

The changing nature and role of vocational education and training in Europe

Work Assignment 5: VET at higher education levels

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21 February 2018



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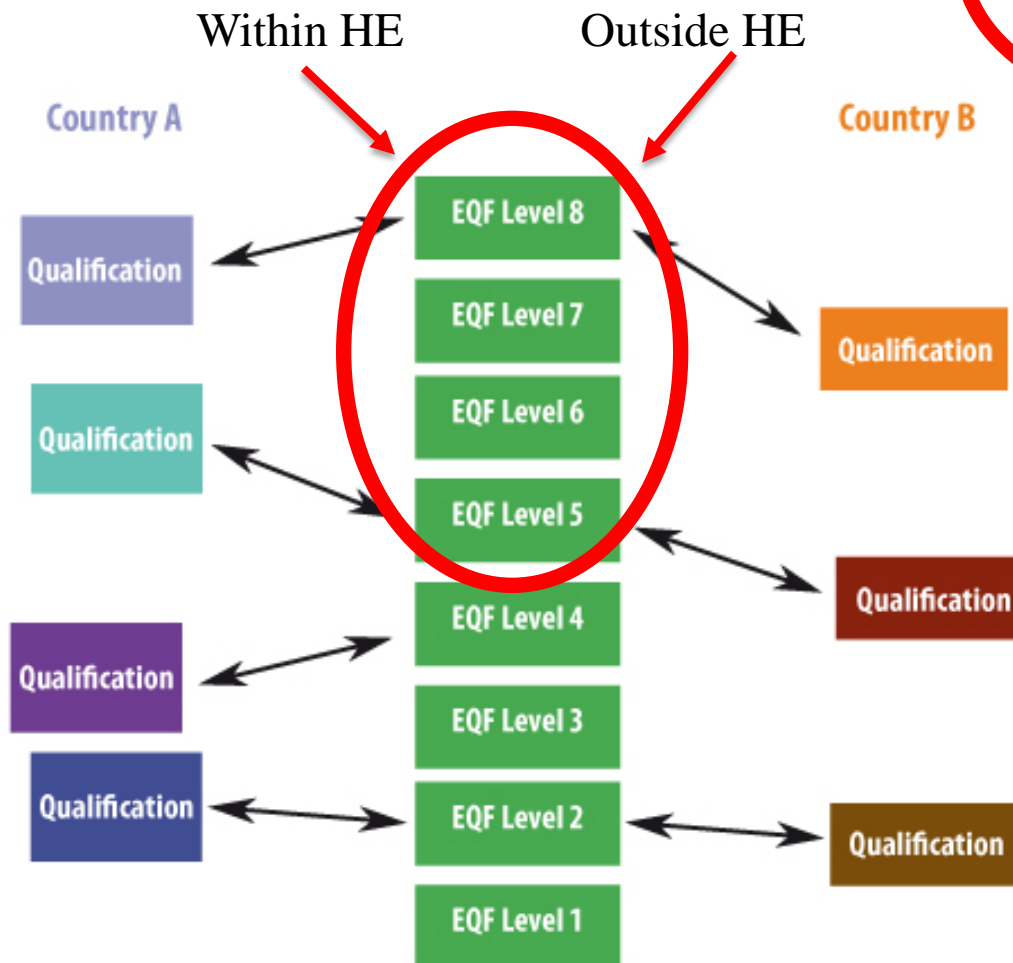
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Scope of the study

VET at higher education levels



**Vocational
Education
and Training**

Main research questions

1. To what extent can
 - ‘academic drift’
 - ‘vocational drift’
 - ‘expansion of VET at higher levels outside HE’be identified at national level and which form does this take?
2. What are the implications for the content and delivery of programmes and qualifications at higher education levels?

Change processes
during the last 20 years

Research Methods

Literature analysis

literature review

analysis of statistical data

Case studies

__ AT, DE, EE, FI, FR, IT, NL, NO, UK-England

__ Nursing, Engineering

Synthesis paper

Analytical framework



Source: Cedefop (2017). The changing nature and role of vocational education and training in Europe Volume 1 Conceptions of vocational education and training: an analytical framework, p. 31

Education system perspective – e.g.

Level of the education system – impact on system e.g.

