



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

2nd Online Consultation

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PRESENTATION OF ISATCOV FRAMEWORK

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Criteria and Evidence Indicators

01

Teaching and learning

10 criteria

Indicator

Indicator

Indicator

Indicator

Indicator

02

Partnership and coordination

7 criteria

Indicator

Indicator

Indicator

Indicator

Indicator

03

Governance and funding

6 criteria

Indicator

Indicator

Indicator

Indicator

Indicator



Teaching and learning - criteria

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.



Partnership and Coordination - criteria

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



Governance and funding - criteria

1. Exercises sufficient autonomy to fulfil its own mission, exercising governance and leadership that fully engage all stakeholders at all levels
2. Engages actively in the development of 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.

How does it work

VET providers design their own self-assessment

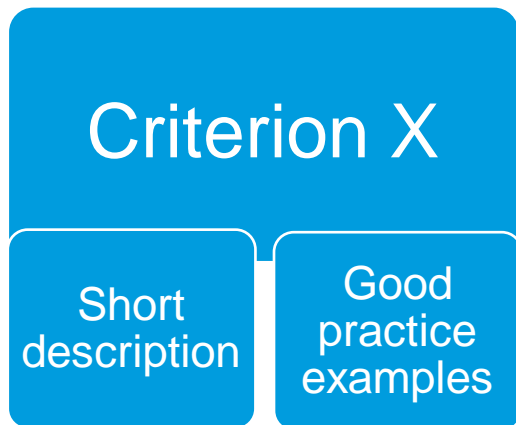
- decide which Criteria are relevant
- select Evidence Indicators they wish to employ
- can add own Evidence Indicators

Judgements about each Criterion will be informed by Evidence Indicators

- Based on internal discussions – self-assessment team
- 11-point scale will be used

Criteria

Evidence Indicators



Structural

Quantitative

Likert Skale - stakeholder

Good practice / Other evidence

Likert Skale
1.....11

Self-assessment team
Answer options: yes, no, 'planned or in development', other; '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

Quantitative data – various sources: e.g. internal records, graduate tracking

Judgement by particular actors/stakeholders - e.g. learners, graduates, teachers/trainers/staff, employers/employer representatives; Integration of a questionnaire-generating functionality; Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree

Good practice examples can be added to provide evidence related to a specific criterion/indicator
Other type of evidence (e.g. awards, results from other self-assessment or evaluations)



Partnership and Coordination – criteria

Example

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
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Example

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

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)

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

- Quantitative source - CoVE internal records:** Number of current partnerships with organisations on entrepreneurship education: - overall; - retained for at least three years
- Likert 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

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

- Quantitative source - CoVE internal records:** Percentage of the programmes offered by the CoVE that integrated entrepreneurship competence training . - as % of total number of programmes offered
- Quantitative source - CoVE internal records:** Percentage of recent graduates that made use of the CoVEs support services for starting their own business
- Likert 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)
- Likert 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)
- Likert 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)
- Likert evidence – Learners/Graduates:** We are learning (have learnt) many of the skills that we would need to set up a business or social enterprise
- Likert evidence – Graduates:** The CoVE offers a lot of assistance and support to graduates that want to set up a business or a social enterprise.
- Likert 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 source graduate tracking:** % of recent graduates who set up a business or a social enterprise

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.

