



**EURASHE studies: SCHE, Level 5 of the EQF.
(EURASHE experience)
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**EURASHE - EUROPEAN ASSOCIATION OF
INSTITUTIONS IN HIGHER EDUCATION**

PRESENTATION OUTLINE

- About EURASHE
- Policy context for SCHE
- Finding of SCHE study 2003
- Ongoing preparation for SCHE study 2010 (what we are surveying?)

General information about EURASHE

- Founded in 1990 as a European not-for profit association
- More than 700 members in over 30 countries in the EHEA and associate members in partner countries
- Members of EURASHE are National Associations of University Colleges, Universities of applied science, Individual HEIs, professional associations & stakeholder organisations
- Professional Higher Education in the Bologna Process

EURASHE Policy Issues

The major issues we deal with in the Bologna Process:

- Innovation & Applied research
- Social dimension & employability
- Quality Assurance & Accreditation (through “E4 group”)
- Linking the National Qualifications Framework to the European Qualifications Framework
- Lifelong Learning issues, comprising Recognition of Prior Learning (RPL)

SCHE policy context- Rationale

- **At the Lisbon European Council in March 2000, government leaders set the EU a 10-year mission to become *the most competitive and dynamic knowledge-based economy in the world, capable of sustained economic growth with more and better jobs and greater social cohesion.* Introduction.**
- **Commission is implementing detailed work programme of the concrete future objectives of the education and training systems approved in 2002. (+ currently “ET 2020“)**
- **Optimal use has to be made of the full potential of the competencies and skills of all those present at all levels in education and training.**

In the preparation of the Berlin Ministerial (2003)

- Kirsch, M., Beernaert, Y. & Norgaard, S. (2003). *Tertiary short cycle education in Europe. A comparative study.* (Brussels: EURASHE).
- Survey of existing tertiary short cycle education in Europe
- 33 Bologna signatory countries

Tertiary short cycle education

- all tertiary education (in the sense of the definition given by OECD) accredited with less than 180 ECTS credit points

OECD definition: *a level or stage of studies beyond secondary education which can lead to a qualification recognised on the labour market*

Importance of the SCHE in EUROPE:



Over 1,7 Million students involved

- **Situation SCHE – PS (in 2003)**
 - There is SCHE in all Bologna signatory countries except Belgium, Estonia, Finland, Greece, Liechtenstein, Poland, Portugal, the Slovak Republic and Slovenia where there is no SCHE.
 - With the exception of Germany, the Netherlands and the Czech Republic where transition with credits is only exceptionally possible, there are links between SCHE and HE.

Importance of the SCHE

in EUROPE:

Over 1,7 Million students involved



- Importance of SCHE in the Bologna signatory countries (2003)
 - the total number of students in TSC and post-secondary education in all Bologna signatory countries is quite considerable : more than **1,7 million** students in SCHE + **826, 000** in PS; compared to over **16 million students in HEIs**.
 - no relation between the participation rate in HE and the occurrence of SCHE.
 - relation between existence of SCHE and completion rate in HE.

Organisation of SCHE (2003)

- **Legislation on SCHE**
 - Very recent: in most countries less than ten years old.
- **Who organises SCHE?**
 - In most countries state + private
 - Denmark, Italy, Luxemburg, Malta, and Northern Ireland only know state education
 - The Czech Republic and Spain are the only two countries where private education is provided but not recognised by the authorities.
- **Funding and recognition of SCHE**
 - In all countries where SCHE is present it is funded by the state – some private education is state-funded
 - Private mostly recognized subject to QA

Organisation of SCHE (2003)

▪ Where is SCHE delivered?

- In Austria, Bulgaria, Croatia, France, Iceland, Ireland, Italy, Latvia, Malta, the Netherlands, Norway, Romania, Sweden, the Swiss confederation, Turkey and the UK SDHE is delivered **at universities and/or at other Higher Education Institutions.**
- In the Czech Republic, Hungary, Luxemburg and Spain SCHE education is only delivered within the **college sector or in schools.**

▪ Objectives of SCHE

- Very often the main and sometimes the only aim of SCHE is, to give students a **short professional training** not linked to previous studies
- In countries that have either very strong links with degree programmes or are embedded in a structure of degree studies one of the objectives is virtually always **the preparation for degree studies.**

Organisation of SCHE (2003)

- **Curriculum in SCHE**
 - In most countries it is either a combination of theory and practice or a combination of theory, practice and work placement
 - There is always a professional or vocational element involved.
- **Fields in SCHE**
 - In many countries we are dealing with a thriving sector that is adapting swiftly to the needs of our rapidly evolving society in general and the labour market in particular.
- **Collaboration with professional bodies and industry**
 - In some countries these organizations are closely involved,
 - When professional organisations are involved they are most likely the Chambers of Commerce. (also Trade Unions).

