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### **D.3.1 VETWORK Benchmarking Online Tool**



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## CONTROL SHEET

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## TABLE OF CONTENT

1. INTRODUCTION

2. DESCRIPTION OF THE BENCHMARKING TOOL AND MAIN FUNCTIONALITIES

2.1 INSTRUCTIONS ON THE USE OF THE TOOL

2.2 BENCHMARKING SECTIONS

3. ONLINE HELPDESK SERVICE

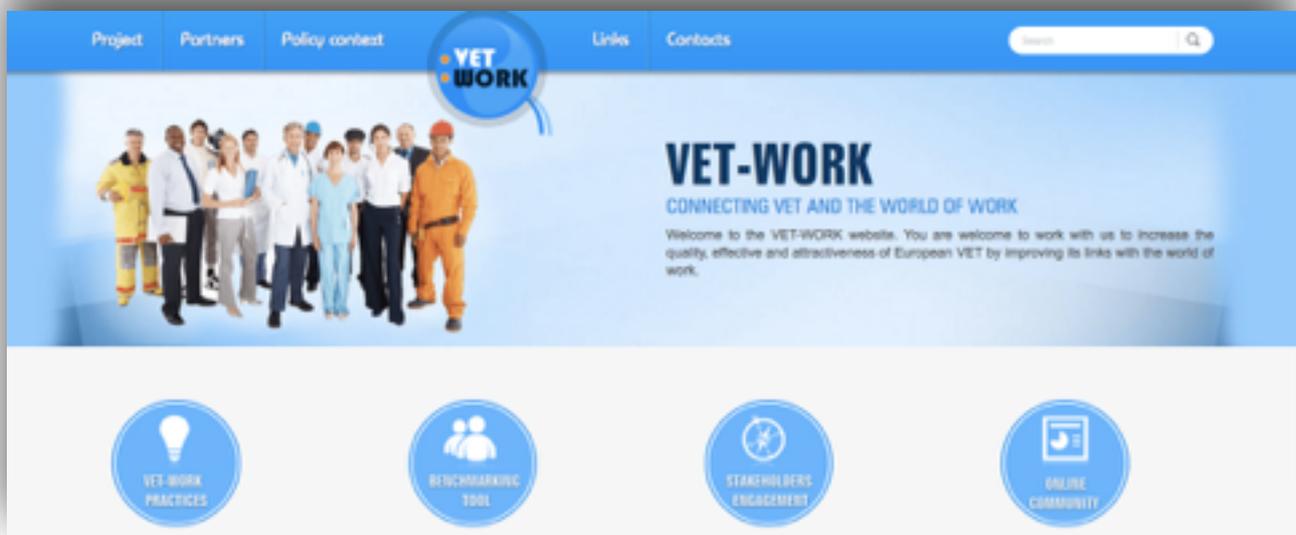
ANNEX I - VETWORK BENCHMARKING INDICATORS

## 1. INTRODUCTION

The VETWORK Consortium has developed an online Benchmarking Tool to allow self-assessment and measurement of integration effectiveness between VET and the world of work. The tool helps VET providers to self-assess and to compare the extent and the concrete ways through which they collaborate with the world of work. The Benchmarking Tool is meant to measure the effectiveness of integration between training as provided by VET specialized institutions and organizations, and training as provided in the workplace.

Building on the results of the good practice comparative analysis carried out by project Partners, the Benchmarking Tool is meant to help companies, employers, VET institutions and other organizations to evaluate and reduce this learning gap, increasing collaboration between best and least performers to develop strategies for improvement. The Benchmarking Tool will specifically measure features such as: methodological and organizational innovation, excellence, quality assurance, assessment and certification of formal and informal learning, mobility, role of the tutor at the workplace, the degree of integration between VET and the world of work.