__Increased provision of vocationally oriented programmes/ qualifications at higher levels;

__Vertical or upward extension of VET into higher education (e.g. establishment of non-university HE sub-sector / PHE) as well as within higher education (by adding higher level degree programmes);

__Mission diversification and structural diversification of national HE systems - establishment of (full or partial) ‘unified’, ‘binary’ or mixed higher education systems.

Institutional landscape – e.g.

__Introduction of non-university HEI (e.g. UAS) with strong professional orientation – e.g. via up-grading of VET institutions or introducing new HEI

__Non-university HEI becoming universities

__Introduction of new types of institutions outside HE offering VET programmes/qualifications

Education system perspective - examples

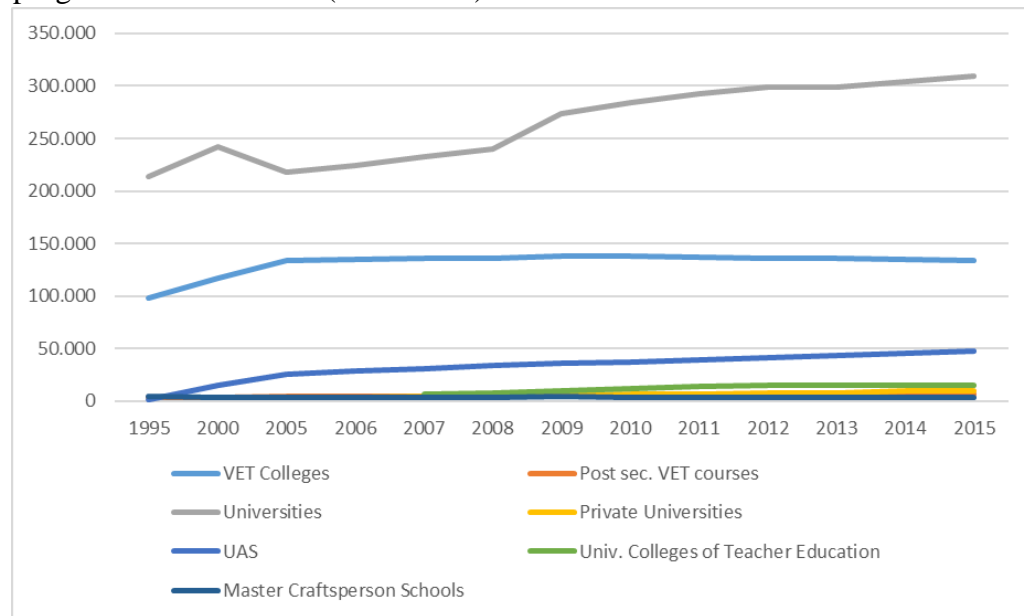
Level of the education system – impact on the system

