1. *Skills provision is relevant and responsive to the labour market and society*
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.*

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*

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*

Each CoVE can decide which Criteria are relevant and which Evidence Indicators it wishes to employ.

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.

Select Criteria

- Select Criteria
- Select Evidence Indicators

Select 'comparator'

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

Judgements about each criterion will be informed by different kinds of evidence:

Criterion 1

Evidence
Indicator
Structural

- Answer options include yes, no and 'planned or in development'
- For answer options on 'degrees' ('to a large extent, to some extent, to a little extent, not at all...') - explanatory notes: to provide guidance on what 'to a large extent' could mean.

Evidence
Indicator
Quantitative

For example: % of graduates that find employment within one year in a sector corresponding to their profile (**Graduate tracking survey**)

Evidence
Indicator
Likert

For example: **Learners: How strongly do you agree or disagree** - I believe that I will be able to use the skills I acquire at CoVE in my future work or outside work.

Good Practice

For example: The school has signed a memorandum of cooperation with Ministry of Defence, Ministry of Interior, international company "MTU Aero Engines", Air Serbia, Maintenance Repair Organisation Jat Tehnika in the field of education and training of personnel for the needs of aviation sectors.

Each CoVE makes their own judgement in relation to each Criterion of Excellence after an internal discussion taking the evidence indicators into account..

Evidence Indicators

CoVEs select which Indicators to use and they can add additional indicators if they want. The Evidence Indicators enable informed judgements

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)

The CoVE can task particular actors or stakeholders to assess particular indicators, e.g. teachers, employers, school leaders



Criteria

Taken together the criteria provide a comprehensive framework for excellence. Each criterion provides a holistic judgement in relation to a set of indicators.

EXAMPLE OF A CRITERION

Skills provision is relevant and responsive to the labour market

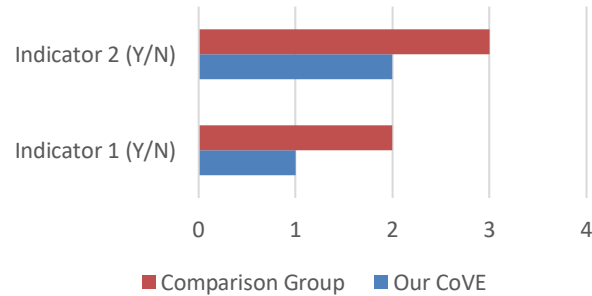
0 = Skills have no or little relevance

11= skills have high & proven relevance to the labour market

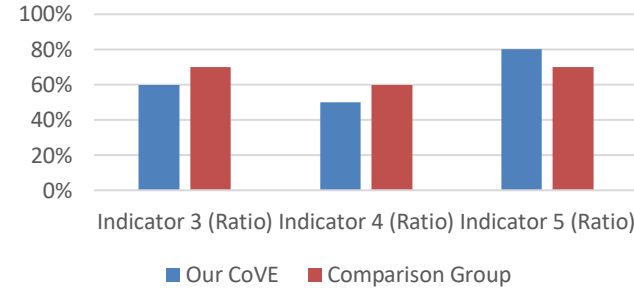
Judgment on each criterion will be collegiate – carried out by a self-assessment team identified by the CoVE – and informed by the Evidence Indicators

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 judgement

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)

Not at all



Skills provided are relevant to labour market

Systematically and comprehensively



TL2. Lifelong learning, transition and progression are supported in an inclusive and comprehensive manner

Short description

This criterion refers to a comprehensive range of services and processes, accessible to all learners, that support lifelong learning, transitions (e.g., from one educational pathway to another or from VET to the labour market), and progression (e.g., from one level of education to another, from VET to HE, or to CVET). In particular, this involves the provision and support for learners of all ages and vulnerable groups of learners.

Good practice examples

- ENESAT - Ukraine: The educational institution is focused on lifelong learning within the system of vocational education and training. The main ways to implement the program of continuing education in the institution are as follows: 1 formation of the need and ability of the individual to self-study; 2 optimization of the system of retraining of employees and their professional development; 3 vocational training, retraining and advanced training of the adult population in accordance with the needs of the individual and the requirements of the labor market. The activity of the educational institution of two educational and practical centers (TPC of modern welding technologies, TPC of modern building materials and technologies) significantly improves the quality of professional training of applicants of education, and provides an opportunity to carry out vocational training and retraining of unoccupied adult population, to conduct internships and advanced training of masters of industrial training, teachers of vocational and theoretical training of vocational (vocational) educational institutions of the region. On the basis of training and practical centers seminars, workshops, internships, master classes, short-term courses on mastering the latest technologies are held. Specialists of leading welding and construction enterprises are involved in the development of training programs.
- ENESAT - Serbia: We have become a Regional center for adult lifelong learning. Our school organized an international conference with the topic "Implementation of new technologies and ideas in school engineering education". Ministry of education, science and technological development named us the Center of excellence in the field of mechanical engineering.
- EUVECA (E+ call 2021): Main objectives include: - Increase the quality and attractiveness of vocational training and lifelong learning within the European healthcare sector and within healthcare education in general by focusing increasingly on coordination, collaboration between different levels of education and training, enabling more upward convergence on regional level and promoting (blended) mobility and inter-regional learning activities for health care students and professionals. - Contribute to the implementation of the European skills agenda by ensuring continuous and high-quality VET to professionals in the healthcare sector, focusing on improved and tailored lifelong skills training, covering 21st-century skills, such as digital skills, communication skills, patient involvement skills and health literacy, interdisciplinary and cross-sector collaboration skills, multidisciplinary skills and innovation skills, which are needed within all levels of professionals within the healthcare sector, from healthcare assistants to medical doctors.