This document presents the Benchmarking Tool, its main functionalities and characteristics. The Tool is available in several languages: English, German, Spanish, Italian, French and Rumanian. It is accessible through the project website at the address <http://vetwork.eu/benchmarking-tool/> or with the following direct link <http://www.vetbenchmark.com/en/>.



## 2. DESCRIPTION OF THE BENCHMARKING TOOL AND MAIN FUNCTIONALITIES

The Benchmarking Tool has been defined to allow VET organizations to answer the following questions: Does your vocational training always match the needs of the world of work? Do you consider your training offer as custom-fit or do you think you can still make improvements?

The benchmarking tool contains questions organized in four categories (Input, Processes, Outcomes and Context) and allows a positioning of the VET provider in order to keep in mind the nature, size and context of each organization and to propose comparisons with the most adequate benchmarking partners. By simply replying to the questions posed by the Benchmarking Tool, especially if the exercise is conducted collectively by a working team including the main management positions, the VET provider is stimulated to reflect on its performance as well as to recognize the weak areas that shall be addressed to enhance VET- Work integration. The tool will help users to assess to which extent training as delivered by VET providers is applied and used at the workplace, thereby also measuring the so-called “learning gap” and “implementation gap” and enhancing a reflection on strategies to be adopted to improve integration. If the VET provider organization decides to make its answers public, this contributes to the development of a database which allows to identify best performers in each criterion and indicator, and to propose inter-organizational project work and collaborative learning, locally as well as internationally. The benefit of the Tool for VET institutions is to compare the training offers to the best practice vocational training models of Europe and improve their performance.

The BM Tool has been developed by SOPHIA R&I as a result of the work done for WP3. The Tool is based on sets of questions, along with selected criteria and indicators. By replying to the questions, users will get an assessment of their performance as well as an highlight of the weak areas that shall be addressed to enhance integration between VET and the world of work.

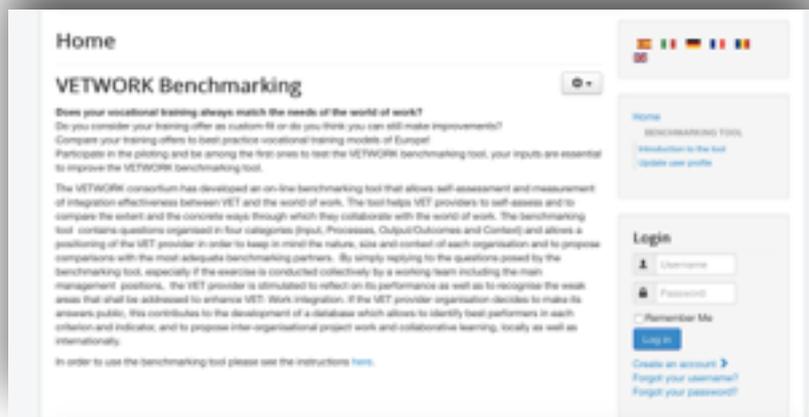
To facilitate the benchmarking exercise, the Tool is available in several languages: English, German, Spanish, Italian, French and Rumanian (as you can see from the below screenshots).



Benchmarking Tool in Spanish



Benchmarking Tool in Italian



Benchmarking Tool in English



Benchmarking Tool in French



Benchmarking Tool in German



Benchmarking Tool in Rumanian

## 2.1 INSTRUCTIONS ON THE USE OF THE TOOL

In order to access the tool you need to be a registered user on the system. Apart from your name, your username and email you will be asked for some data on your organization and for permission to make the data resulting from the benchmark available for statistical analysis. Positioning and public results are of fundamental importance: the BM Tool so conceived could be the basis for a future intelligent analysis, creating networks, a database of best performers and inputs.

Once the User is logged in, he/she can select from the menu on the right the specific part of the benchmark to complete. Each benchmark session can be filled many times, especially if the User needs more time to evaluate specific aspects of the organization. Each benchmark session requires about 10/15 minutes to be completed. Users can skip a question, go back to previous questions or use the question list to jump to a specific point. It is also possible to stop the benchmark before having completed it, and it will be evaluated on the basis of the questions answered. However, some fields are mandatory to allow the analysis.