Binary HE system: AT, DE, FI, NL, NO

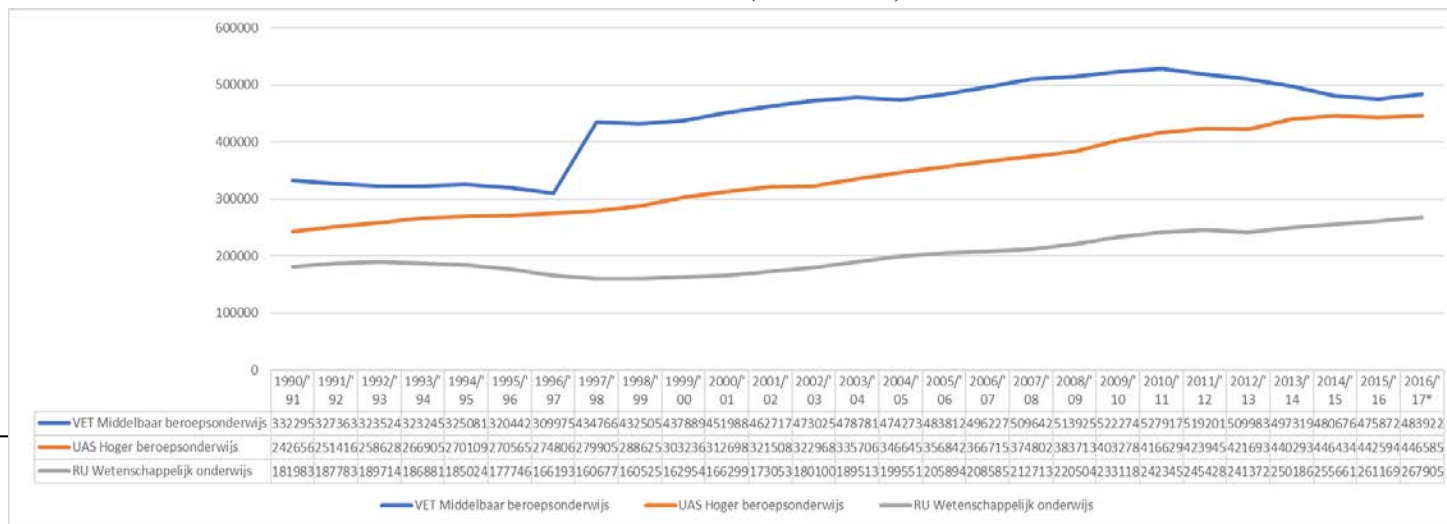
	Austria (universities dominant)	Germany	Finland	Netherlands	Norway (developments towards a unified system)
HE	<p>UAS since 1994: new type of HEI, in a few cases upgrading of post-secondary VET programmes; 2000: introduction of dual studies; attempts to achieve more 'academic' standing</p> <p>UAS: below 20 % of all HE students</p>	<p>UAS since 1970/71; since 1974: dual study programmes, rapidly increasing</p> <p>34% of all HE students; growing</p>	<p>UAS since 1992: upgrading of post-secondary vocational colleges; MA since 2005</p> <p>UAS: number in students in BA programmes higher than in BA universities</p>	<p>UAS: title used since 2006/07 ('hogescholen' part of tertiary education since 1960ies; 1986: legally acknowledged as a HE subsector); Associate Degrees (SCHE): since 2006</p> <p>UAS: higher share of all HE students</p>	<p>University colleges since before 1990; regulated by the same Act as universities since 2005</p> <p>Numbers of students in universities a bit higher</p>
Out side HE	<p>VET colleges – long tradition, high share of learners; (re-)classification: ISCED11- and EQF-level 5 (2017)</p> <p>Variety of other VET offers at higher levels: increasing visibility through NQF</p>	<p>EQF levels 5-7: Advanced vocational qualifications, trade and technical schools; Numbers slightly declining; increasing visibility through NQF</p>	<p>Specialist vocational qualification (EQF level 5): most of the degrees were introduced in 1980ies; currently: ca. 20.000 students</p>	<p>Non-regulated qualifications at NLQF level 5 (5), level 6 (12) and level 7 (1): increasing visibility through NQF</p>	<p>Vocational colleges (EQF level 5): established as part of the tertiary sector in 2003; tendency towards ac. drift – rather low numbers</p> <p>Non-formal tertiary vocational qualifications: not (yet) a part of the NQF, no level)</p>

Education system perspective - examples

Students enrolled in main VET programmes at higher levels and in university programmes in **Austria** (1995-2015)



Overview student numbers in secondary-level VET, UAS and Research Universities in the **Netherlands** (1990-2016)



Epistemological/pedagogical perspective

Pedagogical/didactical approach

__ *Academic drift*: strengthening scientific research or theory-based reflection on practice

__ *Vocational drift*: enhanced practice orientation / practical application, strengthening work-based learning (WBL)

Learning sites

__ *Academic drift*: classroom settings are increasingly used (however, there can be multiple learning sites)

__ *Vocational drift*: increasing use of WBL-learning sites within institutions and in companies (e.g. internships, dual studies, apprenticeships at higher levels)



Epistemological/pedagogical perspective

Pedagogical/didactical approach

Example **Finland** – UAS:

__late 1990s: increase of theory-based learning; during the 2000s: RDI activities became integrated part of the UAS programmes, increasing the emphasis of innovativeness and research orientation in all the degrees

__since 2008 (Bologna process): increasing orientation towards work life needs (especially in engineering degrees)

Example **Netherlands** – UAS/research universities (RU):

__UAS: theoretical and practical training with explicit professional orientation; research orientation strengthened since 2000: applied/practice-oriented research

__RU: stronger focus on theoretical components, mainly depart from academic subject perspective; increased introduction of professionally-oriented elements and focus on work practice



Epistemological/pedagogical perspective

Pedagogical/didactical approach

Example **Norway**:

__BA/MA at universities: some programmes recently introduced practice periods

__University colleges: vocational programmes have a strong theory and research orientation; currently, there are two opposite trends:

- __ theoretical knowledge has been strengthened at the expense of practical training
- __ new work-based programmes have been established

Thank you!

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