The International Self-Assessment Tool for Centres of Vocational Excellence (ISATCOVE)

16 and 17 February 2026

INTERNATIONALISING VOCATIONAL EXCELLENCE

ETF Working together Learning for life
European Training Foundation
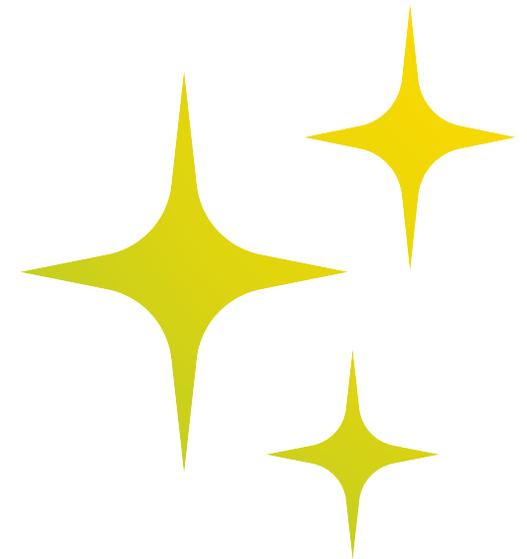
Funded by the European Union

A Framework for TVET Excellence

A Framework for TVET Excellence

Teaching & Learning

- Relevance
- Inclusiveness
- Innovation

Partnership & Coordination

- Collaboration and partnership
- Resources and Curricula
- Awareness

Governance & Funding

- Autonomy
- Stakeholder Engagement
- Sustainable Resourcing

ISATC**VE**

ETF Working together Learning for life

INTERNATIONALISING VOCATIONAL EXCELLENCE

The ISATCOVE Process
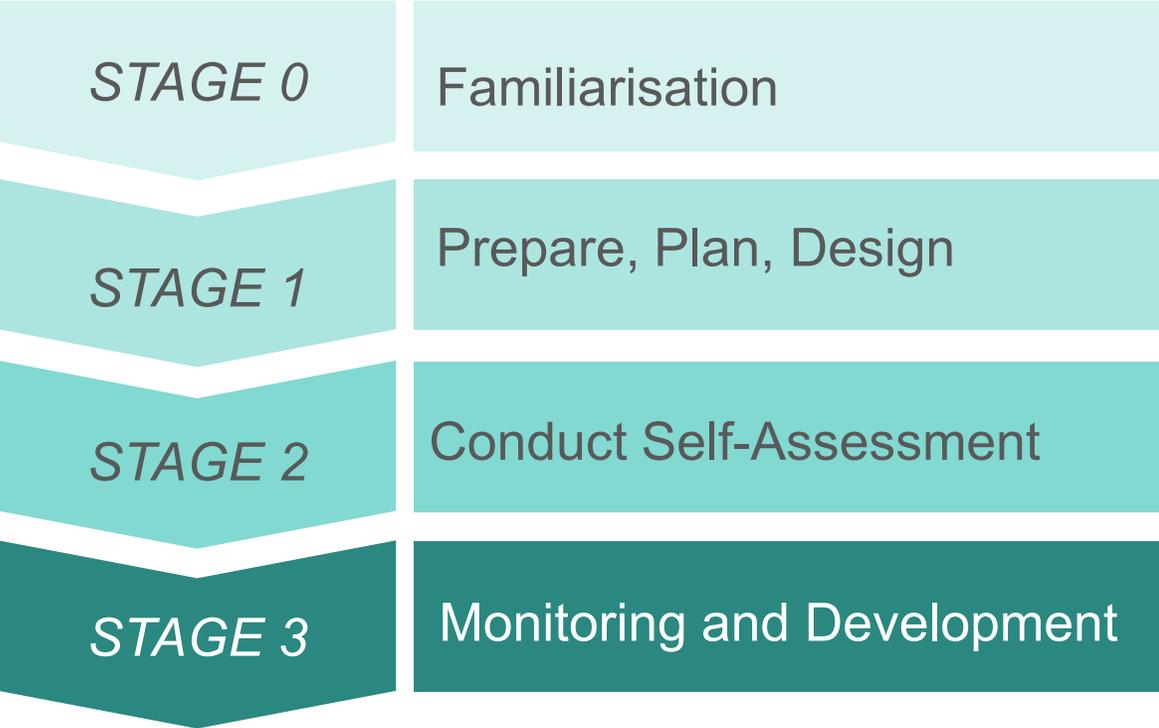
STAGE 0	Familiarisation
STAGE 1	Prepare, Plan, Design
STAGE 2	Conduct Self-Assessment
STAGE 3	Monitoring and Development

