

**IPOE** 2014  
DARWIN 11-14 NOV



 International Centre  
of Excellence in  
Tourism and Hospitality  
Education (THE-ICE)

 **CHARLES  
DARWIN  
UNIVERSITY**

'Developing quality and value-adding to partnerships between institutions'

# 8<sup>th</sup> International Panel of Experts Forum 2014 Charles Darwin University

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## Panel Session 2

# Educational pathways from VET to Higher Education (HE) – domestic and international



## **FOCUS:**

***WHAT ARE THE POTENTIAL IMPEDIMENTS  
OF EDUCATION PATHWAYS AND  
RECOGNITION OF PRIOR LEARNING FOR  
STUDENTS MOVING BETWEEN VET AND HE?  
WHAT DOMESTIC AND INTERNATIONAL  
IMPLICATIONS ARE THERE?***



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## ***Vocational Education and Training and Higher Education – historically two different worlds:***

VET – for practical, technical and manual learning –  
*„Doers“*

HE – academic education and learning – *„Thinkers“*





*Can we bridge academic  
and vocational education  
to achieve transferability  
and/or permeability in the  
educational systems?*



## The European situation

Growth of European Union – Diversity of Educational Systems



### ***Bologna Process – Goals***

- *achieve comparability of degrees*
- *enhance mobility*
- *raise transparency*

***ECTS\****  
***EQF\****

*ECTS = European Credit Transfer System*

*EQF = European Qualifications Framework for Lifelong Learning*



widespread use of Learning Outcomes for defining and describing qualifications in Higher Education



attribution of HE levels and VET levels to levels of EQF

Bruges Ministerial Conference called for promotion of flexible pathways between VET and HE



introduction of ECVET - description of workload and learning outcomes for VET for recognition of achieved competences and qualifications





- Permeability from VET into HE through specific pathways for “non-traditional learners” - *reality in many EU countries (entrance into the tertiary system)*
- Transfer from VET to HE with recognition of competences (rpl) – *highly disputed due to differences in learning*
- Parity of esteem of VET programmes with HE programmes – *controversial issue linked to increasing “academisation trend” which is equally highly contested*



- Boundaries between VET and HE are being blurred



- Differentiation between “initial VET” (“...to equip young learners with knowledge, skills and competences required in particular occupations”) and “continuing VET” at tertiary level yet often outside formal academic HE –

➡ question of parity of esteem of VET and HE for further permeability in the HE system



- Recognition of prior learning – which prior learning will/can be recognized for HE?
- What to do with “patchwork degrees” – 2-year college education plus 1 year of university education → will this give access to the next cycle?
- European references /conventions (e.g. *Lisbon Convention* ) → and national laws



# ***What can Europe learn from other countries?***