The benchmark is subdivided in four sections analysing the INPUT, the PROCESS, the OUTCOMES and the CONTEXT criteria with regard to the VET organization. Once the User completes a benchmarking section, a score will be calculated based on answers. The tool gives a score between 0 and 5 for each question. Higher scores are for organizations that are more advanced in the VET training process. The score is given both as an absolute value and as a % of the maximum potential score. The minimum score is also provided, as well as the time used to complete the benchmark.

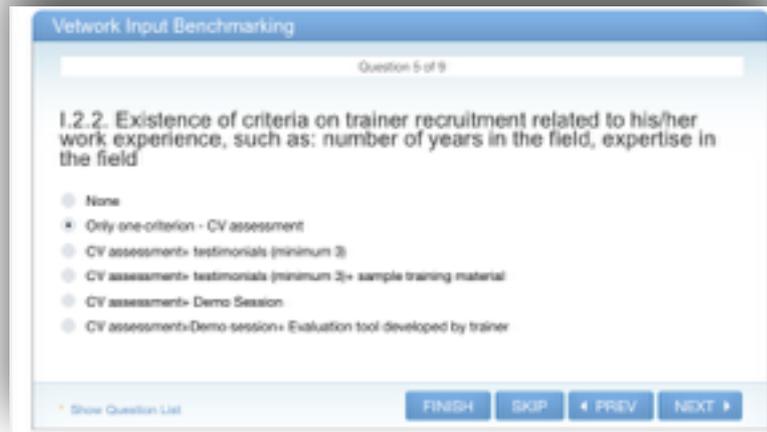
**INPUTS BENCHMARKING**

This section of the Benchmarking Tool analyses the Inputs.

INPUTS	PROCESS	OUTCOMES	CONTEXT	
• Existing VET-WORK relations	• Joint learning needs identification	• Joint assessment	• Graduates employment	• Strategy for collaboration in place
• T/T with previous work experience	• Joint curricula development	• Graduates employment surveys	• Students % internship	• Management commitment to VET-WORK
• ...	• Joint competences/ Learning Objects definition	• Trainers exchange • Joint Learners Support	• VET trainers being updated in companies	• Staff commitment to VET-WORK
• ...	• Joint delivery of training programmes	• Joint innovation initiatives		• Student interest in VET-WORK

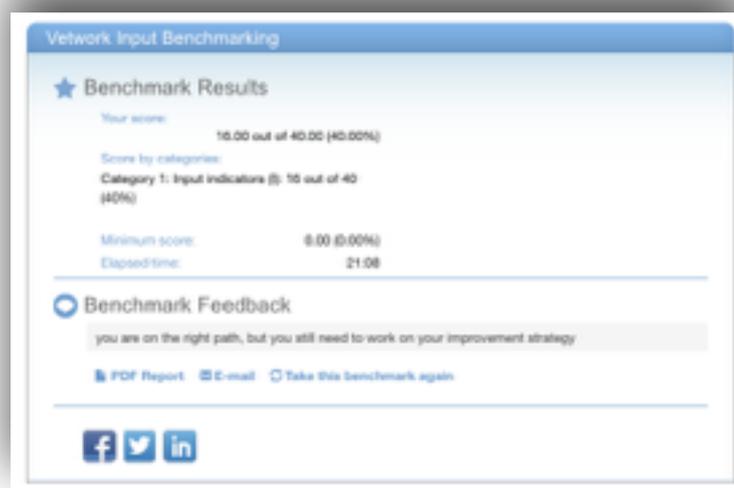
[Start](#)

Benchmarking Tool - Window INPUTS Criteria



Benchmarking Tool - Example of question

When Users finish the assessment, along with statistical results, get also a general feedback, to provide organizations with suggestions and recommendations for improvement. Right now, it is only a short sentence saying how is the organization positioned in respect of full results. Later, when more data are collected and comparison of results wider, the system will be able to give a more detailed feedback and put organizations in connection with each other. Results can be printed, exported as PDF, sent to an email address or even be posted on Facebook, Twitter or LinkedIn. Last but not least, Users can take the benchmark all over again, and evaluate progresses and changes along time.