Familiarisation

Funded by
the European Union

WHAT
- Explore ISATCOVE dimensions, criteria, indicators, good practice
- Get familiar with ISATCOVE functionalities

WHO
- School management / Decision makers
- Potential members of the Self-Assessment Team (SAT)

HOW

- Read guidance material
- Participate in ISATCOVE sessions
- Explore ISATCOVE demo version
- Ask questions to the IntVE project team

ETF
Working together
Learning for life

INTERNATIONALISING
VOCATIONAL
EXCELLENCE

Prepare, Plan, Design

Funded by
the European Union

WHAT
- Appoint the Self-Assessment Team **(SAT)**
- Plan the Self-Assessment
- Select criteria and indicators for the Self-Assessment

WHO
- School management / Decision makers
- Potential members of the Self-Assessment Team (SAT)

HOW

- Discuss the process with all relevant school actors

ETF Working together Learning for life

INTERNATIONALISING VOCATIONAL EXCELLENCE

Prepare, Plan, Design

WHAT

▪ Appoint the Self-Assessment Team **(SAT)**

Who to include?

▪ Senior management (Principal/Deputy principal)

▪ School administrators

▪ Representatives from key internal stakeholders (e.g., experienced teachers)

▪ Representatives from enterprises or external partners

What does the SAT do?

▪ Establish a timetable

▪ Create self-assessment

▪ Involve stakeholders

▪ Address qualitative and quantitative indicators

▪ Review evidence and making judgement

▪ Set targets and make improvement plans

ETF Working together Learning for life

INTERNATIONALISING VOCATIONAL EXCELLENCE

Prepare, Plan, Design

Funded by
the European Union

WHAT

- Plan the Self-Assessment

Take in consideration:

- Vision for excellence
- Strategic planning
- Work Programme
- Ongoing processes (e.g. quality assurance mechanisms)
- Etc.

Evaluate:

- Resources
- Timing
- Stakeholders

Timing: 6-8 weeks 30-40 hours

ETF Working together Learning for life

INTERNATIONALISING VOCATIONAL EXCELLENCE

Funded by the European Union

WHAT ▪ Select criteria and indicators for the Self-Assessment

How to select criteria and indicators?

▪ Excellence across all three dimensions or in a specific domain?
➡ Align with your:

- concept of vocational excellence

- existing strategies

- action plans

- objectives, etc.

▪ Availability of quantitative information
▪ Relevant stakeholders to involve

ETF Working together Learning for life

INTERNATIONALISING VOCATIONAL EXCELLENCE

Prepare, Plan, Design

Funded by the European Union

WHAT

- Select criteria and indicators for the Self-Assessment

Stakeholders Who Can Contribute to the Self-Assessment

- Teachers and Trainers
- Other staff in school or centre (including managers, assistants)
- Graduates
- Learners
- Other educational providers
- Other schools or skills providers
- Research organisations and Technology Centres
- Board Members

- Employers or employer representatives (including Sector Organisations)
- Employers that are SMEs
- Other Social Partners
- Local and regional government organisations
- National government organisations
- Parents
- International partners

ETF Working together Learning for life

INTERNATIONALISING VOCATIONAL EXCELLENCE

Prepare, Plan, Design

Funded by
the European Union

WHAT

- Select criteria and indicators for the Self-Assessment

How to design the self-assessment in ISATCOVE

Select the indicators for this Self-Assessment

> **TL** - TEACHING AND LEARNING

> **PC** - PARTNERSHIP AND COOPERATION

> **GF** - GOVERNANCE AND FUNDING

List of indicators

Code ↑	Indicator	Explanation
ⓘ Nothing to display		

Prepare, Plan, Design

Funded by the European Union

WHAT

- Select criteria and indicators for the Self-Assessment

How to design the self-assessment in ISATCOVE

Select the indicators for this Self-Assessment

> **TL** - TEACHING AND LEARNING

∨ **PC** - PARTNERSHIP AND COOPERATION

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

☑ **PC2** - *PC2: Collaborates with Small and medium-size enterprises (SMEs) to provide them with tailor-made skills, support, services and expertise*

