

Role of level 5 qualifications in countries having a NQF – an overview of recent developments in Europe



Panteia and 3s



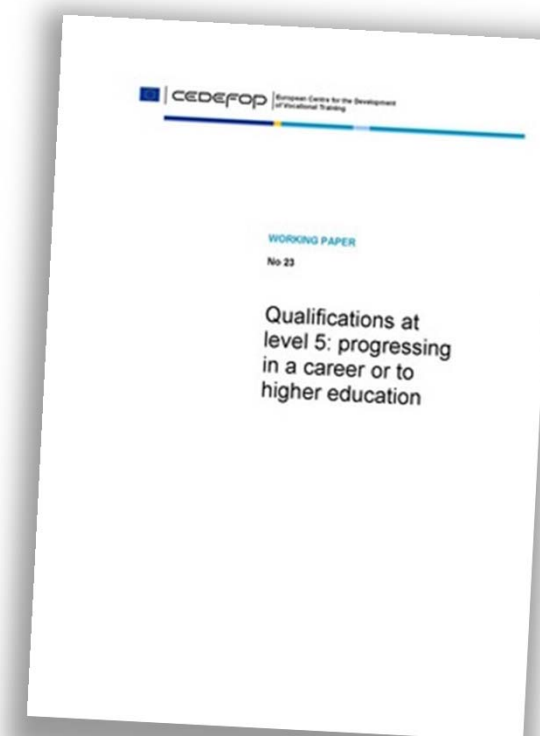
Cedefop study

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Overview presentation

- Part A: Background of the study and some key concepts
- Part B: Qualifications at level 5: diversity of aims and subsectors
- Part C: Description of learning outcomes: links with NQF/EQF?
- Part D: Education programmes leading to level 5 qualifications: mode of delivery and duration
- Part E: Concluding remarks



Part A: Background /concepts

Level 5: zone of overlap

- Traditionally, education and training systems have separate and distinct sub-systems (general, vocational and academic/higher education) and these sub-systems are usually related to one another in a strict hierarchy of primary, secondary and tertiary education
- it appears that **VET and HE systems are approaching each other**: “It becomes increasingly obvious that the borderlines between VET and HE are partially blurring” (Dunkel and Le Mouillour, 2009).
- Emphasis on permeability, access, progression
- What role does Level 5 play in this?

Aim of the study

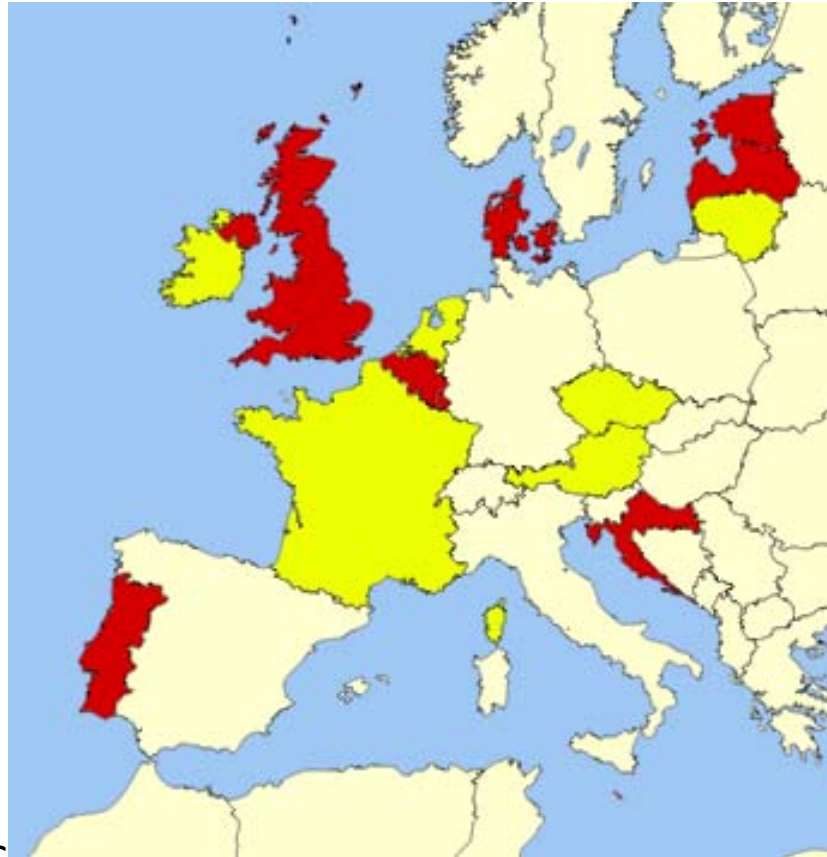
- a better understanding of the **roles and functions** of qualifications referred to EQF level 5, for further learning as well as for employment.
- strengthen the understanding of **the way in which the learning outcomes approach is applied** in qualifications frameworks across Europe – using level 5 as a reference point.

