



TANDEM; Flexible pathways connecting VET and higher education, taking into account the requirements of the labor market

## **BACKGROUND STUDY (ANALYSIS; FINDING THE DOTS, THE STORY SO FAR...)**

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[www.tandemflexiblepathways.eu](http://www.tandemflexiblepathways.eu)

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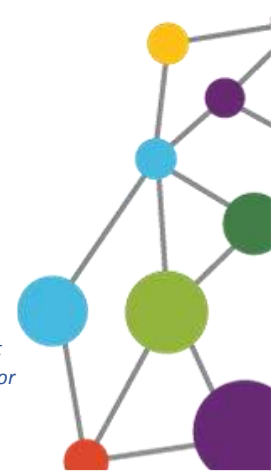


Editorial

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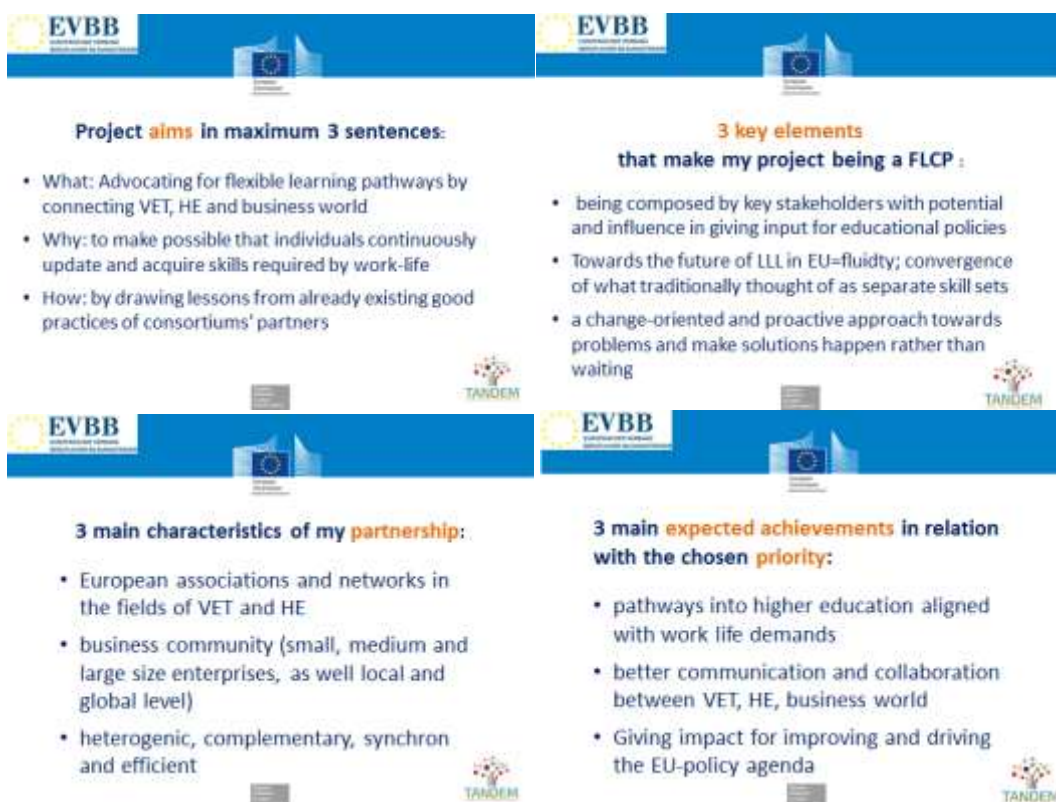
## Introduction

In February 2015 EVBB applied and received a grant in the form of an Erasmus + project "TANDEM; Flexible pathways connecting VET and higher education, taking into account the requirements of the labor market" under Key Action KA3 "support for Policy reform, forward looking cooperation projects (FLCP)". The activity started 1.1.2016 and will last 2 years. The consortium partners are:

1. EUCEN, European Universities Continuing Education Network (BE),
2. European Federation for Welding, Joining and Cutting - EFW (BE),
3. Leido and Chain 5 (NL), member and representative of EURASHE within VET4EU2
4. Chamber of Industry and Commerce Oviedo (ES)
5. Prysmian - Cables and systems for energy and telecommunications (TR)

TANDEM is designed to contribute to the debate on reform by drawing lessons from already existing good practices of consortiums' partners and strengthening the connection between policymakers and practitioners, business and educational community. The project builds up upon the demands, analysis and good practices of consortium partners and advocates for flexible modular pathways across education systems and more differentiation regarding the level of education with the aim to drive change and support the policy shift from a local, limited response, towards anticipating, and managing systemic changes.

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**Project aims in maximum 3 sentences:**

- What: Advocating for flexible learning pathways by connecting VET, HE and business world
- Why: to make possible that individuals continuously update and acquire skills required by work-life
- How: by drawing lessons from already existing good practices of consortiums' partners

**3 key elements that make my project being a FLCP :**

- being composed by key stakeholders with potential and influence in giving input for educational policies
- Towards the future of LLL in EU=fluidity; convergence of what traditionally thought of as separate skill sets
- a change-oriented and proactive approach towards problems and make solutions happen rather than waiting

**3 main characteristics of my partnership:**

- European associations and networks in the fields of VET and HE
- business community (small, medium and large size enterprises, as well local and global level)
- heterogenic, complementary, synchron and efficient

**3 main expected achievements in relation with the chosen priority:**

- pathways into higher education aligned with work life demands
- better communication and collaboration between VET, HE, business world
- Giving impact for improving and driving the EU-policy agenda





## Framework conditions regarding flexible pathways connecting VET and HE

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Labour demand for people with tertiary attainment has constantly increased in Europe over the years, and forecasts predict that the share of jobs which request highly qualified staff will continue to rise (Cedefop (2015): Briefing note - Europe's uneven return to job growth). Due to rapid technological change, globalisation, demographic trends and other factors, enterprises need to broaden and up-date the knowledge, skills and competences of their employees, and employees need to participate in lifelong learning. Therefore, widening participation in higher education, providing adults with possibilities to go 'one step up' and promoting their engagement in lifelong learning are currently high on the political agenda. Both the Bruges Communique as well as the 2015 Riga Conclusions call amongst others for further action to encourage partnerships for innovation, creativity and excellence, for example partnerships between VET providers, enterprises and higher education institutions.

Project TANDEM has in focus traditional vocational education and training (VET) providers as well companies which move to the delivery of higher education (HE) qualifications in addition to their (in case of companies= their workers`) vocational qualifications. 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. But a change in paradigm is taking place: 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. In 2030 'fluidity' will be common in education (J. Castaño Muñoz, 2014). Fluidity is understood as a metaphor for the ability to move between educational contexts; this means that learners will be able to move easily from one educational setting to another, thus combining educational opportunities in a way that best fits their preferences and needs. Once blue collar referred to manual laborers (up to EQF level 4) and white collars were the hallmark of the academics. Today there is a convergence of what traditionally thought of as separate skill sets: a traditional blue collar worker such as a mechanic now has to have computer and electronic skills to do the job and to understand not just what he/she does, but why by combining problem-solving and communication skills.

Industry 4.0 imposes continuous change on the work tasks that make up production processes, ranging from process planning and preparation to the construction and adaptation of production facilities, and from process surveillance and safety to the necessary support services. A strong digital economy is vital for innovation, growth, jobs and European competitiveness. The spread of digital is having a massive impact on the labour market and the type of skills needed in the economy and in the society. With the enhanced communication of networks traditional physical and analogue processes is transformed into digitally-controlled systems and platforms.

The nature of HE in itself leads to the development a series of skills that may not be explicitly listed in the curriculum yet result acquired by the students through the participation within the different activities making up an academic course= the development of self-reflection and evaluation, connecting skills and knowledge from multiple sources and experiences; applying skills and practices in various settings; utilizing diverse points of view, understanding issues and positions contextually.



Therefore VET/HE organisations move to deliver SCHE (short cycle higher education) or associate degree and bachelor courses as a means for providing pathways into higher education for their VET graduates due to emerging needs and aligned with work life demands with personalised support for students/ workers, to ensure that individuals continuously update and acquire skills required by work-life, reflecting the qualifications demanded by the businesses and by practical work experience. Informal and non-formal learning at the workplace can be combined with more structured and systematic learning at higher education level, leading also to certification. The learning can be tailored to the actual workplace needs of the individual learner and employer, focussing on current and future challenges.

Nevertheless the traditional education and training systems with separate and distinct sub-systems are still those we have to cope with until a new system is established which is the aim of TANDEM as a forward looking project: Advocating for flexible learning pathways by connecting VET, HE and business world and to make possible that individuals continuously update and acquire skills required by work-life by drawing lessons from already existing good practices of consortiums' partners .

First of all we need to explain the tools defining the educational levels, whether an education is a “lower” or “higher” education. The tool EQF: The EQF has been designed to act as a reference for different qualifications systems and frameworks in Europe. It takes into account the diversity of national systems and facilitates the translation and comparison of qualifications between countries. In this sense the EQF is a framework for frameworks and/or systems and it can therefore be defined as a ‘Meta-framework’. (A qualifications framework can be seen as part of a qualifications system in which the levels of qualifications are explicitly described in a single hierarchy.) This meta-framework enables qualifications systems with their implicit levels or/and national and sectoral qualifications frameworks to relate to each other. Each country reference its national qualifications (in terms of diplomas, certificates or awards) to the eight EQF levels via national qualifications frameworks or the implicit levels in the national qualifications systems. Another tool at world level as the most used classification is ISCED, the International Standard Classification of Education, from UNESCO. ISCED is the framework used to compare statistics on the education systems of countries worldwide. It is also an important tool used to produce accurate data that reflect today’s education priorities and policies.

Table I: For an integrated view

| EQF       | 1 | 2 | 3 | 4 | 5             | 6                     | 7               | 8               | EQF        |
|-----------|---|---|---|---|---------------|-----------------------|-----------------|-----------------|------------|
| Bologna   |   |   |   |   | "Short Cycle" | 1 <sup>st</sup> Cycle | 2 <sup>nd</sup> | 3 <sup>rd</sup> | Bologna    |
| Directive |   |   |   |   |               | d) level 4            | e) level 5      |                 | Directive  |
| ISCED     |   |   |   |   |               | 5 B                   | 5 A             | 6               | ISCED 97   |
|           |   |   |   |   | 5             | 6                     | 7               | 8               | ISCED 2011 |

SCHE (short cycle higher education) or associate degree we are referring (= EQF level 5 qualifications) play an important role in providing access to employment and career advancement, as well as enabling further learning and progression to higher education. As being practically-based, occupationally-specific and preparing for labour market entry, they appeal to





both learners and employers. EQF level 5 with a heterogeneous mix of qualifications awarded by a wide range of VET and higher education institutions operates bridging across the subsystems “lower” and “higher” education. When focusing on the learning outcomes of these qualifications, the distinction between VET and higher education is anyhow not always clear-cut, one reason more showing how outdated the current education system is and a reform is badly needed. Half of the qualification types (Cedefop study 2014; Qualifications at level 5: progressing in a career or to higher education) identified at level 5 are regulated by higher education or delivered under the responsibility of higher education institutions. Most are awarded through SCHE programmes.

Most EQF level 5 qualifications are clearly linked to occupations/professions. This is also the case for most of the qualifications awarded within higher education. They are not only considered an intermediate step towards a bachelor degree, but also independent qualifications with distinct professional profiles and labour market relevance providing advanced VET skills and competences, potentially responding quickly to new labour market demands. Many EQF level 5 qualifications are designed to upskill people already in employment and provide them with advanced technical and/or management skills. Validation of non-formal and informal learning and work experience generally plays an important role at this level in many countries. It enables people to acquire a qualification or it shortens the duration of a programme that leads to the award of a qualification. Many EQF level 5 qualifications are awarded through SCHE programmes, which in the Bologna process were dedicated to providing an intermediate step towards bachelor degrees. When the qualification is part of, or closely related to, a bachelor degree programme, progression (including credit transfer) is generally guaranteed. Learners enrolled in programmes leading to an EQF 5 qualification are a heterogeneous group as regards their education, age and/or work experience. Indicative data show (CEDEFOP study 2014) that EQF level 5 qualifications are especially attractive to students with a VET background and those already in employment.

The varied use of EQF level 5 in Europe and the variety of qualifications linked to EQF level 5 suggest that this level has the potential to play a very significant role in bridging subsystems in the transferability of qualifications and the promotion of lifelong learning. EQF level 5 can provide the opportunity to strengthen the connection between higher education and VET and adult education, as well as for widening access to higher education. However, EQF level 5 could also represent a second choice for students who do not have access to traditional academic routes or who have failed in it and so could appear to be at a dead end (European Commission and EUCEN, 2009).

In TANDEM the target group we are interested (and referring as non-traditional students) is adult learners in their career who feel the need to acquire a (new) qualification to change their career or to complement their skills, and also learners with low formal qualifications who have acquired access through validation of working experience. In this report will highlight the experiences and lessons learned by the consortium partners of TANDEM in delivering higher education qualifications like SCHE/associate short cycle or bachelor modular courses for lifelong learners and employed workers with the aim to obtain EQF level 5-6 (formal and informal competences) by considering of gained work skills formal and informal during work-life and to provide access to higher education for their VET students or workers who may not otherwise have entered a university degree program.

The intentional diversity of consortium partners in TANDEM (VET, HE organizations and representatives of business world) bears also some difficulties. Most employers do not care whether their employees obtain their skills within “higher” or “lower” education, they even do not aware about NQF levels the project is referring. Also most HE organizations are not





targeting the nontraditional students the project is referring. Eurydice brief (Modernisation of Higher Education in Europe 2014) highlights that countries are unaware of the (in)effectiveness of their systems in providing opportunities to access higher education. In eight EU countries, only one entry route to higher education exists – a factor that may itself be a major barrier. Further; while many countries acknowledge that there are different challenges, few have developed concrete policy priorities, strategies, targets and measures. The widening participation agenda is not yet followed through by governments and higher education institutions as a coherent policy approach involving access, retention and employability.

### Chain 5/EQF level 5

As the project TANDEM has its focus on the role of level 5 qualifications in the progression from level 4 (having a job at that level) to level 5 or maybe also level 6 of the EQF, it is important to know what is happening in a formal way with the so-called Short Cycle Higher Education as a degree in higher education. It is not yet an adopted qualification in all countries which are participating in the European Higher Education Area (EHEA), the result of the Bologna Process that started at the end of the 20<sup>th</sup> century to harmonize the HE systems in Europe. But in 2015 it was decided by the countries involved in the EHEA to commit themselves to have a SCHE qualification in the near future and/or to respect this kind of qualifications by using RPL for those students/workers having such a qualification and are willing to study for a formal qualification at level 6.

In 2017 there will be an evaluation (research) done by CHAIN5, to be expected in cooperation with EURASHE as the European Association for Professional Higher Education, to learn more about the effect of this commitment by the countries. The question will be whether there are more countries using the EQF to have a NQF including SCHE at level 5 and having in their HE systems the possibility to use SCHE for a kind of progression from VET (level 5) to HE (levels 5 and higher).

Having this in mind CHAIN5 has taken care for an inventory of the current situation for SCHE. For this the annual reports by the countries themselves about HE, produced by the national ministry that is responsible for HE, have been used. The most recent ones are from 2015. In the table below you can find:

- Country
- Having SCHE: yes or no
- If yes: names for this type of qualifications
- What is in % possible for having exemptions for level 6 based on a SCHE diploma
- Is SCHE in a formal way also mentioned in the law for HE
- Comments (specific situations).

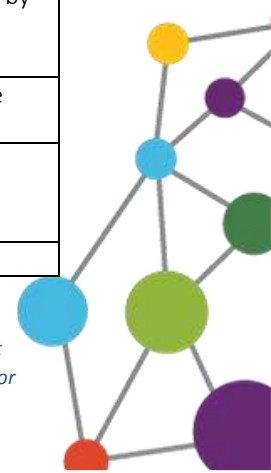
| Country | SCHE | Names                        | Transfer: Credits for first cycle | HE | Comments   |
|---------|------|------------------------------|-----------------------------------|----|--|
| Albania | Y    | Professional Diploma         | >50%                              | Y  |  |
| Andorra | Y    | Diploma Professional Avancat | >50%                              | Y  |  |
| Armenia | N    |                              |                                   | N  |  |
| Austria | N    |                              | <5%                               | N  | Post-secondary<br>By Kollegs i.c. two-year post-matura |



|                           |   |  |                  |   |   |
|---------------------------|---|--|------------------|---|---|
|                           |   |  |                  |   | programs<br>SCHE is not foreseen in HE – HEIs are not in favor  |
| Azerbaijan                | Y | Sub-bachelor degree  | <50%             | N | Post-secondary<br>HEIs accept credits from a similar SCHE program – in average 30-40% of the SCHE-credits   |
| Belgium-Flemish Community | Y | Gegradueerde / Associate degree  | >50%             | Y | Based on an agreement. The Ad is awarded as a joint degree: University College and Centre for Adult Education. Specific situation for Nursing.                |
| Belgium-French Community  | Y | Higher Education Diploma (Brevet d'enseignement superieur – BES)                   | >50%             | Y | Organised exclusively by Institutions of Social Advancement Education. Professional orientated. Bridging programmes for the B. Target Group: Adults. Level 5. |
| Bosnia-Herzegovina        | N |  | >50%             | Y |   |
| Croatia                   | Y | Strucni Pristupnik   | >50%             | Y | Short Professional Study Programme  |
| Bulgaria                  | Y | Professional Bachelor  | 100%             | Y | 100% for professional studies only  |
| Cyprus                    | N |  | 100%             | Y | 100% based on agreements  |
| Czech Republic            | N |  |                  | N | Professional Tertiary Education takes 3 years   |
| Denmark                   | Y |  | From 0 till 100% | Y |   |
| Estonia                   | N |  |                  | N |   |
| Finland                   | N |  |                  | N | SCHE programs from abroad can be used for RPL<br>Also no post-secondary programs  |
| France                    | Y | Diplome Universitaire de Technologie (DUT)<br>Brevet de technicien Superieur (BTS) |                  | Y | Credit transfer is depending of situation. DUT and BTS have 120 ECTS. Transfer from DUT to the License Degree (180 ECTS) is high.                             |
| Georgia                   | Y |  | <5%              | Y | No recognition of SCHE for transfer to B (and M), in practice. The Law grants the possibility.  |
| Germany                   | N |  |                  |   |   |
| Greece                    | N |  | 0-100%           | Y |   |
| Holy See                  | Y | Propedeutic Philosophy for the Study of Theology                                   | 100%             | Y | HEIs of the Holy See are operating in 80 countries – so it is depending of the national situation also.   |
| Hungary                   | Y | Higher educational Vocational Training   | >50%             | Y |   |
| Iceland                   | N |  | 50-100%          | Y | Based on agreements   |
| Ireland                   | Y | Higher Certificate   | 100%             | Y | Based on agreements   |
| Italy                     | Y |  | <50%             | Y | Higher Technical & Training Institutes, in post-secondary-non university education  |



|   |   |   |         |   |   |
|---|---|---|---------|---|---|
|   |   |   |         |   | system. Two years, sometimes three years. An Institute involves other Schools, centres...                 |
| Latvia                                    | Y | Offered by Colleges...  | 50-100% | Y | Based on agreements   |
| Kazakhstan                                | N |   |         |   |   |
| Liechtenstein                             | N |   |         |   |   |
| Lithuania                                 | N |   |         |   |   |
| Luxembourg                                | Y | Brevet Technicien Superieure (BTS)  | >50%    | Y | More vocational oriented  |
| The former Yugoslav Republic of Macedonia | Y | Certificate License   | 100%    | Y | Depending by HEIs by laws   |
| Malta                                     | Y | Academic:<br>Undergraduate Certificate<br>Undergraduate Diploma<br>Higher Education Certificate<br>Vocational:<br>Higher National Diploma<br>VET Higher Diploma | 100%    | Y | Based on agreements   |
| Moldova                                   | N |   |         |   |   |
| Montenegro                                | N |   |         |   |   |
| Netherlands                               | Y | Associate degree  | 100%    | Y |   |
| Norway                                    | Y | Hogskolekandidat  | 100%    | Y | Part of the first cycle, in same field, in the same HEI.<br>After three year: B. Not frequently used.     |
| Poland                                    | N |   |         |   | In the PQF there is level 5. But HEIs are not offering them – it has to be decided in the coming years.   |
| Portugal                                  | Y | Technological Specialization Diploma  | <50%    | Y | Recently SCHE (120 credits) only offered by polytechnic HEIs  |
| Romania                                   | N |   |         |   |   |
| Russian Federation                        | N |   |         |   |   |
| Serbia                                    | N |   |         |   |   |
| Slovak Republic                           | N |   |         |   |   |
| Slovenia                                  | Y | Diploma o visji strokovni izobrazbi   | <50%    | N | Depending of agreements – decided by HEI. Criteria within the public Call for enrollment in HE programmes |
| Spain                                     | Y | Higher VET  | <50%    | Y | Enrollment in first cycle Grado degree Higher VET / Higher Arts Education...                              |
| Sweden                                    | Y | Higher Education Diplom   | 100%    | Y | They are considered to be first cycle degree since they meet the learning outcomes for the first cycle    |
| Switzerland                               | N |   |         |   |   |



|                                       |   |   |        |   |   |
|---------------------------------------|---|---|--------|---|---|
| Turkey                                | Y |   | <50%   | Y | Graduates at Vocational Higher Schools may access the first cycle programmes – depending of central entrance exam   |
| Ukraine (2014)                        | Y |   | >50%   | Y |   |
| UK / England- Wales- Northern Ireland | Y | Higher National Diploma (HEIs)<br>Certificates of HE<br>Diplomas of HE<br>Foundation<br>Degree                                    | 100%   | Y | Based on agreements<br>Decided by HEI<br>Some differences in England, Northern-Ireland and Wales  |
| UK / Scotland                         | Y | Certificates of HE<br>Diploma of HE<br>Colleges and<br>HEIs: Higher<br>National<br>Certificates and<br>Higher National<br>Diploma | 0-100% | Y | These are exit qualifications, for students aiming to leave (and don't want to study for a higher degree)<br>Predominant offered by Colleges.<br>Transfer based on good matches... The receiving HEI will decide about credit transfer. |

## European Qualifications Framework: a new approach

### Introduction

In TANDEM we are talking about levels 4 and 5 (and 6) of the European Qualifications Framework (EQF). This means that we are 'leaning' also on what is happening with the EQF – and hoping of course that we can have some influence on these developments.

It is important that in May 2016 the European Council published a recommendation on the EQF, as an update of the introduction of this framework in 2008: *'COUNCIL RECOMMENDATION on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.'*

This document will be discussed in the coming year by the Council, and of course all member states of the EU will have meetings in their own national context, to learn about the relevance of the recommendations done now. As TANDEM we keep an eye on what will happen, knowing that the ideas are important for our topics and goals.

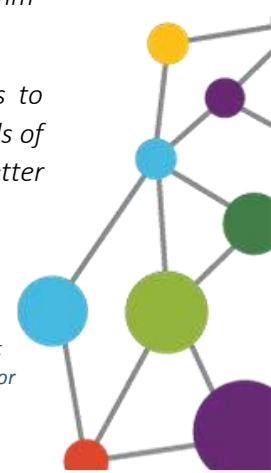
Here some parts of the document, with some comments.

