

The **I**nternational **D**imension of **CENTRES OF VOCATIONAL EXCELLENCE** (**ID-CoVEs**)

Designing an International Self-Assessment Tool for CoVEs

Designing ISATCoV

- Research
- Conceptualisation
- Development
- Testing
- Finalisation

**CoVEs and
their
stakeholders**

- Excellence in scope



Range and extent of objectives, activities, functions and partners

- Excellence in performance



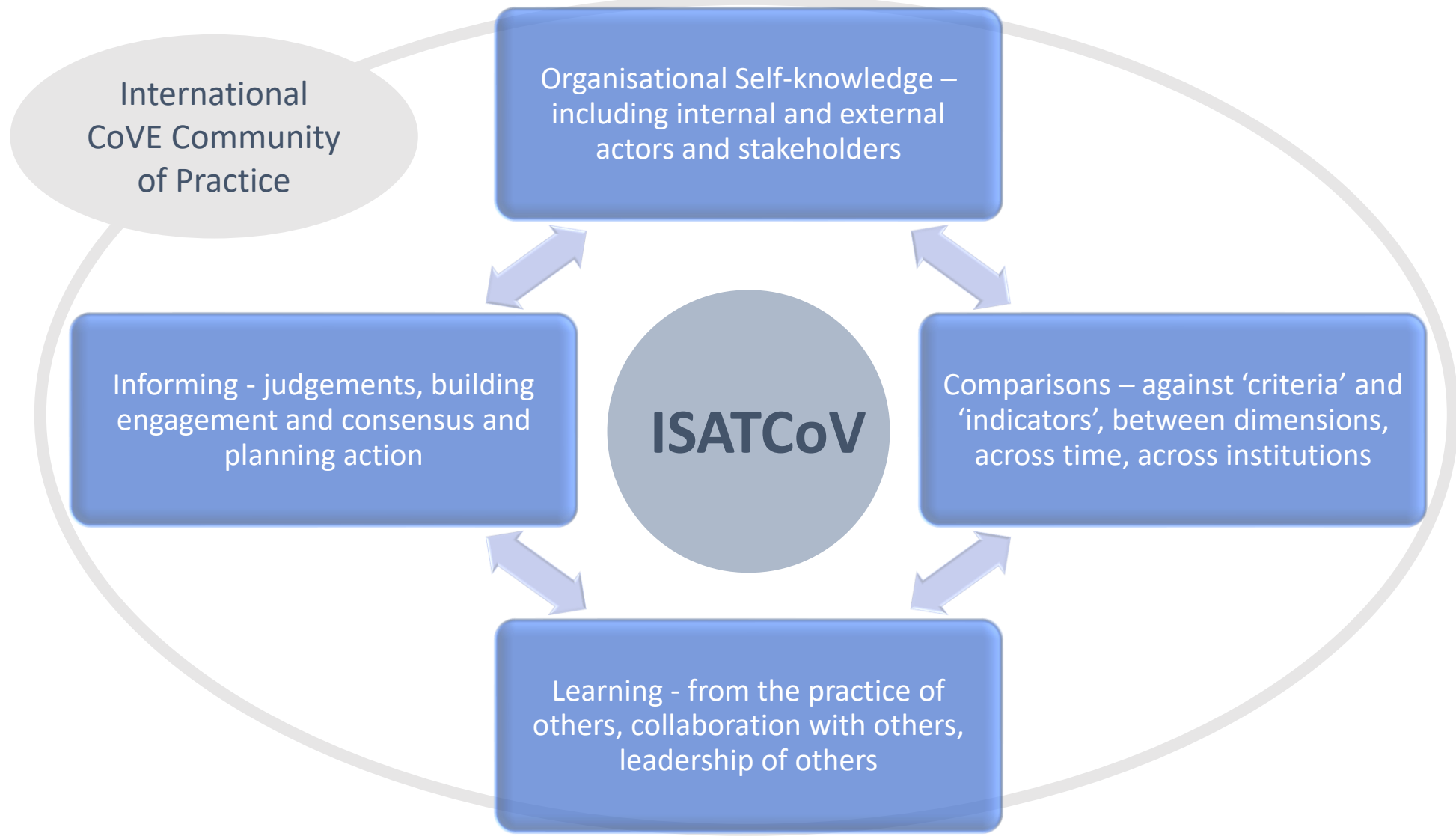
Quality of resources, processes and results for stakeholders

