



CEDEFOP

European Centre for the Development
of Vocational Training



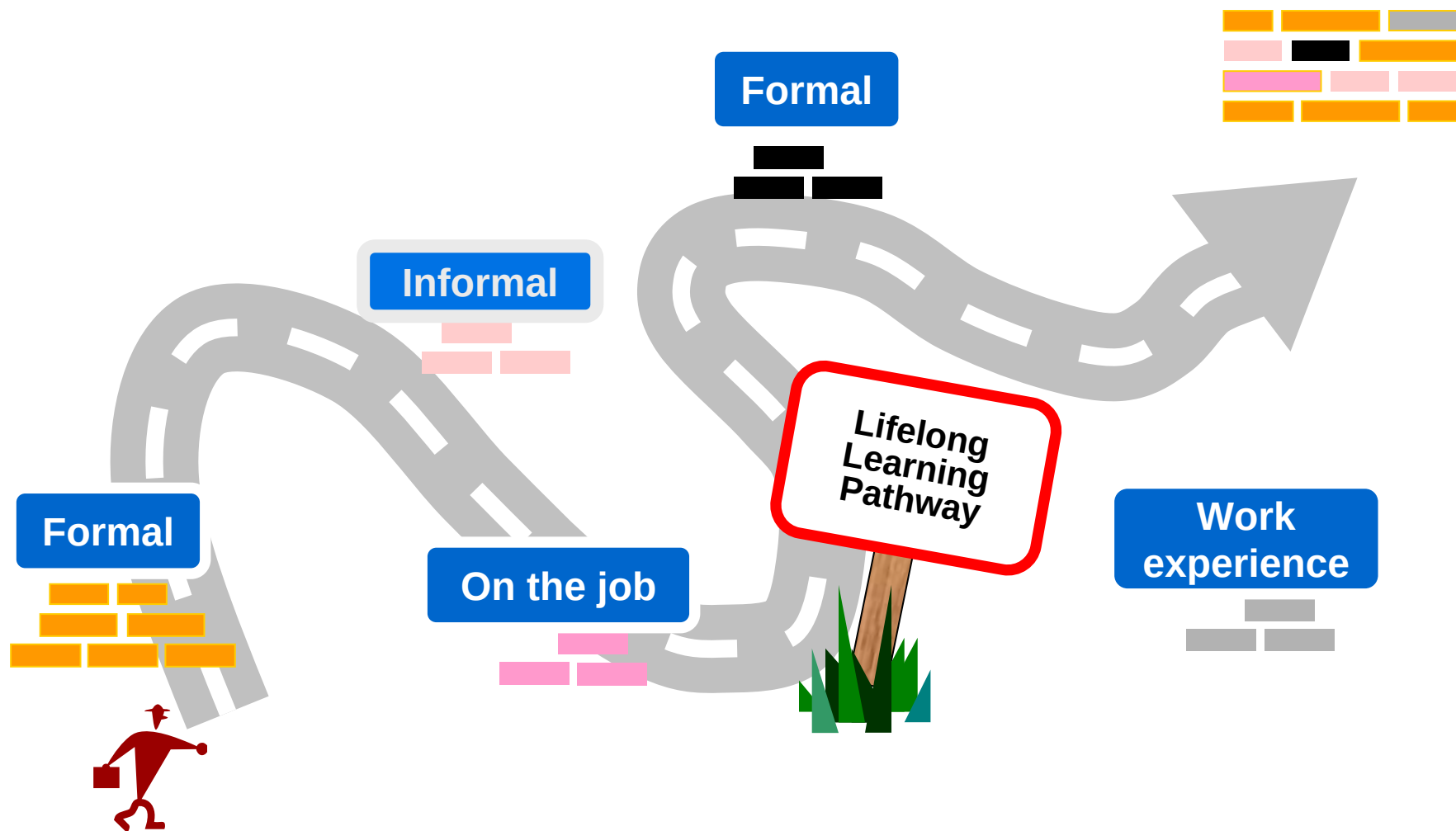
Sustaining permeability

Introduction to the workshop

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CEDEFOP EXPERT WORKSHOP on
Sustaining permeability, Implementing mechanisms, Testing credits



What is the normal case? What is the alternative?

