

# Continuing Professional Development Programme

LEVEL 4 ENHANCING INTERNATIONALISATION



Center for Social  
Innovation



Centrum Wspierania  
Edukacji  
i Przedsiębiorczości



**CDETБ**  
Board of Directors: eugen Gillman (Chairman) Mhairi John Clerk  
City of Dublin Education and Training Board



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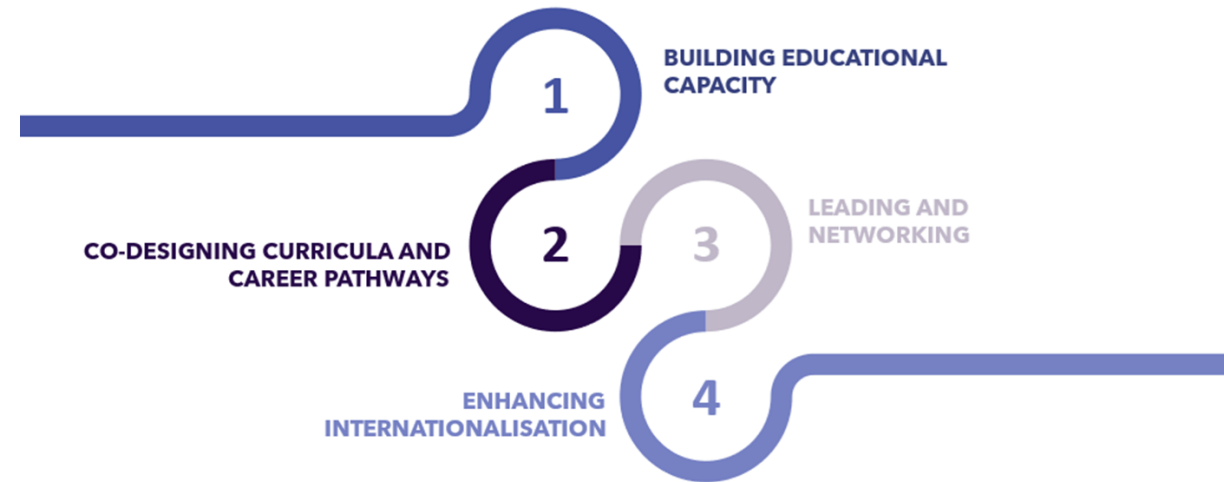
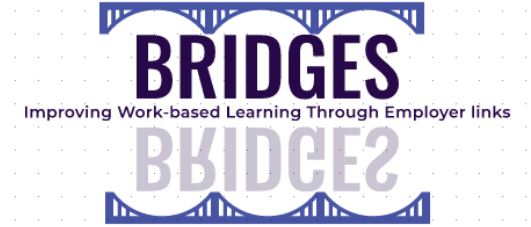
# CPD OUTLINE

## Objective

Employer engagement produces a range of benefits at every stage of vocational education and training (VET), especially in the design and implementation of work-based learning (WBL) paths.

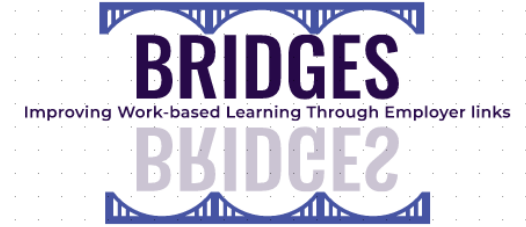
Efficient employer engagement is vital in a complex and ever-changing world. Slow economic recovery, the COVID-19 pandemic, digital and green transformations, higher skills, qualification requirements and skill mismatches make business' and VET partnerships crucial; however, initiating such relationships and ensuring their success and sustainability is far from simple.

The BRIDGES CPD programme is a four-level employer engagement framework which aims to support VET managers and professionals to develop their BRIDGES pathway to build excellence in employer engagement.



