



SHORT CYCLE HE: Mapping the situation

**EUROPEAN ASSOCIATION OF INSTITUTIONS IN HIGHER
EDUCATION**

Peer Support Group A: Qualification Frameworks

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Michal Karpíšek, Secretary General

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- Introduction
- Policy reflection of short-cycle higher education
- Evidence – Bologna process implementation report
- Interim conclusions and challenges
- Focus of further activities

EURASHE SCHE related activities

- Long term advocacy for development and respect to SCHE
- Mapping the situation – Missing Link (2011, 2013)
- Position paper on permeability between PHE and VET
- Partnership with VET providers within VET4EU2 platform, cooperation with CHAIN5
- Engagement with business/world of work representations



2011

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

MAGDA KIRSCH AND YVES BEERNAERT



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SCHE Policy embedding within EHEA

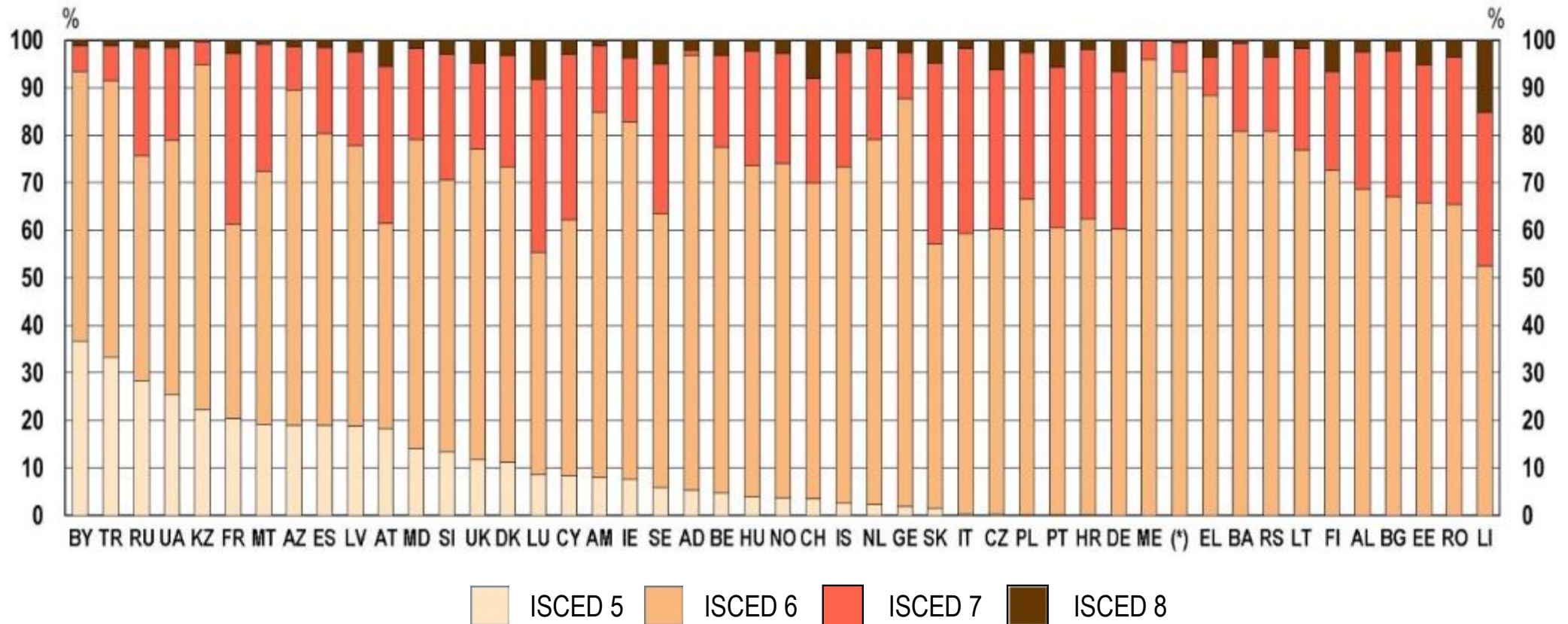


Communique	SCHE reflection
Berlin, 2003	Ministers invite BFUG to explore potential position of SCHE within the first cycle
Bergen, 2005	Adoption of Dublin descriptors (three levels, yet short cycle ones developed)
Leuven, 2009	Notion of intermediate qualification linked to the first cycle, reflecting its role in widening access
Bucharest, 2012	Commitment to explore how QF-EHEA could take account of SCHE qualifications in national contexts
Yerevan, 2015	Including short cycle qualifications within the QF-EHEA SCHE quality assurance based on ESG Commitment to recognition also in systems where SCHE has not been a part of the QF