Methodology /Demarcation

- Country analysis in fifteen countries that presented their EQF referencing reports to the EQF Advisory Group by June 2012.
- In-depth analysis of six case studies

Analysis based on:

- desk research,
- interviews /site visits with umbrella organisations, Ministries, providers, employers, employees/ graduates, students



- **Austria,**
- Belgium (Flanders),
- Croatia,
- **Czech Republic,**
- Denmark,
- Estonia,
- **France,**
- **Ireland,**
- Latvia,
- **Lithuania,**
- Luxembourg,
- Malta,
- **the Netherlands,**
- Portugal,
- United Kingdom (England and Northern Ireland, Scotland, Wales).

Two important distinctions

- Distinction between qualifications and education programmes
- Distinction between qualification framework and qualification system

AT	Reife- und Diplomprüfung der Berufsbildenden Höheren Schule (BHS) / VET college Reifeprüfung certificate and VET
BE (fl)	Hoger Beroepsonderwijs 5 (HBO5) / Higher Vocational Education 5
BE (fl)	Beroepskwalificaties/professional qualification
CZ	Profesní kvalifikace / Vocational Qualification
DK	Erhvervsakademiuddannelser / Academy Profession Degree
DK	Erhvervsuddannelse (EUD) / Vocational Degree
EE	Kutsed / Occupational qualification
FR	Brevet de Technicien Supérieur (BTS) / High Technician Certificate
FR	Diplôme Universitaire de technologie (DUT) / University Diploma of technology
FR	Certificats de Qualification Professionnelle (CQP) / Vocational Qualification Certificates
FR	Brevets de Maîtrise (BM) / Further Vocational Training Certificates
HR	Majstorski Ispit / Master Craftsman Exam
HR	Stručni Studij / Short Cycle Professional Study
IE	Higher Certificate
IE	Advanced Certificate
LU	Brevet de Maîtrise / Master Craftsman's diploma
LU	Brevet de Technicien Supérieur – BTS / Advanced Technician's Diploma
LV	Pirmā līmeņa profesionālās augstākās izglītības diploms / Diploma of first level professional higher education
MT	Undergraduate Certificate
MT	VET Higher Diploma
MT	Foundation Degree
NL	Associate Degree
PT	Diploma de Especialização Tecnológica (DET) /Technological Specialisation Diploma
UK (Sco)	Advanced Higher
UK (Sco)	Scottish Baccalaureate
UK (EWNI/Sco)	Higher Education Certificate and Diploma
UK (EWNI)	Foundation Degree
UK (EWNI/Sco)	Higher National Diploma and Higher National Certificate
UK (EWNI)	Professional qualification (government-regulated)
UK (Sco)	Professional Development Awards Level 7 SQF
Int., used in the UK	Professional qualification (unregulated)

Part B: Qualifications at level 5: diversity of aims and subsectors

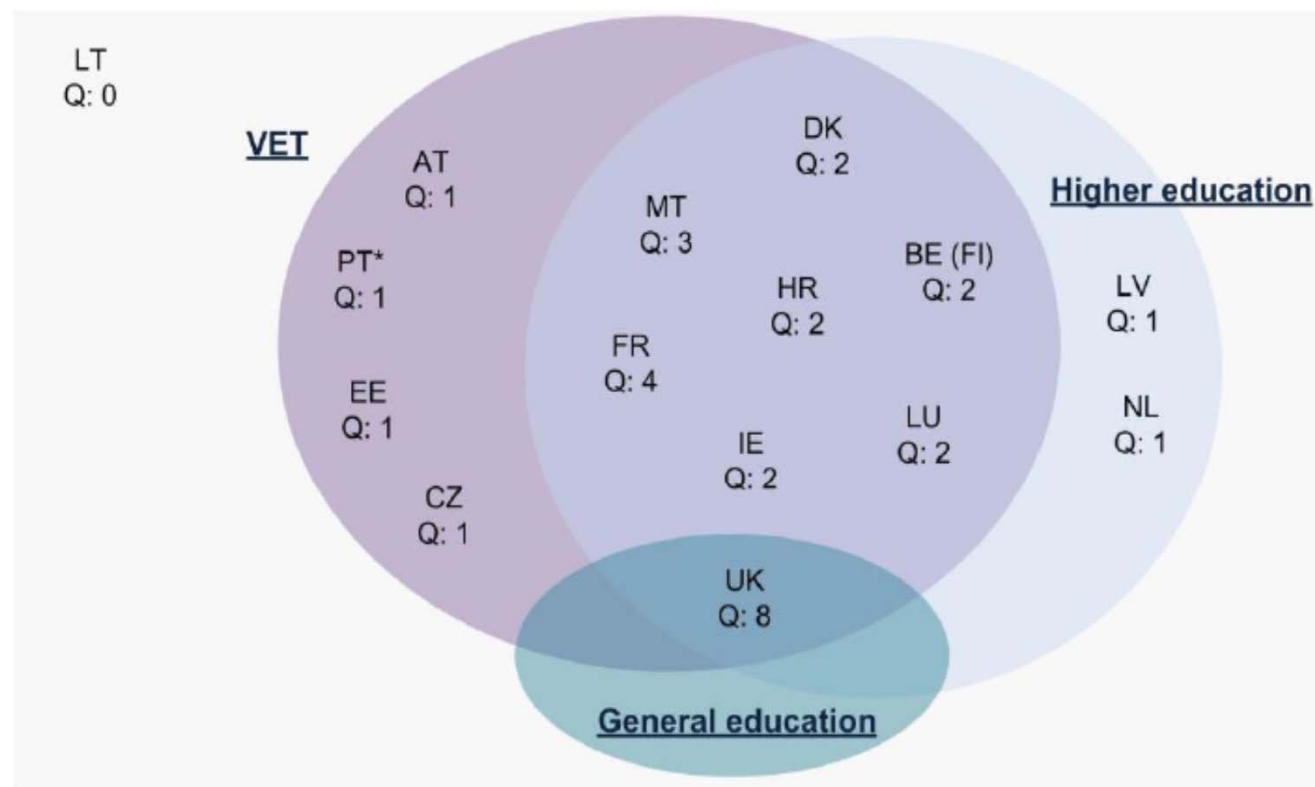
Diversity in systems, context and countries

