



Workshop on BIBB/ibw-project

“Vocational education and training at Levels 5 to 7 in the European Qualifications Framework (H-VET) - comparative analysis of the mapping of qualifications in different countries of the EU” - HVET

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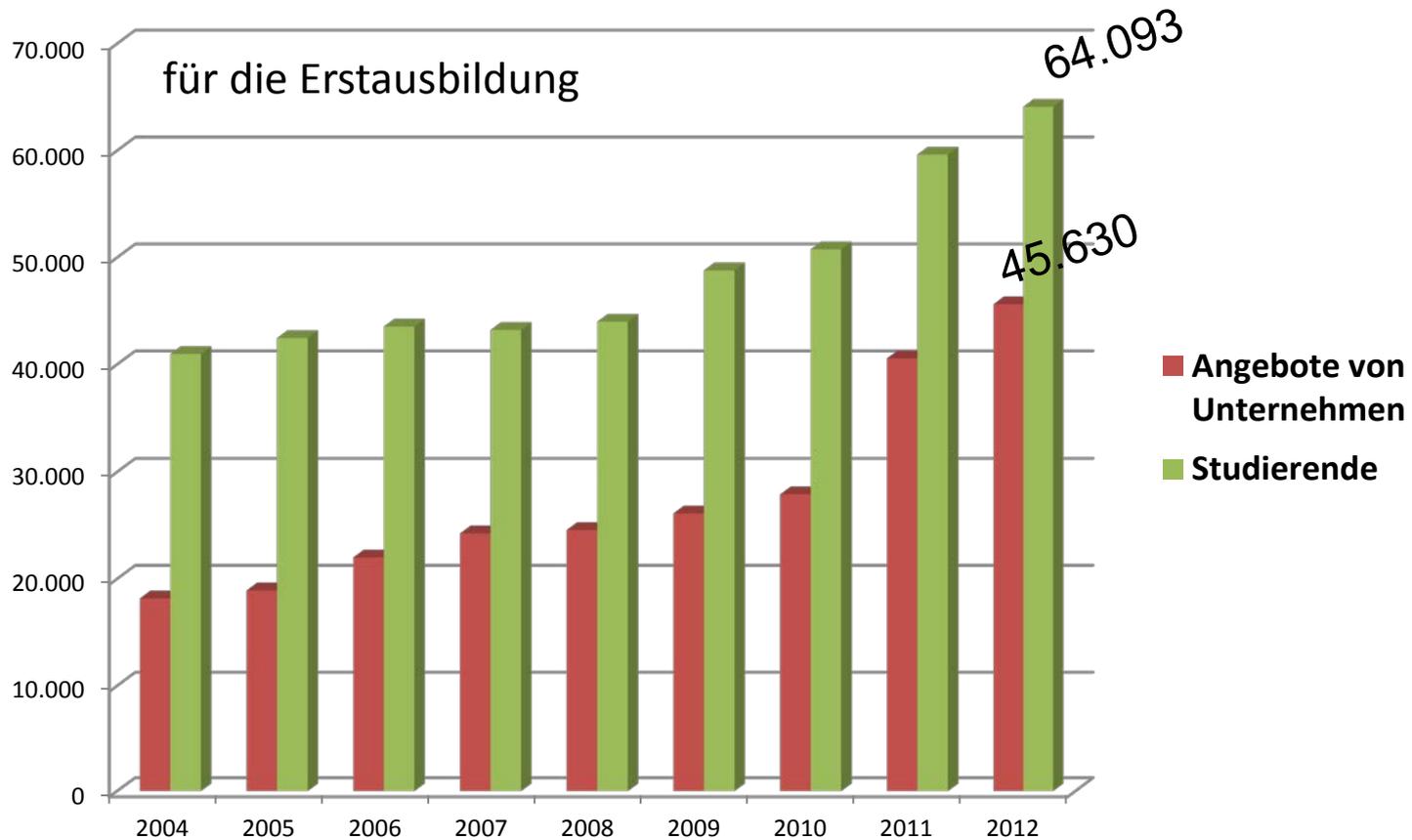
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Background

- Debate about academic drift vs. vocational drift in tertiary education
- Developments in Germany – steady increase of dual study programmes (academic/vocational)
- Implementation of national QF and EQF, the allocation of qualifications on higher levels

Quantitative Development – Companies and students





objectives

- making value and relevance of vocational education in general more visible
- contributing to a better understanding of vocational education on tertiary level that might lead to an increase of attractiveness of VET on secondary level. (by developing a typology of „work-related“/vocational programmes and identifying and systemizing their different functions in the education system)
- providing support in understanding and interpreting international comparative statistics and the EQF



methodological approach

- Overview of „work-related“ vocational learning programmes on tertiary level according to the following criteria: practical learning phases, design of curricula regarding the linkage between theory and practice, status of the learner, duration, access requirements, further educational pathways.
- Identification of „work-based“ learning programmes as a subgroup. i.e. additional criteria are met by the programmes. E.g. compulsory learning phases in companies, a coherent curriculum for theoretical and practical learning phases, supervision of external learning phases by university teaching personal, thesis about practice related issues in the companies.
- Developing a typology of **functions** of work-related programmes (Trow 1973, Teichler 2014)



What has happened so far?

- Desk research
- study visits in AT, England, IE, FIN
- Country background reports: AT, F, PL, IE, England, NO
- Intermediate project report (German version)
- Article in BWP (2014) “Academisation or vocational drift? – international developments in the tertiary sector of education”

First insights (I)

- statistical data show a clear increase of 5A programmes and a diverse picture of 5B developments.
- 5A also include work-related programmes: FIN, programmes at UAS; England, Foundation degree programmes; Frankreich, DUT;
- in D bachelor at vocational academies 5B but bachelor at UAS 5A, after revision to ISCED-2011 both 640 and now same coding for statistics for educational attainment, there will be a change of data- a decrease of 5B/ vocational programmes, but does that mean a content-related academic drift?
- FIN and NO have no 5B programmes at all, what is the reason? different programmes or different allocation because of defining them as part of higher education? institution related allocation? FIN: UAS (HEI) offer a variety of programmes. Some of them for young students after finishing secondary education, i.e. initial study programme, seem to be quite similar to Fachschulprogrammes in Germany, that are 5B.



First insights (II)

- England, Australia: Universities offer vocational programmes e.g. Foundation Degree programmes, non-university institutions offer academic programmes.
- There seem to be three groups of different functions of work-related programmes in tertiary education:
 - Further specialisation, higher vocational skills
 - Enriching academic programmes by picking up labour market needs in curriculum development (employability issue)
 - Bridging VET and academic pathways



Next steps

next phase, starting in late summer:

- case studies in the comparative countries on two programmes/approx. 10 interviews per country.

Core questions:

- Which programmes?
- Interview partners? (education institutions, companies, students, researcher, political stakeholders...)
- Further recommendations, ideas?