Validation of prior learning and qualification pathways in Switzerland under the lens of ECVET principles: experiences, practices, lessons learned

ECVET Experts conference: validation of non formal and informal learning – exchange of experiences
9.11.2016
Wien

Furio Bednarz
● Contextualising the topic
● Make qualification pathways more open and flexible
● Summing up: lessons learned and perspectives
Contextualising the topic

VET in Switzerland
One mission
Three partners

Confederation:
strategic management and legal basis

Cantons:
supervision and implementation

Social partners:
profiles, rules, apprenticeship
Contextualising the topic

Lifelong learning

FORMAL LEARNING
VPET ACT – 2004
– IVET and Higher Vocational Training

NON FORMAL LEARNING
CVT ACT – 2017 –

INFORMAL LEARNING

Basic skills
VALIDATION / RECOGNITION OF PRIOR LEARNING

ART.7 - ACCREDITATION

Recognition of prior learning – legal basis
Contextualising the topic
Contextualising the topic

ADULT TRAINING AS AN EMERGING TOPIC!

- **Challenges:** demographic change + uncertainties about Bilateral Agreements with EU on the free circulation of the workforce = growing shortage of qualified workforce

- **Rapid evolution of profiles and competences:** technological change and digitalisation challenging the reactivity of the VET system

- **Mobilizing internal resources** focusing on adult qualification pathways, in order to give an answer to the challenges, preventing social exclusion

- **Policies and measures** –
  - "FachkræfteMangel Initiative"
  - Programs addressed to refugees and asylum seekers
  - Program “Qualification pathways for adult learners”
  - Setting up of flexible arrangements, revision of Validation Guidelines
Make qualification pathways more open and flexible

Qualification for adults: a 4 ways street

<table>
<thead>
<tr>
<th>Learning</th>
<th>Structured training: dual apprenticeship or full time school</th>
<th>Flexible training arrangements (adapted duration)</th>
<th>Direct admission to a professional exam</th>
<th>Direct admission to alternative procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Linked to the training</td>
<td>Linked to the training</td>
<td>Individual application (Requirements!)</td>
<td>Individual application (Requirements!)</td>
</tr>
<tr>
<td>Assessment procedures</td>
<td>Exam</td>
<td>Exam, Modular assessment…</td>
<td>Exam</td>
<td>VAE, Mixed procedures (Partial qualifications)</td>
</tr>
</tbody>
</table>
Make qualification pathways more open and flexible

Predominance of traditional routes

About 7,600 qualified adults (2014)
11% of all the qualifications delivered
Make qualification pathways more open and flexible

Taking into account prior learning as a key for making the Swiss qualification system more flexible: existing spaces

- Exemptions from part of the training
- Shortened duration of apprenticeship / training
- Modular training

- Fixed requirements (professional regulations)!
- But open pathways (formal and non formal training, informal learning…)

- Exam or alternative procedures (including VAE, Partial qualifications, Modular exams…)
- Exemptions
Validation of prior learning as an alternative means for achieving a qualification
Make qualification pathways more open and flexible

Validation of prior learning: key elements of the model:

- Qualification profiles
- Standards / indicators
- Dossier (evidences)
- Assessment tools
- Coaching
- Qualified experts

Healthcare assistants

<table>
<thead>
<tr>
<th>Medizintechnik</th>
<th>Qualität der beruflichen Kompetenz</th>
<th>Punktezahl bei Erreichen der beruflichen Kompetenz</th>
<th>Fallkompetenz</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 / Kontroller die Vitalzeichen und erstellt die Flüssigkeitsbilanz</td>
<td>Ja</td>
<td>1</td>
<td>Ja</td>
</tr>
<tr>
<td>4.2 / Autonome und kapillare Blutentnahmen durch.</td>
<td>Ja</td>
<td>1</td>
<td>Ja</td>
</tr>
<tr>
<td>4.3 / Gibt und verabreicht Medikamente.</td>
<td>Ja</td>
<td>1</td>
<td>Ja</td>
</tr>
<tr>
<td>4.4 / Kontroller die Infusionen bei bestehendem peripheren venösen Zugang. Sie/er bedient Infusionspumpen.</td>
<td>Ja</td>
<td>1</td>
<td>Ja</td>
</tr>
<tr>
<td>4.5 / Stellt Sondennahrung bereit und verabreicht diese bei bestehendem Zugang. Sie/er bedient Ernährungspumpen.</td>
<td>Nein</td>
<td>1</td>
<td>Nein</td>
</tr>
<tr>
<td>4.6 / Führt subkutane und intramuskuläre Injektionen durch.</td>
<td>Ja</td>
<td>1</td>
<td>Ja</td>
</tr>
<tr>
<td>4.7 / Wechselt einen Verband gemäß Vorgaben bei primär und sekundär heilenden Wunden.</td>
<td>Ja</td>
<td>1</td>
<td>Ja</td>
</tr>
<tr>
<td>4.8 / Desinfiziert Instrumente und Flächen und bereitet Material für die Sterilisation vor.</td>
<td>Nein</td>
<td>1</td>
<td>Nein</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Krise und Notfall</th>
<th>Qualität der beruflichen Kompetenz</th>
<th>Punktezahl bei Erreichen der beruflichen Kompetenz</th>
<th>Fallkompetenz</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 / Erkennt Notfallsituationen, wendet Erste Hilfe an und sorgt für Hilfe.</td>
<td>Ja</td>
<td>1</td>
<td>Ja</td>
</tr>
<tr>
<td>5.2 / Wirkt bei der Begleitung in Krisensituationen und während des Sterbens mit.</td>
<td>Nein</td>
<td>1</td>
<td>Nein</td>
</tr>
</tbody>
</table>
Make qualification pathways more open and flexible

