
National Developments and Reforms in Austrian VET influenced by EQF

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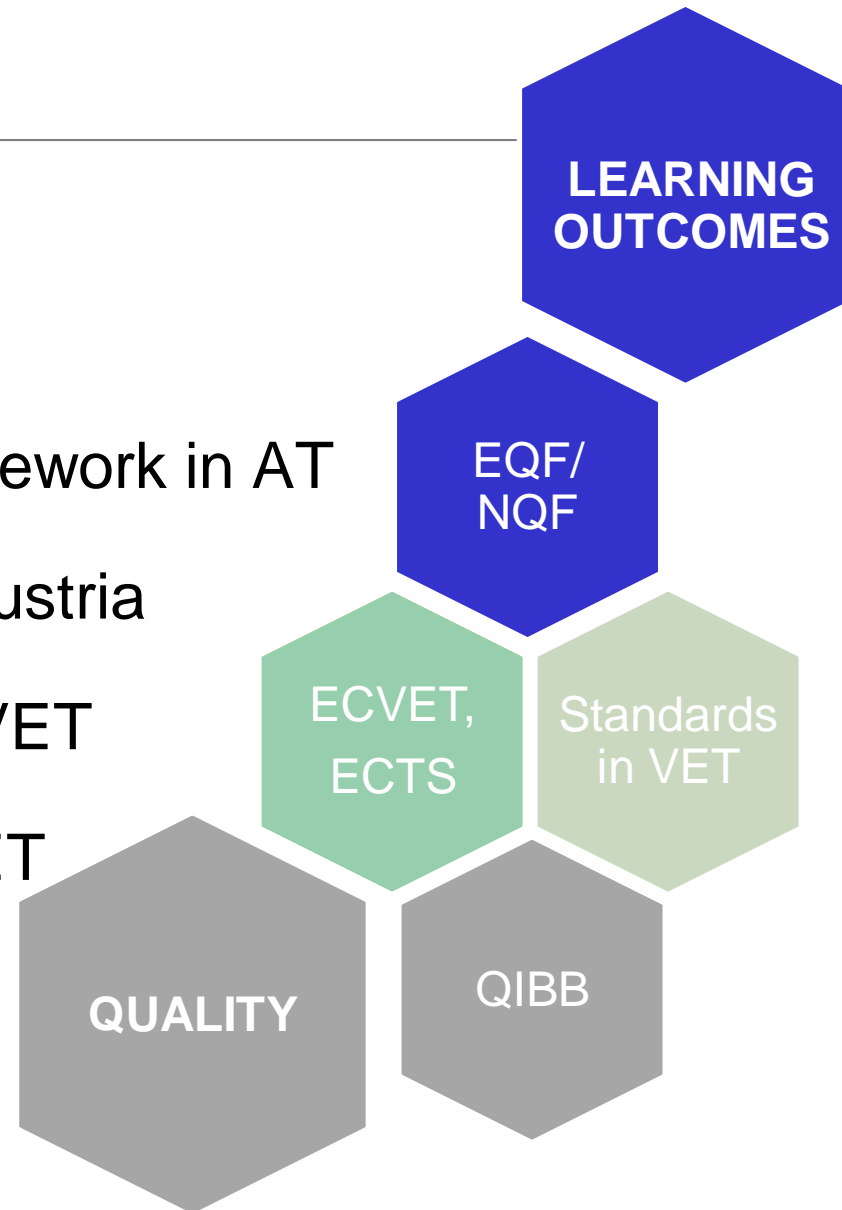
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International Seminar on Quality Assurance in HE and VET in the context of NQFs, the
EQF and the QF-EHEA

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I. European Context

EUROPE 2020

Employ-
ment

R & D /
innovation

Climate
change

EDUCATION

Poverty/
social excl.

ET 2020

**COPENHAGEN/
BRUGES**

**FLAGSHIP
INITIATIVES**

- Reduce school drop-out rates to less than 10%
- Minimum of 40% of 30-34 year-olds completing third level education
- Minimum of 15% of adult population in LLL

I. European Context

Bruges Communiqué 2010-

Vision of enhanced European cooperation in VET for the period 2011-2020



- ⇒ Attractiveness
- ⇒ Quality, Excellence & Relevance
- ⇒ Flexibility & Accessibility
- ⇒ Internationality & Mobility
- ⇒ Innovation, Creativity & Entrepreneurship
- ⇒ Equity, Social Cohesion & Active Citizenship

