

PERMEVET: Permeability in post-secondary VET

Pat(c)hways to professions?

Oslo and Akershus University College of
Applied Sciences

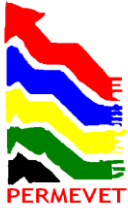
EU-Leonardo da Vinci 2009-2011

Transfer of Innovation

Rolf Aslaksrud Kristiansen
(Project coordinator)



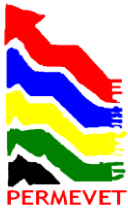




PERMEVET Partners

- P0 - NO: HiAk - Høgskolen i Akershus / Akershus University College
- P1 - NO: EUROMASC Ltd - European Masters of Skilled Crafts
- P2 - IS: IDAN fraedslusetur ehf
- P3 - DK: The Educational Committee of the Metal Industry
- P4 - NO: Folkeuniversitetet Fjellregionen
- P5 - AT: 3s research laboratory
- P6 - DE: Universität Bremen - Institut Technik und Bildung
- P7 - DE: Universität Oldenburg, Arbeitsbereich Weiterbildung und Bildungsmanagement
- P8 - LT: Vytautas Magnus University - Kaunas
- P9 - IT: University of Trieste - Geonetlab
- P10 - IT: Istituto Tecnico Industriale "Arturo Malignani"
- P11 - IT: Provincia Autonoma de Trento - Ufficio Fondo Sociale Europeo
- P12 - NO: Vea - State Vocational College in Floristry
- P13 - DE: WHKT - Westdeutscher Handwerkskammertag
- P14 - NO: Byggskolen – Norwegian Vocational College in Construction
- P15 - AT: IBW - Institute for Research on Qualifications and Training of the Austrian Economy

