

# Short Cycle Higher Education in Europe Level 5: the Missing Link

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**EURASHE**  
European Association of Institutions in Higher Education

BUDAPESTI GAZDASÁGI FŐISKOLA



BUDAPEST BUSINESS SCHOOL

# Findings from the EURASHE survey 'L5 – Missing Link in the Bologna countries'

## **Bologna Seminar**

Embedding Professional Short Cycle Higher Education in the  
(Higher) Education System

**Budapest, 20 January 2011**

Magda Kirsch

# Presence of SCHE

Country	SHE L5	L5 + L4	PS -links	PS no link	Only L6 +	Intention
BEDE						•
BEFR		•				•
BENL		•				•
BG				•		unclear
CY		•				•
CZ			•			unclear
DK	•					•
EE			•			•
ES		•				•
FR	•					•
HU	•					•
IE		•				•
IS		•				•
IT		•				•
LV	•					•
LI		•				unclear
LU	•					•
MT		•				•
NL		•				•
NO	•					•
PT		•				•
SI	•					•
TR	•					•
UK EWN I		•				•
UK SC		•				•

## Developments since 2003

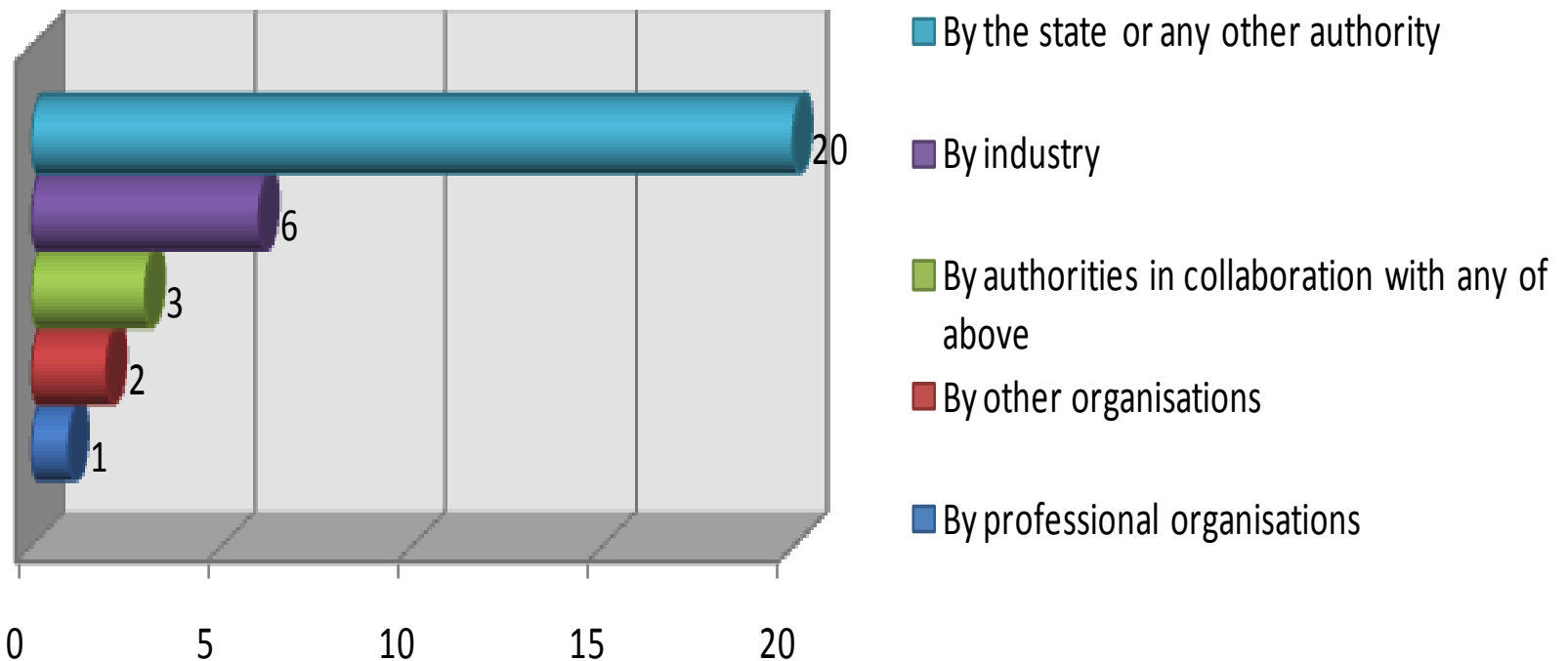
- Number of countries introduced SCHE: BEnl, BEfr, NL
- Former SCHE-programmes have been upgraded to professional bachelor programmes (BG, LT)
- Sometimes not decided yet whether to position post-secondary higher education at level 5 or 6 of the EQF (CZ)
- Number of countries are considering the introduction of SCHE (IT, EE, BEde)
- One country (SE) used to have SCHE, made a conscious decision in 2006/2007 to place the two-year University Diploma at level 6.

## Level 5 is not always SCHE

- HVE that is or might be positioned at level 5 in countries not having SCHE: in mainly German speaking countries (AT, CH, DE, LI) but also in Finland, Sweden and Romania.
  - Sometimes credits can be transferred e.g.
- In Ireland unique situation: SCHE in HEIs and Advanced Certificate at level 6 Irish NQF (level 5 EQF) not aligned with Bologna Process.