Subsystems in which level 5 is offered

- HE/SCHE
- VET (initial and continuous)
- General education

Country differences:

- Countries with only qualifications from outside the formal system linked to EQF level 5
- Countries with only one type of qualification (VET or HE) linked to level 5
- Countries having more than one type of qualification linked to EQF level 5
- Countries providing a diversified landscape



Q: number of qualifications types.

*: PT – the qualification is governed by the VET system, but programmes are provided by higher and non-higher education institutions.

The importance of EQF level 5 qualification type:

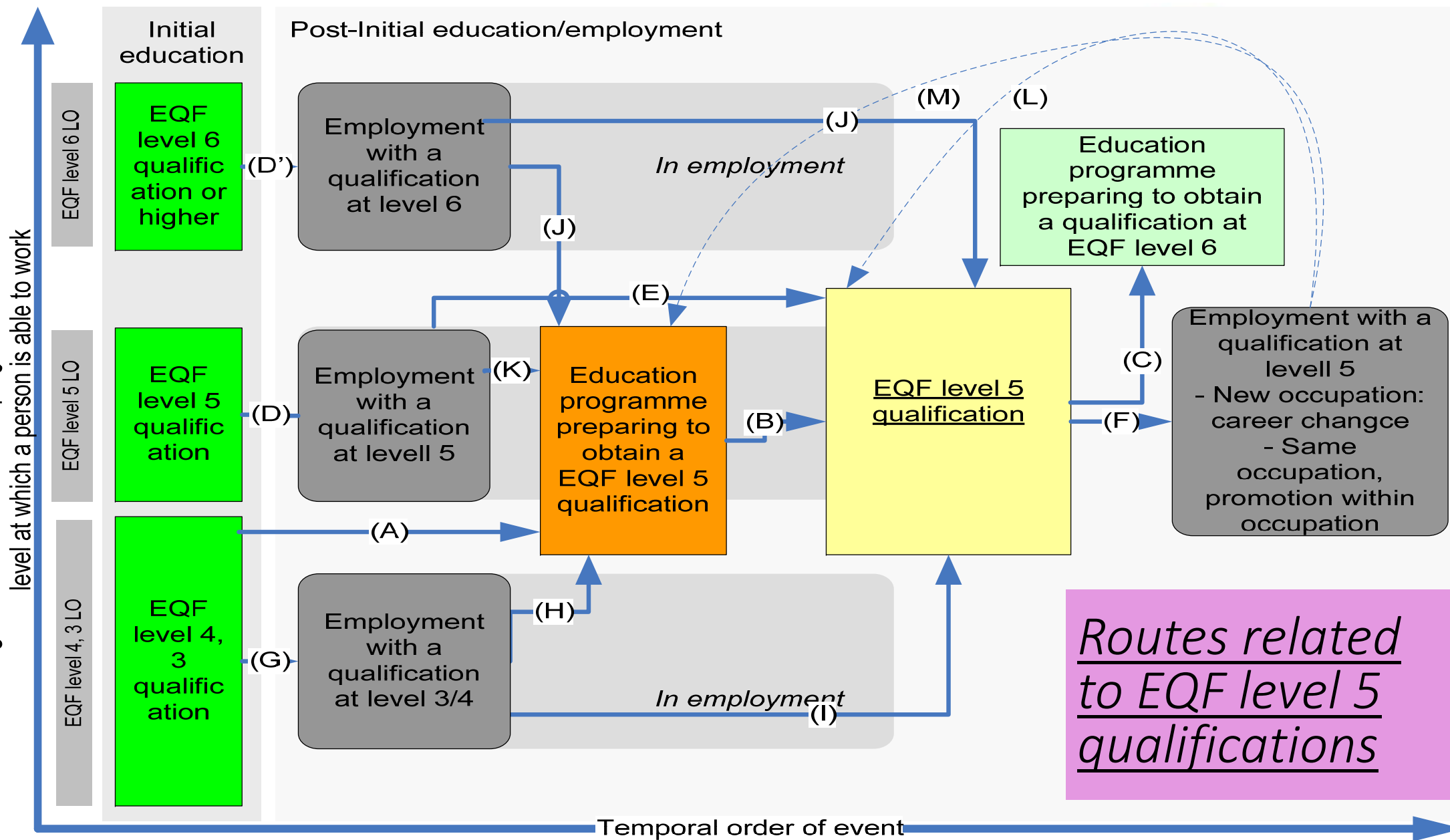
- Countries in which EQF level 5 qualifications play an important role: FR and AT.
- Countries where EQF level 5 qualifications have an average importance: UK, LU, IE, DK
- Countries where EQF level 5 qualifications have some importance: LV, EE and BE (fl)
- Countries where EQF level 5 qualifications have little importance: PT, NL, HR, CZ