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

☐ **PC4** - *PC4: Collaborates with enterprises and innovation/technology/research centres to conduct, apply and diffuse innovation and research*

☐ **PC5** - *PC5: Collaborates internationally to provide skills, develop resources,*

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

PC2 – PC2: Collaborates with Small and medium-size entreprises (SMEs) to provide them with tailor-made skills, support, services and expertise

Conduct Self-Assessment

Funded by
the European Union

WHAT
- Collect evidence
- Make judgement on criteria

WHO
- Self-Assessment Team (SAT)

HOW

- Gather information
- Agree on responses
- Engage stakeholders
- Analyse collected evidence
- Meet and make collegiate judgement

ETF
Working together
Learning for life

INTERNATIONALISING
VOCATIONAL
EXCELLENCE

Conduct Self-Assessment

Collecting evidence

Structural indicators

- Confirm whether the activity/ processes is in place

- Assess the degree to which the activity/processes is present

Quantitative indicators

- Require numeric responses

Self-Assessment Team (SAT)

Stakeholder indicators

- Tailored (qualitative) surveys for various stakeholders

Stakeholders

ETF Working together Learning for life

INTERNATIONALISING VOCATIONAL EXCELLENCE

Conduct Self-Assessment

Funded by
the European Union

Collecting evidence

Launched self-assessment

Please respond to all questions if you can

Number of our current partnerships with employers that have lasted for at least three years

1	PC1-1.4	
2	PC1-2.3	
3	PC1-2.5	
4	TL1-1.1	
5	TL1-1.2	
6	TL1-3.4	
7	TL1-3.5	
8	TL5-1.3A	
9	TL6-1.1A	

Number of our current partnerships with employers that have lasted for at least three years

Source: Internal records

Answer - N

Answer - N

CONFIRM

INTERNATIONALISING
VOCATIONAL
EXCELLENCE

STAGE 2 — Conduct Self-Assessment

Collecting evidence

Please respond to all questions if you can

PC1-3.3

The internship I did in an enterprise as part of my programme at Jolien School helped me to practice and improve skills relevant to my professional training.

PC3-3.3A
PC3-3.3B
TL1-3.1

○ Strongly agree
○ Agree
◉ Neither agree nor disagree
○ Disagree
○ Strongly disagree
○ Not Applicable

CHANGE ANSWER

The internship I did in an enterprise as part of my programme at Name School helped me to practice and improve skills relevant to my professional training

• Strongly agree
• Agree
• Neither agree nor disagree
• Disagree
• Strongly disagree
• Not applicable

Conduct Self-Assessment

Assessing criteria

Evidence review
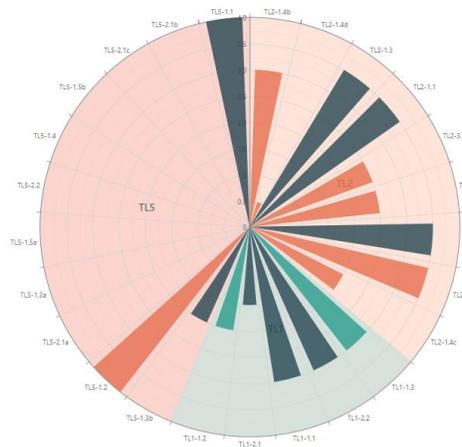
Criteria scoring

ISATCOVE dashboard

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
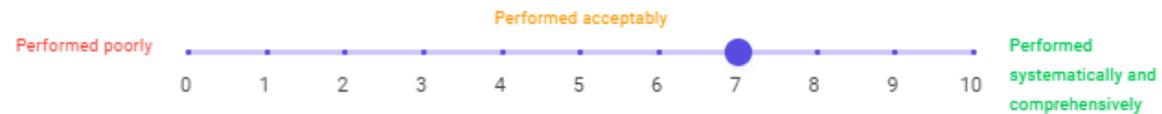
Provide reasoning of this score

Implementing ISATCOVE: Actors

Discussion in small groups

1. Self-Assessment Team (SAT)

Look at the role and suggested members for the self-assessment team (SAT) and keep your centre in mind.

▪ Who would you include in the SAT at your centre?

2. Stakeholders' involvement

Look at the list of stakeholders that can be involved in the self-assessment with ISATCOVE.

▪ Which stakeholders are important for your centre? From which stakeholder would you like to receive feedback as part of the self-assessment? Any challenge in involving them?

