



Transition qualifications, work-based learning and cooperation between the world of education and the labour market

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Aim/structure of the presentation

- Highlight importance and role of EQF level 5
- Highlight the importance of work-based learning to ease transitions
- Emphasising importance of cooperation between world of work and world of education
- Focus on teachers and trainers in WBL in providing quality WBL

Importance of level 5 in easing transitions



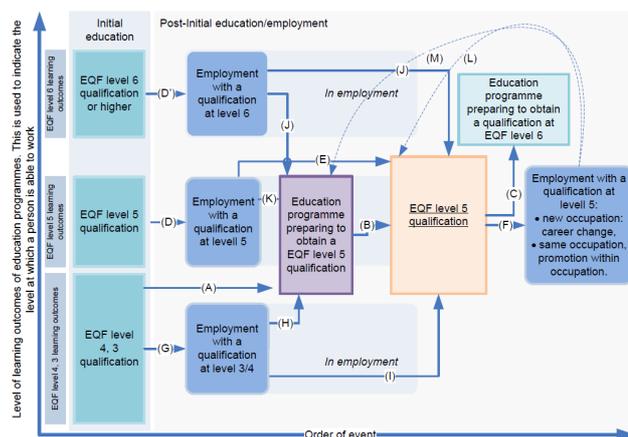
These qualifications provide transition pathways:

- from school to work
- from VET to HE
- from work back to school

A lot of variety in EU...

Level 5 qualifications in this context provide a key role for (see as well figure):

- adults who would like to upgrade their skills, competences and qualifications (horizontal transition);
- adults who would like to change their career (vertical transition)



Institute

WBL at higher levels



- Work-based learning in VET provides important benefits, by increasing employability and smoother school to work transition. Support
- The Riga Conclusion stresses that there is an increased need to promote work based learning European Commission / Latvian Presidency (2015), Riga Conclusions 2015.
- OECD's report Skills Beyond School (2014) post-secondary vocational education is of key importance to the development of systems that can respond to the increasing demand for higher level technical and professional skills
- Cedefop changing nature of VET (2018) on vocational orientation at higher levels:
 - Vocational tracks within HE – Associate degrees, professional bachelors, having some form of WBL included (internships)
 - Vocational tracks outside HE at higher levels - higher level apprenticeship, master craftsman qualifications (predominantly WBL)
 - The study sees forms of vocational drift within HE
- BIBB/ibw project HVET (2017) sees three groups of different functions of work-related programmes in tertiary education:
 - Further specialisation, higher vocational skills
 - Enriching academic programmes by picking up labour market needs in curriculum development (employability issue)
 - Bridging VET and academic pathways
 - Very different models and types of work-based programmes can be found in the tertiary education sector.
- All in all, there is little known about the quality of WBL at EQF level 5 and how education and labour market actually work together.
- We can have a look at what happens in WBL at lower levels... Focus on teachers and trainers and their cooperation

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Focus on teachers and trainers in WBL



- Existing policy reviews, studies and literature present fragmented information on the diversity of types of teachers and trainers active in WBL (at EQF level 3 and 4)
- a systematic analysis of existing governance frameworks and professional practices in Member States in WBL is currently lacking.

The overall objective of the study was to map and analyse existing approaches and project examples with regard to WBL teachers and trainers at national, EU and transnational level in three areas:

- Governance structures which aim to ensure high competence of teachers and trainers in WBL;
- Professionalisation opportunities for teachers and trainers in WBL/apprenticeships;
- Continuous dialogue between teachers and trainers with the aim to improve the quality of WBL.



Who are the teachers and trainers?



- This study follows the Cedefop definition and categorises teachers and trainers on their place of work, either employed by the VET institution (teachers) or the company that provides work-based learning (trainers).
- distinctions are nearly never clear cut and that there are many grey areas.

		In VET school	In company
WBL	Teachers	General subject VET teachers Theoretical subject VET teachers	
	Trainers	Practical subject VET teachers Trainers / instructors	Trainers Mentors Workplace or work-based tutors

Who are the teachers and trainers?



- 56 different profiles of professionals that are associated with WBL in 28 MS.
- **Teaching professionals in VET institutions (30):**
 - Teachers in VET institutions in WBL are most often described as teachers, but also as trainers, instructors or tutors.
 - Teachers in WBL are generally required to possess at least technical upper secondary education in combination with professional experience in their area of expertise.
 - most MS formulate **explicit competence requirements for teachers** by means of decrees, acts and/or regulations.
- **Training professionals in companies (26):**
 - Trainers in companies in WBL are most often referred to as ‘work-based’ or ‘company tutors’
 - usually not specifically recruited for a training position in a company.

