



# **Study on Higher Vocational education and training**

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**Cedefop, 11-12 February 2016**

**Fostering partnership for continuing training: Cooperation between higher  
education institutions and enterprises**

# Why Higher VET?



- Growing **economic sectors' demand** for skills beyond upper secondary education/ initial VET (healthcare, ICT, business, technical/ engineering specialities)
- Growing **labour market demand** for flexible and fast responds from education and training on skills provision
- Growing number of **young people** who wish to continue studies (e.g. - after IVET, or upper sec. education) not necessarily within academic and 4-years bachelor or master HE studies
- Needs to ensure **"one step up" and LLL for adults**, employed or not
- Needs to foster **VET excellence and innovation**
- .....

# What is Higher VET?



- Diverse picture across EU, rarely common understanding and agreed definition: part considered HE, part – post-secondary non tertiary and part – CVET
- Characteristics: VET/PET at higher qualification levels (EQF level 5 and up) preparing for a particular occupation or for direct entry into the labour market (in most cases with strong WBL components)
- Broad definition: Professional programmes/qualifications at level 5 and above, including those, covered by the EHEA (short cycle, professional Bachelor and Master; dual study programmes)
- Narrow definition: Professional programmes/qualifications outside EHEA (post sec; CVET and other HE LLL programmes, Meisters' and other RNFIL)



## Broad definition:

- **Short cycle:** UK-E: Foundation degrees; Higher national certificates/Diplomas - partnership between HE and further education
  - Meant both for employment and as a path for a full honours degree (Bachelor) by topping-up one year of study
- **Bachelor's and Masters levels** (EQF levels 6 and 7)  
LU: A professional bachelor degree, delivered at the University, in strong dialogue with the industry, with compulsory placement in companies
- **Dual study programmes at HE (EQF levels 6 and 7)**  
AT: dual programmes at Uni of Applied Sciences; BE: Master en Alternance at Uni colleges and centres for AL; DE: Berufsakademien



## Narrow definition:

- **Post sec:** CY-post-sec certificates and diplomas; DE: Fachschulen /Fachakademien; Hungary – VET grades; Ireland – Poste leaving certificate (also for adults); SK: “Higher VET” – Certified Specialist; SE:HVE (many providers, including universities) AT: VET colleges: IVET+HVET
- **RNFIL and Meister:** based on recognition and examination (incl. CVET): master craftsperson examination (AT, DE, HR, LU) –Chambers; BE- a professional qualification; CZ- Vocational qualification; EE- Occupational qualification; FI- Specialist Vocational Qualifications – the LO approach; partial qualifications (UK-Scotland)
- **Other:** IT – HE and apprenticeships; CVET context – AT CVET courses at Uni-Master or post-graduate degree; DK- Further adult education (EQF 5,6)



- HVET is often seen as "upgrading IVET" (for upper secondary graduates)
- HVET is also often seen as one of the branches of HE
- HVET is rarely formally part of the AL/CVET (AL not always formal or in NQF); Still examples: DK, BE nl, UK
- NQF influences the relationship between HVET and the rest: HVET within Bologna qualifications, or a parallel track for some qualifications (AT, BE nl) but also CY, EE, Slovenia – where VET qualifications are awarded outside of the formal education system
- Sectors with strong HVET: IT, technology in general, health and social care sector, creative and green sector, business and administration

# Conclusions



## HVET is

- not a homogenous area; it is also a dynamic area
- a demand driven sector: higher skills and flexible responds to LM needs and good employment chances
- less regulated sector (in many cases) –in terms of Q and curricula
- a sector with vibrant cooperation (with increasing number of apprenticeships) between employers and educational providers
  - Involvement of employers in governance structures
  - Joint definition of the need of the programme, curriculum design and teaching
  - Provision of WBL (AT: dual studies at Uni of AS; DE; FI; FR; IT; PL, PT, SE, UK)
- actor in regional development and supporting innovation
- often offering flexible learning paths and progression, still with obstacles in adequate recognition of VET qualifications at HEI



-Further research/evidence needed:

- to understand qualifications outside of HE and formal education at higher level
- about different groups of qualifications and programmes that are outside of the HE (hard data, outcomes etc.)
- what works in education providers – business partnerships

-Support EU level and national level stakeholders in further exploring opportunities provided by the HVET sector: policy learning, PLA, study visits on innovative models and quality assurance



**Thank you for the attention!  
Questions? Comments?**

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