

The background features abstract, overlapping green geometric shapes in various shades, creating a modern and dynamic feel. The shapes are primarily triangles and polygons, some with thin white outlines, set against a white background.

A system for tertiary education and permeability & flexibility in the international context

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Reasons for having such a system

- ▶ The 'Completion' of the European Higher Education Area
- ▶ Growth of supply of qualifications at the higher levels, not being HigherEd
- ▶ More attention for 'the European Level 5 Area'

And... other aspects of the context...

- ▶ We need more options for permeability, flexibility...
- ▶ At the levels 5 and higher
- ▶ With the help and input of all sectors, using all types of qualifications
- ▶ See the proposal for the system, for tertiary education (5 and higher)

And...

- ▶ The system has three sectors: HigherEd (HE - academic and professional), VPE (Higher VET) and Business and Personal Training (BPT)
- ▶ Learning paths in a vertical way are more or less OK...
- ▶ But horizontal learning paths are far more challenging
- ▶ Learning pathways through two or more sectors and sub-sectors need a better structure...
- ▶ Let's use the possibilities to work together as EfVET and CHAIN5

Disclaimer

- ▶ We are talking about an international system...
- ▶ Not necessary mandatory for national systems...
- ▶ But it can be used... maybe not now... later... new plans...


- ▶ So, it is not a blueprint for a national tertiary area(not calling it anymore: post-secondary...)

EQF - in the heart of the system

- ▶ Making clear what the level is - not depending of the provider (College, HEI, Academy...)
- ▶ In that way the EQF is the basis for the system
- ▶ We need NQFs for that, if a national system had to be compared with the overarching system
- ▶ After the break more about the EQF and the proposal

Some arguments for the system

- ▶ Talking about the same types of qualifications is important, at least for the three sectors
- ▶ International cooperation is based on mutual trust in qualifications (level, quality, learning outcomes...)
- ▶ Example: Recognition in country A of a qualification in country B, for transfer to level X from level X-1

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- ▶ Transparency for all target groups, and more grip on the paths for all providers
 - ▶ Collaboration at all levels: organisations included - that is a condition


Bologna Process

- ▶ 1999: start of the Bologna Process (European HE Area)
- ▶ Initiated by Universities (Academic / Research)
- ▶ Three cycles - given the names: Bachelor / Master / Doctorate

- ▶ If...
- ▶ HPE-institutions and Colleges had been involved...
- ▶ The EHEA would have 4 cycles...
- ▶ Starting with?
- ▶ Associate?

Names

- ▶ Nobody in Europe is responsible for the names of certain types of qualifications...
- ▶ Based on common understanding... used by 'everyone' - in the international context
- ▶ Examples:
 - Bachelor, Master, Doctorate / PhD. Honours degree /
 - University of Applied Sciences / University Colleges in Flanders / Polytechnics elsewhere (in countries having a binary system in HigherEd)

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- ▶ That's why we can take the lead for:
 - SCHE = Associate
 - Higher VET = VPE
 - BPT
 - ▶ Associate, because...
 - ▶ VPE, because...
 - ▶ BPT, because...

A system - transparency for 5 and higher

EQF	HE (EHEA) Higher Education Academic / Professional	BPT Business and Personal Training			VPE Vocational- Professional Education	Sector
	Formal	Training Non-Formal	Training Non-Formal	Training Non-Formal	Formal	
8	Third Cycle (Doctorate)				VPE-8	Tertiary
7	Second Cycle (Master)				VPE-7	
6	First Cycle (Bachelor)				VPE-6	
5	Short Cycle (Associate)				VPE-5	
Vocational Education and Training / General Education / Others						Secondary

HigherEd

- ▶ HE = EHEA
- ▶ Professional HigherEd
- ▶ Academic HigherEd
- ▶ Or just: HigherEd
- ▶ Characteristics:
 - Dublin Descriptors
 - Cycles
 - European Standards and Guidelines
 - For all cycles the same accreditation body
 - Credits
- ▶ Proposal, using from now one: SCHE = Associate, in an international context


VPE as another sector

EQF	HE (EHEA) Higher Education Academic / Professional	BPT Business and Personal Training			VPE Vocational- Professional Education	Sector
	Formal	Training Non-Formal	Training Non-Formal	Training Non-Formal	Formal	
8	Third Cycle (Doctorate)				VPE-8	Tertiary
7	Second Cycle (Master)				VPE-7	
6	First Cycle (Bachelor)				VPE-6	
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Vocational Education and Training / General Education / Others						Secondary

VPE

- ▶ Till now: Higher VET
- ▶ People don't like VET als 'common name' at higher levels = it is about status!
- ▶ Higher = suggesting HigherEd
- ▶ And there is also Lower VET?
- ▶ VPE in Switzerland, Hongkong...