#### I. Why this update...

The recommendation starts as follows:

*"In today's and tomorrow's world, people need a higher and broader set of skills to work, communicate, access information, products and services and for social and civic participation.*

*A proper understanding and valuing of skills available is fundamental to help individuals to acquire and update skills throughout their life as they move between different types and levels of education, between education and employment and across countries. In this way, a better match can be achieved between supply of skills and the needs of the labour market."*





For TANDEM it could not be said better... having the need for higher and broader skills, and we know that most of the discussions at the moment are about the levels 4 and 5: permeability between VET and HE, the existence of HVET and SCHE, formal and non-formal education, and flexibility in combination with student-centered learning.

## II. Not always a 'complete' NQF

We as TANDEM are hoping to use the outcomes of the project for all member states, in that way that the world of work (employers and their organisations) can use to by referencing to the role and possibilities of the NQF. But... the situation is that not all countries have already a NQF 'according to the rules'...

*"Not all countries have referenced their entire qualifications system to the EQF, despite its overarching character.*

*Some countries have focused their referencing on vocational education and training (VET) qualifications only, while other countries have not included their general education system in this process. The picture is even more diverse for private, non-formal and international qualifications, which in some countries are part of national qualifications frameworks, but not in others. The current Recommendation does not provide any means to guarantee that all types of qualifications (including those from the private sector) are part of national frameworks. Moreover, qualification systems and frameworks change over time and the Recommendation does not include an invitation to Member States to keep the referencing of their national framework to the EQF up to date."*

For TANDEM it will be important that:

- VET and HE qualifications are linked to the NQF in the same way;
- Non-formal qualifications – like all those diplomas that are relevant for companies – are also linked to the NQF, for more flexibility in lifelong learning.

This recommendation has, that is clear, to be part of the discussions during the rest of the project.

## III. Trust in levels, in an international context

One of the remarks in the document is about trust in in other systems and approach:

*"Trust in the quality and level of qualifications referenced to the EQF. This is essential to support the mobility of learners and workers within and across sectoral and geographical borders. However, the current common quality assurance principles refer to quality assurance in general, not specifically to qualifications referenced to the EQF. Furthermore, despite the EQF's overarching nature, its quality assurance principles (Annex III to the 2008 Recommendation on EQF) refer to VET and higher education only, and do therefore not apply to qualifications:*

- resulting from general education;
- resulting from the validation of non-formal and informal learning the private sector;
- international qualifications (whether sectoral or not).

*This prevents trust between Member States across the full spectrum of qualifications."*

It is about mobility of learners and also workers. To build up more trust between all stakeholders involved in this, the idea is not only to look at the level but also at the quality assurance and the system that will be used for that.



## International qualifications

In TANDEM we are also dealing with international qualifications, knowing that we have multi-national companies (having plants in different countries) and international associations that are taking care for international standards (work-process, education, quality assurance and so on). The EQF is not yet 'build' for this kind of qualifications, but... there is something going on with this:

*"Increasing number of international (sectoral) qualifications based on standards developed by international companies or sectoral organisations: The growing internationalisation of products and services value chains has triggered an increasing number of international (sectoral) qualifications industry-based training and certifications, based on standards developed by international companies or sectoral organisations, such as the e-competence framework or the banking and welding sectoral frameworks.*

*The current Recommendation stipulates that international sectoral organisations should be able to relate their qualifications systems to a common European reference point and thus show the relationship between international sectoral qualifications and national qualifications systems. However, the Recommendation did not create explicit provisions on how this direct relation to the EQF should be achieved. Owing to the lack of a common procedure, some Member States have integrated some international (sectoral) qualifications into their national qualifications frameworks. As a consequence, the same qualification would need to follow all national procedures, creating a high risk of inconsistencies between countries, specifically the risk that the same qualification is given different EQF levels. This also generates a high administrative burden for the international (sectoral) organisations as they also would need to sign up to all national quality assurance procedures and requirements."*

## IV. Validation

TANDEM is also about partial qualifications, diplomas that are not for a full degree, but just for a specific part of a job or a position. But they are very relevant for employers and workers.

*"...the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning<sup>6</sup>, which invites Member States to put in place arrangements for validating non-formal and informal learning linked to national qualifications frameworks. The arrangements, which should be in line with the EQF, should be in place no later than 2018. According to the Recommendation, individuals should be able to obtain full or partial qualifications on the basis of validated learning outcomes acquired outside formal education and training systems."*

## V. List of proposals

Here the list of the ideas, proposals and recommendations to the member states:

- 1) Use the European Qualifications Framework as a tool to compare all types and levels of qualifications in the Union.
- 2) Reference their national qualifications systems and frameworks to the European Qualifications Framework, in particular by referencing their qualification levels to levels of the EQF set out in Annex II and by using the criteria set out in Annex III.
- 3) Update the referencing of the levels of the national qualification framework to the levels of the EQF set out in Annex II and using the criteria set out in Annex III, on a regular basis and at a maximum interval of five years.





- 4) *Ensure that referenced qualifications comply with the common principles for quality assurance set out in Annex IV, without prejudice to national quality assurance principles that apply to national qualifications.*
- 5) *Ensure that credit systems for national qualifications frameworks and systems comply with the common principles on credit systems set out in Annex V, without prejudice to national decisions to make use of credit systems.*
- 6) *Take measures to ensure that all new certificates, diplomas and qualification supplements issued by the competent authorities contain a clear reference to the appropriate EQF level.*
- 7) *Make the results of the referencing process publicly available at national and Union level and ensure that information on qualifications and their learning outcomes is accessible and published, using the common format set out in Annex VI.*
- 8) *Encourage the use of EQF by social partners, public employment services, education providers and public authorities to support comparison of qualifications and transparency of their learning outcomes.*
- 9) *Strengthen the coordination of the national implementation of this Recommendation, taking into account the lessons learnt from the operations of national bodies supporting skills development.*

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The most important of them for TANDEM are numbers 1, 2, 6, 8 and 9. The idea is that – if we notice that at the European level the discussions are not ‘strong enough’ – within TANDEM newsletters and maybe also a conference can be used as instruments to have more attention for these recommendations.

## The perspective of HE organisations

### Introduction

Higher education institutions (HEIs) are increasingly faced with the reality of fragmented learning paths, while the traditional sequence of education- work-retirement is becoming obsolete. The transition points (between jobs, or between training and jobs, etc.) are key in individuals’ personal and professional paths and, as such, need to be addressed with the required flexibility. This means, among other things, recognizing people’s prior learning, assessing non-formal and informal learning, and opening new learning pathways. This also entails allowing for more permeability between institutions, especially non-university institutions, and between study programmes. In order to reach a competitive and sustainable economy and create an inclusive society, it is therefore fundamental to connect VET and HE through more flexible learning pathways.

### The lifelong learning perspective

From the point of view of lifelong learning, the importance of offering solutions for transition and progression between education levels and systems is obviously key. We cannot speak of lifelong learning if we do not grant solutions to come back to an educational institutions after time spent at work or at home or in non-profit activities or if people cannot progress starting from what they have learnt non formally or informally. The lifelong learning perspective obliges to think of the educational system as an integrated one building up in continuity a learning process contributing to individual personal and professional pathways. This requires that educational institutions, and especially higher education institutions, change their organisational and pedagogical model.





## Transition and permeability between institutions

In most countries, the decisions about the transition and permeability between institutions, due to the increased autonomy given to higher education institutions, are, in different ways, the responsibility of each institution.

According to the conclusions of eucen's project EQF Pro, it is possible to identify three levels of repartition of responsibilities between ministries and higher education institutions regarding admissions and transition between post-secondary institutions and higher education institutions:

- Countries with strong state regulations, with definition of the rules, control and arbitration by the ministries;
- Countries with basic regulation stated by ministries and call for transparency in the processes of decision and publication of information;
- Countries with basic regulation and total autonomy given to institutions about modalities and criteria.

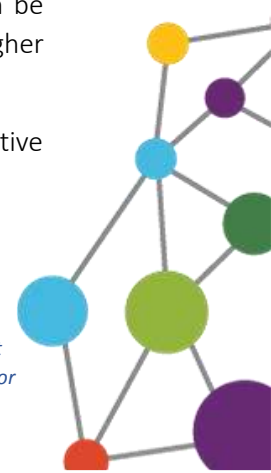
According to the evidence collected by eucen, the procedures most frequently used are the following ones:

- Partnerships: for some institutions it is the best way to organise transition between institutions, especially between post-secondary vocational institutions and universities or "polytechnics". Partnerships are a way to select the relevant institutions and to impose criteria;
- Definition of admission procedures and of entry requirements: they are based on a combination of one or several of the following methods: alignments of the qualifications obtained with the study programme, grade averages; aptitude tests; analysis of work experience; interview or viva; entrance exam; additional activity of learning such as preparatory year(s), bridging courses.

The permeability between subsystems remains limited, and this happens for many reasons. For example, the majority of the institutions still insist on aspects such as the duration of courses, content, disciplines, quality of academics more than on objectives and learning outcomes. Moreover, organising learning pathways for students is usually only considered from the point of view of the institution and not taking into consideration the learners' constraints, needs and demand. It is Flexible pathways mixing units or modules or using credits gathered in different institutions or taking into account non formal and informal learning are yet not part of the strategy of many higher education institutions. There is still great resistance for progression coming from traditional higher education institutions against post-secondary institutions. For these and other reasons, progression between cycles remains hindered, with institutions tending to protect the transition of students between cycles.

Changes are happening, though. Attempts to establish flexibility in learning pathways can be observed, especially in countries where the binary system (academic versus professional higher education) is not strict. The project EQF Pro identified several possible scenarios:

- First scenario, little autonomy is awarded to higher education institutions. The initiative of higher education institutions are controlled and regulated by law or decrees





- Second scenario, continuity and progression are automatic. This occurs principally within an institution since proximity makes confidence possible. The confidence of higher education institutions in other educational institutions tend to decrease according to the type of institutions, being higher towards similar institutions and lower regarding educational institutions placed under the responsibility of other ministries. The lack of confidence is even more when it comes to private institutions or to those placed under the responsibility of professional bodies.
- Third scenario, continuity and progression are automatic but limited by quotas. A percentage of students are authorised each year to have access for instance to a Bachelor's degree after a successful learning pathway in a non-university vocational institution (and also limited progression and transfer for the number of credits)
- Fourth scenario, continuity and progression are not automatic (e.g. bridging programmes).
- Fifth scenario, continuity and progression are not organised. In the best cases transition points exist between subsystems, but mobility between institutions remains rather theoretical. In the other cases continuity and progression are not possible. If students want to continue they have to re-start study programmes from the beginning, since what they have learnt outside the institution where they want to enrol is not taken into account.
- Sixth scenario, continuity and progression are linked to agreements signed between institutions, for instance a non-university vocational institution and a university.

### Drivers for change

There are some drivers of change that can help the institutions to make some progress in the direction of allowing for more flexibility between learning pathways. Drivers can be internal and external.

Internally, it is possible to identify the following ones:

- The use of learning outcomes in the conception of programmes;
- The development of recognition of prior learning for access, for exemptions or for awarding part of a qualification or full qualification;
- The positive impact of students' mobility obliging higher education institutions to take into account different "higher education cultures" and to question their own organisation and practices;
- The increasing influence at central level of actors working in continuing education services or departments, who are more familiar with more competences-oriented programmes, the development of partnerships with companies, the diversification of pedagogical approaches.

Externally, drivers can be:

- Demography. Since universities nowadays face a decrease of traditional students, they tend to think about diversification of students and are becoming more ready to attract non-traditional students. This obliges them to make their programmes more flexible and to adapt them to the new target populations.





- The changing profile and needs of learners requires to set up arrangements helping to make lifelong learning a reality (validation of non-formal and informal learning, flexible learning pathways, guidance and counselling, etc.).

- The employers together with other stakeholders expect from university a real contribution to their needs in terms of competences. This means universities need to be more aware of the employability of their students.

- There is also an increasing demand from local and regional authorities. They have now understood that universities can contribute effectively to the economic and social development of territories.

### SCHE level 5

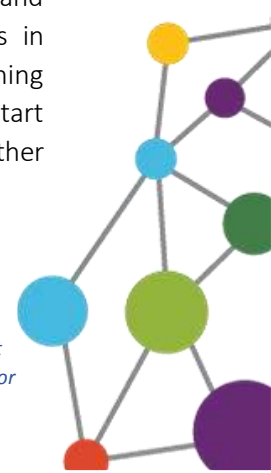
Mapping the sector of (higher) education in a variety of countries is very difficult, given the very different education systems and structures.

When it comes specifically to the issue of level 5, as indicated by the European Association of Institutions in Higher Education study (EURASHE, 2011) , the distinction between VET and higher education is not always clear-cut . Half of the qualification types identified at level 5 are regulated by higher education or delivered under the responsibility of higher education institutions. Most are awarded through SCHE programmes. Also ties between institutions and qualification types are becoming looser. Finally, the mode of acquisition of EQF level 5 qualifications is, in many cases, very flexible .

In most of the countries, studies at level 5 are also SCHE, and students can use the credits accumulated in SCHE to progress to degree courses. SCHE studies usually try to respond to demands of industry and are employment-oriented, therefore the collaboration with industry and business in designing the programmes and curricula and in defining the learning outcomes is very strongly targeted. SCHE contribute to make lifelong learning a reality: access requirements for SCHE programmes usually provide more flexibility either through recognition of prior learning or through testing of adult or mature students.

Provision of SCHE is also quite flexible through part-time learning, dual learning and blended learning systems including ODL, time-tables meeting the needs of the learners etc. SCHE is not only seen as an opportunity to widen access to higher education but also to stimulate progress towards a bachelor's degree at a later stage. SCHE is contributing to efficiency in higher education and may help reduce drop-out rates of students at other levels of higher education as in most countries there is articulation between secondary VET-courses and SCHE.

Three different situations regarding the opportunities offered in countries for continuity and progression between levels 5 and 6 can be identified: in some countries (France, Slovenia, UK) there are bridges between levels 5 (a)and 6 and between institutions, so if students or learners holding qualifications at level 5 wish to have access to bachelor programmes, they are entitled to enrol without any additional conditions; in other countries (Belgium, Germany) students and learners are allowed to (b)enrol in bachelor programmes on the basis of their results in transition programmes (of varying length). However, this implies extending the learning process; in a third category of countries (such as Poland) students and learners have (c)to start bachelor programmes from the beginning, without recognition of what they have done in other programmes .





EQF level 5 is often considered as the zone of overlap between vocational and higher education, although all levels of the EQF (i.e. also levels 6 to 8) are supposed to be open to qualifications acquired outside the higher education context. In this role of zone of overlap, level 5 can provide a missing link between secondary and higher education (EURASHE, 2011). It is clear, though, that today level 5 is underdeveloped and that its adoption would require more awareness and financing. Current close collaboration between key stakeholders (e.g. EC, Cedefop, CHAIN5, eucen, EURASHE and others) will hopefully improve this situation.

### Work-based learning and apprenticeships

Higher level studies with a vocational focus and workplace learning represent a very valuable way to address the concerns of high unemployment of young people and the shortage of higher level skills required by SMEs, since most of these qualifications are designed with input from employers.

Apprenticeships at higher education level, in particular, could help overcome the problems above, since they allow students to acquire a recognised professional qualification at higher level while building up practical skills in real work environments. Universities have strong experience in providing professional training in many fields and could support SMEs and apprentices. A solution therefore could be to create stronger networks of HEIs and SMEs and other stakeholders involved in apprenticeships.

Work-Based Learning (WBL) and degree apprenticeships represent two of the most effective channels to connect VET, HE and the employment sector. These systems are being increasingly applied in some countries, such as France and the UK.

It is worth to spend a word on the development of an innovative form of combination of degree and apprenticeship, the so-called degree apprenticeship, which is constantly growing in the UK. In this country, universities, government and employers are encouraged to develop degree apprenticeships in a report commissioned to the CFE Research to identify by Universities UK (UUK) and published during the National Apprenticeship Week 2016.

Degree apprenticeships provide an exciting development in vocational higher education and a new opportunity for universities: they combine university study and workplace learning to enable apprentices to gain a full bachelor's or master's degree. A key feature of degree apprenticeships is that they are co-designed by employers. This is intended to ensure that apprentices are equipped with the skills employers need, and to boost their employment prospects. From the point of view of universities, degree apprenticeships provide an important income stream for universities and a new business opportunity. They are also an opportunity to attract non-traditional students and thus widen the participation agenda of higher education. Universities can diversify their offer and promote alternatives to traditional full-time on-campus study by developing degree apprenticeships. Above all, they help to address the employability concern, since degree apprentices can benefit from courses tailored to employment sector needs and several years of workplace experience, and are thus likely to be highly employable. Furthermore, degree apprenticeships offer the opportunity for universities to establish new and long-lasting relationships with employers and to build on existing forms of collaborations. In the UK, institutions developing degree apprenticeships are working closely with local businesses – from large multi-nationals to local small and medium-sized enterprises (SMEs) – and other stakeholders to address local skills issues.





## The Connect-VET project experience

The economic and financial crisis that the world is experiencing today entails the need to re-consider and re-shape the way our economies and societies are structured. Quality and cost effectiveness have become critical and a well-educated and adequately skilled workforce is among the main competitive factors. As a consequence, European education and training systems are now more than ever called to ensure a flexibility and high quality in order to cope with present and future changes and expectations.

The increased tendency to look for cooperation between VET, Higher Education and SMEs, is demonstrated by recent projects, such as Connect-VET. The project saw the collaboration of partners from 7 countries (Finland, Italy, UK, Norway, Estonia, Spain, Belgium) and from different sectors (VET, HE, SMEs and networks), with the main aim to support and impact on improvements in quality and innovation in VET systems, institutions and practices by systematically increasing and strengthening the co-operation between VET, rural micro enterprises and high education and research (HE/R). In order to achieve this aim, the project has been divided into 5 objectives:

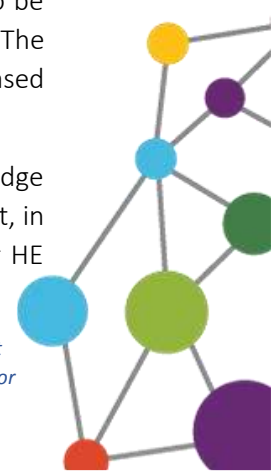
- 1) To make VET institutions more aware of the needs/opportunities provided by rural companies and HE/R.
- 2) To build connections between VET staff and both HE/R and rural companies to strengthen their knowledge base and ability to act as teachers and regional experts.
- 3) To provide feasible and practical models for co-operation to cover the whole VET- HE/R-rural micro enterprises knowledge chain by developing further the existing good practices
- 4) To establish long term co-operation between rural micro companies, VET and HE/R in order to start a change in VET working culture and practice.
- 5) To improve the connections between micro enterprises and students during their studies and increase students' readiness for entrepreneurship.

One of the main project outputs is a Multimedia toolkit including good practice examples and experiences for successful co-operation between VET, HE/R and SMEs. The Toolkit can be consulted at this page: [http://www.connect-vet.eu/?page\\_id=1906](http://www.connect-vet.eu/?page_id=1906)

The project focused on transferring and further developing organisational innovations in VET sector. The existing good practices for SME-VET-HE/R co-operation were collected together, complemented by the models/tools developed by previous initiatives, and modified to cover the whole micro enterprises- VET- HE/R knowledge chain. Selected models were piloted in 5 countries and based on the pilots long term co-operation plans to ensure the continuation of the co-operation were made. In each country the aim was to form “a trinity” VET-SMEs-HE/R to carry out the piloting.

The co-operation provides many benefits for the VET, HE/R and rural businesses. In fact, to be successful on long run, a win-win-win situation must be created for the co-operation. The benefits as well as the challenges are naturally related to the co-operation context, but based on the pilots some pointers can be highlighted.

For the VET institutions, benefits can be found in the expansion of the networks and knowledge of the rural businesses' needs, in the possibility to give real life learning tasks for the student, in job placements, and in the wider provision of courses and services the VET can offer. For HE





institutions, benefits consist mainly in the possibility to transfer research to practice and in the opportunity for research and data. Finally, for SMEs, benefits are the possibility to acquire new knowledge and ideas for the marketing and business development, lower risk to hire employers, and the possibility to have tailor made research to improve their activities.

Obviously, there are also several challenges for this model of cooperation, and typically one of the biggest is to find a common interest that is practical enough for all the partners as well as to be able to provide time resources for establishing and beginning the co-operation. Another obstacle is represented by the fact that there is often not enough knowledge on the co-operation possibilities.

### Conclusions and recommendations

From an overall analysis, it is possible to say that tools to allow for flexibility between VET, HE and the employment sector actually exist. Sometimes these tools just need to be better integrated in the existing system to become fit for the specific purpose. In general, what is often missing is the political will, and it is in fact the political will that has allowed the apprenticeship degrees to grow so rapidly in the UK in the last few years.

The recommendations made in the EQF Pro final report are still up-to-date and suggest ways how to ensure more flexible pathways connecting VET and higher education, taking into account the requirements of the labour market.

- The development of agreements and partnerships between institutions of different subsystems can be key in ensuring continuity of learners' paths. Many universities or HEIs, Continuing Education services or departments have already developed partnerships with other subsystems and with companies, diversifying the entrance criteria to programmes, offering alternative ways for access, recognising prior learning and experiential learning. It would be useful to take advantage of the existing best practices.
- The implementation of credit systems and the description of programmes in terms of learning outcomes proved successful to design progressive learning pathways both for youth and adults. The adoption of a learning outcomes perspective is certainly a point of potential convergence of the ECTS and ECVET systems. Learning outcomes are an important tool for the dialogue between the HE and VET world.
- Linked to the previous point is the importance of developing successful policies and arrangements for recognition and validation of prior formal learning and non-formal and informal learning. The evidence collected by eucen proves that in countries and universities that have already developed recognition and assessment, the mind-set and the attitudes of decision-makers and teachers in the institutions are also significantly and successfully changed.
- Related to the aspects mentioned above is also the need to shift towards a more learner-centred approach, within the institutions. This means building systems that facilitate and support personal and professional development through individual learning pathways taking into account what the learner has acquired in different ways in different settings, their expectations and their needs. Those countries where guidance and counselling professional services are well established grant the learner the possibility to shape a more flexible and individualised learning pathway.





- Given that one of the major problem with the EQF level 5 consists in the fact that it does not correspond to existing qualifications and employments in all countries, it is certain that the establishment of a National Qualifications Framework can be a stepping stone for continuity and progression since it would offer an “independent” way of positioning qualifications on the basis of the level of learning achieved and not on the basis of regulations or reputation.
- Repertoires/Registers describing all qualifications awarded in a country using the same format can help to ensure a flexible progression by avoiding confusion between levels. The experiments developed in several countries are positive, especially when they are linked to descriptions to descriptions or job profiles, or professional standards. This process also obliges institutions and teachers responsible of programmes to map horizontally and vertically qualifications, contributing to identify common learning pathways.
- In general, a real change in the vision of higher education institutions with regards to lifelong learning perspective is needed, from a focus on academic approaches to one on employability and personal development.

## Overview of Spanish education system

Spanish education System is mandatory and free from 6 to 16 years old. The system is divided in different levels:

### Basic Education:

- Infant education: It’s a non-obligatory education, for children under 6 years.
- Primary Education: It’s free and obligatory, from 6 years old until 12 years old, and is divided in three cycles.
- Compulsory Secondary Education: Covers the last obligatory education and goes until 16-year-old.

### Secondary education, non-mandatory:

- High school: Belongs to the post-obligatory education. There are different branches of knowledge: arts, sciences, social studies, technology...
- VET middle graduate.

### Superior education:

- University: Necessary to obtain a college degree. Students study during 4 years and one more for a speciality.
- Artistic superior learning.
- VET superior graduate.