Paris, 2018	Appreciation of diverse mission of SCHE (employment, further studies, social dimension) Including short-cycle qualifications as a stand-alone qualification within QF-EHEA Each country can decide whether and how to integrate SCHE within its own national framework

Key findings from the Bologna process implementation report (Eurydice, 2018)

STATE OF ART: EVIDENCE

Distribution of students enrolled in ISCED 5-8 programmes, 2014/15



Source: Bologna process implementation report (Eurydice, 2018)

Distribution of students enrolled in ISCED 5-8 programmes, 2014/15

%	BY	TR	RU	UA	KZ	FR	MT	AZ	ES	LV	AT	MD	SI	UK	DK	LU	CY	AM	IE	SE	AD	BE	HU	NO
ISCED 5	36.7	33.2	28.3	25.5	22.2	20.4	19.2	19.0	19.0	18.8	18.3	14.1	13.4	11.7	11.1	8.5	8.4	8.0	7.7	5.9	5.3	4.8	3.8	3.7
ISCED 6	56.8	58.2	47.3	53.3	72.5	40.9	53.2	70.3	61.3	59.0	43.1	65.0	57.1	65.4	62.2	46.9	53.8	76.8	75.2	57.5	91.5	72.5	69.8	70.4
ISCED 7	5.4	7.3	22.8	19.5	4.9	35.8	26.8	9.2	18.1	19.7	32.9	19.1	26.4	18.1	23.5	36.4	34.8	14.0	13.3	31.6	1.1	19.4	24.1	23.2
ISCED 8	1.2	1.3	1.7	1.7	0.3	2.8	0.9	1.4	1.6	2.6	5.6	1.8	3.1	4.8	3.2	8.3	3.0	1.2	3.8	5.0	2.2	3.3	2.3	2.8
%	CH	IS	NL	GE	SK	IT	CZ	PL	PT	HR	DE	ME (*)	EL	BA	RS	LT	FI	AL	BG	EE	RO	LI		
ISCED 5	3.5	2.6	2.2	1.8	1.5	0.4	0.3	0.2	0.1	0.1	0.0	:	:	:	:	:	:	:	:	:	:	:	:	:
ISCED 6	66.4	70.7	76.8	85.7	55.6	58.9	59.9	66.3	60.4	62.3	60.2	95.8	93.4	88.4	80.9	80.8	76.9	72.5	68.6	66.9	65.7	65.4	52.4	
ISCED 7	22.1	24.0	19.3	9.8	38.0	38.9	33.6	30.9	33.8	35.7	33.2	4.0	6.1	8.1	18.4	15.7	21.3	20.9	28.9	30.7	29.0	31.0	32.4	
ISCED 8	8.0	2.7	1.7	2.7	4.9	1.8	6.2	2.6	5.7	1.9	6.6	0.2	0.5	3.5	0.8	3.5	1.9	6.6	2.5	2.4	5.3	3.6	15.2	

