

**SCHE in EUROPE**  
**The Missing Link : Level 5 EQF**  
**Study TSC 2003-Preliminary results 2010**

**ETF: Education Policy Conference**  
**Turin, 25 October 2010**

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# EURASHE SCHE study 2010: Context

- In 2003 the European Commission commissioned EURASHE to carry out a study on TSC study in Europe.
- In order to monitor progress that has been made in the field of SCHE in Europe, the European Commission has asked EURASHE to carry out a follow-up report.
- The study is made by Yves Beernaert and Magda Kirsch (EDUCONSULT), two of the researchers who also carried out the first Eur. TSC study in 2003.
- At present collecting information and the results of the study should be available at the end of 2010.

# EURASHE SCHE study 2010

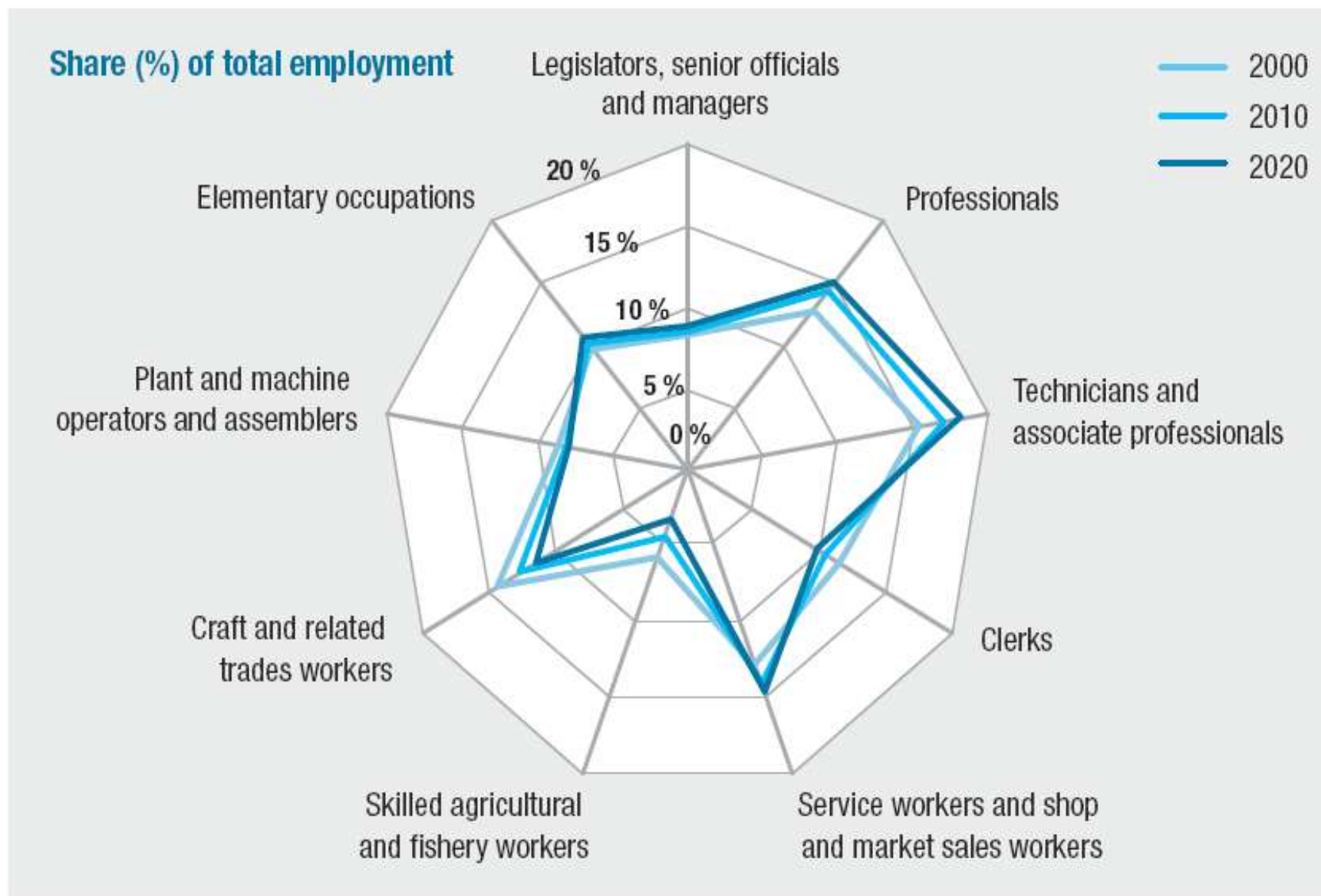
## Definition for SCHE

- European Higher Education Area Framework (3 cycles)
  - within the first cycle, short cycle higher education qualifications typically including or represented by approximately 120 ECTS credits – within national contexts  
See also Dublin descriptor for this qualification
- EQF for LLL (8 levels) = Translation device for NQF
  - Level 5
  - See also descriptor for level 5 in the EQF

# EURASHE SCHE study 2010: Socio-economic context

- 20% of unemployed young people most of them unskilled or low-skilled workers;
- Labour market needs highly skilled technicians;
- Many young people with low SES are ill-prepared to access HE;
- Growing number of adult workers who (have to) return to education to upgrade their skills;
- In view of widening access to education, LLL and meeting labour market needs SCHE is increasingly important;

