WORK-BASED LEARNING MODELS AT EQF-LEVELS 5 TO 7

AUSTRIA

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System Background I

**academic # vocational**

- IVET dominates upper secondary education
  => Austria has a qualification-oriented system
- => traditionally comparatively „small“ & focussed HE-sector
  => tertiary usually synonymous with academic (scientific/research-oriented) education
    - “HE = university” => academic/research focus
    - self-perception of HE-sector as well as public perception
    - even polytechnical institutes (Fachhochschulen) are oriented towards universities
Share of students in Upper Secondary Education by programme type

Source: ibw based on EUROSTAT data; * internet based data (not strictly comparable to Eurostat)
Entrance in Higher Education (ISCED-97)

Source: ibw based on OECD data; for most countries entrance rates are adjusted for international students.
System Background II

Traditionally: voc. tertiary education as “appendix” of IVET, often provided in non-formal training setting

=> there is hardly any understanding in Austria of „short-cycle tertiary education“

Changes under way:

- in the formal educational system: academisation of certain vocational tracks OR vocationalisation of HE?:
  - “upgrading” to HE-institutes (academies for teacher training, health etc.)
  - Re-classification in ISCED-2011: Level 5 now composed of .. “old ISCED-97 5B” + graduates of VET colleges
- non-formal educational system: discussion about integrating some „training“ into formal system, „joint umbrella“?
- however, still the bulk of non-formal voc. HE is “missing”
- NQF: up to now, only reference qualifications exist
  - some voc. higher educational programmes at levels 6 or 7
  - however, Y-design of NQF
Y-Design of Austria’s NQF:

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd cycle</td>
<td>PhD Level</td>
<td>NQF Level 8</td>
</tr>
<tr>
<td>(university)</td>
<td></td>
<td></td>
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<tr>
<td>2nd cycle</td>
<td>Master Level</td>
<td>NQF Level 7</td>
</tr>
<tr>
<td>(university, FH)</td>
<td></td>
<td>(qualifying examination for master builders, engineering offices and the civil engineers’ qualification)</td>
</tr>
<tr>
<td>1st cycle</td>
<td>Bachelor Level</td>
<td>NQF Level 6</td>
</tr>
<tr>
<td>(university, FH)</td>
<td></td>
<td>(master craftsperson qualification)</td>
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<tr>
<td></td>
<td>NQF Level 5</td>
<td>(BHS [VET college] qualification, BAKIP**)</td>
</tr>
<tr>
<td></td>
<td>NQF Level 4</td>
<td>(apprenticeship diploma, BMS [VET school] qualification, AHS matriculation certificate*)</td>
</tr>
<tr>
<td></td>
<td>NQF Level 3</td>
<td>(certificate obtained at <em>Hauswirtschaftsschule</em> [secondary home economics school, two-year course])</td>
</tr>
<tr>
<td></td>
<td>NQF Level 2</td>
<td>(certificate obtained at <em>polytechnische Schule</em> [prevocational school], <em>Haushaltungsschule</em> [secondary home economics school, one-year course])</td>
</tr>
<tr>
<td></td>
<td>NQF Level 1</td>
<td></td>
</tr>
</tbody>
</table>
Practical learning in Austria

- strong in upper sec.: dual system (apprenticeship training) & internships in fully-school based IVET (VET schools & colleges)
- low in HE: internships in polytechnicals (& some university fields like medicine, teacher education…)
- strong in non-formal training: e.g. mastercraftsman, Fachakademien

Involvement of companies / business sector in HE:

high involvement of business representative bodies …
… in design & provision of educational tracks/offers, curriculum development in non-formal HE / training
… as a provider of polytechnics (Fachhochschulen)
… in apprenticeship training

some involvement of business representative bodies in curriculum design in school based IVET at upper secondary

=> voc. HE:

High correspondence between work tasks & curriculum content
However, small offer of „real alternating“ educational programmes
Master craftsperson exam

- formal (legally regulated) qualification that can be obtained in a non-formal educational setting
  - ISCED-2011: 5 (short-cycle tertiary education); ISCED-97: partly in 5B
  - NQF: Level 6 (out of 8), but „own Y-arm“
  - de jure no legal prerequisite but full legal age (18 y.)
  - de facto most have relevant specialist professional qualification (apprenticeship) & experience
  - exam is comprised of 5 modules (3 related to the relevant craft, 1 für IVET trainer exam, 1 entrepreneurial exam / start-up business exam)
  - preparation for exam: either in specific schools but not in part-time preparatory courses (of SP
  - high involvement of business sector in design, content, examination
  - MOST of knowledge-/skills acquisition is informally / on the job!
Tertiary programmes with practical learning II