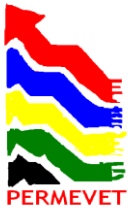




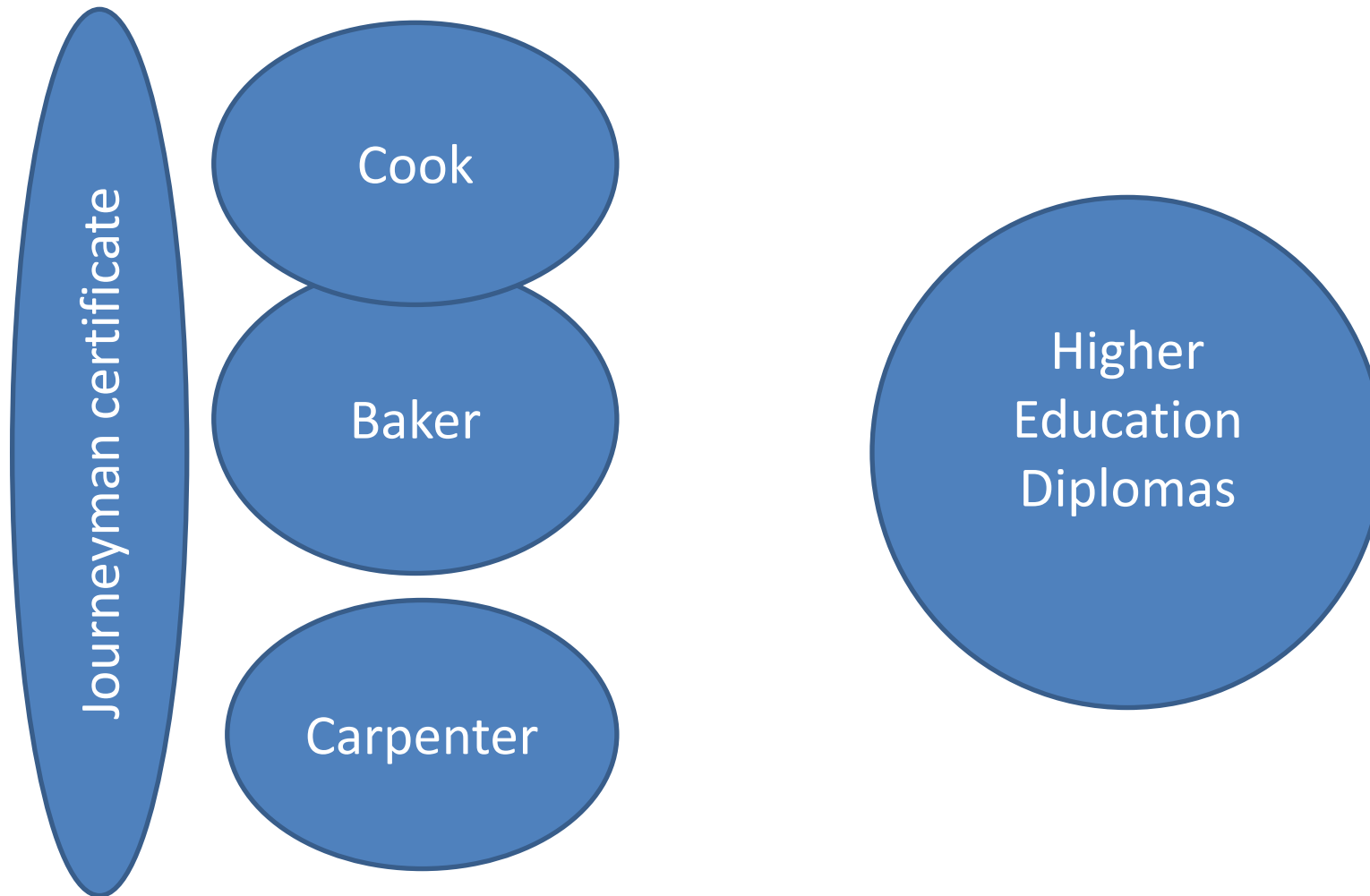
Permeability and Pat(c)hways

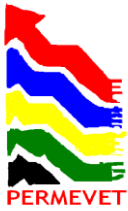
The presentation:

- The broad picture:
Learning outcomes being recognised across different strands of learning, training and life experiences
- The backbone of permeability
- An ECVET example: SME Master and learning outcomes
- The PERMEVET approach
- A few lessons learned
- The ambition for the future



Minimal permeability: Different systems – Very few transitions

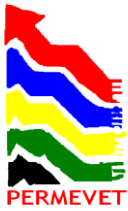




Permeability

Conceptual backbone

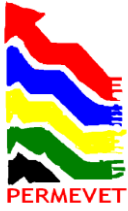
- Transparency – (mutual) recognition of education and training across borders
- Mobility – between countries, regions, sectors, enterprises and institutions
- EQF (European Qualifications Framework) 1-8
 - National qualifications (NQF)
 - Sectoral qualifications (SQF)
- ECVET (European Credit system for Vocational Education and Training)
 - with **Learning outcomes** organised in matrixes of units
- Validation and accreditation of prior learning



Prerequisites for Permeability

- Mutual trust
- Transparency and recognition
- Include non-/ in-/ and formally acquired knowledge, skills and qualifications/competences
- Parity estimation
- Methodology for comparison – ECVET principles
 - From input/load orientation (hours, weeks, pages)
 - To learning outcomes
 - Breakdown in units, steps/subunits, matrixes, possible point allocations
- Definition of the "Common Currencies"

