



# SHORT CYCLE HE: Mapping the situation

EUROPEAN ASSOCIATION OF INSTITUTIONS IN HIGHER  
EDUCATION

Peer Support Group A: Qualification Frameworks

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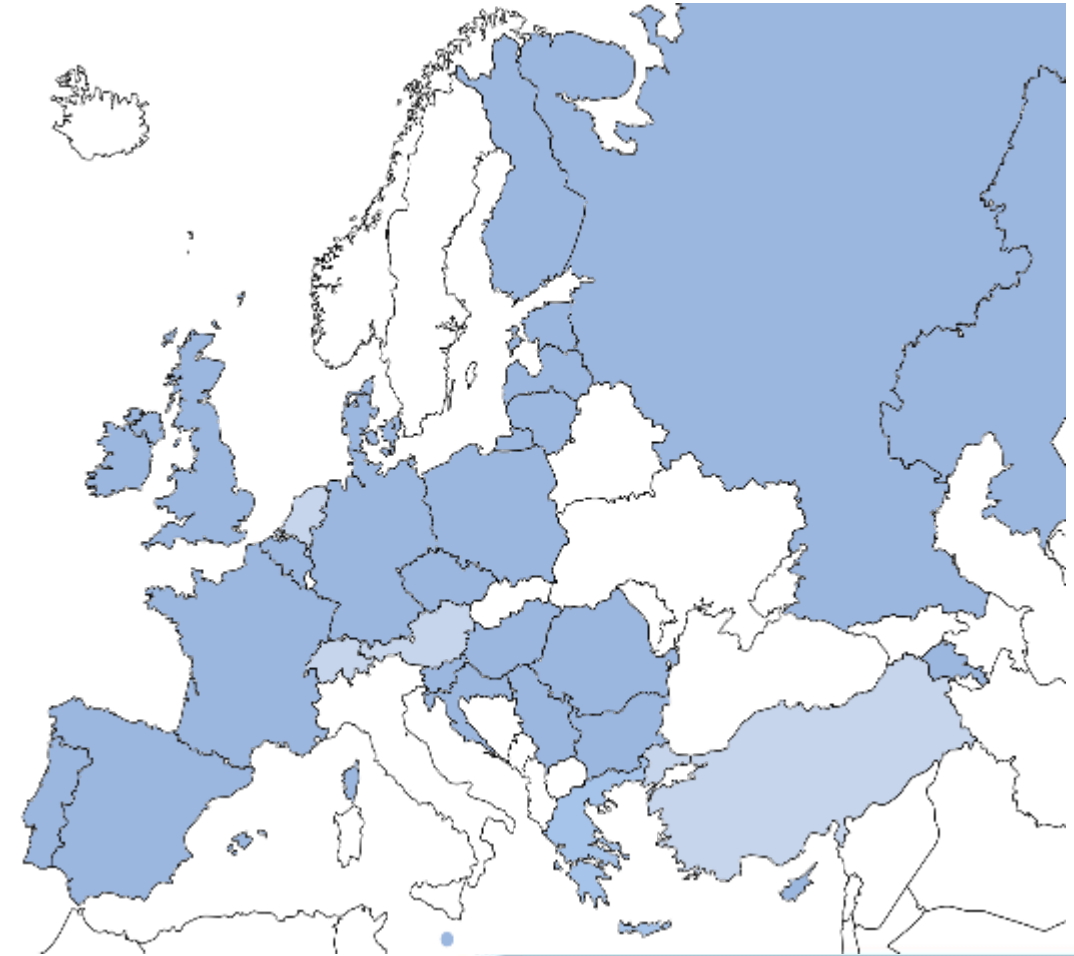
# Content

- Policy reflection of short-cycle higher education
- Evidence – Bologna process implementation report
- Interim findings
- Focus of further activities

## EURASHE



- EURASHE represents professional higher education in Europe (universities of applied sciences, other institutions of PHE – colleges, universities with professionally oriented programmes/faculties)
  - 53 full members: 13 national associations, 40 individual institutions
  - 1 associate member
  - 13 affiliate members outside the EHEA, organisations
  - About 640 HE institutions,
  - Ca 1,5 mil. students