# Funding

## Funding of SCHE



## Funding

- By industry: FR, HU, IE, MT, NL, UKSC
  - NL indirect funding – privately subsidised HEIs
- By authorities in collaboration with industry; IE, MT, UK EWNl
- By professional organisations : FR

# Provision: institutions

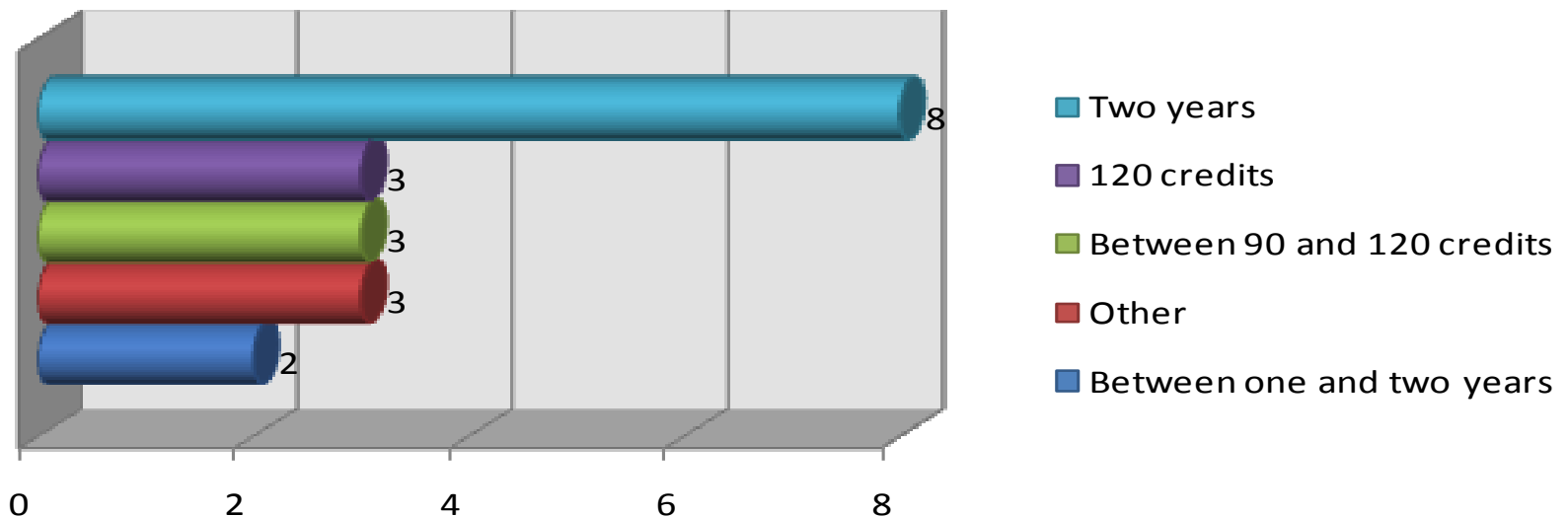
Country	Universiti	Uni Ap.	Sc Voc	HEC	FE C	Sec. Schoc	Adult Ed.
Befr							•
Benl		•				•	•
CY			•		•		
CZ			•			•	
DK			•		•		
ES			•			•	
FR	•					•	
HU	•	•				•	
IE	•	•			•		
IS	•						
LV	•	•	•				
LU	•					•	
MT	•		•				
NL		•					
NO	•	•					
PT	•	•			•	•	•
SI			•				
TR	•						
UK EWNl	•	•	•		•		
UK SC	•	•			•		



# Duration - Workload

- 2 years: BEfr, ES, FR, HU, LU, NO, TR, UK EWN
- Between one and two years: IS, PT
- 120 ECTS credits: IE, NL SI
- Between 90 and 120 ECTS credits: Benl, MT, UKSC

