

VET & AE-Certificates to „open up“ German Higher Education Programmes?

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Structure

- Certificates for access to HE
- Certificates and the accreditation of prior learning in HE
- Challenges
- Arguments for supporting the models

Certificates for **access** to HE

- „2009-Resolution“ by Conference of Ministers in Education & Cultural Affairs (KMK) and implementation into Federal state law regulations: **Access to HE for VET-certificate holder**
- Two access ways:
 - VET-qualification & 3 years work-experience & entrance examination gives access to Uni & UAS study programmes with subject-specific affinity
 - VET-qualification & advanced further education certificate: access to all University & UAS study programmes

Examples for advanced FE-certificates?

- master craftsperson, qualified tradesperson, business manager
 - Ruled by the Vocational Training Act (§§ 53 & 54 BBiG) and Craft Trades Act (§§ 42 & 45 HwO)
- technicians, nursery teacher
 - Ruled by the Conference of Ministers in Education & Cultural Affairs
- Specialist nurses, health care manager
 - Ruled by federal state laws

Numbers: around 150.000 certificates p.a., 65% without access-rights, but in the past only 4.000 realised accesses to HE via pre-2009-laws

Certificates and the accreditation of prior learning in HE

- 2002 resolution by the Conference of Ministers in Education & Cultural Affairs: equivalent competences acquired outside HE can be accredited up to 50% of the study programme credits.
- Theoretically all certificates can lead to the accreditation of prior learning. In practice the APL-procedures are focused on advanced further education certificates and very few quantitative important VET-Certificates, e.g. in nursing or business admin.
- APCL-procedures can have two directions: formal process of credit transfer or as an individual claim
- AE-Certificates will - for credit transfer procedures - have local meaning and value only

Challenges

- Existing Certificates: Quality assurance and standards
 - Exam-standards versus process-standards
 - Heterogeneity of § 54 Certificates
- Implementation of levels and learning outcomes
- Trust and mutual understanding between VET/AE and HE
- Gender dimensions: nursery teacher certificates and specialized nurse and health care manager are not in all states equally treated like master-craftsperson and do lead to limited number of study programmes

Arguments for supporting the models

- Pathways to LLL
- 25% of all students do have a background in VET (70.000 – 80.000 HE-freshman with VET-background p.a.)
- Reducing 'dead ends' in VET-System
- Contribution to structural mobility and reduction of inequality
- VET and HE co-construction processes lead to better performance of both systems