

Influencing factors regarding Permeability at/around EQF-Level 5

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ECVET / ECTS

10 case studies on Linking ECTS and ECVET: Credits and permeability at/around EQF level 5

No evidence of influencing permeability

- Lack of data (only pilots yet)
- Positive resonance from unit-based systems as well as from holistic ones
- other factors seem to predominate:

Supporting factors

- Sector, e. g.
 - Tourism (Slovenia)
 - Business studies (GE)
- Transparency of VET-curricula
- Economic needs
- “Academization” of VET
- SCHE

Hampering factors

- Obsolete traditions
- Sector (engineering)
- Bureaucracy
- Radical LO approach
- Apprenticeship (specialised companies)
- Additional workload due to increasing assessment
- Lack of mutual trust

Learning Outcomes

- Wording (is able to...): The easiest exercise.
 - Is it really possible to acquire all kinds of LO independent of the place? (e.g. line maintenance)
 - Quality assurance.
 - Role of trainers or teachers.
 - Lack of mutual trust.
- => To what extent is additional data from input / learning processes needed?

Comments on the ECVET-recommendation

- Coherent set of KSC used to structure the curricula
- Mobility
- Permeability
- The general approach of having learning-place-independent curricula can be supported.
- Transparency ⇔ Comparable content => Mutual trust

Comments on the ECVET-recommendation

- English experience (bureaucracy) (“However, if ECVET is overly bureaucratic and difficult for learners to use, it could act as a potential barrier to mobility...”)
- Dutch concerns (credit points) “Many institutions do not want to use ECVET because it does not fit into the current flexible system”: Different impact on different units.
- National regulations (assessment): Units structuring a qualification, not being a (sub-)qualification.



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- ? Doesn't this view of a learner as the designer of his educational career ignore the balance of power?
- ? Doesn't this lead to a fragmented VET-System? (Holistic assessments are a contradiction to the ECVET recommendation)?
- ? Isn't there an increase of administrative duties (assessment, documentation)?
- ? Doesn't this ignore fundamental research results in VET (competence development, holistic/contextualised skills)?

**ECVET experimentation
till 2014**

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Still learning

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**Many thanks for
comments
and suggestions!**