- WIFI-Fachakademie
  - non-formal programme
  - no ISCED coverage
  - NQF classification according to corridor 2 procedure
  - Training is offered part-time by WIFI
  - In 7 area specialisations: from IT to marketing…
  - 4 semester (minimum of 1.000 lessons)
  - prerequisite: mostly IVET qualification + experience
  - Content strongly geared towards practice (content by business, lecturers and examiners are experts from companies, content can be applied immediately at work) –
  - learners do not complete any practical phases at companies because programmes are provided in tandem with practical work anyway!!!
Tertiary programmes with practical learning III

- **Dual study programmes at Fachhochschulen**
  - formal qualification
  - alternation of theoretical and practical phases
  - up to now only 4 available programmes & moderate student numbers
  - companies are important education and training partners
  - companies have some role in content and curriculum design

- **Current discussion topics**
  Austria's tertiary voc. education is fragmented & often not formally recognised
  => low transparency despite high labour market attractiveness
  => establishing a „joint umbrella“? Bachelor professional?
ThanX a lot 4 your attention!!!
### Overview:
Tertiary vocational and academic programmes (ISCED 2011) tertiary programmes with practical learning

<table>
<thead>
<tr>
<th>ISCED</th>
<th>Access requirements</th>
<th>Duration</th>
<th>Place(s) of learning</th>
<th>Work placement</th>
<th>Focus</th>
<th>Relevance</th>
<th>Funding</th>
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<tbody>
<tr>
<td>ISCED 2011 5</td>
<td>Master craftsperson school, master craftsperson course</td>
<td>Two to four semesters</td>
<td>School</td>
<td>No</td>
<td>Labour market</td>
<td></td>
<td>Public</td>
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<tr>
<td></td>
<td>Industrial master college and building craftsperson school</td>
<td>Four semesters</td>
<td>School; CET establishment</td>
<td>No</td>
<td>Labour market</td>
<td>Part-time industrial master college (WM): In the whole of Austria, there are more than 50 WM programmes with some 3,700 employed pupils.</td>
<td>Public</td>
</tr>
<tr>
<td></td>
<td>BHS (VET college)</td>
<td>2 school years</td>
<td>School</td>
<td>YES *</td>
<td>Labour market / HE entrance qualification</td>
<td>Some 24,000 graduates a year (54% of all holders of the matriculation and diploma certificate)</td>
<td>Public</td>
</tr>
<tr>
<td></td>
<td>BHS Kolleg (post-secondary VET course)</td>
<td>Four to six semesters</td>
<td>School</td>
<td>YES, analogous to BHS</td>
<td>Labour market</td>
<td>Some 1,850 graduates a year (4% of all holders of the matriculation and diploma certificate)</td>
<td>Public</td>
</tr>
<tr>
<td></td>
<td>CVET university course (matriculation level)</td>
<td>Two to four semesters</td>
<td>University</td>
<td>no</td>
<td>Labour market</td>
<td>Some 5,500 graduates a year**</td>
<td>Private</td>
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Overview: continued
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<tr>
<td>ISCED 2011 6-7</td>
<td>Bachelor's programme&lt;br&gt;HE entrance qualification (matriculation certificate)</td>
<td>Three years</td>
<td>University, FH, PH</td>
<td>YES, compulsory at FH ***</td>
<td>Labour market or higher qualification</td>
<td>Some 28,000 graduates a year, (52% of all tertiary qualifications)</td>
<td>Public, partly private (tuition fees)</td>
</tr>
<tr>
<td>Master's programme</td>
<td>Completed bachelor's programme</td>
<td>At least two years</td>
<td>University, FH</td>
<td>YES, mostly only optional</td>
<td>Labour market or higher qualification</td>
<td>Some 23,000 graduates a year (44% of all tertiary qualifications)</td>
<td>Public, partly private (tuition fees)</td>
</tr>
<tr>
<td>CVET university course (post-graduate)</td>
<td>Completed study programme or equivalent qualification</td>
<td>Four semesters</td>
<td>University</td>
<td></td>
<td>Labour market</td>
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<td>Private</td>
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