

« *Embedding Professional Short-Cycle Higher Education  
in the (Higher) Education System* »



# Mission and role of SCHE at a national level

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## The French Case

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# A bit of history....

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- SCHE in France, part of the educational landscape for long :
  - Created in the 60s ( even before)
  - Integrated in the French Higher Education System
  - Strong links with the world of work
  - Different providing institutions

Purpose : Training higher skilled technicians, matching with the needs of the national economy



# Today's situation

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- Two main providers:
  - University Institutes of Technology  
24 specialities leading to a DUT/ about 117,000 students
  - Higher Education Sections in Lycée (upper secondary schools) or in other non-university institutions  
87 specialities leading to a BTS / about 230,000 students

*There are other forms of SCHE and providers as well*



# SCHE format (1)

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- 2-year programmes (120 ECTS)
- Vocational /professional or technological oriented
- A mixture of academic and professional/technological subjects plus in-company work experience
- Applied research (in IUT and sometimes in BTS)

After SCHE programmes possibilities: direct admission to prepare a professional BA or equivalent



## SCHE format (2)

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- Different learning paths towards graduation:
  - Full time education
  - Apprenticeship
  - Continuing education
  - Prior Learning Recognition



# SCHE Implementation

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- At a national level :  
National pedagogical and professional commissions
  - evaluate the needs for the creation of a programme
  - decide on the Terms of referenceParticipation of representatives of the world of work in the content of the curricula
- At a regional level :  
Regional commissions with representatives of the ministry of education and the world of work
  - examine the relevance of implementing a programme in the area
- At the institutional level :
  - Local implementation in respect of the Terms of reference (HR/ Equipment/ Recruitment... )and in the aim of serving the community



# SCHE and Quality Assurance

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- As to the relevance and the contents at national/regional levels:
  - Regular evaluations and remediations (which may lead to reforms or renovations)
- As to the local/institutional level
  - QA approach will vary according to the specificity of the providers



# SCHE and NQF/EQF

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- National Qualification Framework  
( 5 levels in France)
  - SCHE = level 3 ( level 2 is for Bachelor degrees/ level 1 is for Master degrees)
  
- European Qualification Framework
  - French SCHE = level 5





# SCHE role and missions (1)

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- Economic dimension:
  - Largely appreciated by employers (especially SMEs)
  - Offer of higher skilled technicians in accordance with employers' demand
  - Staff able to adapt to changing situations
  - Low unemployment rate



## SCHE role and missions (2)

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- Social dimension
  - Students from different family contexts but with a larger representation of families with a lower or medium social status background
  - Geographic proximity of the institute/school
  - Path to further studies and to climb the ladder of qualifications step by step
  - A real relevance for LLL and RPL



# SCHE in the Bologna Process (1)

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- A first step within the first cycle in Higher Education (Dublin descriptors)
- 120 ECTS granted ( decrees in 2005 and 2007)
- Employability
- Curricula based on the competences approach and learning outcomes
- An opportunity to attract more students in HE
- An access to a higher level for adults in the frame of RPL
- An opportunity to have a greater number of higher qualified population at a national and European level

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## SCHE in the Bologna Process (2)

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- Internationalization and mobility
  - At a European level:
    - Eligibility for Erasmus and other programmes
  - In the world, lots of partnership possibilities:
    - Cégeps in Québec (Canada)
    - Community Colleges (USA)
    - ...



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**Thank you for your attention...**



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