

Evaluation Mechanism and Certification Scheme

Design and development of the evaluation mechanism and the certification scheme for the current entrepreneurial capacities of VET institutions.

Programme Erasmus+	
Action Type	KA220-VET - Cooperation partnerships in vocational education and training
Field	Vocational Education and Training
Project Title	Upskill the VET institutions by training the entrepreneurship office's staff and VET teachers
Project Acronym	EntreVET

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1.1. The EntreVET Evaluation Mechanism and Certification Scheme

Each table below, includes the indicators and target values for the evaluation of certain aspects of the entrepreneurial capacities of the VET institutions. Before each table, the minimum number of points necessary to receive a certification are mentioned. Each question that fulfils the target value gives one point.

1.1.1. Skills and competences of teachers and staff

Number of Minimum Points for Certification: 9 out of 12

Personal Skills		
Aspect	Indicator	Target Value
<u>Awareness of key entrepreneurial concepts and competences</u>	Number of VET teachers and staff who have attended at least one professional development opportunity related to entrepreneurial competences	>70%
Awareness of key entrepreneurial concepts and competences	Number of VET teachers and staff who can provide examples of how they have integrated entrepreneurial competences into their teaching/working practice	>70%
Awareness of key entrepreneurial concepts and competences	Number of Teachers and staff that can identify more than 7 (out of 15) entrepreneurial competences of the EntreComp Framework Description:: You can find more information about what the EntreComp framework is here.	>50%
Self-awareness	Number of teachers that regularly engage in self-reflection about their teaching practices and seek feedback from colleagues and students to identify strengths and areas for improvement, at least once per course taught.	>70%
Self-awareness	Number of VET staff that regularly engage in self-reflection about their working practices and seek feedback from colleagues and students to identify strengths and areas for improvement, at least once per year.	>70%
Self-awareness	Number of Teachers and staff that encourage students to reflect on their own strengths and weaknesses and set goals for their personal and professional development, at least once per course taught	>70%
Responsibility	Number of Teachers and staff who hold themselves accountable for their professional decisions and actions, and take ownership of their mistakes.	>90%

Responsibility	Number of Teachers and staff who take action against unethical behavior in their area of influence.	>90%
Responsibility	Number of Teachers and staff who ensure that they provide a safe and healthy learning environment for their students, including following health and safety regulations and taking necessary precautions to prevent accidents.	>90%
Motivation and ability to work independently	Number of VET Teachers and staff who set personal and professional goals and strive to achieve them independently, without excessive guidance or supervision from others, at least once per year.	>80%
Motivation and ability to work independently	Number of VET Teachers and staff that take initiative in their work and come up with new ideas or projects at least once a quarter (i.e., new in-class exercises, field trips, (extra)curricular activities etc).	>70%
Motivation and ability to work independently	Number of VET Teachers and staff that seek out learning opportunities or professional development on their own at least once a year.	>60%

Number of Minimum Points for Certification: 6 out of 7

Communication and Cooperation		
Aspect	Indicator	Target Value
Teamwork	The number of VET teachers and staff who initiate communication and cooperation with colleagues and support staff to plan and organize vocational education and training events for students.	>60%
Teamwork	Number of VET teachers and staff who provide guidance and support to students on how to collaborate effectively in group projects, through practical tips and tricks.	>60%
Communication and active listening	Number of VET teachers who actively seeks feedback from students to ensure they are understanding the course material, at least once per class (either orally or through online forms)	>60%
Communication and active listening	Number of VET teachers who adapt their communication style to meet the needs of students with different learning styles	>60%

Communication and active listening	Number of VET teachers who use at least 3 different means of communication to engage students, such as visual aids and multimedia (i.e., presentations, exercises, oral lectures, videos, online platforms, online applications).	>70%
Digital skills and competences	Number of VET teachers who use 3 or more digital tools and resources the VET Teacher uses to enhance learning experience (i.e., emails, online forum, learning platform, online applications, video conferencing applications)	>80%
Digital skills and competences	Number of courses made available to VET teachers and staff on the topic of digital skills and competences, offered either by the institution or other parties, per year	>1