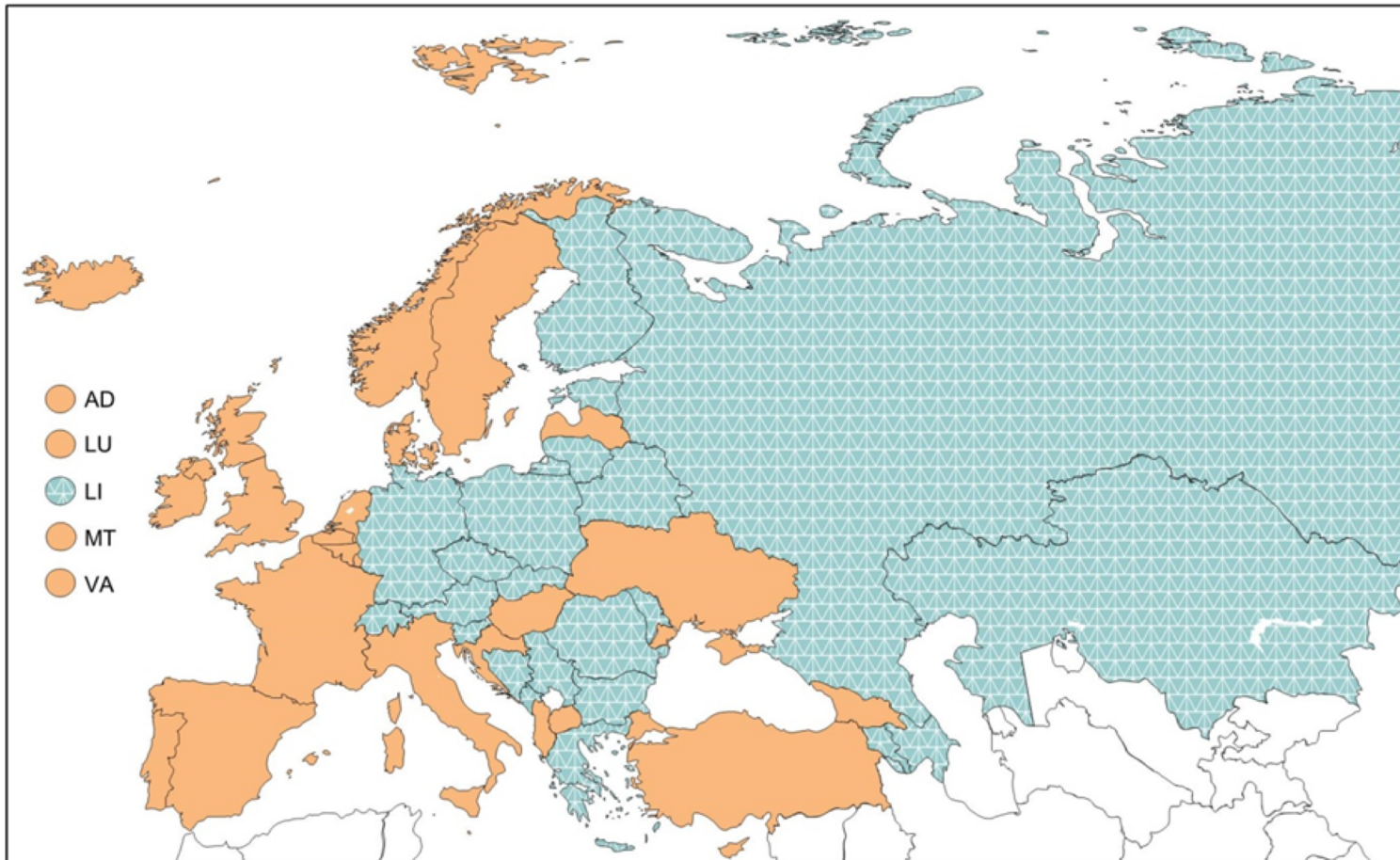
Source: Eurostat, UOE and additional collection for the other EHEA countries.

Notes:

Countries are arranged by the participation in ISCED 5 programmes. Countries without ISCED 5 are sorted according to the participation in ISCED 6 programmes. Germany, where ISCED 5 concerns only 394 students (see Chapter 1, Figure 1.1), is still sorted by the participation in ISCED 5.

