

»Bilateral comparisons and equivalence checks between vocational education and higher education programmes«

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Introduction

Within the framework of the joint-project "Installation of part-time study programs in nursing- and health sciences", two extra-occupational master programmes in the fields of nursing and speech and language pathology are conceptualized, with a particular focus on "non-traditional" students (e.g. working students). In the broader sense of lifelong learning, an improved permeability of educational systems among each other and flexible, practice-oriented study formats should address the growing demands of the labor market and the threat of a shortage of skilled workers.

Purpose

Permeability between the different systems of education for working students can be improved by accrediting learning-outcomes from vocational education in higher education programmes.

Method

The "Module Level Indicator (MLI)" (1) is used to compare e. g. topics, content and study materials of two different educational programmes:

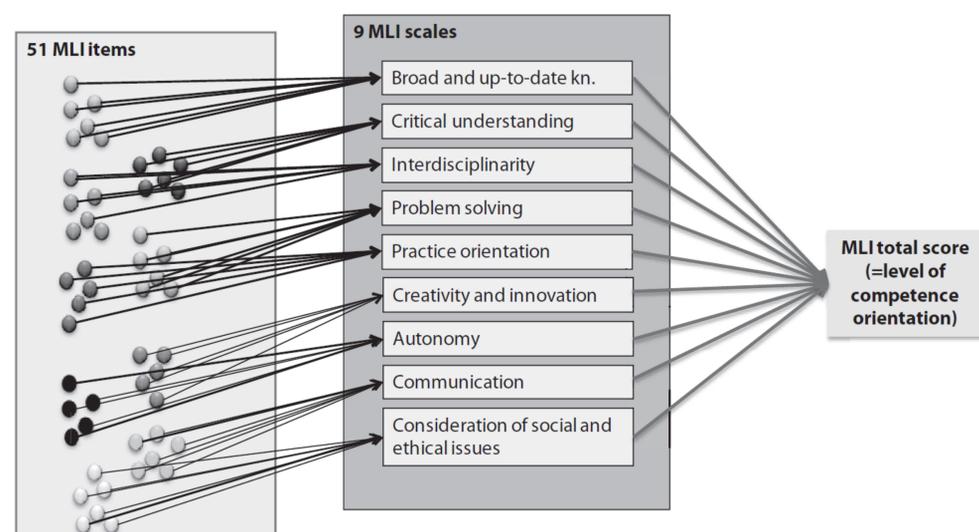


Figure 1: Structure of the MLI (Müsken, Wittig, Tutschner & Eilers-Schoof, 2013, p.9).

Results

As a result, there will be a recommendation to accredit a certain amount of credit points in the higher education programmes for graduates of the vocational programme if there is proof of an equivalency within the MLI.

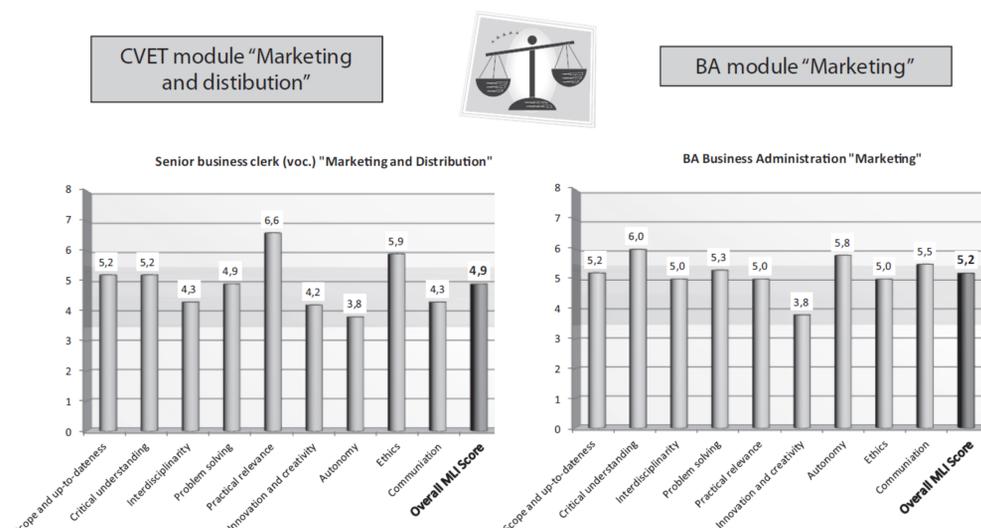


Figure 2: Comparison of the MLI profiles of a vocational and a higher education learning unit (Müsken, Wittig, Tutschner & Eilers-Schoof, 2013, p. 20).

Conclusions

The bilateral accreditation in continuing education programmes facilitates greater flexibility for students as well as savings in financial and time resources. Improved permeability of education systems contributes to the needs of sustainable provision of high-quality care structures in the nursing and health sciences. This leads to attractive and affordable study models, which will enable non-traditional students access to further education.

References

(1) Müsken, W., Wittig, W., Tutschner, R. & Eilers-Schoof, A. (eds.) (2013). *Module Level Indicator. MLI User Guide. Assessment of the Level of Competence Orientation*. Bremen: Institute Technik und Bildung (ITB).

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