Benchmarking Tool - Benchmarking Results

## 2.2 BENCHMARKING SECTIONS

The benchmark is subdivided in four sections analyzing the INPUT, the PROCESS, the OUTCOMES and the CONTEXT criteria with regard to the VET organization. An overview of the analysis criteria is presented below (while a more detailed overview is in Annex I).

The first section, INPUTS, is composed by 9 questions: 8 multiple choice questions investigating the existing relations between the organization and the local employers, the influence of stakeholders, the degree of recognition by local industries and so on - plus a comment box.

The second section, PROCESS, requires a more detailed assessment exercise. It is composed by 28 multiple choice questions plus the comment box. This section intends to evaluate several aspects of the processes involving VET organizations in the development of curricula; in the analysis of employers needs and the implementation of training matching these needs; in the definition of competences and training delivery; in the attempts towards innovation. The BM Tool wants also to investigate the impact produced by the training provided, to define whether the institution is able to fill the gap between workplace needs and learning.

The third section, OUTCOMES, is composed by 15 questions plus the comment box. The analysis focuses on the outcomes of VET training, in terms of employment rate of graduates, percentage of internships offered, degree of improvement of the training provided, innovation of training contents and use of technological resources. Despite the analysis is based here only on percentages, without taking into account (in this specific case) reasons and processes, the questions asked are able to evaluate the degree of innovation and impact of the training provided giving organizations an excellent overview of the level of integration between VET training and job related needs.

The last section, CRITERIAS, is composed by a total of 13 questions, 12 multiple choice questions and the comment box. It investigates sensitive issues such as institutional strategy for collaboration, managers and staff commitment for an effective integration between VET and work, students attitudes and the degree of support they get for career development.

#	Quiz	Date & Time	Your Score	Minimum Score	Max Score	Passed	Time Spent	Certificate
1	Network Context Benchmarking	2016-02-10 04:52:16	0/00	N/A	60	✓	07:09	
2	Network Outcomes Benchmarking	2016-02-10 04:50:52	0/00	N/A	75	✓	00:50	
3	Network Process Benchmarking	2016-02-10 04:45:28	0/00	N/A	135	✓	00:45	
4	Network Input Benchmarking	2016-02-10 04:19:32	0/00	N/A	40	✓	21:08	

**Main Menu**

- Home
- BENCHMARKING TOOL
- Introduction to the tool
- Input Criteria
- Process Criteria
- Outcomes Criteria
- Context Criteria
- My Results
- Update user profile

**Login Form**

Hi Martina,

Benchmarking Tool - Window My Results

### 3. ONLINE HELPDESK SERVICE

An Online Helpdesk service has been activated once the Tool was ready for the public.

Users will get continuous assistance while taking the benchmarking, in order to clarify doubts and support a smooth evaluation process. Users can simply write at the email address [support@vetwork.it](mailto:support@vetwork.it) to get all answers needed.

An answer will be provided by our support staff as soon as possible and, where necessary, a synchronous session will be organized to assist the user immediately via Skype or phone.