Macro level

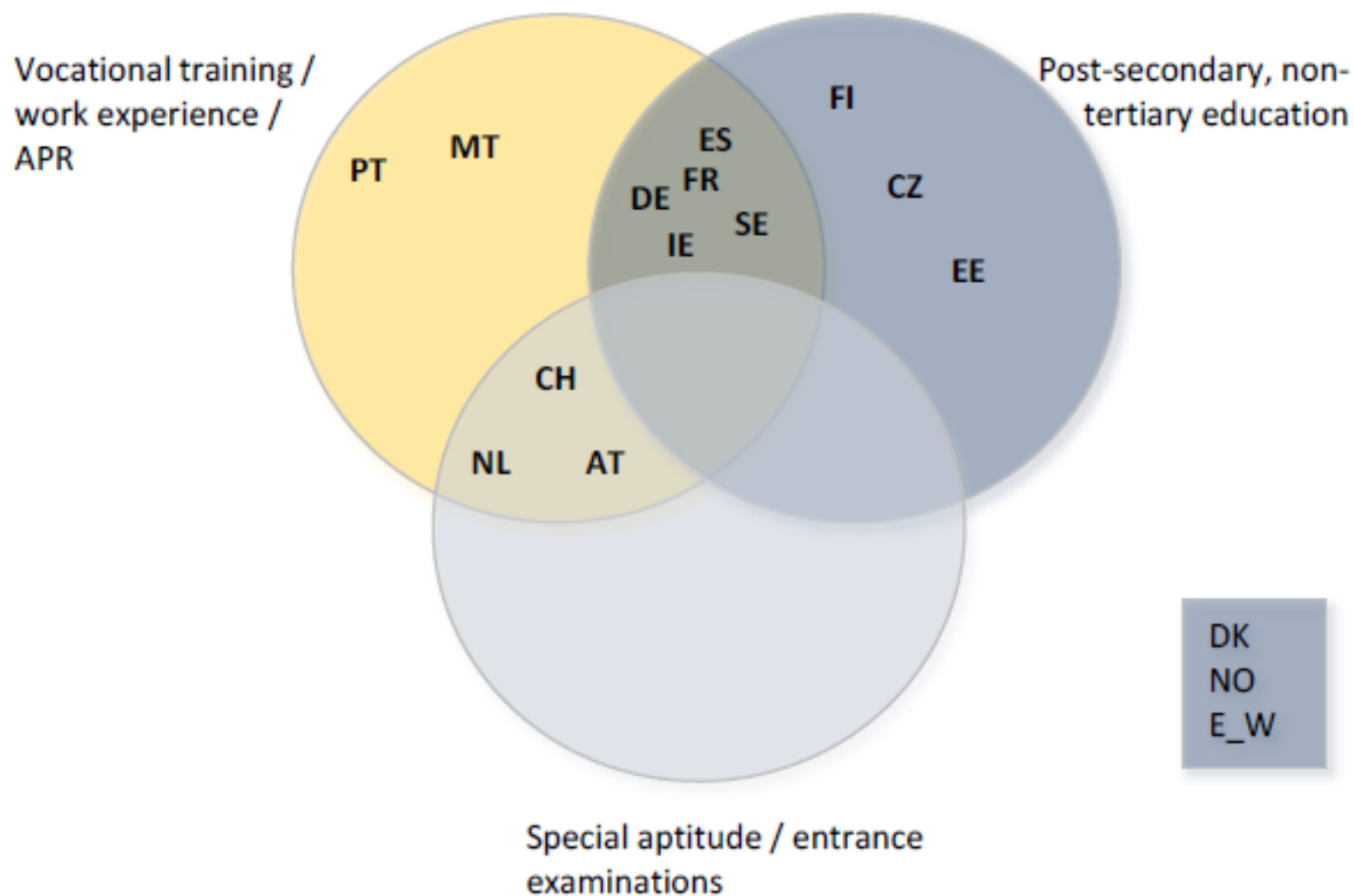
- Policy level
 - < **Routes** into education and training more open and **flexible** learning pathways > (Bruges communiqué)
- Traditions and changes in education and training system
- Cooperation, trust and communication between actors
- Involvement of competent authorities