In Lithuania, there are no qualifications linked to EQF level 5.

Role and function

- There are qualification types that are primarily oriented towards the labour market:
 - Profesní kvalifikace / Vocational Qualification CZ
 - Erhvervuddannelse (EUD) / Vocational Degree DK
 - Kutsed / Occupational qualification EE
- There are qualification types that are primarily oriented to access in HE (Anglo-Saxon tradition):
 - Undergraduate Certificate MT
 - Advanced Higher UK (Sco)
 - Scottish Baccalaureate UK (Sco)
- There are qualifications having a clear hybrid character, largest group:
 - Reife- und Diplomprüfung der Berufsbildenden Höheren Schule (BHS) / VET college Reifeprüfung certificate and VET diploma AT
 - Diplôme Universitaire de technologie (DUT) / University Diploma of technology FR
 - Majstorski Ispit / Master Craftsman Exam HR
 - Associate Degree NL
 - Foundation Degree UK (E,W, NI), MT

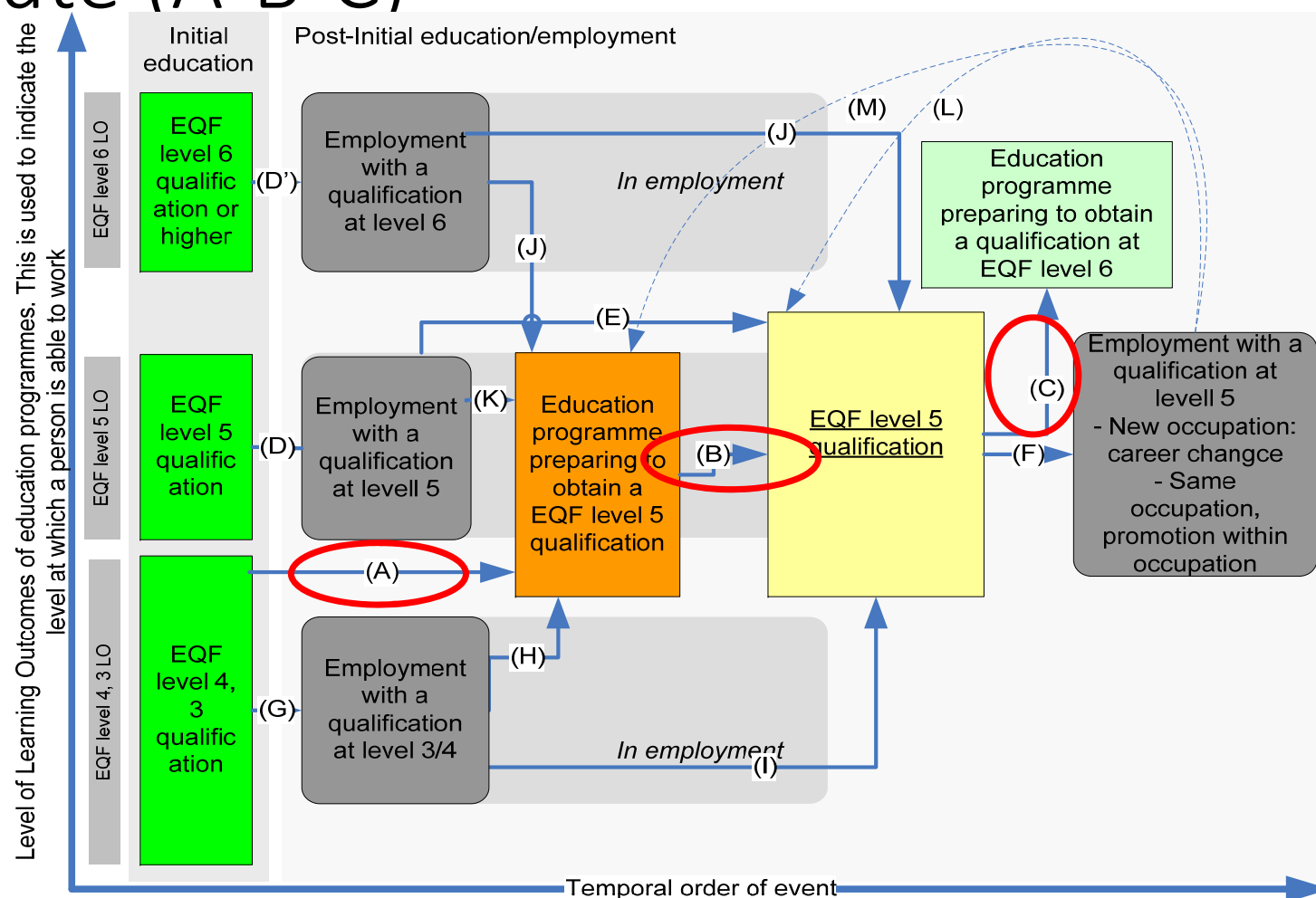
Level of Learning Outcomes of education programmes. This is used to indicate the level at which a person is able to work