Source: Bologna process implementation report (Eurydice, 2018)

Presence of short-cycle programmes considered as part of higher education, 2016/17



Notes:

The presence of short-cycle programmes considered as part of higher education refers to situations where national qualifications frameworks and/or top-level steering documents recognise the short cycle (or short-cycle qualifications) as part of the higher education system.

Source: Bologna process implementation report (Eurydice, 2018)

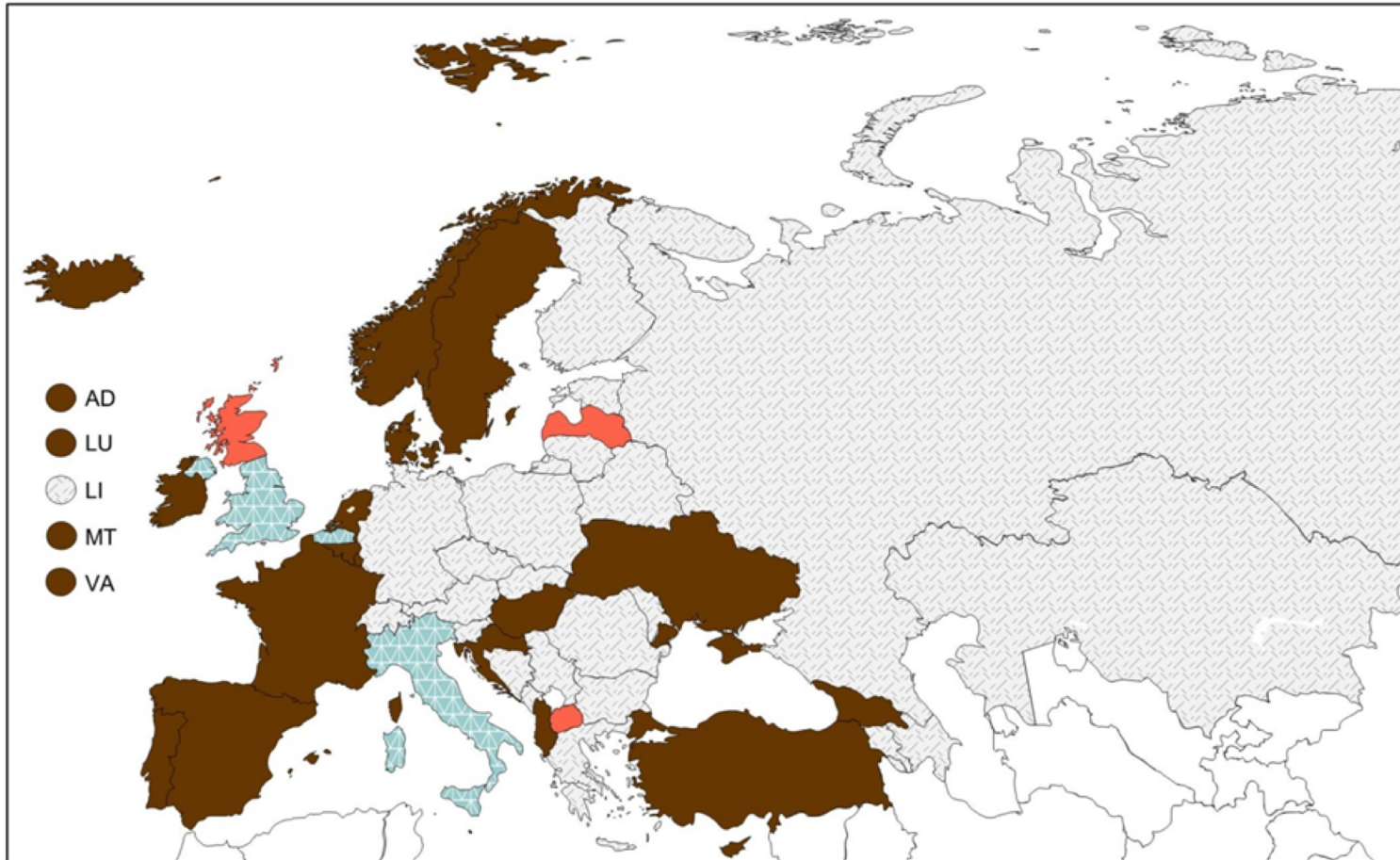
Institutional Provision (2013)