## VET SYSTEM IN SPAIN

Vet has been at the heart of recent reforms in Spain’s endeavour to shift a knowledge-based society. Traditionally, VET had not been highly esteemed. This trend is changing, not least as a response to the goal crisis and worrying youth unemployment. Current policy focuses on:

- Reducing the number of early school-leavers without basic qualifications;
- Making initial VET an attractive and socially recognised path that meets labour market needs;





- Developing advanced VET into an attractive alternative to university studies;
- Promoting lifelong learning through increased permeability and recognition of experience acquired at work.

#### VET in Spain comprises:

- Initial VET within the education system
- Continuing VET for employment and unemployment people

VET for young people begins predominantly after the end of compulsory education at the age of 16.

- Intermediate level VET, offers 1400 to 2000 hours modular training in 26 professional sectors of the national qualification catalogue. Learners acquire occupational and transversal skills and work experiences (mandatory). Completion of all modules leads to technician diploma in the respective occupation. It gives access to the labour market, general upper secondary certificate and, after an exam, to advanced level VET.
- Advanced level VET, lasts at least 2000 hours and is structured like intermediate level VET. Completion leads to an advanced technician diploma. It also accesses to undergraduate university education.
- Intermediate level plastic arts and design and sports programmes lead to a diploma and potentially a bachelor. Music and dance programmes, which start at the age of 12, lead to an intermediate level certificate.
- There are also specific advanced level programmes for music, dance, dramatic arts, plastic arts and design and restoration as well as sports.

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#### Specific schemes and alternative paths

- Programmes for Initial Professional Qualification. They offer basic skills and VET modules for young people over 16 who have not completed compulsory education. They provide level one skills of the professional qualifications catalogue, and certify basic skills. A set of optional modules leads to the certificate of compulsory secondary education.
- Adults can update their knowledge and skills, including basic skills, through different initiatives. They have access to all types and levels of qualifications through exams. From 1% to 3% of places at universities are open to learners over 45 and minimum of 2% to learners over 25.

People in the workforce can receive public funding to acquire qualifications which may or may not be included in the national professional qualifications catalogue. These training initiatives are organized by companies for their employees and include individual training leave. For this purpose, companies receive tax incentives. Workers and job-seekers are also directly offered sectoral and intersectoral training plans to improve their skills. These are managed by the Public Employment Service and the **Tripartite Foundation for Training in Employment**.

#### VOCATIONAL TRAINING FOR EMPLOYMENT

The scope within which employee training mainly develops, as managed by companies: **vocational training for employment** is made up a set of tools and actions directed to boosting and disseminating training courses among companies, employees and unemployed people to address their needs.





It is financed by funds coming from vocational training fees paid by companies and employees. Training on-demand forms part of this training scheme to address specific training needs for both companies and employees. It is companies' task to plan and manage employee training courses. There is a training credit available to companies whose amount is calculated by applying a percentage, annually established in the General State Budget Act, to the vocational training fees paid by each company during the previous year. This credit shall be paid by means of discounts to the Social Security payments made by companies.

Training provided by these actions must be related to company activity. It may be general (the one that includes training which is not unique or mainly applicable to current or future positions, but provides qualifications which can be mainly transferred to other companies or working environments) or specific (the one that includes training which is directly applicable to current or future positions at the beneficiary company and offers qualifications which cannot be transferred to other companies or working environments).

Likewise, training can be directed to obtaining professional certificates. In this case, it shall be accredited by issuing the corresponding professional certification or its partial accumulative certifications. When it is not linked to these certifications, students will be handed out certificates of attendance and/or accredited diplomas once the training is completed.

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## Overview of Turkish education system

### General Education System in Turkey

Under Basic Law on National Education, the Turkish educational system consists of two main divisions:

- Formal education consists of:
  - pre-school education
  - basic education
  - secondary (high school) education
  - higher (education)
- Non-formal education consists of:
  - guidance and training activities for individuals
  - apprenticeship education
  - public education

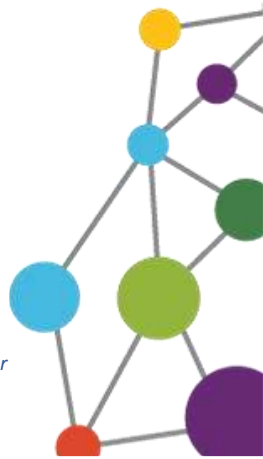
Turkey has a compulsory basic education of 12 (4+4+4)years.

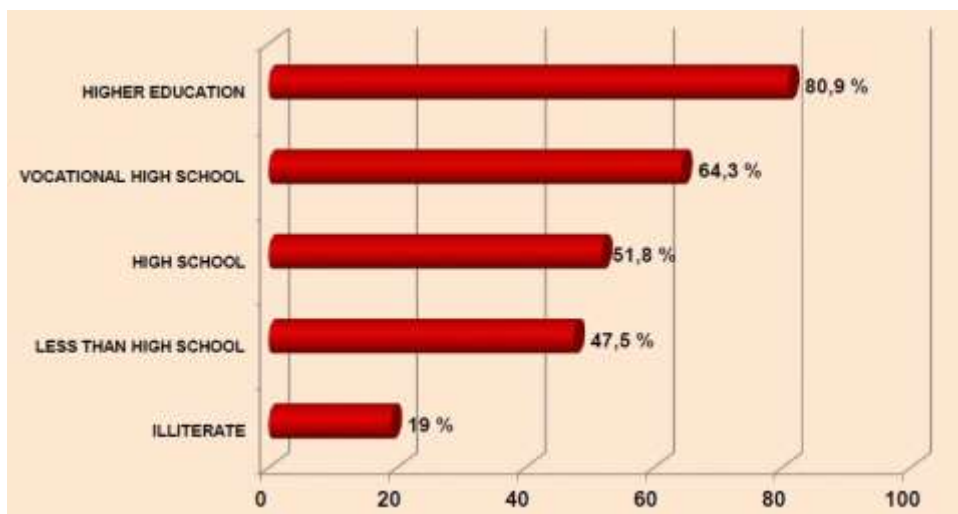
### Socio- economic background of Turkey

It is necessary and crucial to speak about the socio-economic background of the country before discussing the quality of VET in Turkey. The Turkish economy has recovered from its latest crisis in 2001 and is becoming less volatile, more private sector-led and with productivity driven growth. Although the global financial crises of 2009 has negatively affected economical indicators and slowed down the economic growth, the country is continuously initiating new measures to overcome these negative results.

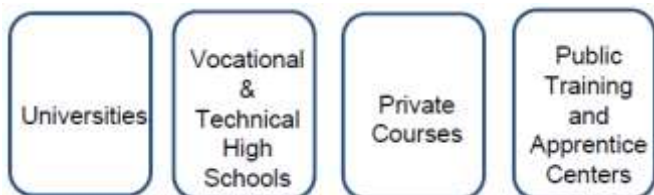
- The population will grow from 77million today to 84 million in 2020
- Active labour force was 28.8 million in 2013.
- The average age in 2013 was 30.4years, with 29% under 15 and 6% over 65.
- %67,7of the population is 15-64 years old.
- Unemployment rate is % 11 in 2016.

### Labour Force Participation Rates By Educational Level





### VET in Turkey



### Formal Education:

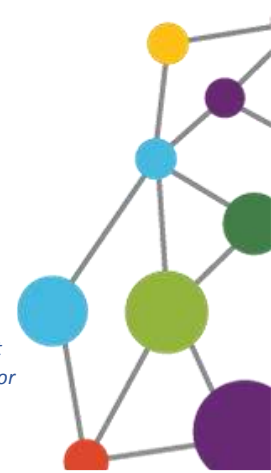
- Secondary Education

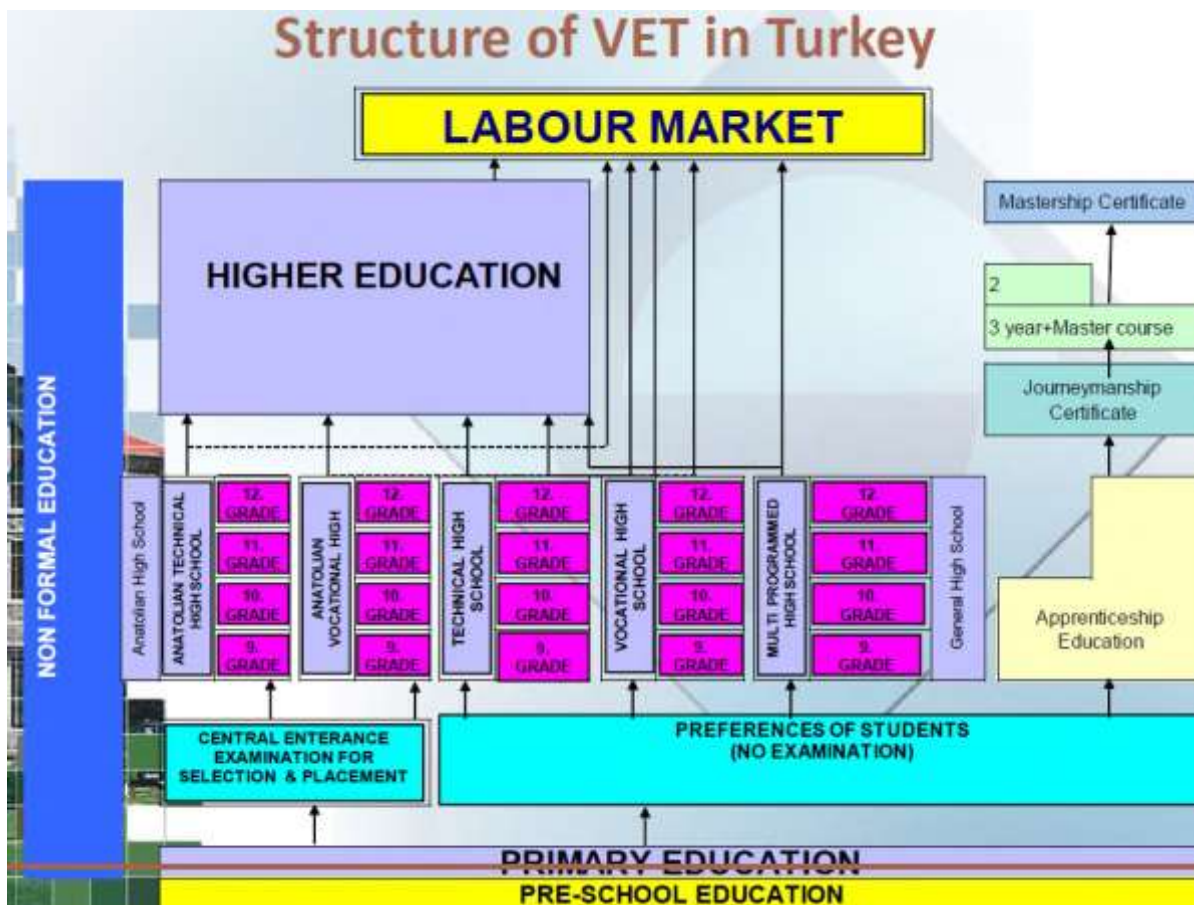
\* Vocational & Technical High Schools;

- Vocational High Schools for Girls
- Technical High Schools for Girls
- Commerce and Tourism High Schools
- Healthcare High Schools
- Technical and Industrial High Schools
- Agriculture High Schools
- Navigation High Schools
- Justice Vocational High Schools
- Land Registry and Cadastral Vocational High Schools
- Meteorological Vocational High Schools

- **Post - secondary & Higher Education:** There are nearly 500.000 students and about 300 training programs in VET at two year colleges. These programs cover 80% of the attending students in tertiary education such as;

- Electrical Tech.
- Industrial Electronics Tech.
- Telecommunications Tech.
- Textile Tech.
- Automobile Tech.
- Accounting
- Tourism and Hotel Management
- Mechatronics
- Banking
- Business Management...





**Non-formal education:**

- Apprenticeship
- Distance Education

Open Vocational and Technical Education

Open High School

**Non-formal education Institutions:**

Vocational and technical Education Center

Public Training Centers

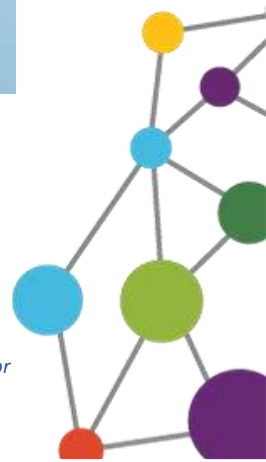
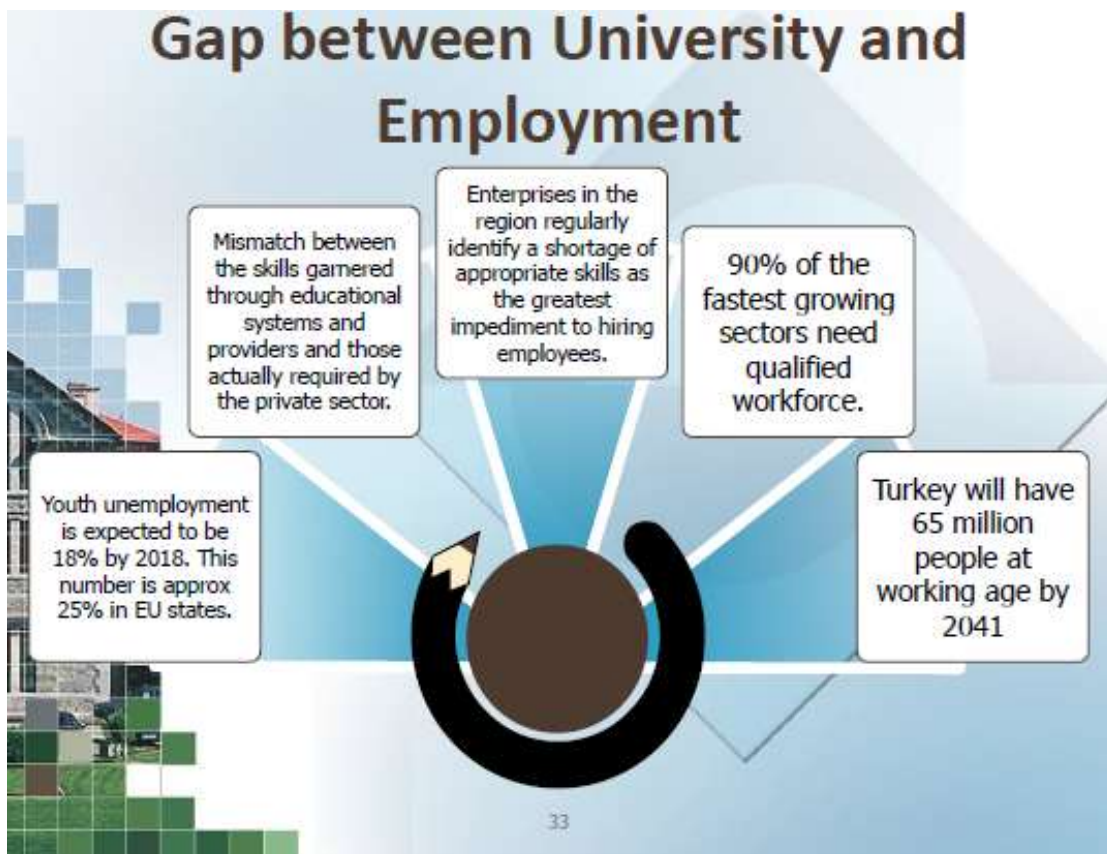
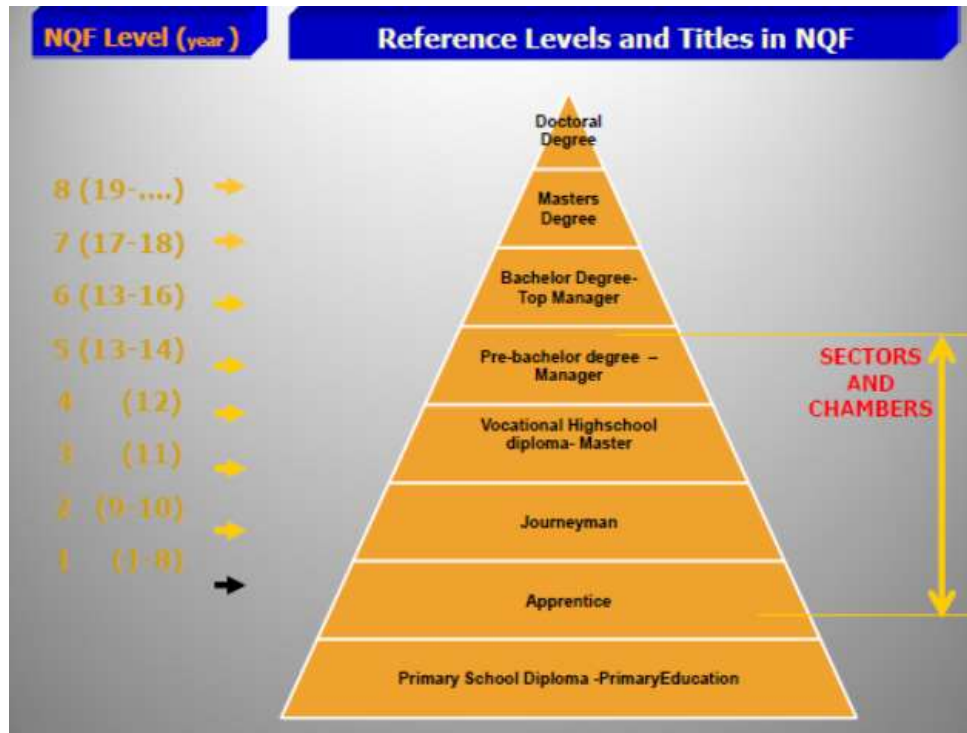
Practical Art Schools

Training Centers of Municipalities,NGOs

University Centers for Continuing Education

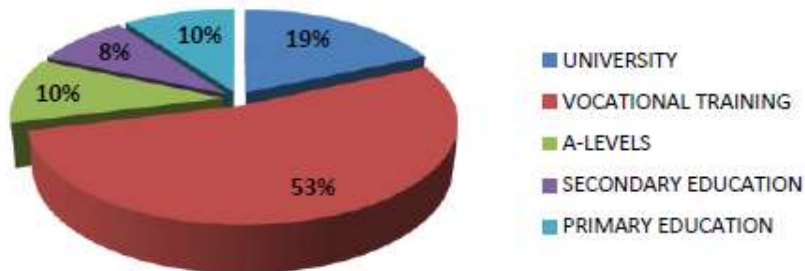
Corporate Academies





# PRYSMIAN GROUP TURKEY - COMPANIES PROFILE:

## EMPLOYEE EDUCATION



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## CONTRACT TYPE

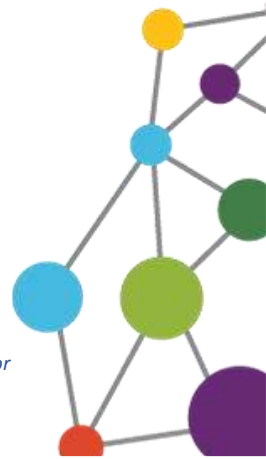
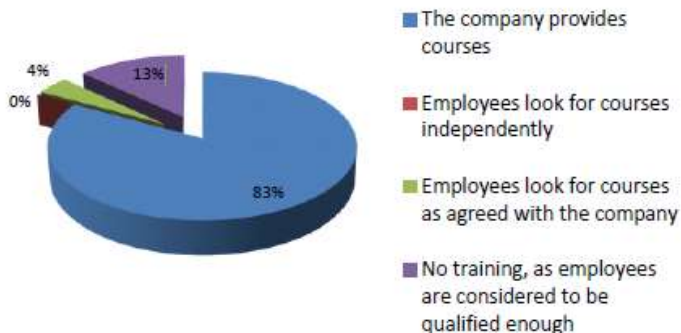


**Turn Over 2015 is more than 5 millions Euros**

## PRYSMIAN GROUP – TURKEY COMPANY VET TRAINING POLICY

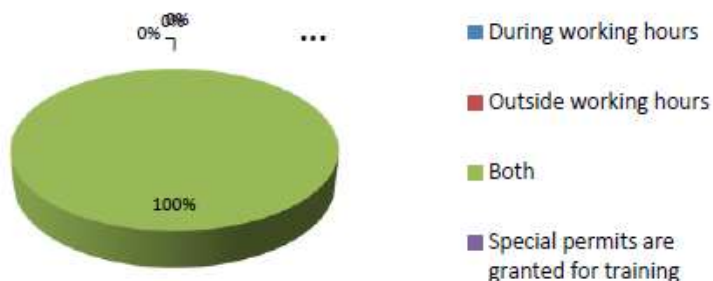
Number of employees who have taken training courses during the last 3 years: 83%

- Does the company provide training courses to its employees or do employees have to manage them?

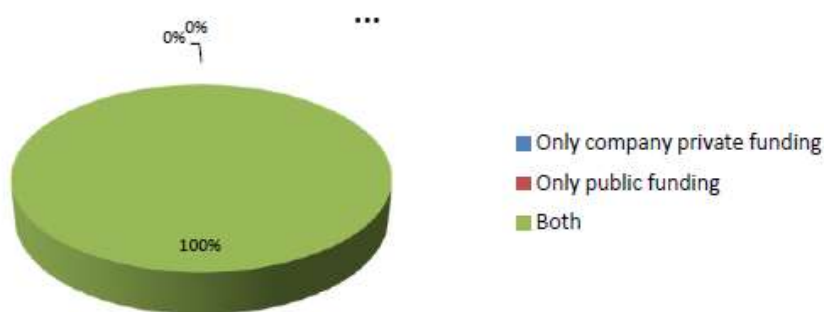


- Average length of employee training courses is One week.

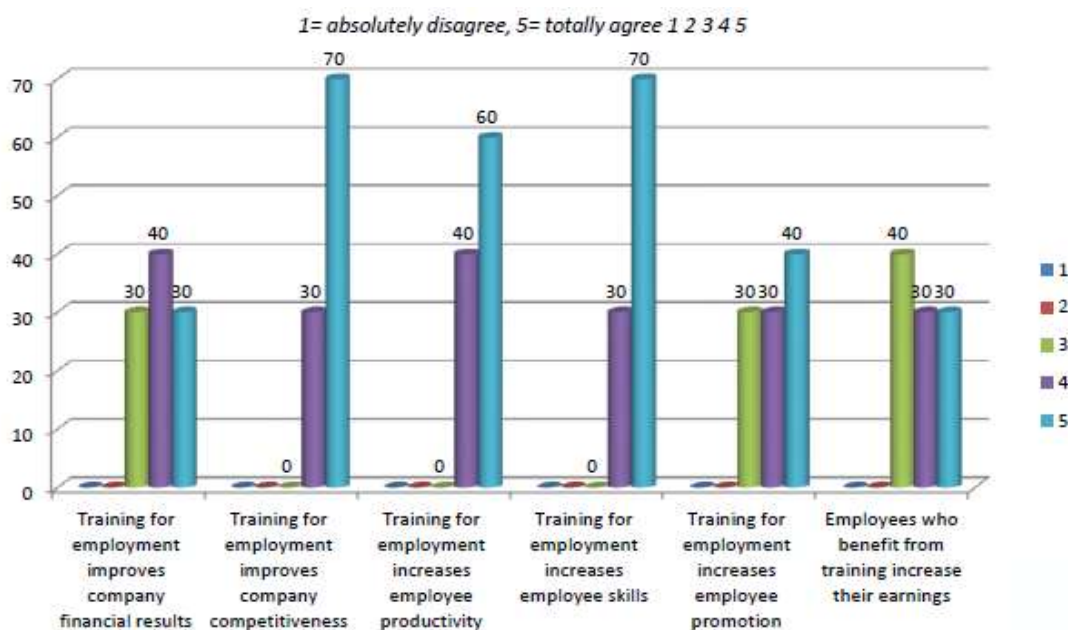
- When do courses take place?



