

Implementation and development of the key competence based IVET curriculum leading to improvement of permeability between IVET and higher vocational education

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Topics of presentation

- 1) the approach to seek permeability between IVET and higher vocational education by curricula and key competences;
- 2) the institutional integration of providers at different qualifications levels,
- 3) the positive prospects of graduates on the labour market.
- 4) the pitfalls and obstacles of approach
- 5) how the institutional integration change the ways curricula are conceived? is the integration a pre-requisite for an approach by key competences (along the different levels of proficiency)?

The approach to seek permeability between IVET and higher vocational education by curricula and key competences

The initiative of one initial VET school - Kaunas Centre for Vocational Training of Employees for Service Sector (VŠĮ Kauno paslaugų verslo darbuotojų profesinio rengimo centras) to design and implement the curriculum based mechanism of smooth transition from the initial vocational training to higher vocational education studies and to establish higher vocational education college (Šv. Ignaco kolegija) on the basis of this VET centre.

Activities

- intensive studies and training of VET teachers, development of academic competences of staff (PhD studies, involvement of the new staff with PhD degrees),
- investments to the material and technological resources (equipment in the workshops and laboratories),
- innovations in the curriculum design
- formal establishment of the institution of higher vocational education (kolegija) on the basis of VET centre in 2011.

Innovations in curriculum design

- experiment model of the new VET curriculum which is based on the development of key competences;
- idea, that development of key competences related to personal development, communication and personal moral and socio-professional values, initiative and independence in thinking and acting in the initial vocational training presents important basis for the smooth permeability and transition between initial vocational training and higher vocational education.

Specificities of new curriculum design

- The acquisition of new knowledge and skills in the training process is deeply integrated with the development of personal and professional values and attitudes, stressing the moral and ethical goals of professional activities in the sectors of orthopaedics and social care.
- Each set of general and vocational knowledge and practical skills is designed and provided in such way, that it not only facilitates development of specific functional competences in the occupation, but first of all contribute to the development of personal and professional ethos, creativity and initiative of students.
- redesigning of the VET curricula by contextualising key competences in the different work processes

Features of training modules

- The duration of the key competence module is 80 academic hours.
- The key competences module is comprised of six teaching&learning parts:

“Where are We?” is the introductory part, targeted at students orientation within the environment of training.

“Are We Together?” – is for the development of the social skills (emphasis on communication skills).

“How do We perform?” - is for the development of the functional skills, methods-based abilities emphasising co-operation skills.

“Who am I?” - is for the development of the personal abilities (emphasis on independence skills). This part is provided heading towards the socio-cultural maturity.

The part **“Project”** is an integrating part of curriculum, targeted at students’ self-assessment on the latter four parts and their consolidation. The final part **“Evaluation &Self-assessment”** – is the summing up and assessment of the acquired competences.

The institutional integration of providers at different qualifications levels – requirements to training process

- reorganisation of the training process by making teachers facilitators of autonomous learning and increasing autonomy of students; introduction of the curriculum based on key competences significantly increased the responsibilities of teachers and requirements for their constant professional and personal development;
- giving more autonomy to teachers in selecting and applying different approaches and methods of training which facilitate development of key competences of students in the training process;

The institutional integration of providers at different qualifications levels - features

- Shared pedagogical staff - teachers of IVET school with PhD degrees in the education science also teach in the higher vocational education college.
- Smooth transition to the provision of higher level knowledge and skills in the same occupations – coherence between IVET and HVE curricula. It permits to students of HVE college in case of need to acquire missing learning outcomes from the IVET programme.

The positive prospects of graduates on the labour market

- New VET curricula enhance the motivation of VET students and their autonomy in learning and skills development. New programs attract more and more motivated students seeking for ambitious careers in their selected fields of learning and studies.
- Help to develop personalities with strong personal and professional values, not just passive and narrow minded workforce.
- the number VET students studying according to new curricula is 3300 and the number of those who after graduation continue their studies in higher vocational education college now is 80 (it is the first year of the activities of college).
- More than 97 percents of the graduates of initial VET courses find their jobs corresponding to their acquired qualifications.

The pitfalls and obstacles of approach

- Isolated and very innovative initiative - the pioneers of this initiative lack of understanding and support from the external stakeholders and government.
- Introduction of this new model of curricula and implementation of the key competence based training and learning instruments requires new approaches and attitudes in training, such as individualised training and learning, development and application of various methods and techniques of career design, etc. It increases the workload and responsibilities of teachers and requires to apply new forms of remuneration and wages of involved staff. The remuneration system of pedagogical staff has to be strictly based on the output of performance. It contradicts existing traditional remuneration system and can evoke resistance from the teaching staff.

How the institutional integration change the ways curricula are conceived? Is the integration a pre-requisite for an approach by key competences (along the different levels of proficiency)?

- The institutional integration of the IVET school and HVE establishment in this case presents more the consequence or follow-up of the new curriculum design based on approach by key competences.



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Thank you for your attention !

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