I. European Context

- Heterogenous VET systems across Europe
- Lack of transparency and trust
- Lack of comparability



- Better understanding of qualifications acquired and VET systems European countries – „ZONES of TRUST“
- Learning agreements for acquisition of competences during mobility periods
- Recognition of competences
- Systemic cooperation
- Definition of common goals



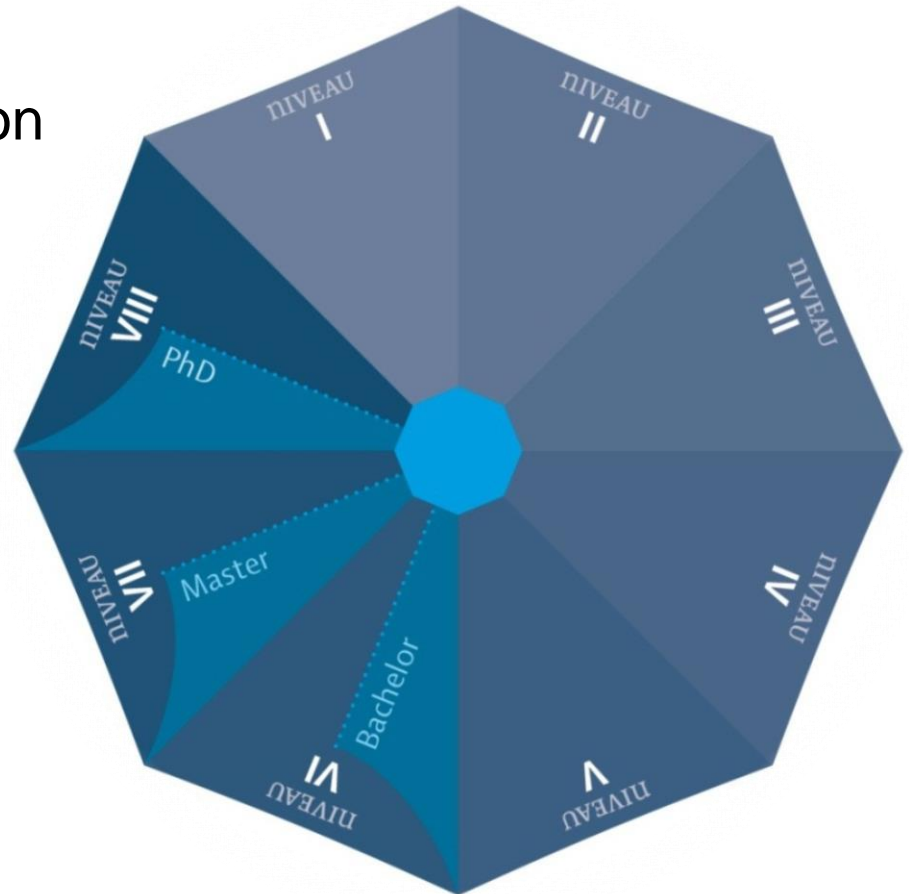
European
Qualifications
Framework

EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING

II. EQF IMPLEMENTATION IN AT

Structure and Design

- National descriptors based on EQF descriptors
- 8 Levels, 3 dimensions of learning outcomes:
 - ⇒ Knowledge
 - ⇒ Skills
 - ⇒ Competences
- 3 ‚corridors‘:
 - ⇒ Formal qualifications
 - ⇒ Non-formal qualifications
 - ⇒ Informal learning
- Y-Structure



Source: National Coordination Point NQF (2011)
National Qualifications Framework AT

II. EQF IMPLEMENTATION IN AT

Strategic Aims

- Tool for translation between the numerous qualifications offered within the national qualifications system
- Enhanced communication and cooperation between stakeholders at national and international level
- Realistic positioning of Austrian qualifications on the national and European labour market
- Visualisation of non-formal qualifications and informal learning
- Anchoring of learning outcomes based thinking in national curricula
⇒ *„Paradigme shift towards learning outcomes“*

II. EQF IMPLEMENTATION IN AT

NQF in AT– Next steps 2013

- National database/register for transparent presentation of the Austrian qualifications landscape
- Further development/‘refinement‘ of allocation procedure
- Drafting of potential legal basis
- Development of criteria and procedures for validating non-formal qualifications and informally acquired learning outcomes
- Intensified exchange with neighbouring countries Germany, Switzerland, Liechtenstein > regional network