Validation of prior learning: key elements of the model:

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- Assessment tools
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- Qualified experts

Healthcare assistants
Make qualification pathways more open and flexible

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**Phase 2: Begleitung**

Die Fachstelle Validierung bietet Unterstützung an in Form von Einzelcoaching
Mögliche Themen:
- Individuelle Unterstützung beim Erstellen der Kompetenznachweise
- Fragen zum Validierungstool
Kosten: 1. Stunde CHF 80.-
Folgstunden CHF 170.-
kostenlos für ZH-TN ohne Sek II-Abschluss

**Phase 3: Beurteilung**

Expertinnen und Experten:
- beurteilen Ihr Dossier
- laden Sie zu einem Beurteilungsgespräch ein (45 - 60 Min.)
  Ziel des Beurteilungsgespräches ist es, Unklarheiten zu beseitigen und zu verifizieren

Chefexpertin / Chefexperte:
- überprüft die Beurteilung der Experten und stellt Antrag an die Prüfungskommission
  Entscheid "erfüllt / nicht erfüllt" pro Modul
Kosten: CHF 1’000.00 (Phase 3 -5 pauschal)
Make qualification pathways more open and flexible

Modular qualification pathways: integrating recognition of prior learning and training

Implementing the principle of accumulation

Watch Industry

Additional examples:
ICT profiles, cleaning sector, adult trainers…
Make qualification pathways more open and flexible

The Geneva "Qualification plus" program: training + final exam
Make qualification pathways more open and flexible

The Geneva "Qualification plus" program: exemptions+training+exam

PREPARATORY

TRAINING

MODULES

EXEMPTIONS

EXAM

PRELIMINARY

ASSESSMENT
Make qualification pathways more open and flexible

The Geneva "Qualification plus" program: VAE

PRELIMINARY ASSESSMENT

7. Tableau des dispenses

8. Le dossier de validation avec Culture Générale intégrée

9. Le rapport des experts

VALIDATION + EXEMPTIONS

COMPLEMENTARY TRAINING + PARTIAL EXAMS
Summing up: lessons learned and perspectives

Strengths and emerging constraints in the Swiss system

- Social consensus and recognition
- Tripartite governance (Confederation, Cantons, Social partners)
- Close to the world of work
- Role of experience in the learning process

- Rigidity and complexity of qualification pathways
- Slow adaptation processes
- Selective access to lifelong learning
- Scarce integration between formal, non formal, informal learning
Summing up: lessons learned and perspectives

Lessons learned by practices

- Validation of prior learning, hardly regulated (safeguard affordability and quality!), gained consensus, but **proved to fail the target**; it’s very complicated and still rather limited (few professions, marginal impact)

- Cantons and social partners are **reluctant** to implement all the opportunities created by the Federal Legislation…

- …nevertheless in some areas (French speaking regions, Zürich, BeJuNe…) and in some professions **innovative qualification systems are coming to the fore** (flexible combination of recognition of prior learning and training, modularisation of training paths)

- **Growing acceptance of some principles**: competence orientation in defining professional profiles, accountability of informal and non formal learning outcomes, accumulation of learning outcomes as a means for developing a qualification…

- …but still a **holistic approach** to qualification procedures.
Summing up: lessons learned and perspectives

ECVET in Switzerland? no, thanks…
but step by step we are going in the same direction!
Many thanks for your attention!

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