

Topic	Workshop	What to expect	
<b>Curriculum development</b>	Developing new study programs and flexible ways of offering studies at Vocational Colleges after the educational reform. (Abelia, Norway)  By Knut Erik Beyer-Arnesen	After the Norwegian reform in Vocational Colleges on a tertiary level, there is still a lot of work to be done. Some of the proposed actions already took place or are being planned. Funding to support Vocational Colleges to develop new study programs and develop more flexible ways of offering their studies, is one of those actions.	1
	Transforming EQF5 education in Flanders: developing new study programs in line with labour market demands. (VLHORA, Flanders) By Anne Foqué	The level 5 area in Flanders is shifting rapidly and university colleges are preparing at full speed for the start of renewed programs in September 2019. This session will give an insight in this transformation process. How do university colleges formulate learning outcomes that match with labour market expectations? How do they link these to a realistic standard for a level 5 program of 90 or 120 ECTS? How are different stakeholders involved in the process? The session will explain the current process and discuss strengths and challenges so far.	2
	Another brick in the level 5 area: how to deal with ECVET and ECTS (Leido & Abelia, the Netherlands & Norway)  By Hans Daale and Knut Erik Beyer-Arnesen	There are discussions about connecting ECVET and ECTS, for several reasons: Creating more possibilities for permeability between VET and HE Enabling more flexible learning paths In this workshop we will discuss the opportunity to introduce a new instrument for the European Level 5 Area that links ECVET to SCHE.	3
	Workbased learning in general, and how to start with new concepts in the European Level 5 Area (CHAIN5, UK)  By Hans Daale and Jan Nienhuis	In the UK there are new opportunities for workbased learning, using new concepts. The basis for the program is the bundle of professional competences at certain levels (looking at the profession and the lifelong learning opportunities). For this kind of study programs we need new formats, esp. regarding quality assurance. In this session we will provide information about those concepts, and we'll need your feedback.	4
<b>Key figures in the program: teachers and students</b>	Intensive preparatory Year Higher Education for Newcomers (IVAN) (UCLL, Flanders)  By Bie Strypens	Since 2013 Students who haven't been attending Flemish Education in the past, can enroll in a preparatory year before entering or finishing Higher Education in Flanders, not only strengthening their knowledge of academic Dutch, but also of the jargon and know-how in one of four chosen domains: accountancy/administration, IT, (business) automation and store management/sales. Next to language courses, the students get the possibility to obtain certificates in the chosen domain, they learn about the Flemish HE-system, obtain skills and learning training and get a personal development planning. As coordinator of the preparatory year, UCLL works together with different partners to provide these different courses.	5
	Diversity in Higher Education (UCLL, Flanders)  By Katleen Van Slagmolen	Super diversity is a fact! This is reflected in our classrooms. Therefore, a lot of (new) competences are expected from the teacher. But is this all so obvious? Do we know exactly what we want as a school and what we can do? How do you work to provide equal opportunities whilst maintaining quality? Do we see the opportunities or only the workload? And what does this heterogeneity mean in your lessons, teaching methodology, ...? It is the art of searching together, rather than knowing it all.	6

<p><b>Field of work</b></p>	<p>Workbased learning in Associate Degree IT – The RealDolmen track (Odisee, Flanders)</p> <p>By Tom Knockaert and Yvan Rooseleer</p>	<p>Odisee launched the idea to create a new Workbased Learning track for IT Students. As Realdolmen was already a known partner, working together was an obvious choice.</p> <p>Mid-September 2018 the first students started this two-year track. We started with a small group to make sure corrections were possible during the year, but in 2019 a larger group will start.</p> <p>To our knowledge this is the first collaboration between a university college and a system integrator in Belgium to make an effort in closing the gap between available IT resource and demand for IT resources, whilst educating level 5 students in their field of work.</p>	<p>7</p>
	<p>BEEHiVES: the results so far, and how to use them (AoC, UK)</p> <p>By Nick Davy</p>	<p>The project's core aim, Boosting European Exchange on Higher VET and Employer Involvement in Education Structures (BEEHiVES), will develop transferable competencies and practices that will strengthen HVET and improve cooperation between the world of education and training and the world of work.</p> <p>The BEEHiVES project is designed to address cooperation and collaboration barriers in the strategic partnership triangle – HVET/PHE institutions, employers/labour markets and students – to contribute to the development of skills relevant to labour market needs and equip students with the knowledge and skills relevant for their long-term employability, entrepreneurship and personal development. The project reflects developments within the EHEA and will make a significant contribution to the Modernisation Agenda.</p>	<p>8</p>
	<p>The “three parties concept”: the importance of all three stakeholders in flexible learning pathways at level 5 (NHL-Stenden, the Netherlands)</p> <p>By Nina Spithost</p>	<p>Collaborating with employers for education based on learning outcomes is a concept based on personalized learning and co-creation.</p> <p>Getting started with the “Eurodale framework” in which the role becomes visible of the three stakeholders: student: world of work and education institution.</p>	<p>9</p>
	<p>Workbased learning in Associate Degree Orthopedagogics (VIVES, Flanders)</p> <p>By Simon Vanhee</p>	<p>In Flanders all Associate Degree programmes must contain 40 ECTS in workbased learning (1/3 of the programme). The AD in Orthopedagogics is a very good example on how to bring WBL in the curriculum.</p>	<p>10</p>