II. EQF IMPLEMENTATION IN AT

Excuse: Higher VET

- ET 2020 Benchmark: 40% Higher Education Attainment or equivalent (AT: 35% incl. VET colleges)
- Latest ISCED classification views AT VET colleges (BHS) as post-secondary (Level 5)
- NQF/EQF Allocation: Tendency towards 'Meister' Level 6, 'Ing.' (through validation) Level 6
- Direct linkage between EQF and ISCED not possible due to differences in conception of the two instruments
- In the context of ECVET: enhanced dialogue and cooperation between VET and HE will be necessary.



bildungsstandards

Educational Standards in VET

V. Educational Standards in VET

Project Kick-off: 2004



Projekt Aim:

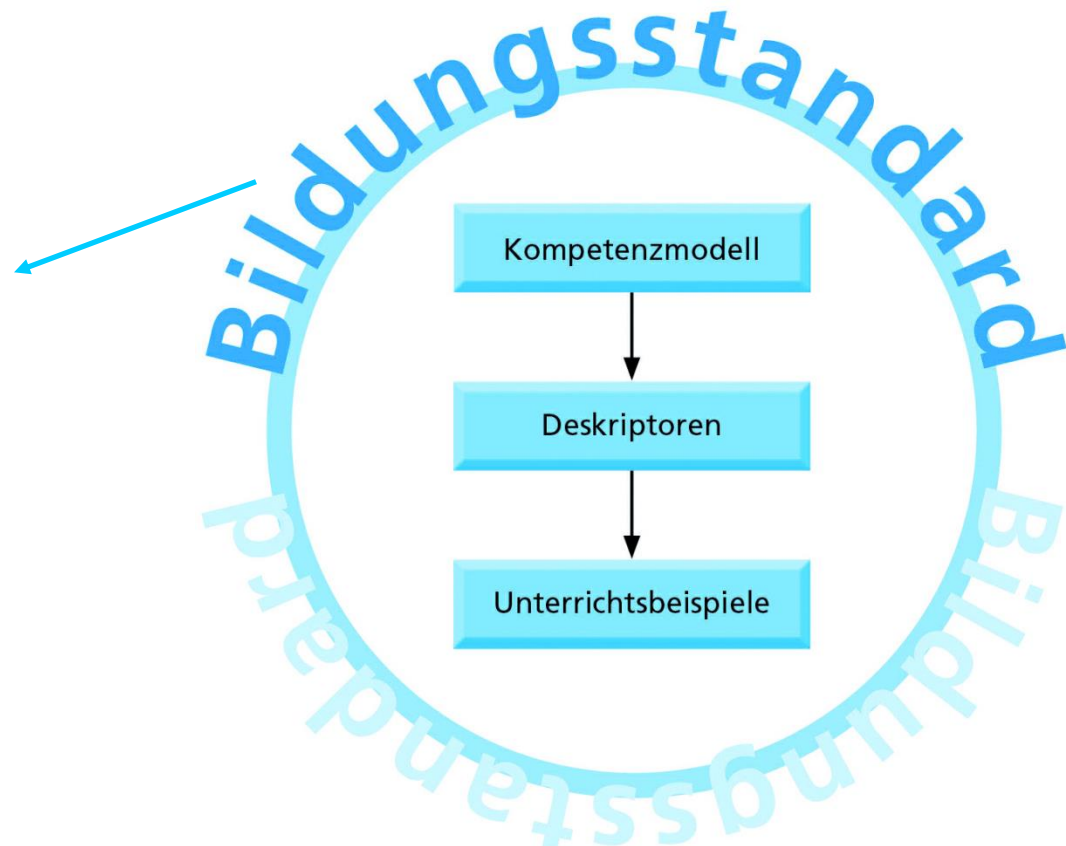
Development and implementation of competence based teaching and 'competence-catalogues' for assessments on the basis of educational standards in school-based VET

V. Educational Standards in VET

Elements:

