



Qualifications at EQF level 5:

Progressing to further learning and in career

Main finding from the Cedefop study

S. Pevec Grm





Aim of the study and research questions

- Which qualifications have been referenced to level 5 of the EQF?
- Which are the **key purposes/functions** of qualifications assigned to the EQF level 5? Progression to further learning and to employment?
- How have the **learning outcomes approaches** been applied for designing qualifications and for assigning them to the EQF level 5?

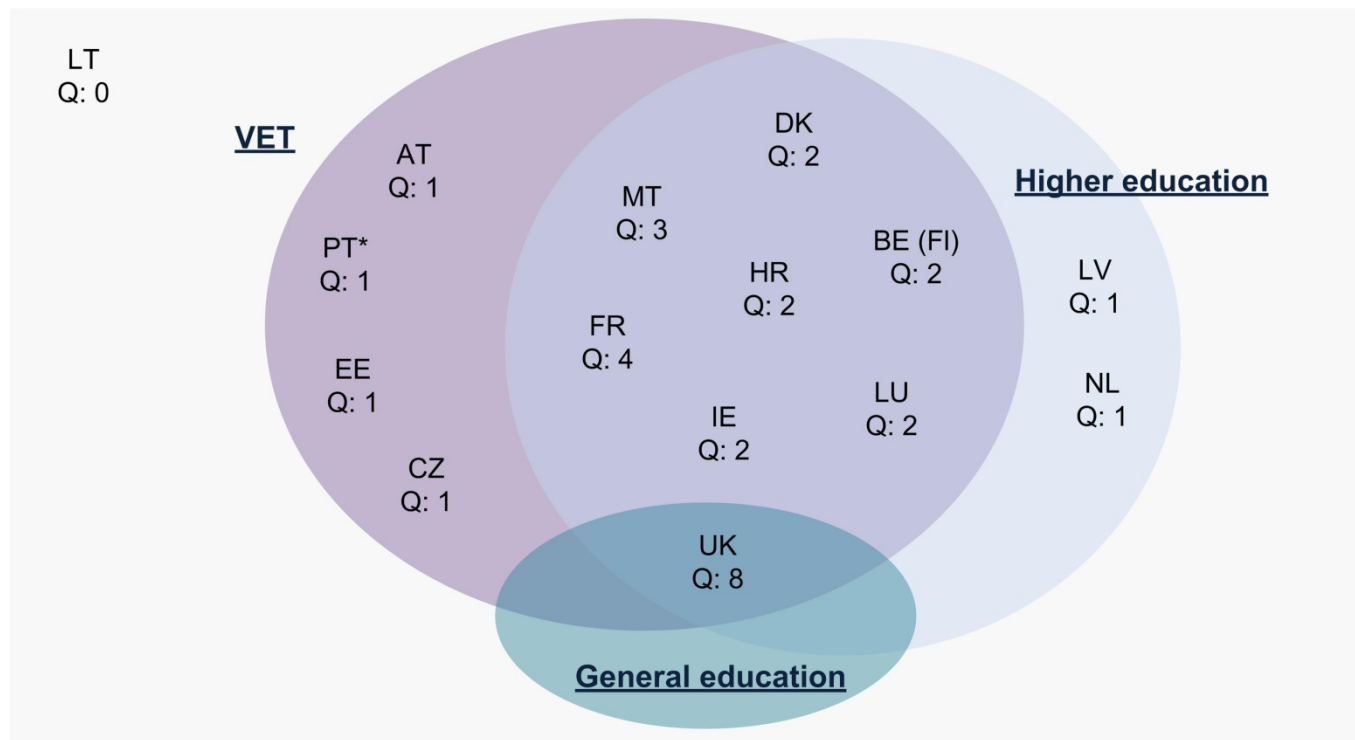


Scope of the study

- **Comparative overview and analysis in 15 countries – referenced national qualifications levels to the EQF by June 2012: Austria, Belgium (Flanders), Croatia, the Czech Republic, Denmark, Estonia, France, Ireland, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Portugal, the United Kingdom.**
- **In-depth analysis of 6 case studies: Austria, Czech Republic, France, Ireland, Lithuania, the Netherlands.**



EQF level 5: at interface between VET, HE and GE



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.



Diversity of systems, contexts, qualification types

31 qualification types linked via NQFs to the EQF level 5:

- LT does not have any qualifications linked to the EQF level 5.
- CZ and EE: VET qualifications outside the formal education system
- Only one type:
 - LV, NL – short cycle HE qualifications;
 - AT – vocational qualifications.
- Two types: SCHE and VET qualifications in parallel: BE (FI), DK, HR, LU.
- Diversified qualifications landscape: UK, FR, MT, IE.





Roles and functions

- Qualification types primarily oriented towards the labour market.
- Qualification types primarily oriented to access HE.
- Qualifications types with hybrid character/**double function**: valued as labour market entry qualifications and open progression possibilities (including transfer of credits); in some cases clearly articulated progression routes.





Diversity of institutional settings, pathways, learners

- Provided by a broad range of VET and HE institutions, public and private, sectoral bodies.
- Flexible pathways and modes of delivery, including validation and recognition of professional experience and non-formal learning.
- Heterogeneous groups of students; education, age, work experience, especially attractive for students with vocational background and people in employment.





Learning outcomes as work in progress

- EQF level 5 qualifications progressively described in terms of learning outcomes.
- The way learning outcomes used and structured **differs** across qualification types and countries.
- Differences in **scope**: full qualifications, separate units/ modules; full/partial qualifications.
- Differences according to **concepts/terminology**: categories comparable to EQF descriptors (KSC), NQF descriptors, other concepts.
- In many cases: developed with a close link to **labour market**, based on professional/occupational profiles (**'competences'**).



Volume, duration, qualifications

- The way the study **intensity/volume** or **duration** of the programme/course leading to the level 5 qualification is expressed is largely dependent on the sub-system the qualification is related to:
 - ECTS credit points,
 - hours,
 - years/months,
 - not evident that ECVET is used at EQF level 5.

- Qualifications in the HE sub-system are often more uniformly described in terms of mode of delivery and volume of the programme.

- VET qualifications more independent of the mode of delivery; modularised/unitised.



Progression to bachelor studies

- Half of the EQF level 5 qualifications are SCHE qualifications: generally provide access to BA: (e.g. NL, FR, IE, MT, UK), but the extent to which they are recognised for progression with credit differs across countries.
- 120 ECTS credits can be transferred (e.g. HR, NL, FR, IE, LU, MT, UK):
 - Closely articulated with bachelor programme (curricular fit).
 - Bilateral agreements /institutional cooperation , top-up programmes, 'articulation hubs' in Scotland.
- Progression opportunities are used differently across and within the countries.
- Progression to HE in some CVET qualification (with strong labour market focus) is not an explicit goal.



Full report is available at

<http://www.cedefop.europa.eu/EN/publications/23886.aspx>