





Aim of the Presentation

- Defining Short Cycle Higher Education (SCHE)
- > Contextualizing its purposes
- > Link with / role of Higher Education Institutions
- > The European Higher Education Area
- ➤ Part of Life-Long-Learning
- SCHE: a world issue?
- How pervasive is it?
 - ➤ Stakeholders
 - > Some data (mainly on The Netherlands

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What is SCHE?

Organization for Economic Co-operation and Development (OECD), 1973:

- (Predominantly) non-university
- Strong vocational element
- Terminal character

Key Objectives for Spreading SCHE (OECD, 1973)

- Increased demand for higher education
- Equality of opportunity
- Labour Market demand
- Innovation that 'traditional' universities are reluctant to implement

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Types of SCHE Provision

OECD, 1973: Types of 'Short Cycle Institutions'

- Multiple purpose (e.g. the U.S. Community College)
 - > Response to increased student demand
 - ➤ Strong link with universities for transfer(often ≅ first two years of Bachelor study)
- > Very diverse curricula offered (some academic some vocational / terminal; different modes of delivery)
- > Regional focus
- Specialized model
 - > Response to inequality in educational opportunity concerns (for students ineligible for university education)
 - > Weak/no link with universities: terminal degree and LM focus
- Binary model

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Bologna: Clarifying what SCHE Is (Meant For)

London Communiqué: SCHE as an important engine to address the "social dimension" action line of Bologna dedicated to creating "more flexible learning pathways into and within higher education," enhancing "participation at all levels on the basis of equal opportunity," and fostering" social cohesion" (Bologna Process: London, 2007, p. 5).

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SCHE, LLL, and Flexible Learning Paths

- Together with the Recognition of Prior Learning, parttime education, and online learning
 - ➤ Labour Market focus, L5 (Associate Degrees) are ideal for dual or part-time delivery (*Dutch National Platform Associate Degree*, 2013)
- A way to overcome early tracking—a change from before: connection into higher education
- Study programmes to widen participation and attract returning adult learners
 - > SCHE should be seen as an opportunity to attract new groups of learners

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A Missing Link?

- SC in HE "easily readable and comparable degrees"?
- <u>Dual role of SCHE</u> (for Labour Market and to progress to a "full" Bachelor)
 - > Flexible transitions are strongly dependent on system arrangement and on institutional partnerships
- Two Qualification Frameworks
 - QF-EHEA: SCHE for Labour Market and for further studies but graduates not expected to have (strong) problem-solving, critical thinking skills, &c.
 - > EQF-LLL: element of management and supervision and independent problem solving

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SCHE: Part of a Global Development Agenda

World Bank:

- Tertiary education key for advancement and application of knowledge
- Developing countries risk being marginalized because their rigid tertiary education systems
 - Growth in demand not matched by supply
 - ➤ Alignment to the Labour Market
 - ➤ Equity issues

Changing landscape of higher education, to include SCHE as an avenue towards development

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A Changing (Higher Education) Landscape

- SCHE can contribute to flexible learning paths but what relation with other provision/paths, e.g.:
 - > Recognition of Prior Learning
 - ➤ E-learning
 - > MOOCs etc. (Massive Open Online Courses)
- Diversification in the system: a matter of prestige?
- Programmes' sustainability
 - > Does SCHE programmes fulfil their goal ("fill the gap")?
 - > Practice vs. intentions

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A Search for Identity

- Needed involvement of stakeholders and adult education providers
 - "[...] the most convincing programmes consult the professional field, [...] and implement results of this consultation" (NVAO)
 - "Most short programmes are based on the first two years of the bachelor programme; the own identity of short programmes needs improvement" (NVAO)
- Clarity on participation, success, (work) empowerment
 - Labour Market-driven: "Finally a degree that employers want!", Dutch National Platform Associate Degree, 2013) [translation, LC] demand driven from employers

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SCHE: Participation and Transitions

- Transfers L5 to L6, e.g. in California:
 - ightharpoonup About 60% transfer from Associate Degree to University
- Participation in SCHE—e.g. in The Netherlands (2013):
 - >5,000 students
 - > 150 SCHE programmes,
 - > 1/3 offered at private UASs
- Transition L5 to L6—numbers and goals e.g. in The Netherlands (2013):
 - > 15% of UAS entry via the SCHE route by 2020
 - Expectation for 2015: 7-8%

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Problems

- Transfer L5 to L6?
- Mapping national systems to specific EQF levels

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Table 6.2 EQF levels not felt to map across to the national system of qualifications (Number and percentage of respondents / countries)

EQF Level	Number of respondents reporting that level does not translate		Number of countries with at least one respondent reporting that level does not translate		Number of self-declared EQF <u>experts</u> reporting that level does not translate	
	N	%	N	%	N	%
Level 1	22	13%	14	45%	8	16%
Level 2	14	8%	12	39%	4	8%
Level 3	14	8%	11	35%	4	8%
Level 4	19	11%	12	39%	7	14%
Level 5	36	21%	18	58%	13	27%
Level 6	18	11%	13	42%	6	12%
Level 7	9	5%	9	29%	1	2%
Level 8	10	6%	9	29%	1	2%
Total	171	100%	31	100%	49	100%

ICF GHK, EQF stakeholder survey

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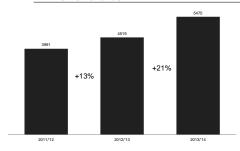
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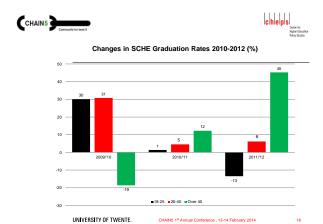


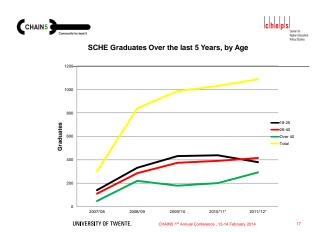
Enrolments in SCHE 2011/12 to 2013/14 in The Netherlands

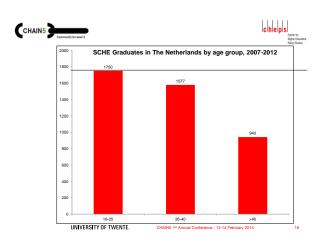


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