

European Level5 Area

Hans Daale

Dublin, 12 June 2018

My issues

- ▶ CHAIN5 =
- ▶ The EL5A =
- ▶ The aims are...
- ▶ Topics for the future of the EL5A are...
- ▶ Cases for the sessions are...

CHAIN5

- ▶ What it is...
- ▶ Why we have this community...
- ▶ How are we doing now...
- ▶ What is our position in 'the world'...

EL5A

- ▶ What is this area...
- ▶ Why this area, next to the EHEA and the VET sector...
- ▶ Instruments for the EL5A...

Aims of CHAIN5 for the EL5A

- ▶ Attention...
- ▶ Less tension... between VET and HE
- ▶ More flexibility...

Topics

- ▶ A good community of practice
- ▶ Its own instruments, where necessary and relevant
- ▶ A process for the next 5 years, knowing the SCHE is now a full recognised cycle... and Higher VET is a hot topic...
- ▶ Combining: VET, HE, Business Academies...

Sessions

- ▶ *In Europe, level 5 is gradually seen as a space for study programs and qualifications that are important for the further training of people who have obtained a VET diploma and also for setting a first step into higher education. But in the Bologna Process level 5 has been 'forgotten'. The providers of VET did not jump into that gap, partly because it is not clear how to continue studying with a (formal) VET5 diploma.*
- ▶ *Now there are a lot of discussions about the status of level 5. This can take years. What organization should actually take the lead in giving qualifications at level 5 the right place and what are the main reasons for putting it down with such an organization?*

Sessions

- ▶ *In the US the role of Community Colleges is clear. They have a respected place in the system. The Associate Degree is a recognized degree in higher education. In Europe, however, the politicians want to give Short Cycle HigherEd a place. But it does not seem to go the way of recognizing those educational institutions that only offer level 5 programs - and as such are also to be seen as part of the EHEA. This also has to do with the status of universities and polytechnics, protecting themselves.*
- ▶ *The question is therefore what makes CCs a success and why universities in the US accept these institutions. What are the main reasons for doing research on introducing similar institutions in Europe? What are substantive arguments to give them a recognized place? Is it then necessary to present them in a formal sense, as providers within the European Level 5 Area, to subsequently make agreements about the transfer to a Bachelor's program?*