



Co-funded by the
Erasmus+ Programme
of the European Union



Sectoral EQAVET for design and delivery of VET

Project number: 2020-1-SE01-KA202-078022

Good practices collected

Del IO1.3. Final version

July 2022

Organisation: Revalento & NvdB|BenPO

Name: Roger Van de Winkel & Nico van den Berg



Content

Introduction	2
1. The (Danish) structure/organisation of VET	3
2. Regular board meetings with stakeholders and sector representatives and VET school	4
3. Labour market involvement in the creation of VET	5
4. Monitoring sectoral organisations and studies to stay relevant	6
5. Collection of letters of intent from companies	8
6. Labour Market Needs Diagnosis Mechanism	9
7. Matching labour needs with refugees needs	10
8. In2C - Online platform in the construction sector	12
9. The 10 reporting criteria for (new) VET	13
10. Sector mapping	15
11. Measurable Job Profiles	16
12. Fixed format for qualification profiles	19
13. Cross-over qualifications	21
14. Modular VET qualifications and curricula	23
15. VET “Electives” standardised variation within qualifications	24
16. Partial VET qualifications and certificates	26
17. Special organised local VET – a flexible alternative	27
18. Labour market involvement in the review/adaptation of the curricula	29
19. Extended curriculum	30
20. Practical orientation programs for (side) entrants in (technical) VET	31
21. Retention of unemployment benefits while taking a side-entrance in VET	33
22. ‘Trade days’ for students, trainers and companies	34
23. Certification of teaching qualification of Trainers for Adults of non-formal education	35
24. Teacher internships	37
25. Hybrid Trainers	38
26. “Knowledge tables” for mutual exchange and common development of expertise	40
27. SMART technology update of VET	42
28. Work Based Learning to apply competences (in finance)	43
29. Online lectures for iVET students (in finance)	45
30. Learning with (serious) games on functioning of FSS institutions	46
31. Extensive periods of work-based learning	47
32. International Talent Program for bank managers	49
33. Practical laboratories for (finance) students	50
34. Internal learning academies for (finance) employees:	52
35. Collective training companies	54
36. Set and monitor quality goals	55
37. Peer Review for EQAVET	56
38. Assessment Centre to evaluate transversal competences of employees	58
39. Sector trend reports	60
40. The Status Reports from the Trade Committees to the Ministry of Education	62
41. Working on alumni policies	64
42. Evaluation of work-based learning in EQAVET framework	65
43. Six months follow-up evaluation after examination	67
44. Work field review of learning materials	68



45. Strengthening dialogue between FSS stakeholders and banks to ensure training relevance	70
46. Share and visualize evaluation results for improvement measures	72
47. Continuous update of program curriculum by HR (Banca d' Italia)	73
Appendix 1. Overview of good practice titles and subtitles	75
Appendix 2. Overview of good practice classifications	79

- Introduction

This document is an appendix to the summary report on the first phase of the Sectoral EQAVET project. It contains the descriptions of all good practices collected by the project partners in their own countries (Denmark, Greece, Italy, the Netherlands and Sweden).

They are listed by their main classifications;

- phase in the EQAVET quality cycle:
 - o planning,
 - o implementation,
 - o evaluation
 - o review
- EQAVET indicator addressed:
 - o 5. Employment,
 - o 6. Destination/satisfaction
 - o 9. Adaptivity to change
- Focus of the practice concerned
 - o Policy
 - o Educational program
 - o Educational materials
 - o Work Based Learning
 - o Educational staff
- At the back of this document you will find two overviews of the good practices described: one with titles and subtitles and one with titles and classifications.

These good practices will be referred to in the intended web tool (IO 2 and 3 of the project) from the guidelines that follow the result of the self-scan.



1. The (Danish) structure/organisation of VET

Securing a 'balance of power' in the stakeholders' involvement to ensure all parties concerned contribute with what they can and know best.

What's the idea?

The basic principle is to organise the VET according to all the stakeholders' interests and competences to secure a balance between all the interests and to secure each stakeholder contribute with what they are best at:

- The Companies and Sectors deciding what to learn,
- The Ministry setting up the structure and translating the needs to skills and competences,
- The VET providers transforming the skills and competences required into teaching and learning in close cooperation with the regional trade committees
- The sectors, companies and trade committees contributing to the examination.

What is the (potential) impact?

The companies and sectors benefit from being responsible for what the students shall learn and be able to do after the education.

The ministry benefits from getting clear expectations from the companies and sectors so they can focus on the administrative structures and processes together with the transformation of the needs expressed to skills and competences.

The VET providers get a good basis from the needs grounded in the companies and sectors, supported by the specification of the expected skills and competences and can focus on organising and implementing the teaching, learning and examination of the students.

The students are assured that they learn what is needed and that the sectors and companies contribute to the evaluations and examinations.

Who is the likely initiator/applicator?

The ministry of education is ultimately responsible for the National VET infrastructure. Social partners can claim their position and take their own responsibility.

How to approach it?

This system has been developed and fine tuned over a very long period.

It all starts with realising that all stakeholders have to cooperate, have to find solutions together and to contribute at different levels and in different phases of the VET process.

The companies and sectors should be ready and able to formulate their needs of skills and competences and to let the Ministry transform these to what the VET providers have to do.

Motivate each stakeholder by showing their roles and the roles of all the other stakeholders. Show the full system and structure and how it works together and how to increase the chance of success?

Secure that all stakeholders agree in the shared responsibilities for securing up-to-date education.

Why is this practice effective?

All stakeholders are interested in the same; that the students get the skills and competences needed at the labour market.



All stakeholders are interested in that the work is done systematically, structured and effectively and in cooperation.

Additional information

Source: www.uvm.dk

Classification

Country:	Denmark
Phase/Theme	I. Planning II. Implementation III. Evaluation IV. Review
EQAVET indicator	5. Employment/quantity 6. Destination/Satisfaction with result - indirectly 9. Coping mechanisms for change
Focus:	a. policy,
Type of VET	Initial VET Continuous VET Adult VET
EQF level	2-6
Application scale:	National
Sector/work field:	Non-specific/general

2. Regular board meetings with stakeholders and sector representatives and VET school

Maintaining frequent contact with sector representatives and other stakeholders at managerial level to improve mutual understanding and related educational programs.

What's the idea?

Set up an 'advisory board' of regional sector representatives for frequent meetings to exchange meaningful input regarding specific VET programs. These meetings take place regularly and aim to improve the quality and implementation of the education provided. Issues, ideas and other aspects can be discussed which will help the VET provider further improve the program.

What is the (potential) impact?

Better and more tailored VET programs. Close collaboration with the labour market ensures that the education students receive is up to date and adapted to the regional or national needs of the labour market. Students get better education and the labour market ensures that students have the needed skills once they are being employed. VET providers also benefit from the input and can adapt and improve their programs further.

Who is the likely initiator/applicator?

- VET providers
- Sector representatives



How to approach it?

Invite relevant labour representatives who will be part of the advisory board. They should be employed by a company within the vocation or have relevant education or experience. The VET provider is in charge of these meetings, which take place 4 times a year, 2 during spring and 2 during autumn. If needed, more meetings can be arranged. During these meetings, students' representatives are also present. Topics such as evaluation of the latest course, teachers and quality goals are being discussed. After each meeting, meeting minutes are sent out.

How to increase the chance of success?

Make sure to involve motivated people from the labour market. Appoint two from each company so one can always represent the company at the meeting. Make the meeting interesting and listen to their input so they feel valued and important.

Why is this practice effective?

The involvement of the labour market is very important. Their input and knowledge are a corner stone of the program and they contribute to the overall quality of the program. By ensuring that their knowledge is directly transferred into the program, curricula and other aspects of the program, it is likely that changes in the labour market are easier implemented into the program without major delay, benefiting the student and their future employer.

Classification

Country:	Sweden
Phase/Theme:	Planning
Indicator:	5. Employment/quantity 6. Destination/Satisfaction with result - indirectly 9. Coping mechanisms for change
Focus:	Policy
Type of VET:	Continuous VET
EQF level	2-6
Application scale:	Regional
Sector/work field:	Non-specific/general

3. Labour market involvement in the creation of VET

Addressing the professional field and facilitating an adequate articulation of labour market needs in terms of volume, nature and content

What's the idea?

The involvement of the labour market and representatives ensures a highly matched VET program towards the labour market. By including them right from the beginning until the very end, their input will make it possible for the VET provider to adapt the program during the lifetime and ensure a proper match with the demands from the labour market.



What is the (potential) impact?

Students with highly matched skills against the needs of the labour market. Easier transition into the labour market after examination and greater influence on the program.

Who is the likely initiator/applicator?

VET providers with regional sector representatives

How to approach it?

VET providers approach labour market representatives early on and invite them to be part of the development of the VET program. Together, they develop the overall program and design the different courses etc. Provide examples and let them provide feedback. Go back and forth until both are satisfied with the end results.

How to increase the chance of success?

Motivate and engage labour representatives with specific knowledge of the intended VET program and vocation. More than one labour representative per company to ensure proper engagement and participation.

Why is this practice effective?

The labour market knows their needs best and is therefore best suited to convey them to a third party, which in this case is the VET provider who is trying to provide students with the best program possible. With their input, chances are much higher that students receive a highly matched education.

Classification

Country:	Sweden
Phase/theme	Planning
Indicator:	6. Destination/Satisfaction with result 9. Coping mechanisms for change
Focus:	a. Policy, b. Program
Type of VET	Initial VET Continuous VET
EQF level	2-5
Application scale	Regional
Sector/work field	Non-specific/general

4. Monitoring sectoral organisations and studies to stay relevant

Alternative practices to solve the lack of involvement of sectoral organisations in the Italian public school system.

What's the idea?

The Italian Public VET system - and public education system in general- does not foresee formal involvement of private companies in the process of curriculum development. This



often results in the fact that students are taught skills and competences that are not updated to sectoral emerging or current needs.

I.T.T. Marco Polo, a public VET Provider, has found a way to stay informed on trends and necessities of companies and to monitor main emerging training needs without having to establish formal agreements with them (which is not allowed in the Italian school system).

The institute has managed to do so by monitoring the National Agency for Labour Policies (ANPAL Servizi) research, which provides insights about new skills desired in the workplace. Moreover, I.T.T. Marco Polo is a member of the Polo Tecnico Professionale (PTP- Technical and Professional Centre), a network of schools, companies, hotels, and ADVs that helps connect the educational world with the labour market in an informal way.

Each organisation (ANPAL and PTP) foresees an annual meeting in which members can discuss technical needs and expectations, creating reports that describe the state of the art of the sector in terms of employee competencies required and future tendencies.

What is the (potential) impact?

This research for information and emerging skills and competences ensures that teachers and students are able to be trained on the latest topics and fully understand the labour market needs during their programs.

Likely initiator/applicator

This is an interesting concept for VET Providers and teachers/trainers because it encourages them in staying updated on labour market needs in contexts and environments where companies are not allowed -or are not formally involved- in the creation of the training curriculum.

In particular, it applies well in situations where the programs are decided mainly at ministerial level, and teachers/trainers and schools do not have the possibility to be involved in its development. By becoming members of sectoral forums or by following research on sectoral topics, these actors have the possibility to get to know labour market needs better and implement them into their teaching.

How to approach it?

1. A good starting point is to reach out to local or national employers' organisations or employment agencies of the sector to ask if they have particular events dedicated to connecting schools with the labour market;
2. Researching existing organisations or centres that conduct research on sectoral needs and emerging trends, in order to have literature to consult on the topic;
3. Contact other schools or VET Providers in the same field to understand if they would be open to share practices or organise events to understand emerging trends.

How to increase the chance of success?

As for other practices, for this action to be successful it is necessary to create a community and to build relationships with companies or sectoral organisations.

Even if not involved in the development of training programmes in a formal way, their input is still fundamental in order to offer relevant skills to students.



Moreover, having a pool of resources (researches, studies) on sectoral needs readily available can help teachers/trainers in better understanding current labour market needs and how to implement them in the classroom.

Why is this practice effective?

This practice is effective because it is an easy and quick way to connect with different stakeholders that can give interesting insights on what are the new skills desired. Since in different countries curriculum changes are decided at ministerial level, having the possibility to engage directly with employers and other actors could be a source of practical examples to introduce in lesson plans.

Additional information:

School website: <https://www.ittmarcopolo.edu.it/>

Classification

Country	Italy
Phase/Theme	I. Planning II. Implementation
Indicator	9. Coping mechanisms for change
Focus	b. program
Type of VET	Initial VET
EQF level	4
Application scale	National
Sector/work field	Hospitality/Restaurant/Kitchen staff

5. Collection of letters of intent from companies

Cultivating urgency, commitment and involvement of companies to actively participate in an existing or yet to be developed vocational training (regarding content, volume as well as education).

What's the idea?

Letters of intent provide VET providers with solid support for the need of a specific vocation. In these letters, companies express their need for the labour force and that they support the development of a new or already existing VET program. It also helps the VET provider build a network with the labour market which later can be used for recruiting people for the advisory board and work-based learning.

What is the (potential) impact?

Better collaboration between VET providers and the regional labour market. Better anchored needs of the labour force and promise of work later on.

Who is the likely initiator/applicator?

VET providers

How to approach it?

Prior to applying for a VET program, VET providers will contact companies to express their needs of the labour force and their will to support a VET program for this vocation. The



letters of support play an important role in the application of a VET program since they show a solid case and strong connection with the labour market connection to this vocation.

How to increase the chance of success?

Choose companies that are well known or have been involved previously. Look for highly motivated companies and make sure they know what is asked of them.

Involve motivated companies and make them aware of their needs

Why is this practice effective?

VET programs require a great amount of input and support from the labour market, therefore, it is great to involve them right from the beginning and make them aware of their needs in the labour force. Once they have a better idea of their own needs, they will also be interested in helping, in order to help themselves.

Classification

Country:	Sweden
Phase/Theme:	Planning
Indicator:	5. Employment/quantity 6. Destination/Satisfaction with result
Focus:	a. Policy
Type of VET:	Continuous VET
EQF level:	2-6
Application scale	Regional
Sector/work field:	Non-specific/general

6. Labour Market Needs Diagnosis Mechanism

Researching and analysing the labour market in a standardised way to provide vocational education with up-to-date, complete and reliable (policy) information.

What's the idea?

"If I have some knowledge, skills and competences, which professions could I head for?"

The Labour Market Needs Diagnosis Mechanism collects, processes and visualises statistical data and analyses regarding the evolution of professions and sectors of economic activity as well as the supply and demand of skills in the labour market, at national, regional and local level. Its scope is to *reduce skills mismatch between VET and the labour market* through updating VET curricula.

What is the (potential) impact?

In the midst of the recent economic crisis and austerity, the growing interest in skills is largely linked to the acceptance of the view that skills diagnostic mechanisms are a source of multiple benefits. They provide an opportunity to identify future trends in the supply and demand of skills, as well as for documented policy interventions, aimed at alleviating the skills mismatch and its consequences.



Who is the likely initiator/applicator?

- For VET Providers to prepare curricula for Training Programs, to identify the necessary cross-sector and sector specific essential and optional competences, knowledge and skills.
- For employers to better describe the occupational profile, request for job-specific skills and avoid skills mismatch.
- For VET trainees / graduates to assess their skills and seek after more suitable vacancies.

How to approach it?

1. Specify the sector of interest.
2. Define the occupation: the kind of work to be performed through the job.
3. Determine the required skill level: the complexity and range of tasks and duties to be performed.
4. Set the skill specialisation: the required knowledge skills, the tools and machinery used, the material worked on or with and the kind of goods and services produced.
5. Use the Labour Market Needs Diagnosis Mechanism to define the cross-sector and sector specific essential and optional knowledge, skills and competences required.

How to increase the chance of success?

For the operation of "successful" diagnostic mechanisms, in addition to taking measures to enhance their scientific competence, the needs of a particular context must always be taken into account; "good practices" are to be followed, but without necessarily meticulously copying them.

Why is this practice effective?

The National Labour Market Needs Assessment Mechanism consists of two pillars. The first pillar concerns data on employment, unemployment and entrepreneurship, and the second pillar concerns analyses of these data by the National Institute of Labour and Human Resources. The Diagnostic System comprises a network of institutions and organisations whose main purpose is to collect and process primary and secondary data on labour market needs. The aim of the Mechanism is to collect, analyse and visualise statistical data from national databases and carry out field surveys and studies to highlight labour market needs in occupations and skills by sector, Region, Regional Unit and Municipality.

Additional information:

The Labour Market Needs Diagnosis Mechanism has been institutionalised by the Ministry of Labour, Social Security and Welfare in 2016, following an Action Plan approved by the European Commission in 2015.

[Labour market Needs Diagnosis Mechanism Knowledge, skills, qualifications by profession](#)

Classification

Country:	Greece
Phase/Theme:	I. Planning
Indicator :	6. Destination/Satisfaction with result 9. Coping mechanisms for change
Focal point	a. Policy
Type of VET:	Initial VET Higher VET



EQF level:	2-6
Application scale	National and regional
Sector/work field:	Non-specific/general

7. Matching labour needs with refugees needs

Comparing vacancies and job requirements with ambitions and employability of refugees and closing the gap with job-focused training.

What's the idea?

The Federation of Bakers of Larissa Prefecture communicated their shortage of bakers in the area of Larissa and Greece in general. DIMITRA Educational organisation contacted a local refugee shelter and a common decision between the three parties was taken to train 10 refugees in becoming bakers. A proposal was submitted to the relevant Ministries for funding and a training program leading to a certification was prepared.

What is the (potential) impact?

Migrants join the workforce and thus integrate into society and bakers fill the jobs they lack. In this way, the untapped labour force is also exploited and the needs of the market are met.

Who is the likely initiator/applicator?

- Sectoral Organisation/ Federations in the labour market.
- NGOs dealing with immigrants' integration in the labour market.

How to approach it?

1. Identify employment shortages in specific sectors.
2. Get in contact with local immigrants' shelters.
3. Schedule a training program based on the needs of the immigrants and the labour market.
4. Seek funding.
5. Provide trainees with official certification of the expertise they gained.