- Capability for excellence



Systems, relationships, culture, knowledge, vision

A tool for an international community





Design Principles

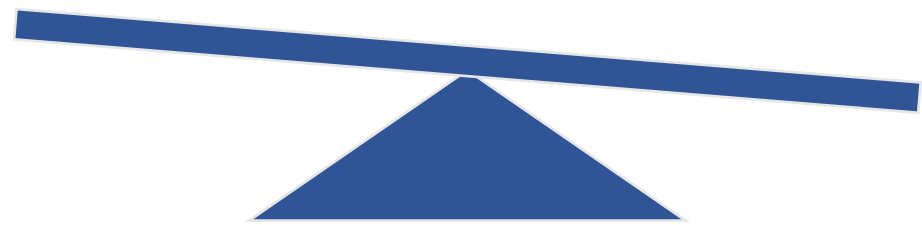
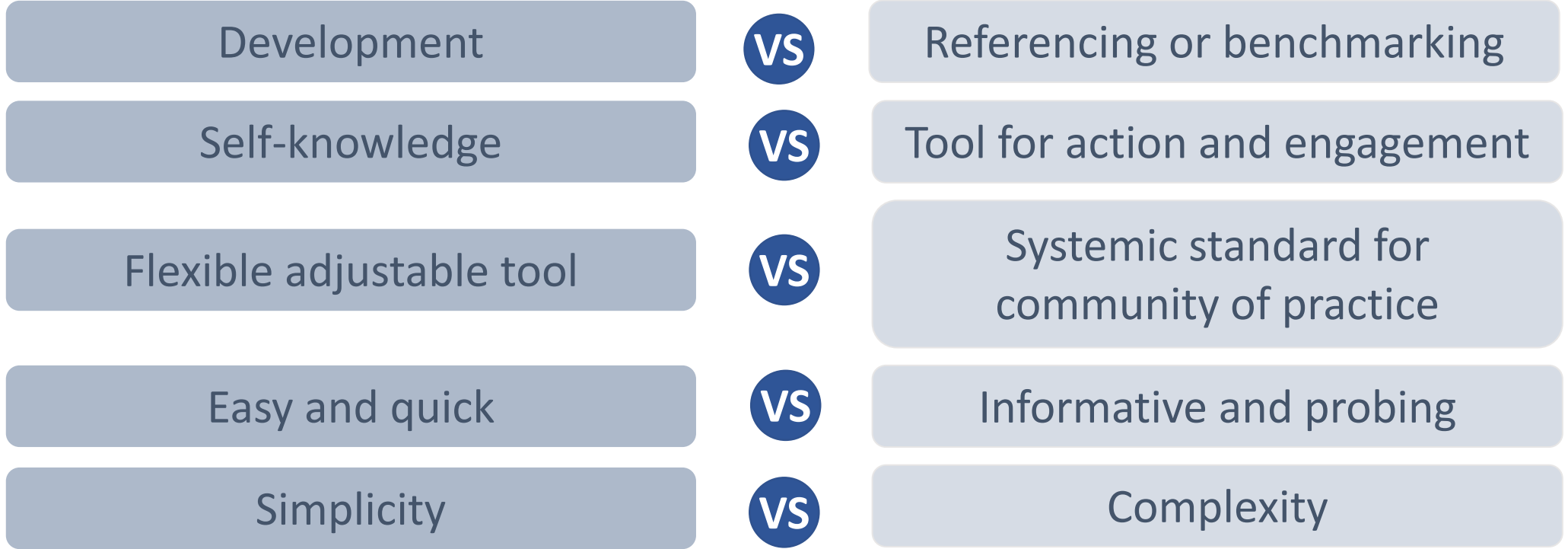
- ✓ Incorporate the **25 ‘activities’** defined by DG EMPL for Erasmus +
- ✓ Criteria informed by international **QA Frameworks** and, so far as possible, complementary with national quality standards
- ✓ **Criteria and standards** to be tested through consultation with stakeholders to ensure they are RARE: **R**elevant, **A**ceptable, **R**eliable and **E**asy to measure
- ✓ Recognise **different kinds of vocational excellence** in different contexts – each criterion may be evidenced by more than one indicator, e.g. YES/NO; scale agreement; quantitative or open response.
- ✓ Permit users to **add their own criteria** and evidence indicators



