

Exploring the Challenges of Permeability: EQF-5 and Higher Levels (Higher Education and Higher VET)

Paving the way for flexible learning pathways and the role of the labour market

9 –10 December 2019, MCAST, MALTA



How to register

Send an e-mail to info@chain5.net: name, position, organisation

See also the newsletters about the conference: www.chain5.net/activities

SUB-THEMES

In the coming weeks we will publish a number of short memos, concerning sub-themes for the conference. They can be considered as input for the workshops and sessions, and discussions about 'the way forward' with EQF level 5 and higher – looking at more flexibility for learners...

The sub-themes will also be part of the general presentation at the beginning of the conference, as an overview of what is going on at the moment and how transparency can be improved, for all stakeholders using the system (institutions, world of work, students, governments...).

VPE

One of the proposals within the system for levels 5 and higher, within tertiary education, is to look for a better name for the concept of Higher VET. For various reasons, HVET gives a wrong picture of what it means and for what it can be used within the total system. The role of formal education and the possibilities of non-formal education that is classified under training can thus be strengthened. In addition, the term 'higher' no longer needs to be compared to higher education, but can much better be linked to the level of the EQF and NQFs.

Name

A suitable name for this type of qualification that can be discussed is 'Vocational-Professional Education (VPE)', used inter alia in Switzerland. Of course there are more options and we would like to hear them from you in Malta. But this name combines a number of relevant aspects of the type of education - so that makes clear to the target groups what can be expected from the programmes. These are qualifications that build on what is offered by VET providers up to and including level 4. But at the same time they have a professional approach to guarantee competences having a relevant place in the programmes. The combination makes VPE a unique type of education.

An 'area' for VPE

There is a clear growth when it comes to the range of qualifications for VPE at level 5 and higher. This creates its own 'area', perhaps referred to as the 'European VPE Area'. There is an opportunity to discuss with the providers what the structure can be within VPE, what the common elements are and which instruments can be developed and shared, for quality assurance, monitoring of the level (and descriptors), transfer to higher levels and international cooperation.

Looking at the international context, during the coming period, can make such an EVPEA a powerful sector for cooperation with the other sectors at level 5 and higher. It can also be a major step towards greater flexibility in learning pathways. Students, workers, employers, they can all benefit from it. This strengthens the position of VPE providers.

Sufficient input for discussions in Malta. Various examples emerge in the workshops to support this endeavor.

PROGRAMME

Monday 9th December

- 09:00 – 09:45 Registration and coffee
- 09:45 – 10:35 Opening / Welcome addresses
CHAIN5, EfVET, MCAST, Ministry of Education and Employment
- 10:35 – 10:50 Introduction to the theme and the aims of the conference – based on recent developments – introduction of the Thematic Team for VPE by EfVET and CHAIN5
EfVET
- 10.50 – 11.15 A proposal for a model, including three sectors at the tertiary level – looking at the role of the EQF
CHAIN5
- 11.15 – 11.35 Coffee break
- 11.35 – 12:10 The role of the EQF in making the system at the tertiary level more transparent
Plenary discussion, based on statements
- 12:10 – 12:30 Short introductions – concerning the key-issues and the workshops – expectations, looking at 2020
- 12:30 – 13:45 Lunch

Contributions to the workshops and sessions by:

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| <ul style="list-style-type: none">• Suzanne Gatt, University of Malta• Hans Daale, CHAIN5• James Calleja, EfVET / MCAST• Marjolein van der Moolen and colleagues, NHL-Stenden, the Netherlands• Jo Baeyens, Flanders, Belgium• Roland van der Poel, Associate degrees Academy, Roosendaal, the Netherlands• and others |
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- 13:45 – 14:40 Thematic Workshops – using the key-issues (round 1):
- permeability between a VET College and a Higher Education Institute
 - using international common names, for having more transparency
 - EQF and the role of this framework for qualifications at level 5 and higher
 - role of businesses in lifelong learning, using all qualifications at level 5 for workforce development (institutes)
 - using non-formal qualifications (professional qualifications) as basis for formal programmes at level 5
 - the need for standards and guidelines for permeability between VET and HE
 - role of international associations for VET and HE in having a new 'process'

- 14:40 – 14:50 Short break
 14:50 – 15:45 Roundtable sessions – using the key-issues (round 2)
 15:45 – 16:00 Coffee break
 16:00 – 16:15 Plenary: a student’s vision of the theme of the conference
 16:15 – 17:00 Plenary: reporting of the workshops and sessions – input for day 2
Moderation: CHAIN5 and EfVET
- 17:30 Transport to the Institute for Tourism Studies
 - tour and dinner
- 22:00 Transport back to the hotels and other central places

Tuesday 10th December

- 08:30 – 09:00 Registration and coffee
- 09:00 – 09:10 Welcome
- 09:10 – 10:00 The challenges... seen from a Maltese perspective...
Short presentations: VET, University, Employers, Ministry...
- 10:00 – 10:50 Roundtable sessions: The way forward... what’s next...
Using the outcomes and recommendations from day 1
- 10:50 – 11:05 Coffee break
- 11:05 – 11:45 Plenary: Reflections from an observer and feedback of the delegates
- 11:45 – 12:30 Plenary: Conclusions, recommendations...
- 12:30 – 12:40 Closing of the conference
- 12:40 Lunch
- 14:00 – 16:30 Option: Guided Visit to Valetta

KEY-ISSUES FOR THIS CONFERENCE

- How can qualifications be linked to each other for permeability between the two sectors, at the levels 5 and higher of the EQF (and the national frameworks):
 - Higher Education
 - Vocational Education (Vocational and Professional Education - also known as Higher VET)?
- How can we promote cooperation for learning pathways where institutions from those different sectors are involved, and how can they be filled in correctly?
- What is the role of the business community in promoting flexible learning pathways that are making use of both sectors?
- Is there a strong need for ‘international common names’ for qualifications in both sectors, to make the whole system for level 5 and higher levels more transparent for the stakeholders?
- Can common guidelines be drawn up for a strong approach to permeability procedures between the two sectors, to the benefit of students and adult learners?
- What can be the role in all this of the international associations and networks for both sectors, to initiate a process for this, and who can contribute to such an initiative?