# Thematic Peer Group & SCHE



- Addressed in preparatory stage as one of the potential issues
- Discussions within the peer group meetings:
  - January 2019, Helsinki
  - September 2019, Strasbourg
  - February 2020, Prague
- EURASHE Peer learning activity Porto, September 2019
- Other sources on EQF5: Cedefop, EC DG EMPL

# SCHE Policy embedding within EHEA



Communique	SCHE reflection
Berlin, 2003	Ministers invite BFUG to explore potential position of SCHE within the first cycle
Bergen, 2005	Adoption of Dublin descriptors (three levels, yet short cycle ones developed)
Leuven, 2009	Notion of intermediate qualification linked to the first cycle, reflecting its role in widening access
Bucharest, 2012	Commitment to explore how QF-EHEA could take account of SCHE qualifications in national contexts
Yerevan, 2015	Including short cycle qualifications within the QF-EHEA SCHE quality assurance based on ESG Commitment to recognition also in systems where SCHE has not been a part of the QF
Paris, 2018	Appreciation of diverse mission of SCHE (employment, further studies, social dimension) Including short-cycle qualifications as a stand-alone qualification within QF-EHEA Each country can decide whether and how to integrate SCHE within its own national framework
Rome, 2020	Flexible & innovative learning, micro-credentials

# EURASHE SCHE related activities

- Long term advocacy for development and respect to SCHE
- Mapping the situation – Missing Link (2011, 2013)
- Position paper on permeability between PHE and VET
- Partnership with VET providers within VET4EU2 platform, cooperation with CHAIN5
- Engagement with business/world of work representations
- Peer learning workshop on SCHE, Porto, Portugal, September 2019



