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Defining Programme Enhancement Process

Asier Altuna, PhD
Vicedean for Internationalisation
Department Head, Modern Languages
Faculty of Social and Human Sciences

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Defining VET programme enhancement processes

Is there room for enhancement?



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**Which aspects take
part in enhancement
processes?**



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All enhancement processes should start with a solid brainstorming of the actors at stake in the VET programme:

- 1. The educational institution (strengths/history...)**
- 2. The social needs (short and long term)**
- 3. The status of VET in the region/state/at global scale**
- 4. The specifics of any VET subject/field area of expertise**

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All enhancement processes should approach these actors at stake in the VET programme:

- 1. Questionnaire/opinions**
- 2. Interviews**
- 3. Trajectory reports**
- 4. Needs at legal quality and accreditation levels**



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Who should we ask?



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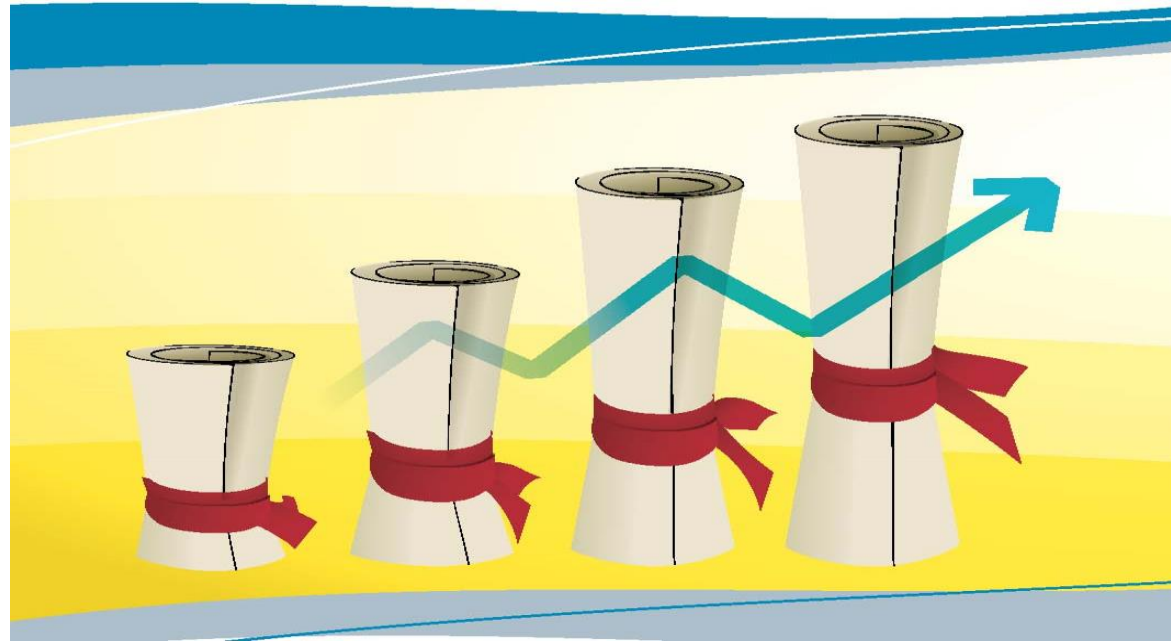
Actors at stake in the VET programme (visible and hidden?):

- 1. Training/academic institutions (level of decision and design)**
- 2. Instructors/facilitators/teachers**
- 3. Students**
- 4. Internships/work placement providers**
- 5. Parents**
- 6. Local/regional/national/international bodies**
- 7. Companies/industry/institutions/prospective employers**
- 8. Any other?**
- 9. VET experts worldwide?**



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Enhancing the STATUS of VET and VET programme?



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Defining VET programme enhancement processes

1. **Standing of VET and the occupations it serves?**
2. **What type of option is VET for prospective students?**
3. **Which are the links to the labour markets?**
4. **Is there room for provision of VET in your local/regional/country stage?**
5. **Which is the image of VET and VET institutions?**
6. **Standards of VET programmes?**
7. **Companies/industry/institutions and their participation in the design of VET programmes?**



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Is VET catering for?:

- 1. preparation of young people to successfully enter working life**
- 2. upskilling and reskilling needs of people of working age for multiple purposes**



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Modernisation of VET programmes?



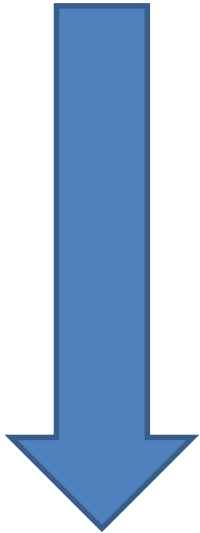
World of work and skills is changing.

On-going developments in automation and digitalisation of production and services

Transitions towards a **more digital and greener economy**

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Courses of action for enhancement?



- i) give VET a 'fair go' – promoted by government
- ii) actions by schools to promote, inform and advise evenly about different post-school pathways
- iii) VET institutions offering attractive environments and broadly-based programmes
- iv) concerted effort and leadership by government and industry sectors to promote the occupations VET serves



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Defining VET programme enhancement processes

UK - use of ambassadors – young people who have engaged in trade related occupations and speak at local schools, to create, also, having pathways to higher education (Unwin).

Germany - vocational technical courses now offered through universities of applied sciences - seen as being more attractive than the dual system approach. Chambers of commerce and large employers are advertising to make occupations more attractive to young people (Deissinger).

Switzerland - standing of VET is improving because of societal concerns (expressed in newspapers and television) about the number of young people enrolling in university courses with no link to the labour market (Stadler).

Finland - the rise of applied universities helped elevate the standing VET and the occupation (Nokelainen).

Norway – Preparing VET teachers in specialised institutions that offer Masters programs and pathways through to PhD has supported its standing (Hiim).



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Engage through self-reflection

Inspire with success stories

Put VET on display



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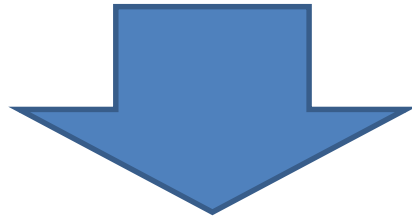
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Let's have a look at what we have
done over these three days!!



How does it point to
enhancement?



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THANK YOU

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