Figure 21. The changing occupational structure of employment, EU-27+



## Scope of the 2003 SCHE Study

- EU Member States (27) + EEA + TR + HR
- Focus on both post-secondary (level 4) and SCHE (level 5 of EQF)
- No focus on employability and multilingualism
- A close link with the Berlin Ministerial conference 2003: preparatory document

# The Berlin Ministerial Conference: A turnaround for SCHE in the Bologna Process

As a result of the study on TSC Ministers invited the Bologna Follow-up Group

*'to explore whether and how shorter higher education may be linked to the first cycle of a qualifications framework for the European Higher Education Area'*

Source: Berlin Communiqué

# The Berlin Ministerial Conference: A turnaround for SCHE in the Bologna Process

Berlin Communiqué (2003): *‘Realising the European Higher Education Area’ : comprehensive restructuring of the Eur. HE*

- to elaborate an overarching framework of qualifications for the EHEA that would encompass the wide range of flexible learning paths, opportunities and techniques, and would make appropriate use of the ECTS credits.
- encouraged the MS to elaborate a framework of comparable and compatible qualifications for their higher education systems, describing qualifications in terms of workload, level, learning outcomes, competences and profile
- stressed the important contribution of HE in making LLL a reality (including RPL)

## JQI meeting in Dublin (2004)

### Note on “Shared ‘Dublin’ descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards”

This note proposed a shared ‘Dublin’ descriptor for qualifications awarded to students that signify completion of the **higher education short cycle (within the first cycle)**. The descriptor extends the existing Dublin descriptors for Bachelor’s, Master’s and Doctoral awards that have been published previously through the Joint Quality Initiative.

<http://www.jointquality.org/content/ierland/Shared%20descriptors%20Ba%20Ma.doc>

# Bergen Ministerial Conference (2005) SCHE becomes visible

Bergen Communiqué (2005): “The European Higher Education Area - Achieving the Goals”.

*“We adopt the overarching framework for qualifications in the EHEA, comprising three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles.*

*We commit ourselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and to having started work on this by 2007.”*

Source: Bergen Communiqué

# Dublin Descriptor for TSC/SCHE

Qualifications that signify completion of the **higher education short cycle (within the first cycle)** are awarded to students who:

- have **demonstrated knowledge and understanding in a field of study that builds upon general secondary education** and is typically at a level supported by advanced textbooks; such knowledge provides an underpinning for a field of work or vocation, personal development, and further studies to complete the first cycle;
- can **apply their knowledge** and understanding in **occupational contexts**;
- have the ability to identify and use data to formulate responses to well-defined concrete and abstract problems;
- can communicate about their understanding, skills and activities, with peers, supervisors and clients;
- have the learning skills to undertake further studies with some autonomy.

# European Qualifications Framework for Lifelong Learning (EQF for LLL)(2008)



- All countries are encouraged to relate their qualifications systems or frameworks to the EQF for LLL by 2010 (**on a voluntary basis**)
- and to ensure that all new qualifications issued from 2012 on carry a reference to the appropriate EQF for LLL level.
- The core of the EQF for LLL are eight reference levels describing what a learner knows, understands and is able to do in terms of 'learning outcomes.'
- Levels of national qualifications should subsequently be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8).

## The learning outcomes relevant to Level 5 within EQF:

- “comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge;
- a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems;
- exercise management and supervision in contexts of work or study activities where there is unpredictable change;
- review and develop performance of self and others“

# EQF for LLL vs. Framework for EHEA

QFs that relate to HE are found at two levels:

- at the pan-European level, expressed in an overarching framework that was adopted for the EHEA in 2005,
- and at the national level, expressed in national qualification frameworks that are compatible both with this **overarching framework** and with **the EQF for LLL**.

In fact, the overarching framework sets the parameters within which each country will or has developed its own national framework.

It is the national framework that most directly affects degree programmes.

**SCHE programmes** are placed at **level five (L5) of the EQF** and as an **intermediate level of the first cycle of the framework for the EHEA**.

# Scope of the 2010 European Study

- EU Member States (27) + EEA + TR
- Focus solely on SCHE (Level 5 of EQF)
  - No focus on post secondary education (level 4)
- Development as to SCHE in the light of EQF and NQF developments
- Special focus on
  - Employability
  - Multilingualism
- Close link with EU strategy Ed & Tr 2010

# Methodology : SCHE study 2010

- Information collected by 4 regional coordinators (huge difficulties in data collection)
- Country reports/files made by researchers sent for approval to Ministries of Education
  - Whenever necessary in-depth interviews to complete data
- Comparative European report
- Examples of good practice
- Conclusions & recommendations