Plenary discussion:

1. Two groups will present their SAT team. Other groups will comment or ask questions.
2. Two groups will present their selected stakeholders. Other groups will comment or ask questions.

Please designate one individual responsible for restitution for each group

Monitoring and Development

Funded by
the European Union

WHAT
- Set development targets
- Plan development actions
- Share good practices
- Monitor progress

WHO
- Self-Assessment Team (SAT)

HOW

- Collective discussion

ETF Working together Learning for life

INTERNATIONALISING VOCATIONAL EXCELLENCE

Funded by
the European Union

Development Plan

A Vocational Excellence Development Plan includes essential information about how your VET centre will design, implement, manage, and assess excellence.

It includes:

- Direction
- Timeline
- Activities
- Resources

Name of VET provider:

Date of the plan (MM/YY):

Contact person:

If more criteria are addressed in the plan, please replicate the relevant rows.

DIMENSION: TEACHING AND LEARNING						
	Proposed improvement action(s)	Deliverable	Deadline	Required Resources	Ownership /responsibility	State (done / not done / on hold)
ISATCoVE Criteria 1						
Developmental objective/ target						

Strategic objectives

(Invest in modern infrastructure that is fit for current and future staff and students)

⬍

ISATCOVE criteria

(GF5: Infrastructure, technology, learning accommodation and human resources reflect those of corresponding industries and professions for which skills are being developed)

- ✓ Buy-in
- ✓ Externally visible
- ✓ Time specific
- ✓ Realistic given resource, capacity and motivation
- ✓ Reviewed regularly and updated when appropriate

ETF Working together Learning for life

INTERNATIONALISING VOCATIONAL EXCELLENCE

COMMUNICATING VET EXCELLENCE: THE REGISTRY OF CERTIFIED VOCATIONAL EXCELLENCE PROVIDERS

Registry of certified Vocational Excellence providers

Welcome to the Registry of certified Vocational Excellence providers, that lists all the VET providers that have undertaken the ISATCOVE self-assessment and have been awarded the "Committed to Excellence" and "Vocational Excellence" certificates. By browsing the registry, you can connect with excellence-driven partners in specific fields of vocational excellence, aiming to promote best practices and continuous improvement within the VET ecosystem. For more information on ISATCOVE, please watch our **information video** . If you want to be part of the next implementation phases, please **send an email** or **use this form** .

Search in the registry

Certificate type
- Any -

Country
- Any -

Year of award
- Any -

Sort by *
sorted by Newest ▾

Apply

75 vocational excellence providers

Helsinki Business College OY (Ltd.)
10 Apr 2025

Fundacion Centro Tecnologico de Cereales de Cyl

Folkuniversitetet
10 Apr 2025

ENGIM Veneto Turazza Treviso
10 Apr 2025

- Connect
- Build partnerships
- Exchange

Registry of certified Vocational Excellence providers

Improving towards TVET Excellence

Discussion in small groups:

- What is your experience in formulating development plans?

- Have you formulated development plans as part of other exercises to further improve your centre?

- How have you been monitoring the implementation of previous development plans?

- What role do you see for the ISATCOVE development plan in supporting the enhancement of vocational excellence at your centre?

Plenary discussion:

2-3 groups will share their reflections.

Other groups will comment, ask questions or provide suggestions.

Please designate one individual responsible for restitution for each group

Dimension 1: Teaching And Learning

TL1 Relevance and Responsiveness

TL2 Lifelong Learning

TL3 Green Transition

TL4 Digital Skills Provision

TL5 Digital Skills Integration

TL6 Inclusion and Engagement

TL7 Career Guidance

TL8 Curriculum Development

TL9 Teachers Pedagogies

TL10 Recognition of Learning

Dimension 1: Teaching And Learning

TL1 Skills provision is relevant and responsive to the labour market and to social needs

- *The VET provider comprehensively and systematically uses labour market data (LMD) to inform its training or skills provision.*

- *The VET provider regularly consults with employers and social partners regarding its training or skills provision to identify necessary adaptations to ensure relevance.*

- *The skills acquired by graduates of the VET provider are highly relevant.*

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

- *The VET provider provides opportunities for lifelong learning in an inclusive and comprehensive way.*

- *The VET provider supports learners in an inclusive and comprehensive way to ensure their successful progression in the education system.*

- *The VET provider supports learners in an inclusive and comprehensive way to ensure their successful transition to the labour market.*

Dimension 1: Teaching And Learning

TL3 Enables green transition and operates sustainably

- *The VET provider is clearly committed to environmental sustainability.*

- *The VET provider provides opportunities for the acquisition of competences related to environmental sustainability (green skills).*

- *The VET provider works proactively with other stakeholders to support and drive green transition.*

TL4 Provides relevant digital skills: coding and programming; key digital competences and digital skills related to academic subjects and vocational occupations.