Entrance requirements, duration and certification of studies (2003)

- **Entrance requirements**
 - In virtually all countries the entrance requirement is a leaving certificate of secondary education.
 - APEL is (sometimes) accepted in Austria, Denmark, France, Ireland, Norway, the Netherlands, Spain, Sweden, England, Wales, Northern Ireland and Scotland (future also Benl).
- **Duration of studies**
 - Most SCHE programmes take two years, some of them one or three (exceptionally more than three).
- **Certification of studies**
 - As far as titles are concerned we see that although the title Diploma is very often used for a two-year programme, a certificate might be given after one, two or three years.
 - Need for common title

Profile of students and teachers

▪ Gender of students

- There is an overall majority of females in this kind of education (55 % female versus 45 % male) – in fact true for all HE
- This majority is largely due to the situation in the UK; more research is needed whether it is due to the programmes offered (social care, nursing etc.) or to any other reasons.

▪ Social Background of students

- It is generally believed that SCHE tends to attract more students from socio-economic groups that would otherwise not participate in SCHE.
- Overall majority in the UK are part-time students

▪ Qualification of teachers

- Mixture of Bachelor's and Master's degrees. (majority Masters)
- In Austria, Norway, Sweden and France there are an important number of teachers holding Ph D.

Mobility – use of ECTS – use of DS

- **Mobility and participation in other EU actions**
 - A number of countries (Czech Republic, Denmark, Spain, Ireland) mention the fact that sub-degree HE is not known and the fact that there is a lack of transparency and transferability of professional and vocational qualifications as obstacles specific to sub-degree HE.
 - Mobility is mainly under **Erasmus**.
- **Use of ECTS**
 - ECTS is used by the majority of HEI's in most countries surveyed.
 - In some countries (Denmark, France, Latvia, Norway) there is a legal obligation for the use of ECTS.
- **Use of diploma supplement**
 - Diploma supplement is being used increasingly by HEIs, very often because there is a legal obligation.

QA and Accreditation

- **Use of quality assurance system(s)**
 - In virtually all countries surveyed there are Quality assurance bodies.
 - In Ireland and Sweden foreign experts are present in QAAs,
 - In Ireland, Norway, Romania, Sweden and Switzerland this QA by a QAA is needed in view of recognition of private institutions or programmes.

- **Accreditation**
 - In all countries except the Czech Republic, Italy and the Netherlands there is a mechanism for accreditation of sub-degree education,
 - In a number of countries the awarding body is the Ministry of education, .
 - in most countries of Central and Eastern Europe and the Baltic states (Bulgaria, Latvia, Lithuania, Romania, Hungary) there is an independent national accreditation agency.

Transition to degree studies (2003)

- **Legislation governing transition to degree programmes**
 - In most countries on which we have received data there is legislation governing transition to degree programmes.
 - In the UK there are agreed principles (not legislation driven)
 - Sweden has an integrated system

- **Facilities for students who go on to degree programmes**
 - Access courses as well as top-up years are organized in a large number of countries, the latter only for certain studies.
 - Even when seen as fairly easy the majority of students do not make the transition. This is only the case in Bulgaria, Hungary and the UK (England and Wales). In Ireland a large number of students go on to degree studies
 - Transition is also possible for foreign students.

Elements of good practice in SCHE (2003)

- Accreditation of Prior (Experiential) Learning
- Multiple learning pathways
 - Part-time or full-time studies in SCHE
 - Adult education routes / use of ODL
 - Obtaining same/similar qualifications at different institutions
- Co-existence of SCHE and degree HE in the same HEI
- Close co-operation between university and SCHE
- HE and the ladder of learning coupled to a network of learning
- The use of the portfolio
- The top-up year
- Close links with companies
- Practice oriented / experienced based learning methodologies
- Quality Assurance systems

Main recommendations (2003)

- All issues related to SCHE in Europe should be included in all discussions related to the Bologna process,
- Different forms of co-operation be encouraged between different levels of education ranging from university education, to SCHE and even to professional post-secondary education; this should not lead to TSC losing its specific vocational or professional profile.
- To enhance the continuum of lifelong learning barriers and obstacles should be removed between levels and streams of education.

Main recommendations (2003)

- It is strongly recommended that all qualification frameworks which are developed at the moment such as in the UK, the Netherlands and Denmark include specific references to SCHE.
- To enhance the transparency of European qualifications in SCHE it would also be commendable to foresee not only a common language when referring to the sector but also common titles for students in SCHE.
- Development of flexible learning pathways within which students can upgrade themselves instead of ending up in a waterfall system.

As a result of the study of 2003

Berlin Communiqué (2003) 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”

NEW 2010 SCHE STUDY

- EURASHE is currently surveying the developments in the SCHE in EUROPE

<http://www.eurashe.eu/RunScript.asp?Page=133&p=ASP\Pg133.asp>

- Update of the previous study from 2003
- The final report should be available in December 2010

OBJECTIVES OF THE NEW 2010 SCHE STUDY

A detailed analysis of existing Short Cycle Higher Education (level 5 EQF) in 32 Bologna signatory countries

- Structure of Level 5 , integrated in or linked to level 6
- Not a study on Post secondary education !