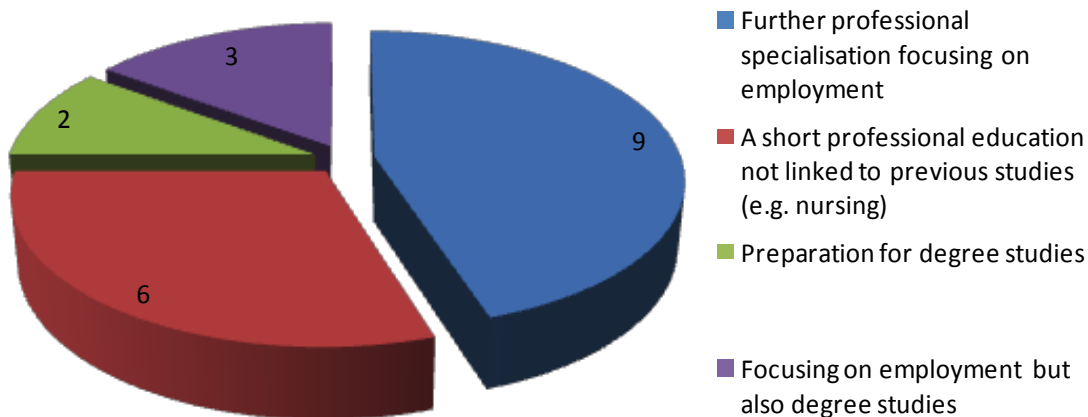
**Duration of SCHE - ECTS**



# Objectives

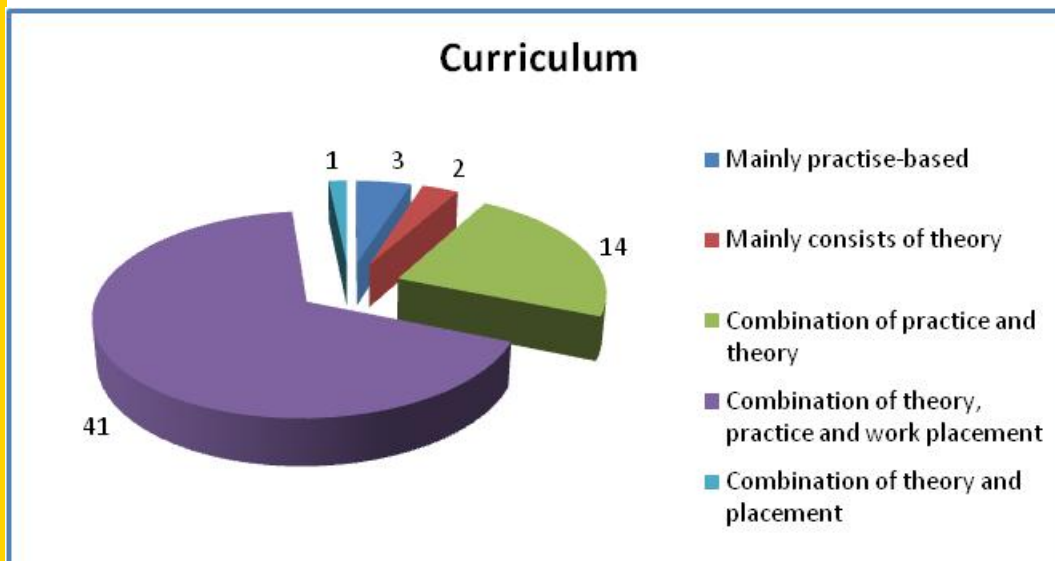
- Further professional specialisation: CZ, FR, LU, SI, TR, UK EWN
- Short professional education: Befr, Benl, DK, ES, IE, IS, LV, NO, PT
- Preparation for further studies: MT, CY
- Two progression routes equally important: HU, NL, UKSC

**Main objective of SCHE**



# Curriculum

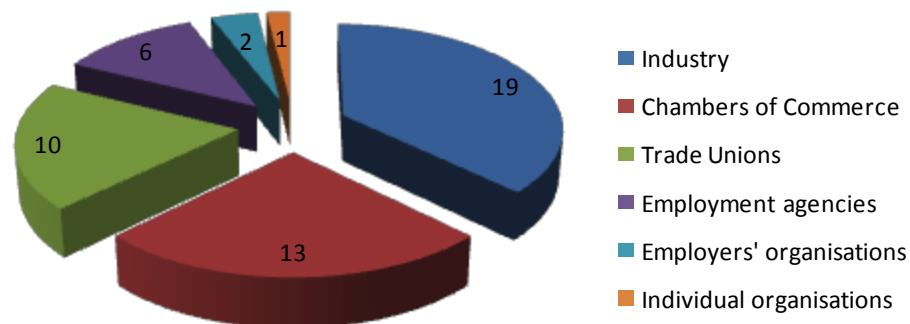
- Majority combination of theory, practice and work placement