Country	University	University of App. Science	Voc. HE College	Further Ed. College	Secondary School	Adult Education
BE (FR)						X
BE (NL)		X			X	X
CY			X	X		
CZ			X		X	
DK			X	X		
ES			X		X	
FR	X				X	
HU	X	X			X	
IE	X	X		X		
IS	X					
LV	X	X	X			
LU	X				X	
MT	X		X			
NL		X				
NO	X	X				
PT	X	X		X	X	X
SI			X			
TR						
UK (E,W,NI)	X	X	X	X		
UK (Sc)	X	X		X		

Source: Short-cycle Higher Education in Europe: Level5 - Missing Link (EURASHE, 2013)

Typical (most common) workload of short-cycle higher education programmes, 2016/17

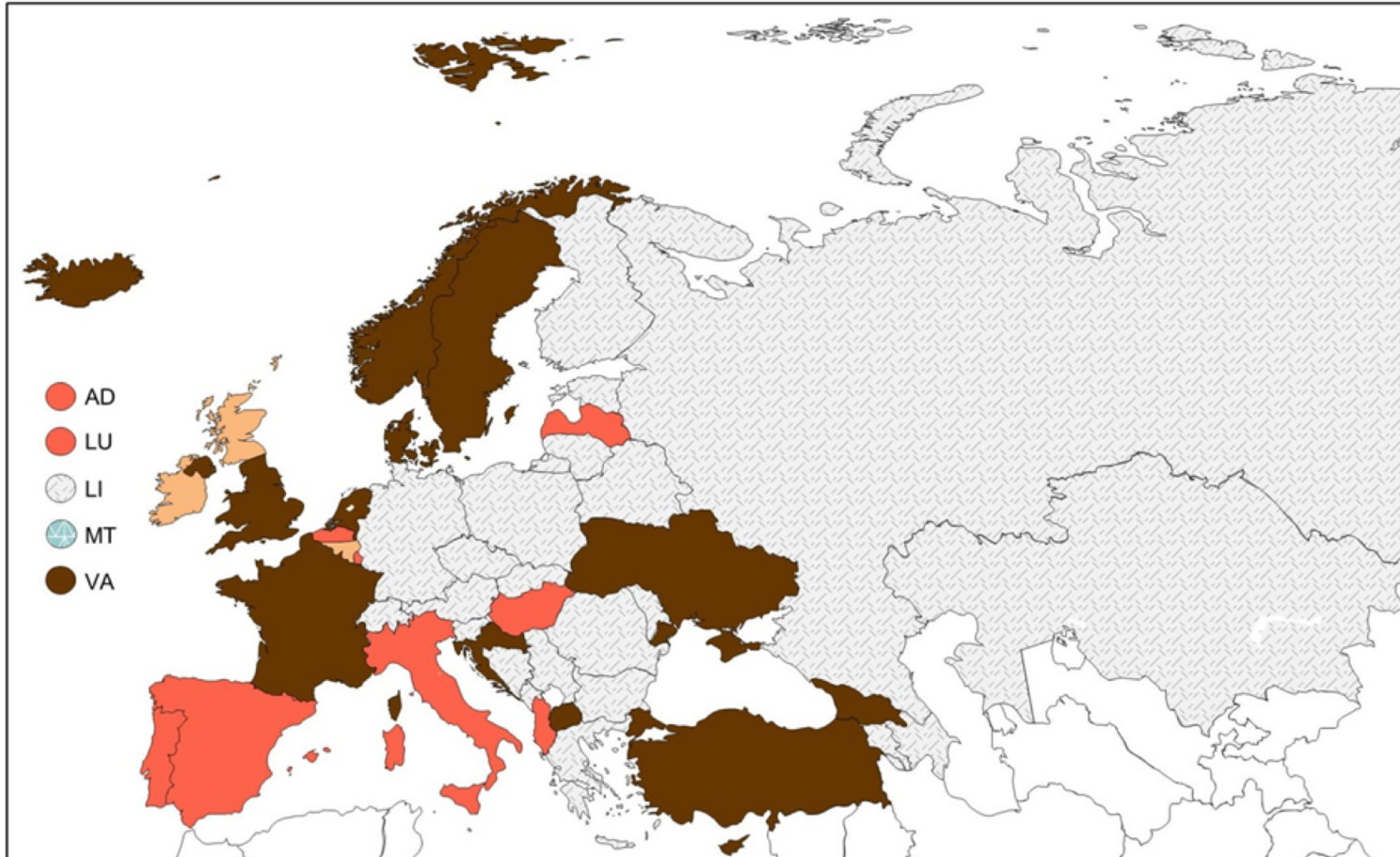


Notes:

Countries expressing the workload of short-cycle higher education programmes in ECTS sometimes use also additional measurements (e.g. years, semesters). These are not considered in the figure.

Source: Bologna process implementation report (Eurydice, 2018)

Recognition of short-cycle higher education within first-cycle studies in the same field, 2016/17



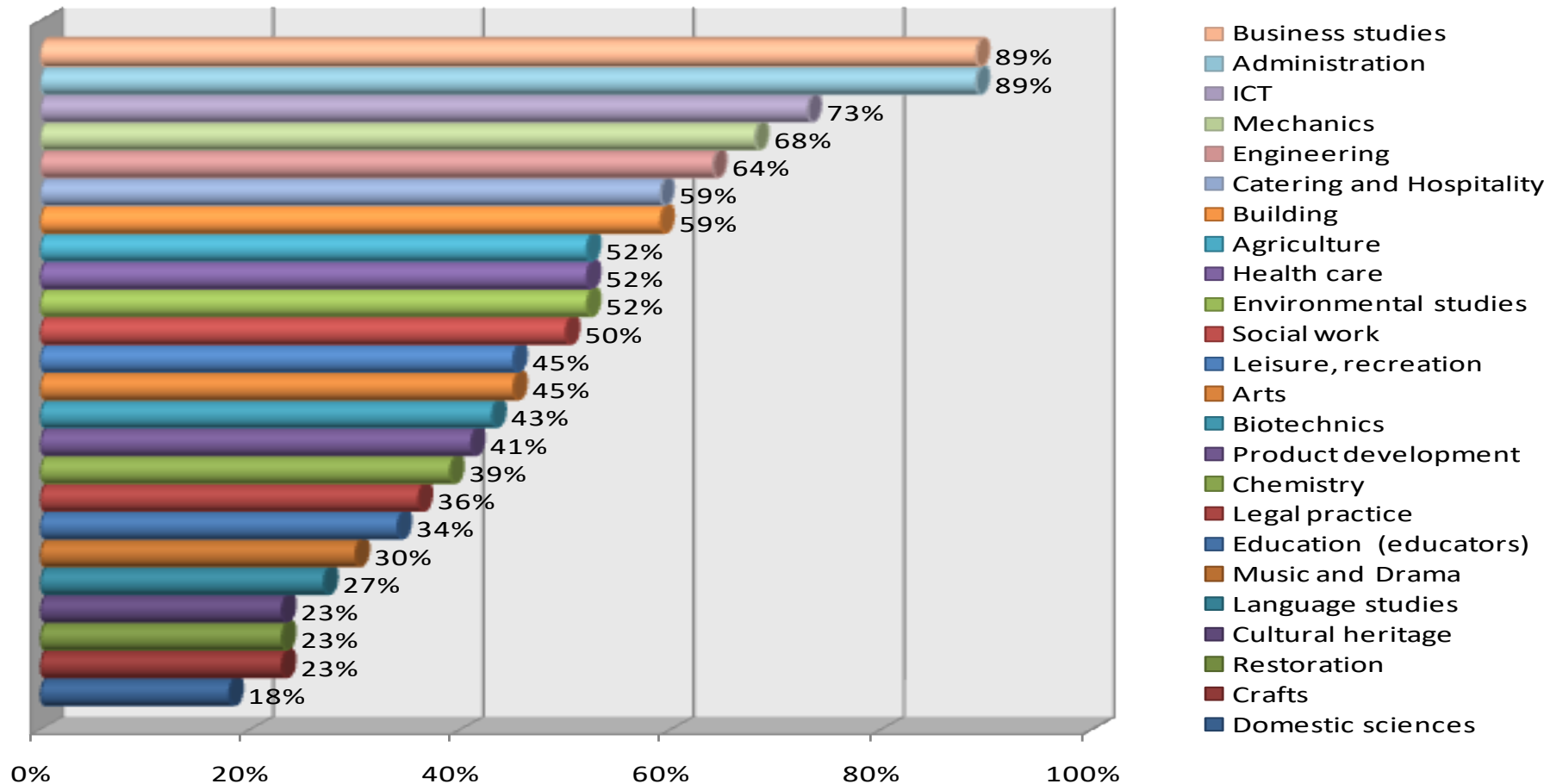
Source: Bologna process implementation report (Eurydice, 2018)

