

**Be-TWIN 2 ECTS-ECVET:
BUILDING BRIDGES AND OVERCOMING DIFFERENCES**

2012-1-IT1-LEO05-02819
CUP G32F12000070006

**BUILDING
BRIDGES
AND
OVERCOMING
DIFFERENCES**



**Work Package 2
Background research and needs analysis**

Result 10: Common template for data collection

November 2012

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Background research and needs analysis

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Work Package 2 Leader:



Partners involved:



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Colophon

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Be-TWIN 2

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Introduction

This document contains the common templates for the collection of data and information both for the literature review and case-studies in order to promote standardisation and support cross-case comparison.

The research direction (3s research laboratory) lends special attention to methodological issues and the development of comparative methods in order to exploit the advantages of comparison and achieve cross-fertilisation among partners' contributions. The development and discovering of a common terminology has also been considered crucial in the process towards transnational cooperation and joint comparative research activity.

The research design strives to compare national experiences from three countries. Furthermore, the consortium is of a very composite nature; re-uniting experts from various backgrounds (not necessarily sharing the same concepts, terms of reference or research methods) and having diverging degrees of experience in pilot projects in VET and HE.

COUNTRY OVERVIEW TEMPLATE

Country: _____

Author: _____

Partner institute: _____

1. Current state of implementation of ECTS	
<p><i>What is the state of affairs of implementing ECTS in your country?</i></p>	<p>Please, differentiate between practical and conceptual level of implementation:</p> <ol style="list-style-type: none"> 1. What is the basis for the awarding of credits (i.e. achieving LOs or workload or both?) 2. What is the role of LOs and learning activities in transfer and accumulation of ECTS? ¹ <p>If possible, please, answer: what is the benefit and what are the challenges of using LOs / learning activities?</p>
2. Current state of implementation of ECVET	
<p><i>What is the state of affairs of implementing ECVET in your country?</i></p>	<ol style="list-style-type: none"> 1. Is there a credit system in VET (e.g. national credit system, ECVET)? 2. If so, what is the basis for the awarding of credits (i.e. achieving LOs, workload, etc.)? <p>If possible, please, answer: what is the benefit and what are the challenges of using LOs?</p>
3. National legislations on qualification design in VET and HE	
<p><i>Background</i></p>	<ol style="list-style-type: none"> 1. What types of HE programmes are offered in your country e.g. universities, universities of applied sciences, polytechnics, dual studies, etc.? If possible, please, indicate the share of HE students according to type of programme.² 2. What types of VET programmes are offered in your country e.g. alternance-based, apprenticeship-based, school-based, etc.? If possible, please, indicate the share of VET students according to type of programme. 3. What are the access possibilities into HE for VET graduates?

¹ Bologna reports could be possible sources for answering question 1.1. & 1.2

² In Austria, for example, about 70 percent of HE students are in universities.

	<ul style="list-style-type: none"> • Please consider most and less frequent routes. • Please, indicate relevant learning and teaching arrangements facilitating VET-HE permeability (i.e. provision of mixed teaching lessons, additional subjects preparing VET graduates for HE, etc.). <p>4. Are there any recent legislative reforms regarding qualification design in VET and HE that may facilitate VET-HE permeability? If so, do these reforms introduce LOs and /or national standards?</p>
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4. Quantitative data regarding permeability

<i>Could you provide any quantitative data on permeability between VET and HE?</i>	<p>1. Is there any evidence-based data showing the importance of the phenomenon of VET-HE permeability in your country?</p> <p>2. If there is no data, could you give a reason why? Does it imply that the number of beneficiaries of VET-HE permeability is limited in your country?</p>
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5. Main features of qualification design in VET and HE

<i>Description of qualifications, LOs, modules and units of LOs</i>	<p>Comparing qualification design in VET and HE:</p> <ol style="list-style-type: none"> 1. What descriptors or dimensions are used for structuring LOs? How do they fit with the EQF descriptors <i>knowledge, skills and competence (KSC)</i>? 2. How is the level of demand expressed in the description of LOs? 3. What is the meaning of components of a qualification: units (of assessable LOs) or modules (of learning)? 4. Is the national VET system compatible with ECVET?³ 5. What are the basic principles of the structure of VET qualifications (i.e. occupational profiles, modules/units, etc.)? 6. Who are the actors involved in qualification design in VET and HE? What are their roles and degree of autonomy? <ul style="list-style-type: none"> • Please, consider the different stages of qualification design. • What is the role of labour market in designing outlines for qualifications in VET and HE?
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³ 3s will deal with this question using Cedefop monitoring reports as a source.