Meso level

- New mission definition for E&T
- New / changed institutions
- The design of pathways
- Roles assigned to qualifications (portability, employability, ...)
- Vocational offers at higher qualifications levels



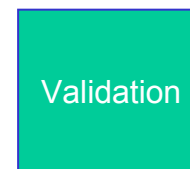
Alternative routes to higher education



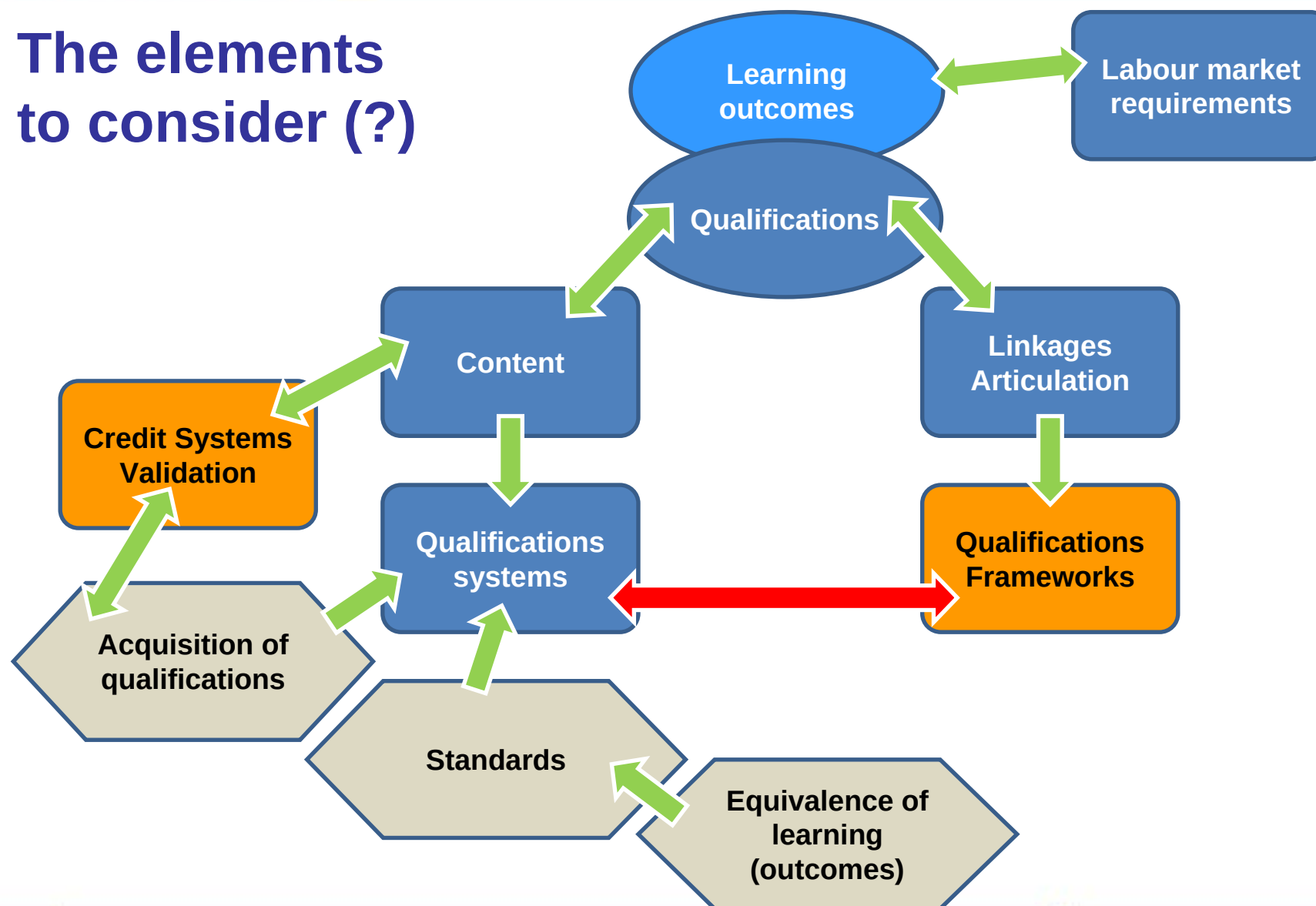
The elements to consider (?)