# SCHE study 2010: Difficulties encountered

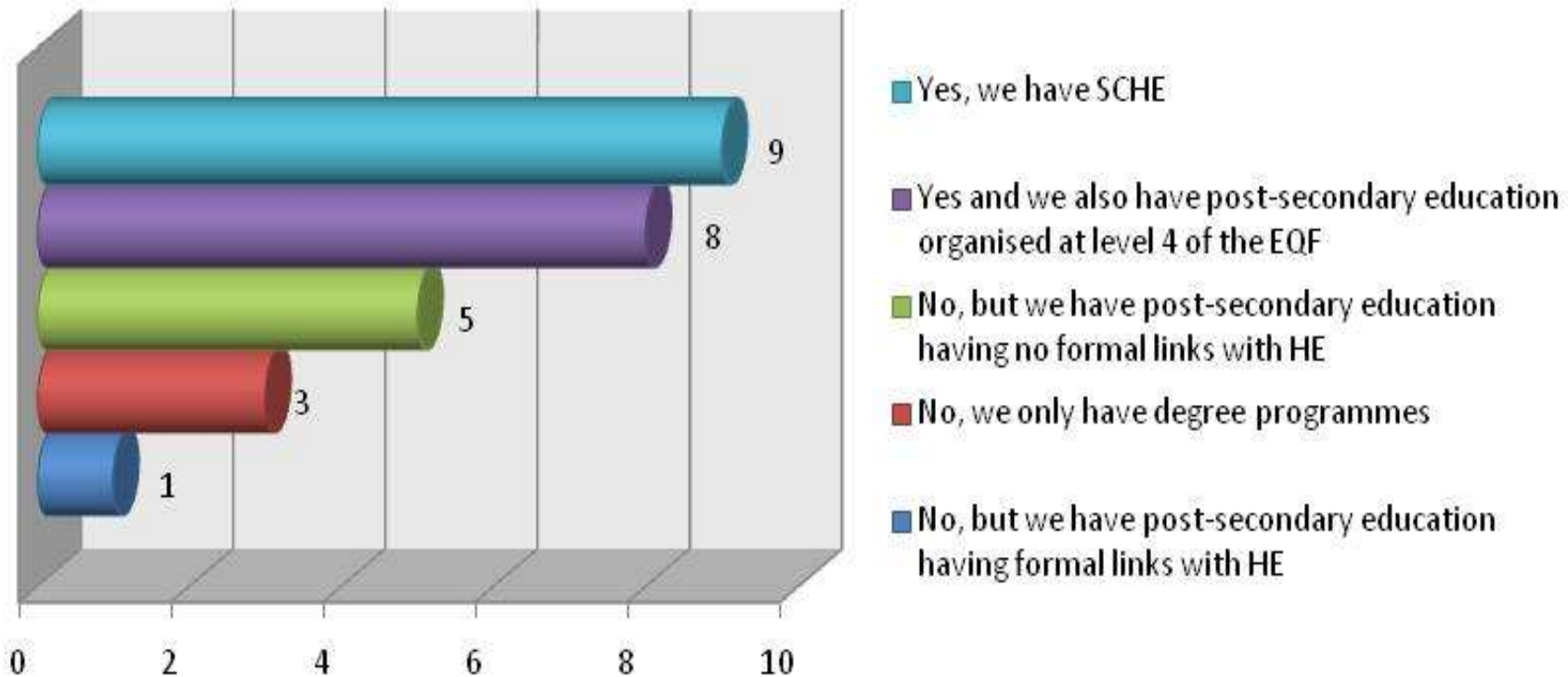
- Collection of information
  - Difficulties with on-line tool
  - Information incomplete
  - Slow reaction of certain ministries
  - Certain responses not clear (even inaccurate!)
  - Few responses from institutions
  - Discrepancy between situation at federal and regional level in some countries
- Lack of knowledge about EQF
- Still confusion about the status of L5

# SCHE study 2010: status 25/10/2010

- 80 respondents on-line ( so far!)
- Responses from 26 Ministries for part A
  - all countries
- Responses from 20 Ministries for part B
  - countries which have SCHE (level 5) or intend to introduce it
- Personal interviews with some ministries scheduled