- 14 combination of practice and theory (CY, CZ, DK, IE, IS, MT, TR, UK)
- 3 mainly practice-based (2 HU, 1LV)
- 2 mainly theoretical (2 NO) and 1 theory and work placement (CZ)



# Involvement of industry, CC, TU, EA

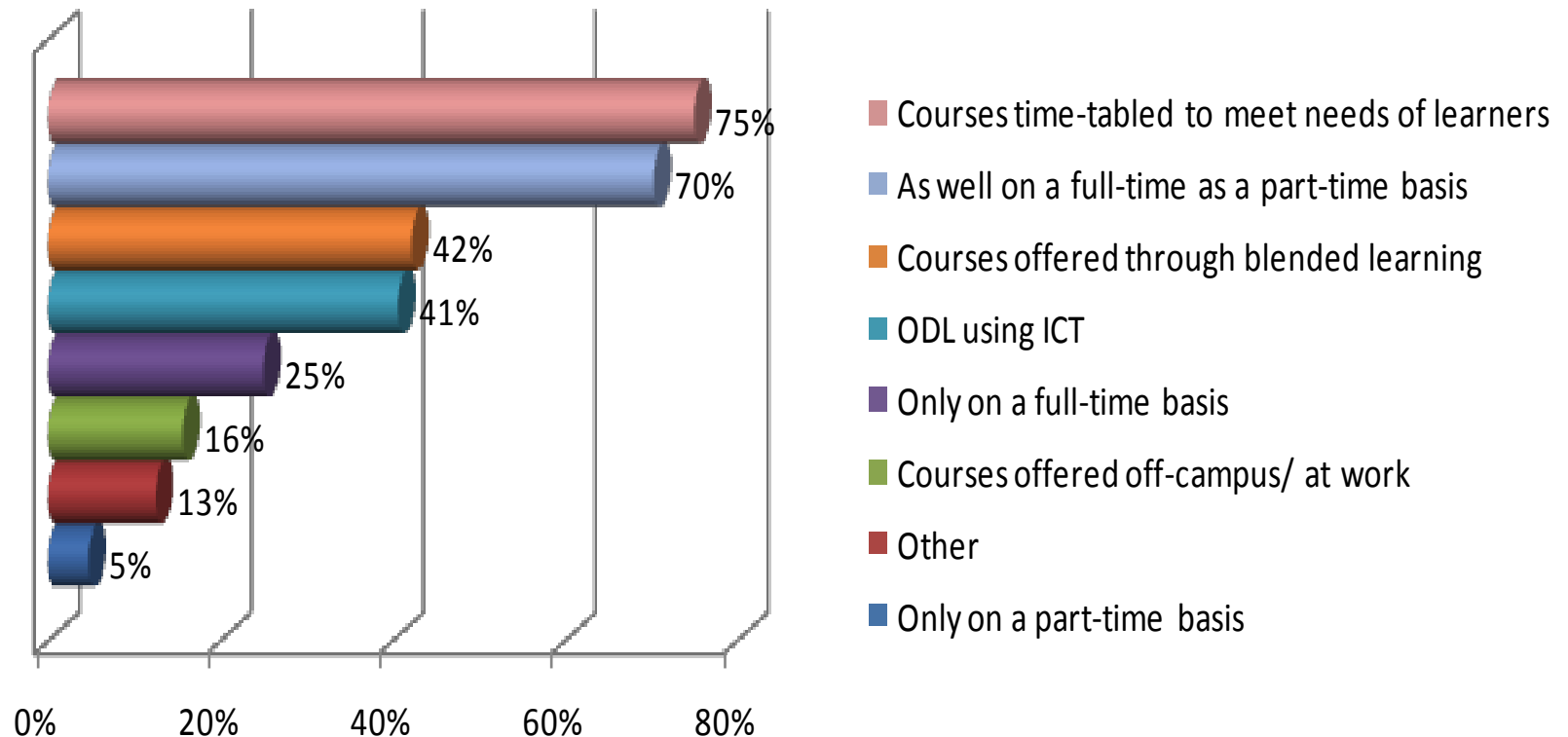
- Industry: everywhere except NO – IS and CY rarely
- Chambers of Commerce: BEnl, BEfr, CZ, DK, FR, HU, IE, LV, MT, SI, TR, UK (as well EWNl as SC)
- Trade Unions: BEnl, BEfr, DK, FR, IE, LC, SI, TR, UK (all)
- Employment agencies: Benl, Befr, HU, LV, MT, SI
- Employers' organisations: CY, NL – Sector skills councils:UK

