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Background Debate: Definitions

- ✓ European Commission
 - Initial and Continuing VET (IVET and CVET); Short-cycle HE
- ✓ CEDEFOP/OECD
 - Tertiary level VET – VET outside formal academic higher education
 - Professional Higher education – engineering, law, *nursing*, *business administration* - within formal academic higher education
- ✓ CEDEFOP – working definition: vocationally oriented and training at higher qualifications level...contain both academic and vocational areas typically...majority of vocational subjects...equivalent to EC levels 6 to 8

UNESCO ISCED Levels: Pre and post-2011

4	Post-secondary non-tertiary education	Programmes providing learning experiences that build on secondary education and prepare for labour market entry and/or tertiary education. The content is broader than secondary but not as complex as tertiary education.	Level 4: Post-secondary non-tertiary education
5	Short-cycle tertiary education	Short first tertiary programmes that are typically practically-based, occupationally-specific and prepare for labour market entry. These programmes may also provide a pathway to other tertiary programmes.	Level 5B: First stage of tertiary education: typically shorter, more practical/technical/occupationally specific programmes leading to professional qualifications.
6	Bachelor or equivalent	Programmes designed to provide intermediate academic and/or professional knowledge, skills and competencies leading to a first tertiary degree or equivalent qualification.	Level 5A: First stage of tertiary education: largely theoretically based programmes intended to provide qualifications for gaining entry into more advanced research programmes and professions with higher skills requirements.

Background Debate: Regulation

- ✓ 19th century Professional HE (PHE) – law, engineering, medicine – Regulated by State and professional bodies; located in universities
- ✓ 20th century PHE – welfare professions, teaching, personnel, accountancy, estates, hospitality etc - Regulated by State and professional bodies; located in universities, university colleges (UC)/applied science, private, other
- ✓ Newer PHE/HVET – logistics, IT, Health and Safety, Cleaning Science – UC, private, other, work-based – less clearly regulated

Title/EU Context

- **BEEHIVES:** Boosting European Exchange on Higher VET and Employer Involvement in Education Structures.
- **Partners:** Spain, UK, Belgium, Germany, Czech Republic, Denmark
- The project aims to meet one of the key priorities of the EU HE Modernisation agenda: to reform HE to better meet the requirements of the labour market with an emphasis on relevant skills, qualifications and graduates' employability.

Project Focus

BEEHiVES will work at the boundaries between traditional HE, PHE and HVET – and aims to equip education institutions offering EQF-level 5 qualifications and above the tools and measures to **improve employer involvement in all programme development processes**; Hence BEEHiVES will focus on a specific relation and interaction between PHE/HVET institutions, employers/labour market and students within the “strategic (partnership) triangle”



Main Output

BEEHiVES will provide a series of tools and measures collected in a web-based “Strategy Matrix Toolbox” to ensure that the three apexes of the strategic partnership triangle are able to collaborate more productively, improve student retention and increase post-graduation employability.

Some boundary issues?

- ✓ National/Transnational regulation
- ✓ Role of Qualifications, qualification frameworks
- ✓ Level 5 qualifications
- ✓ Location – public provide, private, work-based
- ✓ Access/Widening participation
- ✓ Role of Employers
- ✓ Permeability
- ✓ Apprenticeships

Output 1 (in progress)

- Create HVET Country-Profiles based on secondary sources with a **particular focus on barriers to the development of the strategic partnership triangle** informed by focus groups with employers, students and providers
- Verify Country-Profiles with key national stakeholders within context of peer review process
- Summary Country Report: Summarise Issues Arising out of Country-Profiles
- common characteristics / elements between the different country-profiles,
- create a typology of VET/HVET,
- basis of more in-depth quantitative survey in Output 2.

Main Outputs

- Quantitative field analyses, identifying barriers and practices that will inform the strategy matrix. Verified by expert groups. Assess indicators to improve strategic collaboration and how to overcome obstacles and barriers hindering closer collaboration?
- **Interactive Toolbox:** Strategy matrix which includes tools, country reports and profiles, best practices for business and management in HE institutions. The scoreboard will be based on qualitative analyses and desk research of policies and on interviews with major stakeholders and a quantitative survey in the countries, and scores countries based on how much their policies and practices encourage /support / block collaboration within the strategic partnership triangle.

Thank You

Project Website: <http://beehives.de/>

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