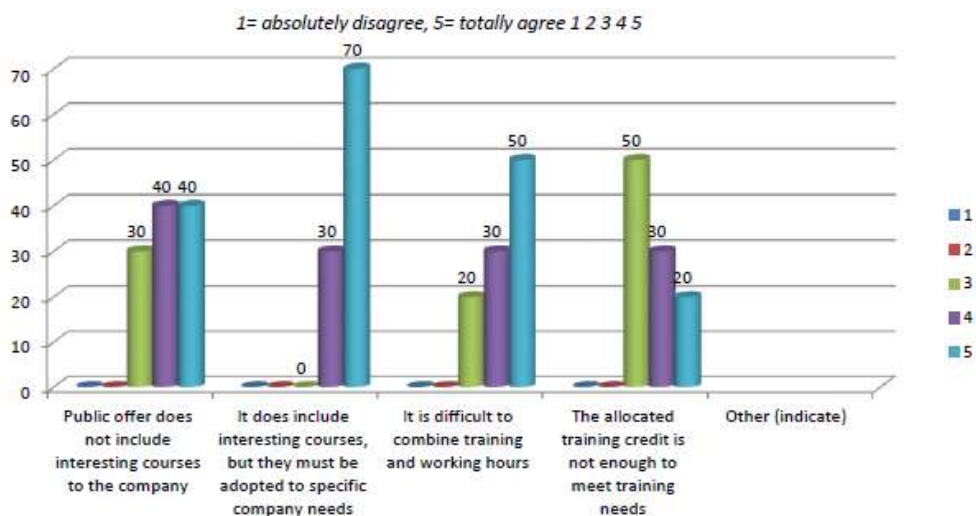
- Which type of financing do employee courses benefit from?



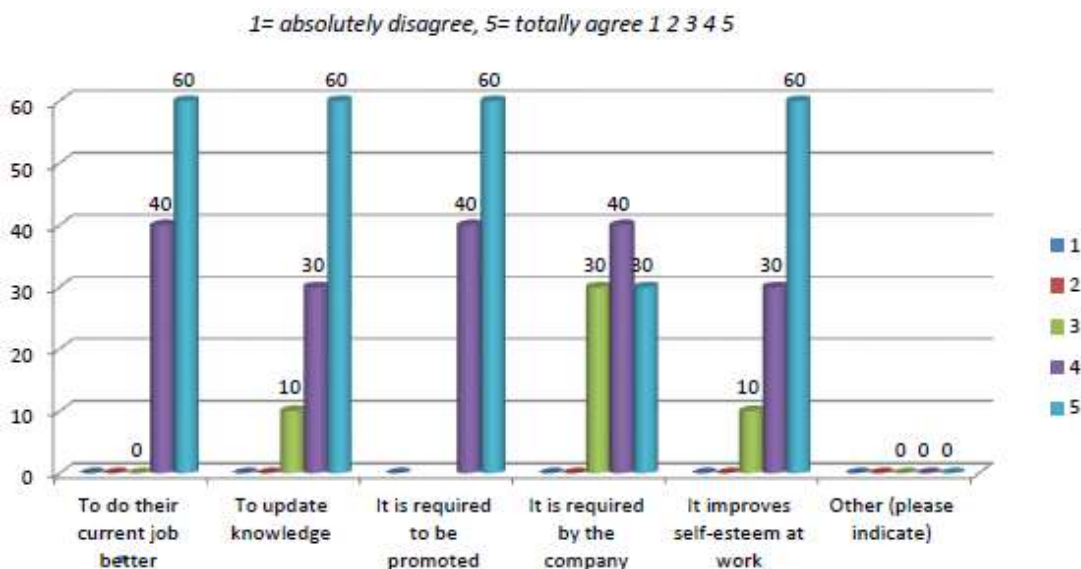
- Please state the extent to which you agree on the following statement



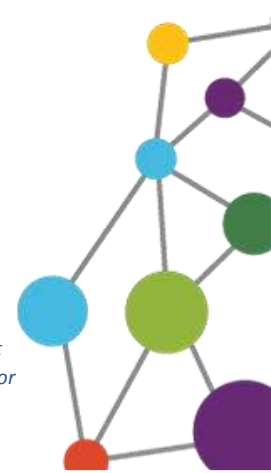
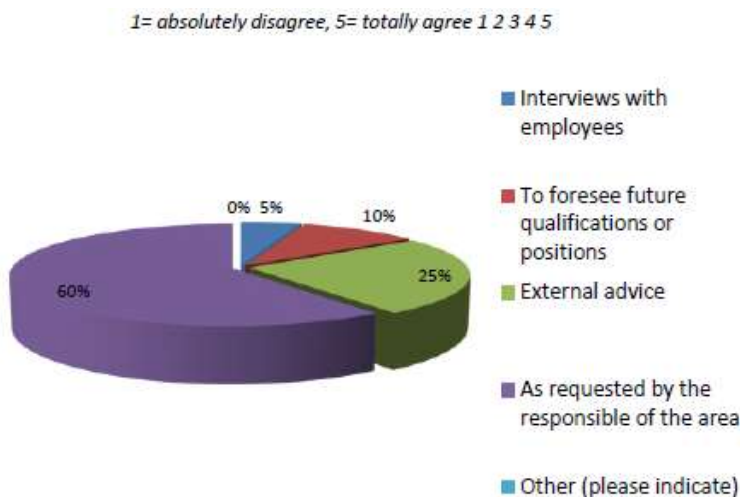
- When private training is carried out, why is it so?



- What makes employees enrol in training?



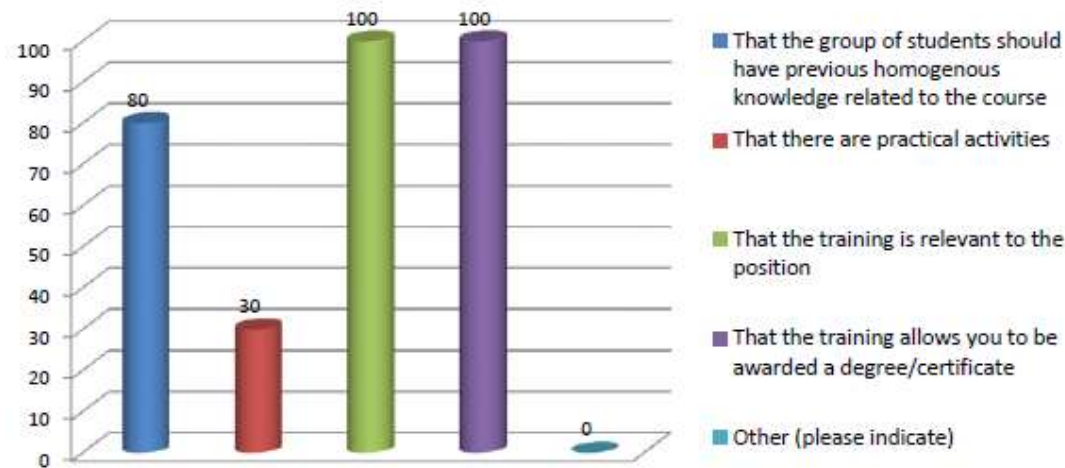
- Which tools does the company use to assess employee training needs?



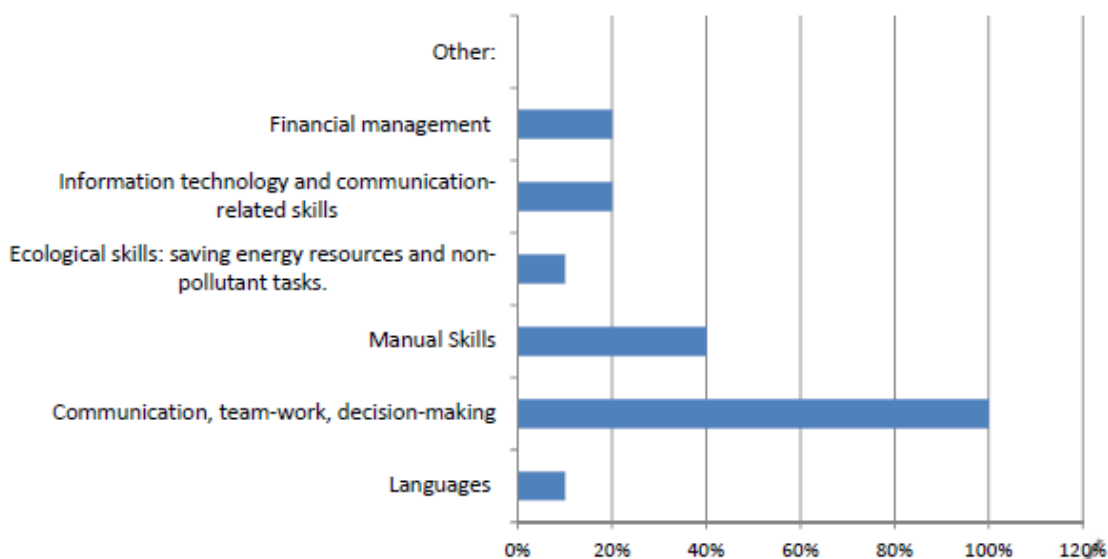
- Does the company evaluate training effects?

|  | Systematically | Sometimes | Never |
|--|----------------|-----------|-------|
| It checks knowledge acquisition by carrying out tests  | 90             | 10        | 0     |
| It evaluates personal satisfaction                     | 90             | 10        | 0     |
| It certifies the acquired knowledge                    | 100            | 0         | 0     |
| It uses indicators to detect quantifiable improvements | 90             | 10        | 0     |
| Other ways of evaluating (indicate)                    | 0              | 0         | 0     |
| Other (please indicate)                                | 0              | 0         | 0     |

- Please state which aspects, in your opinion, are more relevant when optimizing specific training

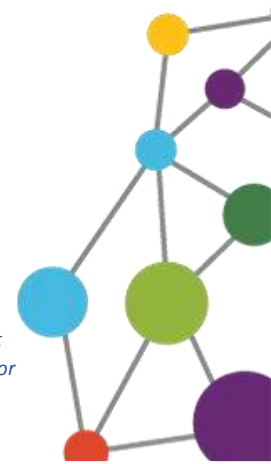


- Generic skills demanded by your company/sector



## MAIN OUTCOME / CONCLUSIONS

- Company have to provide VET courses to almost every employee due to government laws. Since 2015, company cannot have any employee without specific certificate for specific jobs. There are some exceptions for some employees are considered to be qualified enough.
- These training courses taking place during working hours or outside working hours.
- If the employee can pass the exams and get the certificate, government gives financial support otherwise company will need to pay for training.
- VET trainings for employment improves company competitiveness, increases employee skills and productivity.
- Updating knowledge, doing current job better, improving self-esteem at work are main targets of the trainings.
- Company defines training needs for the employees by education level and responsible working area due to vocational qualification authority and laws.
- Every employee have to get certificate after VET.
- General skills demanded by company are communication, team-work and decision



## Surveys

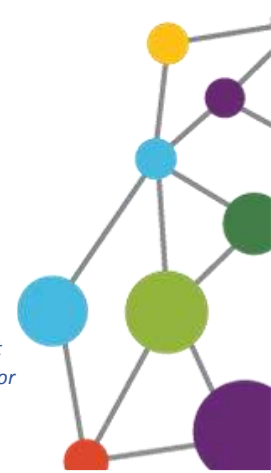
Due to different and seemingly not related pillars of TANDEM (VET, HE and business world), it proved to be difficult to create one survey addressing all groups. The silo mentality categorizing and separating education (low and high) and labor market as preconception is rooted deeply in the collective awareness.



30

Even though the ultimate beneficiaries of the project are workforce (= workers, students, individuals), „prepared“ by the VET and HE for the business world ; it was rather difficult to attract the business world. One of the reasons is that the business world does not think and act in terms of higher or lower VET, let alone accustomed and operating with EQF levels the project is referring. So we designed additional two separate questionnaires addressing companies in Spain and companies in welding sector. The first survey was responded by 107 organizations/individuals, the survey by our Spanish partner Chamber of commerce and industry was responded by 12 companies, and the survey in welding sector by 75 resulted from the involvement of 21 European countries.

The WP2 (Synthesis connecting the dots; how to learn from each other) will be the second step within project lifecycle. In the second part of the project we will continue working based upon the results of WP1 with the ultimate goal: helping to establish political reforms to overcome obstacles and shaping a new map how flexible learning pathways can come true.



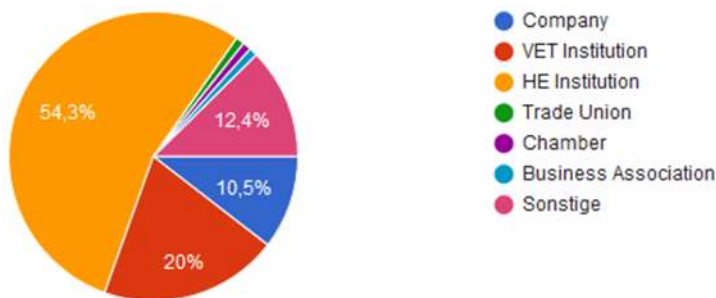
## Results of main survey (online survey “how the access to HE can be widened to include a greater variety of “non-traditional student” groups like adult learners and employed learners”)

Part 1 of the survey is general information for all, Part 2 is divided into 2 sections for education providers and for companies, Part 3 for all groups. Altogether 107 responses received.

### Part I - General Info

#### 1.1 You are a representative of a... (105 Antworten)

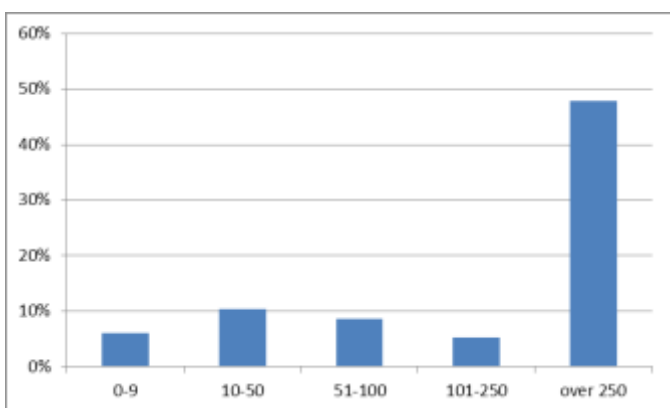
31



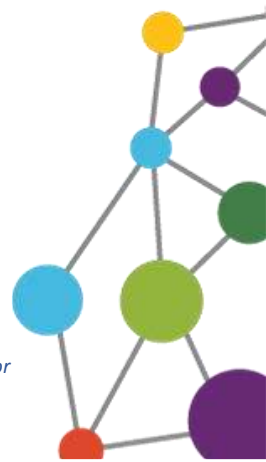
### Part I - General Info

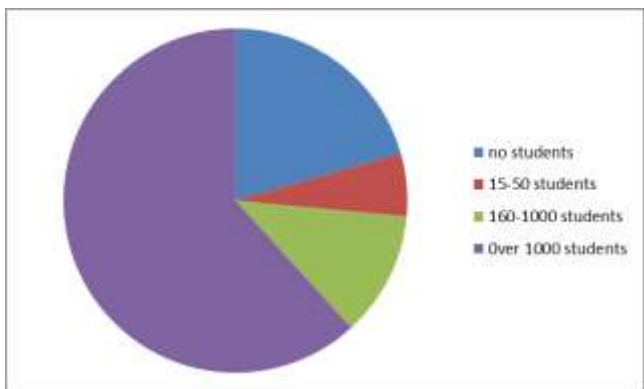
#### 1.2 Size of your organization

##### Number of workers / employees (93 Antworten)

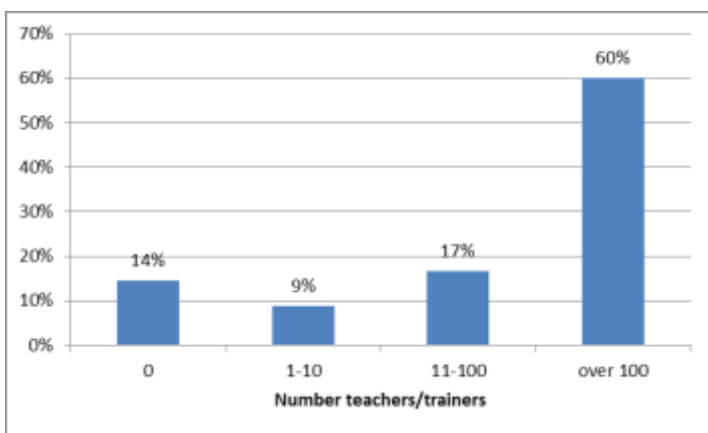


##### Number of students (in total) (90 Antworten)



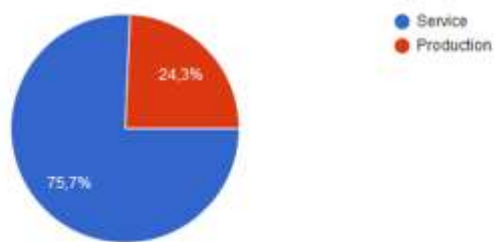


Number of teachers / trainers (91 Antworten)



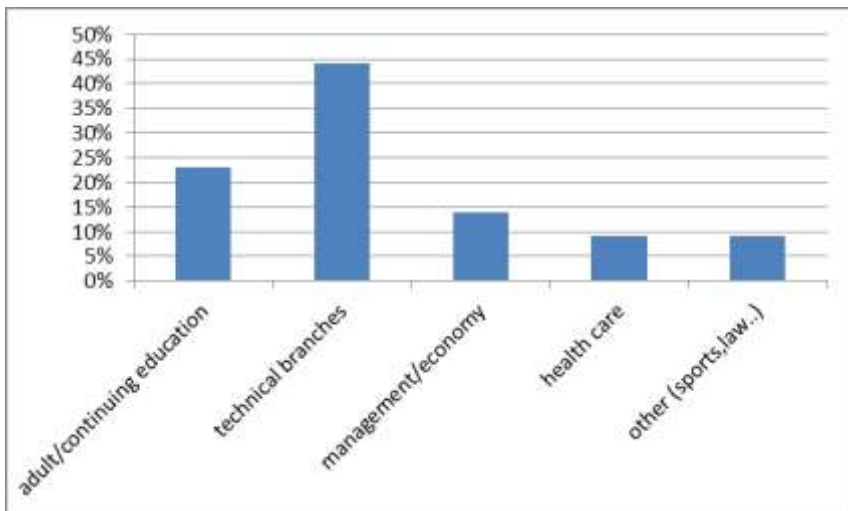
Part I - General Info

1.3 In case you are a representative of an enterprise; your sector (37 Antworten)



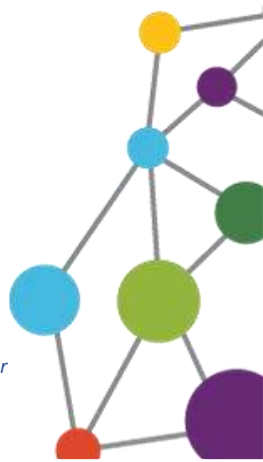
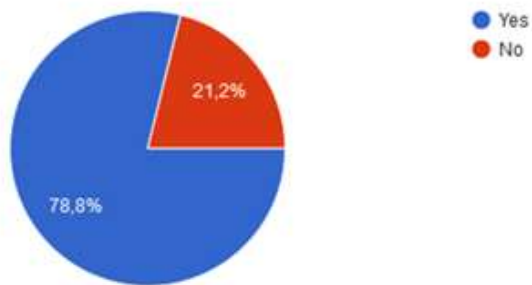
1.4 In case you are a representative of a VET and/or HE institution, please select a sector within education and answer the questionnaire according to this sector only





**Part II - Info about your courses, programs for “non-traditional students” and/or continuing training activities for your workers, trainees, interns**

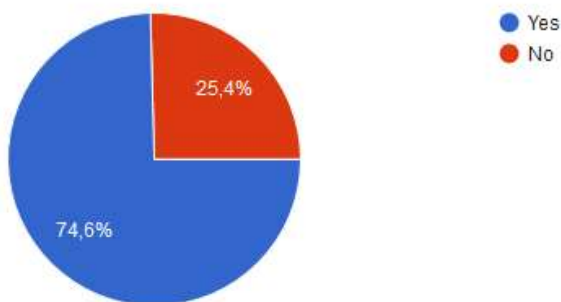
Do you deliver any courses or training? (104 Antworten)



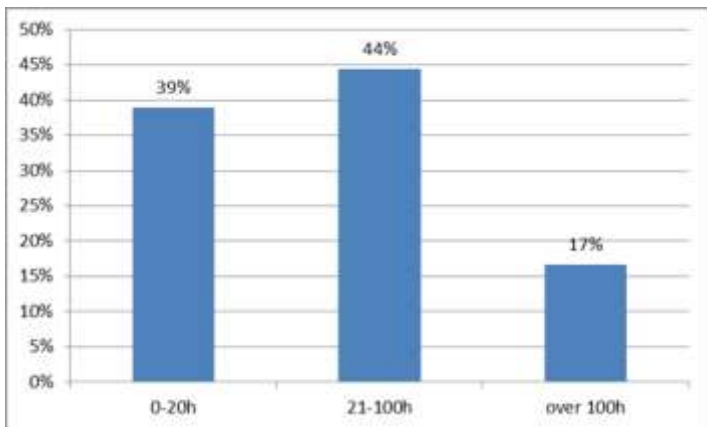
**Part II - Info about your courses, programs for “non-traditional students” and/or continuing training activities for your workers, trainees, interns**

**2.1 Companies**

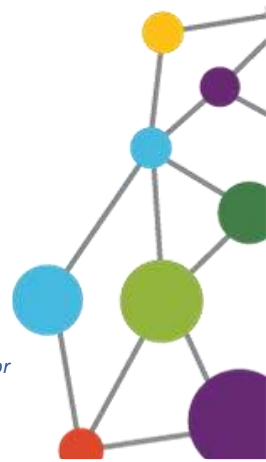
Are you giving training to your workers? (59 Antworten)



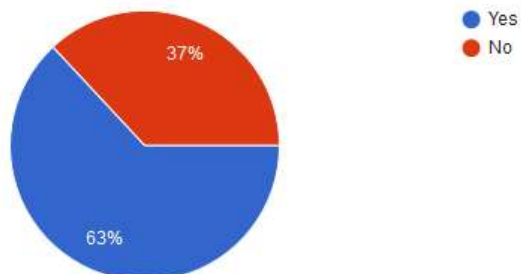
If yes, how many hours (yearly average)? (36 Antworten)



The most important training for companies: IKT, management, soft skills, health and safety and process related training

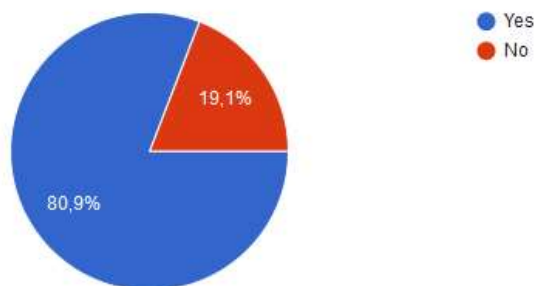


Are you giving a standard training for your new workers? (46 Antworten)



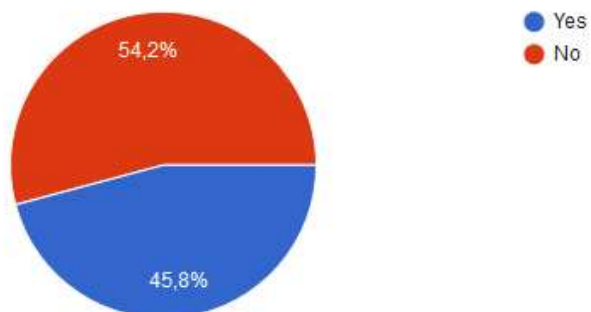
35

Do you have the legally required training you are providing? (47 Antworten)



Do you have high school trainees who are part time going to school and part time coming to companies to have on the job trainings?