**Who is involved?**



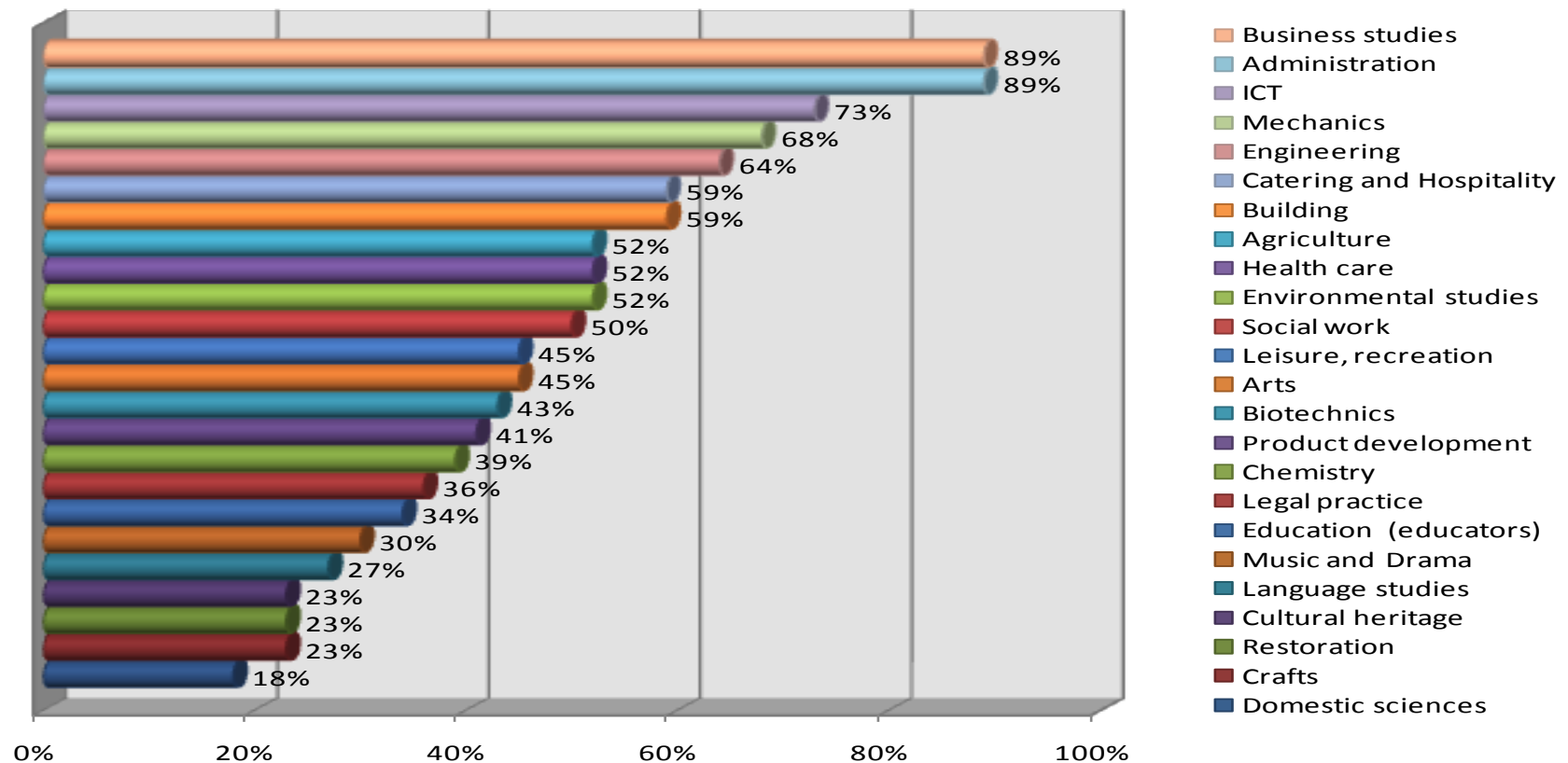
# Flexibility

Flexibility



# SCHE study 2010: flexibility

Fields of study



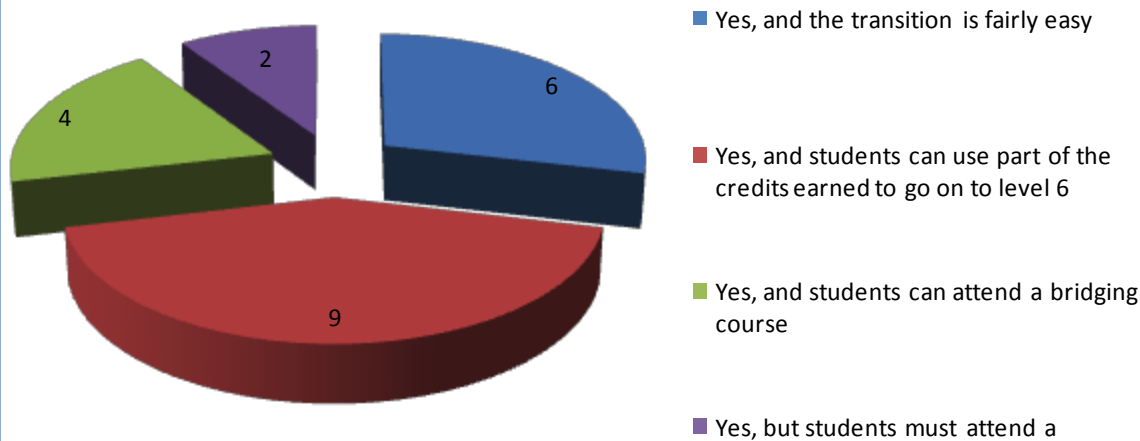
Country	Award (s)/ Qualification(s) received
BEFR	Brevet de l'Enseignement Supérieur (BES) : Higher Education Certificate
BENL	Graduaat ; Associate Degree
CY	Certificate 1 year studies Diploma 2 year studies Higher Diploma 3-years studies Certificate of attendance for studies less than 1 academic year
CZ	diploma specialist" (DiS.)- the Czech equivalent is <i>diplomovaný specialista</i>
DK	Academy Profession Degree in + the relevant subject title In Danish the titles are unique for each degree but will generally involve the term "teknolog" combined with the relevant subject title.
ES	Tecnico superior : Higher Education Technician
FR	DUT : Diplôme Universitaire de Technologie : University Technology Diploma BTS : Brevet de Technicien Supérieur : Certificate of Higher Education Technician
HU	Certificate on higher level vocational qualification with state recognition
IE	Higher Certificate normally awarded after completion of a programme of two years duration (120 ECTS credits) = SCHE Advanced Certificate= not aligned with the Bologna Framework.
IS	Undergraduate Diploma.
LV	Diploma of the 1st level professional higher education and the 4th level of professional qualification in accordance with the concrete standard of the profession.
LU	DUT : Diplôme Universitaire de Technologie (integrated in the professional bachelor) BTS : Brevet de Technicien Supérieur BTS : Brevet de Technicien Supérieur Spécialisé (nursing)
MT	SCHE in Malta (at MQF Level5) leads to the following awards: Vet Higher Diploma Foundation Degree Undergraduate Diploma Undergraduate Certificate
NL	Associate degree (Ad)
NO	<i>Høgskolekandidat</i> ) : Unofficial translation: "university college graduate" , courses lasting 2 years in HE institutions.
PT	Diploma de Especialização Tecnológica (DET), Diploma of Technical specialisation
SI	Engineer/inzenir(male)/inzenirka(female) or Technologist/tehnolog(male)/tehnologinja(female). ( <a href="#">economist</a> , <a href="#">..or more</a> )
TR	Associate Degree
UK EWNI	Foundation Degree (level 5) Higher National Diploma (level 5) Diploma of Higher Education (level 5) HNC: Higher National Certificate (level 4) Certificate of Higher Education (level 4)
UK SC	CertHE : Certificate of Higher Education (one year) DipHE : Diploma of Higher Education (two years) HNC: Higher National Certificate (one year) HND : Higher National Diploma (two years)

# Two progression routes

## 1. Progression to bachelor studies

- Bridging course not compulsory: LV, MT, UK (EWNl + SC)
- Bridging course compulsory: Benl, IE
- Exam: TR
- In some countries 120 ECTS can be transferred (CY, FR, IE, NL, NO, UK,