	7. Do VET and HE qualifications have to be translated in training programmes or curriculum? If so, how are VET and HE qualifications translated into training programmes or curriculum?
6. Transnational collaboration	
<i>Is there any experience at a national level in terms of inter-country permeability between VET and HE?</i>	1. If possible, please describe successful examples for inter-country permeability between VET and HE focusing on validation and recognition.
7. Prerequisites for permeability (success factors and constraints)	
<i>Portability of LOs and / or units of LOs in facilitating permeability between VET and HE</i>	<ol style="list-style-type: none"> How are overlapping parts between VET and HE qualifications identified? How can LOs of prior learning be identified as equivalent? What methods are used in general? To what extent do credit systems currently play a role in supporting VET-HE permeability in your country? Please, explain. What is the contribution of assessment to validation and recognition? Generally, to what extent does HEIs accept assessment done by VET institutions? Is there usually a need for additional assessment procedures? Success factors for portability of LOs and units of LOs facilitating permeability between VET and HE ... Challenges, constraints ...
8. Applicability of Be-TWIN methodology and target group needs	
<i>Do you think that the Be-TWIN methodology could help in improving permeability between VET and HE in your country?</i>	<p>If possible, please consider the applicability of Be-TWIN methodology: ⁴</p> <ol style="list-style-type: none"> What could be the main contribution of Be-TWIN methodology? For which target groups and educational areas (type of VET and HE, economic sector)?

⁴ This question should be considered rather as a “theoretical exercise” on the eventual usage of Be-TWIN methodology

9. Effective country-specific models and practices	
<p><i>Please, refer to at least one example of either exemption or full equivalence of prior learning from VET in HE.</i></p> <p><i>The example will be used as a basis for selection of case studies</i></p>	<p>1. Are there any successful routes available at a national level for access to HE through validation of prior learning and work experience in VET (i.e. recognition of LOs from VET in HE, credit transfer from VET in HE)?</p> <p>2. If so, please indicate the route (s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> National legislation⁵ <input type="checkbox"/> National guidelines / principles on recognition of prior learning <input type="checkbox"/> Projects to trial new systems / processes⁶ <input type="checkbox"/> Bottom-up activities⁷ <input type="checkbox"/> Networks of universities and role of HE bodies to oversee and promote VET-HE permeability⁸ <input type="checkbox"/> partnerships / cooperation between VET and HE <input type="checkbox"/> Other, please specify:
10. Additional information	
11. Bibliography	

⁵ i.e. existence of a legislative framework that prescribes specific accreditation procedures in terms of VET-HE permeability

⁶ i.e. pilot projects that support permeability between VET and HE for specific target groups

⁷ i.e. developments at the level of the individual institution or autonomous initiatives from HE institutions

⁸ i.e. existence of a common approach towards validation or organisation of validation agreements

CASE-STUDY TEMPLATE

Country: _____

Title of Case Study: _____

Author: _____

Partner institute: _____

Please, describe a case study illustrating an effective country-specific model and / or practice that facilitates permeability between VET and HE. The case study should provide an overview about the relevant permeability mechanism in terms of quantitative use, qualitative importance and / or innovativeness.

Note: the questions in the right box should be considered rather as suggestions and guidelines for describing a concrete permeability mechanism. Not all questions may be relevant for all cases.

1. Needs identified	
<i>What were the reasons for the establishment of the permeability mechanism?</i>	<ol style="list-style-type: none"> 1. Please, indicate and further specify: <ul style="list-style-type: none"> <input type="checkbox"/> Relevant acts of law or legislative frameworks <input type="checkbox"/> Changes in labour market needs <input type="checkbox"/> Private sector drivers⁹ <input type="checkbox"/> Institutional arrangements <input type="checkbox"/> EU developments <input type="checkbox"/> Other, please, specify: 2. Is the mechanism a relatively new one or did it developed over a longer period? 3. Is it a one-off project designed especially for a specific target group(s) or a permanent measure?
2. Scale	
<i>Please, specify the scale of application</i>	<ul style="list-style-type: none"> <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> Specific for one economic sector, please, specify: <input type="checkbox"/> Specific for several economic sectors, please, specify: <input type="checkbox"/> Non-sector specific, please, specify: <input type="checkbox"/> Other, please specify: <p>In relation to the scale of application (i.e. national, regional, local, etc.), please indicate, if possible, the annual number of VET and HE students.</p>

⁹ Some private sector employers and professional bodies might have encouraged permeability mechanisms as they identified a need for workforce development and qualification at HE level. This may result in the introduction of validation procedures focusing on a number of fields or other specific professions. For example, in the UK validation in HE is concentrated in the health and social care (and work-based learning in general).