(48 Antworten)

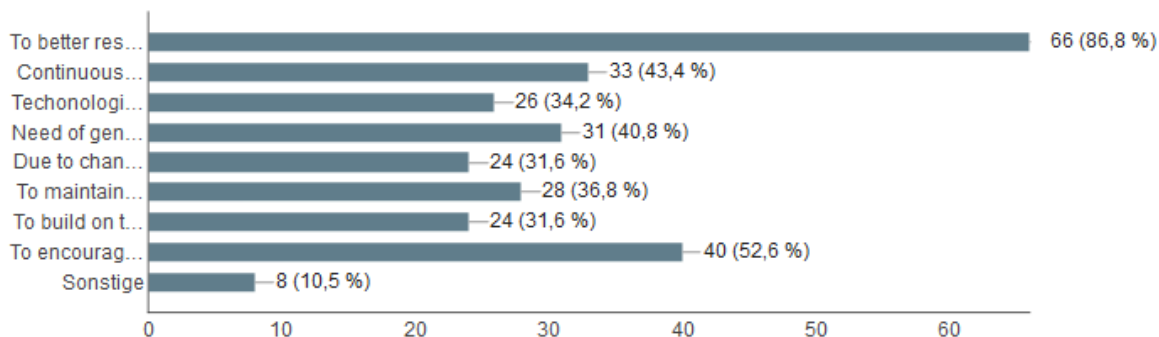


## Part II - Info about your courses, programs for "non-traditional students"

### 2.2 VET and HE providers

#### What is the reason you are providing flexible pathways for "non-traditional students" to HE (EQF/NQF levels 5-6) (Multiple answers possible)

(76 Antworten)



...

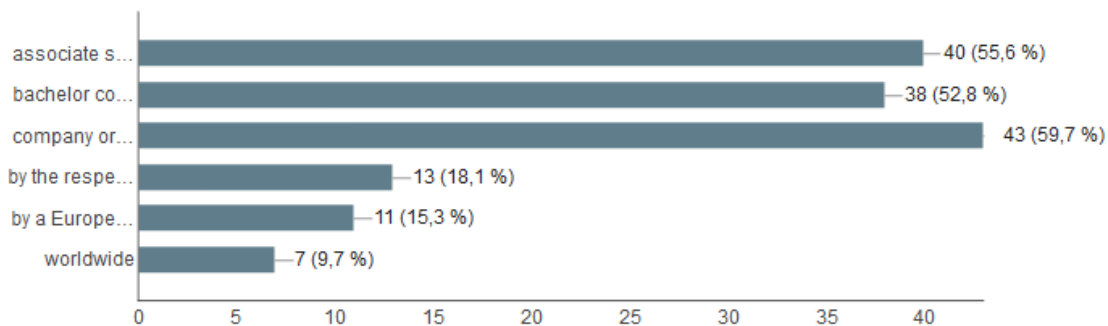
#### What is the reason you are providing flexible pathways for "non-traditional students" to HE (EQF/NQF levels 5-6) (Multiple answers possible)

- To better respond to the needs of working life/labour market
- Continuous change of the work tasks
- Technological changes
- Need of generic and managerial skills
- Due to changes in regulation/law (the job requires a higher qualification in a formal way, with competences at
- To maintain or expand the educational provision, given the greater competition
- To build on the special strengths of the institution
- To encourage more people to take up higher education



### 2.2.1 The courses/programs you are providing for “non-traditional students” are (Multiple answers possible)

(72 Antworten)



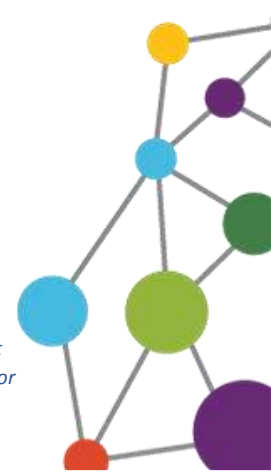
37

### 2.2.1 The courses/programs you are providing for “non-traditional students” are (Multiple answers possible)

- associate short cycle courses/programs (EQF/NQF level 5)
- bachelor courses/programs (EQF/NQF level 6)
- company or sectoral courses with recognition
- by the respective chamber, trade union (national level)
- by a European federation/association (European level)
- worldwide

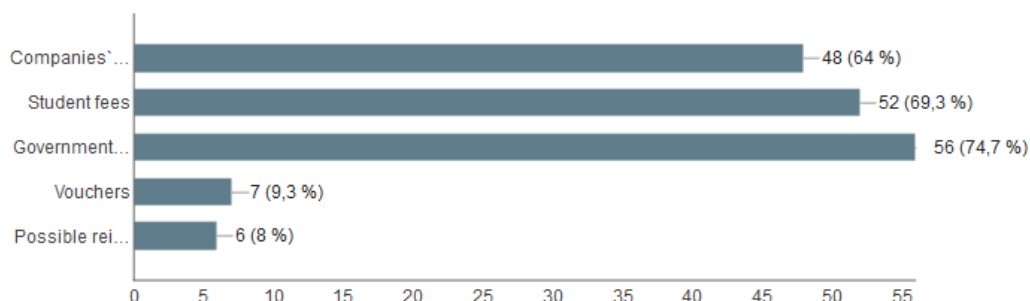
#### If worldwide, please specify (8 Antworten)

- recognition in 34 countries
- Shorter continuing education courses
- some of our courses have ed excel pearson qualification
- ? Open University, Open Studies courses
- Students award ECTS credits in the chosen subjects
- EWI/IIW in welding; ITU for telecommunications
- for R&D with our joint venture company
- International federation of welding



### 2.2.2 How is the course/program financed? (Multiple answers possible)

(75 Antworten)



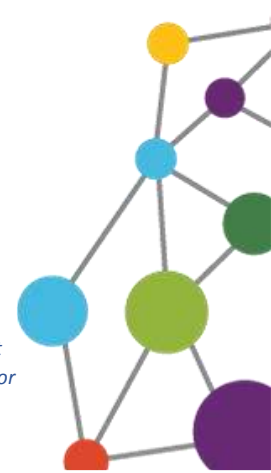
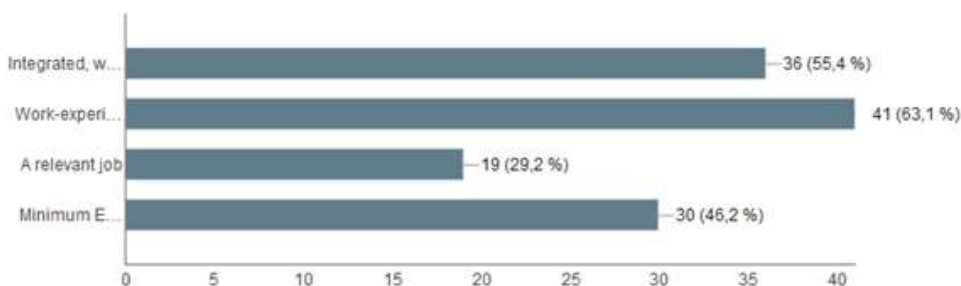
38

### If there are possible reimbursements, loans or scholarships, please specify

(7 Antworten)

- Some fund exist to help people have degrees in apprenticeship (till Ph.D. level)
- per diem expenses maybe attributed
- Funds of the government of Upper Austria, Funds of Chambers/Unions
- Opleidingscheques - KMO-portefeuille
- In France, there is a specific funding system, based on mandatory companie contribution to continuing education of employees and specific funding system for unemployed people.
- Lifelong Learning funds (many provisions - state, regional, local)
- Training for immigrants is provided By the government, based on a rule they need to have 20 hrs per week of training

### 2.2.3 Access requirements for your course/program (65 Antworten)

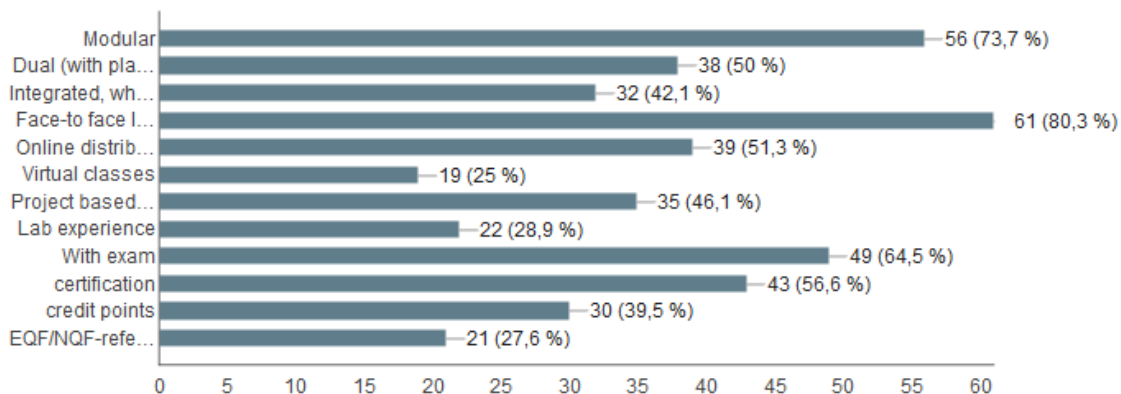


Please specify your choice (minimum EQF/NQF level) (25 Antworten)

|   |
|---|
| 6   |
| 6   |
| basic course without a level requirement, top course is level 5   |
| Abitur/Highschool degree/Maturité or higher   |
| It varies but for an EQF level 6 then an EQF level 5 or equivalent learning is required . As we move up the EQF then the focus is on the academic skill ability and the likelihood of succeeding. |
| Non traditional students have the same rules of traditional ones (a bachelor degree, EQF 5, to enter in a degree course)  |
| Post-EQF level 7 (level 7 degree required)  |
| no extra requirements needed  |
| minimum NQF level 4 qualification   |
| toelatingsvoorwaarden voor HBO5, zie <a href="http://onderwijs.vlaanderen.be/hoger-beroepsonderwijs-hbo5">http://onderwijs.vlaanderen.be/hoger-beroepsonderwijs-hbo5</a>                          |
| The EQF level is only required for degrees (Bachelor, Master..)   |
| Recognition of VET diplomas / ECVET for access to professional HE   |
| in Italy is still difficult VPL, limited to 12 Credits  |
| EQF Level 4 as minimum level to enter to an HE programmes is ordered by law   |
| Higher education graduates  |
| level 4 required  |
| Open for all, no limits   |
| Actually there is no requirement, anyone can join   |
| eqf level 3-4   |
| EQF 4   |
| To level 6 a Bachelor level is needed   |
| general school  |
| 4 for IWS, 5 for IWT and 6 for IWE  |
| minimum EQF 4   |
| 5   |

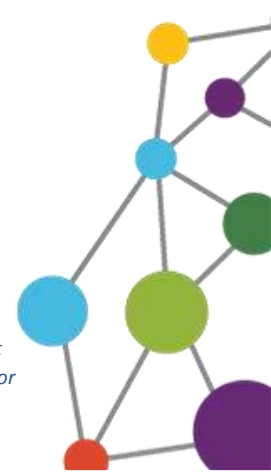
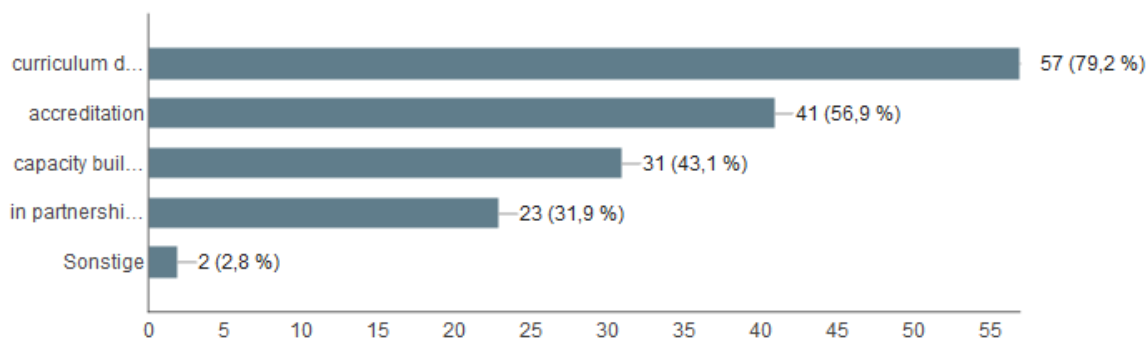


## 2.2.4 Delivery type of your course (Multiple answers possible) (76 Antworten)



## 2.2.5 Your operational capacity in providing the course (Multiple answers possible)

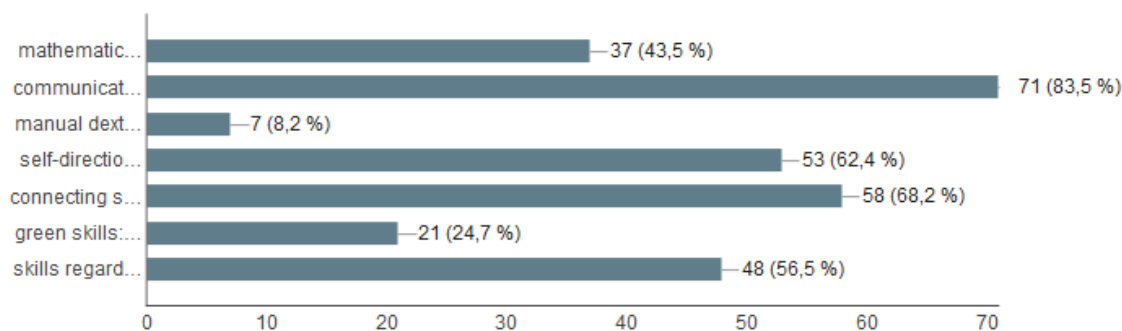
(72 Antworten)



## Part 3 - Skill demands you are addressing

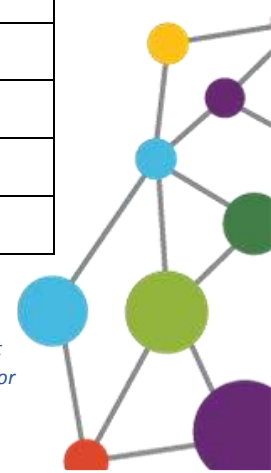
### 3.2 Generic skill demands in your company/selected sector (Multiple answers possible)

(85 Antworten)



**If you demand skills regarding information and communication technologies(ICT), please specify**

|   |
|---|
| social media, website, public relations   |
| 21st century skills and ICT, ICT didactics, social learning and learning analytics  |
| 3D programming and modelling, advanced GIS, coding  |
| basic skills, use of ICT as a tool, basic programs  |
| Databases, statistical tools  |
| Design, Web, Social Media, Online collaborative tools   |
| Digital learning  |
| for new teaching methods and it is relevant for jobs  |
| General knowledge for using Word, Excell, Powerpoint. For some positions database system and economic system of our institution |
| good search abilities, managing social media, basic   |
| ICT in teaching, education  |
| interactie in de health care  |
| Personal Learning Networks, Coding, Making  |
| Programme Development   |
| programming skills.   |
| Software devt., management of networks, management of information system...   |

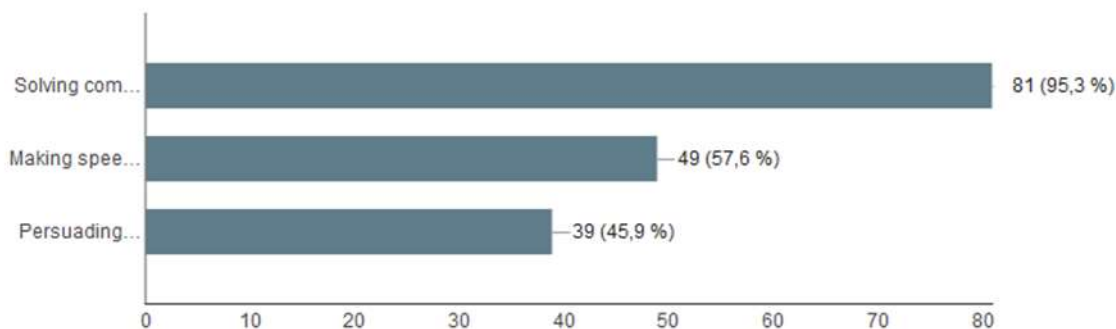


**Part 3 - Skill demands you are addressing**

**3.3 Managerial skill demands in your company/selected sector (Multiple answers possible)**

(85 Antworten)

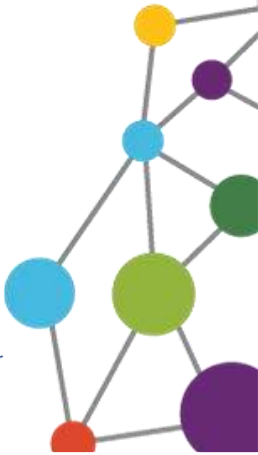
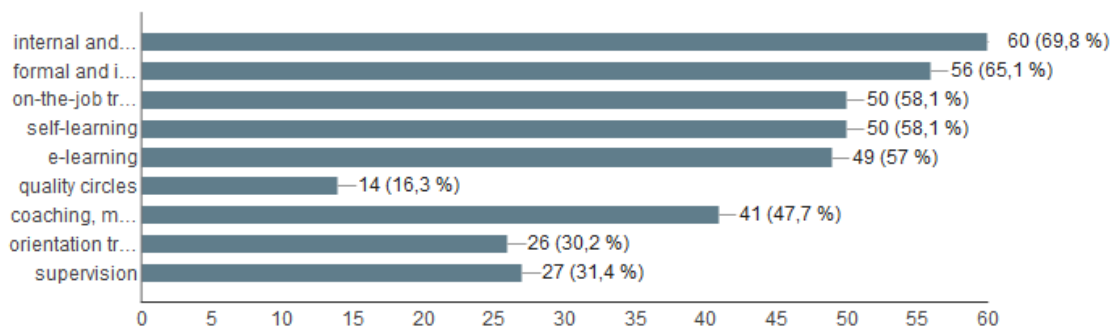
42



**Part 3 - Skill demands you are addressing**

**3.4 Core human resource activities (in that particular sector/company): review of training needs and participation in formal training as well as in informal types of training (Multiple answers possible)**

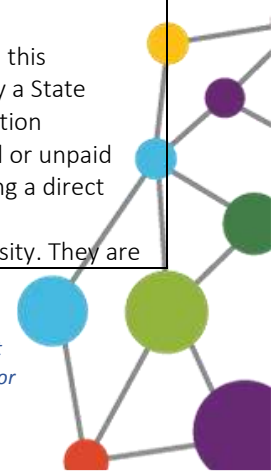
(86 Antworten)



## Part 3 - Skill demands you are addressing

### 3.5 Do you offer validation of prior learning/work based learning to your students? If yes, please explain how you do it.

|   |           |
|---|-----------|
| 1) replace with previously completed studies,<br>2) the inclusion of previously completed courses in degree studies or<br>3) Recognition of Prior Learning, or RPL, as part of studies.   | <b>43</b> |
| competence certification  |           |
| currently interview-based; working on making process more robust, to include portfolio assessment and possible formal testing of claimed knowledge, in order to better address the needs of students  |           |
| Curriculum evaluation   |           |
| EVC/EVK   |           |
| Exemptions from modules/credited learning assignments, personalization of learning tasks and development projects according to prior learning   |           |
| IN BACHELOR EDUCATIONS vpi IS USED FOR ACCESS, IN FURTHER EDUCATION ( UP TO DIPLOMMA PROGRAMMES FOR ACCESS, EXEMPTIONS AND FULL DEGREES   |           |
| Intermediate and final report to the institution of the educational institution about the performance of interns  |           |
| No but we deliver workshops on RPL for institutions wanting to implement RPL policies and procedures  |           |
| No, the law in my country doesn't allow us to do it   |           |
| Not in this programme   |           |
| only for 12 credits, decision of the Council of each Study Course   |           |
| Portfolio   |           |
| portfolio assessment  |           |
| pre assessment exams  |           |
| Previous working skills recognition/validation for new students.  |           |
| Prior certification gives opportunity to start in a higher level certificate  |           |
| Specific RPL jury prepared by specific department in the institution.   |           |
| Student's commission  |           |
| take into account the eventual professional experience of the candidates; CV; and motivations. Plus thematic exams  |           |
| The University College own system for validation  |           |
| Through validation procedure based on the work experience, results of theoretical tests and delivered training according to the training needs.   |           |
| Upon request and portfolio submission when entering HE  |           |
| Validation of Non formal and Informal learning (APL/RPL) system started in 1985 in HEI with a decree concerning only Higher Level Education and called "Validation for Access in the universities". This national decree sets the conditions of validation of the professional experiences or personal learning outcomes for access to the various levels of Higher Education. This decree is still valid and can be a part of the new process. Since 2002, a whole qualification or a diploma can be totally obtained via RPL. It's a national generic law, designed for all kind of diplomas, which have specific decrees for each kind of organization delivering diplomas.<br>Anybody having at least three years of professional or extra-professional experience can benefit from this possibility. All diplomas and qualifications having professional prospects registered in a national list by a State commission can be asked (= All diplomas and qualifications registered in the French national qualification framework (RNCP) can be delivered through this RPL procedure. Any experience acquired from a paid or unpaid activity (including experiences from activities in non-profit-making associations or trade-unions) having a direct relationship with the content of the diploma or of the certification can be considered.<br>The candidate has to produce a portfolio of evidences. Accreditation boards are set up in each university. They are |           |



|  |    |
|--|----|
| composed of university lecturers and professors and of professionals with an equal number of men and women, if possible. This new regulation is sometimes presented as a revolution! It's a new way to get a diploma by a new road (experience) equivalent to schooling, apprenticeship, or further education. The certificate is the same for all the people who have passed it, whatever the way they have used to get it (RPL, schooling, apprenticeship or further education). Each year, more than 150 persons ask for a RPL procedure, at all level, from Bachelor to Phd degree We also offer work based learning to our students, mainly for professionnall bachelor, Master degree, and Engineer. In 2014-15, 933 students have studied using this possibility offered by french regulation. 568 students have prepared a bachelor degree, the other one a Master ou engeneer degree. This possibilties are open by law since 1993 but has risen in the last 10 years. The studies are financed by specific funds coming mainly from companies contributions. |    |
| VPL by VET / HE school, and internal VPL program on the jobprofile, simular like VPL   | 44 |
| we are currently in the design Phase   |    |
| we fund projects that develop validation instruments for NFIL  |    |
| We provide assimilation via an application process against defined criteria.   |    |
| yes APEL   |    |
| yes but only for 12 credits (since law n. 240/2010) - Every Course decide how to make reconition. We experimented some new way, based on portfolio, but it's not working for all Courses   |    |
| yes by individual screening and assessment   |    |
| YES RELATED TO FORMAL QUALIFICATION SCHEMES  |    |
| Yes we do www.cit.ie/rpl will explain the process but we have a mentor , applicable for all programmes in all disciplines and at all levels of the framework . It can be used to gain access , exemption(s) or full academic award based on experiential learning .  |    |
| yes, by comparing learning outcomes  |    |
| yes, due to th legislation adopted in my country and procedures adopted in my HEI.   |    |
| Yes, on the job training   |    |
| yes, students issue a portfolio with relevant experience and certificates of prior learning and a committee decides on possible extra examination or to certify a course   |    |
| Yes, using CEDEFOP guidelines  |    |
| yes, validation on dossier inside each faculty   |    |
| yes, we make use of a special trained admission committee  |    |
| Yes, with assessment of a work portfolio in which the student proves he meets the course qualifications.   |    |
| Yes. Real competence assessment RCA system   |    |
| Yes. We have a procedure for validation of prior work based learning with in continuing education for adults at level 5 and level 6.   |    |

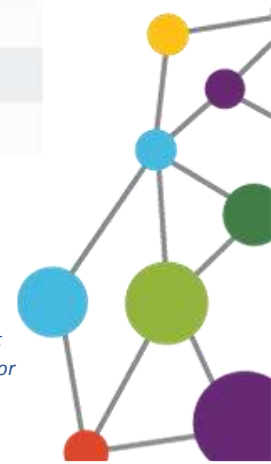
## Part 4 - Your remarks and suggestions

Here some remarks and suggestions:

The questions seem out of scope for Universities/ HE institutions

the educational system should integrate and recognize the training done in any context

vaildation and measuring the effectiveness of trainings and taking actions due to these feedbacks.