## ANNEX I - VETWORK BENCHMARKING INDICATORS

General Indicators	Specific Indicators (observable/measurable)	Levels	Score
I.1. Existing VET-WORK relations	I.1.1. Presence of industry stakeholders and professional unions in the board of VET organisations	• None	0
		• Implemented, but not effective	1-4
		• Implemented and effective	5
	I.1.2. Level of influence of industry/companies in VET organisations	• None	0
		• Limited to some fields	1-4
		• Very substantial and effective	5
	I.1.3. Extent of recognition by the local employers	• None	0
		• Partially	1-4
		• Fully recognised	5
I.2. Teachers/Trainers with previous work experience	I.2.1. Number of specific trainings/conferences, workshops for each T/T of VET organization in last year	• None	0
		• 1 to 4 in average	1-4
		• More than 4 in average	5
	I.2.2. Existence of criteria on trainer recruitment related to his/her work experience, such as: number of years in the field, expertise in the field	• None	0
		• Only for some groups of teachers/trainers	1-4
		• Yes, practically for all teachers/trainers	5
	I.2.3. Percentage of T/T with practical experience in the specific field, not only in education area	• Less than 20%	0
		• 20% to 50%	1-4
		• More than 50%	5
I.3. Technical Equipment and use of company resources	I.3.1. Up-to-date technical equipment used in VET org.	• No	0
		• Only partially	1-4
		• Yes	5
	I.3.2. Access to technical equipment from local industry granted to VET org.	• No	0
		• Only during internships	1-4
		• Both during internships and planned practical sessions during the study program	5

## Category 2: Process indicators (P)

General Indicators	Specific Indicators (observable/ measurable)	Levels	Score
<b>P1 Joint learning needs identification</b>	P.1.1. Frequency of processes to identify learning needs	• Never or very seldom	0
		• Every two-three years	1-4
		• At least every year	5
	P.1.2. Joint instruments / methods/ tools applied by VET to identify learning needs	• None	0
		• Learning needs are identified through collaborative processes involving employers	1-4
		• Learning needs are identified through collaborative processes involving employers and workers	5
<b>P2 Joint curricula development</b>	P.2.1. Joint development of innovative teaching-learning methods	• Never	0
		• Sometimes	1-4
		• Always	5
	P.2.2. Percentage of training curricula developed together with the employers representatives	• Less than 20%	0
		• 20% - 50%	1-4
		• More than 50%	5
	P.2.3. Joint updating of subject content, course improvement etc.	• Never	0
		• Sometimes	1-4
		• Always, for each course	5
<b>P3 Joint competences/ Learning Outcomes definition</b>	P.3.1. Adoption of common qualification system to define competences/ curricula	• Not yet	0
		• Started	1-4
		• Fully implemented	5
	P.3.2. Identification of key/general learning outcomes	• Not yet	
		• Started	
	P.3.3. Detailed identification of learning outcomes in a shared approach	• Fully implemented	
• Started			

		<ul style="list-style-type: none"> <li>• Fully implemented</li> </ul>	
<b>P4 Joint delivery of training programs</b>	P.4.1. Percentage of practice session realized in real work environment over total practice sessions (*Depending on different types of competences, there may be situations where practice session in real work environment is regulated by law or not really necessary to acquire practical skills. If this is the case please add a note)	<ul style="list-style-type: none"> <li>• Less than 20%</li> </ul>	0
		<ul style="list-style-type: none"> <li>• 20% - 50%</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• More than 50%</li> </ul>	5
	P.4.2. Collaboration of teachers and company staff in delivery of training	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Occasionally</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Systematically</li> </ul>	5
	P.4.3. Use of workplace to develop transversal competences	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Occasionally</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Systematically</li> </ul>	5
<b>P5 Joint learners support</b>	P.5.1. Involvement of employers in an active approach to combat dropping out	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Occasionally</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Systematically</li> </ul>	5
	P.5.2. Collaboration in active labour policies to train unemployed people to acquire new competences, e.g. ICT	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Occasionally</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Systematically</li> </ul>	5
	P.5.3. Joint support protocols involving staff from VET and employer	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Occasionally</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Systematically</li> </ul>	5
<b>P6 Joint assessment of learning outcomes</b>	P.6.1. Presence of employer representatives in the evaluation sessions	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Occasionally</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Systematically</li> </ul>	5
	P.6.2. Joint design of assessment criteria and tools	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Occasionally</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Systematically</li> </ul>	5
	P.6.3. The use of industry workplace for running the assessment	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Occasionally</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Systematically</li> </ul>	5