- *The VET provider is clearly committed to digitalisation.*

- *The VET provider provides opportunities for the acquisition of digital skills.*

- *The VET provider collaborates with other stakeholders to identify and provide*

Dimension 1: Teaching And Learning

TL5 Teachers and learners integrate digital and on-line learning into teaching, learning and assessment in all environments and programmes in accordance with their needs

- *The VET provider uses on-line learning and digital technologies in teaching, learning and assessment processes*
- *The VET provider collaborates proactively with other stakeholders to address new developments in digital learning technologies.*

TL6 Includes and engages all learners and potential learners in all of its activities and communities, and acts to remove barriers, compensate for disadvantage and to adapt and tailor curriculum and teaching to support success for all.

- *The VET provider involves learners in all its activities and communities*
- *The VET provider actively reaches out to potential learners to stimulate their interest in their training offer and capture their needs*
- *The VET provider tailors curricula and teaching to support all types of learners, especially the people with fewer opportunities.*

Dimension 1: Teaching And Learning

TL7 Provides careers education and guidance to all potential and current learners, explicitly addressing careers stereotypes and tailoring support to individual and group needs.

- *The CoVE provides careers education and guidance to all potential and current learners.*

- *The careers education and guidance provided by the VET provider explicitly addresses career stereotypes and the VET provider tailors guidance and advice to individual and group needs.*

- *The VET provider collaborates with other organisations to provide up-to-date career guidance services.*

TL8 Curricula are renewed, developed and modified to take account of international, national and local needs of employers and learners.

- *The VET provider is committed to developing, reviewing and modifying curricula according to international, national, regional and local needs of employers and learners*

- *The VET provider proactively works with other stakeholders to ensure that international, national, regional and local needs of employers and learners are taken into account in the development, renewal and modification of curricula.*

Dimension 1: Teaching And Learning

TL9 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.

- *The VET provider is committed to providing continuous professional development to teachers and trainers related to their pedagogical and didactical competences as well as to specialist vocational competences.*

- *The teachers and trainers at the VET provider have mastered a wide range of innovative pedagogies, learning resources, methods of assessment and educational technologies for VET.*

- *The teachers or trainers collaborate to improve and innovate teaching and learning throughout the VET provider.*

TL10 Recognises, validates, valorises and documents learning and skills, wherever and whenever they are acquired, applied or assessed.

- *The VET provider is clearly committed to validating and recognising all types of learning.*

- *The VET provider uses up-to-date methods and tools for the validation and recognition of all types of learning (RPL).*

- *The VET provider collaborates with other stakeholders for the validation and recognition of all types of learning.*

Dimension 2: Partnership and Coordination

PC1 Employer Engagement

PC2 SME Collaboration

PC3 Entrepreneurship Development

PC4 Innovation Partnership

PC5 International Collaboration

PC6 VET Promotion

PC7 Organisational Learning

Dimension 2: Partnership and Coordination

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

- *The VET provider's collaboration with enterprises is visible and institutionalised.*

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

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

PC2 Collaborates with Small and medium-size enterprises (SMEs) to provide them with tailor-made skills, support, services and expertise

- *The VET provider's collaboration with SMEs is institutionalised and sustainable.*

- *The VET provider provides tailor-made services to SMEs and builds partnerships with SMEs to foster innovation and support them making green, digital and just transitions and develop sustainable business models.*

- *The VET provider's services to SMEs are appreciated by the SMEs as they support their (further) development.*

Dimension 2: Partnership and Coordination

PC3 Teaches entrepreneurship competences to all, and entrepreneurship is facilitated extensively in partnership with other organisations

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

PC4 Collaborates with enterprises and innovation/technology/research centres to conduct, apply and diffuse innovation and research