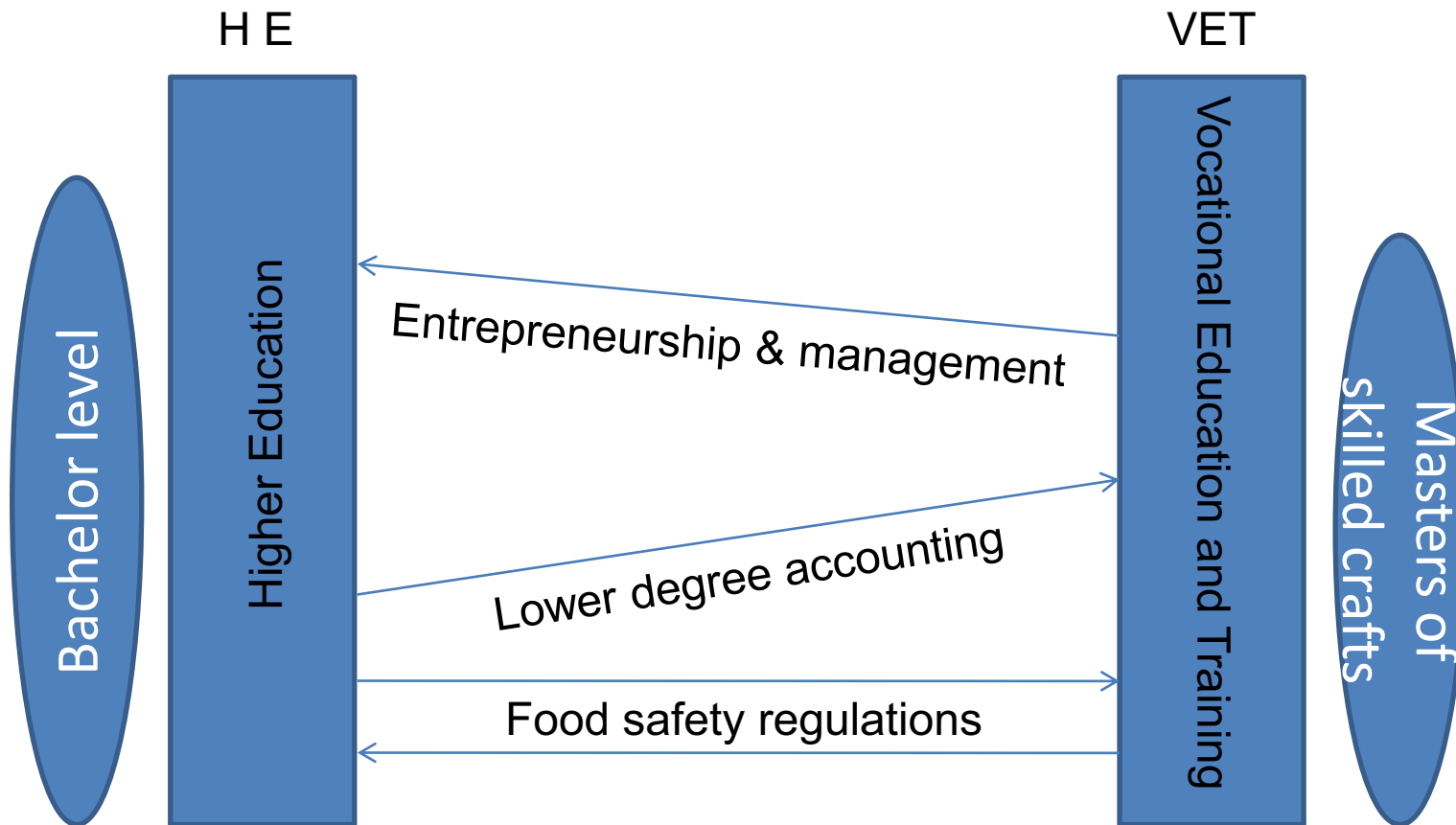




Permeability goes "all" ways

- Between....
 - VET and Higher Education
 - EQF levels
 - Learning and Training providers
 - Sectors
 - Qualifications
 - Certifications
- To remember: "Reciprocity as ambition"

Permeability Parity estimation





SME MASTER Plus

Learning outcomes in practice

- Areas selected for the experiment: **Master craftsperson qualification (Meister/Mester/Maitre)** in
 - **Bakery**
 - **Woodworking**
 - **Hairdressing**
 - **Floristry**
- Internationalisation of master craftsperson training: Germany (coordinator), Austria, France, Norway and Slovenia
- Preparing transnational accreditation of a master craftsperson's certificate/qualification



SME MASTER Plus

■ Units of Learning outcomes

- Identification of units of learning outcomes
- Unit displays a core task / core activity of the profession
- The size of a unit depends on the complexity of the core task / core activity
- Methodological basis: training regulations and curricula combined with consultation of professional experts
- Learning outcomes organised in a matrix



SME MASTER Plus

■ Learning outcome matrix

- Description of the competences of a full master craftsperson qualification in terms of learning outcomes
- Holistic approach (no split in Knowledge, Skills and Competences)
- A core of units (U1-U6) constitutes the general master qualification at European level