Key finding 1



- **The role of teachers in VET institutions is generally well defined, and further elaborated through minimum competence requirements. In VET institutions, teachers are part of broader regulatory frameworks that apply to the entire education and training system.**
- **Except for a few cases, the role of trainers in companies is less specifically defined. The role and competences of trainers in companies are generally defined by sectors and the minimum trainer requirements are generally not expressed in terms of specific trainer competences, but focus on years of experience and position (management) in the company.**

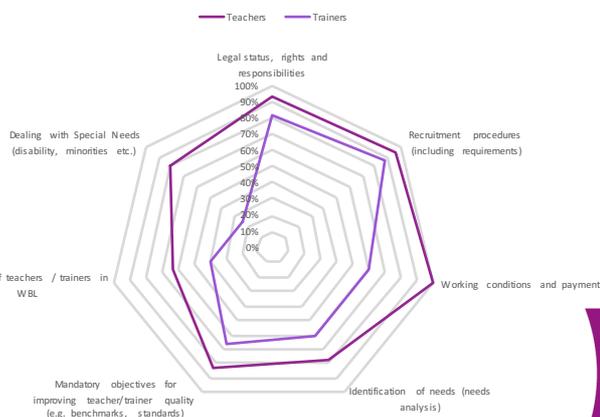
Key findings

Key finding 2:

Teachers are better covered in VET governance frameworks than trainers who work in companies.

Key finding 3:

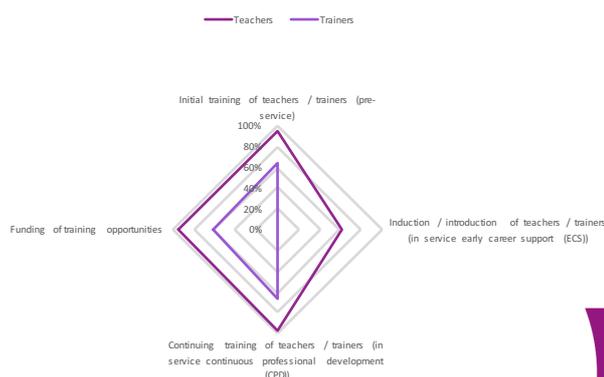
Concerning topics covered in governance frameworks, also here trainers are less covered compared to teachers in work-based learning. Particular areas that lack coverage concern trainers' working conditions and payment, international mobility and dealing with learners' special needs.



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Key finding 4

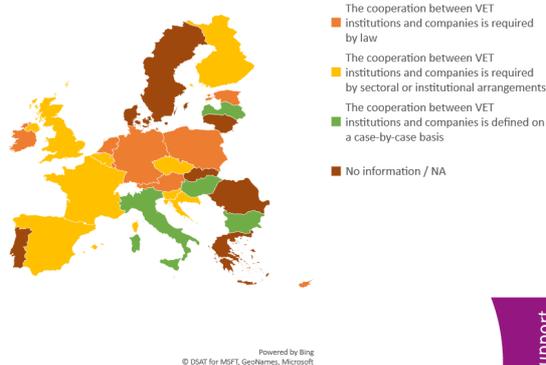
The arrangements for professional development are available more for teachers in VET institutions than for trainers in companies. In addition, the 'professionalisation continuum', a general framework for teacher / trainer professional development, does not align well with the trainers in company and to some extent with the teachers in WBL in VET institutions.



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How do they cooperate?

- **Cooperation concerning the quality of the provision of work-based learning** can take place at different levels, namely at macro (system) level; at meso (sector/regional) level; at micro level including institutional level (VET school / company) and individual level (teacher-to-trainer).
- In many countries the cooperation is covered in the legal frameworks (nine of the countries) or required by sectoral arrangements (eight of the countries).



Key findings

Key finding 5:

Cooperation on quality of teachers and trainers in WBL is better ensured in countries where the VET governance is organised as a cooperative system and where all relevant stakeholders are involved.

Key finding 6:

Cooperation should not be seen as an end in itself but as a tool to improve the quality of VET and its responsiveness to the labour market needs.

Key finding 7:

Cooperation on the quality of teachers and trainers works better when VET is attractive and companies are willing to take part in cooperation.

Key finding 8:

Given that work-based learning and the learning-outcome approach are becoming more prominent in VET, cooperation arrangements and continuous dialogue between the involved learning venues is becoming an essential part of a functioning WBL.

What can we learn for qualifications at EQF level 5?



Workbased learning at **higher levels demands competent teachers and trainers**

- Are governance frameworks in place to assure quality?
 - Teachers having the work-related competences
 - Trainers having the pedagogical competences?
- To what extent is cooperation set in place at level 5 on quality teachers and trainers?
- Is continuous cooperation between companies and providers underlying the educational concept of level 5 educational programmes?

Cedefop and EPALE for gathering insights



Explore Cedefop materials being uploaded on 'The changing nature of VET', including concerning VET on higher levels.

Useful material on EPALE concerning adult learning (inside, outside HE, at lower and higher levels)

Thank you!

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