How to increase the chance of success?

Combine the training program for the sector with transversal skills and cultural training, so assist integration of the immigrants into the local societies.

An official certification can be a strong motive for participation.

Why is this practice effective?

Immigrants are an untapped labour force, which needs proper incentives in order to cover labour market needs.

Classification

Country: Greece



Phase/Theme:	I. Planning
Indicator:	5. Employment/quantity
Focal point:	a. Policy d. WBL
Type of VET	Initial VET Adult VET
EQF level:	3
Application scale:	Regional, National
Sector/work field:	Hospitality/Restaurant/Kitchen staff

8. In2C - Online platform in the construction sector

Creating a virtual environment to link employers with third country Nationals to assist them in recruiting skilled workers.

What's the idea?

The objective of the In2C e-learning platform is to create a virtual space for collaboration / communication to put TCN in contact with employers in the Construction Sector.

The In2C platform aims to facilitate and encourage early and effective integration of Third Country Nationals (TCNs) in the labour market and specifically in the construction sector, through an integrated training program, focusing mainly on improving their skills in their host country language and networking with employers. The e-platform includes an online toolbox. The e-platform is based on the idea that knowledge should be freely disseminated and distributed through web-based applications for the benefit of stakeholders with the minimum restrictions on the use of resources. Two multilingual applications (for terminology and technical dictionary) are also provided. The In2C platform hosts an online library, a database of books, methodologies, and bibliographic references.

The e-platform serves as a tool to link employers with the TCNs and assist them in selecting skilled workforce.

What is the (potential) impact?

The objective of the In2C e-learning platform is to create a virtual space for collaboration / communication to put TCN in contact with employers in the Construction Sector and to facilitate and foster early and effective integration of TCNs in the labour market and specifically in the construction sector.

Who is the likely initiator/applicator?

- Employers in the construction sector and manufacturing, VET providers, NGOs dealing with TCNs integration in the labour market.
- Organisations with responsibility for migrant integration, decision makers responsible for the integration policies at the local level, educational and employment services in local and regional administration.



How to approach it?

1. Identify market needs, good practices and barriers to the effective integration of TCNs in the host countries' workforce in the construction sector.
2. Use of training tools in the "IN2C Training Package" containing the training material in terms of terminology, a technical dictionary, labour legislation and legislation on occupational health and safety issues
3. Use of the electronic assessment tool, which will evaluate the learning capacity of TCNs.
4. Informing employers about the possibilities offered by In2C in the TCNs' efforts to integrate into the labour market of the manufacturing sector.
5. Establish a network connecting employers with TCNs.

How to increase the chance of success?

Inform about the objectives of the matching platform and raising public awareness, using popular media and available communication channels.

Why is this practice effective?

TCNs are an untapped labour force that, with proper training and development of appropriate skills, can be integrated into the workforce of the destination country. The construction industry through the online platform can easily check the availability of workers and check their suitability for the job on offer through the employer-employee matching process.

Additional information:

[IN2C | Integration of TCNs in the Construction Sector](#)

Classification

Country:	Greece
Phase/Theme:	I. Planning
Indicator:	5. Employment/quantity
Focal point:	a. Policy d. WBL
Type of VET:	Continuous VET Adult VET
EQF level	3
Application scale:	Regional, National
Sector/work field:	Building/construction

9. The 10 reporting criteria for (new) VET

Applying fixed reporting and accountability requirements for the recognition and financing of education programs

What's the idea?

The new Law on VET from 2019 state that all proposals for new VET from all the Danish trade committees cover the following 10 topics:

1. The purpose of the VET



2. The labour market area covered
3. Potential further education tracks
4. Cooperation with other trade committees
5. Length of the education
6. Special target groups
7. Expected employment and placement possibilities
8. Expected number of students per year based on analysis
9. Qualification needs based on analysis
10. How the proposed VET will live up to the VET-Laws' general purposes

What is the (potential) impact?

The Ministry secures that the proposed new VET qualification/program is grounded in a need and based on analysis.

The students and VET providers benefit from well prepared proposals for new VET grounded in needs from the labour market

The labour market gets the possibility to get the VET they need if they can argue for their proposals.

Who is the likely initiator/applicator?

This must be interesting for all stakeholders that all proposals for new VET follow a common and systematic structure and ground the proposal in detailed analysis and needs from the labour market.

How to approach it?

Secure that this already is formulated in the VET law, so all stakeholders know this requirement and trust in the systematic approach to the application for new VET.

How to increase the chance of success?

Require that all proposals for new VET shall be grounded in analysis and needs collected and reported to the Ministry from the trade committee

To get it formulated clearly in the VET law and maybe by supporting the proposers with templates and examples for how to cover these 10 areas when they make their application. Help them to professionalise the applications analysis both on needs in numbers and content.

Why is this practice effective?

Structured approaches for all trade committees are a help to all stakeholders and secure a high degree of quality in the analysis and data used to decide for potentially new VET.

Additional information: Only available in Danish

<https://admsys.stil.dk/nyheder/admsys/easy-p/2020/jan/200108-ny-bekendtgørelse-om-erhvervsuddannelser-pr-1-januar-2020>

Classification

Country	Denmark
Phase/Theme	I. Planning II. Review
EQAVET indicator	5. Employment/quantity 6. Destination/Satisfaction with result 9. Coping mechanisms for change
Focus:	a. policy,



Type of VET Initial VET
EQF level 2-6
Application scale National
Sector/work field: Non-specific/general

10. Sector mapping

Defining and visualising a professional domain; the jobs and careers to be addressed by corresponding VET

What's the idea?

Modern iVET programs train for more than just one job; Students (and their parents) expect future career prospects to be evident. Sectors are challenged to present themselves as an attractive and varied work environment and to put the jobs in a wider perspective.

A "Sector Map" (as shown in example) creates such a wider perspective to support entry to and further career development within the work field.

Builders' merchants mobility in key jobs			
EQF level	Logistics	Sales office	Field & showroom
5	Logistic manager	Product manager	Marketing manager
4	Chef expedition	Technical specialist	Account manager
3	Storekeeper	Sales employee	Field worker
2	Warehouse employee	Desk clerk	Receptionist
1	Order picker	-	-

What is the impact?

- A sector map offers a clear and compact overview of jobs in a work field and shows evident career opportunities
- A sector map serves as a 'professional positioning system', a navigation tool for students, employees, career counsellors and HR professionals
- A sector map serves as a canvas on which VET providers can project their programs and for the work field to verify the educational coverage to facilitate job entries and transitions.
- It provides a frame of reference for presenting quantitative data on job populations and mobility, growth and contraction of employment and comparison of supply and demand
- It forms a background for research into outflow and destination of VET completers

Who is the likely initiator/applicator?

For sector organisations that want to

- Get a firmer grip on personnel provision and development
- Have a substantial representation of their professional domain suitable for comparison of demand and supply in the labour and education market

How to approach it?

1. Set up a first draft table by selecting the number and labels for the vertical and horizontal dimensions:
 - a. The relevant (EQF) levels of the jobs for naming the rows of your table. Job classification and salary scales generally run parallel to these levels



- b. The dominant categories of work processes or professional disciplines for naming the columns of your table. Job classification and corresponding VET programs normally reflect such a classification of the jobs' contents.
2. Divide the jobs of your sector / work field over the table according to their content and level. Make sure you use the most common job labels for optimal recognition. Adjust the layout to accommodate all relevant jobs.
3. Consult sector and VET representatives, varying in nature and size of companies as well as in type of education (initial, higher and continuous VET) to check recognisability and adequate representation.
4. Adjust the design if necessary and have your final version formally established before applying it in your internal and external communication.

How to increase the chance of success?

- Account for the process by means of a report of 'the making of' with reference to previous versions, consulted sources and representatives.
- Make sure that the sectors' key policy makers at different levels and in the different "blood groups" of the work field recognise themselves in the design.
- Apply the concept and design as much as possible for optimal consistency and recognition in the labour market and educational policies and communication.
- Provide an attractive and recognizable graphic design that matches the work field. Present qualifying vocational education programs in a similar lay-out.
- Illustrate mobility by telling career stories of individual young employees

Why is this practice effective?

A sector map 'sets the scene' by creating a clear and recognizable image of a well-defined professional domain for all parties involved.

Additional information:

For more comprehensive guidelines on how to draw a sector map see the [QSE Sector map guidelines and see other sector map examples for different contents and designs.](#)

Classification

Country :	Netherlands
Phase/Theme	I. Planning
Indicator:	5. Employment/quantity Focus Policy Type of VET Initial VET Higher VET Continuous VET
EQF level	2-6
Application scale	National
Sector/work field:	Non-specific/general



11. Measurable Job Profiles

Providing a standardised and up-to-date description of the profession, with sufficient detail and differentiation, to serve as a clear (moving) target for (initial) vocational education and training.

What's the idea?

For delivering VET programs that match occupational requirements, those requirements must be adequately specified. Without a clear standard for craftsmanship, the satisfaction with professional performance or the relevance of vocational education cannot be objectively established, let alone be criticised.

This means that field representatives must draw up job profiles in a recognisable 'language', with sufficient detail and in measurable terms to function as both a target as well as a touchstone for VET. Good job profiles use a standardised approach, provide some room for job variation in terms of content and level, contain a defined set of tasks and a scaled competences profile, preferably preceded by a compact general characterisation and completed with an overview of corresponding professionally qualifying courses.

What is the impact?

For companies

- Insight into division of tasks across functions and (levels of) capabilities that are necessary for a successful execution of it
- A professional standard support for career guidance, performance, assessment and development interviews

For schools

- Insight into the intended result of a vocational training; not only the required level of knowledge and skills, but above all the task context in which they have to be displayed
- A clear target to aim for and a basis for program and teaching material development
- A clear standard to measure up to during the program and after completion

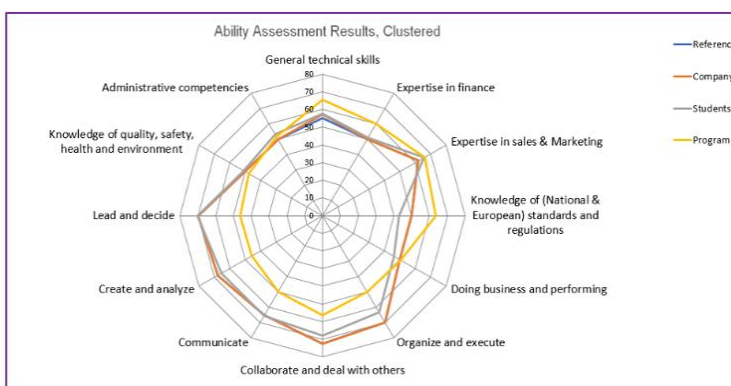
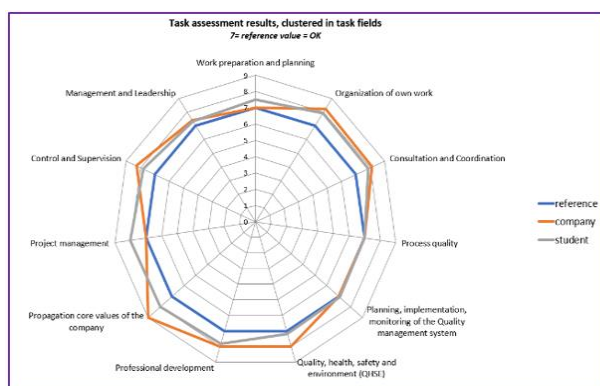
For students

- A clear picture of what is required of them in practice
- A mirror for their own professional awareness and qualities

For employees



- A mirror for their own professional awareness and qualities, including any shortages and surpluses in their craftsmanship



Who is the likely initiator/applicator?

- a. Sector organisations with serious attention for the craftsmanship they represent and who wish to present themselves as committed partners and customers of vocational education and training.
- b. Setting such a professional standard by reference job profiles is especially relevant for sectors with a big share of SME's and a corresponding low degree of professionalisation in human resources management and development.
- c. School federations or collaborating schools which are serving a joint professional domain of the labour market with the ambition to make a better match of their VET offer with labour market requirements, seeking support from and collaboration with the work field concerned.

How to approach it?

1. Collect job information from the professional domain concerned. This includes job evaluation, vacancy texts, existing qualification profiles and attainment targets documents
2. Make an overview of the jobs and organise/classify them according to content and level (see [sector mapping](#))
3. Make lists of tasks and skills, extract the duplicates, arrange them in recognisable categories / clusters and put them in a logical order.
4. Connect (small) groups of related jobs to corresponding tasks. and do the same with capabilities, adding the level required for each corresponding job.
5. Have your draft profiles thus composed and reviewed by work field representatives/experts, not only to check and correct them but also to generate recognition and support.
6. Have your final versions formally established/adopted by work field authorities before practical application.

How to increase the chance of successful application?

- Involve a (small) group of VET representatives with expertise and authority in 'the making of' the profiles for optimal credibility and support.
- Run pilot with...
 - VET developers to test and optimise usability for VET design
 - a representative group of (different) companies to test the content of the profiles, to determine the variation therein.
 - previous graduates and their employers to assess professional performance in practice against the profiles
- Adjust the profiles accordingly and share your findings with relevant stakeholders to support wider implementation.



- Promote the application of the job profiles by (work placement) companies as a preparation of and basis for performance and development interviews.
- Organise workshops for schools and companies, to present the possibilities for application of the profiles in practice.

Why is this practice effective?

The present descriptions are based on criteria for job evaluation and assessment from the business community as well as on competences and attainment targets from vocational education. The trick seems to be to find 'a language' for the job description that everyone understands and to find a balance between recognisability and distinctiveness. The degree of detail is determined by 'as general as possible and as specific as necessary'. This has apparently been successful with the job profiles that were made for the QSE VET project: The profiles proved to be very suitable as a touchstone of educational relevance and professional performance in practice.

Additional information:

For further guidelines on how to compose this type of job profiles and examples from banking, kitchen staff and electricians, see the [QSE website](#).

Classification

Country of origin:	Netherlands
Phase/Theme	I. Planning (Job Profile) III. Evaluation
EQAVET indicator	6. Destination/Satisfaction
Focus	policy & program
Type of VET:	Initial VET Higher VET Continuous VET
EQF level	2-6
Application scale	National
Sector/work field	Non-specific/general

12. Fixed format for qualification profiles

Articulating job requirements (content) and labour demand (volume) as well as current trends and developments in complete, unambiguous, recognizable and comparable descriptions.

What's the idea?

Professional/vocational profiles can be described in many ways. In the collaboration between VET and Labour it can help to make "SMART" agreements about what should be included and how it should be worked out. A common national format provides the table of contents

What is the impact?

- Anchorage and grip for the developers of the profiles concerned
- Comparability of different profiles described in this format
- Comprehensive, clear and accessible information for educational developers
- Reference profiles for companies, especially HR and workplace trainers as well as for teachers and students



Who is the likely initiator/applicator?

- Sector organisations, professional associations or other work field representatives responsible for definition of their current and near future labour market needs in terms of quantity and quality for the jobs involved.
- VET authorities or other organisations responsible for development and maintenance of VET qualifications.

How to approach it?

1. Take any available documents as a starting point and compare them with the examples attached.
2. Select the items you consider relevant to fill in and elaborate in your own professional or qualification profile. This will be your first version of your own template.
3. Collect all information you need to develop a first draft of a professional/qualification profile based on the template.
4. Discuss this draft profile with a group of work field and VET representatives to gather feedback and support.
5. Present a final draft to a bigger audience and collect ideas for further refinement and implementation.
6. Officially establish the template and implement it in standard procedures for developing and maintaining professional and qualification profiles.
7. Evaluate process and result and improve both of them accordingly

How to increase the chance of success?

- a. Form a team of experts from the work field and VET to carry out these steps or engage such a group to guide the process, give you feedback and support
- b. Ensure formal recognition and informal support from relevant agencies and individuals.
- c. Be transparent in the process, parties and people involved, state of affairs, considerations etcetera and be publicly accountable for decisions taken.
- d. Ensure public availability of relevant documents and actively disseminate them among relevant stakeholders.
- e. Provide a central, open and accessible collection point for suggestions to improve the process or to update the profiles concerned.

Why is this practice effective?

A (national) standard template forces work field representatives and VET authorities to deliver their *vocational qualification profiles* in a recognisable and complete manner: a clear target for VET curricula and a professional standard as touchstone for practical performance.

Annexes:

- Contents of Dutch vocational qualification profiles

Additional information:

<https://www.s-bb.nl/en/about-sbb> the website of the Dutch foundation for cooperation of VET and labour market

Classification

Country:	Netherlands
Phase/Theme: indicators	Planning (Qualification Profile) 5. Employment/quantity 6. Destination/Satisfaction
Focus	Program



Type of VET	Initial VET,
Level of VET	EQF 2-4
Application scale	National
Sector/work field:	Non-specific/general

ANNEX

Contents of Dutch vocational qualification (pro)files

A qualification file consists of a *basic* part and one or more *profile* and *optional* parts.

Basic part; generic components

- Dutch language, arithmetic, career and citizenship and -where applicable- English).
- ‘common (vocational) elements’ that apply to all qualifications in the file: core tasks, work processes, professional knowledge, skills and attitude aspects

Profile part; distinctive components describing the specific aspects making the difference between the various qualifications within the file. (For instance an extra task in leading and guiding for the senior professionals at level 4).

Electives; Optional components for deepening (specialisation) or widening the professional profile and completing the training. (For instance an extra foreign language if living near the border, or ‘mounting solar panels’ for electricians)

Each qualification file is accompanied by a so called “**accountability document**” containing all relevant additional information giving substance to the following aspects:

- a. Professional competence profiles.
The (history of) documents the qualification file is based on, including an overview of activities and parties involved in their development.
- b. Examination profiles.
The sectors’ principles, guidelines and criteria regarding assessment of progress and results.
- c. Labour market information.
The facts and figures regarding the professional domain concerned, focussing on employment and work placement possibilities for VET graduates in the various disciplines at the various levels in the various regions.
- d. Trends and developments.
Special attention to laws & regulations and to (expected) technological, organisational, international changes and / or market developments in the professional practice.
- e. General occupational requirements.
This concerns requirements under or pursuant to a law (other than an education law), treaty or binding decision of an international organisation and linked to conditions that must be met in order to be allowed to practise a particular profession or to be able to exercise certain professional acts as a starting professional;
- f. Special occupational requirements.
This may concern industry requirements or arrangements applicable to the person of the practitioner, such as a Certificate of Good Conduct or arrangements relating to the workplace (like special safety regulations). It may also concern aggravating working conditions that appeal to mental and physical properties.
- g. Profession-specific foreign languages.
An example of this is mastering at least 2 modern foreign languages for international trade.