Routes related to level 5: education progression route (A-B-C)

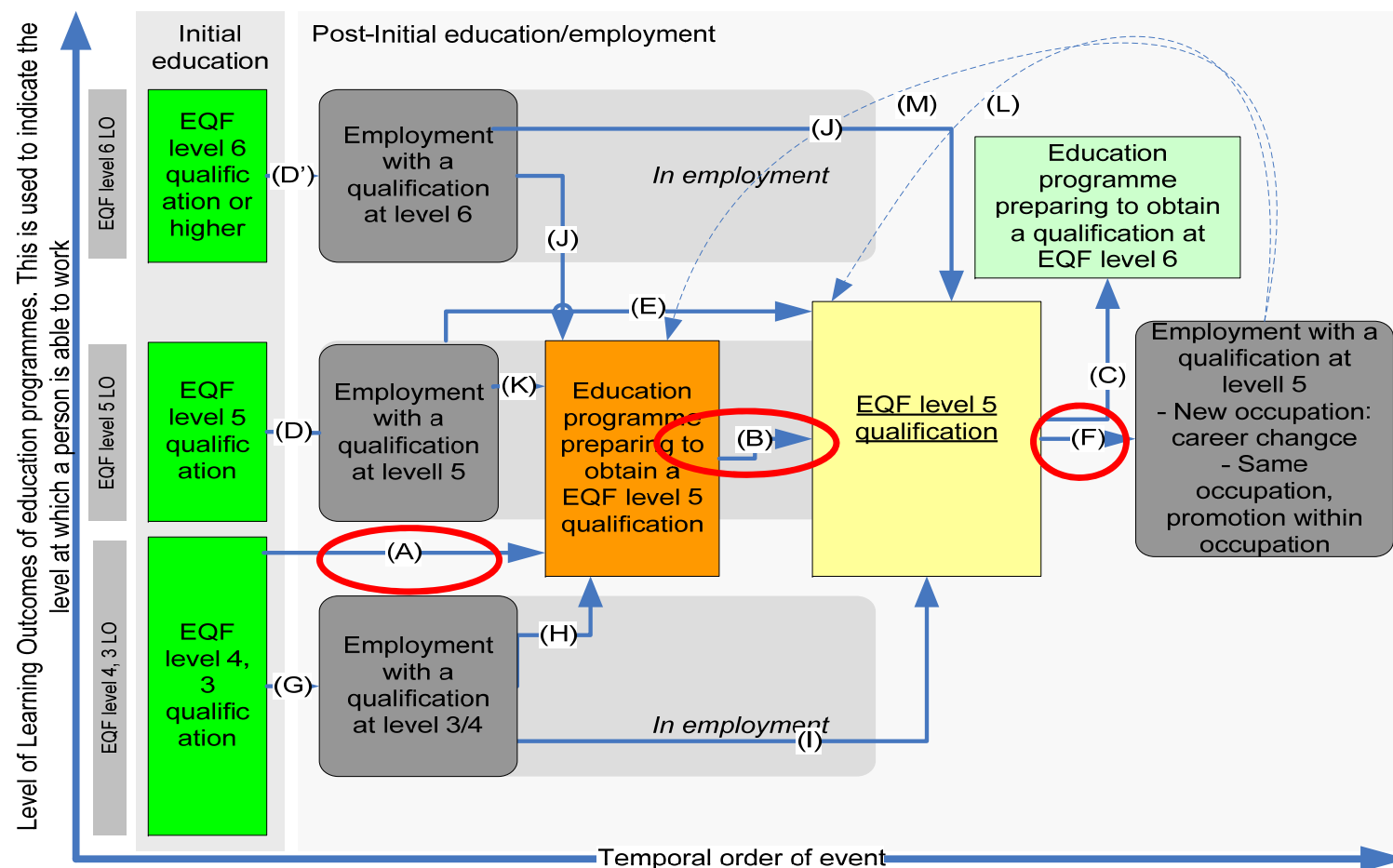
With regards to the **education progression route**, illustrative examples can be found in the UK and France.