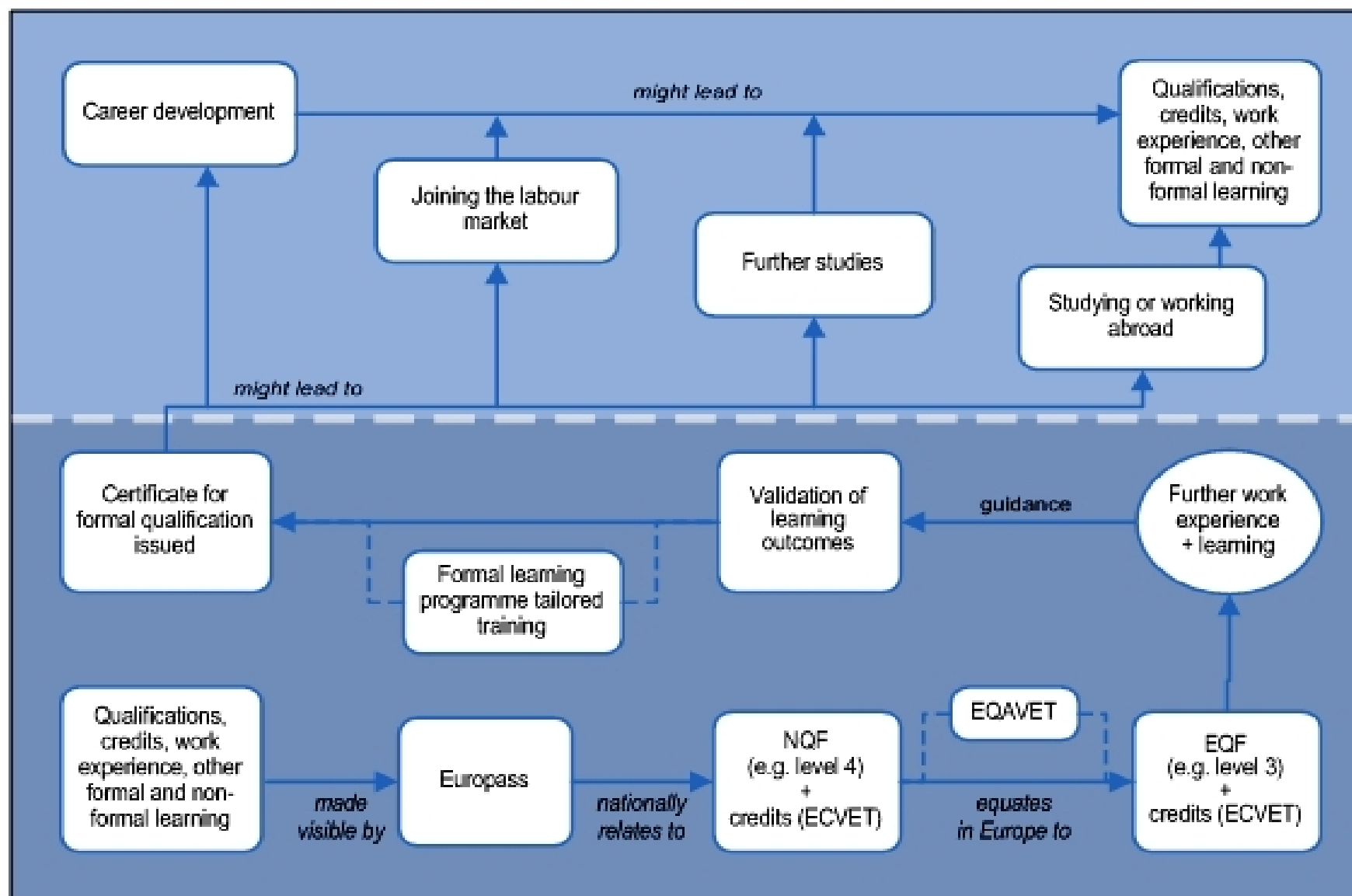
Instruments to support permeability

- Access
- Common references or standards
- Methods for equivalence assessment and transfer
- Agreements for recognition and validation

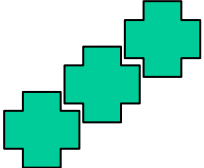
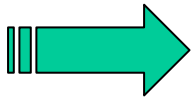


The elements to consider (?)





Operating qualifications frameworks and credit systems

	Qualifications frameworks	Credit systems
As mechanism 	➤ Levels ➤ Procedures for referencing ➤ Catalogue(s) of qualifications offered ➤ Relates explicitly different qualifications, levels and types of learning	➤ Units ➤ Credit points ➤ Rules for accumulation and transfer
As process 	➤ Inclusion/exclusion of qualifications ➤ Stakeholders involvement	➤ Remits of stakeholders concerned ➤ To practice transfer and open-up qualifications and programmes

Frameworks and progression in education and training

1) Integrated national qualifications frameworks

- Permeability, progression, one logic for all level descriptors,
- Levels 6-8 are explicitly open to qualifications awarded outside the traditional higher education area (defined by the EHEA)

2) Clear divide between level 1-5 and 6-8 of EQF

- Level 1-5 descriptors and level 6-8 descriptors □ different logics
- Levels 6-8 are not open to qualifications awarded outside traditional higher education area (defined by EHEA)

3) Parallel level structures and descriptors at levels 6-8 of EQF

- Levels 6-8 are open to all qualifications but distinguishes different strands of qualifications, with different or same descriptors

European credit system for VET (ECVET)