It looks interesting, can we conduct to the program with our information

This is crucial if we want people to have a perspective beyond basic education and make our education and training systems more inclusive

Widening access to Higher Education and education and training in general is included in multiple strategy documents and position papers . In order to support access then resources have to be put in place . There is also an onus to manage expectations in terms of what is possible for the learner. Widening access is only one part of the process it is to ensure that the learner is able to succeed within the system once access is granted is equally important so that they are empowered to continue.

In Italy we push to have a wider possibility do give credits on the basis of non formal and informal learning, but for instance this is not allowed

We are very interested in learning about the TANDEM project results as we believe that currently non-traditional students don't have full access to HE.

Widening access needs more flexibility in learning paths and more focus on labor market demands.

HE schools are not yet ready for VPL, they see it as an intake procedure!

more flexibility is necessary in offering education

In my opinion and in particular in the management of the sector public, I believe that institutions of higher education should collaborate in the planning and implementation of systems that fulfill the European priorities and in conjunction with VETS integrates such systems in local departments for and to achieving greater efficiency and effectiveness of European priorities.

I do not understand the question - opinion on what?

The questionnaire mixes companies and VET/HE provders and sometimes it's difficult the find the place to answer....

One of the most pressing issues for us, apart from the question of funding, is the recognition of VET qualifications and competencies for access into professional HE.

the role of access is important however is overblown.  
Young people find themselves not prepared, challenged, not helped and soon they drop, feeling that they were given a chance and - they FAILED. . This far more negative than not to go to college and select some low-mid level profession and be proud that s/he is firmly on feet and stable in life.

if in Italy the actual limit of 12 credits will be encompassed a lot of people could participate to HE

In Finland studies are free of charge, so there is a possibility for everyone despite of income. However, only the brightest students can enter due to heavy competition for starting places. Immigrants with Bachelor/Masters get to enter labour market with their own degree or they may be trained to have an equal Finnish degree in speciality courses (health care, teaching etc.) for those jobs that are under higher control for language and cultural knowledge.

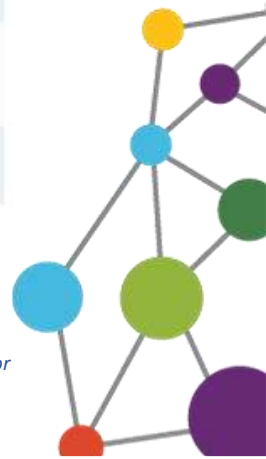
We organise courses for foreigners as a preparation for learning on the universities in Slovakia - studies in Slovak language. Other parts are courses as a preparation for passing entrance exams in subject of biology, medicine, chemistry, mathematics, physics, etc. for university studies.

digitalisation and connectivity will result in more individualised learning pathways. Institutions of education and Training have to adapt

The questions are somehow puzzling me. Maybe we should not have filled this survey

I feel building bridges between vocational and HE, facilitating the learning experience of vocational students by bespoke arrangements and providing access to non-traditional employed learners should be part of the "normal" provision of a university that is relevant to the regional needs.

We need regional and continental comparative experience



|   |
|---|
| The VPL activities can be more intergrated and more used  |
| Send results  |
| People must know which are the real skills needed in companies and institutions.  |
| building bridges between EQF 4 and 5 are urgent   |
| I find the questionnaire rather confusing, probably due to "non-standard" circumstances of our institution, we are not a school nor a company. I expected more attention to the issue of transfer from various education sectors and qualification levels seemed ... Maybe I missed something? Please, check the user-friendliness of the questionnaire (it needed some lag-time to fill in answers, some questions go out of the screen), but this may be caused by my setting of the PC. Best regards and good luck with a focus to an important issue. |
| flexibility in formal education is foremost important   |

### Results of survey within network Cámara de Oviedo

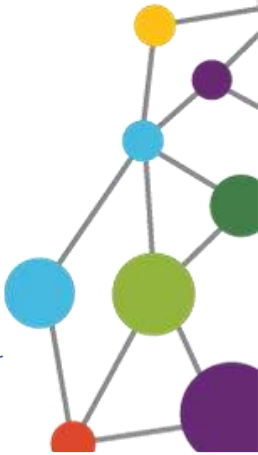
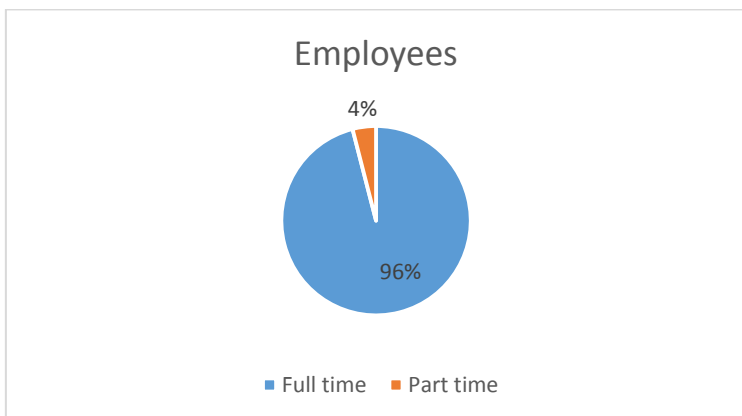
As part of the Project, a first survey was carried out among the Spanish Chambers of Commerce, as benchmark training centers to national companies. The Chambers of Commerce are the second Spanish educational institutions, as for the number of students, after the University.

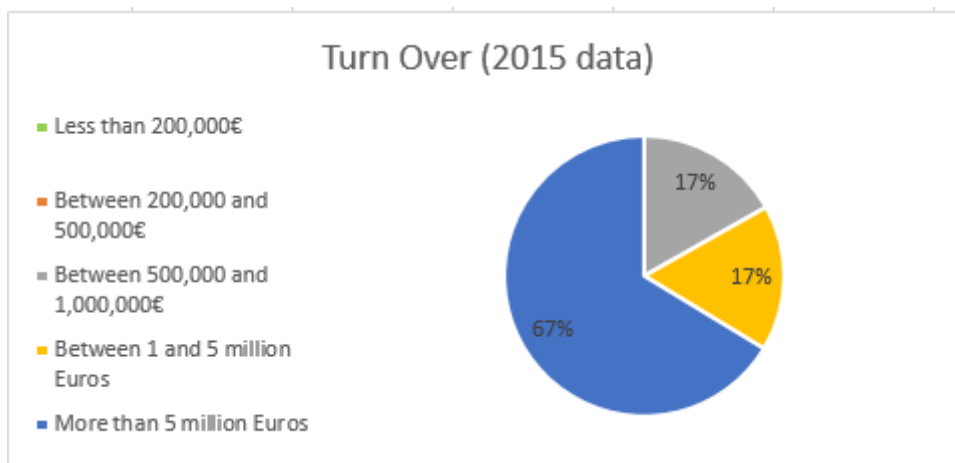
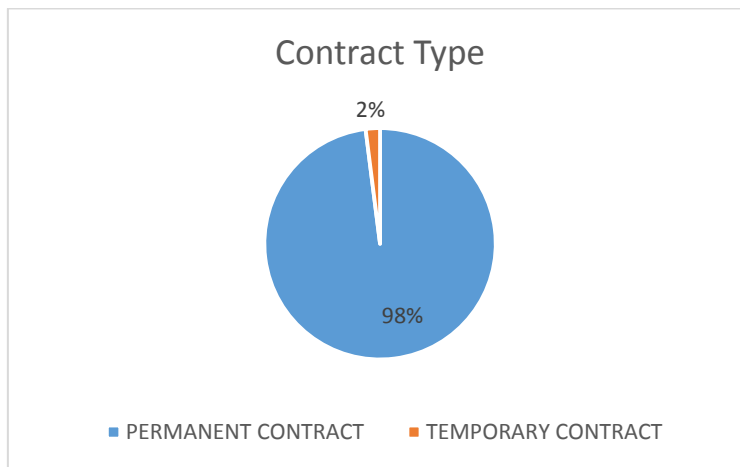
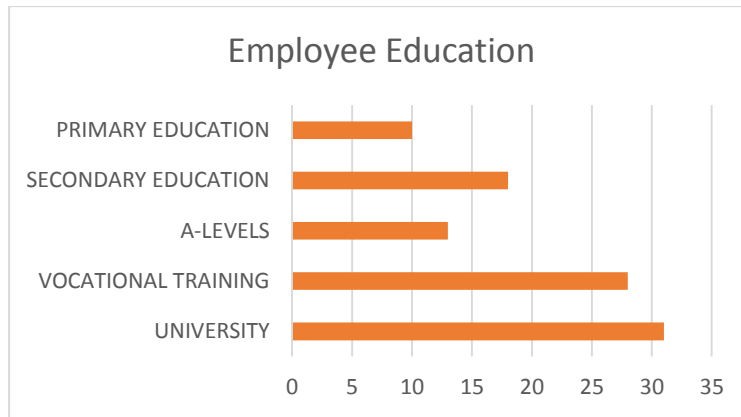
Eight answers were collected, together with the views of one Higher education center (University and Higher Level Training Cycles)

The designed questionnaire was not adapted to their real activities, and therefore, the information provided does not provide interesting data for the Tandem Project.

The scope was modified in order to analyze companies' current situation in relation to their employee training courses. As a result, the enclosed questionnaire (Annex b) was designed and submitted to 30 companies and finally filled in by 12 of them.

#### COMPANIES PROFILE:

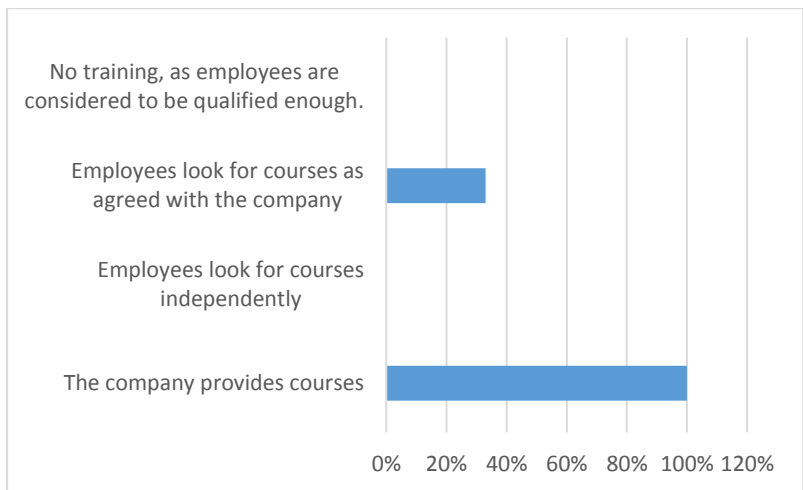




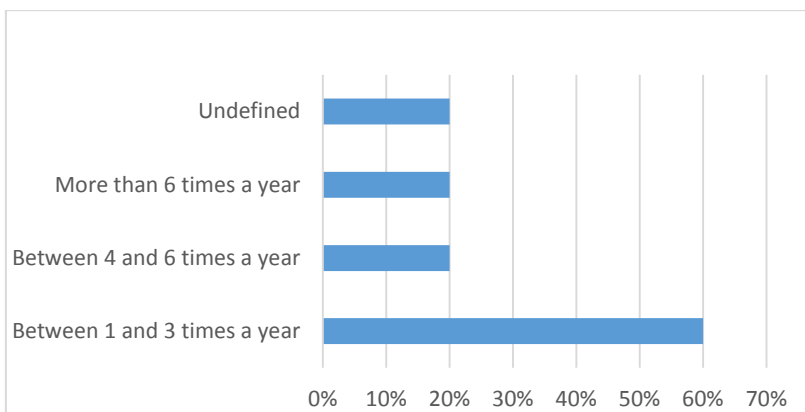
### **COMPANY TRAINING POLICY**

- Number of employees who have taken training courses during the last 3 years: 83,78%
- Does the company provide training courses to its employees or do employees have to manage them?

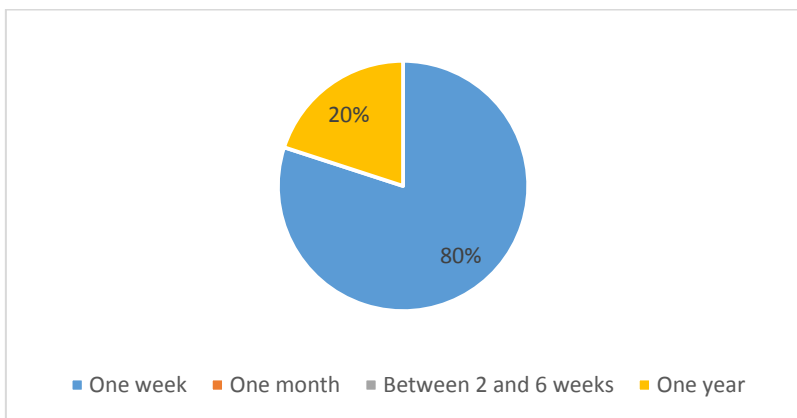




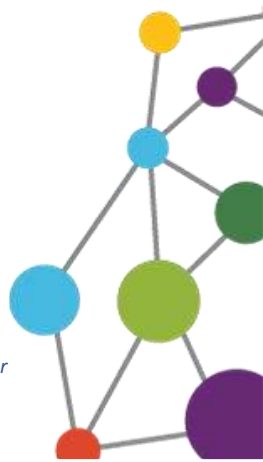
- In case of carrying out training activities, how often do workers receive it?

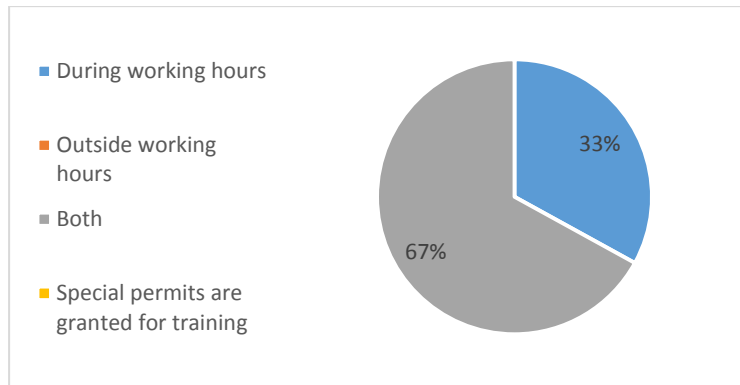


- Average length of employee training courses

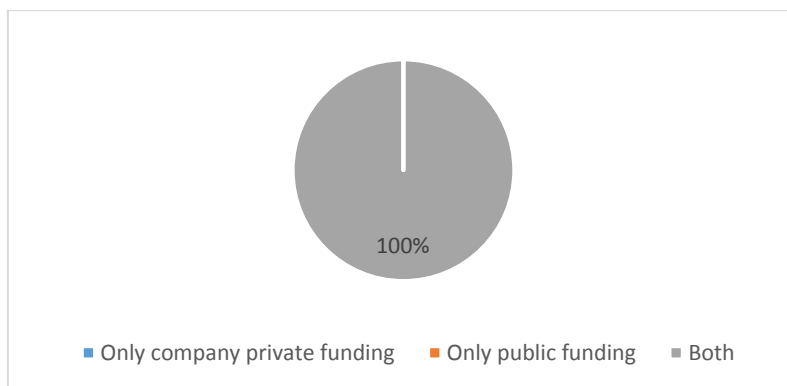


- When do courses take place?



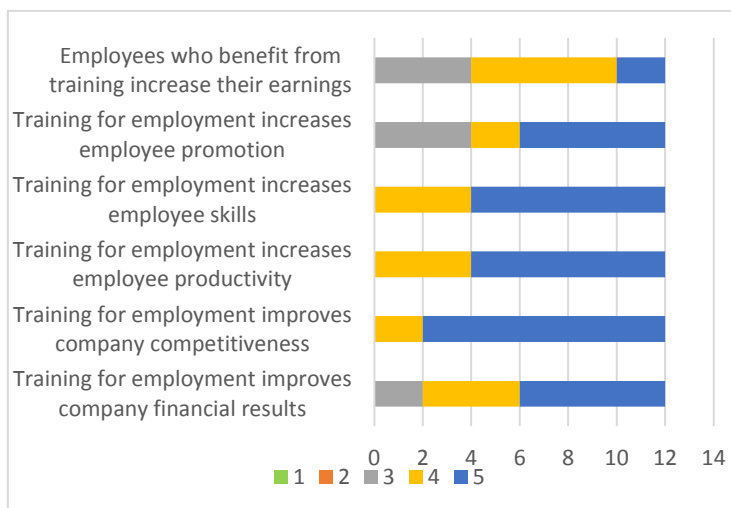


- Which type of financing do employee courses benefit from?



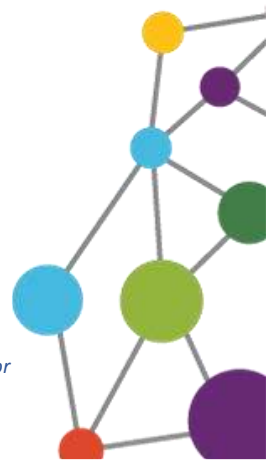
- State the extent to which you agree on the following statements

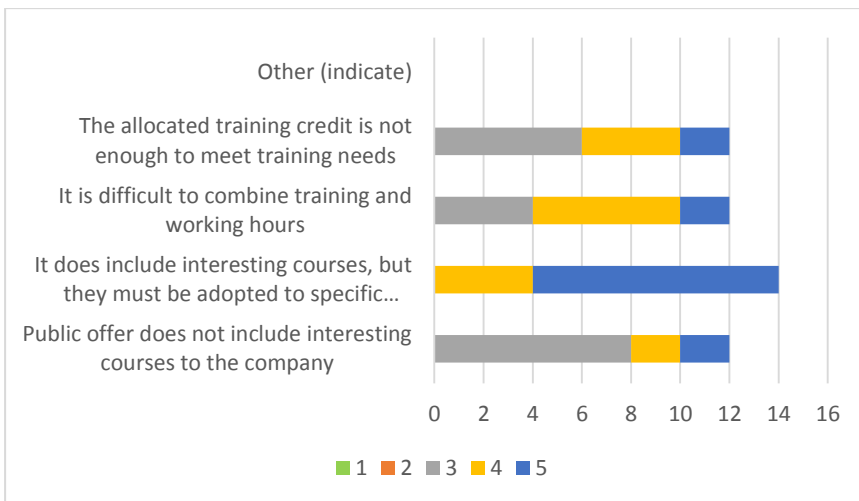
*1= absolutely disagree, 5= totally agree*



- When private training is carried out, why is it so?

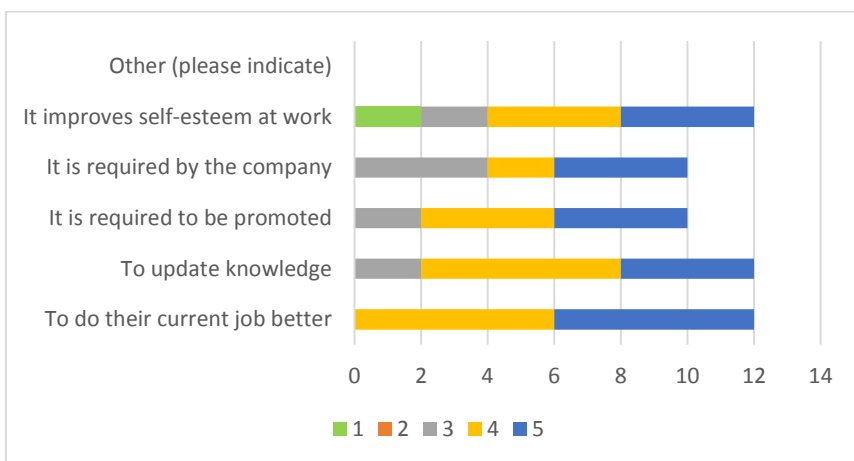
*1= irrelevant, 5= very important*





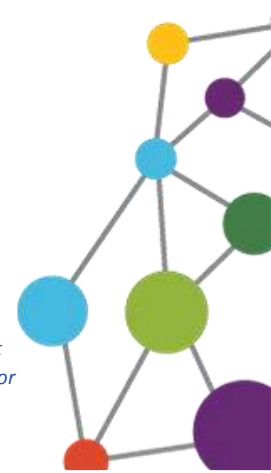
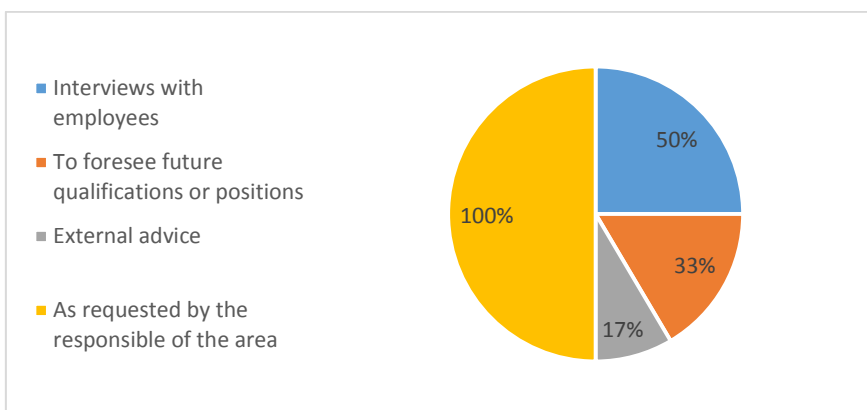
- What makes employees enrol in training?

1= irrelevant, 5= very important

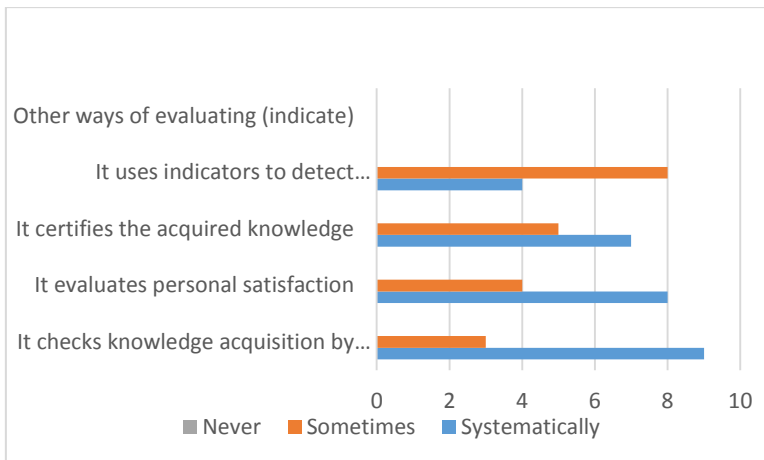


- Which tools does the company use to assess employee training needs?