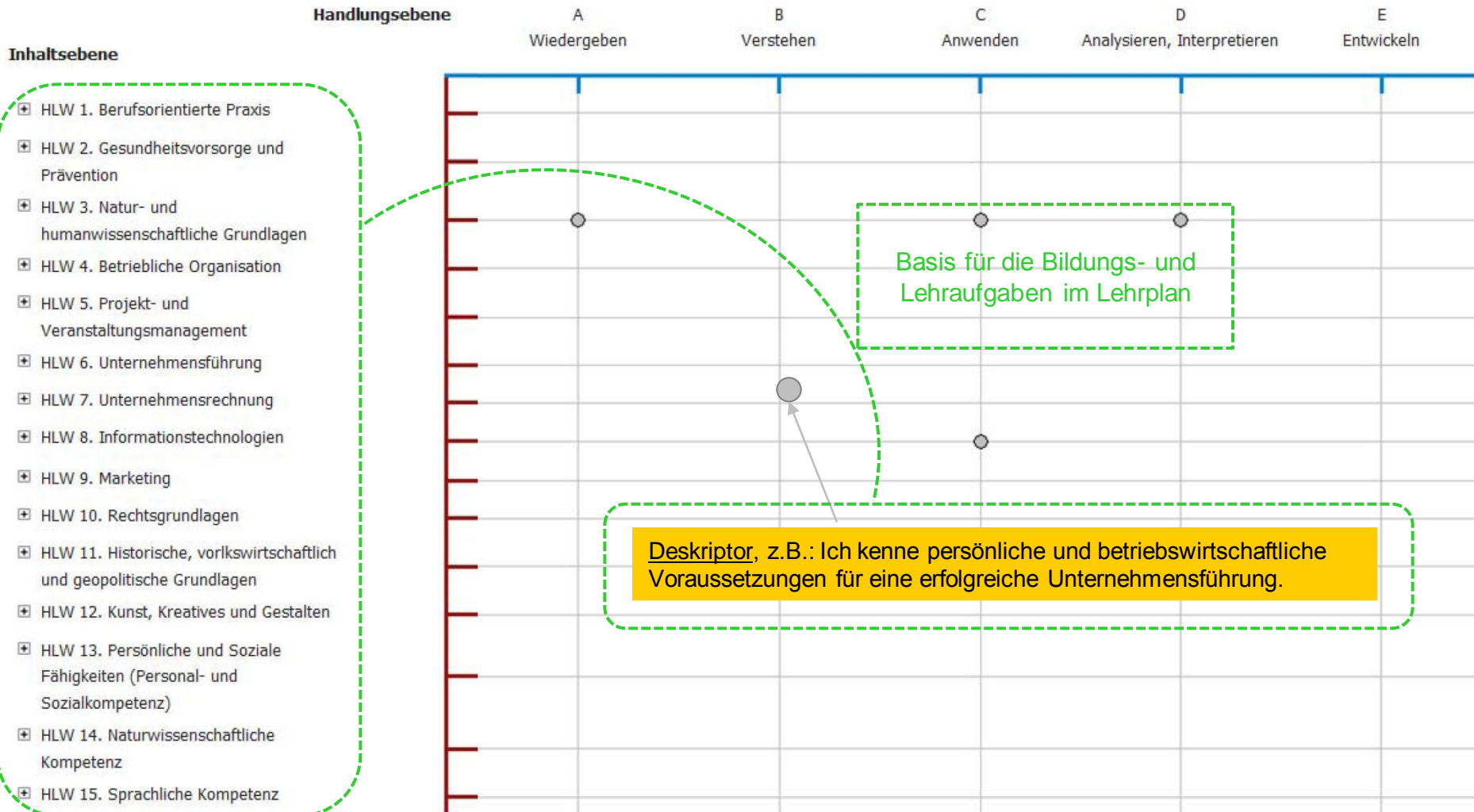
Competency-models, Descriptors, Sample Tasks

Defines core-competencies



V. Educational Standards in VET

Competency-model „Occupations in economics“



V. Educational Standards in VET

COMPETENCE- AND LEARNING OUTCOMES-BASED CURRICULA



Project Aim:

Development and implementation of new curricula, **deriving their educational targets directly from competence-modells**



V. Educational Standards in VET

Kompetenz- und lernergebnisorientierte LP in der BB

Bsp.: Verbindliche Übungen, LP der HL für Elektronik und Technische Informatik

SOZIAL- UND PERSONALKOMPETENZ

Kompetenzbereich „Soziale Verantwortung“:

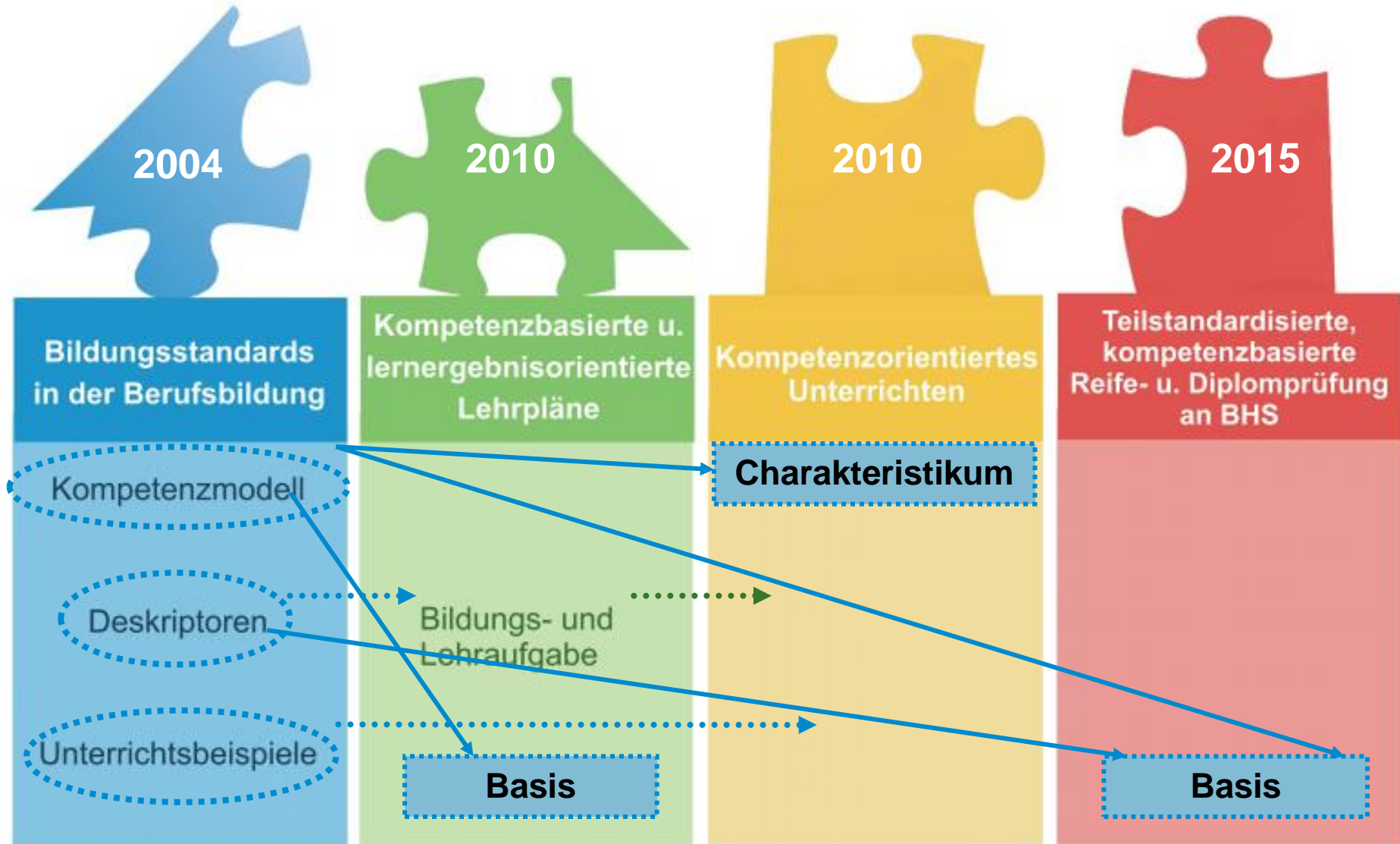
Bildungs- und Lehraufgabe:

Grundlage dafür war der Bildungsstandard
„Soziale Kompetenzen“

Die Schülerinnen und Schüler

- können sich im Umgang mit anderen Personen wertschätzend, achtsam und gendergerecht verhalten und das eigene Verhalten sowie das anderer Personen reflektieren;
- können auf die Bedürfnisse anderer Personen reagieren und ihnen adäquate Unterstützung bieten;
- können mit anvertrauten Informationen angemessen umgehen;
- können erläutern, wie sie gesellschaftliche Lebensbereiche mit gestalten;
- können den eigenen Standpunkt klarlegen und die Standpunkte anderer annehmen;
- können das Konfliktverhalten anderer Personen reflektieren, Anzeichen eines entstehenden Konfliktes erkennen;
- kennen Strategien zum Abbau negativer Gefühle und destruktiver Verhaltenweisen;
- können Konflikte beschreiben, sich konstruktiv mit eigenen und fremden Interessen und Bedürfnissen auseinandersetzen und gemeinsame Lösungen für einen Konflikt erarbeiten.

