



# Workshop on level 5 and VPE

Leeuwarden, 2023  
Annual Conference

# Set-up

- ▶ 40 minutes: Plenary + questions
- ▶ 5 minutes: Break
- ▶ 45 minutes: Plenary + questions + group's working

# Disclaimer

- ▶ Plans...
- ▶ Looking at the future...
- ▶ New approach...
- ▶ Ambitious proposals...
- ▶ **IT IS ABOUT 'STRATEGY'... FOR THE SYSTEMS IN THE INTERNATIONAL CONTEXT...**
- ▶ Not right or wrong...
- ▶ But thinking outside the box...
- ▶ Brainstorming... as group... with **YOU!**

It is about...

Harmonizing the '**Tertiary Education Area**'

in the INTERNATIONAL CONTEXT...

helpful for the NATIONAL CONTEXT...

# Question

What do we mean by the:

**TERTIARY EDUCATION AREA ?**

# Simple

- ▶ ALL types of qualifications at levels 5 and higher of the EQF (and the corresponding NQFs)
- ▶ Of course: Higher Education = EHEA (Bologna Process) and the National HEA
- ▶ And everything parallel to the NHEA - formal and also non-formal

# And the first proposal...

- ▶ Tertiary education is all at level 5 and above
- ▶ And above secondary till level 4
  
- ▶ **NOT TO BE USED ANYMORE: 'POST-SECONDARY'**
- ▶ (BASED ON ISCED - AND WE ARE USING THE EQF)

# Question

The NHEA = the national area for formal HE qualifications

**WHEN CAN A QUALIFICATION BE CONSIDERED AS BEING PART OF THE NHEA?**



# NHEA

Meeting all the criteria - using the instruments

- ▶ Cycles
- ▶ Dublin Descriptors
- ▶ ECTS credits
- ▶ European Standards and Guidelines
- ▶ Professional and Academic (binary system)
- ▶ Diploma Supplement
- ▶ And...

# Parallel to the NHEA

- ▶ Formal qualifications at the levels 5, 6, 7 and/or 8 of the EQF (of the NQF can be different...!)
- ▶ Not being part of the NHEA
- ▶ Formal = involvement in some way by the government, directly or indirectly (funding, quality assurance, law...)

# Question

- ▶ **Can you provide examples of such qualifications?**
- ▶ National name...
- ▶ International name... **(source??)**
- ▶ What is the provider... status... name... international type of provider **(source??)**

# The reason for this approach...

- ▶ No Bologna Process for ‘the area next to the EHEA’...
- ▶ No common names, terms... instruments and agreements...
- ▶ Not transparent enough - international and national

- ▶ Blocking all kinds of collaboration - if we are having misunderstandings about 'what is what'
- ▶ **AND 'EQF LEVEL 5 IS THE CONNECTION BETWEEN 4 AND 6... AND VET AND HE... AND PART OF FLEXIBLE LEARNING PATHS... BRIDGING SECTORS...'**
- ▶ IDEA: HAVING ALSO A '**PROCESS**' FOR THIS... (level 5... and also higher levels...)

## OK... but then...

- ▶ Most used for this area:  
HIGHER VET
- ▶ Wrong name: Higher... and higher then what?  
Vocational, building upon the VET Area?
- ▶ Proposal:  
**Vocational-Professional Education (VPE)**

# Area

- ▶ VPE Area
- ▶ With its own instruments
- ▶ European names, terms and so on
  
- ▶ Every country can use this, for its national VPE Area

# By the way...

- ▶ Next to the formal qualifications...
- ▶ We have non-formal qualifications...
- ▶ Linked to a NQF... about the level
- ▶ Business related
- ▶ Private financed - tailor-made... short...
- ▶ Flexible...
- ▶ And so on...
- ▶ We call this sub-sector:  
**Business-Personal Education and Training (BPET)**



# In a diagram

TERTIARY EDUCATION AREA						
Level EQF			European Higher Education Area			Cycle
8	BPET	VPE	Unitary	Binary		Third
7			HE	PHE	AHE	Second
6			First			
5			Short			

# Why is the VPE Area important?

- ▶ A country can have NO SCHE as such in a formal context within its NHEA **(a very recent survey is showing this... also in big countries)**
- ▶ **Or: in a 'hidden' way...**
- ▶ But... then there can be VPE at level 5 (and even higher)
  
- ▶ We need to use this momentum for the discussion about the VPE Area in the international context...
- ▶ To look at the international agreements...
- ▶ And the role of the providers...
- ▶ And the possibilities for more internationalisation...

# Question for small groups

- ▶ What is the situation in your country, looking at the national tertiary education area?
  - SCHE?
  - VET at level 5?
- ▶ What are recent developments that are important for getting the whole picture for formal qualifications?
  - in the national context?
  - in the international context?
- ▶ Do we need such a process for the VPE Area - also to be used in your country?

# And why is this important for level 5...

- ▶ The process for the VPE Area...
- ▶ ... is important for the European Level 5 Area
  - HE
  - VPE
  - BPET
- ▶ Also for countries having no SCHE...
- ▶ And those that are blocking an international discussion...
- ▶ **Idea: Having a proposal ready for the ministerial conference about the EHEA, May 2024, Tirana, Albania**

# Question

- ▶ Can this help you and your organisation in having a national discussion... and a new strategy?
- ▶ And: Can CHAIN5 and the members of other countries be asked for this?

# Instruments for VPE Area and the Level 5 Area

- ▶ International process
- ▶ We have to look at the instruments, used for the EHEA...
- ▶ But... no imitation... but inspiration...

# Instruments

## EHEA

- a. Use of the term Cycle
- b. Use of the term Degree
- c. Dublin Descriptors for the levels and cycles
- d. Use of the terms Professional and Academic (within a binary system)
- e. European Standards and Guidelines for quality assurance, internal and external
- f. Basing the study load on the use of ECTS, and therefore credits (EC)
- g. Use of the diploma supplement, with a specific format.

## VPE including level 5 (no SCHE)

- a. Use of the concept 'Level' as an anchor point
- b. Use of the term 'diploma'
- c. EQF descriptors for levels 5 and above
- d. Use of the Vocational-Professional combination within the same sector



- e. VPE Standards and Guidelines to be determined for quality assurance, internal and external
- f. Basing the study load on the use of VPE credits, via a system yet to be determined
- g. Use of a diploma supplement, with a format that can be determined further.

# Question

- ▶ Your opinion...
- ▶ Relevant for your country, institution, organisation...
- ▶ And for all possibilities, looking at international collaboration...

# Related issues

- ▶ Associate = SCHE
- ▶ Associate Colleges = stand-alone...