- ▶ V = Vocational
P = Professional
E = Education
Three aspects of this type of qualifications
- ▶ NOT: VPET - knowing we are not talking about HET (HigherEd and Training)
- ▶ Formal = recognised by...

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- ▶ VPE Colleges
 - ▶ For a start: VET Colleges offering level 5 or higher
 - ▶ Or: Non-HEIs... having their own position
 - ▶ But there is not yet a European VPE Area...
Later more

BPT

EQF	HE (EHEA) Higher Education Academic / Professional	BPT Business and Personal Training			VPE Vocational- Professional Education	Sector
		Formal	Training Non-Formal	Training Non-Formal		
8	Third Cycle (Doctorate)	x	x	x	VPE-8	Tertiary
7	Second Cycle (Master)	x	x	x	VPE-7	
6	First Cycle (Bachelor)	x	x	x	VPE-6	
5	Short Cycle (Associate)	x	x	x	VPE-5	
Vocational Education and Training / General Education / Others						Secondary

BPT

- ▶ Business and Personal Training
- ▶ Lifelong Learning / Work-based programmes
- ▶ We call them: Non-formal
- ▶ Literally: NOT being formal education
- ▶ Not being HigherEd - according to the formal standards
- ▶ Not being VPE - in the formal setting

- ▶ So it can be:
 - Business Training
 - Personal Training
 - Training offered by HEIs
 - Training offered by VPE Colleges
 - Qualifications offered Private providers
 - and others for tailor-made programmes, courses and so on
- ▶ Linked to a NQF, by a NCP, having a national procedure for that
- ▶ Attention for international qualifications
(according to Cedefop and others: based on standards by international professional bodies, companies...)

Providers and qualifications

- ▶ This is a proposal in the international context
- ▶ Having a provider and a qualification:
Pick your box in the system
- ▶ But: in the national context it can be different
- ▶ Permeability in an international setting: use to identify your boxes and then the learning pathway, and the progressions routes
- ▶ National: do it your own way = respect

Two steps for a process - for the European VPE Area (EVPEA)

- ▶ The European VPE Area: instruments, characteristics, framework...
- ▶ And then:
- ▶ International instruments for the international learning paths from sector to sector, from box to box...

- ▶ So:
- ▶ Using what we already have in HE, BPT and VPE (inspiration...)
- ▶ And start with level 5 - the European Level 5 Area (EQF 5, in HE, BPT and VPE)

Partners

- ▶ VET-associations
- ▶ HE-associations
- ▶ Employers' organisations: challenges
- ▶ Including Business Academies, to be involved



The role of the EQF

- ▶ The system has the EQF ‘in the heart’ of it
- ▶ To identify a box for a qualification...
- ▶ 1 Level NQF
- ▶ 2 Level EQF
- ▶ 3 HigherEd (criteria!) or VPE - both in a formal setting
- ▶ 4 BPT - non-formal
- ▶ 5 Provider
- ▶ If offering qualifications from separate boxes: A multi-unit institution

VPE

- ▶ HigherEd = EHEA + criteria
- ▶ If part of tertiary education: not being recognised as HigherEd
- ▶ And having a position in the system, looking at:
 - role of the government
 - quality assurance
 - funding
 - regulations
 - ...

- ▶ And building on:
 - secondary education
 - VET (till 4)
 - relevance for the world of work (no doubt about that, work-based learning)
 - national standards...
 - and/or...
- ▶ Having:
 - agreements for progression to HigherEd
 - a measure for the study load / full-time: a certain length
 - a diploma
- ▶ No dead ends in the system
- ▶ It can/must/will be VPE
- ▶ $V + P + E =$ having its own status for the stakeholders

Process

- ▶ How to find out what VPE can be...
- ▶ And why we need this EVPEA (looking at best practices)
- ▶ Learning from recent developments in countries
- ▶ Especially from countries having both SCHE and VPE (at level 5, for a start)
- ▶ Inspiration