V. Educational Standards in VET



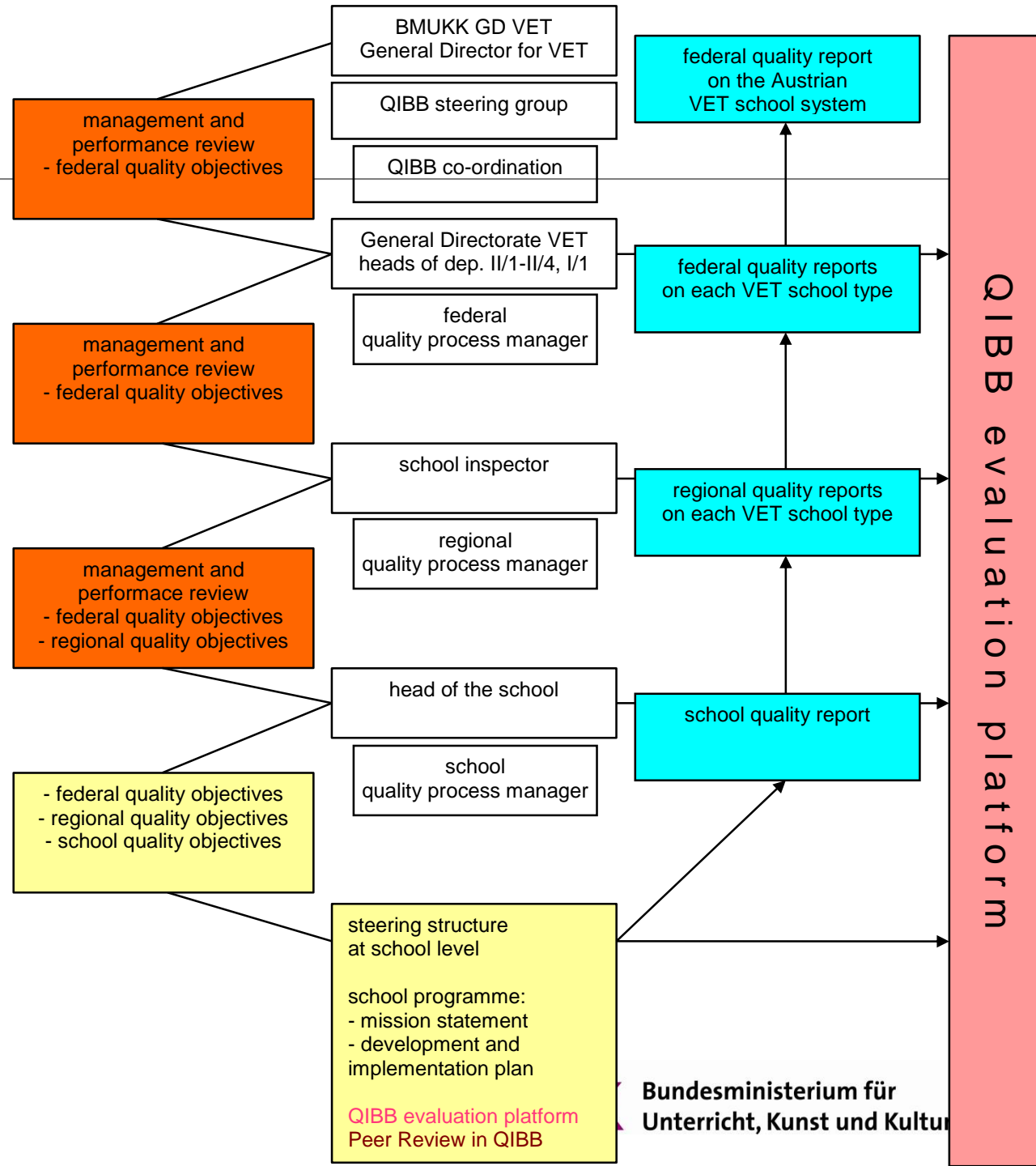


QIBB – The Austrian Initiative for Quality in VET

IV. QIBB = A continuous learning process



QIBB: Flow of communication and information



IV. QIBB: Developments 2004 - 2013

1. to develop and implement a project architecture
2. to implement the quality cycle
3. to develop QM and evaluation tools and instruments
(internet platform)
4. parallel staff management/HR development
5. self evaluation at school level
6. management and performance reviews
7. quality reports
8. Peer Review in QIBB www.peer-review-in-qibb.at
9. VET-CERT & QUALI-QIBB www.vet-cert.at