A Baker Breakdown into Units

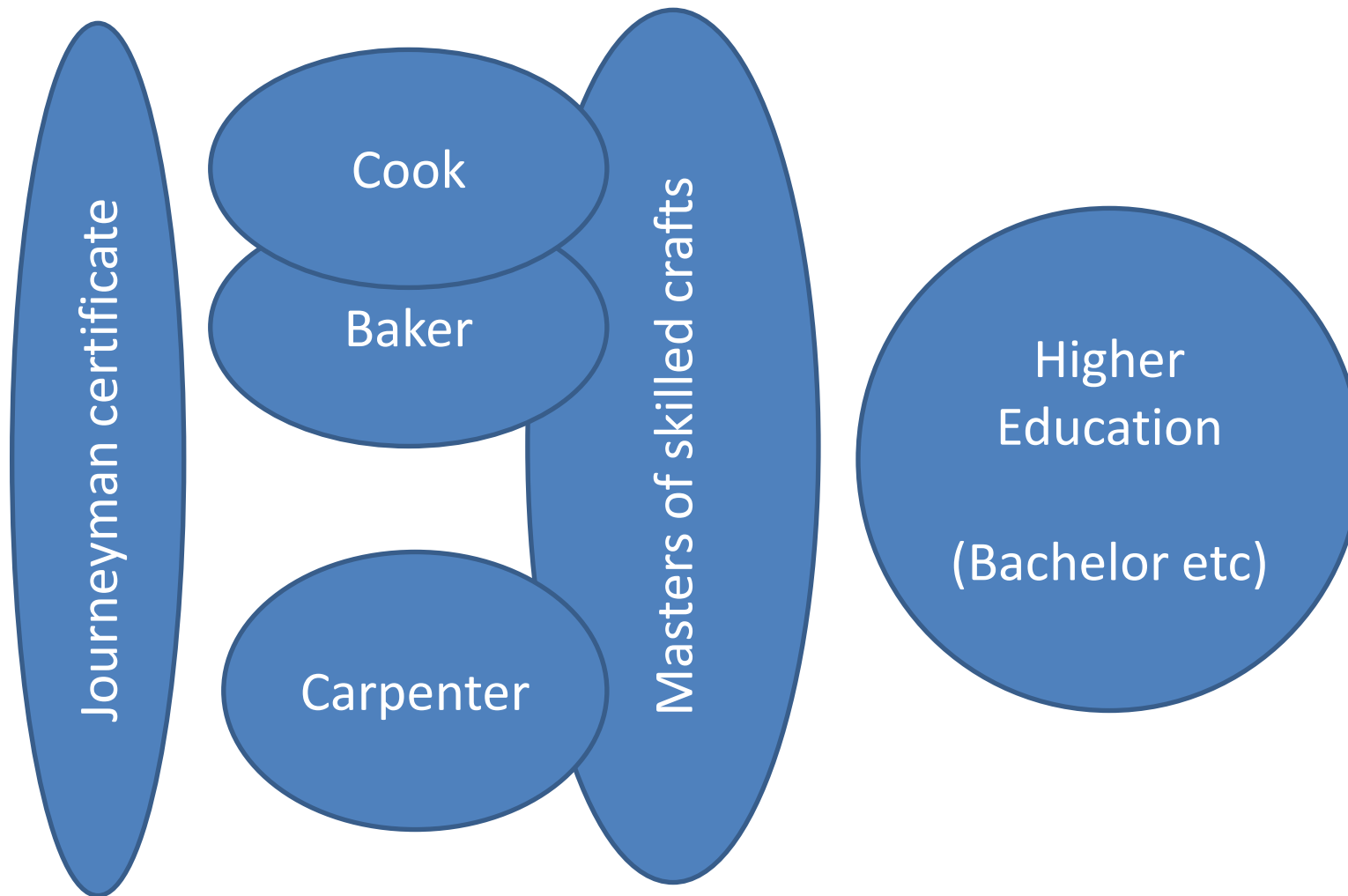
Title of the Qualification	Master Baker Craftsperson				
Total ECVET Points	100				
EQF Level					
NQF Level	AT	DE	FR	NO	SI
Units of Learning outcomes	U1	Accounting and Controlling			
	U2	Budgeting, Calculation and Financing			
	U3	Entrepreneurship			
	U4	Human Resources Management			
	U5	Marketing			
	U6	Marketing and Sales Management			
	U7	Production of bread, small breads and rolls			
	U8	Production of cakes, pastries and cookies			
	U9	Hygiene, Food-Safety and Food Quality			
	U10	Quality and Security Management			
	U11	Vocationally-specific Business Administration			
	U12	Production of snacks and sandwiches (country specific unit)			
	U13	Communication in an international context (country specific unit)			