# SCHE study 2010: 26 respondents several responses unclear

Number of countries with SCHE

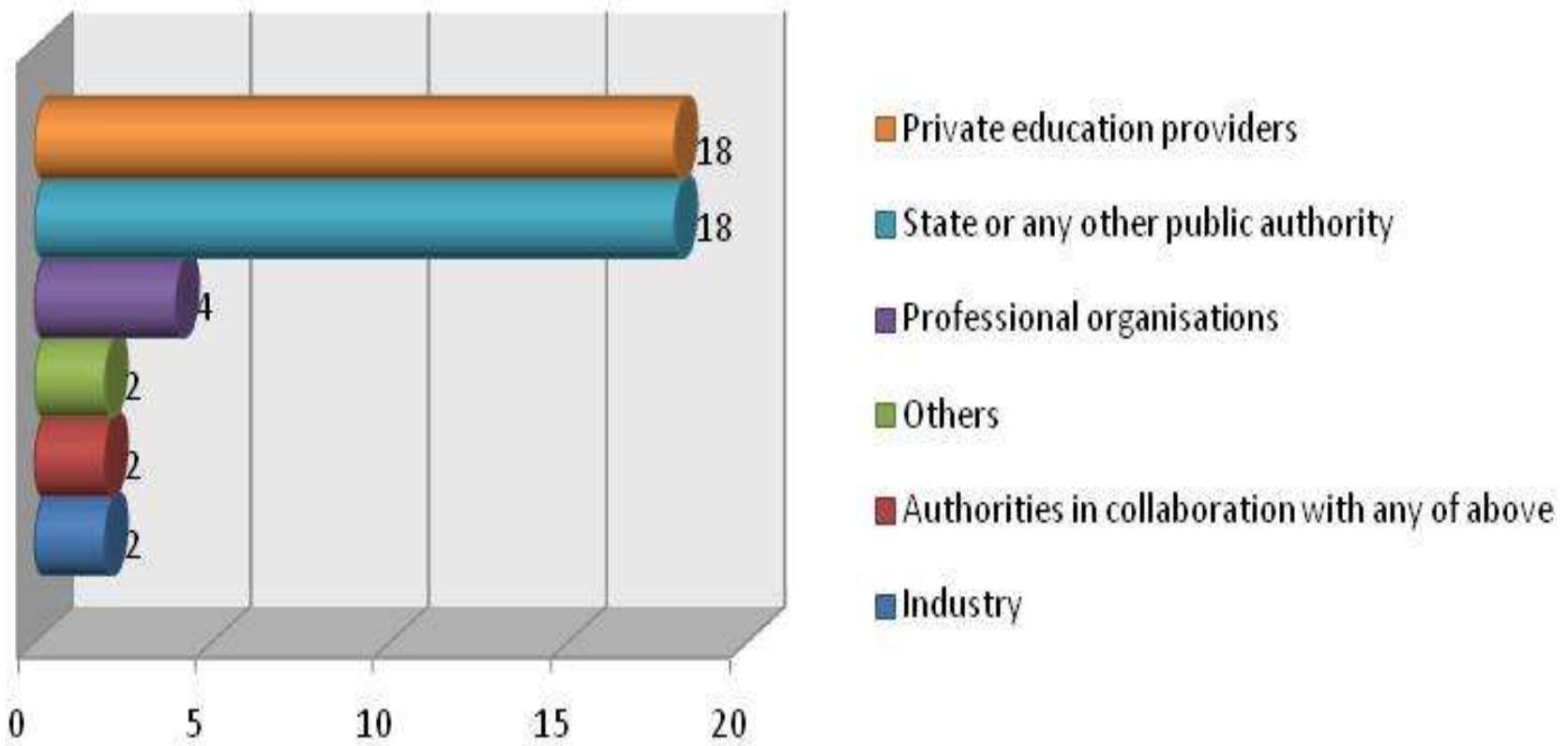


# SCHE study 2010: Where is SCHE situated in NQF?

Country	NQF introduced	NQF under constructio	under construction	EHEAF	SCHE at level
BENL	8				5
BG			X		
CY			X		
CZ		8			6?
DK	8				5
ES CAT			X		
FR	5				3
HU		8			5
IE	10				6
IS				3 + 2 sublevels	1st cycle inteme
LI			X		
LV		8			5
MT	8				5
NL	8				5
NO				3 + 1 sublevel	
SE			X		
SI			X		
TR	8				5
UK EW	8				4?
UK SC	12				8

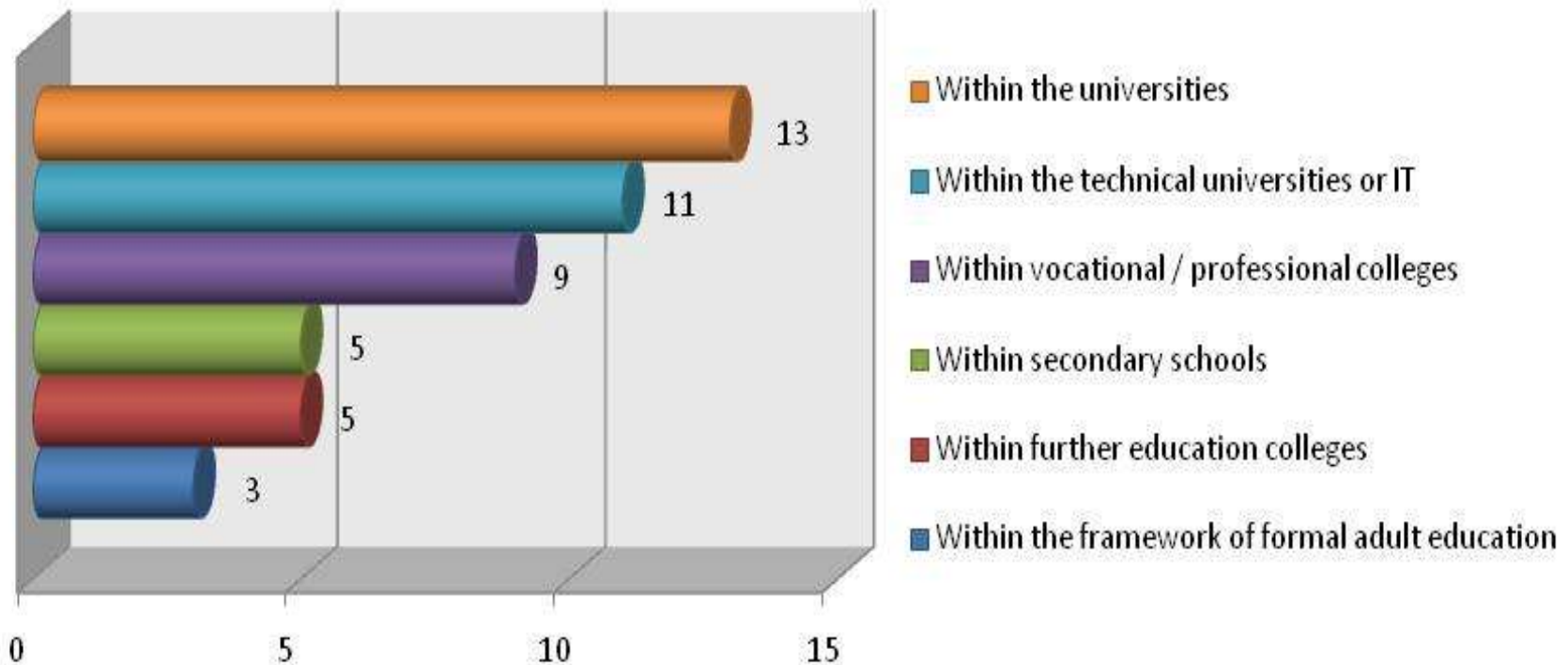
# SCHE study 2010: 20 respondents

Who organises ?