**BRIDGES Employer Engagement Path**

# CPD OUTLINE

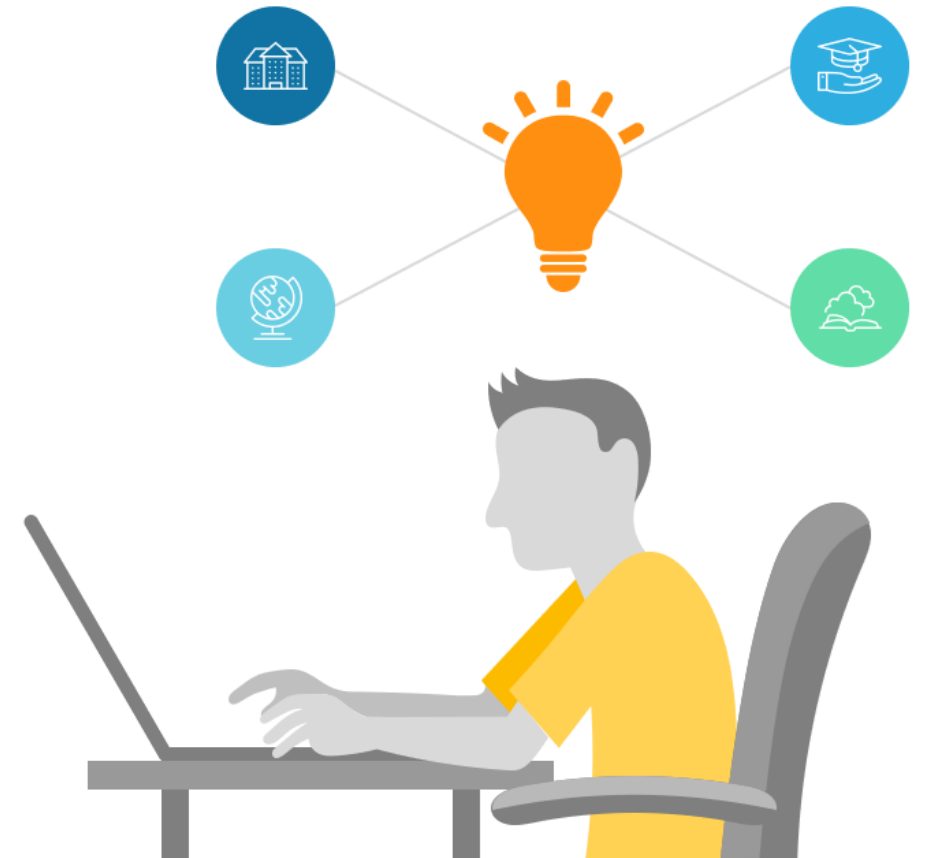


## STRUCTURE

The BRIDGES CPD programme was designed based on the FLEX model and allows VET professionals to follow a personalised learning path.

As a blended learning methodology, the FLEX model allows learners to have control over their learning. Those taking the course can move from one activity to another according to their needs. For that purpose, each learning unit within each level concludes with a self-analysis exercise. Such tools allow the learner to decide which path to take in the following units.

All activities can be implemented both online and offline. The learning can be self-taught or used as part of a structured session.

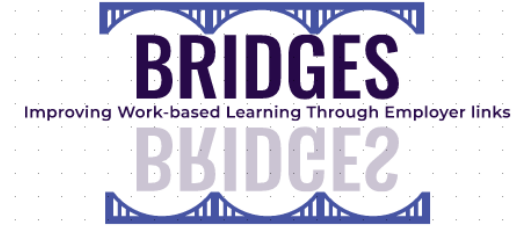


# LEVEL 4

## ENHANCING INTERNATIONALISATION

# LEVEL 4

## ENHANCING INTERNATIONALISATION



### Outline

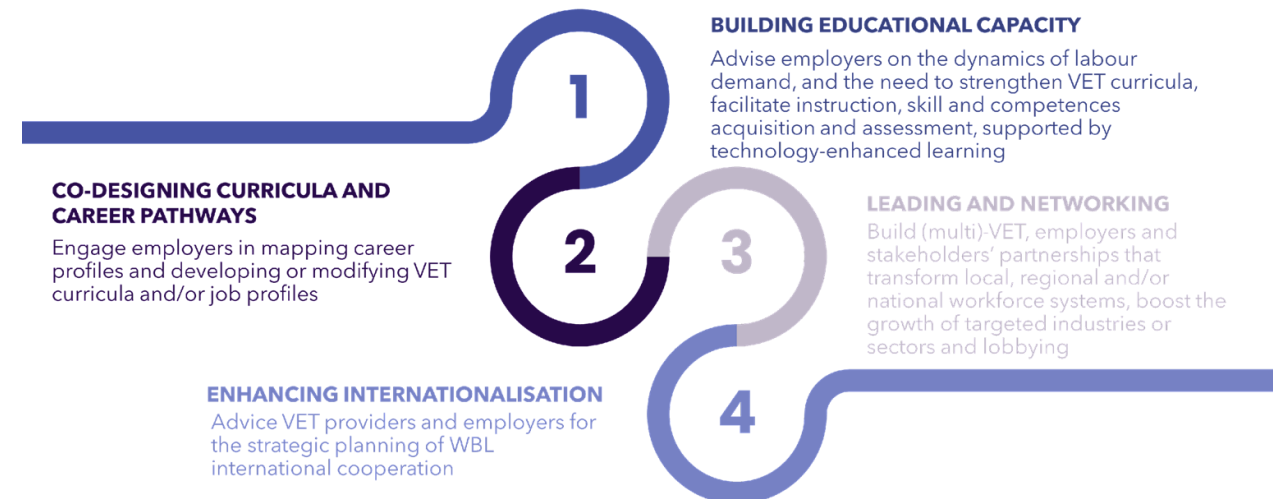
This learning unit corresponds to level 4 of the BRIDGES Employer Engagement Framework. Within this unit, VET managers and professionals will learn how to advise VET providers and employers on the strategic planning of WBL and international cooperation.

#### This unit will allow you to;

Develop Your approach to internationalising your VET Provision

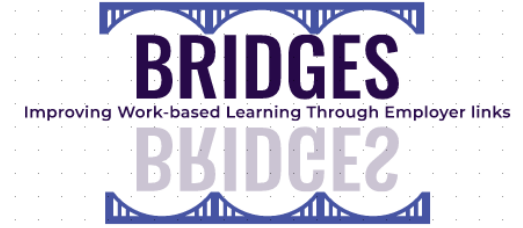
Undertake a comparative analysis of your VET organisation using a range of tools and resources

Develop an Action Plan for implementing your Internationalisation approach



# LEVEL 4

## ENHANCING INTERNATIONALISATION



### Learning Units and Objectives

Level 4, Enhancing Internationalisation, was designed to meet the objective outlined in the BRIDGES Employer Engagement Framework.

It includes a total of three learning units:

Unit 1 - Enhancing Internationalisation

Unit 2 - Comparative Analysis

Unit 3 - Implementing Your Approach

Each learning unit comprises a specific activity covering the learning objectives listed for level 2 professional standards.