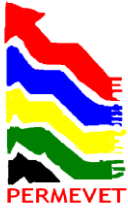


..and the Unit into steps of Learning Outcomes

Title of the Qualification	Master Baker Craftsperson			U7	
EQF Level					
Generic Title of the Unit	Production of bread, small breads and rolls				
ECVET points / Relative Weight	AT	DE	FR	NO	SI
Learning outcomes					
S/he is able to choose ingredients, production methods and techniques for various types of: • white, brown and mixed bread, • traditional, specific, dietary and organic bread, • small breads and rolls. • S/he is able to apply the recipes.	S/he is able to demonstrate mastery in the production of these various types of bread, small breads and rolls.			S/he is able to design, decorate and present these various types of bread, small breads and rolls according to customers' orders.	
				S/he is able to modify existing recipes and production methods of bread, small breads and rolls.	
				S/he is able to develop innovative recipes and production methods of bread, small breads and rolls.	

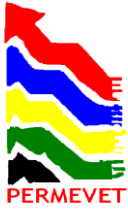
Low scaled permeability: Different systems – Internal transitions





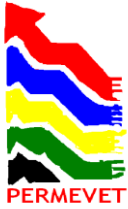
The PERMEVET ambition

- Selection of a few vocations for experimentation
 - Automotive
 - ICT
 - Construction
 - Floristry
- Breakdown in matrixes of learning outcomes from comparable parts of the vocation
- Transnational comparisons across levels
- Experimental validation



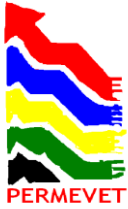
Steps in testing the idea of permeability through “mobility”

- **Matrix Mobility** – comparative studies where the learning outcome descriptions are compared for parity estimation – and possibly adjusted to facilitate future mobility and (reciprocal) recognition
- **Virtual Mobilities** - Case studies of well described potential exchange situations based on existing or (further) developed learning outcome matrixes
- **Real Mobilities** – Individuals in an exchange/placement between partners to experiment and validate (reciprocal) recognition based on learning outcomes



PERMEVET in a transnational and multilevel perspective

- AUTOMOTIVE:
 - Iceland – Denmark – Germany - Norway
 - Upper secondary – Vocational College – University College
- ICT
 - Denmark – Italy - Norway
 - Enterprise – Vocational College
- CONSTRUCTION
 - Italy – Lithuania
 - Upper secondary – Vocational College
- FLORISTRY
 - Norway - Germany
 - Vocational College - University



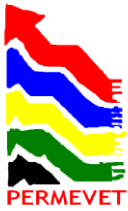
Ups and downs in PERMEVET

Opportunities

- Learning outcomes as “currency”
- Recognition of prior learning
- Flexible learning pathways
- Learning outcomes reflect the workplace requirements
- Learning as a mobile activity
- Cost-effective learning pathways without overlaps

Challenges

- Institutional resistance
- Staff resistance
- Prestige competition
- Mutual trust in assessments, procedures and outcomes
- Acceptance of patchwork (modules and units)
- Credits reflects more volume than content



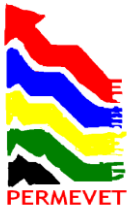
Contextual drivers and inhibitors

Internal forces

- Resistance to change
- Traditions
- Orthodoxy
- Organisational restructuring
- Generational evolution
- Adaptive reactions to external pressure

External pressure

- Legal prescriptions
- International impulses
- "Customer" requirements
 - Employers
 - Individual students
 - Receiving organisations
 - Parents
- Recruitment considerations
- Competitive edge