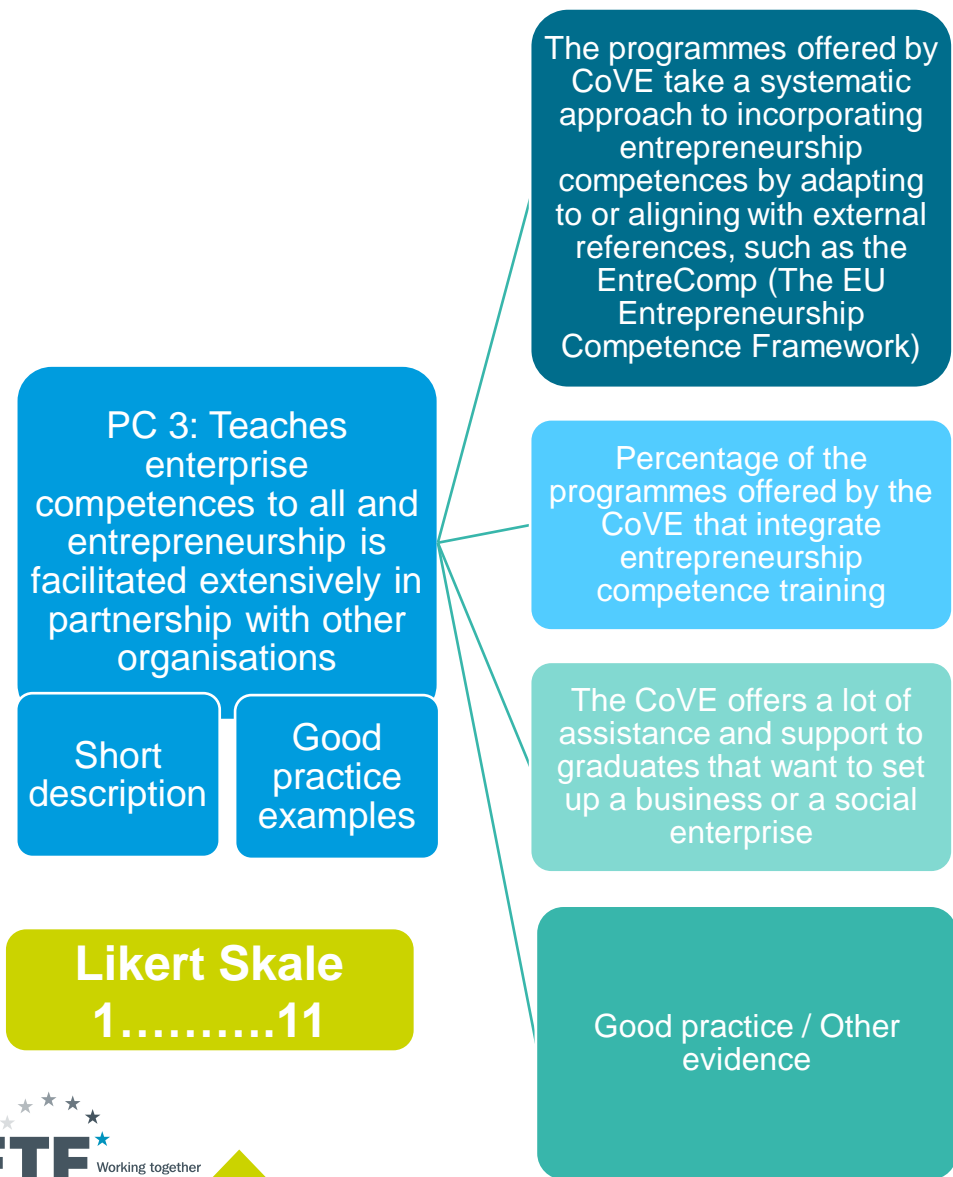
Explanatory note: To a large extent could mean that the CoVE systematically supports learners and graduates in business start up, for example, through advisory services, including legal advice, preferential access to equipment or workspaces, financial support, mentoring, support for networks

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 TVET institutions; Online Guide \(with worksheets\) - Part A: Understanding the basic concepts \(unesco.org\)](#)

Other type of evidence linked to one or more indicators

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

Example - excerpts



Self-assessment team: To a large extent, to some extent, to a little extent, not at all, in development/planned

Explanatory note: 'To a large extent' means 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.

Internal records: as % of total number of programmes offered

Graduates: Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree

The CoVE runs a business incubator in cooperation with local enterprises that supports learners and graduates at every stage of their business development

Winner of a regional Entrepreneurship Prize

Thank you!

Feedback is welcome!

Survey <https://bit.ly/3SFC2xd>

Team

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