(Several possible answers)

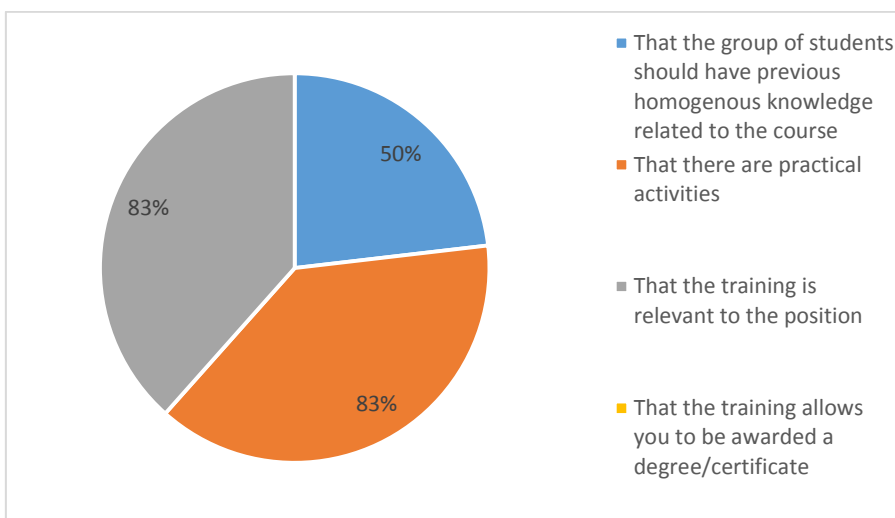


- Does the company evaluate training effects?

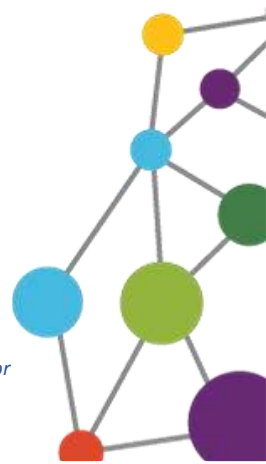


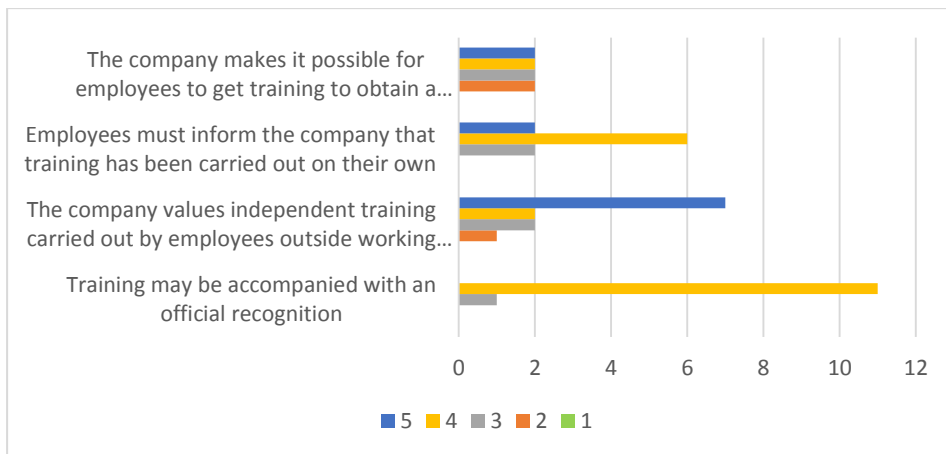
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- State which aspects, in your opinion, are more relevant when optimizing specific training  
(Several possible answers)

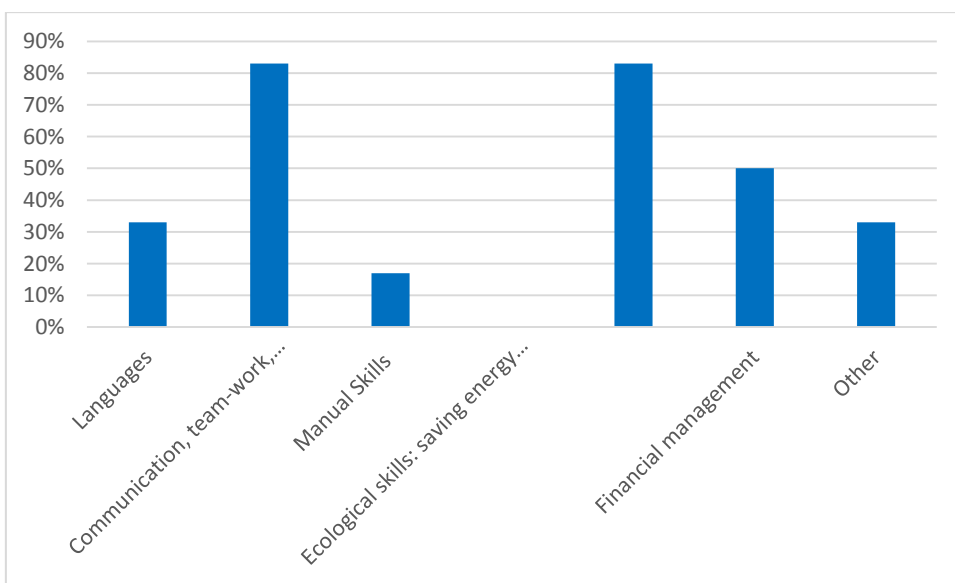


- To what extent are the following statements important to the company?

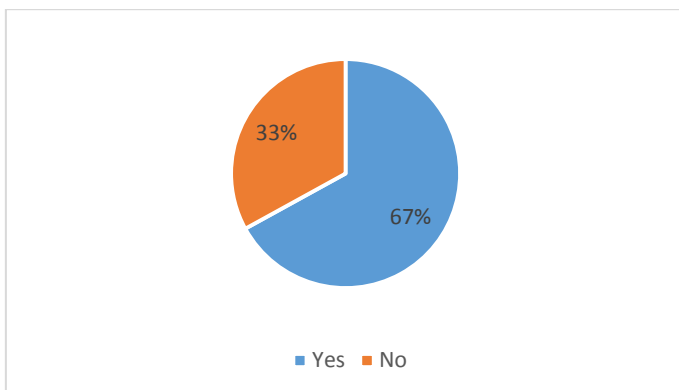




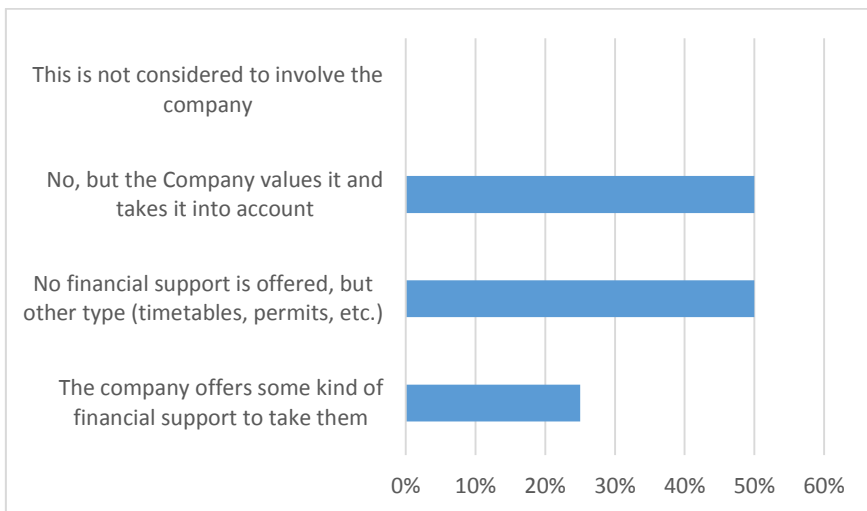
- Generic skills demanded by your company/sector (*Several possible answers*)



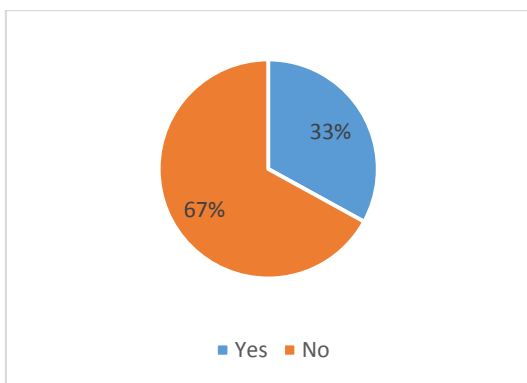
- Do you know if there are employees currently taking a degree (university) or Higher Level Training cycles of Vocational Training?



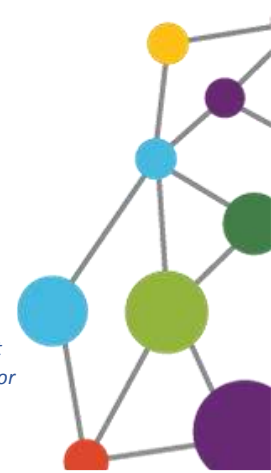
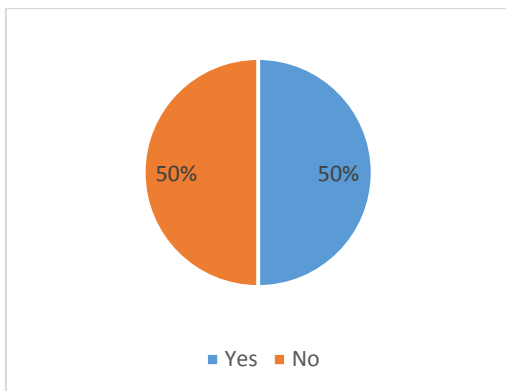
- If so, is the company providing them with any kind of support?  
(Several possible answers)



- Does the company own a training centre?

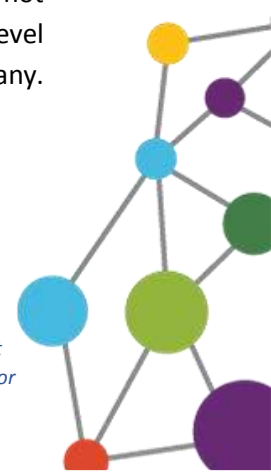


- Are there any secondary school apprentices that are part-time at the education centre and part-time at the company to receive training in the work place?



## MAIN OUTCOME/CONCLUSIONS

- ✚ Company training courses provided to employees are mostly brief, which means they are directed to addressing specific and particular issues.
- ✚ Training takes place both during working hours and outside, but surveyed companies do not grant special permits to attend such training.
- ✚ Financing is obtained from company's own funds as well as public ones.
- ✚ Companies highly value the fact that training for employment improves company financial results, its business competitiveness, employee productivity and their skills. Promotion expectations and improved salaries due to training obtain a lower assessment.
- ✚ The assessment of company training needs is always the result of requests handed by the responsible of different areas and, to a lesser extent, of interviews to employees.
- ✚ It is significant that it is much more important for companies to assess employee personal satisfaction after the training than the formal certification awarded afterwards. Besides, the most relevant aspect when optimizing a given training plan is to have practical activities and to be specific for the position. The certification awarded is not important to any surveyed company.
- ✚ Most training requested is related to communication skills and ICT
- ✚ Over 60% of companies know that some employees are taking higher level training cycles or degree studies. Out of them, 25% provide some type of financial support, 50% grant some type of aid and the same percentage do not grant any aid at all, but state that they give it some consideration.
- ✚ Only 33% have its own training Centre for highly specific and technical training courses for its particular activity.
- ✚ Therefore, it seems quite clear that companies train their employees to meet those specific needs related to their activity and position. They expect immediate results and the certification/recognition is a minor issue. To obtain other type of qualification does not seem to be a priority, therefore we may understand that to choose to take higher level training cycles is a personal decision, which does not directly involve the company.



## Results of survey within network of EWF

The analysis was conducted according to the rationale presented in the survey’s structure, being from the topic “Target Characterization” on the baseline for comparison, the nature of the organisations, namely, “Industrial companies”, and “Other organisations”. From the topic “Lifelong learning and career progression” on, the baseline for comparison are the answers provided by the respondents categorized/labelled as “Managers” and “Other professionals”. As a remark, it must be stressed that the universe of respondents (75 answers) is decreasing along the survey analysis, in each topic answered, according to the pathway selected, position in the organisations and questions that might be skipped.

### Target Characterization

#### Countries involved

The data under analysis (75 answers) resulted from the involvement of 21 European countries, being most of the answers provided by respondents from United Kingdom (16%) and Portugal (13.3%). The “Other” category represents countries beyond Europe, such as: Angola, Mozambique, Iran, Nigeria, India, Canada, Latvia, Brazil and Jordan.

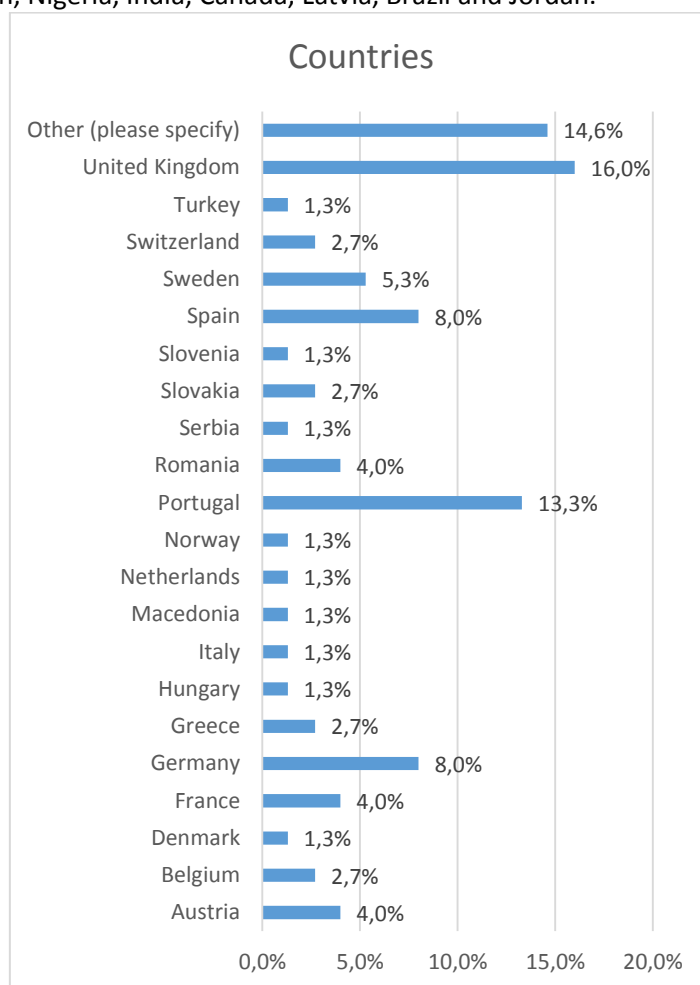
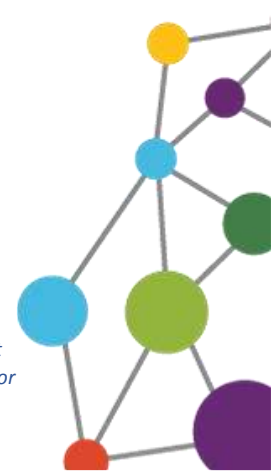


Figure 1 - Countries that answered the survey



**Category**

When the respondents were asked to select the category that best applies to their organisation (Figure 2), the majority (40%) fit themselves in industrial companies, followed by individuals (16%) and those who fit in non-industrial companies (14.7%) and an association of industrial companies (6.7%). The “Other” category, represents respondents who have selected the scope of the organisation field, being majority of them assigned themselves to education/training institutions (22.7%).

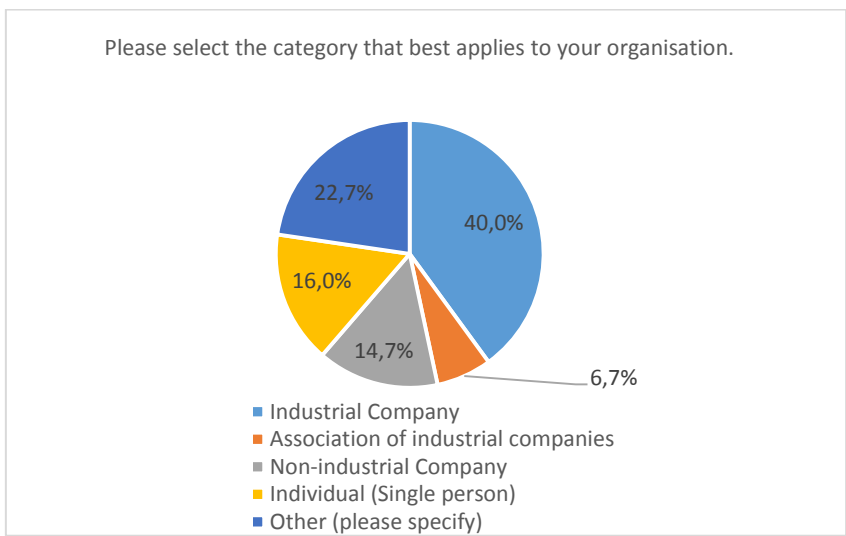
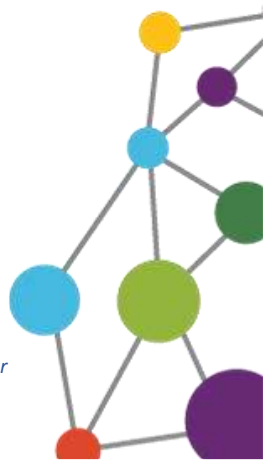


Figure 2 - Category

Aligning the answers given with the further categorization/labelling (Figure 39) of the answers provided, these data represents 35 answers from industrial companies, 28 answers from non-industrial organisations and 12 answers from individuals.

**Economic subsector**

The respondents from industrial companies, when asked to select the economic subsector(s) that fit their company’s activity, having the possibility to choose more than one option (Figure 3), the great majority have chosen Construction and engineering (48.6%) and Oil and gas (42.9%) ones. These were followed by Power (25.7%) and Pressure equipment and gas appliance (20%) subsectors.



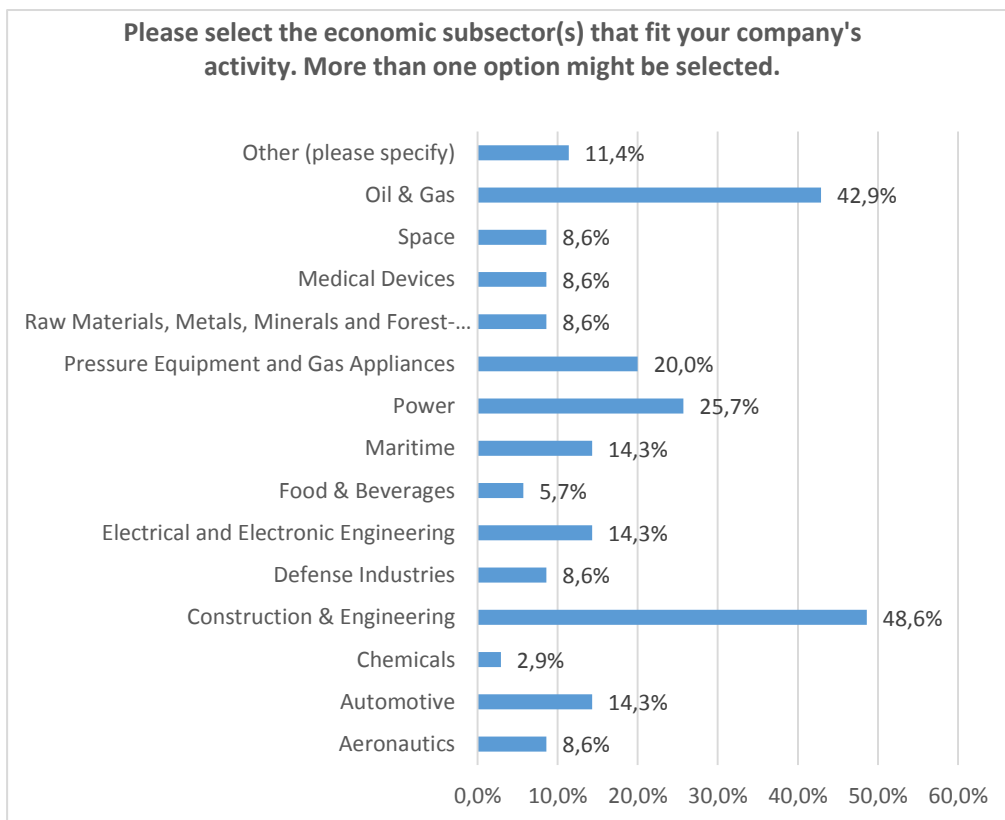


Figure 3 - Industrial companies' subsector(s)

The same question was posed to the respondents from "Other organisations" (Figure 4). Taking into consideration some shortcomings on the options provided in the survey, the "Other" category was the most selected (40.7%), representing the research and development subsector, followed by consultancy services and training and education provision subsectors. The remaining subsectors most selected were "Construction and engineering" (37%) and "Automotive" (7.4%).

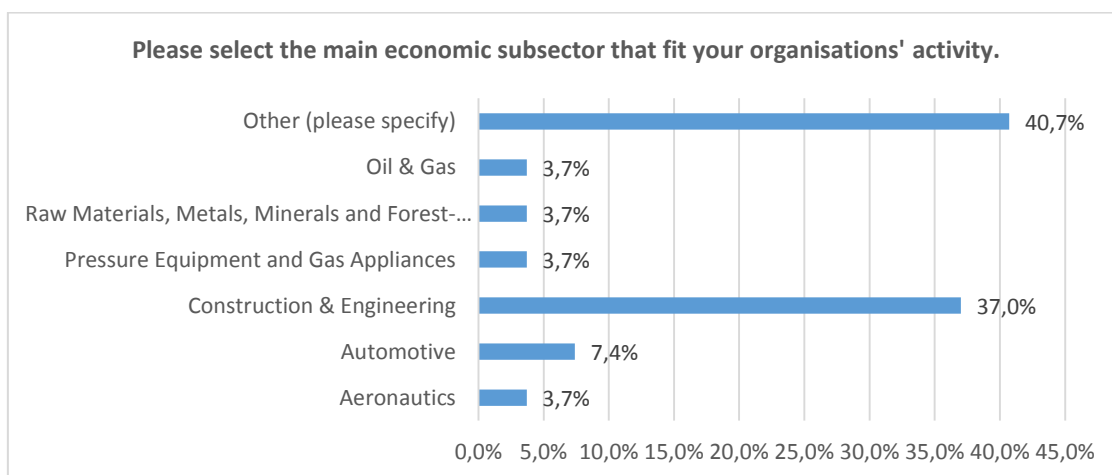
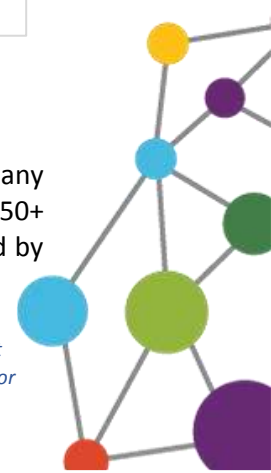


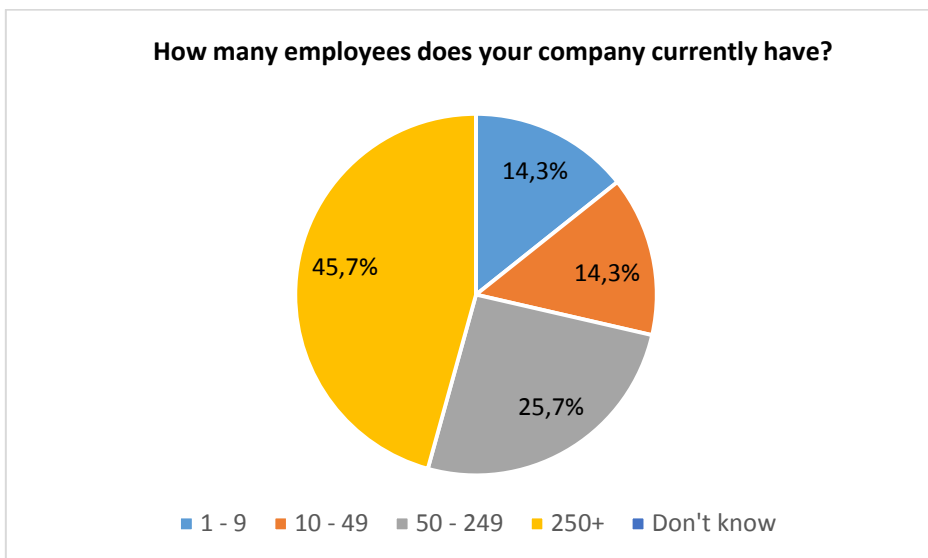
Figure 4 - Other organisations' subsector(s)

**Organisations' size**

When the respondents from companies were asked how many employees does their company currently have (Figure 5), almost half of the respondents answered their company has 250+ employees (45.7%), meaning they work for large companies. The highest rate is preceded by



respondents who work in companies with from 50 to 249 workers, meaning medium sized companies (25.7%) and, at last, by respondents from small and micro companies with from 1 to 9 employees, both equally represented (14.3%).