FOCUS ON SHORT CYCLE HE

Fields of study (2013)



Fields of study



Source: Short-cycle Higher Education in Europe: Level5 - Missing Link (EURASHE, 2013)

Positives

- Fairly good employability
- Wide range of professions
 - Business, administration, hospitality, ICT...
- Access for non-traditional groups of students
- Innovation of skills & competencies
- Variety of access routes and pathways
- Curriculum based on theory + practice + placements, strong work-based learning character
- Flexibility and responsiveness to actual needs
- Clear involvement of the world of work

Challenges

- Variety of awards/degrees and objectives
- Diverse provisions and legal framework
- Integration within HE structures – “cycle within cycle”, transition to HE – addressed by Paris communique
- Links towards VET
- Limited involvement in internationalisation (credits, diploma supplement, mobility, projects...)
- Quality assurance not corresponding HE approaches
- Accreditation institutions often not independent

Issues for consideration

- Mission (social aspect, widening access to HE, employability, LLL, up- and reskilling)
- Target groups and their diverse needs
- Identity including name and terminology
- Recognition & permeability
- SCHE x higher levels of VET
- Role of research
- Staff profile
- Flexibility within requested QA procedures, use of EHEA tools

DEVELOPING A PROJECT MAPPING SCHE

FURTHER STEPS

Objectives considered

- Map the overall situation regarding the SCHE position and recognition within EHEA (the scope to be discussed)
- Propose key mission and characteristics of SCHE respecting a variety of national settings, hopefully address also the terminology and understanding of this qualification
- Identify key challenges and opportunities for its development and integration within HE, as well as within the wider LLL concept
- Develop key policy messages for integration of SCHE, its recognition and fulfilling the expected role

Potential features and activities to be considered

- Mapping of selected national policies and approaches in various EHEA countries
- A review of data and indicators mapping the SCHE within Bologna implementation report
- A survey among the EHEA countries
- Stakeholders' survey and workshop(s) with stakeholders
- Analysis of gathered data and input
- Expert group translating the findings into conclusions and recommendations
- Final event presenting and consulting conclusions and recommendations
- Policy input into Bologna ministers' communique in Rome and other channels
- Dissemination through series of workshops/webinars and other channels

Thank you for your attention!

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