Design Principles

- ✓ Encourage users to **add descriptions of practice** to illustrate their judgements and inform the judgements of others
- ✓ Facilitate **informed judgements** by multiple actors and stakeholders
- ✓ Generate a **profile** reporting development in relation to all or some criteria
 - Enable judgements about systematic development in relation to (selected) other CoVEs (Maturity Model)
 - Provide transparent findings that can be clearly communicated to inform decisions and actions
- ✓ Facilitate **different kinds of self-assessment process**, e.g. small team vs highly inclusive process; single organisation vs cluster of organisations; independent vs accompanied

Getting the balance right



The **I**nternational **D**imension of **C**ENTRES OF **V**OCATIONAL EXCELLENCE (**ID**-**C**o**V**Es)

**Explore the feasibility of creating a
quality Award on Vocational Excellence
for CoVEs**

Provide visibility and recognition



The international self-assessment tool for CoVEs (ISATCoV) will be complemented by a **Quality Label for CoVEs**

- To **show** with concrete exemplars what vocational excellence looks like in practice
- To **recognise** the efforts made to achieve high standards of vocational excellence in their CoVEs
- To **motivate** teachers, managers, learners and stakeholders to collaborate and improve
- To **support** international collaboration through the process of collectively recognising and celebrating vocational excellence
- To support the **development** of vocational excellence by recognising progress and excellence in different contexts and activities

Methodology



Mapping

Guarantee consistency
with ongoing initiatives



Conceptualising

Identify relevant
dimensions and criteria



Developing and testing

Analyse application in
different contexts



Recommendations for Award



Mapping existing national and international labelling systems



To identify:

- ✓ objectives for a CoVE Quality Award
- ✓ eligibility criteria
- ✓ dimensions and criteria for excellence
- ✓ processes for operationalisation



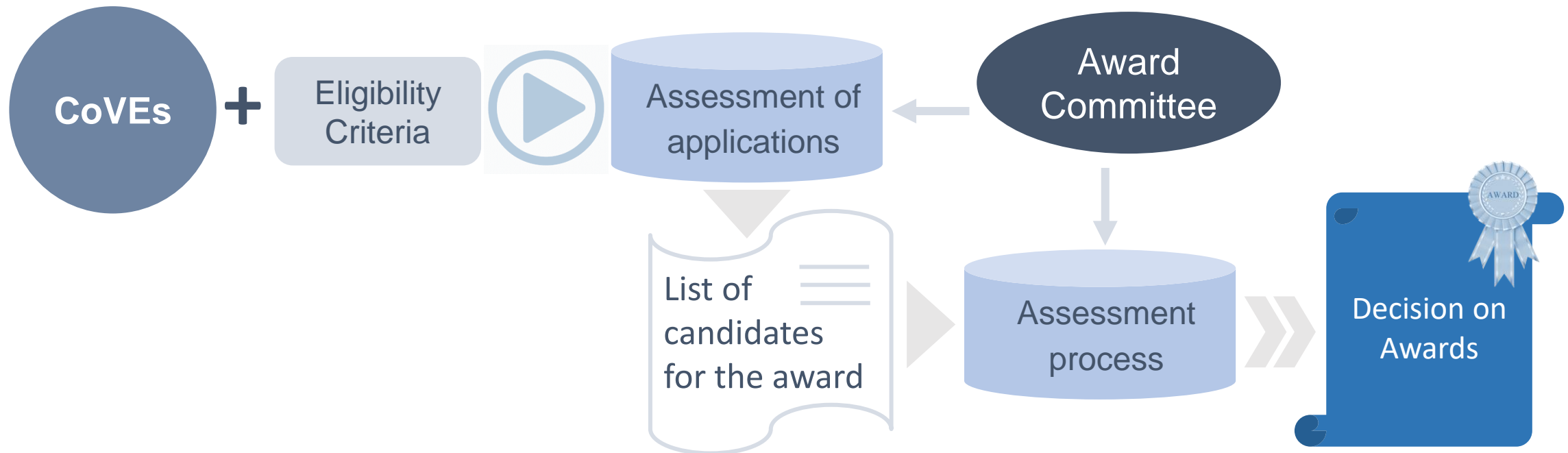
Set out:

- The award **methodology**
- An estimation of the **resources** needed for implementation
- A **prototype application** form
- Criteria and processes for award renewal and **sustainability**.