- h. Career development opportunities.
This not only concerns logical and frequent career developments (like growing from level 2 to level 3 positions) but also the link to obvious additional qualifications to obtain (in width or depth)
- i. Maintenance agenda.
The qualification file contains a plan for at least six years, on which relevant points for attention are stated. The Maintenance and Development Agenda states the term within which the qualification file will be reviewed, and which agenda has been agreed for the maintenance of the qualification file. (actions, who is responsible, when ready?)
- j. Changes from the previous version.
This concerns a summary of new elements or changes to existing elements.
- k. Preparatory process and parties involved
This concerns the parties involved in the consultation and decision-making about the qualification and an overview of activities that have been deployed to create material support

13. Cross-over qualifications

Enabling schools to adapt their offerings in an efficient way to meet the growing (regional) demand as well as to the liking of nowadays' students with cross-sectoral VET qualifications.

What's the idea?

Crossover qualifications respond to an increasing number of cross-sectoral occupations and exploit existing overlap between comparable occupations and VET programs in different but kindred sectors. These 'hybrid' programs enable schools to adapt their offerings in an efficient way to meet regional demand as well as to the liking of nowadays' students. A good example is one new training course for work planners in both (gradually more collaborative and integrating) construction and installation technology.

What is the impact?

Crossovers are easier and faster to realise because they are built from existing components.

The labour market relevance of the crossover and the work field commitment are greater than that of the original programs. In a number of cases, the original courses can be replaced by the new crossover.

The intake at the crossovers is high and students appreciate the wider choice in differentiation and specialisation within the programs as well as the close involvement of the work field.

The students who will work together in practice after graduation have already learned and done this during their education. Cooperation is self-evident for them.

VET providers can put together larger groups of students for the shared elements and therefore train more efficiently.

Who is the likely initiator/applicator?

Sectors, businesses and companies that:

- Often and gradually more work together in a shared domain and growing closer to each other (like construction and installation in housing and utility building.)
- Are confronted with integrative innovations (like automation and digitisation that merge mechanics and electronics into mechatronics or create home automation at the interface of mechanical and electrical installations in housing and utility building.)
- Who discover great kinship and overlap in some of their functions and their professions.



- Who have similar occupations (with relatively small populations) that could potentially be served more efficiently and attractively with one and the same part of qualification.

How do you approach it?

1. Identify a cross-sectoral profession or group of professions which contains substantial cross-sectoral elements.
2. Establish the employment perspective or labour market relevance of a possible cross-over qualification and VET program.
3. Collect the relevant components from 2 or more existing qualifications to compose the cross-over with. Make a clear distinction between the common (basic) subjects and differentiating specialisations.
4. Create a draft profile and present it to representatives of the sectors concerned. Be sure to choose a qualification title which is well recognised!
5. If it is received well, complete the qualification file and arrange a provisional status for piloting.
6. Conduct a pilot with schools in regions where the potential interest (from students and companies) is large enough.
7. Draw up measurable evaluation criteria and consider which scenarios can be linked to the outcomes. Pay attention to the positioning of the cross-over profile in relation to the qualifications from which the components originate: consider and discuss the consequences in time!

How to increase the chance of success?

- In addition to a recognisable title of the qualification (a flag that covers the load), provide a clear link to the professions addressed by the qualification.
- Generate attention for the profile and the pilot through various channels and media (general/professional).
- Allow various parties (teachers, students and employers) to have their say about the content and importance of both the professions and the qualification.

Why is this practice effective?

Crossovers have an excellent cost/benefit ratio. They are relatively quick and easy to implement, offer more options for students and make education more efficient and clearer by reducing the number of qualifications.

Classification

Country:	the Netherlands
Phase/Theme	I. Planning (Qualification Profile) II. Implementation
EQAVET indicator	6. Destination/Satisfaction with result
Focus	Program
Type of VET	Initial VET
EQF level	2-6
Application scale	National
Sector/work field:	Non-specific/general



14. Modular VET qualifications and curricula

Simplifying and facilitating updating, customization and personalization of education through modularization

What's the idea?

The longer a training lasts, the faster the jobs are changing, the harder to keep up with developments and the greater the risk of diminishing relevance of VET for the labour market.

In addition, the increasing individualisation of society is forcing vocational education to review the uniform offer, in terms of access, content and design.

By dividing a study program into recognisable - preferably independently certifiable - units, flexibility is created in maintenance and personalisation of the education.

What is the impact?

Modularisation makes it easier to add, remove or adjust components of qualifications and curricula.

Modularisation meets the broad desire to make education more flexible and adjustable to the regional labour market and the individual needs of students and their employers.

Modular education suits a generation that grows up in today's information society and that has learned to deal with discontinuous, incomplete information.

Modular VET programs, made up of well recognised and independently certifiable units, fit well into the idea of lifelong learning and enables VET institutes to develop a suitable offer for (adult) unemployed job seekers and job switchers.

Who is the likely initiator/applicator?

- For VET authorities and institutions that want to make their qualifications and programs more flexible and adjustable to the wishes, ambitions and possibilities of students and their (future) employers.
- For sectors and VET institutions that want to be able to tailor their VET offer to the regional demand and to the needs of students and (work placement) companies.
- For sectors VET institutions that want to be able to respond to developments in the work field faster and easier.

How to approach it?

1. Define the professional/educational domain concerned
2. Make an overview of the VET programs in a canvas of level and content/discipline (see 'sector mapping')
3. Make an overview of the professions addressed by the study programs.
4. Ask yourself how far you can go in the short term and how far you want to go in flexibilization and modularisation in the longer term.
5. Distinguish and identify the elements of which the programs are built
6. Collect and analyse overlapping elements (shared tasks and/or capabilities) in the professions concerned.
7. Distinguish basic vocational elements from general subjects (21st century skills) and from more specialised elements.
8. Describe learning pathways within and across levels concerned.
9. Determine the minimum size of a module (in study load hours). Focus as much as possible on independently recognisable and certifiable units.



10. Guard sufficient professional qualification for the whole of modules to follow for a student, in terms of basic craftsmanship, sufficient insight/understanding and an adequate body of knowledge and skills.

How to increase the chance of success?

- Do this together with work field representatives and involve (regional departments of) sector organisations in the process.
- Look for concrete examples of modular education for your own field of work at home or abroad

Why is this practice effective?

The compartmentalization makes it possible and easier to shift the focus from the whole program to the elements of which it is built. Everyone involved seems to benefit.

Classification

Country:	Netherlands
Phase/Theme	I. Planning (Qualification Profile) II. Implementation
EQAVET indicator	9. Coping mechanisms for change
Focus	b. program
Type of VET	Initial VET Higher VET
EQF level	2-6
Application scale	National
Sector/work field:	Non-specific/general

15. VET “Electives” standardised variation within qualifications

Making room for differentiation with optional modules for the student to choose from within a qualification, to enrich the mandatory program with specialisations.

What’s the idea?

There is some variation in every profession and the pace at which professions change and evolve is increasing. Maintaining and developing new knowledge and skills is therefore necessary to provide vocational training with an up-to-date offer.

By means of electives, it is possible to respond more quickly to developments in the professional field and the region. With the introduction of the optional components, an important impulse is given to flexibilization, updating and innovation. The cycle of determining new and modified electives is short, only three months. Electives within a qualification give some room for "standardised variation" in curricula to meet the individual needs and capabilities of students, their work placement companies and future employers and are therefore important building blocks for the secondary vocational education.

What is the impact?

The providers offer a choice of electives that connects to current developments in the region or sector.

The students can broaden or deepen their expertise. The Dutch electives take up a total of 15% of the training time. The student takes an exam for each elective subject.



The choice in electives by schools and students are usually made in consultation with the companies. The electives' content and curricula are developed in collaboration with national and regional work field representatives.

Who is the likely initiator/applicator?

The organisation responsible for the qualification (structure) determines the possible scope and size of electives. The same organisation also establishes them. The (substantive) development of electives usually takes place at the initiative of the professional field and in collaboration with education.

Electives can also be used to give shape and content to evolution in craftsmanship, without completely adjusting the professional profile or training program.

How do you approach it?

The development begins with the identification of a substantive development in the work field that creates tension with existing qualifications and curricula.

It must concern a well-definable unit of new tasks, knowledge skills that is recognised as such in the practice of the profession. (Examples from installation technology are solar energy, heat pumps and home automation).

Sufficient schools must confirm the demand for them and be prepared to actually offer them and promote their application.

The teaching materials must be developed with a clear picture of the jobs and employees for which it is intended. It must be done in close consultation with the companies that have experience with the work concerned and have the corresponding expertise.

How to increase the chance of success?

- A first year of application can possibly take place on an experimental basis with sufficient attention to evaluation and possible adjustment.
- Electives may also concern a part of another current qualification and electives can be shared by different qualifications.

Why is this practice effective?

Students want their diplomas to be appreciated and they want to distinguish themselves with specific talents too. Companies also benefit from both generally recognized craftsmanship and specific knowledge and skills. Optional modules within a general professional qualification meet these twofold needs.

Classification

Country:	Netherlands
Phase/Theme	I. Planning (Qualification Profile)
EQAVET indicator	6. Destination/Satisfaction with result 9. Coping mechanisms for change
Focus	Policy and program
Type of VET:	Initial VET, EQF level 2-4
Application scale	National
Sector/work field	Non-specific/general



16. Partial VET qualifications and certificates

Enabling schools to offer partial qualifications to supplement existing programs or as job-oriented retraining and further training for lateral entrants

What's the idea?

A fully qualifying program is not the best option for everyone. Students may stumble upon general knowledge and skills but can still be valuable for the labour market.

A short and practical training for a limited package of tasks and associated skills can be sufficient for a successful entry into the labour market (or as a valuable addition to already acquired craftsmanship)

A partial certificate gives recognition and civil effect to such a well-defined and relevant set of knowledge and skills for those who cannot or do not need to complete a full program.

What is the impact?

- For early dropouts it is an opportunity to obtain an admission ticket to the labour market.
- For side entrants and their (future) employers, they offer job-oriented training for rapid deployment in practice with the promise of further professional development with more certificates or a full (part-time) program.
- For incumbent employees they give an opportunity for further training to widen their scope of craftsmanship.
- For employers they offer an opportunity to give concrete form to career development and lifelong learning policies.

Who is the likely initiator/applicator?

For VET authorities wishing to recognise students who cannot or do not wish to complete a full program but who can successfully complete part of it

Sectors with large (regional) staff shortages, especially in specific practical jobs with relatively clear task packages and competence profiles.

VET providers that offer training for sectors with high demand for which there is insufficient interest from the regular intake.

How do you approach it?

1. Together with the professional field involved, determine which components of the existing training programs can have an independent value on the labour market.
2. Adjust the description so that the partial qualification is recognisable as a certifiable unit.
3. Draw up the test terms and diploma conditions.
4. Give the partial qualification or the partial certificate a recognizable title and include it in the qualification structure.

How to increase the chance of success?

- Make sure the name of the qualification corresponds with job titles in the work field addressed.
- Promote application/use of the partial qualification as a supplement to related courses.
- Coordinate application by unemployed job seekers with employment offices and benefits agencies so that they can follow the training while retaining benefits.
- Involve future employers and have them issue a job guarantee.
- Ensure that the initial training can be followed while retaining benefits and that the full qualification can be obtained with a (learning-) employment contract.



Why is this practice effective?

Partial qualifications and certificates meet different needs of different parties without compromising the national qualification structure and also without losing the promise of a full professional qualification.

Classification

Country:	Netherlands
Phase/Theme	I. Planning (Qualification Profile) II. Implementation
EQAVET indicator	5. Employment/quantity
Focus	Program
Type of VET	Initial VET Higher VET Adult VET
EQF level:	2-5
Application scale	National
Sector/work field:	Non-specific/general

17. Special organised local VET – a flexible alternative

Enabling schools to experiment with tailor-made supplementary training programs to meet specific business needs that later may be added to the regular program.

What's the idea?

It is difficult to predict the future and many developments start small and form a good idea in an entrepreneurial company. Some of these good ideas can develop over the years to new sectors or new combinations of skills not currently delivered by the VET system.

The point is to give some of these ideas to a new VET the possibility to develop further if students and an enterprise agree in wanting to test the new combination of skills and competences.

This can be done by direct contact and application to the ministry, who then decide if they will accept this new often one or few persons VET.

What is the (potential) impact?

The potential impact is first of all to satisfy the enterprise and the student that has agreed on a new and different VET.

The potential impact in a longer perspective is that new combinations of skills and competences are tested very early and that the experiences from this first new VET can be used if the market demands more of the same or similar competences.

This can either be done by making a completely new VET or to integrate the experiences in the current VET.

For the trade committees can these innovative new combinations of skills and competences have the impact that they can reflect over the idea and maybe get inspired to develop the existing VET further.



Who is the likely initiator/applicator?

This very flexible tool for meeting the market demands is an interesting concept for all stakeholders. It can be seen as a way to test different new ideas and demands very early in the recognition of changes in marked needs for skills and competences and for VET that can deliver what is wanted.

The ministry can get direct inspiration from a market driven demand and share this with the trade committees.

How to approach it?

First of all, shall this be a possibility in the VET-law and in the Ministry's administrative handling of new flexible VET.

Then both the trade committees and especially the enterprises and the students shall know about the possibility.

How to increase the chance of success?

Listen to what the labour market demands and be flexible in making early and innovative VET even if it is the first time made for one student only and one enterprise.

Secure that the enterprises and the students that want a new combination of skills and competences can argue for their proposals and that employment is more or less secured.

It requires that the experiences learned from the new types of VETs are collected and shared across both trade committees and the other stakeholders, so they can reflect on it and take action if they see some possibilities.

Why is this practice effective?

This type of innovative flexible VET can be a fast way to see future developments outside the current trade committees and sectors.

It will make experiences from innovative, experimental and flexible VET available, and make it possible to build on these experiences if the demand for these new combinations of skills and competences rises.

Annexes:

<https://worldscholarshipforum.com/da/how-to-become-a-boat-mechanic/>

Classification

Country	Denmark
Phase/Theme	I. Planning II. Implementation
EQAVET indicator	9. Coping mechanisms for change
Focus:	b. program, e. training staff
Type of VET	Initial VET
EQF level	2-6
Application scale	Regional
Sector/work field:	Non-specific/general



18. Labour market involvement in the review/adaptation of the curricula

Ensuring up-to-date and urgent knowledge and skills in the training programs and work field support for vocational education

What's the idea?

Active involvement of the labour market in the development and adaptation of the curricula to the demands of the labour market. Labour market representatives take on an active role to ensure a high match between the needs of the labour market and the curricula of VET programs. This will lead to highly relevant learning outcomes.

What is the (potential) impact?

Better adapted curricula ensure that students learn relevant things and are better equipped and matched towards the demands of the labour market.

Who is the likely initiator/applicator?

- VET providers
- Sector representatives

How to approach it?

Approach the labour market and relevant companies prior to the start of a VET program. Involve them from the start and offer them a position in the advisory board. Invite relevant teachers/trainers to be part of the development phase, as well. They might be the one teaching the subject later on and can already be part of the development of the curricula.

How to increase the chance of success?

Put the input from labour representatives to use and listen to their input. Furthermore, companies and sector representatives have to be highly engaged to make an impact on the curriculum and adapt it to changes in the labour market. The involvement of relevant teachers/trainers will increase the chance of success in the development of the curricula for the program.

Why is this practice effective?

Since the labour market knows their needs best, it is crucial and quite natural that they should be involved in keeping the curricula up-to-date. Without their input, it cannot meet their demands.

Classification

Country:	Sweden
Phase/Theme indicator	III. Evaluation, IV. Review 6. Destination/Satisfaction with result 9. Coping mechanisms for change
Focus:	b. Program
Type of VET	Initial VET



	Continuous VET
EQF level	2-5
Application scale:	Regional
Sector/work field:	Non-specific/general

19. Extended curriculum

Supplementing VET programmes with up-to-date knowledge and skills on top of the mandatory (but deficient) qualification profiles to meet evolving job requirements.

What's the idea?

To meet current labour market demands that are not (yet) included in current VET qualifications and programs, VET providers develop enriched curricula to provide students with up-to-date skills and competencies.

For example, regarding hairdressing, which is a rapidly evolving specialty, where fashion changes, techniques and material changes and tools change, following the proposed program would lead to mismatches, since it would not provide the graduates the necessary skills to fit the labour market needs.

The current market needs are usually identified by the trainers, who are professionals on their own and through the companies where the final-year students perform their apprenticeships.

What is the (potential) impact?

Ensuring that labour market needs regarding VET students' qualifications are met and are up-to-date.

Who is the likely initiator/applicator?

- VET providers and trainers;

How to approach it?

- Identify outdated or irrelevant content in (national) compulsory training programs.
- Briefly cover the mandatory training program.
- Identify current market needs.
- Prepare additional training programs based on current market needs.

How to increase the chance of success?

A good indicator for examining if there are mismatches or several training program contents needs to be revised, is the demand for the program. If there is no interest for some training programs despite the fact that there were several promotional activities, then these programs may need to be upgraded or redesigned.

Why is this practice effective?

Extended curriculums are a good way to comply with the state regulations regarding a training program but also address the labour market needs.

Classification

Country: Greece



Phase/Theme:	I. Planning II. Implementation
Indicator:	6. Destination/Satisfaction with result
Focal point:	b. Programme
Type of VET	Initial VET
EQF level	4-5
Application scale	Regional
Sector/work field:	Non-specific/general

20. Practical orientation programs for (side) entrants in (technical) VET

Ensuring an informed study and career choice based on practical experience with professional reality for a better match between job requirements and personal qualities and ambitions.

