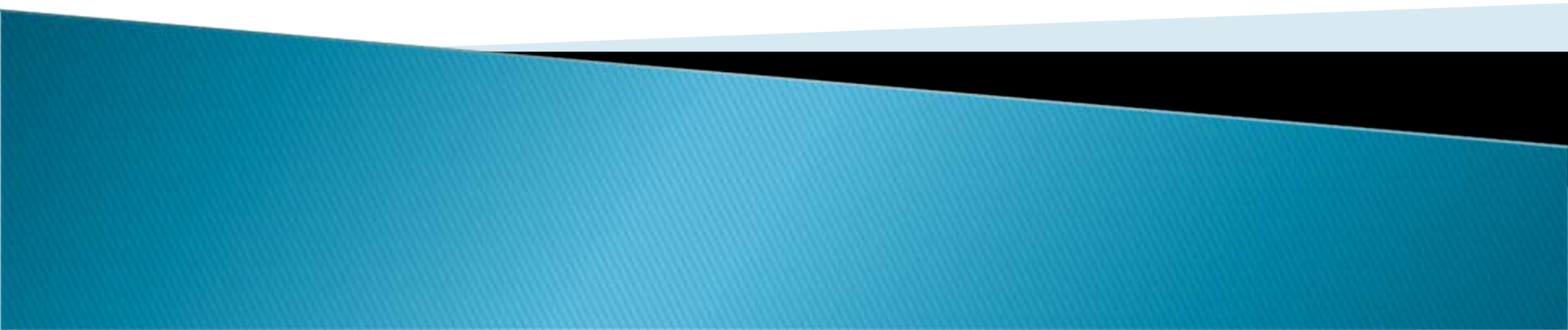


Permeability and transition towards HE

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Council conclusions of 12 May 2009

ET 2020

A roadmap...

“In particular, work is needed to ensure... the establishment of more flexible learning pathways including :

- better transitions between the various education and training sectors,
 - greater openness towards non-formal and informal learning,
 - and increased transparency and recognition of learning outcomes.”
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Permeability and transition

- ▶ The notions of permeability and transition between subsystems or sectors can be envisaged from two perspectives:
 - The institutional perspective, the organisation of learning pathways in education and training
 - The individual perspective, how individuals use the system to develop their personal and professional pathways lifelong
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Permeability seen from the institutional perspective

- ▶ We have to face, depending of countries, regulations facilitating or not permeability between sub-systems;
 - ▶ We have parallel systems without communication;
 - ▶ We have education and training cultures which separates the sectors;
 - ▶ ...
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Some progresses have been done

- ▶ We find sometimes access or transition programmes offering opportunities for those having not got the required qualification or the academic background
 - ▶ We find more often access procedures on the basis of prior learning or experiential learning
 - ▶ More agreements, partnerships between institutions allowing limited transitions
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The impact of the Bologna process

- ▶ Introduction of a Qualifications Framework for EHEA, including within national contexts intermediate qualifications linked to the first cycle (offering more steps and giving some vision to vocational education in a wide range of settings)
 - ▶ ECTS based on learning outcomes
 - ▶ Development of modules
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And the Bologna process 2020

- ▶ Widen access « by fostering the potential of students from underrepresented groups and by providing adequate conditions for the completion of their studies »
 - ▶ Widening participation also achieved through lifelong learning
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The impact of European initiatives

- ▶ EQF and NQF
- ▶ Validation of non formal and informal learning

A new approach
in a new context



The 2 major changes

- ▶ A shift from the institutional approach to a more individualised approach
- ▶ A shift from programmes to pathways



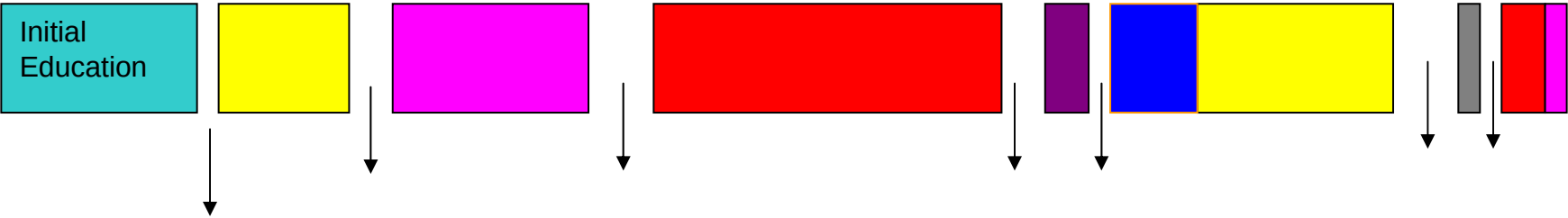
Several reasons for that

- ▶ It is more and more admitted that we learn everywhere, not only in a classroom, and what we learn in different settings can be now assessed and receive formal recognition
 - ▶ Our personal and professional pathways are more and more fragmented
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TRADITIONAL PROFESSIONNAL PATHWAY