2011

Short Cycle Higher Education in Europe  
Level 5: the Missing Link

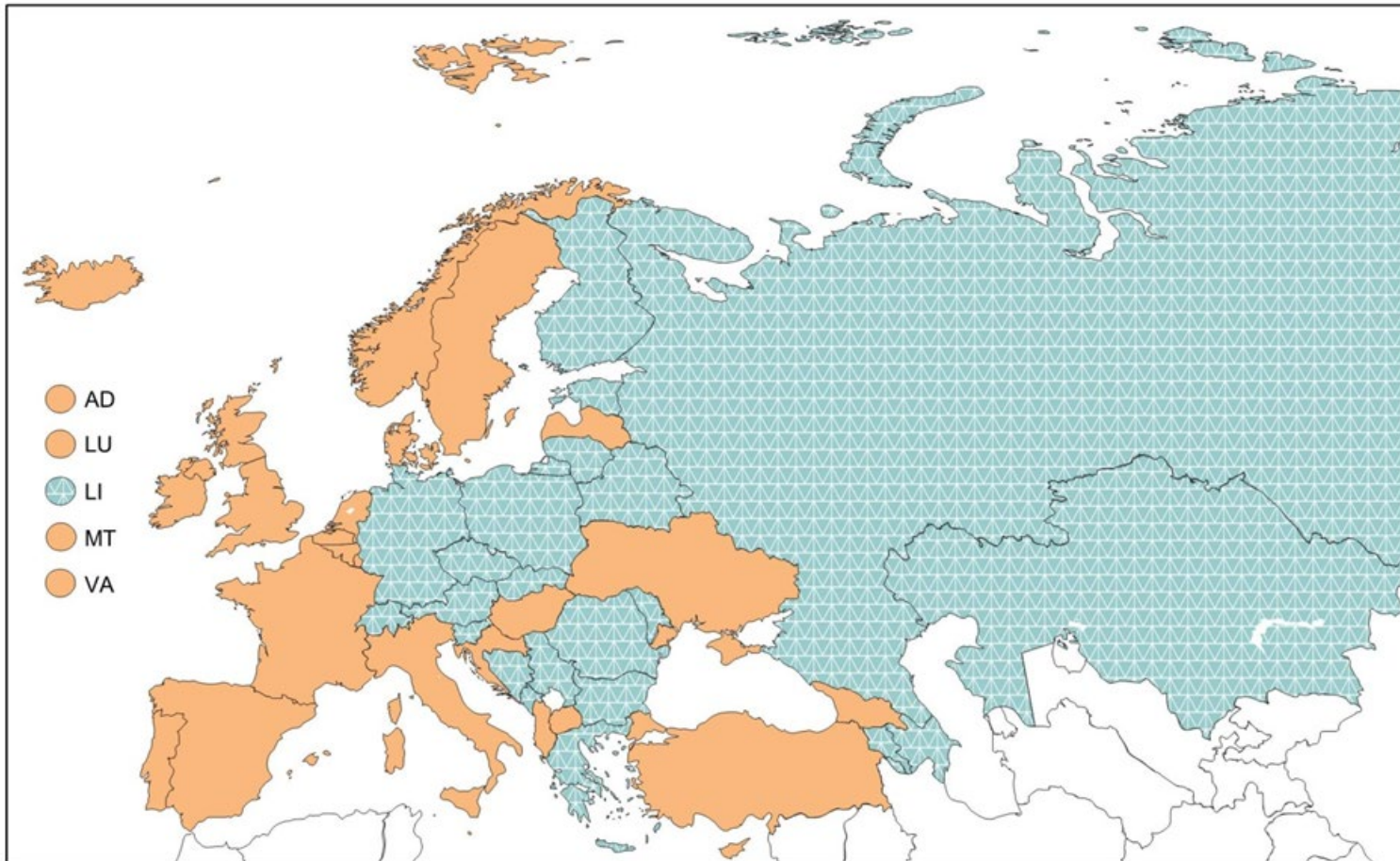
MAGDA KIRSCH AND YVES BEERNAERT



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# Presence of short-cycle programmes considered as part of higher education, 2016/17



## Notes:

The presence of short-cycle programmes considered as part of higher education refers to situations where national qualifications frameworks and/or top-level steering documents recognise the short cycle (or short-cycle qualifications) as part of the higher education system.

Source: Bologna process implementation report (Eurydice, 2018)

# Positives

- Fairly good employability
- Wide range of professions
  - Business, administration, hospitality, ICT...
- Access for non-traditional groups of students – enhanced inclusion
- Innovation of skills & competencies
- Clear involvement of the world of work
- Variety of access routes and pathways
- Curriculum based on theory + practice + placements, strong work-based learning character
- Flexibility and responsiveness to actual needs (role of recognition of prior learning)
- Full integration as a stand-alone qualification within QF EHEA (to be reflected upon yet)



# Challenges

- Identity, mission, purpose: variety of awards/degrees and objectives
- Addressing diverse target groups of learners & their needs
- Diverse provisions and legal framework
- Recognition within HE, recognition internationally
- Links towards VET, permeability
- Limited involvement in internationalisation (credits, diploma supplement, mobility, projects...)
- Quality assurance not corresponding to HE approaches, use of ESG, independence of accreditation bodies
- Reflecting on research elements in curricula
- Staff profile & capacity

PRELIMINARY THOUGHTS ON A “BOLOGNA PROJECT” MAPPING SCHE

## **FURTHER STEPS**

## Potential «Bologna project» SCHE Map: Concept & Objectives considered



- Map the overall situation regarding the SCHE position and recognition within EHEA (the scope to be discussed)
- Propose key mission and characteristics of SCHE respecting a variety of national settings, hopefully address also the terminology and understanding of this qualification
- Identify key challenges and opportunities for its development and integration within HE, as well as within the wider LLL concept
- Develop key policy messages for integration of SCHE, its recognition and fulfilling the expected role
- Reflect the effect of other flexible provisions – micro-credentials
- Focus on peer learning & exchange rather than robust research
- EURASHE + countries' representations / national stakeholders + other partners

Thank you for your attention!

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