Criterion TL2:
Lifelong learning, transition and progression are supported in an inclusive and comprehensive manner
>>> Likert scale

Theme TL2-1
The CoVE provides opportunities for lifelong learning in an inclusive and comprehensive way.

Structural evidence The CoVE has a current (i.e. updated within the past 4 years) lifelong learning strategy in place or lifelong learning principles are part of its overall strategy – Y/N/planned or in development (include strategy)

Structural evidence – The programmes offered by the CoVE systematically support the development of key competences (transversal or lifelong learning skills and competences, including career management competences) for all learners. 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 key competences by adapting to or aligning with external references, such as the 'key competences for lifelong learning' (EU) or the 'Global framework on core skills for life and work in the 21st century' (ILO). To a large extent, to some extent, to a little extent, not at all, in development/planned

Structural evidence – The CoVE currently offers: - programmes dedicated to or adapted to the needs of adults; - programmes dedicated to or adapted to people with up- or reskilling needs (such as early leavers from education and training, unemployed people), - programmes dedicated to or adapted to the needs of disadvantaged groups (such as ethnic minorities, asylum seekers), - micro-credentials. Y/N /planned or in development

Likert evidence – Learners/Graduates: I believe that
- the wide range of key competences I acquire/acquired in the CoVE programme (e.g. social skills such as teamwork, learning skills) will be valuable for my future, no matter what I do.
- my participation and contributions to the life of the CoVE are valued and recognized.
- the CoVE is an excellent school and I am proud to be part of it.

Likert evidence – Teachers: Our students generally develop the key competences they need to become lifelong learners.

Likert evidence – Teachers/Employers: The key competences (transversal or lifelong learning skills and competences) acquired by the graduates help them:
- to plan and manage their career well (e.g. in terms of further education and professional advancement); - to cope well with the demands of further training ; - to cope well with the demands of the working world.

Quantitative source - CoVEs internal records: % of learners at the CoVE who are adults; : % of learners belonging to disadvantaged groups (such as ethnic minorities, asylum seekers)

Structural evidence The CoVE has specific measures in place to support learners of all types (including those belonging to vulnerable groups) to prevent drop-out and ensure their successful progression to the next level. Y/N /planned or in development (include information on support measures/activities)

Theme TL2 2-2
The CoVE supports learners in an inclusive and comprehensive way to ensure their successful progression in the education system.

Quantitative source - CoVEs internal records: % of learners at the CoVE - who are adults; - from disadvantaged groups (such as ethnic minorities, asylum seekers) who successfully complete a programme (compared to all learners)

Quantitative source – CoVEs internal records: overall drop -out rate; % of drop-outs of learners at the CoVE – who are adults; - from disadvantaged groups (compared to all graduates)

Quantitative source - Graduate tracking: overall progression rate to HE; % of graduates - who are adults; - from disadvantaged groups (such as ethnic minorities, asylum seekers) that progress to HE (compared to all graduates)

Likert evidence – Learners/Graduates: The teaching and guidance I receive/received from the CoVE helps/helped me to - complete my studies at the CoVE; - reach the next level of education (e.g. start HE studies).

Theme TL2-3
The CoVE supports learners in an inclusive and comprehensive way to ensure their successful transition to the labour market.

Structural evidence: The CoVE offers learners of all backgrounds (including those from disadvantaged groups such as ethnic minorities or asylum seekers) specific support in preparing for working life to ensure their successful transition into the labour market. Y/N/planned or in development (include information on support measures/activities)

Likert evidence – Learners/Graduates: The support I receive/received from the CoVE related to the preparation for the working life helps/helped me to cope well with my entry into the world of work.

Likert evidence – Employers: The support learners receive from the CoVE related to the preparation for the working life helps them to cope well with their entry into the world of work.

Quantitative source - Graduate tracking: % of graduates – that are adults; - from disadvantaged groups (such as ethnic minorities, asylum seekers) that find employment within one year in a sector corresponding to their profile (compared to all graduates)

Explanatory note: 'To a large extent' could mean that all programmes offered at CoVE comprehensively support the development of key competences. The curricula include both general (eight) key competences and key competences that are particularly relevant to the field or future profession. Additionally, targeted support to the development of basic skills is provided, as appropriate. programmes support the development of basic skillsIt could also mean that curricula are regularly reviewed and updated to ensure that key competences are adequately addressed.

Explanatory note: 'To a large extent' could mean that the CoVE makes full use of selected frameworks in order to systematically align the curricula with them, i.e. the competences contained in the frameworks are systematically integrated into the curricula. It can also mean that the respective framework is also used in the review of the curricula in order to check to what extent an adjustment is necessary (e.g. in the case of an update of the framework).

Other type of evidence linked to one or more indicators

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

Further Information

- <https://openspace.etf.europa.eu/pages/self-assessment-tools-coves>
- A further consultation will take place on **November 23 2022**. A survey will be conducted to give teachers, trainers, school managers and stakeholders the opportunity to review and comment in detail upon the criteria and the indicators. You can express interest to participate in these activities [here](#).