Making learning portable and build up qualifications

- Transfer learning outcomes between different VET systems and pathways
- Supports learners get their learning outcomes validated and recognized
- Contributes to building individualised learning paths leading to qualification, within and across borders of E&T systems

Countries are preparing for ECVET implementation ...

- ECVET is associated to reforms of education and training (drop-outs, access, mobility within national VET systems, ...)
 - Permeability is definitively an objective (linked to national qualifications frameworks and revision of qualifications standards)
- Most European VET systems have officially ECVET (credit systems, credit arrangements) on their agenda

Critical aspects for permeability

➤ Permeability depends upon

- decisions on admission/access criteria
- articulation of the content of qualifications and programmes
- learning outcomes approach

➤ The governance of the qualifications system

- Remits and funding mechanisms, autonomy
- Support and commitment of different stakeholders
 - ❖ qualifications/units designed and updated in a coordinated manner
 - ❖ many awarding bodies are concerned, high level of complexity
- The measurement
 - ❖ level of educational attainment (benchmark)
 - ❖ cost-efficiency; social equity; admission/access/success
 - ❖ qualifications/units designed and updated in a coordinated manner

➤ The individuals

- Interest for progression routes
- Guarantees?
 - ❖ on case by case? costs of recognition process, reputation
 - ❖ demand from learners or the industry might reach the critical masse