- Scottish Baccalaureate (UK (Sco))
- University Diploma in Technology 'Management of Enterprises and Administrations' (DUT-GEA) (FR)



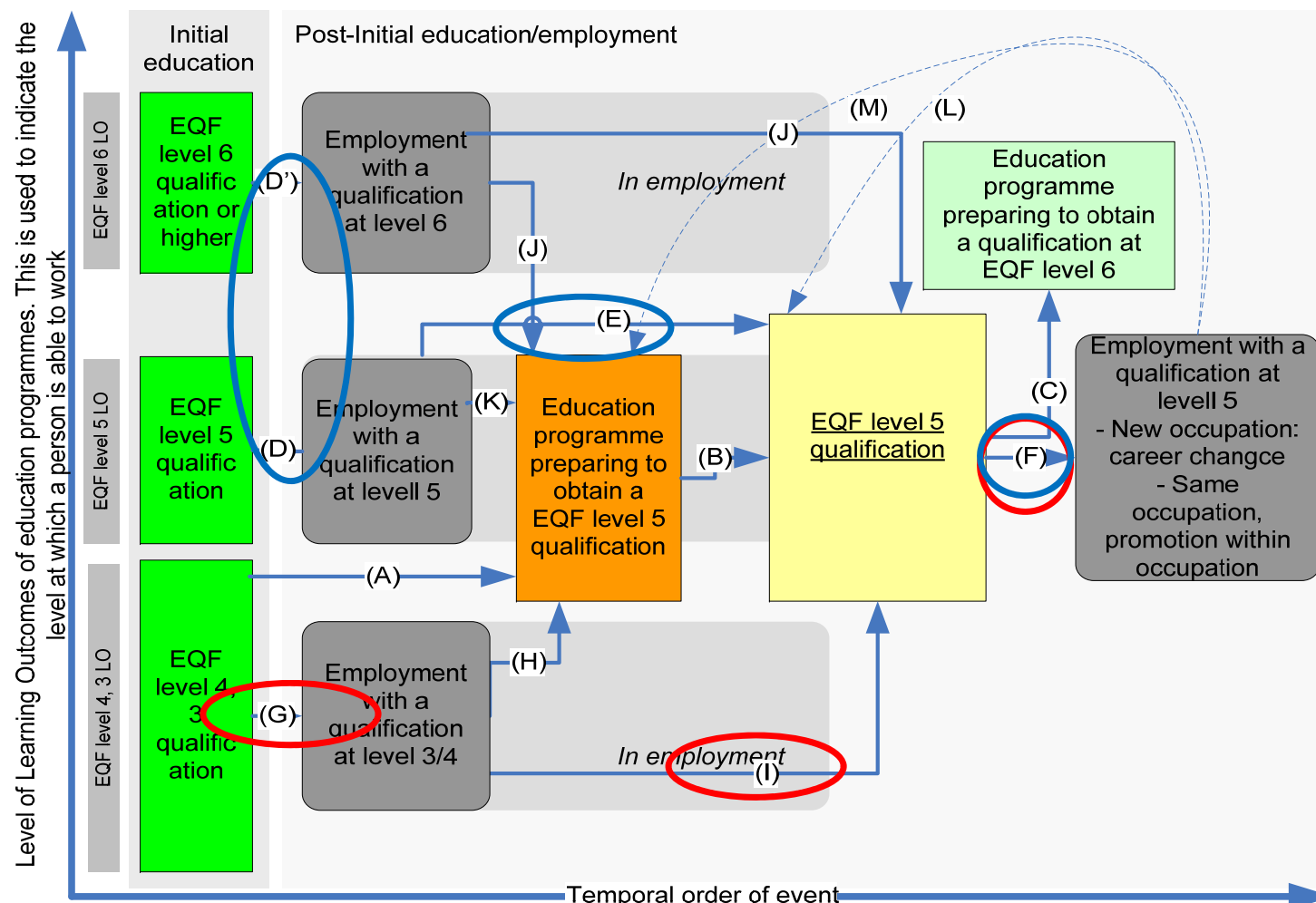
Routes related to level 5: The education route preparing for employment at EQF level 5 (A-B-F)