Analyse:

- Applicability in different organisational **contexts** and at different levels
- Operational characteristics in different VET **systems**
- The potential **benefits** and **challenges**

- Run a **simulation** of the Award with at least two volunteer CoVEs



Last step: take a decision

- Report on methodology and the outcomes of the simulation, reviewing the process, experience, outcomes and alternative models
- Consultation with expert panel and stakeholders



Review and validate the **final recommendations** on feasibility of award to the Commission.

More information:



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Work package 3: Three international studies

Stefan Thomas



Study I:

**The role of Centres of Vocational Excellence in the green and digital transition
(approximately four case studies for each theme)**

Main research questions (I)

- What is the centre's understanding of “green/digital transition” and how is the green/digital transition managed?
 - What changes in relation to the green/digital transition have occurred in the last 5-10 years and what factors have brought about these changes?
 - Leadership aimed at the green/digital transition
 - Management of human and financial resources
 - Green/digital mission statement and green/digital profile of the centre
 - School development programme

Main research questions (II)

- What strategies are (and were) used to bring about the transformation to a green/digital Centre of Vocational Excellence?
 - Strategies for teaching, training and learning and curriculum (this is the main focus)
 - Strategies to become a green/digital centre
 - Strategies for cooperation and collaboration with external partners
- What are the drivers which enable centres to progress and what are the constraints or barriers?

Main research questions (III)

- What might influence the centres' green/digital transition in the next five years?
 - Policies, laws, regulations
 - Industry sectors
 - Technology etc.
- What are the likely implications for the centres (mainly in relation to teaching and learning)?

Study II:

**Mapping study on international best practices on the contribution of VET to applied research and innovation
(approximately four country case studies)**

Main research questions (I)

- What is the current level of involvement of different VET systems (4 countries) in applied research projects and partnerships?
- How do different policy frameworks allow the participation of VET systems in applied research projects and partnerships?
- What are the common processes and activities deployed in applied research projects in the selected VET institutions?
- What are the main processes and activities deployed by VET institutions to engage private companies in applied research projects?

Main research questions (II)

- How do these VET institutions include VET students in applied research activities?
- What are the possible benefits for students of participating in applied research activities?
- How is applied research linked with other Innovation Hubs' services (e.g. business incubators, commercial infrastructure, access to funding, ecosystem building and networking, or strategy development for businesses)?



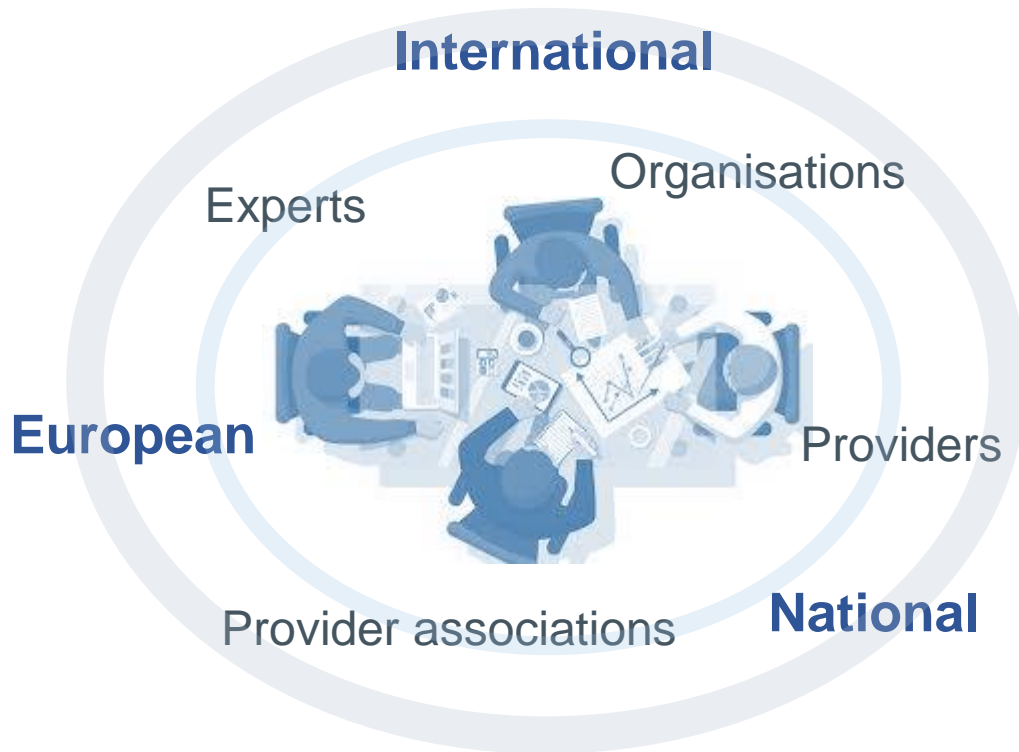
Thank you!