The total of learning hours to complete each learning unit is approximately 5 hours.

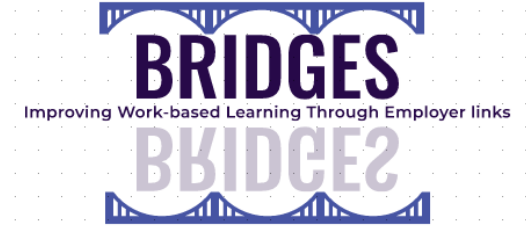
Self-directed learning (4 hours)

Tutor training (1 hour)

Scheme	
	Theory & Context
	Understanding Benefits & Risks
	Comparative Framework – tools and resources
	Understanding Your Stakeholders
	Action Planning & Delivery
	Evaluation & Review

# UNIT 1

## DEVELOPING YOUR INTERNATIONAL STRATEGY



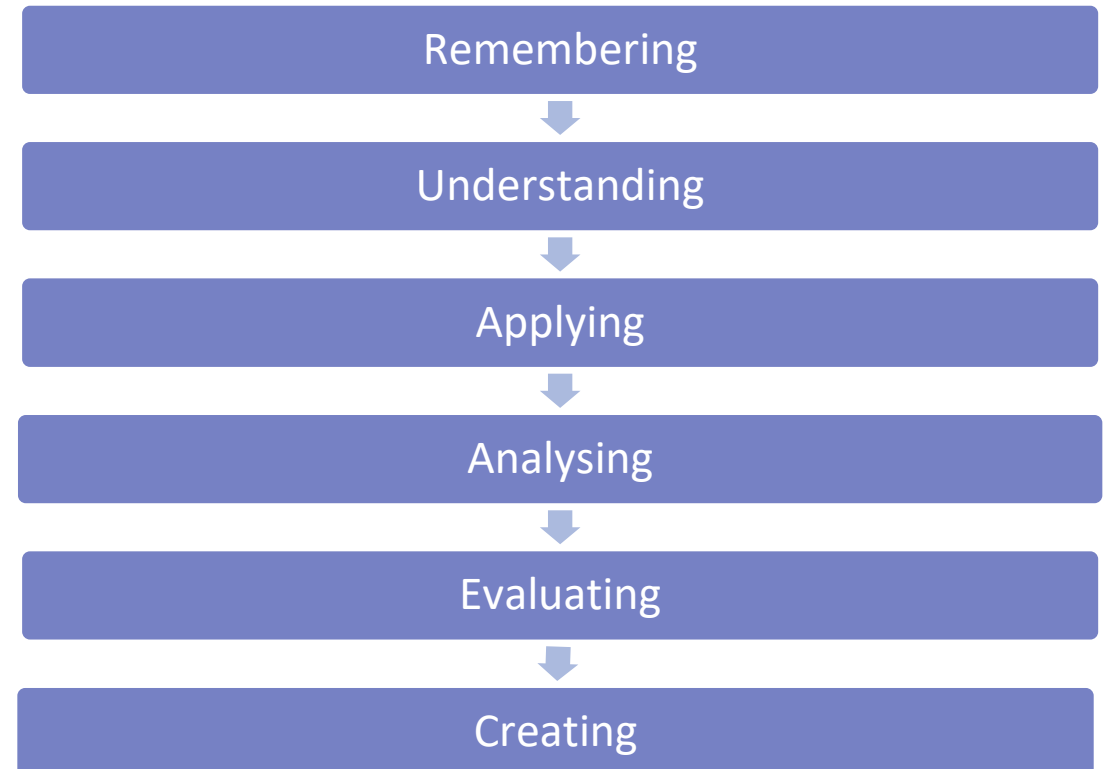
### Learning outcomes

Know how to to understand and carry out a business strategy for the organisation

Demonstrate research that will inform the strategy, taking into account areas which include geographic and demographic points of view

Deliver different models of learning for a range of stakeholders.

### Unit learning roadmap



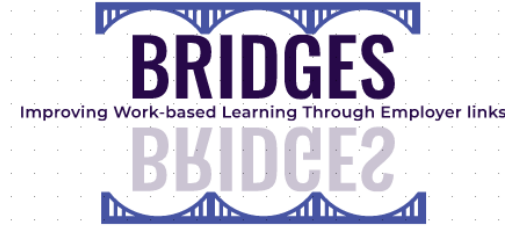
# UNIT 1

## DEVELOPING YOUR INTERNATIONALISATION STRATEGY

### Activity 1 GLOBALISATION & INTERNATIONALISATION

In this activity, you will consider the inter-related concepts of globalisation and internationalisation in the VET and understand how internationalisation strategies must be responsive to the changing dynamics of globalisation.

You will consider the benefits of internationalisation alongside some of the potential risks and opportunities presented by changing trends and developments in globalisation for your own organisational context.