- With regards to the education route preparing for employment at EQF level 5, almost all level 5 qualifications can be mentioned as an example



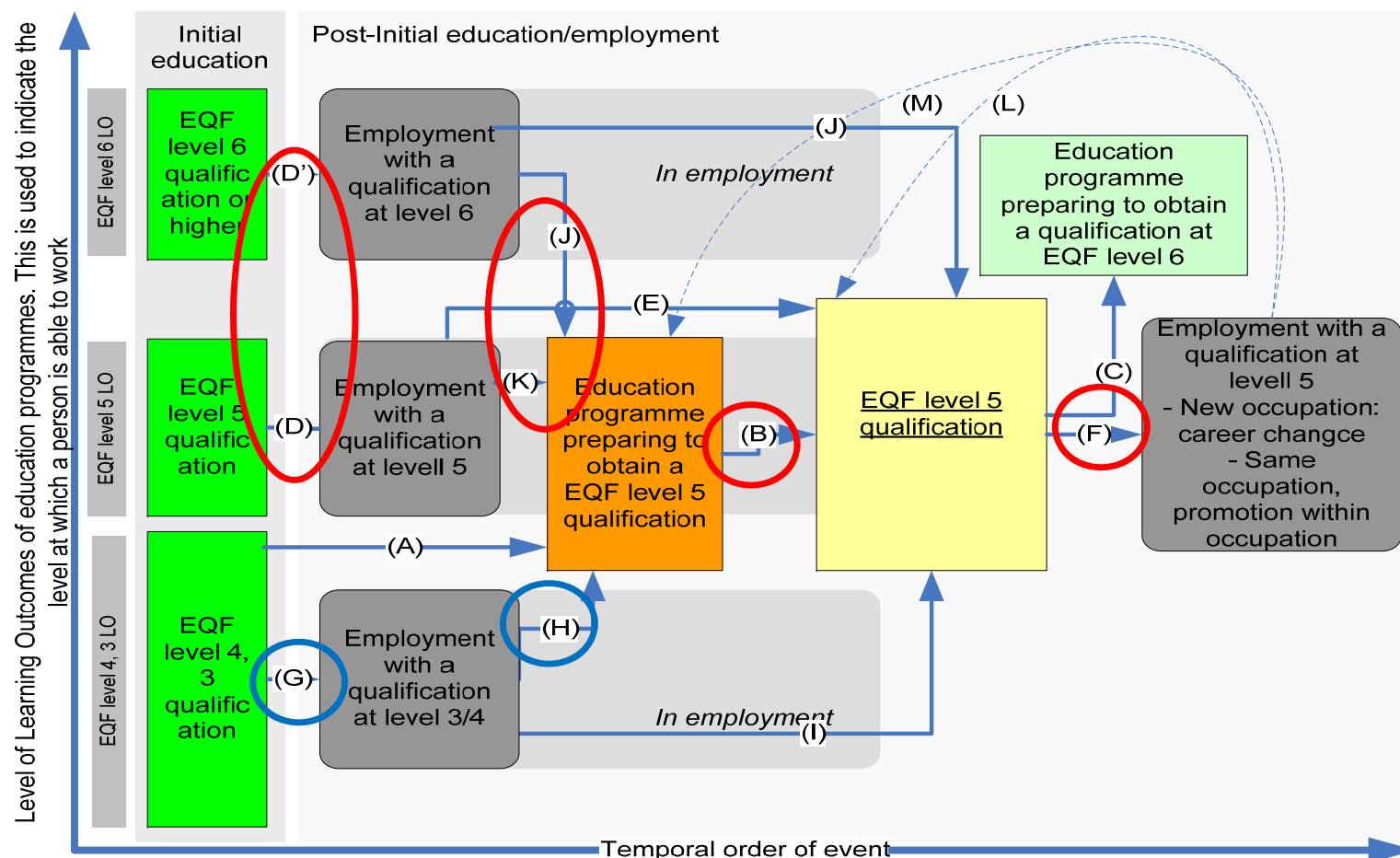
Routes related to level 5: employment route

- The **occupation promotion (vertical labour mobility) route** via accreditation of prior experiences (**G-I-F**);
- The **horizontal career switch route** on the basis of accreditation of prior experiences (**D-E-F and D'-E'-F**), i.e. while continuing working at the same level (or working on a higher level) obtaining a qualification on the basis of accreditation of prior experiences;



Routes related to level 5: mixed route

- The **horizontal career switch route** on the basis of an education programme (D-K-B-F), (D'-J-B-F (higher)), and (G-H-B-F (lower)), i.e. while continuing operating at the same level (or higher/lower level) obtaining a qualification on the basis of an education programme.