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CONSULTATION PROCESS

Why consult?



Engage and **partner** with influential and experienced organisations, networks and associations that can bring expertise and experience and engage CoVEs in the project. To ensure the **relevance** and **practicability** of activities and tools to be developed.

Getting the balance right...

Consulting Deeply

A panel that meets throughout the life of the project – deeper engagement, responsibility and greater influence

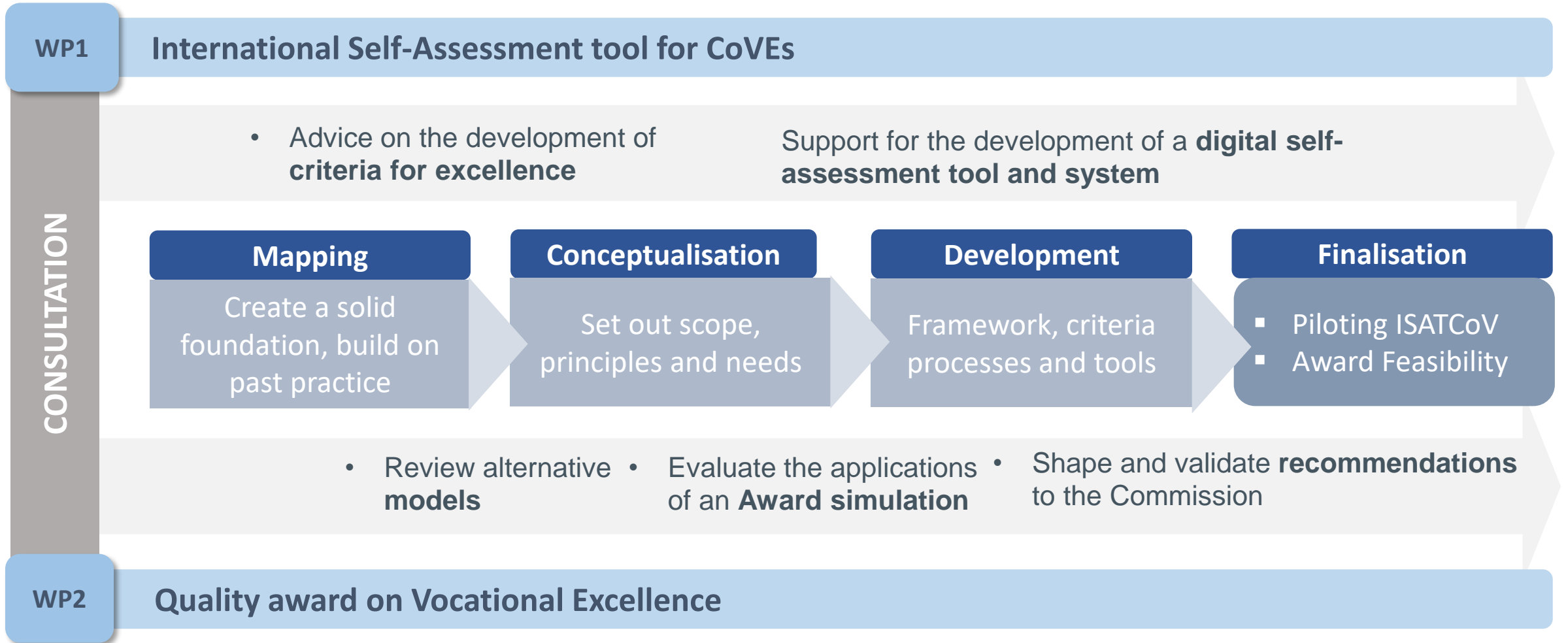
Consulting Widely

Evaluating and testing criteria, indicators, frameworks and proposed awards, e.g. framework consultation, pilots, tests

Engagement in Project

Engagement in (selected)
tools and processes



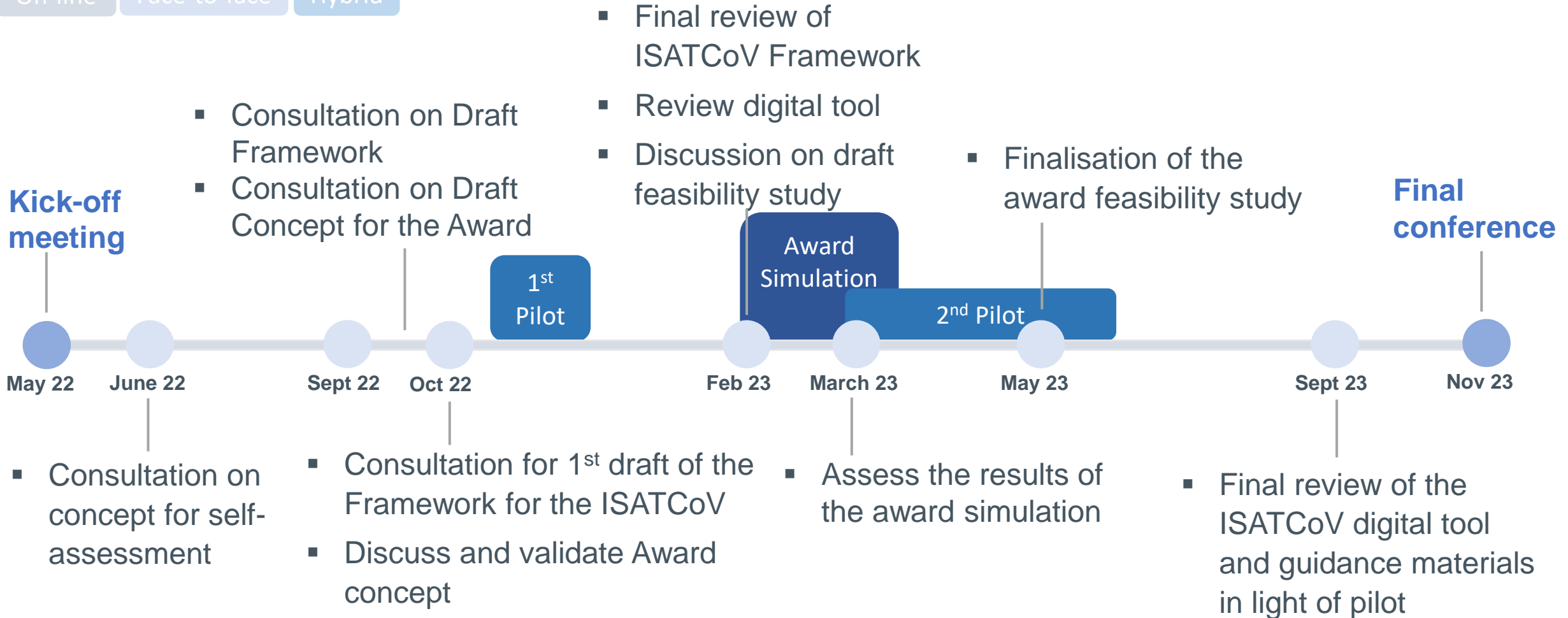


CONSULTATION PLAN (main activities)

On-line

Face-to-face

Hybrid



More information:



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