**Transition to degree studies**

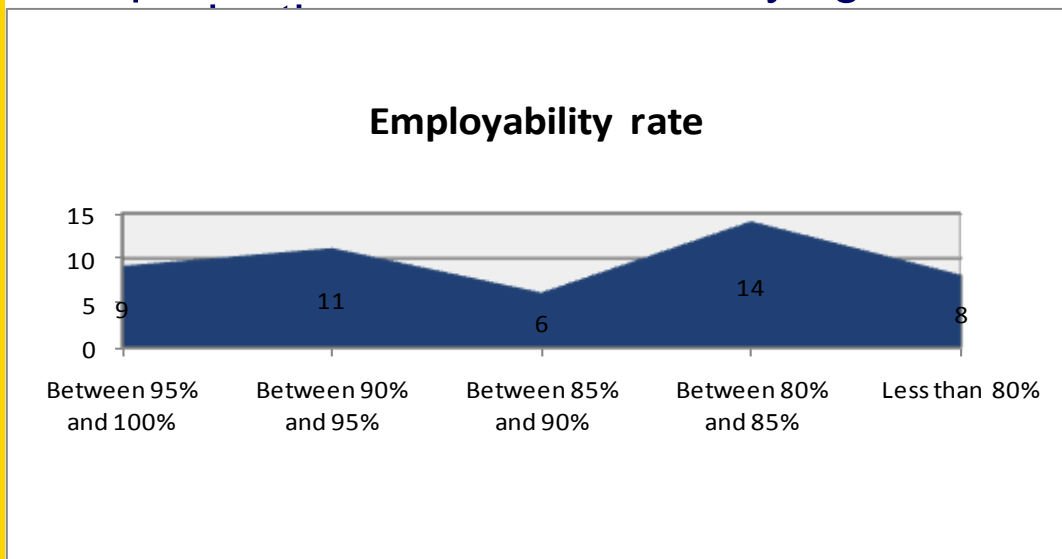




# Two progression routes:

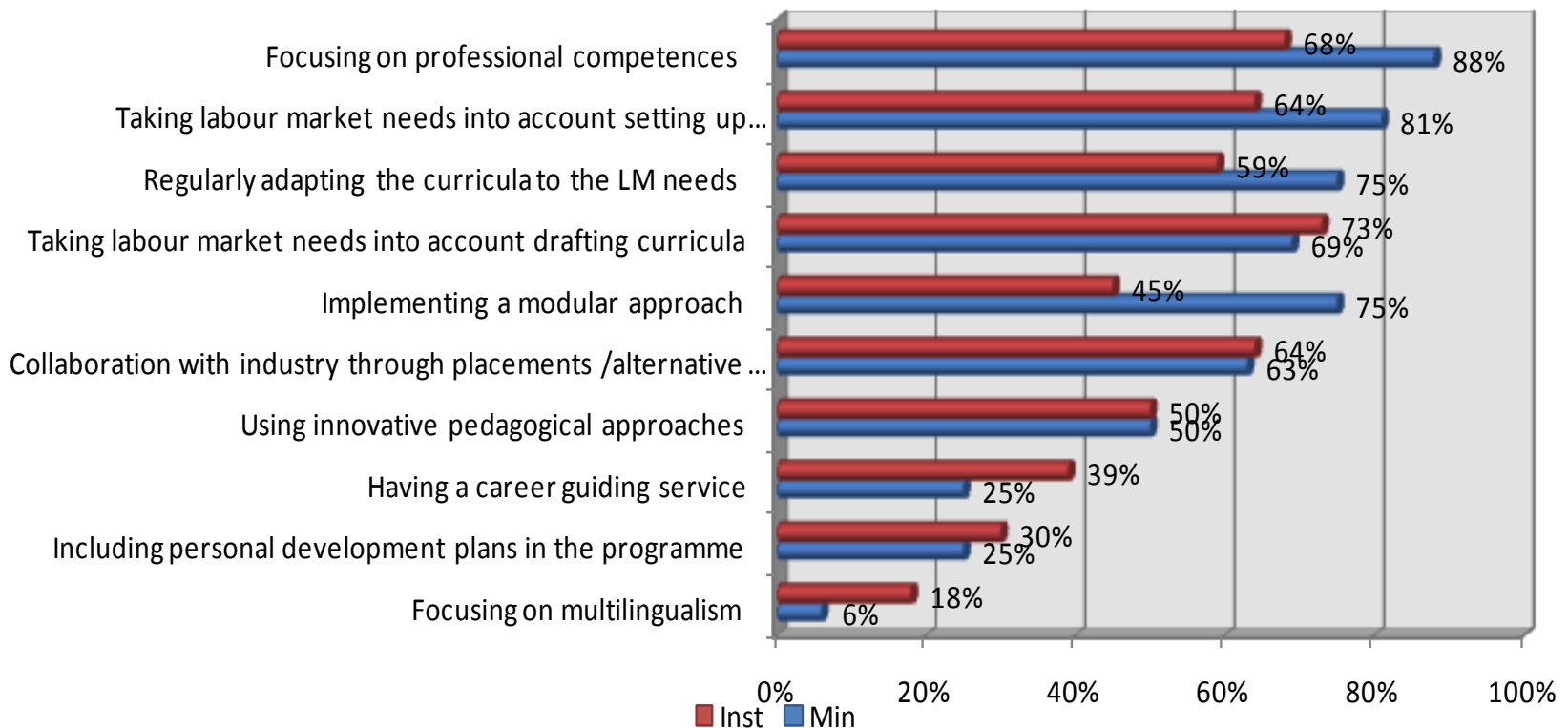
## 2. Labour market - Employability

- Demand for graduates at level 5 in all countries concerned but decreasing in some countries (e.g. NO), mainly employed as highly skilled technicians (14) or in services (22).
- Institutions mentioning employment rate below 80% are all from TR, IE, HU
- In the UK EWNl only 7 % of full-time FD qualifiers, and 4 % of PT qualifiers, were neither studying nor in employment 6 months after



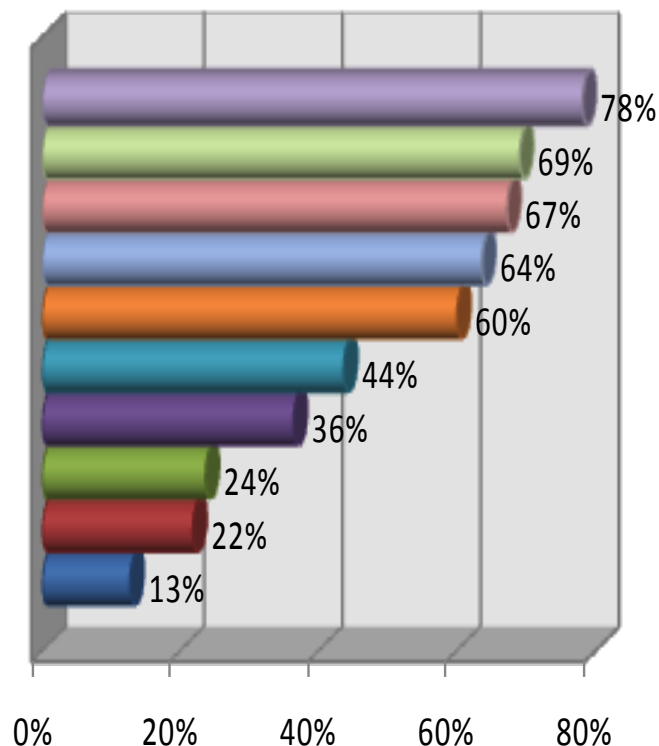
# Enhancing employability

## Employability is taken into account by:



# Involvement of (local) industry

## How is (local) industry involved?



- Local industry offers placements for students
- Representatives of industry help to draft curricula
- Representatives of industry sit on the board of institutions
- Representatives of industry teach at the SCHE institutions
- Representatives of industry help define prof. competences
- Representatives of industry sit on examination boards
- Representatives of industry participate in external QA panels
- Representatives of industry participate in internal QA
- Local industry offers placements for teachers
- Representatives of industry check quality of teaching materials