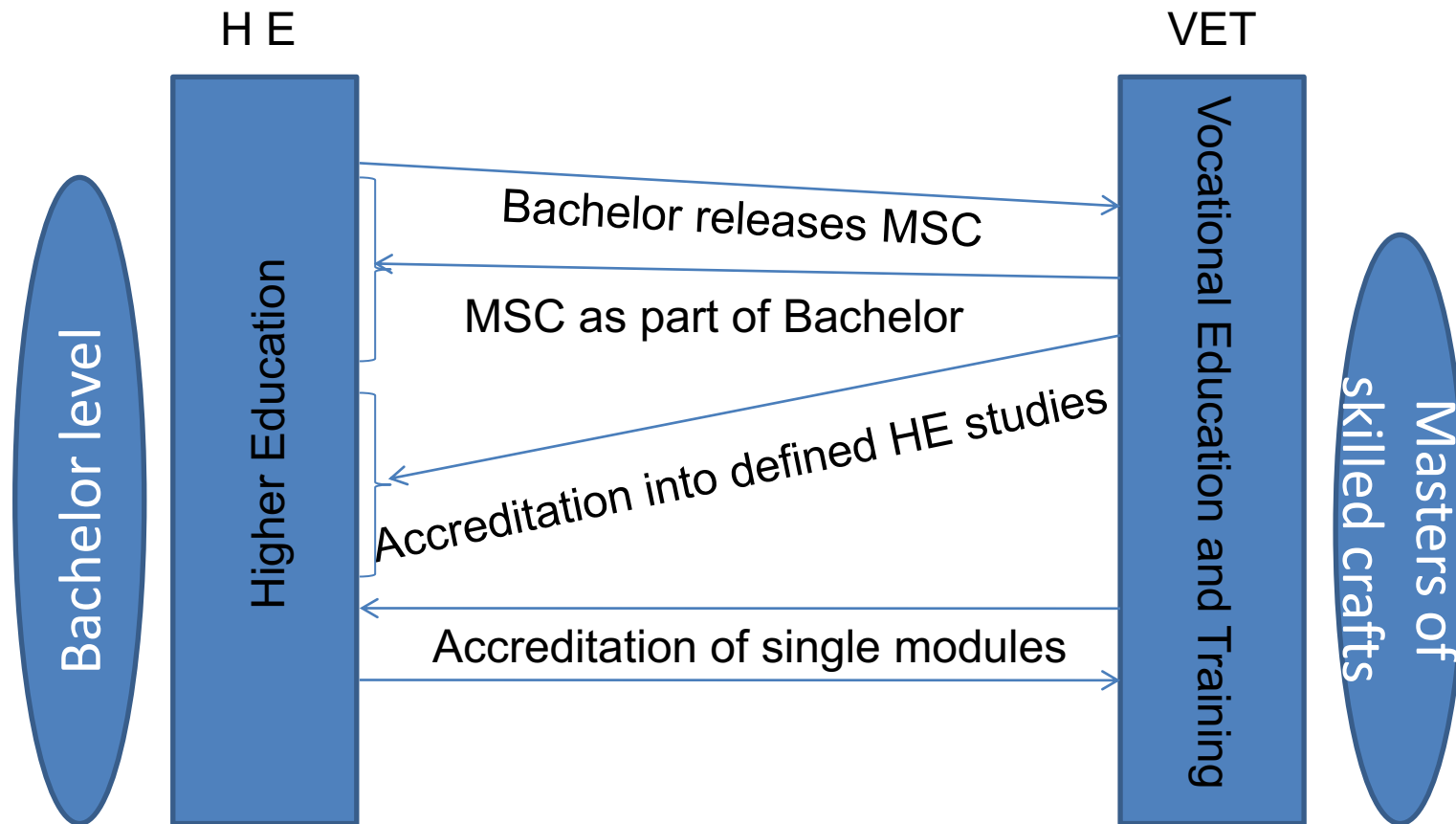


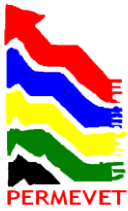
Some Norwegian examples of post-secondary permeability

- The Vocational Pathway (*Y-veien*) – Fast tracks with a journeyman certificate into University Colleges
- Recognition of prior learning (*Realkompetanse*)
- Formalised transitions between Vocational Colleges and *Mesterbrev*
- Accreditation of bachelor studies as *Mesterbrev* (if journeyman certificate in the relevant vocation and 2 years of practice)
 - Akershus University College 2007+
 - Østfold University College 2009+
- Accreditation of *Mesterbrev* **into** Higher Education diplomas
 - Akershus University College – Teacher education
 - Universities and University Colleges, mainly in technical fields