What's the idea?

Potential side-entrants often lack a clear picture of the professional practice of the profession they might be interested in and suited for. An orientation program helps them to find out.

The first stage is a broad two-day orientation on working in technical sectors in the broadest sense. Getting acquainted with various sectors including mechanical engineering, installation technology, metal & electrical engineering, robotics (derived from regular training courses) to find out whether they like it and what direction fits them best. If there is no match, participants leave the program with advice and support towards alternative sectors.

A 10-day follow-up program providing specific knowledge and skills with an assessment for the chosen sector, discipline and level. Extra language support, attention to employee skills and any additional tests of talents, skills and interests can be provided. The program is completed with a certificate and advice for further training.

What is the impact?

For students such an orientation program...

- Gets them acquainted with materials, tools and techniques and enables them to discover that they can create something by themselves.
- Makes them experience and aware of what it is like to work in an industry and a profession.
- Gives room to their questions and doubts.
- Prevents the frustrations and spilling of time and money that comes with wrong study and career choices.

For Companies such an orientation program...

- Provides their potential new trainees and employees with realistic expectations, the right attitude to work and good motivation.



- Let them discover the qualities and interests of potential future trainees and employees.
- Let them discover how much potential unemployed job seekers often have.
- Gives them the space to show themselves as an attractive work placement company and employer as well the chance of enticing them to come work and learn with them.

For schools/teachers such an orientation program...

- Let's work seriously on a concrete offer in the context of lifelong learning.
- Introduces them to and has them work with adult students

Who is the likely initiator/applicator?

For sectors, authorities and schools confronted with labour market shortages, need for extra (alternative) influx and that have to deal with potential trainees/employees who do not have a good idea of the professions and courses for which they apply (with the risk of early dropout).

How to approach it?

1. Set up an active regional public/private partnership with employers, local and regional authorities and agencies, VET provider(s).
2. Develop a common program, communicate it with parties involved and prepare implementation
3. Determine participation criteria and assure optimal conditions (for candidates and companies), compose intake procedures and forms
4. Mobilise potential candidates and companies with vacancies and explore potential matches. Recruit and select a first (pilot) group of candidates and companies and run the program.
5. Evaluate and review the program, plan the next group and repeat.

How to increase the chance of successful application?

- Make it very clear to everyone what the intention is, how it works and what the roles are in the team of organisations and employees involved.
- Ensure that participants can follow the program while retaining benefits.
- Ensure that apprenticeship/employment contracts are concluded as early as possible in the process. Have companies issue job guarantees.
- Investigate whether there is any compensation for employers for the extra time they spend on it.
- Involve the media and provide suitable ambassadors to talk enthusiastically about the project.

Why is this practice effective?

The broad and practical approach makes it attractive for participants and participating companies. The two-stage setup makes it efficient and effective.

Classification

Country:	Netherlands
Phase/Theme	II. Implementation
EQAVET indicator	6. Destination/Satisfaction with result
Focus	b. Program
Type of VET	Initial VET
EQF level	2-6
Application scale	Regional
Sector/work field:	Technical sectors

21. Retention of unemployment benefits while taking a side-entrance in VET

Giving side entrants the support and space they need for (re)orientation, (re)profiling and (re)training to make a successful new start.

What's the idea?

In order to be able to benefit from the work capacity of unemployed job seekers, they must be tempted to become aware of their talents and ambitions, to orient themselves well on the labour market and (in many cases) to participate in (re-)training. Keeping their benefits during that orientation and training gives them the peace and space for a successful trajectory.

What is the impact?

Candidates feel free and supported to participate in training/employment projects. They are given a (new) opportunity to profile and develop themselves professionally in order to acquire a (new, better) position on the labour market.

Employers are given the opportunity to become acquainted with the (often unsuspected) capabilities of these people without immediately having to take the risks of an employment contract.

Benefit agencies show that they want to invest in people and prevent them from receiving benefits for longer than necessary. The costs in the short term do not outweigh the (social and financial) benefits in the long term.

Who is the likely initiator/applicator?

Sectors, school departments and (regional) authorities that, on the one hand, have to deal with an insufficient regular inflow of youngsters and, on the other hand, having a new opportunity to check and test a possible potential of (adult) unemployed job seekers.

How do you approach it?

1. Talk to fellow stakeholders to form a partnership involving representatives of all relevant regional authorities, schools and sector representatives/employers.
2. Jointly set up a project that provides
 - a. *information and recruitment*
 - b. *clear admission criteria*
 - c. *a program for orientation, (basic) professional training, guidance and job placement, job guarantees and options for further education*
 - d. *shelter and alternative activities for dropouts*
3. Set up the conditions for participation in such a project while retaining the benefits
4. Inform and recruit potential participants
5. Make implementation agreements with unemployed job seekers, schools and companies to get started.

How to increase the chance of success?

- Appoint a special case manager for the participants in such a project or instruct current case-managers involved on the ins and outs of the project.
- Visit regional meetings of employers' associations, rotary clubs and the like to inform, involve and commit the regional work field to the project and its activities.
- Involve regional press in the activities to spread the word and inform the public.

Why is this practice effective?

Granting or maintaining unemployment benefits relieves the pressure and makes room for the participant's development and reduces the risk for employers.

Classification

Country:	Netherlands
Phase	I. Implementation
EQAVET indicator	5. Employment/quantity
Focus	Policy
Type of VET	Initial VET
EQF level	2-4
Application scale	Regional
Sector/work field	Non-specific/general

22. 'Trade days' for students, trainers and companies

Turning the labour market into a real-life market, with personal contacts to make a practical match between supply and demand for internships and jobs as well as training positions

What's the idea?

The idea behind trade days is to enhance the communication between the labour market and the students, as well as the VET provider themselves. These days provide a great opportunity to exchange contacts, ideas and to explore more possibilities for students, in terms of work-based learning placements, future employment etc. Employers each have their own stall where students can go to meet them. It is an event where students and employees are meant to mix and mingle.

What is the (potential) impact?

Better communication and new possibilities for employers, students and VET providers. These days can have a great impact on existing and new relationships, help a student find a good match for WBL, find a suitable teacher or a new advisory board member.

Who is the likely initiator/applicator?

- VET providers
- Companies

How to approach it?

1. Plan a trade day well in advance.
2. Invite relevant companies, explaining to them the purpose and benefits, the options for presentations etc.
3. Set up a private table/booth for each company so students can easily find and talk with them
4. Advertise it towards the intended target group (students and employers)

How to increase the chance of success?

Ensure a good mixture of small, medium and large companies within the vocation. Arrange specific trade days for specific vocations.

Why is this practice effective?

It is important to give students the opportunity to get to know and build connections with the labour market and the other way around. These days are highly valued by all involved parts as they each can satisfy their own needs. It is also a rare opportunity to talk and get to know more about the vocation and different companies and possibilities.

Classification

Country:	Sweden
Phase/Theme indicator	II. Implementation 5. Employment/quantity 6. Destination/Satisfaction with result
Focus:	WBL and staff
Type of VET:	Initial VET Continuous VET
EQF level	2-5
Application scale:	Regional
Sector/work field:	Non-specific/general

23. Certification of teaching qualification of Trainers for Adults of non-formal education

Developing an accreditation system for recognition of training competence and to enforce its maintenance.

What's the idea?

Welders must use their skills frequently and periodically prove their skills to be recognized for performing certified welding. In Greece this also goes for teachers in qualifying and publicly financed VET. Vocational subject teachers are required to hold either a higher education degree and pedagogical and didactic expertise, or a lower vocational degree and relevant work experience.

Teaching staff in public post-secondary VET institutions come from two alternative lists:

- one comprising holders of the teaching competence certification, obtained on passing the certification exams;
- a second list with trainers who possess specific qualifications – tertiary education degrees, teaching experience, relevant training – but have not (yet) completed the certification process.

Since December 2015, the mechanism for certification of trainers from this second list has become self-funded via certification fees that the candidates have to pay on submission of their application and portfolio. According to Law 4485/2017, the certification of teaching competences of VET teachers and adult trainers is a prerequisite for their enrolment in

training programs partly funded by the State. This affects post-secondary non-formal IVET and CVET teachers.

The informal VET (IVET and CVET) adult trainers' training is continuous. In order to be certified by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) they must attend a program of at least 100 hours on adult training. They also have to renew their certification every 10 years; to do so they either have to acquire teaching experience of at least 150 hours or attend a program of at least 50 hours on adult training.

What is the (potential) impact?

The continuous training of teachers in the field of VET is crucial. In addition to pedagogical methods, teachers need to be up to date with developments and current trends in industry and the functioning of the various sectors in order to prepare competent graduates who can meet the challenges of the professional sector.

Developing and implementing a comprehensive and innovative accreditation system for the teaching qualification of "Trainers for Adults of non-formal education", including the unification of registers in operation, responds to new social, economic and educational needs:

- gearing the education system to learning outcomes,
- linking education content to labour market & reinforcing social partners' role in human resources development,
- expanding trainers' field of activity into initial & continuing vocational training as well as non-formal education, including adult education,
- updating knowledge, skills and competencies of trainers for adults.

Who is the likely initiator/applicator?

National VET authorities can require, enforce and finance such a system.

How to approach it?

This is a state regulated certification at national level starting with the political will to assure the professional quality of educational staff in publicly financed qualifying VET.

How to increase the chance of success?

Training of trainers should focus on addressing current market needs, such as digital and green skills, in addition to sector-specific skills.

Why is this practice effective?

Training the trainers through official programs and certifying their capacity to train adults and VET students is fundamental for a successful training program.

Additional information:

[National Organization for the Certification of Qualifications and Vocational Guidance](#)

Classification

Country:	Greece
Phase/Theme:	II. Implementation
Indicator	6. Destination/Satisfaction with result

	9. Coping mechanisms for change
Focal point:	Training staff
Type of VET:	Initial VET Continuous VET Adult VET
EQF level	2-5
Application scale:	National
Sector/work field:	Non-specific/general

-

24. Teacher internships

Ensuring that trainers and teachers have up-to-date knowledge of and experience with modern professional practice

What's the idea?

Doing an annual internship as a teacher at the companies you train your students for is a great way to keep up with developments in practice, especially in fast changing work fields.

The purpose of the internship may vary: exploration of / feeling with current practice, updating knowledge or deepening/widening knowledge.

The activities in the internship may vary: shadowing an experienced professional, performing work under supervision or working independently on specific tasks or assignments.

The duration of the internships may vary from a few days to a few weeks.

What is the impact?

- Teacher internships make an important contribution to educational development; experiences are converted into the educational program and teaching materials (like adjustments to work placement assignments).
- *Teachers* are (very) happy with what it offers them: new insights, new skills and up-to-date knowledge of the work field.
- *The schools' HR managers* are (very) satisfied with the results in terms of professionalisation of the teachers.
- *Companies and colleges* develop a better relationship and smoother contacts; The better teachers know the companies, the easier and better it is to make the match between students and work placement opportunities.

Who is the likely initiator/applicator?

- For VET providers' HR, department- or team managers to develop their teaching staff.
- For individual teachers to develop their experience, knowledge and skills.
- For companies to get in touch with and involved in vocational education.

How to approach it?

As a VET provider

1. Build up and maintain an up-to-date file of potential internship companies. Discuss their possibilities for teacher internships as well as their requirements and limitations.

2. Accommodate teachers for doing internships. Organise teacher internships in education-free weeks or plan an internship day or week for all teachers at the same time.
3. Outline the framework but place the responsibility for the content, organisation and knowledge sharing with the teams themselves.
4. Involve all levels of the organisation and care for embedding without turning it into a straitjacket.

As a teacher

1. Take advantage of opportunities to do an internship. Choose learning objectives that suit yourself and the education you give to students.
2. Create a win-win situation: discuss how you as company and teacher can reinforce each other
3. Organise "knowledge utilisation about the new insights, knowledge and skills arising from your internship"

How to increase the chance of success?

- Integrate the teacher internship into HR and education policies; with a clear vision, formulating goals, volume, frequency and facilities.
- Support teachers in setting learning goals, finding companies, formats for reporting and suggestions for sharing the freshly acquired knowledge.
- Combine teacher internships with other activities like guest lectures and work field reviews of learning materials.
- Share stories, experiences and successes institution-wide in multiple ways.

Why is this practice effective?

Experience with current practice is the only source for standing credibly in front of the class and having an equal conversation with the professional field. In internships, teachers tap into this source .

Classification

Country:	Netherlands
Phase	Implementation
EQAVET indicator	6. Destination/Satisfaction with result 9. Coping mechanisms for change
Focus	Staff
Type of VET	Initial VET Higher VET Continuous VET
EQF level	2-6
Application scale	Regional
Sector/work field:	Non-specific/general

25. Hybrid Trainers

Bridging the gap between working and learning with work field practitioners as part-time trainers in VET

What's the idea?

How do you -as a school or as a sector- make sure to provide attractive and innovative VET programmes, delivering graduates that seamlessly enter the labour market? Research shows that "hybrid trainers" can make a valuable contribution to this.

A hybrid trainer is a professional who combines a job as a practitioner in the work field concerned with a job as a subject trainer in vocational education. It may be a teacher spreading their wings in practice or vice versa, experienced practitioners who transfer their expertise and experience to students at school. Hybrid teachers are an essential part of VET as they contribute immensely to the knowledge transfer from the labour market to students and teachers.

What is the impact?

For VET colleges:

- Reducing teacher shortages
- Deploying teachers who can teach about the latest innovations that companies are working with.
- Creating a short and direct channel between school and work field

For individual hybrid teachers:

- Experiencing a pleasant and enriching variety of activities
- Contributing something to society and enjoy communicating their passion to students.
- Being challenged by questions from students forcing them to keep their own knowledge up to date and, where necessary, to refresh it.

For companies:

- Improving the image of your company by contributing to a social issue in this way.

Who is the likely initiator/applicator?

- For individual teachers or practitioners to widen their professional horizons
- For VET colleges to solve the staff shortages with an interesting type of teachers.
- For companies to engage with vocational education and training

How to approach it?

1. Be prepared: collect practical examples and lessons learned from other sectors or countries and assure critical preconditions.
2. Identify which people might be interested, inform and motivate them (as well as their operational managers)
3. Train and guide them (as far as necessary)
4. Make the necessary (legal and practical) arrangements
5. Provide support, InterVision and the like, ensure collaboration with “normal” teachers
6. Evaluate the process with all participants (teachers, schools and companies involved)

How to increase the chance of success?

- a. Focus on regional organisation of activities
- b. Engage experienced hybrid teachers in the process of recruiting, training, matching and coaching of hybrid trainers.
- c. Support regional activities with national exchange of experiences, overarching research and lobbying with national authorities for funding and problem solving.

Why is this practice effective?

Because it connects the work field reality in the most natural and evident way with the learning reality of the student. Their connection to the labour market is very valuable and much needed in an education such as vocational education.

In the concept of hybrid teachers/trainers, the interests and ambitions of different parties come together in a natural way and as soon as the barriers are lowered, everyone involved immediately experiences its value.

Additional information:

[Website](#) of the Dutch platform for hybrid teaching, providing research, advice, support and project management. The site offers all kinds of information (only available in Dutch language)

[Techniekpact.nl](#): Partnership between education, the technical business community, employers and employees, the regions and the national government “for a structural approach, ensuring a well-trained workforce with enough smart and skilled technicians for the jobs of today and tomorrow”. Hybrid teaching is one of their spearheads.

Classification

Country:	Netherlands and Sweden
Phase/Theme:	Implementation
EQAVET indicator	6. Destination/Satisfaction with result
Focus:	Training staff
Type of VET:	Initial VET Higher VET Continuous VET
EQF level	2-6
Application scale:	Regional
Sector/work field:	Non-specific/general

26. “Knowledge tables” for mutual exchange and common development of expertise

'Connecting theory and practice - learning and working - by discussing and solving current practical issues by teachers, students and work field practitioners together on a regular basis.

What's the idea?

A knowledge table brings together a range of researchers (university), high level VET teachers and students with professional practitioners who are interested in solving problems and contributing to the body of knowledge in the field concerned. For example “Creating a Safe neighbourhood” or “Improvement of Reading skills”.

By sharing expertise and experience from different disciplines, newly gained knowledge starts circulating between the different parties involved in the knowledge table and will start getting applied in both education and work.

New areas for further research and development will arise to keep the tables going, offering new opportunities for students to join and may even give birth to a new Knowledge table to conquer other domains. Some tables also include IVET institutes (mainly level 3-4).

What is the impact?

A knowledge table contributes to the (regional and sectoral) application, distribution and development of knowledge and to solving practical problems in professional practice

Companies get the opportunity to present their problems and development issues and to refresh themselves with scientific knowledge and insights.

Teachers and lecturers are given the opportunity to use their expertise in a practical way and gain insight and understanding of the challenges and developments in the current professional practice.

This in turn will contribute to the knowledge base of the teachers, thus helping them to keep the curriculum and their students up to date with the latest developments in the work field concerned.

For students a Knowledge Table offers a large variety of opportunities to do research and to contribute to solving practical problems. For IVET students it is an opportunity to work together on practical issues in a very mixed environment, reflecting a professional reality they will likely encounter when they have finished their study.

Who is the likely initiator/applicator?

For universities of applied sciences or their departments that want to enrich their relations and strengthen their ties with the regional professional work field.

For companies and institutes in the regional work field concerned who are eager to share and enrich their practical knowledge and hope to solve their problems with the help of lecturers' and students' scientific knowledge.

For lecturers who like to challenge themselves and their students with development issues and practical problems from the regional field, also in order to increase the social relevance and involvement of Higher VET.

How do you approach it?

The knowledge tables are often set up by lecturers: professional researchers engaged in higher professional education for a specific sector, work field or professional domain and appointed to train and coach students (and teachers) in conducting practical research.

They introduce the theme for a table in an open invitation to potential participants of the table intended.

In preparation of the first meeting, participants are asked to indicate what role this theme plays in their own work and organisation and what challenges it poses to them.