NEW PROFESSIONAL PATHWAY

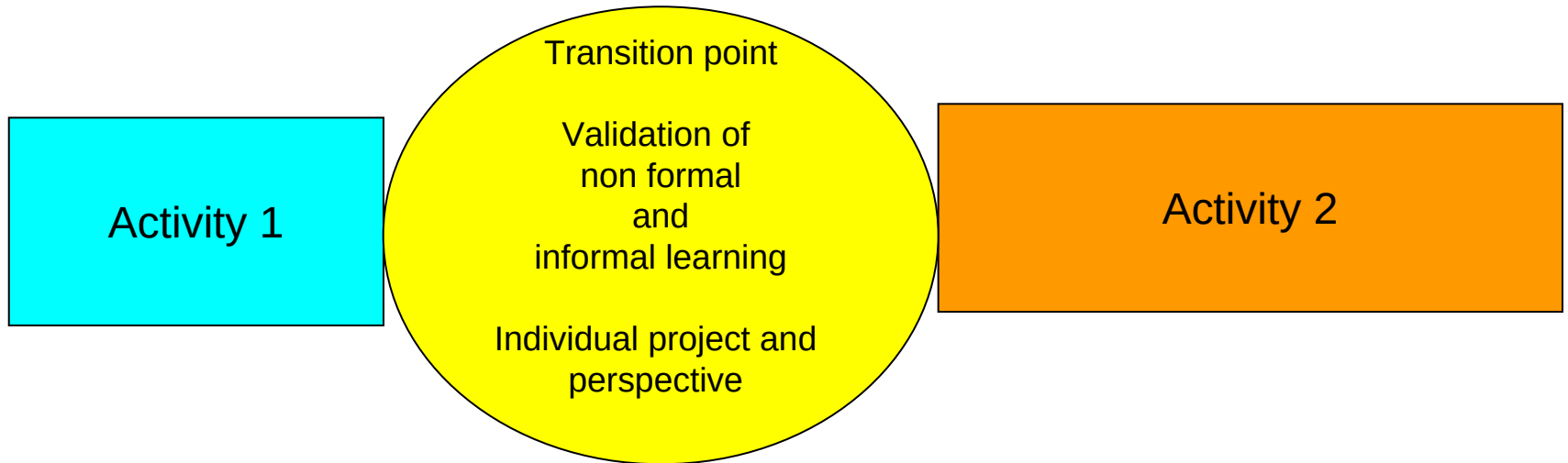


Transition points

In this perspective, a specific new role of HE?

- ▶ The role of HE is:
 - to offer long term services to their potential “students” during the whole lifespan of their professional and personal paths
 - to ensure continuity in discontinuity, to support individual progression
 - to provide these services at place and time specified by the « client-student »
- ▶ This means:
 - Not only to update their knowledge or contribute to CPD
 - But to build an integrated knowledge articulating what participants have learnt by themselves and HEIs’ provisions based on the latest developments in sciences and technologies

To work on transition points



This means, from the institutional perspective...

- ▶ A learner centred approach
 - ▶ Tailor made pathways in degree programmes
 - ▶ Flexible provisions including distance and open learning
 - ▶ Widening access by avoiding dead ends (contribution of NQF, ECTS, learning outcomes)
 - ▶ New services: guidance and counselling and validation of non formal and informal learning
 - ▶ Supports: mentoring, coaching of course but also material facilities
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A new conception of qualifications

- ▶ From a vision of qualifications limited to the insertion of students on the labour market at the end of their study programmes
 - ▶ To a vision of qualifications as key indicators of individual competences at the transition points during the lifespan
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A new definition of qualifications in HE

- ▶ Tempting to present qualifications with a more competences-based vision
 - ▶ Adopting a common language between educational institutions and between providers and companies or professional bodies
 - ▶ Focusing on learning outcomes rather than on content and disciplines
 - ▶ Becoming more legible for learners, parents, employers, social partners
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This means...

- ▶ To move from a process based on inputs to a process based on assessment of what individuals have learnt on their own
- ▶ By consequence validation of non formal and informal learning can be seen as an effective tool
 - to make visible learning taking place outside formal education but without links with formal systems
 - or to find solutions for specific groups

Learning outcomes as a common currency

- ▶ They are applicable at course, national and international level whatever the sector
 - ▶ More emphasis from teaching and teachers to learning and learners
 - ▶ Used now in academic and vocational, LLL, RPL and validation, but not yet a common currency between different systems
 - ▶ Direct relationship with levels and level indicators
 - ▶ Cannot be separated from teaching, learning and assessment
 - ▶ Can help consistency across modules and programmes
 - ▶ Aid curriculum design to meet standards
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- ▶ Promote reflection on assessment and diversity of assessment criteria and methods
 - ▶ Increase transparency and comparability between and within qualifications
 - ▶ Clear information for learners, employers and civil society
 - ▶ Provide a common format for different forms of delivery and contexts of learning
 - ▶ Assist in the development of multiple progression routes through and between different education systems
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The disadvantages of Learning outcomes

- ▶ Academic values
 - ▶ Limit learning, stifle creativity, reduce teaching to simplistic
 - ▶ Instrumentalist approach
 - ▶ Tends to be normative
 - ▶ Huge task – cost implications
 - ▶ Can be over-described and/or under-described
 - ▶ Relationship with ECTS and ECVET
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The challenges...

- ▶ To clearly define learning outcomes whatever the educational system,
 - ▶ To present learning outcomes as a combination of knowledge, skills and competences or attitudes
 - ▶ To provide appropriate assessment processes to candidates asking for recognition and progression
 - ▶ Then, it is possible to open doors that are currently closed and to overcome resistance
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To conclude...
How to make some
progress?



Give priority to learners

- ▶ Move from coherence and continuity of provision
- ▶ Towards coherence and continuity of individual pathways

- ▶ Encourage agreements between institutions to avoid dead ends, difficulties, competition at central, national level
 - ▶ Permeability as a quality assurance criteria for educational institutions?
 - ▶ Promote policies giving more space to the individual dimension
 - ▶ Qualitative analysis of best practices
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Thank you for your
attention