2004

2013

IV. Next Steps ...

- QM = task of executive managers (managerial responsibility)
- HR development (VET-CERT project)
- quality reports and data for **evidence-based** action → **ACT!**
- communication
- to strengthen a feedback and evaluation culture
- to enhance participation in Peer Review in QIBB
- to further develop QM and evaluation tools and instruments
- QIBB as a vehicle to support school reform



EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION & TRAINING

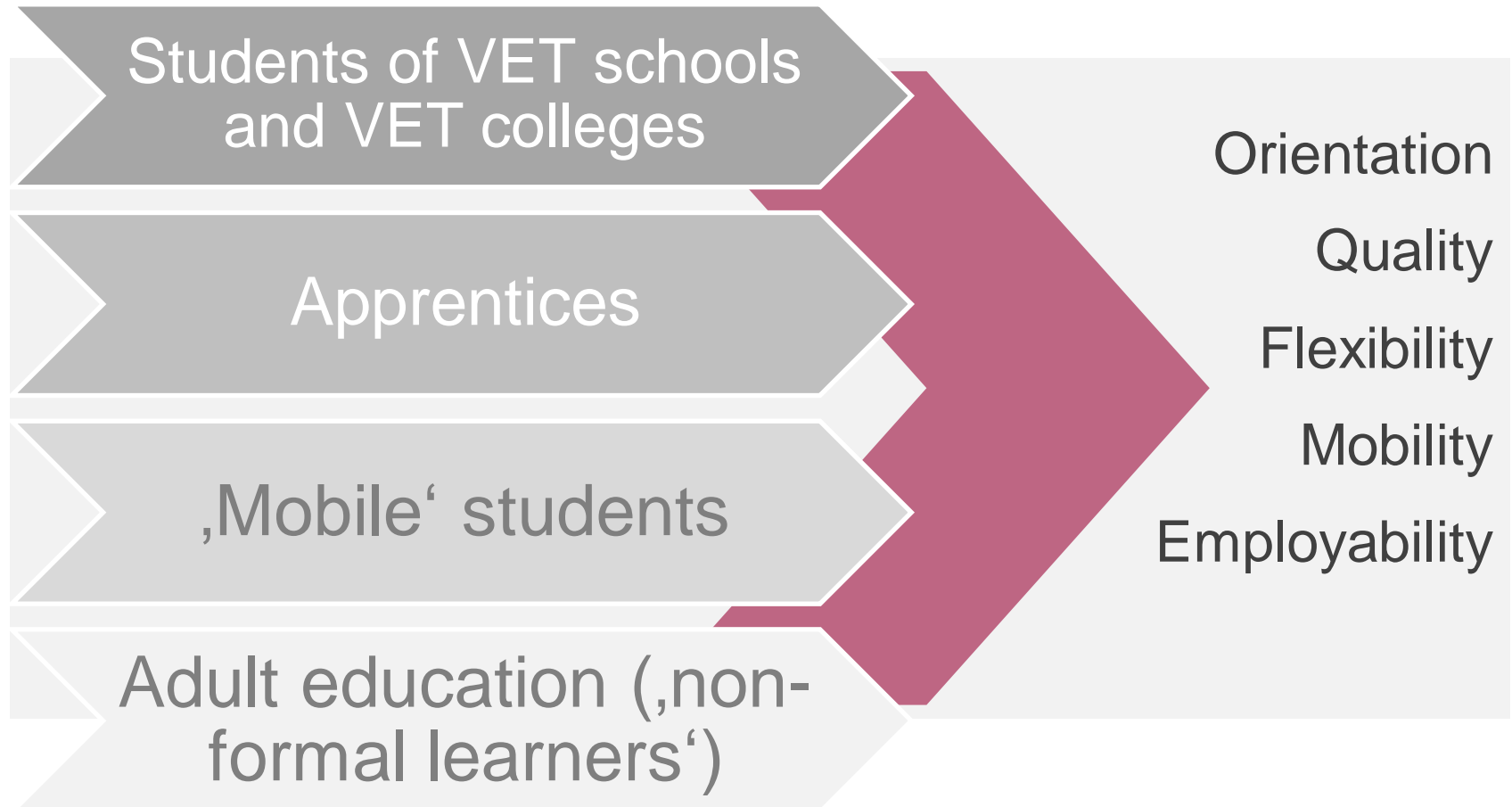
III. ECVET IMPLEMENTATION IN AT

Background

- Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET)
- Creating a ‚common language‘ (credit (point) system) as a basis for assessment/recognition/acknowledgement of competences
- Technical framework for recognition and accumulation of assessed learning outcomes
- Different national approaches towards implementing ECVET in EU Member states are currently being developed → AT previously mainly focused on the use of ECVET for transnational mobility within the formal qualifications system → **new national strategy 2013**