### RESOURCES BOX

To complete this activity you will need:

- A laptop/PC
- Access to internet
- Headphones
- Writing material to take notes

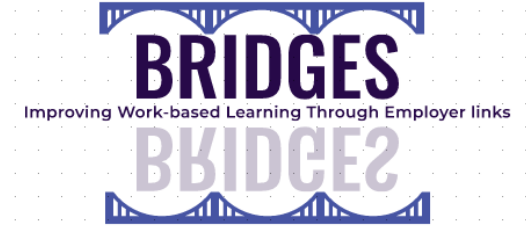
#### Readings:

- Concept of Globalisation
- Internationalisation of the Curriculum: Comparison and Evaluation of Definitions (ioc.global)
- Factors affecting “Slowbalisation”



# UNIT 1

## DEVELOPING YOUR INTERNATIONALISATION STRATEGY



### Activity 1

#### GLOBALISATION & INTERNATIONALISATION OVERVIEW

##### STEP 1 - Conceptualising Globalisation and its Impact

- Firstly, consider the concept of globalisation and the definition of internationalisation, then apply the same concept to your own organisational context
- What steps has your organisation taken to date regarding internationalisation?
- Consider what this has meant for your stakeholders (internal and external)?

##### STEP 2 – Rethinking Globalisation Post COVID-19

Consider the changing context of globalisation over the last 15 years, post financial crash and impact of COVID-19 . Watch the Video and then consider the potential opportunities and the risks to your organisation and your stakeholders.



MAHMOUD KHALED/GETTY IMAGES

# UNIT 1

## DEVELOPING YOUR INTERNATIONALISATION STRATEGY



### Activity 1 – Step 1

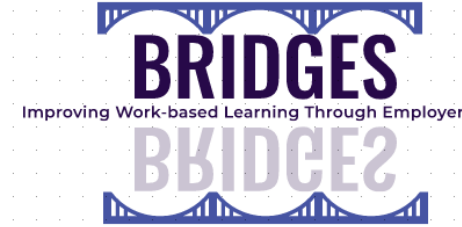
#### Globalisation

Internationalisation is the incorporation of international, intercultural and global dimensions into the content of the curriculum alongside the learning outcomes, assessment tasks, teaching methods and support services of a program of study Leask B. (2009)

Consider how the process of globalisation has impacted upon your organisation to date. Consider aspects such as Curriculum; Pedagogy; Marketing; Student & Staff Mobility; Partnership Working etc

# UNIT 1

## DEVELOPING YOUR INTERNATIONALISATION STRATEGY



### Activity 1 – Step 2

#### Rethinking Globalisation

Having read the material and considered the impact of COVID-19 and other developments impacting upon globalisation:

Consider the risks to your organisation and your stakeholders of your current approach.

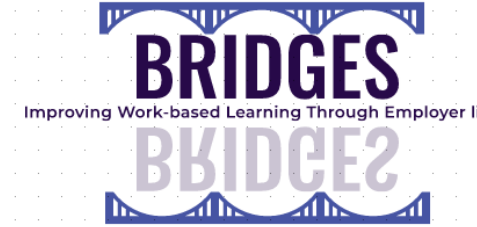
What are the opportunities?

Consider the following areas:

- Post Covid Recovery & Building Resilience
- Sustainability & Contribution to Net Zero
- Business Opportunities
- Technology & Digitalisation

# UNIT 1

## DEVELOPING YOUR INTERNATIONALISATION STRATEGY



### Activity 2

In this activity you will consider the concept of the European Qualifications Framework and how it can be applied to facilitate WBL in different contexts.

You will gain an understanding of the EU Quality Assurance Framework and the resources that are available to assist you in developing your WBL Programmes.

### RESOURCES BOX

To complete this activity you will need:

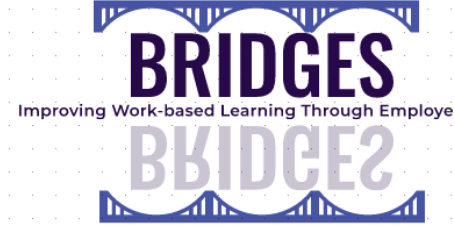
- A laptop/PC
- Access to internet
- Headphones
- Writing material to take notes

Readings:

- [The European Qualifications Framework \(EQF\) | Europass](#)
- [EQAVET](#) – EU Quality Assurance in VET
- [What is EQAVET?](#)
- [Qualifications Equivalences - ECVET](#)

# UNIT 1

## DEVELOPING YOUR INTERNATIONALISATION STRATEGY



### Activity 2

#### UNDERSTANDING THE EQF & HOW IT IS APPLIED

##### **STEP 1 - Research The European Qualifications Framework**

The EU developed the European Qualifications Framework (EQF) as a tool to make national qualifications easier to understand and more comparable between countries. The Framework aims to support the cross-border mobility of learners and workers as well as to promote lifelong learning and professional development across Europe. ECVET

##### **STEP 2 – Research EQAVET & ECVET 2009-2020**

The European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) and the European Credit System for VET (ECVET) were initiatives to support quality assurance and the transfer and recognition of learning in VET respectively.

##### **STEP 3 - Complete the quiz on the next slide**

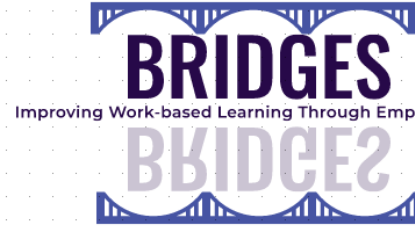
Review your understanding of the EQF

##### **STEP 4 - Reflect**

Consider the application of EQF, ECVET and EQAVET in your context

# UNIT 2

## DEVELOPING YOUR INTERNATIONALISATION STRATEGY



### Activity 2 – EQF Knowledge Quiz

1. EQF stands for:

- A) Employers Quality Federation
- B) European Qualifications Framework
- C) Educational Qualifications Fiche

2. The purpose of the EQF is to:

- A) Improve transparency
- B) Improve comparability of qualifications
- C) Improve recognition of qualifications
- D) All of the above