<b>P7 Graduates employment surveys</b>	P.7.1. Existence of a mechanism for monitoring and tracking employment or progress after a training	• Not in place	0
		• Occasional surveys	1-4
		• Systematically implemented	5
	P.7.2. Collaboration between VET and employers in evaluating the learning impact of training	• Not conducted	0
		• Occasionally	1-4
		• Systematically	5
<b>P8 Trainers exchange</b>	P.8.1. Percentage of VET teachers/trainers who are active in enterprise training	• Less than 20%	0
		• 20% to 50%	1-4
		• More than 50%	5
	P.8.2. Company specialists active in classroom training in VET organisation	• Never	0
		• Occasionally	1-4
		• Systematically	5
	P.8.3. Mechanisms to support the mobility of trainers and practitioners	• Not in place	0
		• In preparation	1-4
		• Fully implemented	5
<b>P9 Joint innovation initiatives</b>	P.9.1. Availability of customized training in response to demand	• Not available	0
		• Available in certain parts of the programme	1-4
		• Fully available	5
	P.9.2. Joint projects to innovate learning outcomes or learning methods	• Not in place	0
		• Occasionally done	1-4
		• Fully implemented	5
<b>P10 Quality Assurance</b>	P.10.1. Joint development of quality management system (audit internal/ external, self-evaluation)	• Not in place	0
		• In preparation	1-4
		• Fully implemented	5
	P.10.2. Joint action plans addressing weaknesses, emphasize strengths and disseminate good practice	• Not in place	0
		• In preparation	1-4
		• Fully implemented	5
	P.10.3. Monitor and review progress in responding to the outcomes of the self-assessment of quality	• Not in place	0
		• In preparation	1-4

	assessment of quality assurance	• Fully implemented	5
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Category 3: Outcomes indicators (O)

General Indicators	Specific Indicators (observable/measurable)	Levels	Score
<b>O1 Graduates employment</b>	O.1.1. Percentage of positive final examinations over the total of examinations	• Under 50%	0
		• 50% to 80%	1-4
		• Over 80%	5
	O.1.2. Percentage of trainees who find a job within 6 months after the end of training course / total no. of trainees unemployed	• Under 50%	0
		• 50% to 80%	1-4
		• Over 80%	5
	O.1.3. Percentage of trainees who remain employed after 6 months of work	• Under 50%	0
		• 50% to 80%	1-4
		• Over 80%	5
<b>O2 Students % internship</b>	O.2.1. Percentage of internship students / Total Number of students	• Under 50%	0
		• 50% to 80%	1-4
		• Over 80%	5
	O.2.2. Percentage of students attending a fully integrated internship over internship students	• Under 20%	0
		• 20% to 50%	1-4
		• Over 50%	5
	O.2.3. Percentage of interns who become employees in the same company	• Under 20%	0
		• 20% to 50%	1-4
		• Over 50%	5
<b>O3 VET trainers being updated in companies</b>	O.3.1. Percentage of trainers that have been trained in enterprises	• Less than 20%	0
		• 20% to 50%	1-4
		• Over 50%	5
	O.3.2. Percentage of trainers that have been substantially updated through courses in enterprises/work organisations	• Less than 10%	0
		• 10% to 50%	1-4
		• Over 50%	5