III. ECVET IMPLEMENTATION IN AT

Target Groups and Added Value

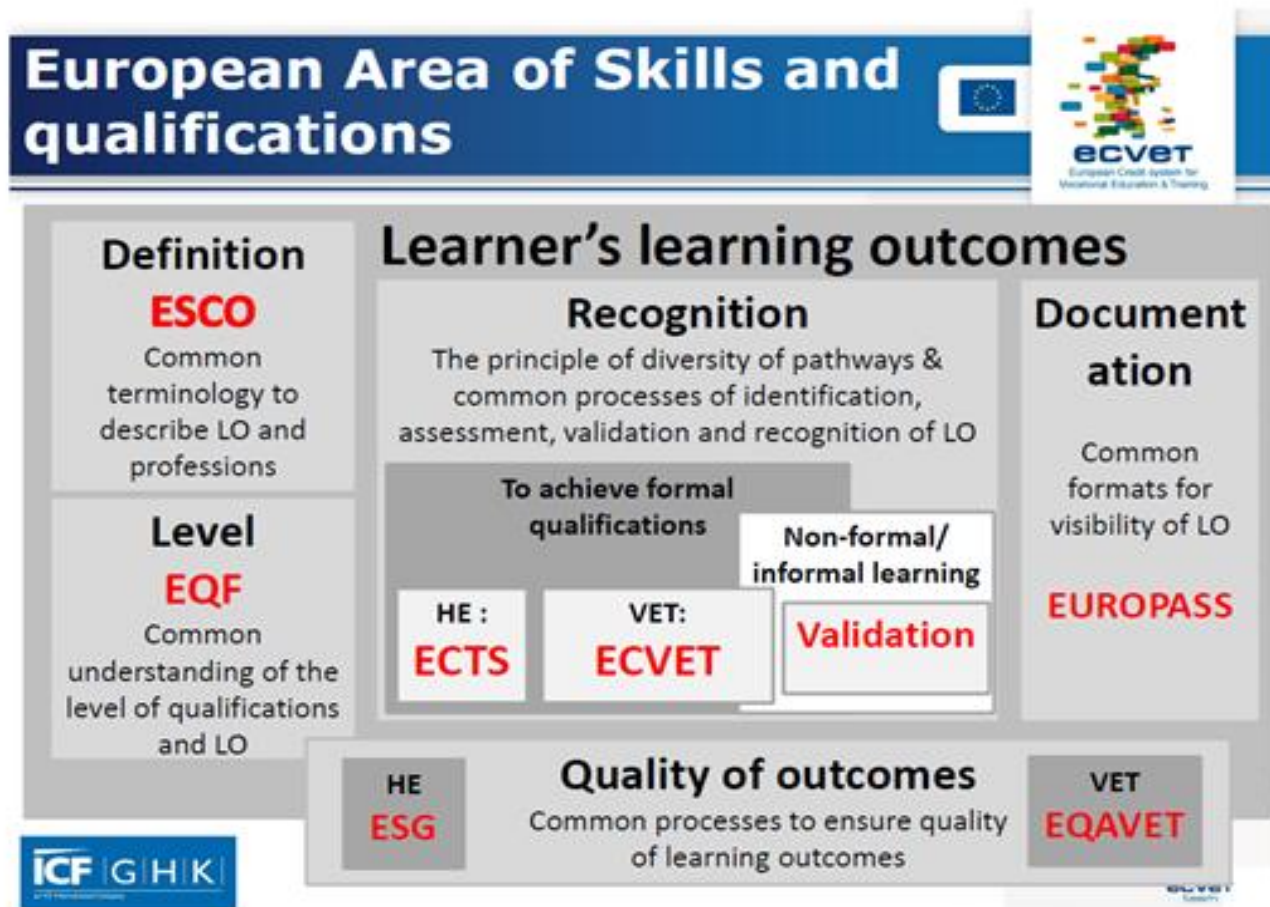


III. ECVET IMPLEMENTATION IN AT

ECVET should...

- Evaluate learning outcomes (potentially through the use of credit points) and TRANSFER the LO and competences
- Be compatible and consistent with ECTS
- Be applicable not only to transnational mobility activities
- Avoid extra bureaucratic effort for stakeholders
- Create and use synergies with other European tools and instruments (EQR, EQAVET)

Interrelation



Thank you for your attention!

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