- A strategic policy document for ministries and HEI in implementing NQF & EQF level 5
- Increase access to HE
- Enhance LifeLong Learning
- Enhance transparency, portability of degrees, mobility, employability and QA in HE

Expected result: A comparative study of SCHE 2010

- Introduction
- Description of SCHE in 32 Bologna signatory countries (plus regions in some countries)
- Comparative chapter: similarities and differences, trends etc.
- Chapter with examples of good practice
- Recommendations for EU, for national (regional) policy-makers for HEIs

Methodology

- Desktop research
- Drafting questionnaire & validation of questionnaire
- Collection data with questionnaire through key people identified by regional coordinators
- Drafting national texts (Educonsult)
 - Validation by ministries
- Drafting comparative chapter
 - Validation through regional coordinators
- Drafting examples of good practice
 - Validation through regional coordinators / by IHE
- Drafting recommendations
 - Validation by Eurashe
 - Validation by regional coordinators

Content of the SCHE 2010 study

1. Organisation of SCHE
2. Profile of students and teachers
3. Internationalisation
4. QA and accreditation
5. Transition to degree studies
6. Cooperation with local community
7. Employability
8. Elements of good practices

1. Organisation of SCHE

- History: newly developed or existed
 - Developments since 2003
- Legislation governing SCHE
 - Place in education system: School, HE, Adult Ed.
- National strategy for SCHE
- Existence of NQF & link to EQF ?
 - Descriptors used
- Organisation: Who? Private, public sector ?
- Funding
- Objectives of SCHE

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1. Organisation of SCHE

- Curriculum:
 - Theory , practice (placements or internships)
 - Modular approaches
- Fields and areas of SCHE
- Entrance requirements
 - General entry requirements
 - Transition from levels 3 or 4 to level 5
 - RPL and Flexible learning pathways
- Duration of studies
 - Expressed in ECTS or in academic years
- Certification

2. Profile of students and teachers

- **Students:**
 - Characteristics of students:
 - Number of students: Male / female
 - Number of part-time / full-time students
 - Socio-economic status (SES, migrant background etc.)
- **Teachers**
 - Number of teachers: male / female
 - Qualifications
 - + Professional development
 - Part-time / full-time
 - Academic or professional background
 - Titles used

3. Internalisation

- Institutional strategy as to internationalisation
 - International office
- **Involvement in student and staff mobility**
 - Use of ECTS, TOR (transcript of Records, LA (learning Agreement),
 - Diploma supplement,
 - Europass
- **Involvement in Eur. & International activities**
 - LLP projects: e.g. Erasmus, Leonardo, Tempus etc.
 - Other activities: bilateral, USA etc.
- **Double, multiple & joint degrees**

4. Quality Assurance and Accreditation

- Organisation of QA
 - Compulsory
 - Non compulsory
- QA system based on:
 - Self evaluation
 - External evaluation
- Accreditation procedure

5. Transition to degree studies

- **Legislation concerning transition to degree studies**
- **Characteristics of students making transition**
- **Flexible learning pathways**
 - RPL
 - Facilities for students involved
 - Open and distance learning / e learning / blended learning
 - Use of portfolio

6. Cooperation with local community

- Cooperation with:
 - **Industry & trade**
 - Compulsory or not
 - Placements
 - Involvement of companies in curriculum contents
 - Involvement in examination / assessment procedures
 - Involvement as teachers / trainers
 - **Professional / sectoral bodies**
 - Sectoral qualification frameworks
 - Involvement of sector in curriculum contents etc.
 - **HEI**
 - **Social partners**
 - **NGOs**
 - **Local / regional authorities**
 - Contribution to local / regional development

7. Employability

- **Institutional employability strategy**
 - In the curriculum (taught courses or internships)
 - Use of skills, competences, attitudes needed for job practised within the curriculum
 - Role of placements / dual learning / on the job learning
 - Employer involvement in course design
 - Creative learning environments: projects relevant to labour market, business games etc.
 - **Support structures**
 - Careers advisory services
 - Student employability profiles (guidelines for Cies)
 - Promotion of entrepreneurship
 - **Promotion of multilingualism**
 - Part of curriculum taught in other languages (CLIL)
 - Use of languages in assignments, projects etc.
 - **Collection of data as to employability**
 - Percentage of graduates working in field related to degree

8. Elements of good practice

- National or regional strategies as to
- Institutional strategies as to
 - QA Quality assurance
 - RPL strategy, flexible learning, portfolio, top-up year etc.
 - Employability
 - Internationalisation
 - Cooperation with industry, universities, local community etc.
 - Practice-oriented , experience-based learning
 - Diversity of student population & staff
 - Multilingualism
 - Sustainability

ANY QUESTIONS?

**THANK YOU FOR YOUR
ATTENTION!**