

A system for
tertiary education
and
the international context for
level 5

CHAIN5

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

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...

- ▶ 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...

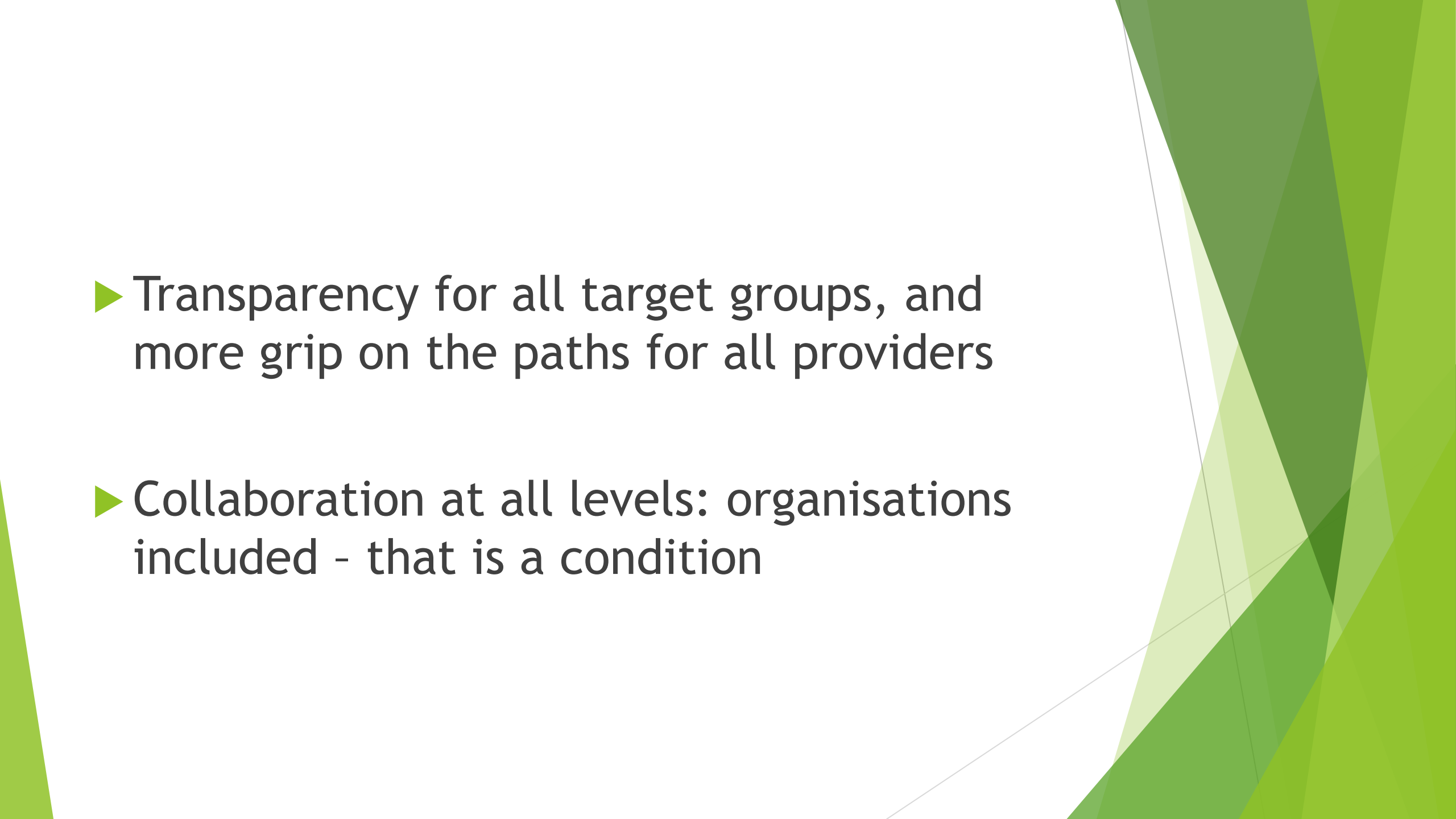
Disclaimer

- ▶ 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...)

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

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

EL5A

- ▶ We have the EHEA... with conditions for:
 - being a HEI
 - using standards and guidelines
 - having international instrumentsthe Bologna Process = 48 countries... having agreements
- ▶ Question: Can we do the same for VPE?
 - process needed
 - agreements
- ▶ And the key issue will be:
How to guarantee the learning paths... using the whole system - at least for HE and VPE
(and from secondary education to HE and VPE)

And then...

- ▶ Cooperation at three levels
- ▶ Micro: practitioners, teachers, staff members, coordinators... - involved in offering level 5 qualifications
- ▶ Meso: managers, programme coordinators, directors... - involved in running 'level 5 colleges and providers'
- ▶ Macro: networks, platforms, national coordinators, international staff... - involved in strategy and politics for level 5 issues

So...

- ▶ Will it be possible and realistic to start such a process?
- ▶ Do we have arguments for that?
- ▶ How?
- ▶ National interest? Institutional interest?
- ▶ And finally: The role of the world of work???