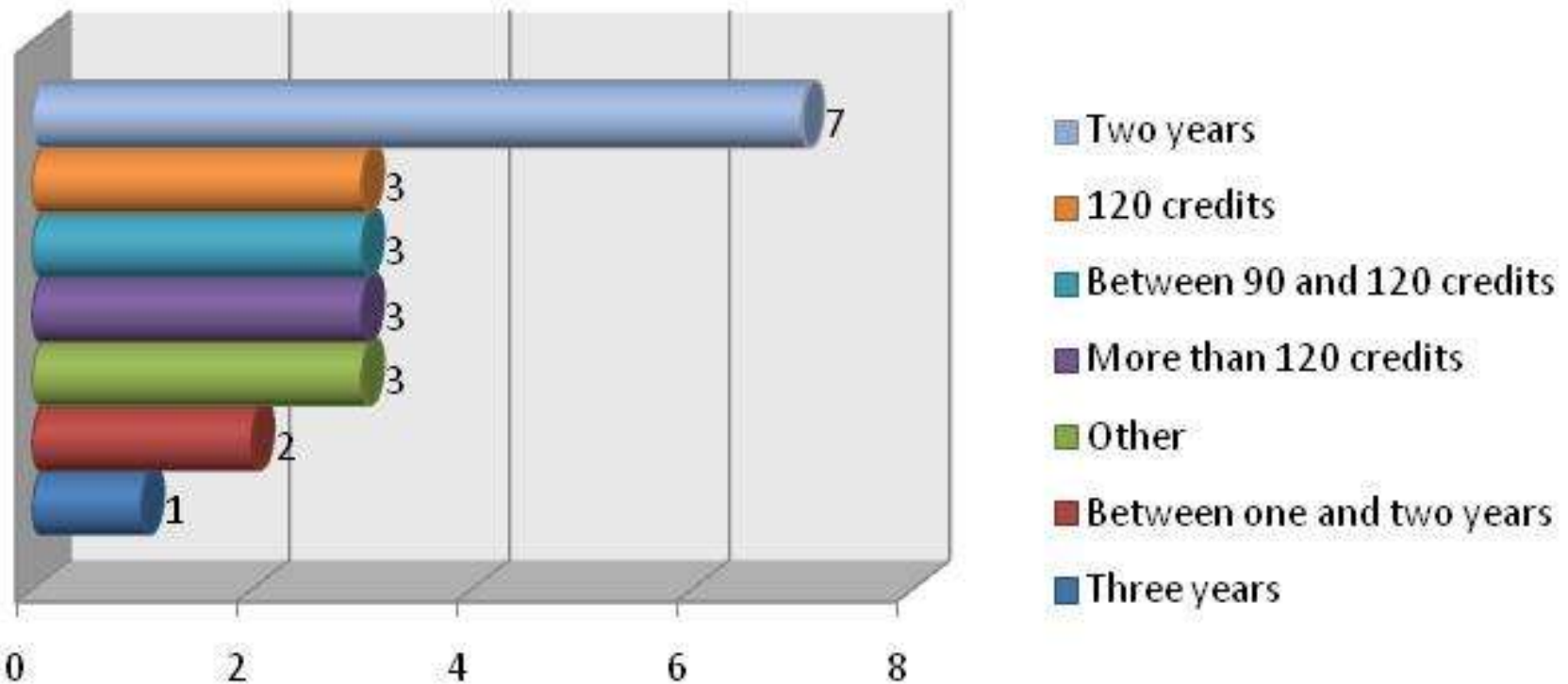
# SCHE study 2010: 20 respondents

Where is SCHE provided?