In a first 'round table discussion' the theme is explored and issues are identified for further study, elaboration and discussion. Tasks are divided and follow-up appointments are made.

A knowledge table consists of a limited number of sessions to keep the table focussed and not too time consuming. In case a table involves extra research the running time of the table includes the time needed for doing this research.

Each series of meetings is concluded with a review of the activities, a summary of the results achieved and an informal get-together.

How to increase the chance of success?

- Careful selection of relevant and suitable subjects/themes:
They need to be signalled and well-recognised by the work field professionals themselves! They also need to be well defined and demarcated.
- Adequate variation and representation of stakeholders and experts on the subject concerned
- Facilitate the table with a -digital- platform for a simple and easy exchange of information
- Create an open and safe atmosphere. Ensure discretion on subjects/issues that need it.
- Monitor the balance between progress and deepening, between intensity and relaxation and ensure that all participants receive sufficient space and attention
- Start the table with a quick round in which participants introduce themselves and express their expectations.

- Finish with a round of 'tops & tips'.

Why is this practice effective?

Companies and schools often relate as demanders and suppliers of knowledge and labour. The knowledge table creates a new relationship; of fellow knowledge developers with a common interest and a common drive in solving problems.

Classification

Country:	Netherlands
Phase/Theme	II. Implementation
Indicator:	9. Coping mechanisms for change
Focus	Policy
Type of VET	Higher VET
EQF level	5-6
Application scale	Regional
Sector/work field:	Non-specific/general

27. SMART technology update of VET

Inviting work fields' 'early adaptors' to share their newest technologies with teachers and students to connect them with the near future and reflect on it.

What's the idea?

It is difficult for VET to follow the development in SMART-technologies (e.g., robots, exoskeletons, scanners, drones, smart phones) and to ensure that the students learn about the new technological possibilities.

Ask the different enterprises what they use, what their experiences are, what is useful now and what will be the next generation.

Use the staff from the enterprises to teach both teachers and students.

Give the students insight and criteria for reflection of what kinds of SMART-technologies are useful and when.

What is the (potential) impact?

Knowledge of and insight in the new SMART technologies will motivate the students to feel at the front of the development. It will help the teachers to get updated and it will help the enterprises that employ the students to get technology input from them directly.

Who is the likely initiator/applicator?

VET providers at sector/department level.

How to approach it?

The national trade committee shall take the initiative if/when SMART-technologies are setting the agenda in the sector.

A number of enterprises shall be visited, interviewed and willing to share their experiences and reflections with the sector.

The work shall be gathered in a report to the national trade committee with a number of recommendations and contact persons.

The national trade committee shall then secure the implementation at local level.

How to increase the chance of success?

Ask the enterprises what kind of SMART technology they use and get this integrated in the VET. Use the enterprises to teach both teachers and students.

The enterprises in the sector shall be willing to share their experiences with the other companies. They can be motivated by knowing that the experiences will be used to upgrade all students and teachers so all enterprises will over time benefit from this technological upgrade.

Secure the funding from the national trade committee to do the analysis and report.

Why is this practice effective?

We ask the people in the enterprises about their use of and experiences with SMART-technologies, because they have the insight. By collecting these experiences and spreading them among both teachers and students are the VET getting upgraded regarding SMART-technologies.

Annexes: (Available only in Danish)

<https://www.bygd.dk/media/7443/210702-godkendt-bai-rapport-analyse-digital-kompudv-via-amu.pdf>

Classification

Country:	Denmark
Phase/Theme	II. Implementation and planning
EQAVET indicator	9. Coping mechanisms for change
Focus:	b. program, e. training staff
Type of VET	iVET
	Higher VET
EQF level	2-6
Application scale:	Regional and national
Sector/work field:	Building/construction

28. Work Based Learning to apply competences (in finance)

Specialised lectures and application of knowledge under the tutoring of employers

What's the idea?

Unicredit Bank, one of the biggest banks in Italy, has an agreement with public VET School I.S. Lombardo Radice to offer a special training program to educate high school students on finance training, introduce them to what it means to work in the FSS, and how to apply what they have learnt in a real-life environment.

The program also addresses labour market needs in the sector, how to find a job in the field, and security rules.

This practice allows students to gain more practical knowledge on theoretical concepts studied during the academic year, and helps them develop transversal skills that will be useful when looking to work in the field.

The VET school-bank collaboration gives students the possibility to understand the competences needed by employers. Moreover, it gives teachers the opportunity to get to know and be informed on sectoral labour market needs, so that they can update their training curriculum.

What is the (potential) impact?

The impact of this practice is to increase VET relevance by providing students with practical skills from outside traditional academic education and training. In fact, through simulations and ad hoc seminars, students can integrate the study curricula with relevant skills and information.

Likely initiator/applicator

This is an interesting concept for VET systems where there isn't a formal or direct relation between schools and the labour market that allows the revision and constant update of curriculums to match new competences needed.

In these systems, like the Italian one, it is difficult to be updated on relevant skills and competences to teach students. For this reason, teachers and schools should aim to build and foster relationships with the labour market/the FSS sector to set up WBL experiences that allow students to receive first-hand information and training on the job market requirements.

How to approach it?

1. Map and analyse the students' learning needs and the existing gaps in the training curriculum currently offered in order to have a clear picture of what would be asked to FSS representatives during the WBL and lectures program;
2. Contact a bank or FSS institution with your analysis to establish whether they would be available to take part in the initiative;
3. Draft an agreement that clarifies learning objectives to be reached and all the other details (number of lessons/lectures, hours of practice, number of students involved, materials to be used, etc.);
4. Set up an evaluation system (questionnaire or survey) to be shared with employers and students in order to understand if the program has been successful and what needs to be changes.

How to increase the chance of success?

To increase chances of success schools should consider the institution to contact and the learning objectives that they are trying to deliver to students, based on age and knowledge level. Ideally, the focus should be on more practical skills needed on the job that they would not obtain during regular classes.

Why is this practice effective?

The WBL practice is effective because it allows students to encounter the labour market and with trainers that work in the field daily. This participation gives students a better idea of the skills necessary to work in the FSS and what it means to carry out certain tasks.

Moreover, it allows teachers and trainers to understand the state of the sector, with its trends and emerging needs. Ideally, they would use the information shared with students following this WBL program to update their curricula, so that these needed competences can

be share also with other students that are not following the program but are also studying to work in the same sector.

Additional information:

<https://www.islombardoradice.edu.it/wp-content/uploads/2021/08/145-avvio-progetto-unicredit.pdf>

Classification

Country	Italy
Phase/Theme	I. Planning II. Implementation
indicator	5. Employment/quantity 6. Destination/Satisfaction with result
Focus	Program, WBL
Type of VET	Initial VET
EQF level	5
Application scale	National
Sector/work field:	Financial administration/Banking

29. Online lectures for iVET students (in finance)

Online seminars to enhance students' knowledge on current trends and labour needs of the Financial Service market.

What's the idea?

Agos is an Italian company that offers a wide range of financial services to their clients. For more than a decade, they have implemented training programs for students (mainly high schoolers), to improve financial education and advertise labour market needs.

Argos offers online training days and online training seminars on various themes related to the world of Financial Services, where representatives of the company help students understand the activities and the services that the company offers to the clients. For example, in August 2020, Agos organised 10 online meetings where professionals from the company offered insights on their job and, in general, on the FSS job market, to students coming from different parts of the country. The seminars have been filmed and are available online for free, to allow easy access to the content.

What is the (potential) impact?

The main impact of the training is aimed towards students because the seminars help them deepen their knowledge on the FSS. Furthermore, having the possibility to interact with professionals coming from the sector gives learners the possibility to clarify doubts and understand the skills and competences needed to pursue a career path in the financial field.

Likely initiator/applicator

This practice would ideally be initiated by companies looking to work with students and schools in order to provide information and advertise their role in the financial sector.

How to approach it?

1. Identify a potential school to partner with (or more than one, depending on capabilities) and reach out to see if there is interest in collaboration;
2. Analyse the needs you want to address from the company point of view, and integrate them with the learning objectives that the schools will provide;
3. Draft a plan/calendar of lessons that outlines the subjects of the meetings;
4. Organise logistics in terms of speakers, platform to be used, and materials to be shared with learners;
5. Plan a moment to allow students to ask questions and to explore some subjects more in depth.

How to increase the chance of success?

An important precondition would be to find partner schools where both teachers and learners are motivated to participate in the seminars and are willing to work with the company during the preparatory phase. It is fundamental because only this way complete and relevant seminars can be offered.

Why is this practice effective?

The practice is effective because it allows companies to advertise and share their needs for sectoral activities with teachers and students. It is a beneficial practice because it allows updating of skills and curricula, and the acquisition of more relevant and practical information, using a format that is low cost and allows communication flow from both sides.

Additional information:

<https://www.agoscorporate.it/news/agos-prosegue-sul-web-lalternanza-scuola-lavoro.aspx>

Classification

Country	Italy
Phase/Theme	Implementation
indicator	5, 9
Focus	Program
Type of VET	Initial VET
EQF level	3/4
Application scale	National
Sector/work field	Financial administration/ Banking

30. Learning with (serious) games on functioning of FSS institutions

Offering resources to get to know financial institutions to students and teachers through game-based learning.

What's the idea?

The PerCorsi Young from Findomestic is an online training program that focuses on the introduction to financial education and the world of banking for students, and a parallel curriculum that teachers and trainers can use to talk about this topic in class.

The project wants to help students understand how banks and credit institutions work and what skills are necessary to work there. There is a separate part for teachers with materials they can use and ideas for the lesson plan.

What is the (potential) impact?

The impact of the practice will be mainly on teachers/trainers and students that will be able to get more practical skills related to banks and financial institutions. By using the information provided through these games, educators will be able to integrate their teaching curricula and bring it up to date with sectoral labour market needs.

Moreover, this practice has a positive impact on students with different learning needs (e.g. intellectual disabilities), because it allows them to reach learning objectives through an inclusive method that is game-based learning.

Likely initiator/applicator

This practice is well suited to big companies or sector organisations with an interest in the influx of well-informed new employees, or that in general want to develop materials useful for FSS VET training.

How to approach it?

1. Conduct two parallel research: one on what skills and information should be communicated and provided through the game, the other on the characteristics and functioning of game-based learning;
2. Establish the learning objectives and understand how to embed them in the game;
3. Develop the game taking into consideration inclusive practices (picture-based materials, colours, fonts, sounds, etc.);
4. Consult with schools or VET providers in order to understand the relevance of the materials developed;
5. Disseminate the materials through website, social media, newsletter, or press releases.

How to increase the chance of success?

A precondition for success would be having a good knowledge of how to use game-based learning methods and the related materials. In fact, the products should be attractive for teachers and students, but should also accomplish the goal of providing relevant information and skills.

However, if this knowledge is not already available internally in the organisation, it is a good idea to reach out to specialised companies or VET Providers that have experience and can lead in the development of such products.

Why is this practice effective?

The practice is effective because it is an alternative method to provide students and teachers with updated and inclusive materials on the field of financial services. Moreover, they are easy to use in the classroom and can be downloaded for free, making them available to a varied audience.

Additional information:

<https://percorsiyoung.it>

Classification

Country Italy

Phase/Theme	Implementation
Indicator	9. Adaptation to change
Focus	b. Program
Type of VET	Initial VET
EQF level	2/3/4
Application scale	National
Sector/work field	Financial administration/Banking

31. Extensive periods of work-based learning

Providing sufficient and relevant practical experience during the training programme to ensure the match of personal professional qualities and ambitions with real working conditions and job requirements.

What's the idea?

Work-based learning is an important part of VET programs. They ensure that the learned skills will be put to use and tested, as well as evaluated prior to examination of the student. By making sure that work-based learning makes up at least 1/3 of the whole program, students have the opportunity to test their skills in a controlled environment and their supervisors can provide feedback on the performance and level of skills taught.

What is the (potential) impact?

Better adapted education to the requirements to the labour market. Students get more confident using the acquired skills before being properly employed. The skills are being monitored by the receiving company and can be assessed and adjusted.

Who is the likely initiator/applicator?

- VET providers
- Sector and labour market
- Students

How to approach it?

During the planning phase of the program, VET providers should make sure to incorporate a large amount of WBL into the program. Make sure to build a network of companies who are willing to receive a WBL student. Monitor and assess the progress of WBL and have a continued dialogue with the receiver and the student during this period. Consider the feedback from the supervisor carefully, discuss it with the advisory board and adjust if needed.

How to increase the chance of success?

As a VET provider, it is essential to have a good and lively network which can be easily accessible. Make sure to have ongoing contact with the people who are included in this network and make sure to add more to it, especially during trade days or other events. Re-use companies that contribute positively and remove those that do not. Make use of the advisory board.

Why is this practice effective?

Because it confronts the students with their intended future working life reality, the atmosphere and working conditions, the reactions of colleagues and clients to their behaviour, testing and challenging their own professional qualities and limitations and

providing them with practical professional experience to reflect on and because this type of experience needs a minimum amount of duration.

Classification

Country:	Sweden
Phase/Theme:	II. Implementation
Indicator:	6. Destination/Satisfaction with result
Focus:	WBL
Type of VET	Initial VET Continuous VET
EQF level:	2-5
Application scale	National
Sector/work field:	Non-specific/general

32. International Talent Program for bank managers

Strengthening competences of bank managers by offering training programs and work experiences abroad.

What's the idea?

The International Talent Program aims to create a new generation of managers in the field of financial services by fostering an international mindset and enhancing competences in transnational cooperation.

The Program is useful to acquire new competences, not only in the technical field, but also soft skills obtained during practice in other contexts and environments. It lasts from 3 to 5 years and is targeted towards managers and technical professionals at managerial level. Each participant has a training path tailored to their needs and interests, and foresees interdisciplinary and intersectoral roles in different countries, hosted by Partner Groups.

What is the (potential) impact?

The main impacts of the International Talent Program are two: the enhancement of exchange of best practices among organisations and the development of employees' skills.

Moreover, by selecting participants according to the necessity of new managerial and technical positions to fill, the Bank can fulfil their requirements while offering high-quality and specialised programs that recognize and uphold employees' talents.

Likely initiator/applicator

This concept of tailored training programs and international exchange is an interesting concept with financial service sector organisations that already have a good transnational network and want to improve their internal managerial level.

In fact, this type of program best suits organisations that have the resources to invest in their higher layers to foster their international view and promote change through offering varied experiences.

How to approach it?

As mentioned above, this program best suits already established organisations. In order to get started on the concept, they should:

1. Evaluate the skills and competences missing at moment in their managers;
2. What type of talent is readily available in their organisation and how it can be fostered to grow professionally in order to match requirements;
3. Reach out to similar organisation in the field abroad to understand if it is possible to operate this exchange, or, if present, to branches of their own organisation abroad;
4. Draft a plan of what a personalised program could look like and share it with relevant internal and external stakeholders;
5. Reach out to potential participants to understand whether or not they would be interested in taking part in the program.

How to increase the chance of success?

To have a good chance of success, it is necessary to have a strong international organisation network with a good communication of needs and requirements. It is fundamental to share objectives and goals, and to be aware of the differences in training needs and labour market requirements. These differences are not a hindrance or an obstacle, because facing different problems is a way to develop the ability to see things from a different point of view. However, it is important to take them into account, as they could negatively influence trainees.

Why is this practice effective?

The International talent program is an effective practice because it enhances professional development and the acquisition of new skills in a personalised and tailored way.

The idea of being able to offer specific professional development pathways for cVET in the FFS is a mutual benefit for employers and employees.

Moreover, in the long run the whole organisation will benefit from this program, as a new generation of managers will be able to implement change and good practices learnt during their training in different positions and different countries. The institution will also benefit from the awareness that needs analysis brings not only their own training requirements, but also the internal processes of similar companies that could be implemented in their own.

Additional information:

<https://group.intesasanpaolo.com/it/sostenibilita/persone/sviluppo-professionale>

Classification

Country	Italy
Phase/Theme	Planning Implementation
Indicator	5. Employment/quantity 6. Destination/Satisfaction with result
Focus	Program
Type of VET	Continuous VET
EQF level	6
Application scale	National-International
Sector/work field	Financial administration/Banking

33. Practical laboratories for (finance) students

Setting up laboratories and practical learning environments for students to apply the theoretical competences acquired during the academic year.

What's the idea?

ITCG Matteucci, a public school that offers FSS VET programs, has set up and implemented an extracurricular activity that offers students the experience of working in an office of a FSS company.

Teachers and trainers have organised a classroom with computers, office equipment, and documentation (modules, agreements, financial documents, credit contracts, administrative reports, etc.) so that students are able to carry out practical tasks and daily activities that are common in FSS institutions.

During these laboratories FSS labour market representatives are invited to talk with students and explain how to complete administrative and sectoral tasks, helping them develop new skills and competences that are required to work in the FSS.

What is the (potential) impact?

This practice increases VET relevance because it is an additional training offered to students that further develops their competences and abilities needed to work in the FSS. Moreover, the skills enhanced during these practical sessions are more focused on labour market needs than the traditional classes they usually attend.

Finally, this practice can help build relations between the labour market and teachers/trainers, helping create a feedback system where educators are able to understand how relevant the curricula they are implementing are, and which changes are necessary in order to better match labour market needs.

Likely initiator/applicator

This practice is easy to put in place, and can be initiated by a teacher/trainer, better if in collaboration with other colleagues, so that they can offer this type of activity to a larger number of students.

It is an interesting concept for public schools and initial VET programs where there is not a WBL project put in place, as the laboratories can be an effective substitute.

How to approach it?

1. Conduct a needs analysis: what material resources can be used, how many students can be involved, how many hours you can be committed, what skills will be targeted;
2. Reach out to sectoral labour market representatives to ask for their active participation;
3. Plan out lessons (calendar of activities) and decide which practical tasks are going to be carried out and what materials are needed;
4. Set up an assessment and evaluation process (student side and employers side) to understand how much the practical skills have been acquired and how they can be applied in everyday work.

How to increase the chance of success?