# UNIT 2

## DEVELOPING YOUR INTERNATIONALISATION STRATEGY

### Activity 2 – EQF Knowledge Quiz

1. EQF stands for:

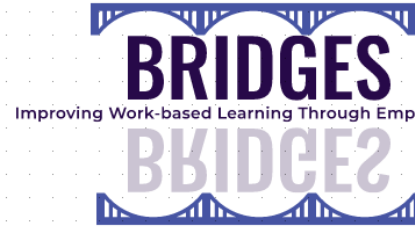
- A) Employers Quality Federation
- B) European Qualifications Framework
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2. The purpose of the EQF is to:

- A) Improve transparency
- B) Improve comparability of qualifications
- C) Improve recognition of qualifications
- D) All of the above

# UNIT 2

## DEVELOPING YOUR INTERNATIONALISATION STRATEGY



### Activity 2 – EQF Knowledge Quiz

3. The EQF is a framework to harmonise qualifications between EU Member States –

True or False?

4. How many levels are there in the EQF?

A) 7

B) 12

C) 8

D) 7

5. Is the EQF just limited to EU Member States?

Yes or No



# UNIT 2

## DEVELOPING YOUR INTERNATIONALISATION STRATEGY

### Activity 2 – EQF Knowledge Quiz

3. The EQF is a framework to harmonise qualifications between EU Member States

–

True or False?

That is not the purpose of the EQF but its use may lead to development of similar qualifications between 2 or more countries.

4. How many levels are there in the EQF?

A) 7

B) 12

C) 8

D) 7

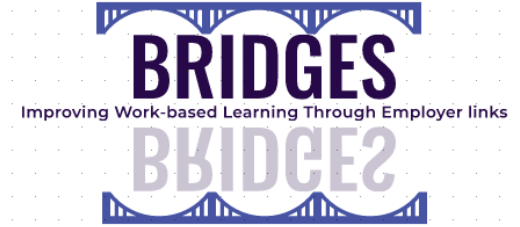
5. Is the EQF just limited to EU Member States?

Yes or No

The 27 EU Member States plus Iceland, Liechtenstein, Norway, Switzerland, Albania, Bosnia and Herzegovina, Kosovo, North Macedonia, Montenegro, Serbia and Turkey.

# UNIT 1

## Enhancing Internationalisation



### Activity 2

#### REFLECTION

How could the EQF and EQAVET assist you in internationalising your WBL strategy? Try and think of three practical applications.

What are some of the benefits of internationalising WBL

For learners?  
Fr employers?  
For your staff?

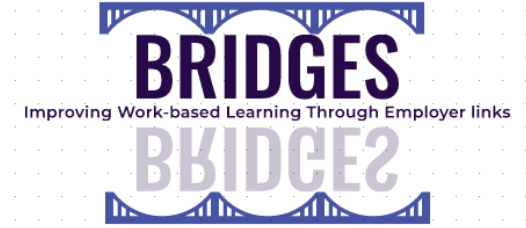
#### Conclusions and step forward...

After concluding this activity I feel the need to:

- *List here your conclusions about your learning path in this unit to determine in which areas do you need further training*

# UNIT 2

## COMPARATIVE ANALYSIS



### Learning outcomes

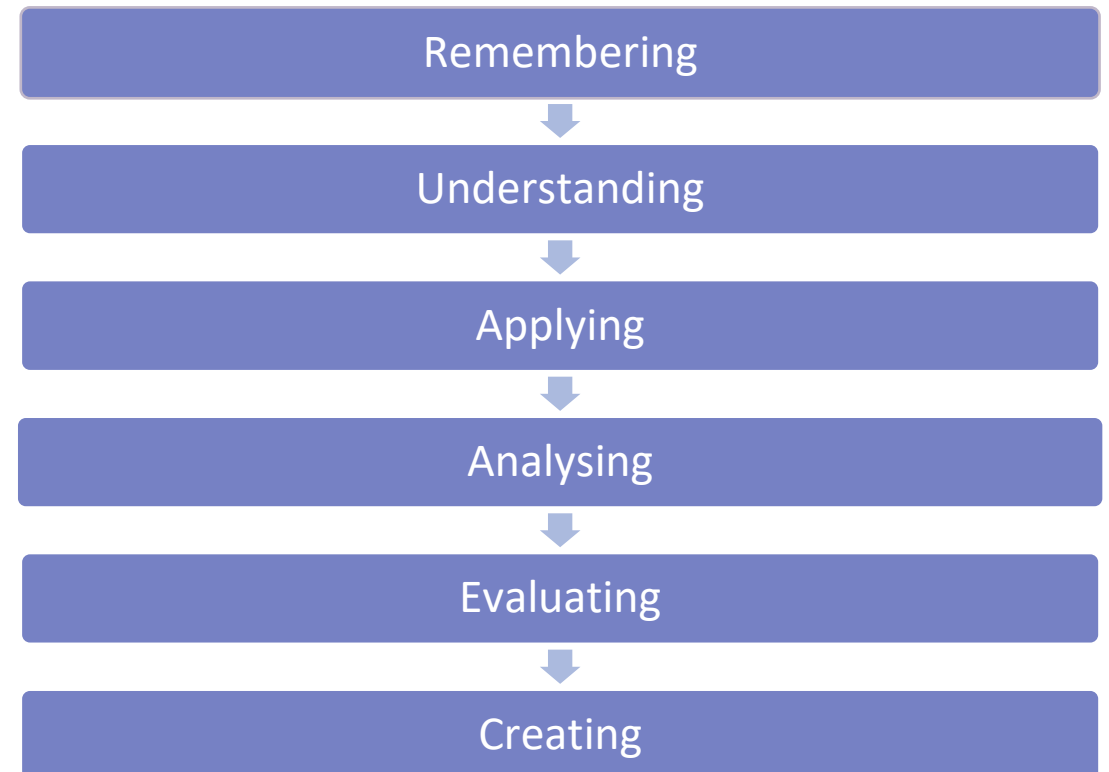
After the completion of this unit you will be able to:

Know how to research the benefits of VET and WBL in sectors and countries to show a positive adoption

Demonstrate how to analyse and compare frameworks and national standards across EU countries

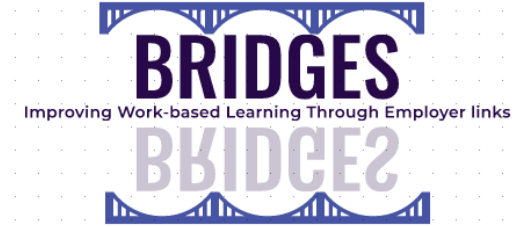
Apply and adapt the delivery to the changing needs of the employers and country

### Unit learning roadmap



# UNIT 2

## COMPARATIVE ANALYSIS



### Activity 1

STEP 1 – Learn where to get Information.

There is a wealth of material and examples available to you online to help you develop your approach. These include

Research Databases;  
EU Online Resources;  
Country Comparisons  
other Transnational Frameworks.

(Links to these resources are in the following slides)

### RESOURCES BOX

To deliver this activity you will need:

- A laptop/PC
- Access to internet
- Headphones
- Writing material to take notes

**Readings:**

**Handout Slide**

[Good for Business, Good for Youth](#) - European Commission (2017)

# UNIT 2

## COMPARATIVE ANALYSIS

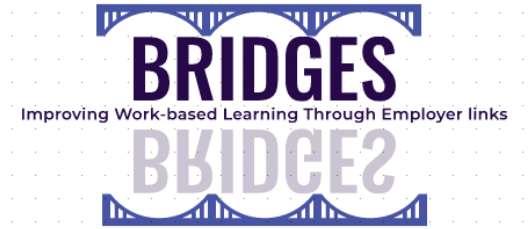
### Activity 1

#### COMPARING SYSTEMS

**STEP 2** - Source a comparative analysis of VET systems

Revisit your analysis of risks and opportunities you identified in unit one.

Consider what you can learn from other approaches to training and WBL that you can apply in your own context.



Microsoft Stock Photo

# UNIT 2

## COMPARATIVE ANALYSIS

### Activity 2 Useful Sources

#### Research

[European Centre for the Development of Vocational Training](#)

[VET Knowledge Centre](#)

**OECD Comparative Studies**

**Education & Training Monitor**

**European Alliance for Apprenticeships**

#### Centres of Excellence

Centres of Vocational Excellence ( CoVE) are designed to promote innovation and knowledge exchange in VET

Here's some examples of current CoVEs and their specialisms

- [Greenovet | Skills for a Green Europe - A Sustainable Future with Green Innovation](#)
- [Exam 4.0 \(examhub.eu\)](#) – Hub for Advanced Manufacturing
- [Home | DIHUB - Digital Innovation Hub for cloud based services](#)

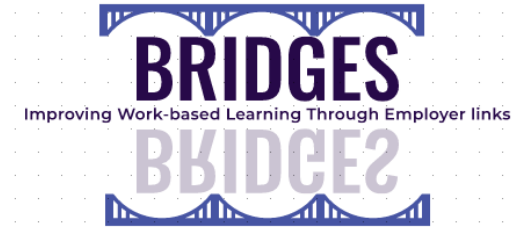
#### Tools

**CEDEFOP Online Tools** – Apprenticeships, Statistics, Quals Comparison etc

**SELFIE** – Tool for assessing Digitalisation of WBL Training Programmes

**WBL Toolkit** developed by Erasmus National Agencies

**European Vocational Skills Week** – Annual programme of events, seminars, keynotes etc



# UNIT 2

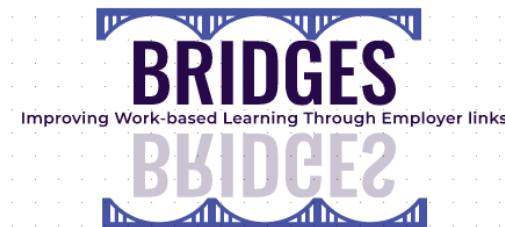
## COMPARATIVE ANALYSIS

### Activity 2

#### USING ONLINE RESOURCES

##### STEP 2

- Source a comparative analysis of VET systems using recent country specific analysis using the Education & Training Monitor. The Monitor tracks the development of education and training systems across the EU.
- Go to the [Education & Training Monitor](#) site. Choose a country comparator that you wish to review and Look at Chapter 6 of the Country Report - *Modernising vocational education and training and adult learning*
- Note any points of similarity or difference with your own context – Emerging issues and trends, Participation rates/ employer engagement approaches etc