# Profile of students and teachers

- 1,693,701 **students** 50% male – without TR 48% ;
- High percentages of PT students in SI (55%), LV (48%), NL (45%), UK EWNI (43%) and IE (43%);
- High percentages of FT students in TR (100%) DK,(90%), FR (90%), CY (80%), MT (80%), HU (76%), CZ (72%) IS (70%);
- Majority of mature students in NL (70%), EWNI (65%) DK (60%), SI (55%), BE;
- In many countries with low SES over-represented
- In most countries majority of **teachers** with MA degree (BEfr, BEnl, CZ, DK, ES CAT,FR (STS) HU, LU, MT, SI, TR);
- Majority with PhD. In FR (IUT), IS, NO
- In NL, EWNI, IE, SC majority with BA,
- Mixture of academic and professional profile

# QA and accreditation

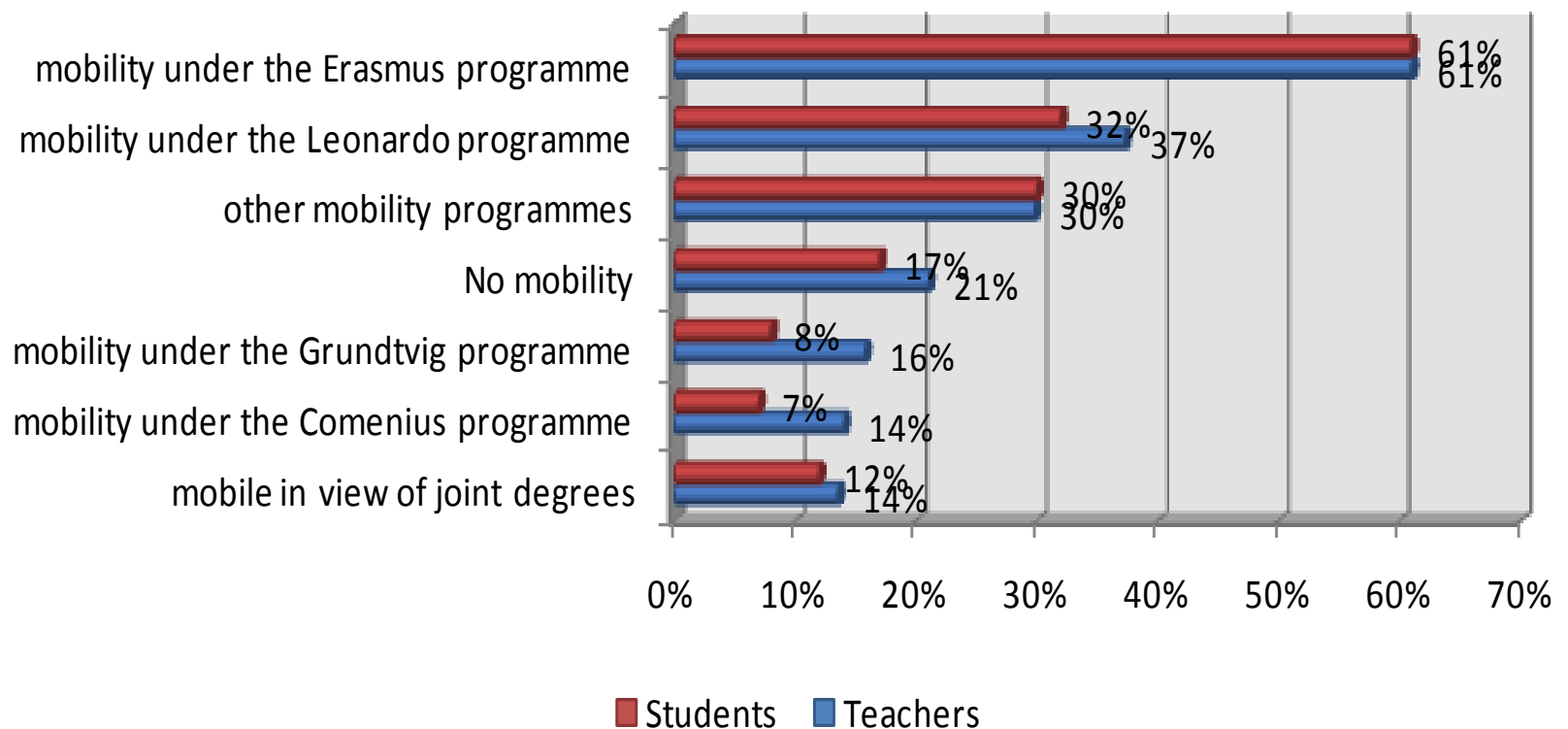
Country	IQA all	IQA most	IQA some	EQA all	EQA new	no EQA (yr)	QAA	Accredit A	Ex ante ac	No accr.yr	AA
Befr		•		•			ministry		•		ministry
Benl	•			•			nat.+ exp	•			internatio
CY			•		•		nat.+ exp	•			national
CZ	•			•			inspecto	•			ministry
DK		•		•			nat.	•			national
ES	•			•			prof. +ot	•			ministry
FR			•	•			ministry	•			ministry
HU	•			•			nat.	•			national
IE	•			•			nat.	•			national
IS	•			•			nat.+ exp	•			ministry
LV	•			•			nat.	•			ministry
LU	•			•			nat.+ experts		•		internatio
MT		•		•			other			•	national
NL	•			•			nat.+ exp	•			internatio
NO	•			•			nat.	•			national
PT				•			nat.+ experts		•		internatio
SI	•			•			nat.	•			ministry
TR			•			•				•	
UK EWNl				•			nat.	•			prof. /dep
UK SC	•			•			nat.	•			reg./prof.