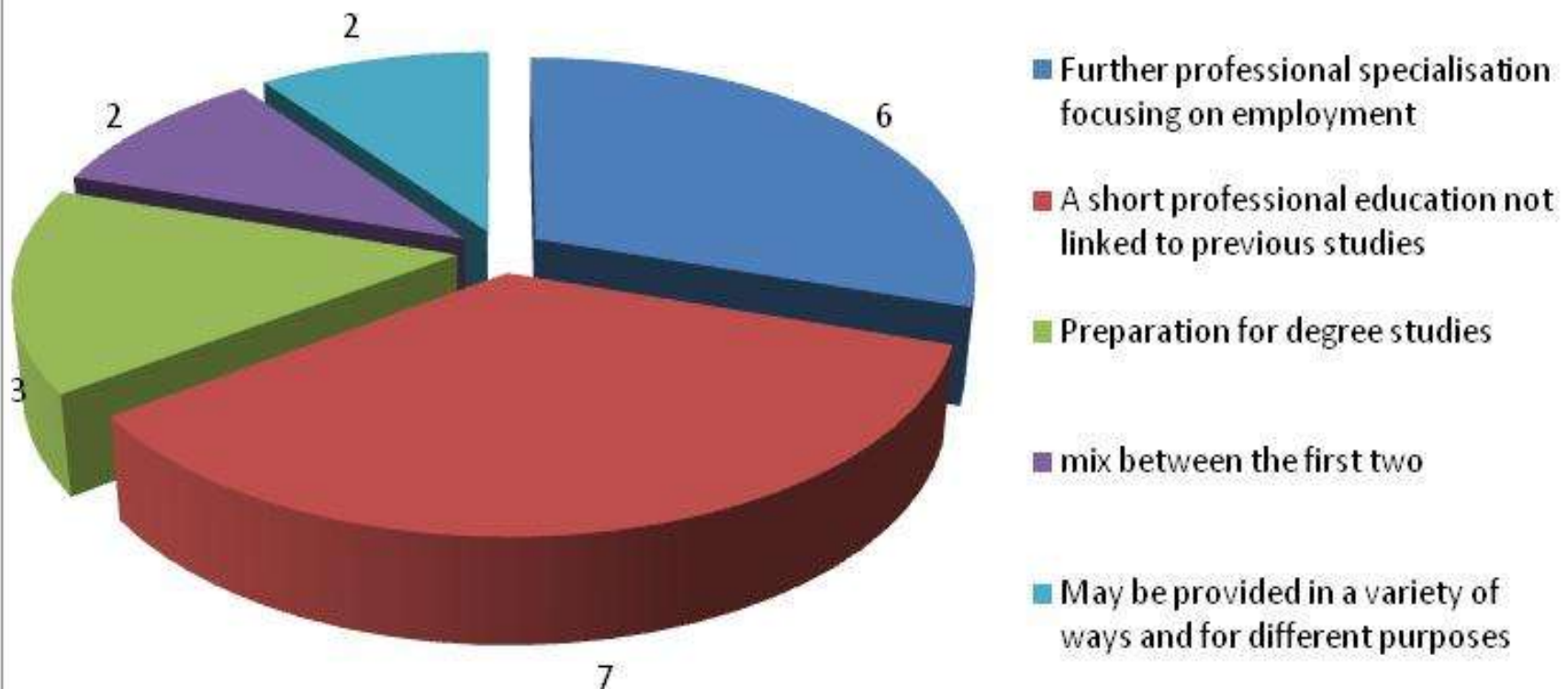
# SCHE study 2010: Duration

Duration of SCHE



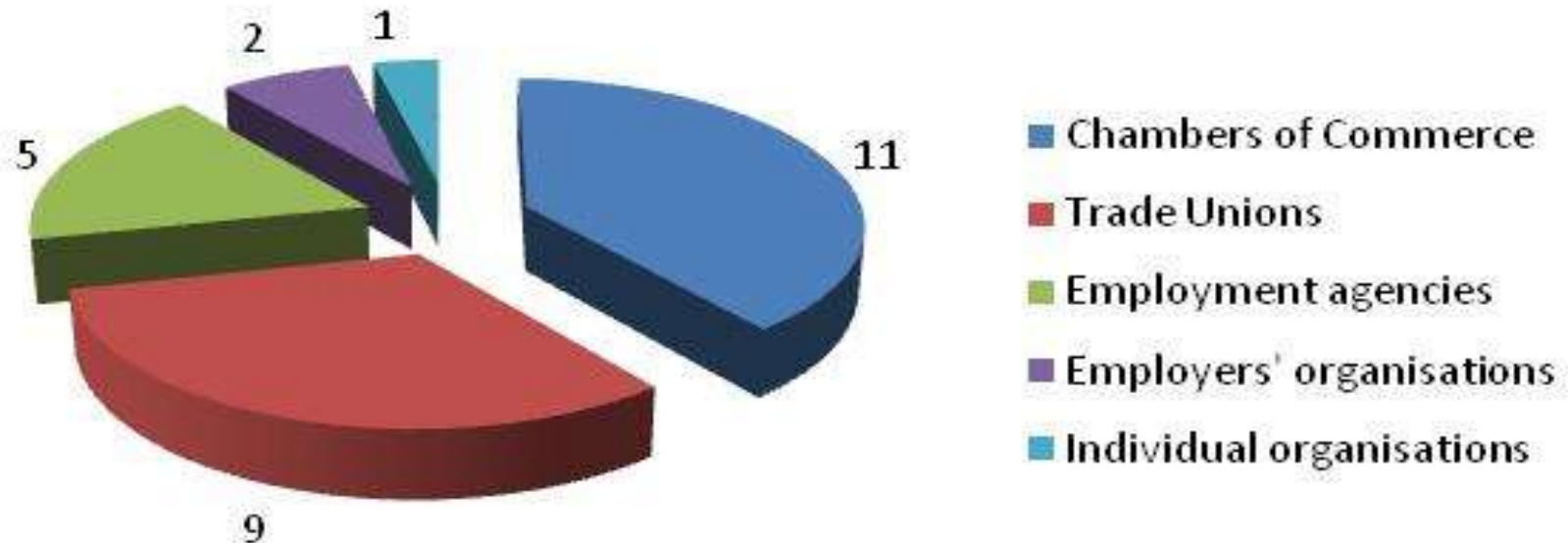