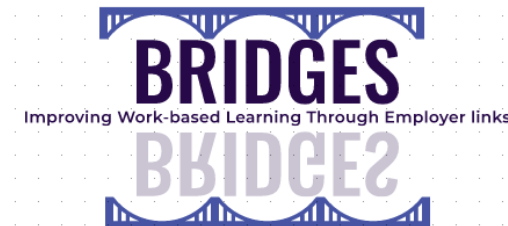


#### Conclusions and step forward...

- **Is there anything distinctive about WBL from this comparator country that you wish to explore further? Source additional information on this particular context and identify VET providers, projects or networks that you could approach for further information and insight.**
- **Keep a note of learning points for your own context and consider how this learning can be applied in developing your strategy.**
- *List here your conclusions about your learning path in this unit to determine in which areas do you need further training*

# UNIT 3

## IMPLEMENTING YOUR APPROACH



### Learning outcomes

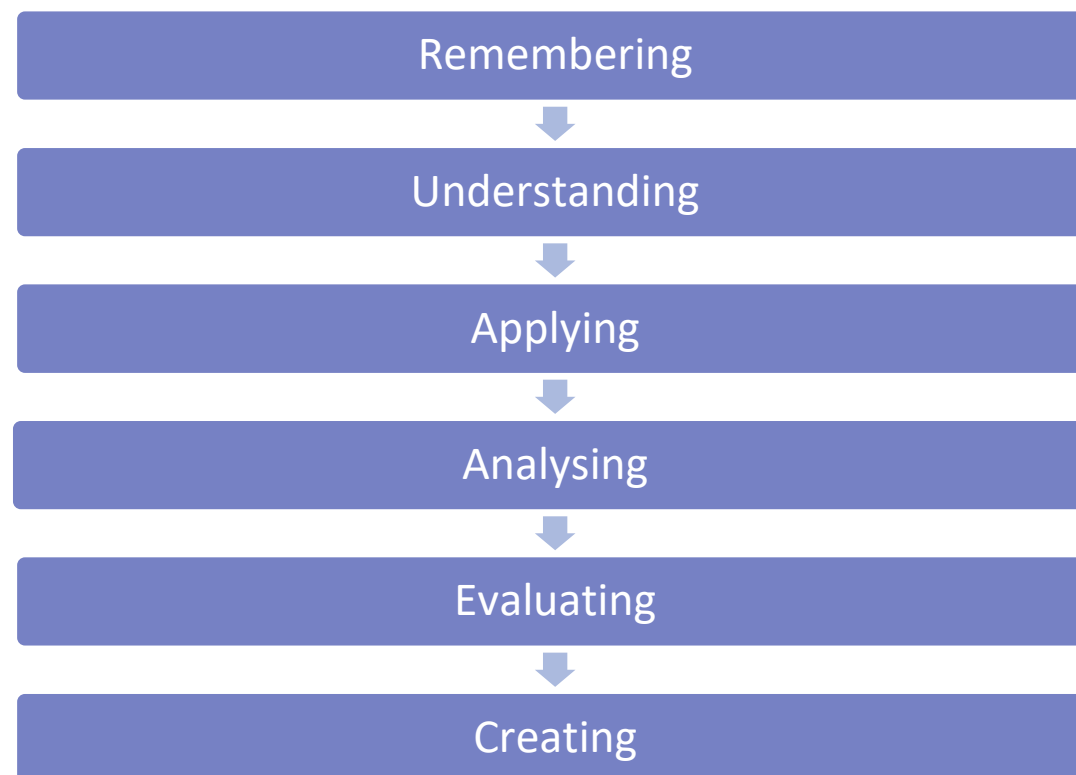
After the completion of this unit you will be able to:

Know how to discover and design CPD and other activities that will raise awareness and confidence of all stakeholders to deliver the organisation's internationalisation strategy

Demonstrate how to deliver within international settings for in-person or digital delivery while adapting learning to different VET systems based on the EQF

Produce processes, procedures and policies that support successful international partnerships and cooperation

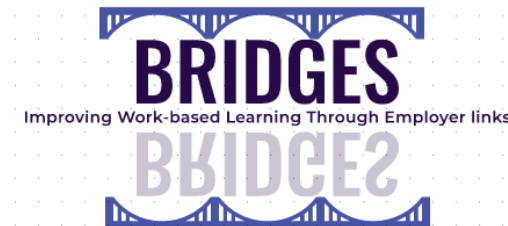
### Unit learning roadmap





# UNIT 3

## IMPLEMENTING YOUR APPROACH



### Activity 1

#### STAKEHOLDER ANALYSIS & ACTION PLANNING

##### STEP 1 - Stakeholder Analysis

Revisit the Bridges Employer Engagement Framework. Who could benefit from internationalising WBL? How can the EQF and other tools be of use to them?

Are they engaged and interested or not? How do you know? For not interested - What would motivate them to get involved? For interested stakeholders - What can you do to further develop the relationship?

##### STEP 2 – Action Planning

### RESOURCES BOX

To deliver this activity you will need:

- A laptop/PC
- Access to internet
- Headphones
- Writing material to take notes

#### Readings:

Bridges Employer Engagement Framework

Int'l Perspective - Internationalisation in Vocational Education and Training: Is Internationalisation Moving from the Periphery to the Centre of VET? Tran, L, Dempsey K, (2015) International Education Association of Australia

# UNIT 3

## IMPLEMENTING YOUR APPROACH

### Activity 1 STEP 2 Action Planning

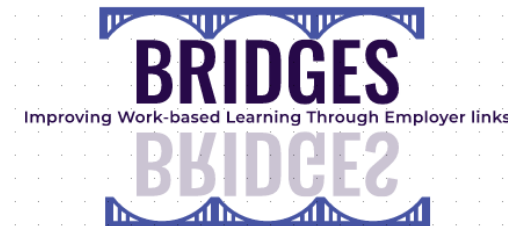
Consider what you’ve covered in the previous units, the sources of assistance and tools available to you. Revisit your organisations objectives, the employer engagement framework and stakeholder analysis and develop an action plan to further internationalisation in your organisational context.