- *The VET provider's collaboration with enterprises and research organisations is institutionalised and sustainable.*
- *The VET provider carries out activities together with other partners (e.g. enterprises, research institutes) to conduct, apply (also integrate in programmes) and diffuse innovation and research*
- *The VET provider's collaboration with enterprises and research organisations motivates enterprises, students and teachers to engage in innovation and research.*

Dimension 2: Partnership and Coordination

PC5 Collaborates internationally to provide skills, develop resources, staff and curriculum

- *The VET provider's international collaboration and internationalisation is institutionalised and sustainable.*
- *The VET provider is integrating internationalisation in its programmes and other activities*
- *The VET provider is effectively contributing to the international orientation of graduates and companies*

PC6 Works and collaborates to raise the awareness and attractiveness of VET

- *The VET provider's work and collaboration with other organisations to raise awareness and attractiveness of VET is institutionalised and sustainable.*
- *The VET provider conducts activities together with other partners to raise awareness and attractiveness of VET.*
- *The VET provider is effectively contributing to raising awareness and attractiveness of VET.*

Dimension 2: Partnership and Coordination

PC7 Collaborates with other skills providers and educational organisations to develop and share resources, provide skills, staff and curriculum and to develop as a learning organisation

- *The VET provider's collaboration with other skills providers and educational organisations is institutionalised and sustainable.*

- *The VET provider conducts activities together with other skills providers and educational organisations to develop and share resources, provide skills, staff and curriculum and to develop as a learning organization*

- *The VET provider's collaboration with other skills providers and educational organisations contributes to a more effective and innovative learning organisation*

Dimension 3: Governance and Funding

GF1 Autonomy, engagement

GF2 Vocational development

GF3 Skills ecosystem

GF4 Sustainable funding

GF5 Infrastructure, technology

GF6 Improvement, quality

Dimension 3: Governance and Funding/Resourcing

GF1 Exercises sufficient autonomy to fulfil its own mission, exercising governance and leadership that fully engages and motivates all stakeholders at all levels in order to develop and implement improvement

- *The autonomy available is used to exercise effective governance and leadership*

- *All stakeholders are engaged and motivated in terms of governance and leadership*

- *Governance and leadership result in strategies that are responsive to local and regional needs which are widely supported.*

GF2 Engages actively in the development of vocational education and training at regional, national or international levels

- *Actively contributes to developing the local VET system*

- *Actively contributes to developing VET at national level*

- *Actively contributes to developing VET at international level*

Dimension 3: Governance and Funding/Resourcing

GF3 Jointly creates and coordinates a regional skills ecosystem with a strategic approach to innovation, smart specialisation and socio-economic development

- *The regional skills eco-system dimension is an integral part of strategy and operations*

- *Contributes to the development and implementation of regional innovation, smart specialisation and development strategies and activities*

GF4 Funding needs for all activities are met from multiple sources in a sustainable, transparent and fully accountable manner

- *There is a strategy for funding which is institutionalised, transparent and sustainable.*

- *Uses a mix of public and private funding*

- *There is transparency as to the sources of funding and lines of accountability*

Dimension 3: Governance and Funding/Resourcing

GF5 Infrastructure, technology, learning accommodation and human resources reflect those of corresponding industries and professions for which skills are being developed

- *A strategic approach is taken to ensuring that resources are tailored to skills needs of industries and professions*

- *Works with employers, employers' and workers' organisations and professional bodies to meet resourcing needs*

- *Infrastructure, technology, learning accommodation and other resources meet industry and professional needs*

GF6 Develops strategically, inclusively and systematically as a learning organisation, making use of feedback and review and employing quality assurance (QA) mechanisms in line with EQAVET principles

- *Developing as a learning organisation*

- *Uses feedback and review processes*

- *Employs quality assurance mechanisms in line with EQAVET principles*

Exercise
Select criteria relevant for the ISATCOVE self-assessment

Discussion in small groups:

- Each table will discuss criteria and identify the most relevant ones in supporting Vocational Excellence in Ukraine

  Step 1: Identify criteria from the different dimensions that you consider essential for the CoVEs in Ukraine

  Step 2: Discuss about their relevance, e.g. are they useful to show excellence? Are they important to be monitored for improvement?

  Step 3: Prioritise the selected criteria: from the ones that are most important to work on to the ones that are less important.

Plenary discussion:

We will identify the most popular criteria and ask the participants to report their relevance.

Please designate one individual responsible for restitution for each group