# SCHE study 2010: Objectives

Main objective of SCHE



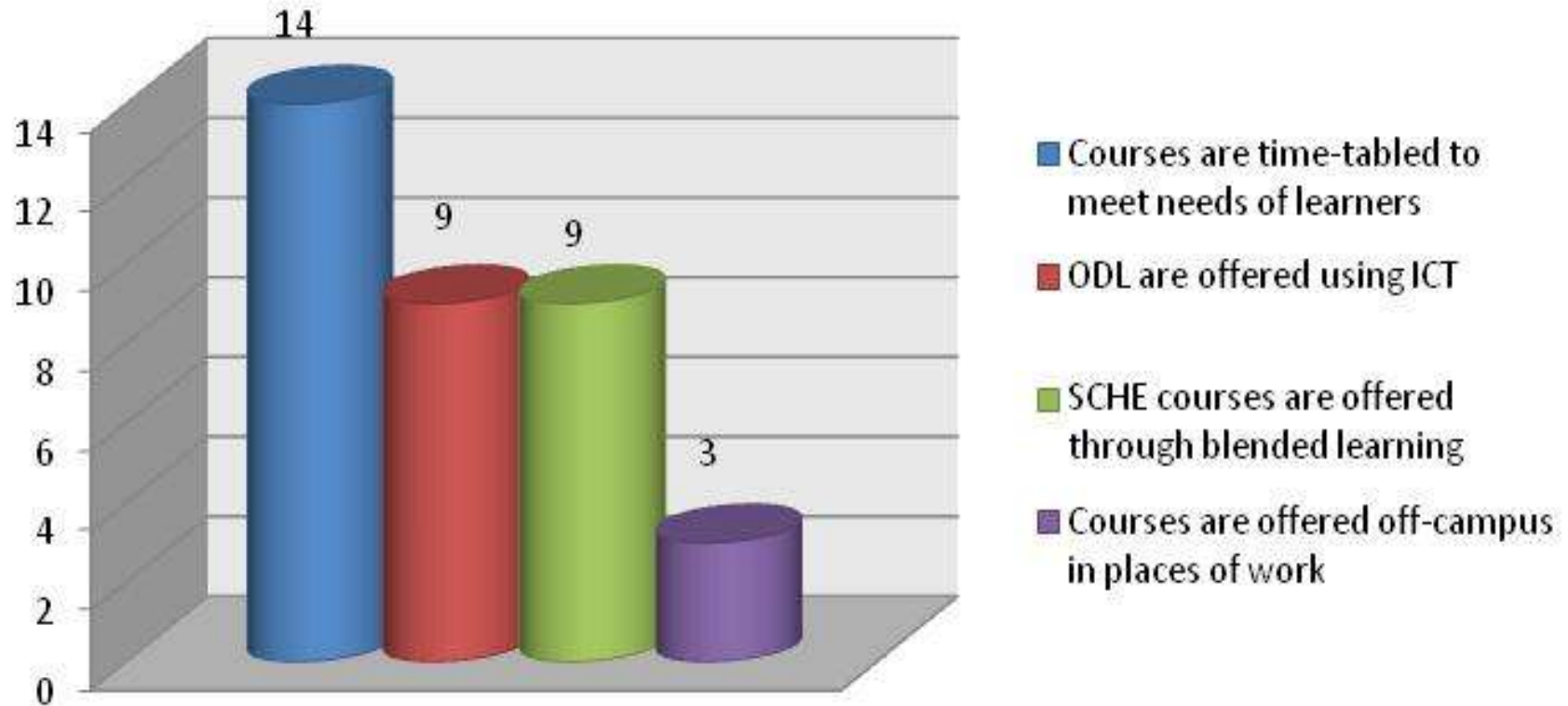
# SCHE study 2010: Involvement of industry