Preconditions for a successful set up are not too demanding, but the teachers/trainers or the school/VET Provider looking to implement this idea should have the time, space, and resources to do

so. In addition, the aforementioned actors should work towards building close relations with local FSS institutions, so that they will be able to invite them to the laboratories.

Why is this practice effective?

The main reasons that make this practice effective are its transferability and its easy implementation. In fact, this type of laboratory can be done almost everywhere, and can be adapted to different contexts. The model can be used to provide practical lessons in different sectors, involving stakeholders from various fields.

The practical implementation of knowledge and the acquisition of additional competences is similar to the ones developed in WBL, with the benefit that this practice does not require agreements between the school and the company, and can be offered to more students.

Additional information:

<https://www.itcgmatteucci.edu.it/>

Classification

Country	Italy
Phase/Theme	Implementation Evaluation
Indicator	5. Employment/quantity 9. Coping mechanisms for change
Focus	Program, practical learning
Type of VET	Initial VET
EQF level	2/3
Application scale	National
Sector/work field:	Financial administration/Banking

34. Internal learning academies for (finance) employees:

Developing online resources for employees' continuous professional development, from updating to reskilling and upskilling.

What's the idea?

The idea of an internal learning academy is gradually becoming very popular in the FSS. Both Intesa San Paolo, one of Italy's main banks, and Agos, an international financial service provider, have set up a resource centre to give employees the possibility to follow varied training programs.

The courses offered are interdisciplinary and intersectional, divided in modules so that employees are able to choose the topic they want to explore and follow them at their own pace.

The division in modules also makes it easier to update the topics and always offer relevant skills and competences.

Employees are free to browse the training academy on their own, or they can contact the HR Department, where the responsible person suggests a particular training path targeted to their professional goals.

What is the (potential) impact?

This system increases VET relevance because it offers varied training on many topics and allows employees the freedom to choose what they think is relevant on their daily tasks or something that they want to learn.

The company invests resources but has a high return of efficient and competent employees that are aware of the skills required to carry out their jobs.

Finally, this practice will improve the relation between programs offered and utilisation of acquired skills in the workplace: employees will choose courses on particular topics they know they need to be trained on for their daily tasks, so that they can immediately implement these new competences and improve their performance.

Likely initiator/applicator

This concept is interesting for FSS employers looking to create a resources bank for their employees' professional development.

Implementation of this practice may not be very easy, as the creation of an encompassing learning academy could be a long and expensive task, so mostly bigger size organisations take on this project. However, FSS employers interested in developing a similar concept could start by offering online training, always available for employees, on skills that are not tackled in initial training on the job but could be useful for professional development.

How to approach it?

1. Assess the needs of the company in terms of skills to be enhanced or emerging competences not part of initial training;
2. Develop an outline for the modules to be offered and for the content. Consider if developing the content yourself or contact a specialised VET Provider;
3. Set up online academy web page and storage repository space where employees will be able to find materials;
4. Set up evaluation system to understand how much academy is being used and is considered useful by users, in order to have a clear picture on what needs to be updated or changed;
5. Conduct needs analysis and evaluation to be used for reviewing and updating materials, if the project proves to be successful, consider adding new courses and training based on priority.

How to increase the chance of success?

To increase the chance of success employers should contact and involve VET Providers that will be able to help develop content that fits different learning needs and methods.

The collaboration with VET Providers will be mutually beneficial, and will contribute to the constant update of curricula based on labour market needs.

Why is this practice effective?

This practice is effective because it gives employees looking to grow professionally ownership of their own paths. They can choose the topics to investigate and decide if they want to try other positions in the company. This continuous training is very useful and is a good way to ensure that everyone is potentially up to date with trending skills and competences.

Furthermore, learning academies are also a very efficient investment for FSS companies, as they require a big investment of time and resources at the beginning of the process, but once they are established, they become easier and quicker to maintain and update. By offering their own training online, FSS employers are able to carry them out quickly and efficiently.

Additional information:

<https://www.agoscorporate.it/academy-agos.aspx>

<https://group.intesasanpaolo.com/en/sustainability/people/professional-development>

Classification

Country	Italy
Phase/Theme	I. Planning II. Implementation
Indicator	5. Employment/quantity 6. Destination/Satisfaction with result
Focus	Program, Internal policy
Type of VET	Continuous VET
EQF level	6
Application scale	National
Sector/work field	Financial administration/Banking

35. Collective training companies

Joining forces, unburdening individual companies in order to increase the capacity for WBL and quality of practical education in SMEs.

What's the idea?

A “collective training company” is a partnership (usually a legal entity such as an association, cooperation or foundation) of regional companies within the same sector that provides training (usually vocational education) and staffing services to its participating companies.

The various forms of this concept not only have a great appeal to students (and their parents) in the Netherlands, but also generate a higher graduation rate. It therefore proves to be a tried and true remedy for a better match between supply and demand in both quality and quantity.

What is the impact?

For collaborating companies

- Self-determination and control in VET policies and activities
- Better image and greater attractiveness for students (and their parents)
- Unburdening in administration, guidance, hiring and dismissal
- Immediately employable apprentice employees
- Optimal coordination between training and work
- Resistance to economic fluctuations thanks to a bigger scale and optional use of training facilities for training incumbent employees and lateral entrants or the implementation of (subsidised) employment projects

For students

- Inflow possible throughout the year

- An intensive off-the-job practical training prior to matching with and placement at a work placement company
- An integrated combination of working and learning
- An individual training program
- A good starting salary
- A guaranteed job after graduation

For schools

- Focus on core activities and expertise: education and examination.
- Unburdening of practical circumstances and arrangements (like inventory!).
- Optimal conditions for demand-driven training with high student motivation

Who is the likely initiator/applicator?

- a. For regional companies that are not satisfied with the education offered by regional providers and that want a greater influence/control in education policy and activities.
- b. For regional companies having problems attracting sufficient students, independently shape their (internship) recruitment, selection and supervision, as well as in their collaboration with regional VET suppliers.
- c. For (National) sector organisations which like to build a stronger educational infrastructure in which the regional companies themselves are in charge, while retaining government funding

How to approach it?

1. Share the idea with kindred spirits and form a small group of initiators
2. Sketch out the concept and investigate the regional interest and support
3. Work out the setup further with a business plan and articles of association.
4. Commit regional companies, record conditions and agreements
5. Commit regional schools, governments and other stakeholders to the initiative.
6. Arrange a suitable location for practical training (also easily accessible by public transport), provide an up-to-date inventory (in collaboration with manufacturers and suppliers), hire practical trainers/coaches and create a package of challenging practical assignments for students in the most common programs.
7. Get started! Learn from your mistakes and develop the concept with the experiences you gain

How to increase the chance of success?

- Let it be an initiative under the flag of the employers' association and be elaborated and shaped within its regional division(s)
- Benefit from the experiences already gained in different sectors and countries with various shapes of the concept and activities performed.
- Create as much public interest as possible through press and social media.

Why is this practice effective?

The collective is more than the sum of its parts. It provides regional SME's a strong voice and a right to speak in matters of VET in which the voice of individual SMEs is easily drowned out by the big concerns with professional HRD departments.

Additional information:

The Dutch technical sector has a long and rich history in the cooperative approach of practical training. The Dutch construction sector, the installation industry, the metalworking industry, the collaborating manufacturers and installers in refrigeration technology all have a national network of regional collective training companies with a large and varied offer of training and staffing services.

Classification

Country :	Netherlands
Phase/Theme	II. Implementation
EQAVET indicator	5. Employment/quantity 6. Destination/Satisfaction with result 9. Coping mechanisms for change
Focus	Policy
Type of VET	Initial VET
EQF level	2-6
Application scale	Regional
Sector/work field:	Installation technology, Construction, Metal working & Mechatronics

36. Set and monitor quality goals

Defining concrete targets and measurable indicators to implement and monitor quality policies and actions for improvement.

What's the idea?

Set up quality goals which can measure the quality of performance of students and the VET program. Labour market representatives and VET providers discuss and develop a set of quality goals to easier measure quality factors in the program. These goals can be based on certain results, numbers of WBL or other aspects of the program.

What is the (potential) impact?

Better overview of the quality of the program. They easier indicate areas of improvements. Better overview and feedback to the VET provider and advisory board.

Who is the likely initiator/applicator?

- VET providers
- Sector representatives

How to approach it?

1. Set Up an advisory board (purpose, composition, agenda, frequency etc.)
2. During the first advisory board meeting, suggest and discuss potential goals and how to measure them. Discuss what is important to the representatives and the VET provider. Review these goals after a certain amount of time and adjust or replace some of them.

How to increase the chance of success?

Continuously measure and look at the goals to make sure they stay relevant and adapt them if needed. VET providers should present and discuss them with the advisory board during each meeting.

Why is this practice effective?

At times it can be hard to keep track of the quality and the outcome of the VET program while it is being implemented. Therefore, these quality goals can be helpful to have specific things to measure and assess.

Classification

Country:	Sweden
----------	--------

Phase/Theme	Evaluation Review
Indicator:	6. Destination/Satisfaction with result 9. Coping mechanisms for change
Focus:	a. Policy
Type of VET:	Continuous VET
EQF level:	2-5
Application scale:	Regional
Sector/work field:	Non-specific/general

37. Peer Review for EQAVET

Organising collegial assessment and feedback as part of quality improvement activities.

What's the idea?

In the past decades, Quality Assurance and quality improvement have become increasingly important for institutions providing vocational education and training and for educational authorities throughout Europe. One particularly promising instrument of Quality Assurance is Peer Review. Peer Review is a form of voluntary external evaluation with the aim to support the reviewed educational institution in its efforts for Quality Assurance and continuing quality improvement. An external group of experts, called Peers, is invited to assess the quality of different fields of the institution, such as the quality of education and training provision of individual departments or of the entire organisation. Peers are external but work in a similar environment and have specific professional expertise and knowledge of the evaluated subject. They are independent and "persons of equal standing" with the persons whose performance is being reviewed.

What is the (potential) impact?

Peer Review for EQAVET was a two-year project implemented under the Leonardo da Vinci (Transfer of Innovation) framework, which aimed to transfer and further develop the contents of the European Peer Review Methodology. Also, the project aimed to adapt the methodology into the national quality assurance systems for continuous Vocational Education and Training. For this transfer of innovation, the partner countries are Greece, Sweden, France, Bulgaria and Poland. Dimitra Education and Consulting participated in the project implementation.

In all partner countries the partners have run pilot projects in which the Peer Review methodology was used in general in the way the Peer Review methodology was described and was intended for. Participants rated quality of outcome, atmosphere, added value, quality of teams as well as methods used support this general conclusion. Also, most participants (except for Sweden) were willing to participate again.

The method has proved to all activities' participants that it can contribute to the development of quality of the institute, and can contribute to important exchanges and development of vision on education and training.

Who is the likely initiator/applicator?

- For experts in any European Quality Area (i.e. curriculum development, learning and tutoring, administration and management, social relations) to become a peer.

- For VET Institutions to implement peer review in their organisations.

How to approach it?

1. Train the Trainers of new Peers (experts in quality assurance and development);
2. Train the Peer Review Facilitators;
3. Train the Peers who will conduct the Peer Reviews pilots in Vet institutions;
4. Pilot Test the Peer Review method in continuous VET institutions;
5. Familiarise key decision-makers, opinion leaders and stakeholders .

How to increase the chance of success?

- Be aware that soft skills training is essential for peers.
- Coordinators need to be clear on the subject of required time before the start of a review.
- Early involvement of managers is essential for the support of the whole process, as well as good internal communication.

Why is this practice effective?

Peer Review is a particularly promising instrument. The need for relevance between European national systems of quality assurance in VET and the principles of the EQAVET has been noted in all the recent European policies and recommendations.

The benefits for individual VET institutions - site visits and communicative validation of findings, a first-hand assessment of the strengths and weaknesses of the VET provided by the peer reviewers, the experience of individuals from different institutions - stimulate a process of mutual learning and in the long term enhance comparability between different education systems. Through Peer Review, not only can VET providers verify the quality of the VET they provide, but they also enhance their credibility with stakeholders. A mutual Peer Review often leads to the creation of networks of training providers. Exchange is enhanced and transparency is increased.

Additional information:

Peer Review for EQAVET project has been selected as a Best Practice to be included in the web-based “Toolkit for policy makers, social partners and VET providers” created by the European network “NetWBL – Thematic Networking on Work-Based Learning and Apprenticeships”, a large partnership consisting of 29 countries and National Agencies from across the EU. The group is managed by the NA Education for Europe at the Federal Institute for VET (NA-BIBB).

[Peer Review for EQAVET project](#)

Classification

Country:	Greece
Phase/Theme:	IV. Review
Indicator:	9. Coping mechanisms for change
Focal point:	a. Policy, b. Program
Type of VET:	Initial VET
EQF level:	5
Application scale	National

Sector/work field: Non-specific/general

38. Assessment Centre to evaluate transversal competences of employees

Establishment of internal Assessment Centre to understand level and quality of the transversal and soft skills of FSS employees.

What's the idea?

Intesa San Paolo and Finpiemonte S.p.a. have carried out a series of evaluation and assessment activities in order to understand the level of competences of their employees in the field of soft skills.

During a series of meetings (540 hours), a group of 30 employees experimented with different activities to test their abilities in a variety of situations where they had to apply their transversal competences. In particular, the activities consisted of: group exercises, role play exercises, analysis of the situation and implementation of solutions exercises, mental productivity tests, psychological and attitudinal tests, technical quizzes, and one-on-one interviews.

What is the (potential) impact?

The impact of this practice is beneficial to companies, because it allows them to assess and evaluate the competences level of their employees when it comes to soft skills. Given the importance of these types of abilities for FSS companies, and the difficulties of the process to update them, this practice is a good way to gather relevant data for it.

Likely initiator/applicator

This practice has been identified for companies looking to understand the level of transversal competences of their employees. It is an interesting concept for FSS institutions looking to review or update their internal training curricula in order to strengthen their employees' abilities in this particular area.

How to approach it?

1. Understand which transversal skills will be tested and which are more relevant for the services offered by the company;
2. Gather materials and exercises that will be used during the assessment activities, if needed reach out to VET Provider or specific organisation that can help in identify relevant products and to interpret results;
3. Organise assessment sessions;
4. Analyse results from assessment to review training programs if already offered, or to set up ad hoc courses to fill skills gaps that may have emerged.

How to increase the chance of success?

The preconditions that increase the chance of success for this practice are the understanding of the importance of transversal skills and the disposition to efficiently interpret and implement the results emerging from the tests. In fact, to have an effective and relevant updating process, it is necessary to correctly understand the results of the tests and have capabilities to apply needed changes.

Why is this practice effective?

This practice is effective because it is easy to implement and can be adapted to specific FSS company needs. With exercises and tests it is possible to identify training needs that should be addressed in updating sessions, which guarantees the relevancy of the employees' professional development available.

Additional information:

<https://www.intesasanpaoloformazione.it/archivio-progetti/>

Classification

Country	Italy
Phase/Theme	Evaluation
Indicator	6, 9
Focus	b. Program
Type of VET	Continued VET
EQF level	5/6
Application scale	National
Sector/work field	Financial Service Sector/ Banking

39. Sector trend reports

Conducting ongoing research into developments in the professional field in order to publish them frequently for all stakeholders so that they can optimally anticipate them.

What's the idea?

A good view of the changes in a sector is necessary in order to be able to anticipate them. It is useful if the various trends and developments can be viewed and discussed in conjunction with each other. That is why the Dutch Cooperation for IVET and Labour presents the qualitative and quantitative information relevant for (mid-level) IVET, collected by them through research and interviews in a structured way in sector trend reports.

What is the impact?

The reports ensure that all parties involved and policy makers are sufficiently informed to make well-founded decisions about (future) adjustments to the qualification structure and individual qualifications, as well as about further research into specific developments or professions.

Who is the likely initiator/applicator?

For all organisations, authorities and policymakers involved in and responsible for (sectoral) vocational education that want to make serious efforts to make and maintain an optimal connection between education and the labour market.

How do you approach it?

1. Collect all information available: statistical data, research reports, etcetera. Compose an overview of types of developments and themes, preferably in the structure as described in the items 3-5 below.
2. Create a network of experts, people with a good view of trends and developments and have them respond to the overview to supplement and correct it but also to point out the most dominant and relevant developments.
3. In the first part, you describe the most important trends for the sector. You explain each trend and indicate its expected impact on vocational education. You also discuss the impact of macro trends on the sectors' qualifications.
4. In the second part of your sector trend report you discuss the sectors' environment based on 6 factors: the Demographic, Economic, Socio-cultural, Technological, Ecological and Political-legal developments. (see additional info)
5. In the third part of the trend report, you present all relevant quantitative information available for the qualifications and occupations concerned (such as number of students, graduates, vacancies, etc.). You present separate figures on vocational training and on the labour market.
6. Draw conclusions and make recommendations.

How to increase the chance of success?

Try to develop a standard approach, consisting of desk research, expert interviews and a digital community. With such a digital community you ensure that the trend research is not an incidental snapshot but a continuous dynamic process, in which all parties involved share the signals of trends and new developments with each other.

Try to apply a standard structure for the reports and do your best to present the information in the same layout as much as possible. This makes it easier to organise your data and compare reports and figures across years and sectors.

Make sure that the (information in the) reports is shared as much as possible and in as many ways as possible. Promote it in all relevant forums and relevant (social) media. Make them available as a (free) download. Create separate "dashboards" for students, their parents, and advisors.

You can use a sector map as the canvas, a template for a visual presentation of the (figures on) jobs, qualifications and VET programs concerned.

Why is this practice effective?

Qualification profiles are static as the course changes. Trend reports show with authority and continuity where the tension is and point the way for the desired adjustment.

Annexes:

Short explanation of the 6 DESTEP dimensions

ANNEX: The 6 DESTEP Factors to report

Demographic developments:

Demographic factors concern the characteristics of the population, such as the number of inhabitants, age and income and their impact on developments in the sector.

Economic developments:

Economic factors are the characteristics and influence of economic developments, such as economic growth, employment and unemployment.

Socio-cultural developments:

These factors concern the characteristics and influence of culture and living habits, such as norms and values, subcultures, and level of education.