C	Categories/dimensions/domains used for describing the national level linked to EQF level 5	Categories/dimensions/domains used for describing qualifications linked to EQF level 5
AT	Knowledge, skills, competence	VET standards: professional competences, methodical competence, social and personal competence
BE (fl)	Knowledge (explanatory and procedural), skills (quality to work effective and efficiently on the basis of knowledge), context (where the knowledge and skills are used, relations with others), autonomy and responsibility	Professional qualification profiles: have to be structured by the descriptor elements of the FQF
CZ	Competences (closely linked to work tasks and processes); NSK level descriptors do not explicitly distinguish categories of learning outcomes although they have been developed in close connection to the EQF)	Learning outcomes constituting an individual vocational qualification are present in Qualification and Assessment Standards; they are coded, categorised, and related to the Database of Competences – structured in three elementary categories: Soft Competences; General skills; Vocational knowledge and skills;
DK	Knowledge (Type and complexity, Understanding), Skills (Type, Problem solving, Communication), Competence (Space for action, Cooperation and responsibility, Learning)	VET qualifications and SCHE: Knowledge, skills, competence
EE	Knowledge, skills, competence; sub-framework for professional/occupational qualifications: Knowledge and understanding, skills, Scope of independence and responsibility	Occupational qualification standards: knowledge, competence
FR	Level descriptor does not use separate categories but reflects knowledge, skills and competence	Referential standards (occupational and certification referential standards): practical capacities (i.e. skills), related competences (savoir-faire), associated knowledge (savoirs associés)

Part C: Learning outcomes: Links with NQFs/EQF

- The learning outcomes are very differently described for the specific qualifications studied.
 - First of all, there is a difference in the **scope what is described**; either full qualifications or separate units/modules of qualifications.
 - Secondly, the **concepts and terminology used differs across qualifications and national contexts**.
- there is little evidence that the NQF level descriptors are actually being used to describe the qualifications in terms of learning outcomes.
- No noticeable differences were found between VET and HE systems descriptions. Descriptions are developed on the basis of a professional /occupational profile.

Part D: Education programmes (duration/delivery)

- The way the study intensity/volume or duration of the course leading to the level 5 qualification is expressed is largely dependent on the sub-system the qualification is related to.
 - ECTS points
 - Hours
 - Years/months
- The mode of delivery can be school-based, work-based and dual (combination of both). In addition a distinction can be made between full-time and part-time education programmes. The mode of delivery depends on the sub-system the qualification belongs to:
 - Predominantly, the HE governed qualifications are 'school-based' including a considerable work-based part.
 - For the VET governed qualifications at the EQF level 5, the focus is more on gaining practical experience while learning.
 - professional qualifications, often procedures for validation of prior experience
 - general education systems are generally school-based
- qualifications in the formal HE sub-system are often more uniformly described in terms of mode of delivery and volume of the programme.
- When relating the learning outcome descriptions and the mode of delivery, it can be observed that when there is more emphasis on generic, transversal competences, the mode of delivery tends to be more school-based. On the other hand, focus on technical/occupational skills translates into a more work-based mode of delivery.

Part E: Concluding remarks

The study demonstrates that EQF level 5 qualifications play an important role; in particular, they help achieve a range of policy objectives and respond to several challenges countries are currently facing:

- (a) they allow people to acquire advanced technical and/or management competences, improving their job prospects and helping them change or progress in their careers;
- (b) their double function – combining labour market orientation with progression opportunities to/within higher education – makes them attractive to learners;
- (c) they demonstrate the importance of vocationally- and professionally-oriented qualifications in tertiary, higher education and training;
- (d) qualifications at level 5 contribute to lifelong learning by being attractive and accessible to adult and non-traditional learners;

- (e) in many countries, access to programmes and qualifications at level 5 can be acquired through validation of work experience and non-formal and informal learning;
- (f) they are seen as valuable and relevant by employers, as most include some form of work-based learning;
- (g) they seem to be attractive for people who have already acquired some kind of higher education degree, offering possible labour market specialisation. This illustrates that progression can take place in many directions, vertically as well as horizontally;
- (h) by acting as a bridge between education and training institutions and subsystems they can promote interaction (vertically and horizontally) between VET and higher education.
- (i) exploring the different types and purposes of qualifications at EQF level 5 in European countries could help policy-makers identify gaps in their own qualifications landscape and use this level as a platform for developing new qualifications.

Thank you for your attention



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