3. Type of VET-HE permeability mechanism	
<i>Please, specify the type of permeability mechanism</i>	<input type="checkbox"/> Exemption <input type="checkbox"/> Full equivalence ¹⁰
4. Type of learning contexts	
<i>Please, specify the type(s) of learning contexts taken into account</i>	<input type="checkbox"/> Formal learning context only <input type="checkbox"/> Non-formal and /or informal learning context
5. Basis of permeability	
<i>On which basis is permeability granted?</i>	<input type="checkbox"/> Individual / case-by-case <input type="checkbox"/> Institutional cooperation (long-term cooperation between VET and HE institutions or ad-hoc cooperation on a case-by-case basis; please specify the basis for cooperation i.e. informal contracts, formal agreements, statutes / law) <input type="checkbox"/> General (all graduates of specific vocational track)
6. Sources of funding	
<i>Please, identify the sources of funding for the permeability mechanism</i>	
7. Aims	
<i>What is the stated intent of the permeability mechanism?</i>	<ol style="list-style-type: none"> 1. What does the permeability mechanism intend to accomplish? 2. What are the objectives?
8. Target group	
<i>Please, specify the target group(s)</i>	<input type="checkbox"/> Skilled workers <input type="checkbox"/> Work returners <input type="checkbox"/> Disadvantaged groups or persons (please, specify i.e. immigrants, people lacking the traditional HE entrance qualifications) <input type="checkbox"/> Unemployed <input type="checkbox"/> Other, please, specify:

¹⁰ There are also other types of permeability mechanisms i.e. access and specific admission regulations; however, they are not the focus of the case study.

9. Activities	
<p><i>Please, focus on accrediting prior learning in the context of VET-HE permeability and the usage of credit systems</i></p>	<ol style="list-style-type: none"> 1. What methods are used for recognition of prior learning? 2. Are they based on LOs (formal, non-formal and /or informal learning contexts)? If so, to what extent are LOs in VET comparable with LOs in HE? 3. Is there any credit system used? If so, what is its contribution to the permeability mechanism? 4. Is there a limit for the number of credits that can be attributed through validation of prior learning? 5. What is the role of quality assurance (how is the quality of this process ensured)?
10. Validation and assessment of LOs	
<p><i>Does the VET-HE permeability mechanism involve any assessment?</i></p> <p><i>or:</i></p> <p><i>Does it involve validation of prior learning without additional assessment?</i></p>	<ol style="list-style-type: none"> 1. Is there any assessment involved? Alternatively, is there any validation of prior learning without additional assessment? 2. If there is additional assessment used, why is it necessary? What assessment methods are used, please indicate: <ul style="list-style-type: none"> <input type="checkbox"/> Self-declarations and portfolios <input type="checkbox"/> Valuation by a jury <input type="checkbox"/> Observation <input type="checkbox"/> Other, please, specify: 3. What is the result of validation and /or assessment? (i.e. award of credit points, award of certificates, etc.). How is this result documented / recorded?
11. Actors involved	
<p><i>Which institutions / actors are involved?</i></p>	<ol style="list-style-type: none"> 1. Please, specify their roles, functions, tasks, responsibilities (including any forms of cooperation) as well as degree of involvement. <p>If possible, please provide more details about the role of actors / institutions, responsible for the validation and / or assessment of LOs and the award of credits and qualifications.</p>

12. Results achieved (by outcome indicators)	
<i>Please indicate what has concretely been accomplished by the permeability mechanism</i>	<ol style="list-style-type: none"> 1. What are the benefits of the permeability mechanism for the target group (e.g. success in education system and /or career prospects) 2. If possible, please provide any evidence-based data supporting the successful results achieved by the mechanism 3. Does the awarding of credits / credit points have any effect on graduates' progression to further studies or for their labour market success?
13. Overall evaluation	
<i>What are the strengths and weaknesses of the permeability mechanism?</i>	<ol style="list-style-type: none"> 1. What makes it successful? 2. What does not work so well and need to be improved? 3. What were particular obstacles, anticipated or not, which affected development, implementation and outcome of the mechanism (descriptions of VET and HE qualifications, financial, partnerships, infrastructure etc.)? 4. What are the lessons learned?
14. Applicability of Be-TWIN methodology	
<i>What are the prospects for the applicability of Be-TWIN methodology?</i>	<p>If possible, please consider the applicability of Be-TWIN methodology:¹¹</p> <ol style="list-style-type: none"> 1. Would it make sense to apply Be-TWIN methodology in the described case? If so, what benefits, challenges and obstacles might be expected? If not, please explain!
15. Additional information	
16. Interviewees	
<i>Names and contact data of interviewees</i>	
17. Bibliography	

¹¹ This question should be considered rather as a theoretical exercise comparing the approach in the selected permeability mechanism and the Be-TWIN methodology.