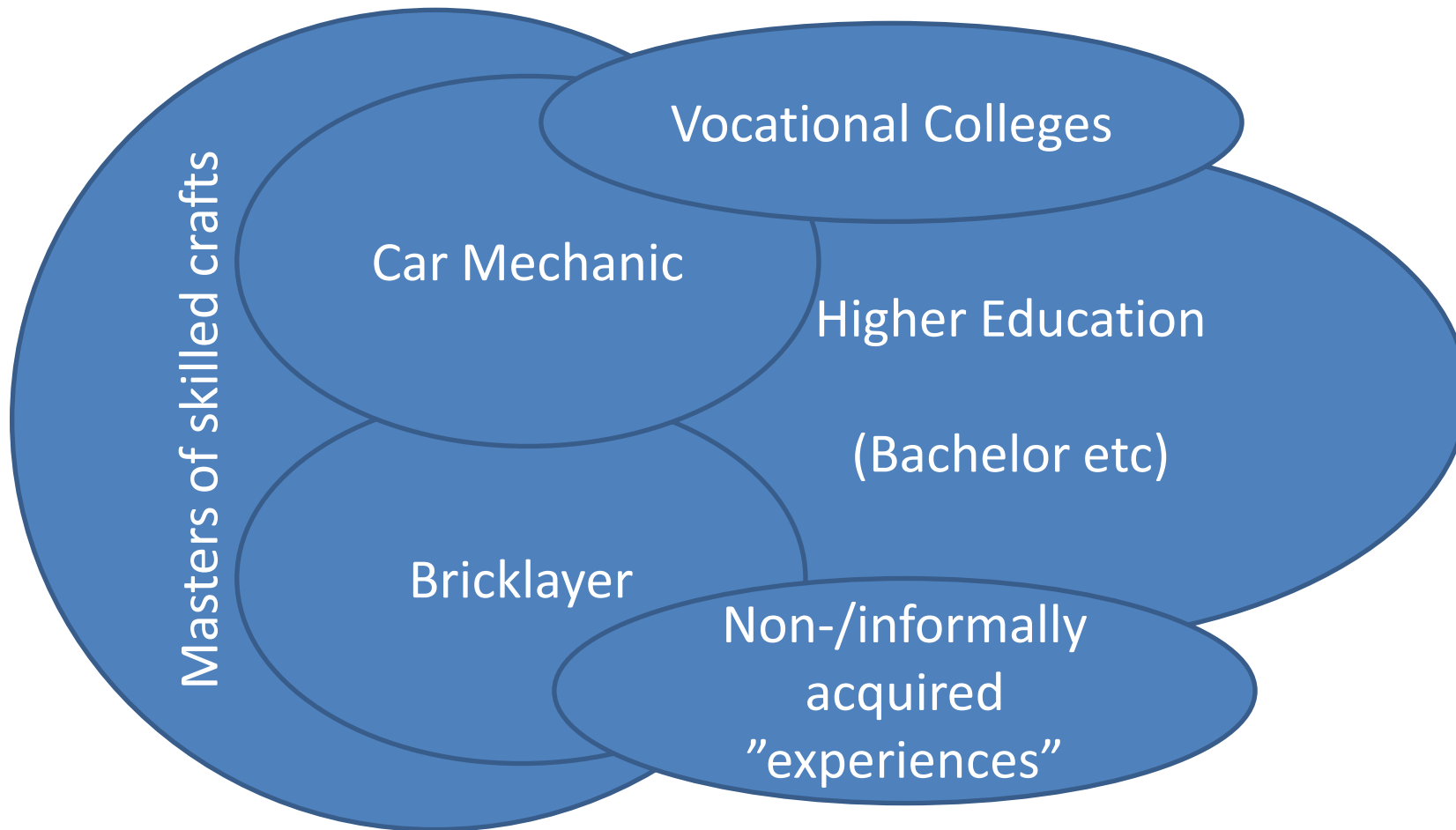


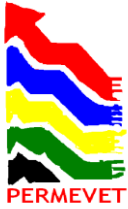
Permeability: Transfer of Master of Skilled Craft (MSC) certificate





PERMEVET –flexible permeability: overlapping – accredited - open





More PERMEVET information

www.hioa.no/permevet

Enjoy your studies!

Contacts:

Line.klaeth@hioa.no

rolf@euromasc.org