What	Why	Who	How	When	Success Measure
What action or activity is to be undertaken?	What are you trying to achieve through this action ?	Who needs to be involved – internal & external stakeholders ?	How will the activity be realised?	Target date for completion ?	How will you assess whether this has been effective?

In developing CPD activities ensure that these are based on identified need and that you can capture both formal and informal learning points and that the activity has clear developmental objectives. CPD activities should focus on both experiential and reflective learning.

# UNIT 3

## IMPLEMENTING YOUR APPROACH



### Activity 2

#### Developing Partnerships

##### STEP 1 – Identifying Partners

Achieving the objectives of your internationalisation strategy will often involve project working with partner organisations. How can you improve how you identify and work with partners?

##### STEP 2 – Working with Partners

### RESOURCES BOX

To deliver this activity you will need:

- A laptop/PC
- Access to internet
- Headphones
- Writing material to take notes
- Refer back to the useful sources in Unit 2

#### Readings:

Bridges Employer Engagement Framework

# UNIT 3

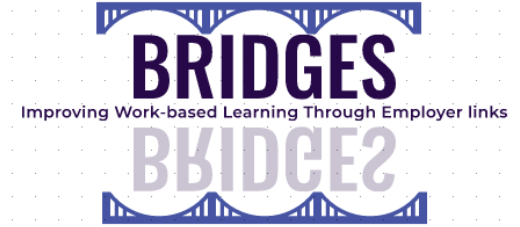
## IMPLEMENTING YOUR APPROACH

### Activity 2

#### Developing Partnerships

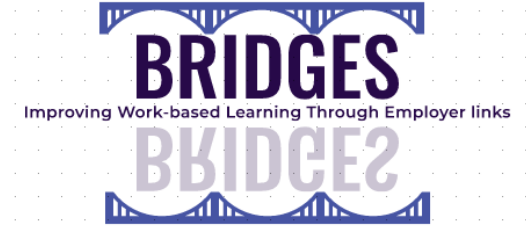
##### Step 1 – Identifying Partners

- Do they have a track record of project management experience leading to delivery of quality outputs and outcomes?
- Are they an existing member of a Recognised Network? Industry Sector, VET Providers etc
- What deliverables have they produced?
- What events have they organised?
- Assess their capacity to engage - How many other projects are they engaged in? Look at the CVs of Staff working on the project.
- Is there evidence of Senior Management buy -in and oversight of the project
- What is the financial standing of the organisation? Are they solvent?
- What are their governance arrangements? Are there systems and processes demonstrating robust governance in place. What evidence is there of oversight by Management & Board of Organisation.
- Do they have policies & procedures in place relevant to the requirements of the proposed partnership activities – safeguarding, health & safety, financial management and reporting, HR etc.



# UNIT 3

## IMPLEMENTING YOUR APPROACH



### • STEP 2 – Working With Partners

Areas to consider include

- Memoranda of Understanding – context, principles, organisational commitment
- Placement Agreements
- Insurance & Indemnity
- Health & Safety – Risk Assessment
- Logistics – travel, accommodation, documentation etc
- Learner Orientation
- Arrangements for Ongoing Support and Mentoring

# UNIT 3

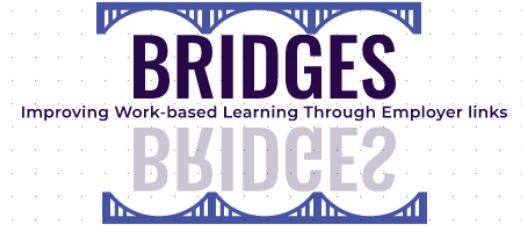
## IMPLEMENTING YOUR APPROACH

### Activity 3

#### EVALUATION

Keep a note of learning points for your own context and consider how this learning can be applied in developing your strategy.

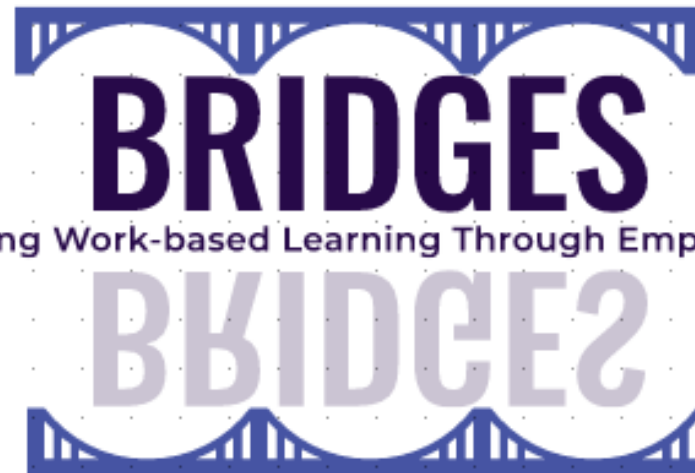
Review your sources of information and ensure you are subscribed to relevant newsletters, bookmark key sites to keep under review for new developments.



#### Conclusions and step forward...

After concluding this activity I feel the need to:

- *List here your conclusions about your learning path in this unit to determine in which areas do you need further training*



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