	0.3.3. Percentage of trainers that have been assessed in enterprises through work-based assessment	<ul style="list-style-type: none"> <li>• Less than 10%</li> </ul>	0
		<ul style="list-style-type: none"> <li>• 10% to 50%</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Over 50%</li> </ul>	5
<b>O4 On-line collaboration networks/ Mixed community of practice</b>	0.4.1. Existence of VET-industry communities finding new ways of improving the training system	<ul style="list-style-type: none"> <li>• None/Not aware</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Some sporadic examples</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Active and well organised activities</li> </ul>	5
	0.4.2. Influence of mixed on-line communities on VET practice	<ul style="list-style-type: none"> <li>• None</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Marginal</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Very relevant</li> </ul>	5
	0.4.3. Percentage of teachers who are members of industry related professional communities	<ul style="list-style-type: none"> <li>• Less than 10%</li> </ul>	0
		<ul style="list-style-type: none"> <li>• 10% to 30%</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Over 30%</li> </ul>	5
<b>O5 Resource effectiveness</b>	0.5.1. Involvement of industry in the selection of courses to be implemented	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• In some cases</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Systematically planned</li> </ul>	5
	0.5.2. Integrated use of technological resources for learning and exams	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• In some cases</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Systematically planned</li> </ul>	5
	0.5.3. Available examples (in the last five years) of suppression of courses previously delivered	<ul style="list-style-type: none"> <li>• None</li> </ul>	0
		<ul style="list-style-type: none"> <li>• 1 to 5</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Over 5</li> </ul>	5

Category 4: Institutional Context indicators (C)

General Indicators	Specific Indicators (observable/measurable)	Levels	Score
<b>C1 Strategy for collaboration in place</b>	C.1.1. Strategy document available (clear, with resources, for 3 or more years)	• Strategy defined by management bodies	0
		• Strategy defined by management and consultations	1-4
		• Fully participatory strategy development	5
	C.1.2. VET Strategy development that involve key partners and stakeholders	• Not available	0
		• In preparation or incomplete	1-4
		• Available and implemented	5
	C.1.3. Evaluation of strategy implementation	• None	0
		• Every 2 years or more	1-4
		• Yearly	5
<b>C2 Management commitment to VET-WORK</b>	C.2.1. Manager(s) are evaluated according to the maintenance of the VET-WORK relationship	• No	0
		• As a marginal aspect of their performance	1-4
		• Yes, as a key aspect of their performance	5
	C.2.2. Personal commitment of VET manager(s) towards strengthening VET-Work relationship	• None	0
		• Moderate	1-4
		• High	5
	C.2.3. Support received by industry to VET management	• None	0
		• Moderate	1-4
		• High	5
<b>C3 Teaching commitment to VET-WORK relationship</b>	C.3.1. Teachers understand the necessity of using specialists from industry to provide good training	• Not really	0
		• Yes, but only some	1-4

		<ul style="list-style-type: none"> <li>• Yes, it is an accepted principle</li> </ul>	5
	C.3.2. Teachers and trainers have a proactive attitude towards the world of work	<ul style="list-style-type: none"> <li>• Rarely</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Frequently</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• Very frequently, it is a common practice</li> </ul>	5
	C.3.3. Actions aimed to increase and motivate staff commitment to VET-WORK (e.g. contests, competitions, projects, ...)	<ul style="list-style-type: none"> <li>• Never implemented</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Seldom implemented</li> </ul>	1-4
<ul style="list-style-type: none"> <li>• Regularly implemented</li> </ul>		5	
<b>C4 Learners interest in VET-WORK relationship</b>	C.4.1. Students show positive attitudes towards industry involvement in the definition of curricula and training activities	<ul style="list-style-type: none"> <li>• Not really</li> </ul>	0
		<ul style="list-style-type: none"> <li>• A significant minority does</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• A majority does</li> </ul>	5
	C.4.2. VET organisation encourage students to participate in volunteering activities where they learn to build up knowledge in a practical field	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Occasionally</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• On a regular basis</li> </ul>	5
	C.4.3. VET organisation cooperate with students associations and enterprises to help learners in their career choice	<ul style="list-style-type: none"> <li>• Never</li> </ul>	0
		<ul style="list-style-type: none"> <li>• Occasionally</li> </ul>	1-4
		<ul style="list-style-type: none"> <li>• On a regular basis</li> </ul>	5