Technological developments:

These are often referred to as the engine of the economy. Thanks to technological developments, there is a continuous improvement of production methods and innovations of goods and services.

Ecological developments:

Ecological factors concern the characteristics and influence of developments on the physical living environment, such as the environment and climate, but also the working environment.

Political-legal developments:

Political-legal factors concern the characteristics and influence of developments in government decisions, such as current legislation, changes in the law and subsidies.

Classification

Country:	Netherlands
Phase/Theme	Planning (Qualification Profile)
EQAVET indicator	9. Coping mechanisms for change
Focus	a. Policy
Type of VET	Initial VET Higher VET
EQF level	2-4
Application scale	National
Sector/work field:	Non-specific/general

40. The Status Reports from the Trade Committees to the Ministry of Education

Securing that all VET programs are systematically monitored and accounted for regarding employment and placement as well as skills and competences.

What's the idea?

The Ministry of Education compiles reports tri-annually since 2020 on developments in all vocational fields and the need for changes in the supply of VET programmes based on responses submitted by national trade committees.

Each trade committee has to deliver a report covering the following key issues:

- Unemployment rate for fully-trained 4th – 7th quarters after finished education
- Proportion and number of active students who, 3 months after completion of the “2nd basic course” who has been transferred to a school agreement, school internships, or are in an internship queue and / or has continued on the “main program” or not (These last ones are defined as non-active students)
- Number of students signed up for the “2nd basic course”

For each of the above figures presented are each of the committee's asked to:

- Describe their assessment of the development
- Describe what could be the reasons behind the current figures?

- Describe if relevant changes can be found in e.g., the development of companies, the future need for skilled workers, international relations, or the development of technology?

What is the (potential) impact?

All stakeholders benefit from knowing that all VET is demanded to deliver these status reports based on facts and analysis.

The key focus is on employment and placement possibilities and indirectly the labour markets satisfaction with the students skills and competences.

The very few required data are already available in the public Danish statistics and the reporting forces the trade committees to make use of these available data and to reflect on the data and analysis in order to secure a high degree of quality in the VET.

The key impact is that all VET is kept up-to-date systematically and with a common structure and reporting.

Who is the likely initiator/applicator?

This should be interesting for all stakeholders to ensure that all VET is up to date.

The trade committees get the structure and data needed for their own internal reflections and work.

The ministry gets the different trade committees reporting on how their VET is developing and up to date.

The students get the insight in how their VET is developing regarding employment, placement and what action is planned by the trade committee.

How to approach it?

By helping the trade committees to make good reports and to ensure that they do use their data, analysis, and insight to reflect on the developments and to act in time.

By showing good templates and examples of reports from the Ministry side.

By asking or supporting a number of trade committees to work together on the work with the reports.

How to increase the chance of success?

Secure that all VET is reported systematically in relation to employment, placement, skills and competences.

First of all, by demanding this directly in the Law on VET.

In the first year of the law the intention was to have annual reports. That may still be a good idea.

This has now changed to be every 3rd year. The trade committees can of course report as soon as they face a challenge that requires action but are obliged to report every 3rd year.

I think yearly reports and Detailed and constructive feedback from the Ministry in response to the reports can help. will increase the chance for success.

In addition to this can either the trade committees be helped to work together in networks on the reporting structure and content and/or can the Ministry help the trade committees in professionalisation of the reports and on the use of the report's conclusions.

Why is this practice effective?

The report should ensure that all VET is up to date and that any relevant issues are known and been taken care of in time.

This systematic approach to getting the state of art of each VET is effective in the work for keeping all VET up to date and to limit the reaction time from a problem and issue to how someone has reacted to it.

Additional information: Only available in Danish

<https://www.uvm.dk/erhvervsuddannelser/ansvar-og-aktoerer/raad-og-udvalg/de-faglige-udvalg-og-lokale-uddannelsesudvalg/udviklingsredegoerelser>

Classification

Country:	Denmark
Phase/Theme	I. Planning II. Implementation III. Evaluation IV. Review
EQAVET indicator	5. Employment/quantity 6. Destination/Satisfaction with result 9. Coping mechanisms for change (indirectly)
Focus:	a. policy, b. program,
Type of VET	Initial VET
EQF level	2-6
Application scale:	National
Sector/work field:	Non-specific/general

41. Working on alumni policies

Joining forces, unburdening individual companies in order to increase the capacity and quality of practical education in SMEs.

What's the idea?

Don't say goodbye to your students after their graduation! They are a rich source of information, probably your best advertisement as well as your potential future clients for further training. It is important to bind them permanently to the school in order to be able to benefit from this mutually.

An active alumni policy is equally important as a strong collaboration with the regional work field. In the context of the sectoral Eqavet project, this mainly concerns their value in evaluation and development of the curriculum but the potential yield of an active alumni policy is much greater.

What is the impact?

For schools

- Reputation. Alumni attest to the quality and value of the training they receive in the school. Visualising alumni career outcomes is a great way to increase the institution's visibility and attract new students.
- Job opportunities. Career guidance is greatly improved by the input of graduates. Mentoring programs, networking events, internships and employment opportunities by alumni are valuable assets to enhance students' skills and their chances in the job market.
- Education quality. Alumni can support the process of educational improvement and increase the capacities and employability of students in the labour market. Graduates are increasingly emerging as valuable allies and important sources of information to formulate institutional-level strategies and improve (content of) curricula.

For Alumni

- Job opportunities. No doubt this is the first and most obvious alumni service that comes to mind. This is the main but not the only role played by career or job placement offices or staff. Local employers will often rely on the tutors and/or Career or Job Placement Offices of TVET schools to identify potential candidates for new job openings.
- Professional development. Make sure alumni understand the school continues caring about their career development even after they graduate. School should be seen as a partner in the lifelong professional development of alumni providing training opportunities that support upgrading of skills and knowledge
- Networking. Access to social and professional networks may be another appealing prospect for alumni to stay in touch with the school. Face to face events, interactions in social media with former peers, receiving newsletters, are just some of the actions a TVET school could facilitate. Alumni support for employability could also cater for the needs of graduates willing to take the self-employment route.

Who is the likely initiator/applicator?

For schools that value the opinion of former students, that want to give substance to student tracking for evaluation purposes and who would like to develop lifelong learning initiatives and cVET programs.

How to approach it?

1. Realise a well-managed alumni database, linked to relevant open social media networks.
2. Create an annual calendar with a range of activities.
3. Involve students and student associations in the alumni policy.
4. Involve alumni in curricula evaluation and design.

How to increase the chance of success?

- a. Start building alumni awareness early in the program.
- b. Create a win-win situation for education and alumni.
- c. Facilitate alumni policy across the board with money and manpower.
- d. See alumni as partners in education and as ambassadors of study programs.
- e. Practice has shown that focusing on alumni policy is just as important as focusing on collaboration with the regional business community.
- f. Support the creation of an alumni association. Involvement and activities will benefit from a certain autonomy.

Why is this practice effective?

Graduates are 'fresh' from school and active in the work field. In their first 6 months they experience what they are worth in practice. It is precisely those impressions that are the most valuable source of meaningful feedback on education that they recently finished.

Additional information:

Check the [How-to-guide](#) of the Erasmus+ Traction project on building and sustaining successful alumni relations programs in VET schools.

Classification

Country:	Netherlands
Phase/Theme :	II. Implementation III. Evaluation
EQAVET indicator	6. Destination/Satisfaction with result 9. Coping mechanisms for change
Focus	Policy & program
Type of VET	Initial VET Higher VET Continuous VET
EQF level	2-6
Application scale	Regional
Sector/work field:	Non-specific/general

42. Evaluation of work-based learning in EQAVET framework

Improving the quality of individual students' learning by applying a PDCA-cycle on their work based assignments.

What's the idea?

A few years ago, work-based learning (WBL) vocational and educational training (VET) programs were traditionally less popular for students and parents compared with general education and mainstream school-based VET in Greece. Over the last years, high youth unemployment rates put WBL under the interest of policy priorities and developments in Greece.

A Model for the creation of a work-based learning (WBL) path based on the phases of the European Quality Assurance Framework quality cycle was developed under the frame of LOWE Erasmus+ project implemented in Italy, Greece, Finland, Germany and Sweden. The four phases of the model are based on the four phases of the EQAVET Quality cycle.

What is the (potential) impact?

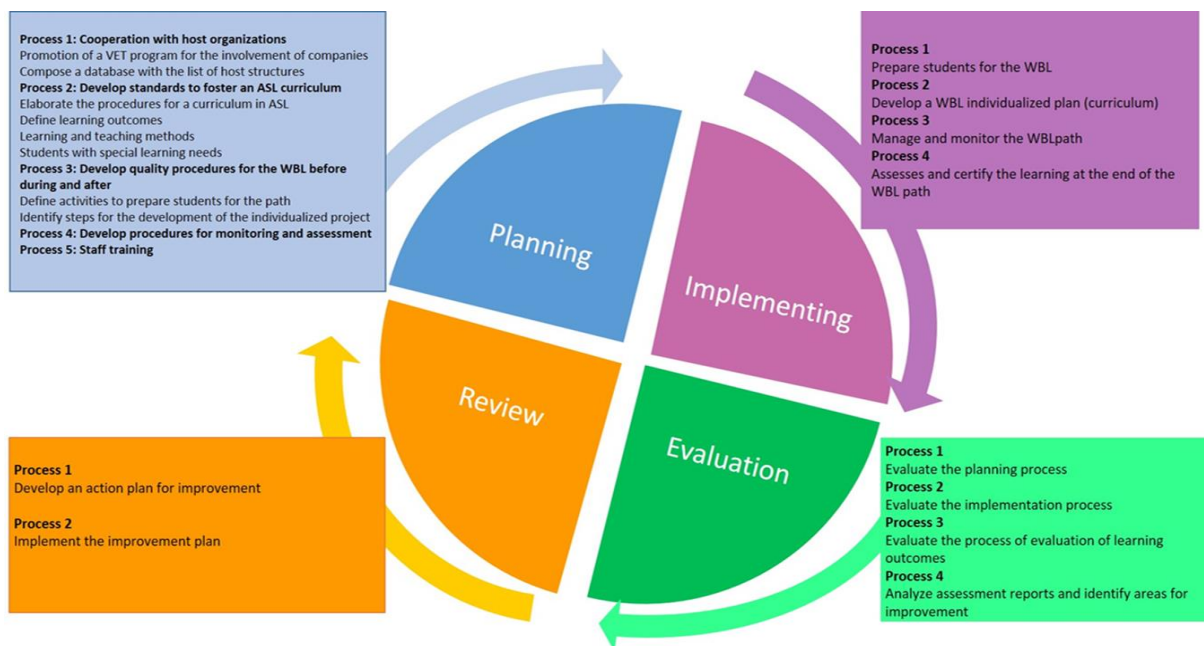
- For VET students to help them achieve their learning outcomes, as it connects the knowledge gained in the classroom with the real world, giving students opportunities to practise skills in real-life scenarios, while developing soft skills. In addition, it enables students to observe professionals in action and network with potential employers.
- For VET Institutions to better monitor and assess the learning outcomes of their programs, while in parallel engage with employers and innovate new work-based qualifications programmes.

Who is the likely initiator/applicator?

The VET provider offers work based programs.

How to approach it?

1. Prepare the student for work-based learning: initiate dialogue with the student and ensure contact between the student and the host subject before starting the learning path;
2. Draw up a work-based learning project in an individualised way;
3. Develop and implement a single student monitoring plan;
4. Plan and implement an assessment process, including an assessment plan and a rubric for assessment.



How to increase the chance of success?

In defining the WBL path, teaching strategies, learning activities and assessments should all be designed and organised to help students achieve learning outcomes. That is, WBL should be "constructively aligned" so that learning outcomes, learning experiences and assessment tasks are integrated to mutually reinforce each other and facilitate the achievement of what is planned.

Close collaboration with host organisations (work/internship placement companies) is fundamental to start effective WBL paths.

Why is this practice effective?

Assessing WBL is essential for addressing skills mismatch.

Additional information:

[Evaluation of WBL learning outcomes in EQAVET framework – L.O.W.E.](#)

Classification

Country:	Greece
Phase/Theme:	III. Evaluation
Indicator:	6. Destination/Satisfaction with result
Focal point	d. WBL
Type of VET	Initial VET

EQF level:	4-7
Application scale	Regional
Sector/work field:	Non-specific/general

43. Six months follow-up evaluation after examination

Determining the destination and satisfaction (with professional qualities acquired) of students (and their employers) when they have a funded opinion about it; based on experience in practice.

What's the idea?

To measure the impact on students' employment rate and overall satisfaction with the program. VET providers can get a better overview of the success in employment rate among alumni and whether or not the skills they learned have been relevant to their current work.

What is the (potential) impact?

Better understanding of the impact of the program on the employment rate of students. Students can assess the program and provide feedback, as well as, let the VET provider know how long it took them to find work, in what field and how satisfied they are with the learned skills.

Who is the likely initiator/applicator?

VET providers.

How to approach it?

6 months after examination, the VET provider sends out a questionnaire to alumni and collects answers. The VET provider uses the data to improve the program and share it with the advisory board.

How to increase the chance of success?

Prior to the exam, students are asked to provide the VET provider with the most recent contact information to make sure they receive the questionnaire. A strong alumni network will also contribute to a higher chance of success with this best practice.

Develop a strong alumni policy and network to easier gain access to alumni.

Why is this practice effective?

Students who have gone through the program themselves are the best to answer questions about it. Oftentimes, students might be more restrictive with their answers during the program but are more open after completion. Their input is valuable for the VET provider to improve the program.

Classification

Country:	Sweden
Phase/Theme:	III. Evaluation
Indicator	5. Employment/quantity 6. Destination/Satisfaction with result
Focus	a. Policy, b. Program
Type of VET	Initial VET

	Continuous VET
EQF level	2-5
Application scale:	Regional
Sector/work field:	Non-specific/general

44. Work field review of learning materials

Committing work field experts as 'critical friends', to provide valuable feedback and input, relevant corrections and additions based on current practical knowledge and experience

What's the idea?

How to assure up-to-date learning materials and enhance the commitment and support of the work field? By letting the work field professionals review the materials themselves on a regular basis at an appropriate frequency (once every 2 years).

They know the work and the market and speak from their own experience with the latest products, methods and techniques. They are aware of current rules and regulations. They know better than anyone which knowledge and skills are important in daily practice.

They are an excellent discussion partner for (subject) teachers and educational developers.

What is the impact?

- The primary added value is in the quality and topicality of the teaching materials together with the upskilling of the teachers.
- The secondary effect will be an improvement of the mutual relationship. Teachers and work field experts get to know each other. Experts get involved and discover their direct influence on the VET quality. They will perform as ambassadors for the programs and the school. They often will have other options for support; like work placements, teacher internships and guest lectures.

Who is the likely initiator/applicator?

- Schools and teachers that want to test and improve their curricula and learning materials with input from the work field they train for.
- Work field representatives who are committed to good vocational education and want to share their experience and expertise to the benefit of VET providers.

How to approach it?

1. Approach regional companies with the request for subject matter specialists who are able and willing to review the teaching materials.
2. Set a date for a meeting to collect feedback and to discuss modifications and invite the professionals as well as the subject teachers and developers concerned.
3. Make the teaching material available to them, well ahead of the meeting, with a short introduction and possible specific points for attention. Instruct them to record their comments in an accessible way (for themselves and others).
4. Organise the meeting in a pleasant location. Ensure adequate facilities and catering. Have it led by an independent and experienced moderator.
5. Go through the materials page by page for collecting questions, comments and suggestions for improvement.
6. Maintain an open and constructive atmosphere. Keep up the pace and momentum. Limit discussion to the core of the issue; possibly by "parking" the relevant points and specifically address them for further elaboration.

7. Conclude with summarising words, a warm thank you to the participants, any follow-up arrangements and an informal get-together-finish.

How to increase the chance of success?

- a. Select professionals with some involvement in the education and development of young people. Aim for experts with sufficient experience, with a broad view, who can also distance themselves from the issues of the day and have realistic expectations of students and novice professionals.
- b. Ensure variation in the review panel; not only in expertise but also in age and background (like in size and character of the company).
- c. Ensure continuity in the contacts and an appropriate frequency in the reviewing (at least once every two years per program)
- d. Involve experts from manufactures and suppliers if they are important sources of information for the work field concerned.

Why is this practice effective?

It's a practical, hands-on kind of involvement for the work field, with direct and substantive impact. Work field experts evidently like to make a difference by sharing their knowledge.

Classification

Country:	Netherlands
Phase/Theme	III. Evaluation IV. Review
Indicator:	6. Destination/Satisfaction with result 9. Coping mechanisms for change
Focus:	b. Program c. Materials
Type of VET:	Initial VET Higher VET Continuous VET
EQF level:	2-6
Application scale	Regional
Sector/work field:	Non-specific/general

45. Strengthening dialogue between FSS stakeholders and banks to ensure training relevance

Close cooperation among FSS stakeholders to bring harmonisation and relevant vocational education and training programs.

What's the idea?

Fondo Banche Assicurazioni (FBA) is an interprofessional joint fund that reunites FSS stakeholders in order to program and offer continuous professional developments for organisations working in this sector.

In this forum, different stakeholders have the chance to meet and discuss their needs in terms of training and of formative programs they think should be implemented in order to update employees' competences.

FBA is not only the place where different FSS stakeholders meet and discuss but is also the organisation that collects these requests and transforms them in training programs that

allow FSS employees to acquire new skills, go through re-skilling or up-skilling courses, and issues certificates on new qualifications.

What is the (potential) impact?

- Creation of a virtuous cycle in which FSS stakeholders are able to express their needs and VET Providers update their courses to match them;
- Development of a sectoral network where to build relationships that can be mutually beneficial for employers and VET Providers;
- Updated training programs in accordance with labour market needs.

Likely initiator/applicator

This idea is useful for both VET Providers and FSS institutions, however, being FBA an association that offers sectoral VET programmes, training, and certificates, a similar practice is more likely to be initiated by a VET Provider.

