Vocational Excellence Framework
An overview

Purpose

The Vocational Excellence Framework comprises a set of rubrics developed and maintained to establish **the consistent set of criteria** by which the Food and Fibre sector can measure the level of vocational excellence achieved in the design and delivery of Vocational Education and Training (VET) services.

Definition[1]

A **rubric** is typically an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards, or **to measure their attainment against a consistent set of criteria**.

Objective

The Food and Fibre Centre of Excellence in Vocational Education (FFCoVE) was formed to promote excellence in vocational education in New Zealand's food and fibre sector. To do this, it needs to be able to define and communicate what excellence is, and how it contrasts with everything that is not excellent. The framework presented in this document designed to do this.

Using the Framework

The framework can be used in several ways including:

- Guiding project design, including encouraging project developers to address systematic opportunities rather than creating standalone examples of innovation
- Identifying existing examples of excellence to promote
- Monitoring the state of vocational education in the Food and Fibre sector

Design Principles

In developing this framework, the aim was to:

- Build from a research-base but also incorporate the practical experience and perspectives of people working within New Zealand's VET system
- Adapt international research to a local context including by providing a cultural overlay
- Create a tool that make it easy to apply for the uses described above
- Make the framework modular, making it easy to expand and adapt
- Set a high bar for achieving excellence – most of the current vocational education system is assessed as being acceptable or good, but not excellent, using the framework **Development Process**

The rubrics began as a set of measures developed for the FFCoVE by Skills Consulting Group (SCG) as part of a literature review which sought overseas examples of excellence in Vocational Excellence Framework vocational education. SCG developed in initial attribute framework based on four As[2]; Availability, Accessibility, Acceptability and Adaptability.

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[1] Adapted from the Glossary of Education Reform (https://www.edglossary.org/rubric/)
[2] See Tomaševski's "4As" framework (2001)

Ongoing improvement

The framework is intended to be a living one and is therefore subject to a continuous improvement regime.

Structure of the Framework

The framework consists of 12 rubrics grouped into three areas:

- The **People** area comprises the characteristics and attributes of **influencers** in the VET system and poses the key questions:

  When the VET system is excellent, what are employers doing?

  What are excellent educators doing?

  There are currently two rubrics in this area: o Educators

  o   Employers and industry bodies

- The **Provision** area covers area comprises the characteristics and attributes of **VET provision and delivery** in the VET system and poses the key question:

  What has been identified as excellent in the 'stuff' of VET?

  There are currently eight completed rubrics in this area with a ninth under development:

  o   Face-to-face learning o Work-based learning o Digital and idstance learning o Blended modes of delivery o Underserved learners o Adult learners and career changers o Pastoral care (methods) o Assessment (methods) o Ākonga Māori (under development)

- The **Processes** area comprises the characteristics and attributes of the **contextual processes** that support VET systems and poses the key question:

  What has been identified as excellent in the processes of VET?

  There are currently two rubrics in this area:

  o   Skills recognition and credentials

  o   Funding models

Structure of the Rubrics

Each rubric comprises a two dimensional matrix as illustrated below.

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Ideas for Future Development

A four-step approach is proposed to maintain and grow the framework:

- **Address gaps** – The framework was not developed to be complete. Many parts of the VET system are not covered, or well-covered, by the existing rubrics.
- **Include non-formal learning** – While some of the framework is relevant to nonformal learning, it fits best with the formal VET system. The framework should be adapted and expanded to cover the non-formal training system.
- **Expand consultation** – Each rubric was tested with a small number of stakeholders and changes made since may not have been reviewed with them. There is ample scope for improvement by seeking further input and ideas.
- **Incrementally improve** – As and when new projects are commissioned, identify which rubrics apply and use the projects to test their currency. Amend as necessary to accommodate new elements and/or develop new rubrics as necessary.

CLICK HERE TO VIEW THE RUBRICS