Workshopping Together:

Towards an EQAVET inspired tool
to support thinking about governance

WORKSHOPPING TOGETHER: TOWARDS AN EQAVET INSPIRED TOOL TO SUPPORT THINKING ABOUT GOVERNANCE

Introduction: 5 minutes

The Facilitator introduces the session and the objectives, including EQAVET indicative descriptors and the opportunity to reflect and explore together on how they may assist in developing robust governance regionally and locally.

Objective of session:	To support thinking on governance using EQAVET lens, testing a 'tool' To build familiarity with EQAVET indicative descriptors
What does EQAVET aim to do?	Support an evaluation and quality improvement culture
Why?	Promoting mutual trust, mobility, permeability
How?	Strengthening governance across Europe, nationally, regionally, locally, sectorially, systemically
What do you need?	To use this tool, you must 'BYOD' - Bring your own device' so that you can access the EQAVET website during the exercise. The exercise takes three hours' duration.

Task 1 *(30 minutes: Suggest 15 minutes' brainstorm and discussion in small groups, then 15 minutes feedback to whole group)*

Meanings associated with 'governance' *e.g. subsidiarity, professional judgement, autonomy, oversight, accountability...*

Please insert your core words in the bubble below:

Task 2 *(45 minutes' exercise, 40 minutes' feedback to plenary. Sub groups are formed to each look at separate headings Planning, Implementation, Evaluation, Review. Each sub-group needs a Rapporteur to provide feedback to the whole group)*

Using EQAVET www.eqavet.eu/qc/gns/home.aspx (Providers site)

Can we talk about indicative descriptors, governance and your service/practice?

4 stages: Planning, Implementation, Evaluation and Review. Each sub-group takes one aspect, Planning, Implementation, Evaluation, Review and explores the indicative descriptors as a group. In discussion, work to answer the questions identified in the tables below, linking back to your own provision.

Stage: Planning	Indicative descriptors	How many relate to governance? (rank 1-3, where 3 is very relevant)	Are they covered in your provider system? (where?)	Is there data associated in your system? (state link)
1	European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers			
2	Explicit goals/objectives and targets are set and monitored			
3	Ongoing consultation with relevant stakeholders takes place to identify specific local/individual needs			
4	Responsibilities in quality management and development have been explicitly allocated			
5	There is an early involvement of staff in planning, including with regard to quality development			
6	Providers plan cooperative initiatives with other VET providers			
7	The relevant stakeholders participate in the process of analysing local needs			
8	VET providers have an explicit and transparent quality assurance system in place			

Stage: Implementation IQAVET	Indicative descriptors	How many relate to governance? (rank 1-3, where 3 is very relevant)	Are they covered in your provider system? (where?)	Is there data associated in your system? (state link)
1	Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans			
2	Relevant and inclusive partnerships are explicitly supported to implement the actions planned			
3	The strategic plan for staff competence development specifies the need for training for teachers and trainers			
4	Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance			

Stage: Evaluation	Indicative descriptors	How many relate to governance? (rank 1-3, where 3 is very relevant)	Are they covered in your provider system? (where?)	Is there data associated in your system? (state link)
1	Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers			
2	Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction			
3	Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders			
4	Early warning systems are implemented			

Stage: Review	Indicative descriptors	How many relate to governance? (rank 1-3, where 3 is very relevant)	Are they covered in your provider system? (where?)	Is there data associated in your system? (state link)
1	Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback this is used to inform further actions			
2	Information on the outcomes of the review is widely and publicly available			
3	Procedures on feedback and review are part of a strategic learning process in the organisation			
4	Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place			

Task 3 *(30 Minutes: 20 minutes' discussion in small groups, 10 minutes' feedback)*

As a small working group, **having listened to the feedback in plenary from task 2, can you agree the most useful/telling indicative descriptor for each of the four stages** (planning, implementation, evaluation, review) **from a governance perspective?**

- **Planning- Indicative descriptor number:** _____
- **Implementation- Indicative descriptor number:** _____
- **Evaluation- Indicative descriptor number:** _____
- **Review- Indicative descriptor number:** _____

Feedback as plenary

Task 4

Closing task / call to action: 5 minutes
Identify one reflection, inspiration or challenge to your current practice from the Indicative Descriptors and discussions of the day. Share with a colleague.

_____
_____
_____

Possible extension work:
Explore together the 'plus sign' on the web page to agree ONE indicator per stage for discussion in context of 'governance'

_____
_____
_____