# Use of ECTS and DS

Country	national CS	ECTS	ECTS/nat CS	by all instit.	by most inst	by some ins	DS all institu	DSmost insti	DSsome ir	not used
Befr		•		•			•			
Benl		•		•			•			
CY		•		•					•	
CZ		•			•			•		
DK		•		•			•			
ES	•									•
FR			•	•				•		
HU			•	•			•			
IE	•			•			•			
IS		•		•			•			
LV	•					•	•			
LU		•		•			•			
MT		•			•			•		
NL		•		•			•			
NO		•		•			•			
PT		•			•				•	
SI		•		•			•			
TR	•			•			•			
UK EWNl	•					•				
UK SC	•								•	

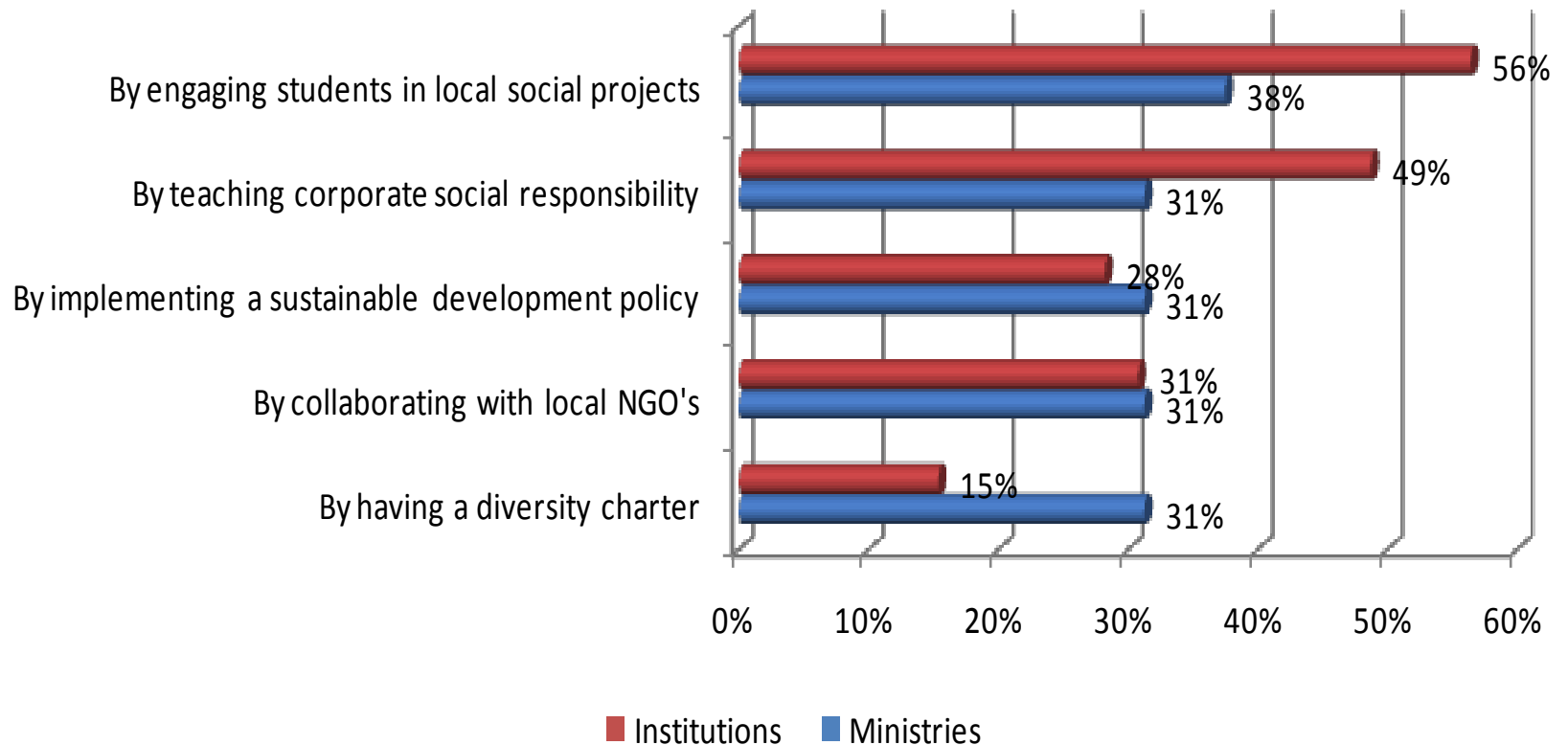
# Teacher and student mobility

Participation in mobility



# Social commitment

## Social commitment





## Some conclusions

Bologna process has made SCHE visible but!

- Still confusion about the status of L5 - SCHE
- EQF is not well known
- NQFs are 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

- 1,7 MIO students concerned, (10% of HE students)
- Virtually always a professional orientation
- SCHE is provided in different settings
  - Majority of SCHE is in HE Institutions
  - Also provided in FEC, centres for adult education, in secondary schools etc.
- In half of the countries students with low SES overrepresented
- Variety of access routes,
- Curriculum is 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...
- Limited involvement in internationalisation:
  - Credits, diploma supplement, mobility, projects

## Some conclusions

- SCHE is clearly in line with all major developments in HE
- QA could be enhanced
- Accreditation organisations often not independent
- Employability: rather high  
but ....decreasing in some highly developed economies
- Promotion of multilingualism rather low
- Social commitment L5 high
- 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

# Thank you for your attention!

Any questions?