## Who is involved?



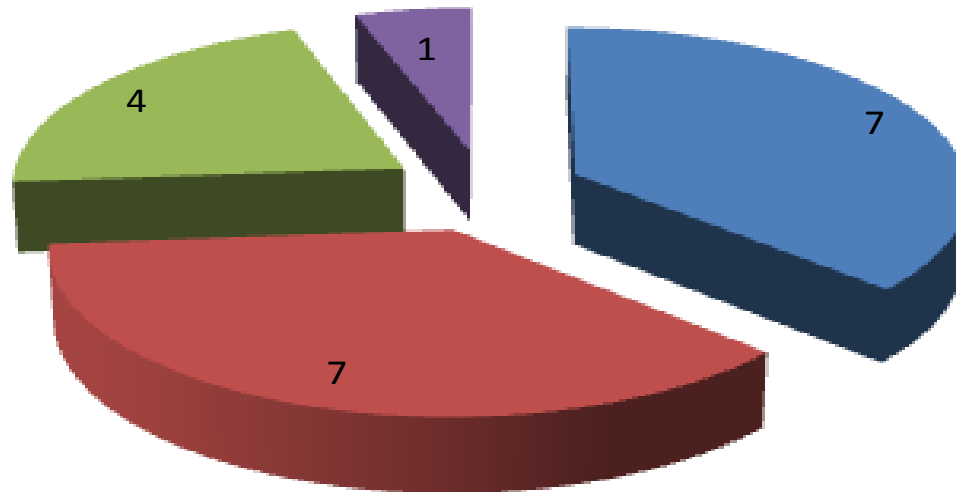
# SCHE study 2010: flexibility

## Flexibility to meet need of learners



# SCHE study 2010: Transition to level 6

## Transition to degree studies



■ Yes, and the transition is fairly easy

■ Yes, and students can use part of the credits earned to go on to level 6

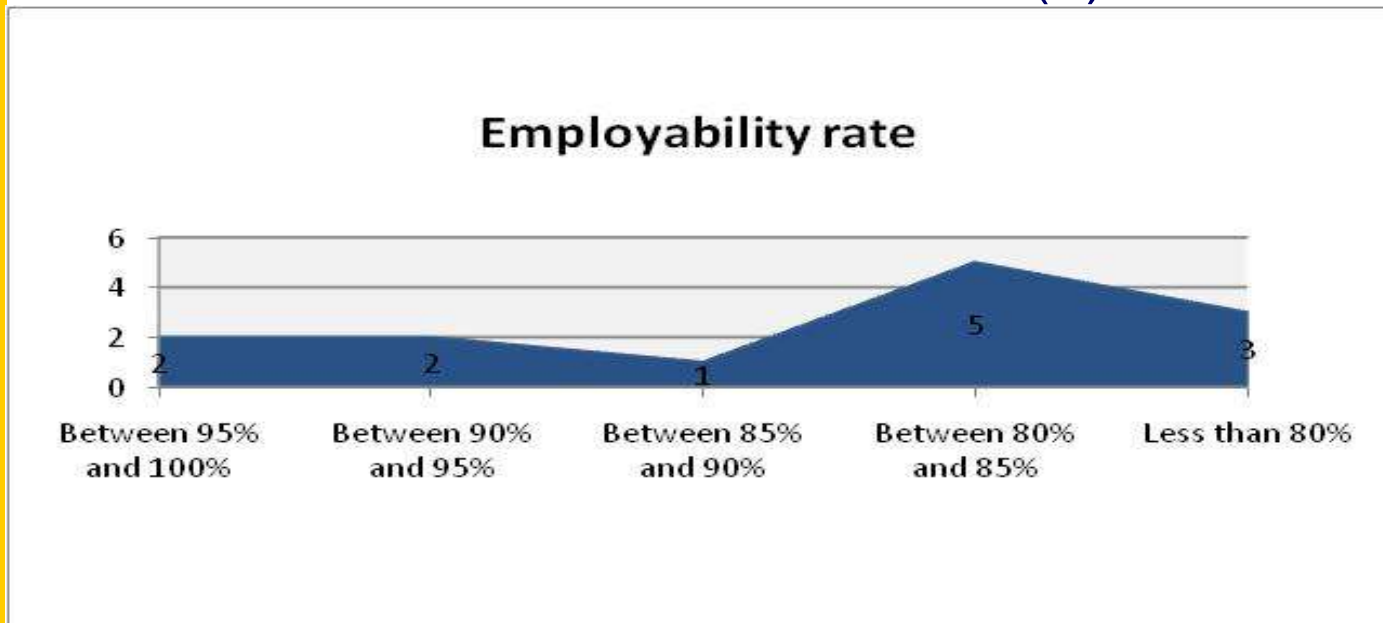
■ Yes, students can go onto degree programmes but have to attend a bridging progra

■ Yes, but they have to have gained some work experience

# SCHE study 2010

## Employability

- There is a demand for graduates at level 5 in all countries concerned but decreasing in some countries (e.g. NO)
- Mainly employed as highly skilled technicians (8) or white collar/health care workers (7).



# Some conclusions

Bologna process has made SCHE visible but!

- Still confusion about the status of L5 SCHE
- EQF is not well known
- NQF is progressing / expanding
- Link between EQF and NQF is not always clear
- SCHE L5 is gradually developing further across Europe (e.g. NL, Bnl, Bfr, Lux...)
- Scope of present study limited. Not all Bologna countries surveyed.
- EU strategy in ED & TR is not well known

# Some conclusions

- 1,2 MIO students concerned, (10% of students)
- Virtually always a professional orientation
- SCHE is provided in different settings
  - Majority of SCHE is in HE Institutions
  - Also provided in centres for adult education, in secondary schools etc.
- In half of the countries students with low SES overrepresented
- Variety of access routes,
- Theory + practice (+ placements)

# Some conclusions

- Clear involvement of business & social partners
- Mostly full-time education (but 5 countries majority mature students – half time)
- Flexible learning environments
- Most popular in: business, admin., hospitality, ICT
- Transition to level 6 is common but...
- Strong involvement in internationalisation:
  - Credits, diploma supplement, mobility, projects

# Some conclusions

- SCHE is clearly in line with all major developments in HE
- QA mechanisms as in other HEI
- Accreditation
- Employability: rather high
  - but ....decreasing in some highly developed economies
- Promotion of multilingualism rather low
- Social commitment L5
- Link L5 and skills needs !
- L5 is necessary link between L3/4 and L6

# Recommendations

- Promote strong links between L5 and HE
- Clarify the title(s) held: e.g. Associate degree
- Clarify link L4 – L5: ECVET and ECTS
- Strengthen social / societal role of L5
  - Access to HE for youngsters of low SES
- Organise PLAs for decision-makers as to L5 to share good practice
- Extend study to all Bologna countries
- Link up with L5 developments across world

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ANY QUESTIONS?

THANK YOU FOR YOUR  
ATTENTION!