Number of Minimum Points for Certification: 8 out of 10

Problem Solving		
Aspect	Indicator	Target Value
Dealing with uncertainty and performing under stress	Number of VET teachers and staff in the organization who have participated in professional development or training opportunities to enhance their ability to deal with uncertainty and perform under stress in the last two years	>50%
Dealing with uncertainty and performing under stress	Number of VET teachers and staff who can handle unexpected situations or problems calmly and constructively per semester.	>90%
Dealing with uncertainty and performing under stress	Number of VET teachers and staff who encourages students to take risks and try new things in their learning process through practical exercises and practical tips and tricks	>70%
Risk mitigation	Number of VET teachers and staff who have ever attended a training opportunity regarding risk mitigation.	>50%
Risk mitigation	Number of VET teachers and staff who implement safety protocols inside the classroom (i.e., fire safety protocol, first aid protocol, personal protective equipment protocol, health and hygiene protocol etc.)	>60%
Analytical thinking	Number of teachers and staff who conduct a thorough analysis of their students' work to provide constructive feedback and help the students identify areas for improvement, once per semester for all their students	>90%
Analytical thinking	The number of VET Teachers who analyse the effectiveness of a specific teaching method or approach and make adjustments to improve student outcomes, once per	>60%

	course.	
Creative thinking	The number of VET teachers and staff who encourage students to think outside the box and apply their learning in a creative way, through practical exercises, case studies and tips and tricks.	>80%
Creative thinking	The number of VET teachers and staff who provide opportunities for students to collaborate and work together to generate new and innovative ideas inside and outside the classroom.	>70%
Design thinking	Number of VET Teachers who know what the design thinking approach is.	>50%

1.1.2. Institutional services and support

Number of Minimum Points for Certification: 11 out of 16

Consultation Services		
Aspect	Indicator	Target Value
Coaching and Consultation Services	Number of training opportunities and courses available to students, regarding entrepreneurial skills (offered either by the VET provider or other institutions)	1
Coaching and Consultation Services	Number of internship opportunities made available to students, in the field of entrepreneurship	1
Coaching and Consultation Services	Number of helpdesk structures made available to students for entrepreneurship-related inquiries	1
Coaching and Consultation Services	Number of posts made to institutional social media and website regarding the entrepreneurial services available for students, per year	4
Coaching and Consultation Services	Number of leaflets and other institutional documents containing information about the entrepreneurial services offered	1
Coaching and Consultation Services	Are the entrepreneurship-related services available to students during the workdays?	Yes
Coaching and Consultation Services	Number of students aware of the coaching and consultation services available by their institution	>80%
Coaching and Consultation Services	Number of online/ F2F communication channels between students and the VET staff, for entrepreneurship-related topics (i.e., contact form, forum, email, office in the VET provider premises)	2

Coaching and Consultation Services	Percentage of students seeking entrepreneurial guidance having prepared business plans developed and consulted with the help of the institution's staff	>20%
Coaching and Consultation Services	Number of online tools used to create business skills (e.g. trial company)	>1
Coaching and Consultation Services	Does the VET institution provide consultancy in the field of innovative business ventures (innovations)	Yes
Mentorship	Number of former/ current entrepreneurs students can talk to, via the institution	3
Mentorship	Number of different channels of communication between entrepreneurs and students (i.e., F2F chat, emails, video calls, forums)	2
Financial and Tax Consultancy	Number of documents made available to students, including information regarding financial, legal and taxation issues, on starting and running a business	1
Financial and Tax Consultancy	Number of VET staff that can support and guide students with financial and tax-related issues	1
Students with Fewer Opportunities	Have students / pupils with fewer opportunities been provided with support in the field of business development	Yes

Number of Minimum Points for Certification: 6 out of 7

Networking Services		
Aspect	Indicator	Target Value
Access to Funding Opportunities	Number of published documents (or databases) that provide students with information about funding opportunities	1
Access to Funding Opportunities	Number of different types of funding opportunities that are covered by the document (i.e., individual investors, private equity funds, crowdfunding, government funds, European funds, incubators etc.)	3
Access to Funding Opportunities	Number of staff employed in the institution that are able to guide students into finding funding opportunities	1
Access to Funding Opportunities	Percentage of cases of effective support in obtaining funds for economic activity	>10%
Partnership Building	Number of databases with business contacts that students can take advantage of (i.e., network of prospective employees, stakeholders, users, customers and investors)	1

Partnership Building	Number of trained staff that can provide guidance to and train students on professional skills (i.e., writing a professional email, communication with other parties, reaching out to interested parties)	1
Partnership Building	Number of social network platforms (i.e., forums, online networking platform for alumni, social media groups) that connect students with stakeholders and other interested parties	1

Number of Minimum Points for Certification: 6 out of 7

General Services	
Indicator	Target Value
Existence of a co-working space for students	1
Existence of hardware and equipment to be used by students (i.e., at least one computer, printer, telephone line, internet connection, stationary)	1
Access of students to software licence for Microsoft Office (or similar substitutes)	1
Percentage of students with special needs that can make use of the entrepreneurial services of the instruction	90%
Percentage of the entrepreneurial services of the institution that can be used by students with special needs	70%
Does the centre have an up-to-date operating and development strategy including the entrepreneurial support of students?	Yes
Does the VET institution conduct satisfaction surveys regarding the entrepreneurial services it provides, at least once per year	Yes