In fact, a VET Provider that already has courses and classes related to the FSS sector will be able to build a network of stakeholders to reunite in order to do needs analysis on what to offer FSS employees for high quality continuous professional development.

How to approach it?

1. The first step in the process is to identify and contact stakeholders that will be interested in taking part in the continuous dialogue that needs to be set up in order to update the courses.
2. Then, it is necessary to carry out needs analysis of all different stakeholders, by establishing priorities - like what emerging competences need to be addressed, or which ones have become obsolete.
3. Once these are identified, then the VET Provider has the task to develop new programmes that are targeted towards covering training necessities.
4. Finally, it is important to keep the dialogue active during the implementation phase and after the training is over. This is fundamental because through the dialogue with the stakeholders, the VET Provider will know if their offers and curricula are effective and are meeting the needs of FSS institutions.

How to increase the chance of success?

1. Compliance with Continuous Professional Development requirements
2. Revising and updating the training programs periodically (ndr could not find how often, seems every year)
3. Transparent assessment and validation rules; Plan-Do-Check-Act as a minimum operational standard.

Why is this practice effective?

The model offered by FBA is effective because it creates a network that strengthens the application of the PDCA cycle. In fact, the continuous revision of the training curricula that stems from confronting stakeholders, is one of the core elements needed to make sure to offer updated and relevant training programmes.

By involving sectoral stakeholders in planning and in evaluation phases of the curricula, VET Providers will be able to create mutual trust and understanding with FSS institutions and other relevant organisations. A clear and open dialogue with all the parts involved in one

sector is beneficial to make sure that everyone is aware of the existing and emerging needs of the FSS.

Additional information:
<https://www.fondofba.it>

Classification

Country	Italy
Phase/Theme	Review
indicator	9. Coping mechanisms for change
Focus	Policy and program
Type of VET	Higher VET
EQF level	6
Application scale	National
Sector/work field	Financial administration/Banking

46. Share and visualise evaluation results for improvement measures

Distributing and discussing findings, formulating suggestions for improvement, setting priorities, making choices and adjustments.

What's the idea?

After the collection of evaluation results, it is important that these results are analysed and shared with the advisory board (consisting of regional sector representatives) to convert them into adjustments and improvements of the program. Together, VET providers and sector representatives can extract aspects that can be improved based on the evaluation.

What is the (potential) impact?

Updated and improved VET programs.

Who is the likely initiator/applicator?

VET providers in cooperation with regional sector representatives

How to approach it?

1. After the collection of results, summarise and discuss them with the advisory board.
2. Make a list of the different aspects that were good and those where students see a need for improvement.
3. Discuss the needed actions and adjustments to implement these changes into the VET program. Smaller adjustments can be made right away, whereas bigger ones might need some time to be implemented.
4. Make sure to follow up on these adjustments and evaluate them after some time.

How to increase the chance of success?

Make sure to use the insight found in evaluation to improve VET programs and to use a comprehensive questionnaire that will provide you with the necessary information in regards to quality of the program. Take time to summarise and evaluate the results of the

evaluation. Dedicate a whole meeting to this matter where the only focus is to analyse the results and convert them into actual actions and adjustments.

Why is this practice effective?

Because evaluation is never enough. Something has to be done with the results. Showing and discussing how they can make a difference brings the review and implementation within reach of the stakeholders involved.

By analysing and discussing the information together with the sector, VET providers have the chance to further improve their program from the eyes of the end-user, the students themselves. The direct influence of the sector and the close collaboration between them and the VET provider is what makes it successful. This insight can also benefit other VET providers who are looking to improve their programs.

Classification

Country:	Sweden
Phase/Theme	IV. Review
Indicator:	5. Employment/quantity 6. Destination/Satisfaction with result 9. Coping mechanisms for change
Focus:	b. Program
Type of VET	Initial VET Continuous VET
EQF level	2-5
Application scale	Regional
Sector/work field:	Non-specific/general

47. Continuous update of program curriculum by HR (Banca d' Italia)

Yearly revision of VET curricula to match annual updates of corresponding job profiles.

What's the idea?

The Bank of Italy is the central bank of the Republic of Italy. It is a public-law institution regulated by national and European legislation. It is an integral part of the Euro system, which is made up of the national central banks of the euro area and the European Central Bank.

Banca d'Italia relates to job profiles by referring to the abilities required by the labour market through the constant revision of both the market needs and the studies led by the HR department. Banca d'Italia HR services ensure that the relevant Portfolio(s) are aligned to business requirements, create impact and meet quality standards.

What is the (potential) impact?

- Continuous dialogue between bank training programs and bank employees.
- Updated training programs in accordance with labour market needs.

Likely initiator/applicator

The training mainly addresses bank internal staff who want a career advancement or upgrading. It is an interesting concept because it allows both employers and employees to have mutual benefits in professional development.

On the employee side, they have the possibility to enhance and strengthen their competences with training targeted to their needs, while employers have the possibility to fill internal gaps in skills and fulfil their requirements.

How to approach it?

1. The assessment of the mismatch in quantity of VET supply and labour demand is conducted mainly by the HR department using indirect sources from the Ministry of Work or from some accredited newspaper research such as Sole 24 ore. This way, VET providers can adapt to the demand's needs.
2. In order to conduct a constructive dialogue on VET relevance, address the skills mismatch, and to ensure a better match through constant dialogue between trainees and trade unions, at the end of each year, the Heads of each bank unit gather in a round table to assess training content and analysis of future trends, which is presented to the trade unions, who have to approve the training structure and its budget.
3. Banca d'Italia uses the Integrated Human Resources Management system (H1 Hrms), a software which manages master data and organises charts, which are integrated with the competencies foreseen for the positions, allowing complete and organic activities of performance evaluation and comparison between the level of competencies expressed and that required by the position occupied. Results are accessible to the staff only.

How to increase the chance of success?

1. Compliance with Continuous Professional Development requirements;
2. Revising and updating the training programs every year;
3. Transparent assessment and validation rules;
4. Plan-Do-Check-Act as a minimum operational standard;
5. Integrated Human Resources Management system results should be made available also externally, not only to staff members.

Why is this practice effective?

This practice is effective because it is based on the PDCA cycle, and on its core idea that taking the necessary steps to revise training curricula leads to effective and efficient improvement of skills.

Investing time and resources to understand labour market needs (both general and internal) and to assess current employee skills leads to improvements for both employers and employees.

Additional information:

Banca d'Italia website:

<https://www.bancaditalia.it/homepage/index.html?com.dotmarketing.htmlpage.language=1>
<https://www.bancaditalia.it/chi-siamo/organizzazione/ac/risorse-umane-comunicazione/index.html?com.dotmarketing.htmlpage.language=1>

Classification

Country Italy

Phase/Theme	Review
Indicator	9. Coping mechanisms for change
Focus	b. Program
Type	Continuous VET
EQF level	6
Application scale	National
Sector/work field	Financial administration/Banking

- Appendix 1. Overview of good practice titles and subtitles

Nr	Title	Subtitle
1	The Danish structure/organisation of VET	Securing a balance between all the different interests of stakeholders involved and ensuring all stakeholders contribute with what they do and know best.
2	Regular board meetings with stakeholders and sector representatives	Maintaining frequent contact with sector representatives and other stakeholders at managerial level to improve mutual understanding and related training.
3	Labour market involvement in the creation of VET	Addressing the professional field and facilitating an adequate articulation of labour market needs in terms of volume, nature and content
4	Monitoring sectoral organisations and studies to stay relevant	Developing alternative practices to solve the lack of involvement of sectoral organisations in the Italian public school system
5	Collection of letters of intent from stakeholders	Cultivating urgency, commitment and involvement of companies to actively participate in an existing or yet to be developed vocational training (re content, volume as well as education).
6	Labour market needs diagnosis system	Researching and analysing the labour market in a standardized way to provide vocational education with up-to-date, complete and reliable (policy) information
7	Matching labour needs with refugees needs	Comparing vacancies and job requirements with ambitions and employability of refugees and closing the gap with job-focused training.
8	In2C - Online platform in the construction sector	Creating a virtual space to link employers with third country Nationals to assist them in recruiting skilled workers.
9	The 10 reporting criteria for (new) VET	Applying fixed reporting and accountability requirements for the recognition and financing of education programmes
10	Sector mapping	Defining and visualising the sector/work field and its jobs to be matched with corresponding educational programmes to successfully support the personnel provision and development.
11	Measurable job profiles for matching (with) VET	Providing a standardized and up-to-date description of the profession, with sufficient detail and differentiation to serve as a clear (moving) target for (initial) vocational education.
12	Fixed format for vocational profiles	Articulating job requirements (content) and labour demand (volume) as well as current trends and developments in complete, unambiguous, recognizable and comparable descriptions.
13	Cross-over qualifications	Enabling schools to adapt their offerings in an efficient way to meet the growing (regional) demand as well as to the liking of nowadays' students with cross-sectoral VET qualifications.
14	Modular VET qualifications and curricula	Simplifying and facilitating customization, updating and personalization of education through modularization

Nr	Title	Subtitle
15	VET 'electives', a standardized variation within qualifications	Making room for differentiation with optional modules for the student to choose from within a qualification, to enrich the mandatory programme with specialisations.
16	Partial VET qualifications and certificates	Enabling schools to offer partial qualifications to supplement existing programs or as job-oriented retraining and further training for lateral entrants
17	Special organised local VET - a flexible alternative	Enabling schools to experiment with tailor made supplementary training programs to meet specific business needs.
18	Work field involvement in the development and adaptation of the curricula	Ensuring up-to-date and urgent knowledge and skills in the training programs and work field support for vocational education
19	Extended curriculum	Supplementing VET programmes with up-to-date knowledge and skills on top of the mandatory but deficient qualification profiles to meet evolving job requirements.
20	Practical orientation programmes (for side entrants in technical VET)	Ensuring an informed study and career choice based on practical experience with professional reality for a better match between job requirements and personal qualities and ambitions.
21	Retention of unemployment benefits while taking a side-entrance in VET	Giving side entrants the support and space they need for (re)orientation, (re)profiling and (re)training to make a successful new start.
22	Trade days' with stakeholders for students and teachers	Turning the labour market into a real-life market, with personal contacts to make a practical match between supply and demand of internships and jobs as well as teaching and training positions
23	Certification of teaching qualification of trainers for adults in non-formal education	Developing an accreditation system for recognition of training competence and to enforce its maintenance.
24	Teacher internships	Ensure teachers have up-to-date knowledge and experience of modern professional practice
25	Hybrid trainers	Bridging the gap between working and learning with work field practitioners working as part-time trainers
26	Knowledge tables' for mutual exchange and development of expertise	Connecting theory and practice - learning and working - by discussing and solving current practical issues by teachers, students and work field practitioners together on a regular basis.
27	SMART technology update of VET	Inviting work fields' 'early adaptors' to share their newest technologies with teachers and students to connect them with the near future and reflect on it.
28	Work Based Learning to apply competences (in finance)	Specialised lectures and application of knowledge under the tutoring of employers in the financial sector
29	Online lectures for IVET students (in finance)	Online seminars to enhance students' knowledge on current trends and labour needs of the Financial Service market.

Nr	Title	Subtitle
30	Learning with (serious) games on functioning of financial institutions	Offering resources to get to know financial institutions to students and teachers through game-based learning.
31	Extensive periods of work-based learning	Providing sufficient and adequate practical experience during the training programme to ensure the match of personal professional qualities and ambitions with real working conditions and job requirements.
32	International Talent Program (for bank managers)	Offering experiences abroad for employees as part of their (in-service) training program to acquire and strengthen competences
33	Practical laboratories for (finance) students	Setting up laboratories and practical learning environments for students to apply the theoretical competences acquired during the academic year
34	Internal learning academies for (finance) employees.	Developing online resources for employees' continuous professional development, from updating to reskilling and upskilling.
35	Collective training companies	Joining forces, unburdening individual companies in order to increase the capacity and quality of practical education in SMEs.
36	Set and monitor quality goals	Defining concrete targets and measurable indicators to implement and monitor quality policy
37	Peer review for EQAVET	Organizing collegial assessment and feedback as part of quality improvement activities.
38	Assessment Centre to evaluate transversal competences of employees	Establishment of internal Assessment Centre to understand level and quality of the transversal and soft skills of FSS employees
39	Sector trend reports	Conducting ongoing research into developments in the professional field in order to publish them frequently for all stakeholders so that they can optimally anticipate them.
40	The Status Reports from the Trade Committees to the Ministry of Education	Securing that all VET programmes are systematically monitored and accounted for regarding employment and placement as well as skills and competences.
41	Working on alumni policies	Building a network with alumni to involve them in the evaluation, revision, development and implementation of education, share information about current developments with them and point out available options for retraining and further training.
42	Evaluation of work based learning in EQAVET framework	Improving the quality of work based learning by applying a PDCA-cycle as advocated by the European quality assurance model for vocational education and training.
43	Six months follow-up evaluation after examination	Determining the destination and satisfaction (with professional qualities acquired) of students (and their employers) when they have a funded opinion about it; based on experience in practice.
44	Work field review of learning materials	Committing work field experts as 'critical friends', to provide valuable feedback and input, relevant corrections and additions based on current practical knowledge and experience

Nr	Title	Subtitle
45	Strengthening dialogue between stakeholders and banks to ensure training relevance	Close cooperation among stakeholders (in finance) to bring harmonisation and relevant vocational education and training programs.
46	Share evaluation results and visualize for improvement measures	Distribute and discuss findings, formulate suggestions for improvement, set priorities, make choices and adjustments.
47	Continuous update of program curriculum by HR	Reviewing VET curricula on a yearly basis in line with annually updating of corresponding job profiles

- Appendix 2. Overview of good practice classifications

Nr	Title	Phase				Indicator			Focus					Scale		
		I Pl an ni ng	II Im ple me nt ati on	III Ev alu ati on	IV Re vie w	5 Vo lu me	6 Co nt ent	9 Ad ap tivi ty	a. Po lic y	b. Pr og ram	c. Ma ter ial s	d. W BL	e. St aff	Na tio nal	Re gi on al	Bo th
1	The (Danish) structure/organisation of VET	1	1	1	1	1	1	1					1			
2	Regular board meetings with stakeholders and sector representatives	1					1	1	1						1	
3	Labour market involvement in the creation of VET	1					1	1	1	1					1	
4	Monitoring sectoral organisations and studies to stay relevant	1	1					1		1			1			
5	Collection of letters of intent from stakeholders	1				1	1				1			1		
6	Labour market needs diagnosis system	1					1	1	1	1					1	
7	Matching labour needs with refugees needs	1				1			1					1		
8	In2C - Online platform in the construction sector	1				1			1							
9	The 10 reporting criteria for (new) VET	1			1	1	1		1				1			
10	Sector mapping	1				1		1	1	1			1			
11	Measurable job profiles for matching (with) VET	1		1			1		1	1			1			
12	Fixed format for vocational profiles	1				1	1			1					1	
13	Cross-over qualifications	1	1				1		1	1			1			
14	Modular VET qualifications and curricula	1	1					1	1	1					1	
15	VET 'electives', a standardized variation within qualifications	1	1				1	1	1	1			1			
16	Partial VET qualifications and certificates	1	1			1			1	1			1			
17	Special organised local VET - a flexible alternative	1	1					1		1					1	
18	Work field involvement in the development and adaptation of the curricula		1				1	1	1	1				1		
19	Extended curriculum		1				1	1		1						
20	Practical orientation programmes (for side entrants in technical VET)		1				1		1	1		1		1		

Nr	Title	Phase				Indicator			Focus					Scale		
		I Pl an ni ng	II Im ple me nt ati on	III Ev alu ati on	IV Re vie w	5 Vo lu me	6 Co nt ent	9 Ad ap tivi ty	a. Po lic y	b. Pr og ra m	c. Ma ter ial s	d. W BL	e. St aff	Na tio nal	Re gi on al	Bo th
21	Retention of unemployment benefits while taking a side-entrance in VET		1			1		1							1	
22	Trade days' with stakeholders for students and teachers		1			1	1		1						1	
23	Certification of teaching qualification of trainers for adults in non-formal education		1				1	1					1			
24	Teacher internships		1				1	1				1		1		
25	Hybrid trainers		1				1	1				1		1		
26	Knowledge tables' for mutual exchange and development of expertise		1					1	1			1		1		
27	SMART technology update of VET		1					1	1						1	
28	Work Based Learning to apply competences (in finance)		1			1	1		1		1		1			
29	Online lectures for IVET students (in finance)		1			1		1	1				1			
30	Learning with (serious) games on functioning of financial institutions		1					1	1				1			
31	Extensive periods of work-based learning		1				1				1			1		
32	International Talent Program (for bank managers)		1				1		1				1			
33	Practical laboratories for (finance) students		1			1		1	1				1			
34	Internal learning academies for (finance) employees.		1			1	1		1	1					1	
35	Collective training companies		1			1	1				1			1		
36	Set and monitor quality goals			1	1		1	1	1						1	
37	Peer review for EQAVET			1	1			1	1	1					1	
38	Assessment Centre to evaluate transversal competences of employees			1			1	1	1				1			
39	Sector trend reports			1				1	1						1	
40	The Status Reports from the Trade Committees to the Ministry of Education			1		1		1	1	1			1			
41	Working on alumni policies			1			1		1					1		
42	Evaluation of work based learning in EQAVET framework			1			1		1		1				1	
43	Six months follow-up evaluation after examination			1		1	1		1	1					1	

Nr	Title	Phase				Indicator			Focus					Scale		
		I Pl an ni ng	II Im ple me nt ati on	III Ev alu ati on	IV Re vie w	5 Vo lu me	6 Co nt ent	9 Ad ap tivi ty	a. Po lic y	b. Pr og ra m	c. Ma ter ial s	d. W BL	e. St aff	Na tio nal	Re gi on al	Bo th
44	Work field review of learning materials			1			1	1			1					1
45	Strengthening dialogue between stakeholders and banks to ensure training relevance				1			1	1	1					1	
46	Share evaluation results and visualize for improvement measures				1	1	1	1								1
47	Continuous update of program curriculum by HR				1			1		1					1	