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Figure 5 - Size of the company

The same question was posed to the respondents from “Other organisations” (Figure 6), and more than half of the respondents work for large organisations, with more than 250 employees (55.5%). The rate was followed by respondents who work for micro organisations, from 1 to 9 employees (18.5%) and then followed by respondents from small and medium sized organisations, both equally represented (11.1%).

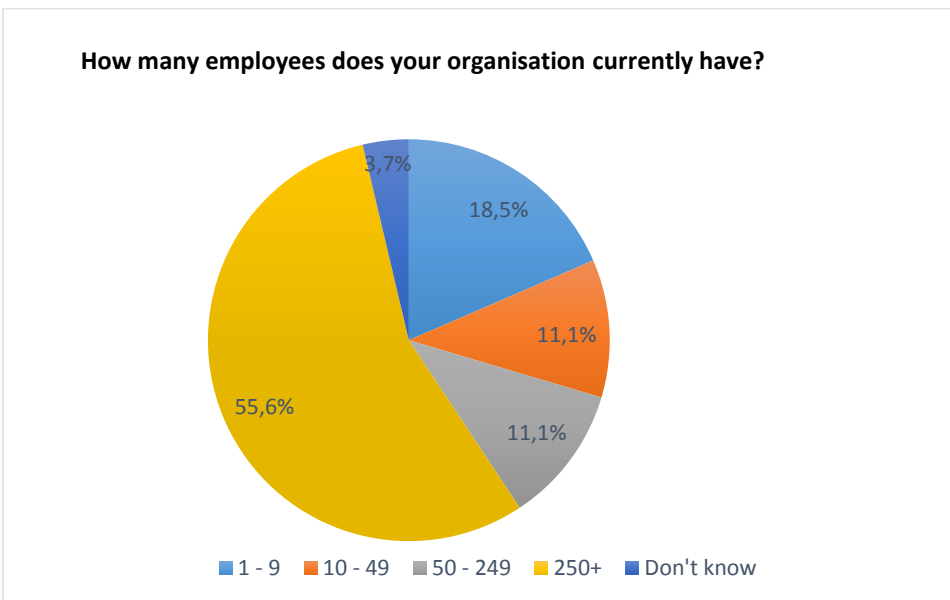
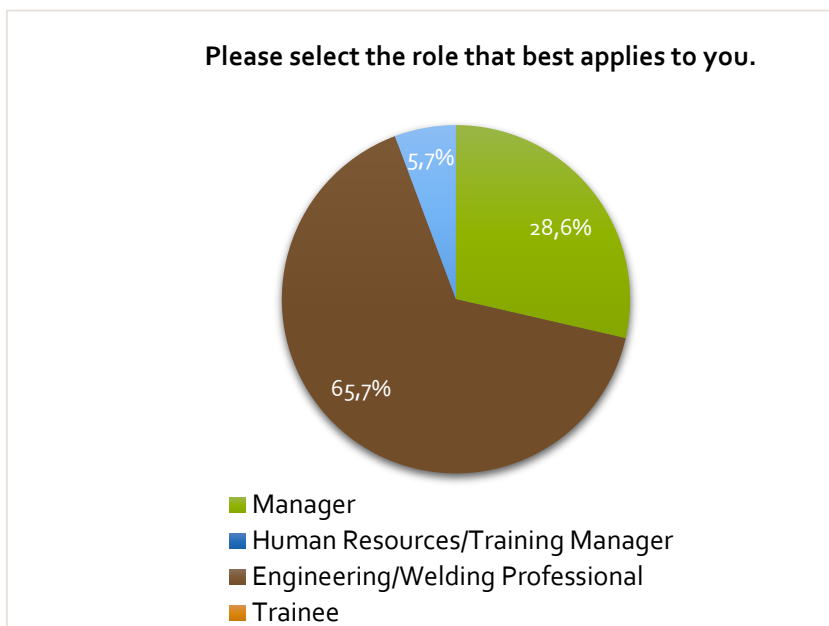


Figure 6 - Other organisations' size



Role of respondents



Respondents from companies, when asked to select their role within the company (Figure 7), the great majority of them fit themselves as “Engineering/welding professionals” (65.7%). “Managers” was the following role most represented (28.6%) and, at last, by “Other” (5.7%), which analysing the answers, can be considered as managers, as well.

The same question was posed to the respondents from other organisations (Figure 8) and the roles were more equally distributed, being the “Manager” and “Engineering/Welding professionals” representing 33.3% each. These roles were followed by “Other” category representing consultants, policy advisors, researchers and other officers. The least represented role was “teacher/trainer” (14.8%).

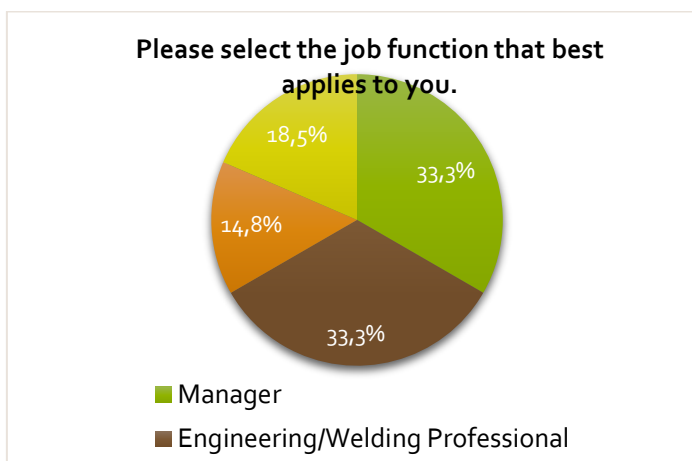
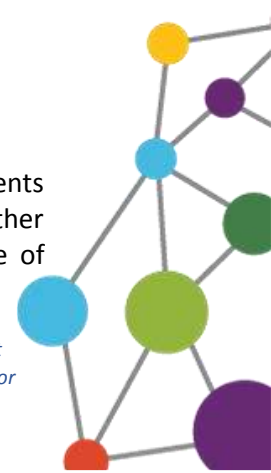


Figure 8 - Role within other organisations

*Lifelong Learning and Career Progression*

From this topic on, the baseline of comparison are answers given by respondents categorized/labelled as “Managers” and “Other professionals” both from companies and other organisations. The universe of “Managers” represents 20 respondents and the universe of



“Other Professionals” represents 55 respondents. Although, this numbers might decrease, due to the fact of some questions might be skipped.

### Qualifications

When the “Managers” were asked to provide an overview on how many employees hold a secondary/general education, a Higher Education, a Vocational/professional education and training and a Higher Vocational/professional diplomas, being possible to choose more than one option (Figure 9), their responses were quite harmonized, despite a slight clearer trend on the employees to hold a Higher Education diploma (94.12%). Both vocational/professional education and training (88.2%) and higher vocational/professional education (82.3%) backgrounds were highly selected as well, showing the importance that these qualifications play in the welding sector. The least represented qualification diploma was the secondary/general education, most likely due to the specialization this sector requires.

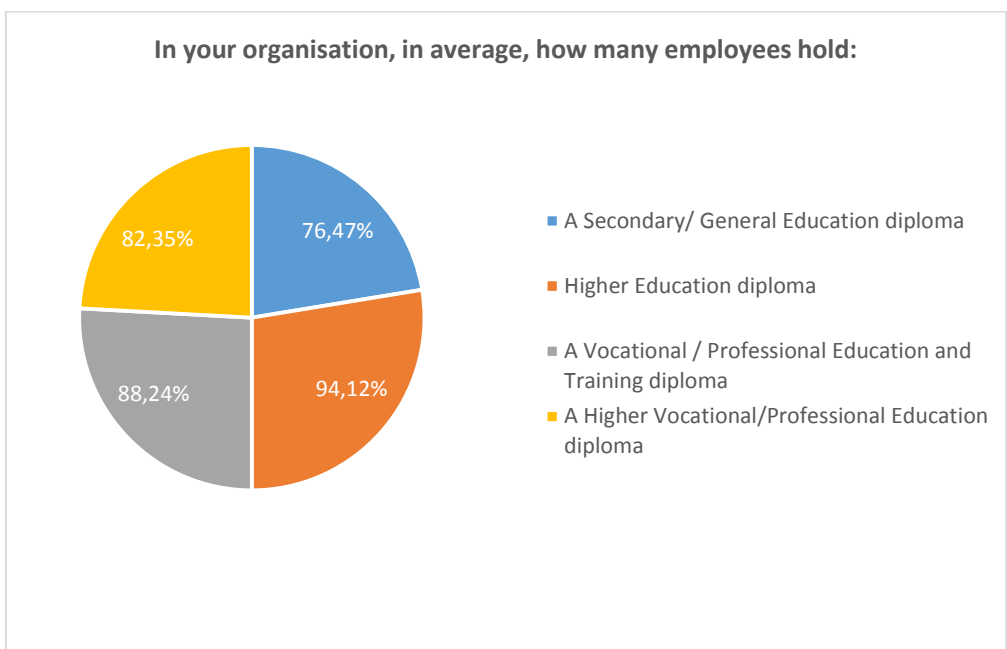
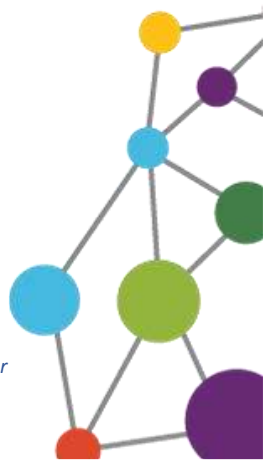


Figure 9 - Employees' education background

When the “Other professionals” where asked what was their education background (Figure 10), the responses were fairly distributed among “Higher Education” (38.5%) and Higher Vocational/Professional Education (36.5%) backgrounds. Only a small portion of respondents have a Secondary/General Education (9.6%) and a Vocational Education and Training (7.7%) backgrounds. “Other” category represents those who hold a Philosophy Doctor degree (7.7%).



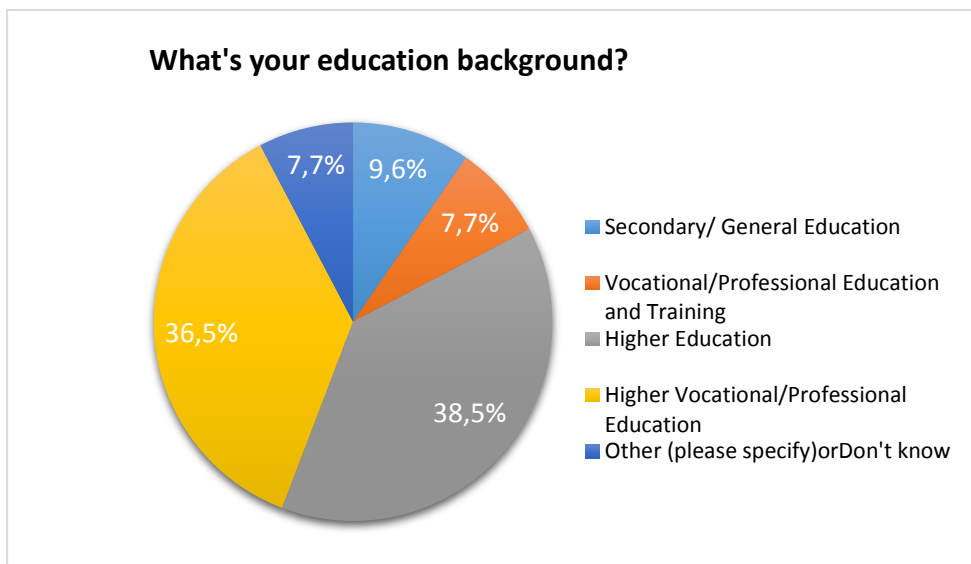


Figure 10 - Other Professionals education background

## 2. Training and education attendance

When “Managers” whether the employees of their organisation have been, along the year, attending training and/or other education offers (Figure 11), the huge majority answered positively (88.2%), against a minority who don’t have an opinion about it (11.8%). Despite the fact of not being possible to establish a connection between the “Managers” and the “Other professionals”, as most likely they don’t belong to the same company or organisation, a considerable part of “Other professionals” states that hasn’t been attending training and/or other education offers along the year (32.7%), when asked a similar question (Figure 12). Even though, the majority confirms that have been attending training and/or education offers (63.5%).

This discrepancy between responses might have a connection to the mandatory fact of companies in Europe have to provide/hire training services to their employees, leading to undisclosed politically correct answers (by “Managers”) and answers that reveal the reality (by “Other professionals”). Another possibility is the fact of “Other professionals” don’t perceive the events/sessions they casually attend as “training” moments.



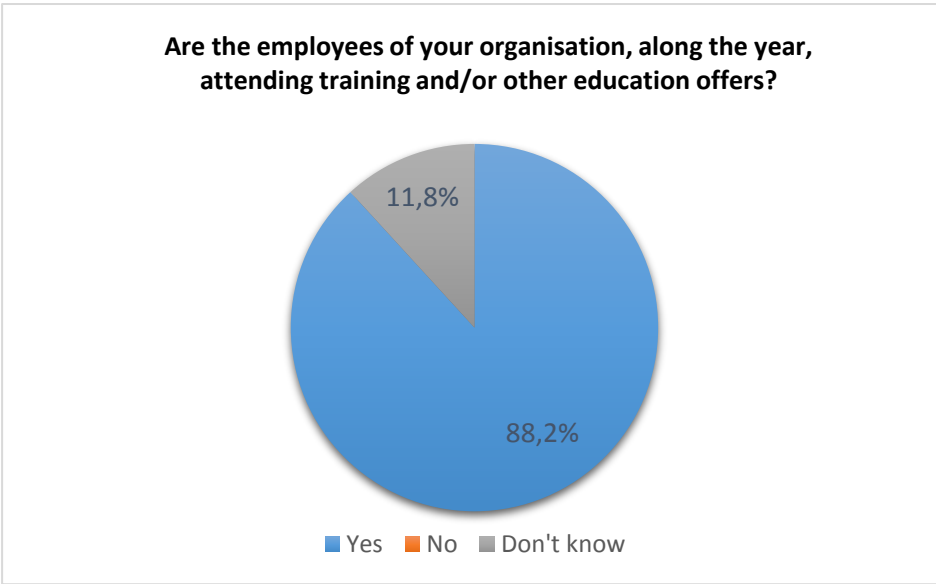


Figure 11 - Training and education attendance of employees

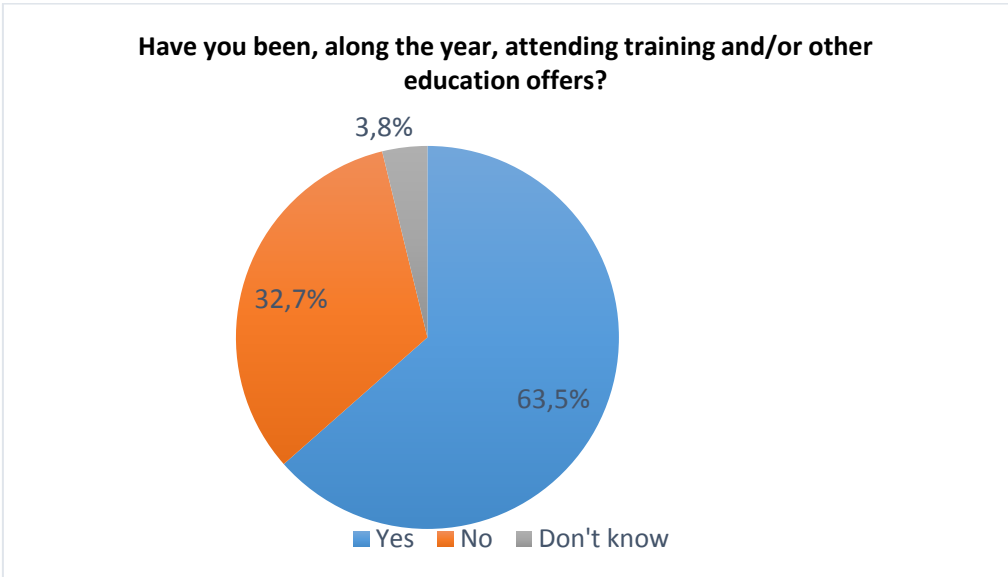
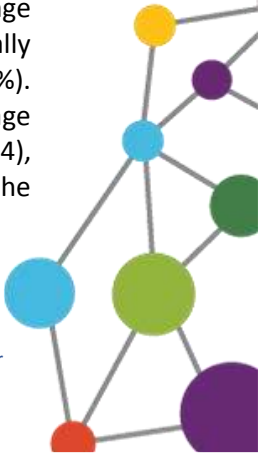


Figure 12 - Training and education attendance of "Other professionals"

*Education and training policy in the organisation*

*Training hours*

To the question "In average throughout the year, what's the total amount of training hours an employee attends?" (Figure 13), more than half of the "Managers" have selected the range between "9 and 49" hours (53.3%), being the remaining answers being almost equally distributed among the range from "1 to 8" hours (26.7%) and from "50 to 249" hours (20%). This trend is confirmed by the responses of the "Other professionals", when asked "In average throughout the year, what's the total amount of training hours do you attend?" (Figure 14), being the range between "9 and 49" hours the most representative (69.7%), proceeded by the range from "50 to 249" hours (21.2%).



These data exposed might indicate that, in most of the cases, there is lacking strategic thinking concerning career development and the role of the employees within the company. The lifelong learning aspect seem to be a side aspect apart from companies/organisations concerns, which is not part of their long term investments.

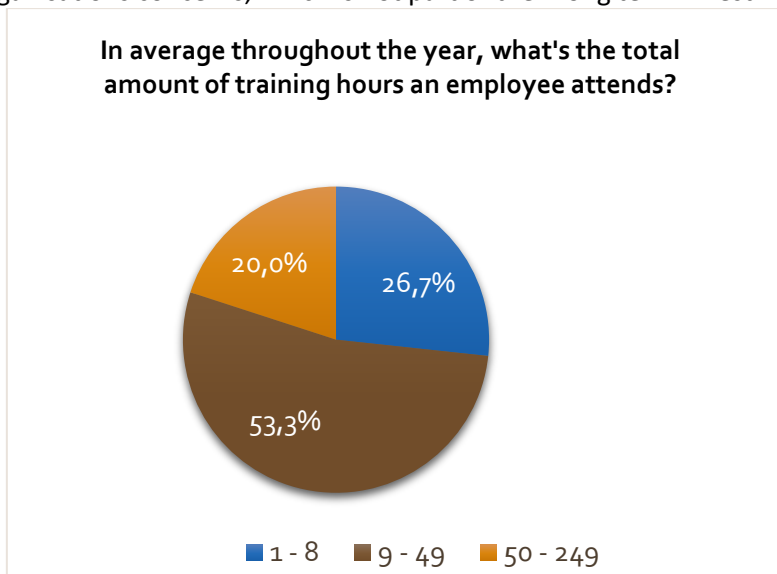


Figure 13 - Training hours of employees

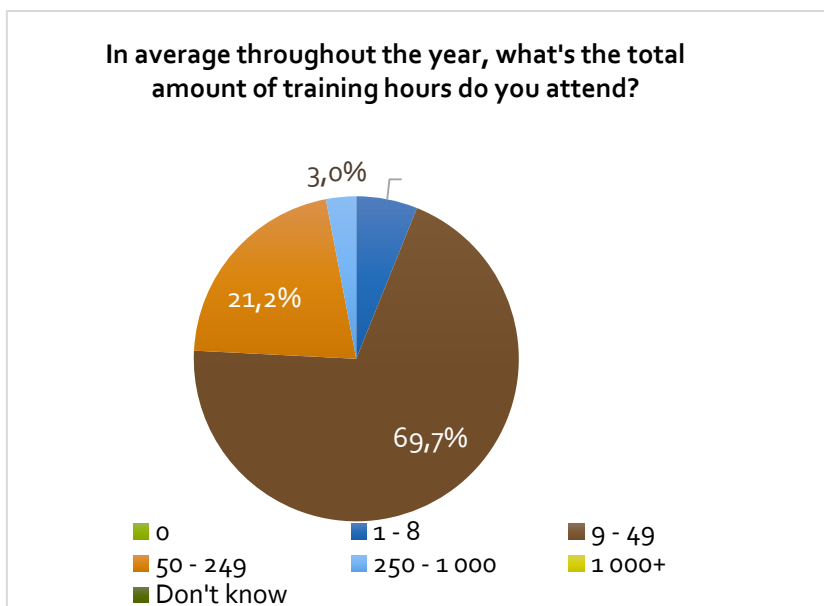
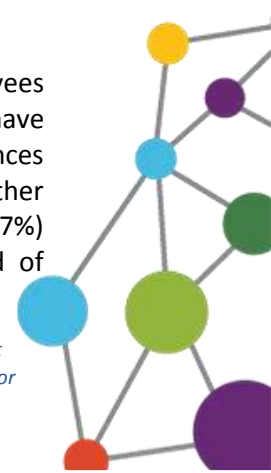


Figure 14 - Training hours of "Other professionals"

### Types of training/education offers

Regarding the question: "What kind of training/educational offers are the employees attending?", being possible to choose more than one option (Figure 15), the "Managers" have highlighted short term training courses (86.7%), workshops (73.3%) and lectures/conferences and/or seminars (53.3%) as the most representative options. Similarly, the "Other professionals" have stressed the same options: lectures, conferences and/or seminars (69.7%) short term training courses (57.6%) and workshops (57.6%), when asked what kind of



training/education offers they have been attending (Figure 16). These answers are leading to infer a coherence among these two stakeholders.

These data are aligned with the data exposed in the previous question.

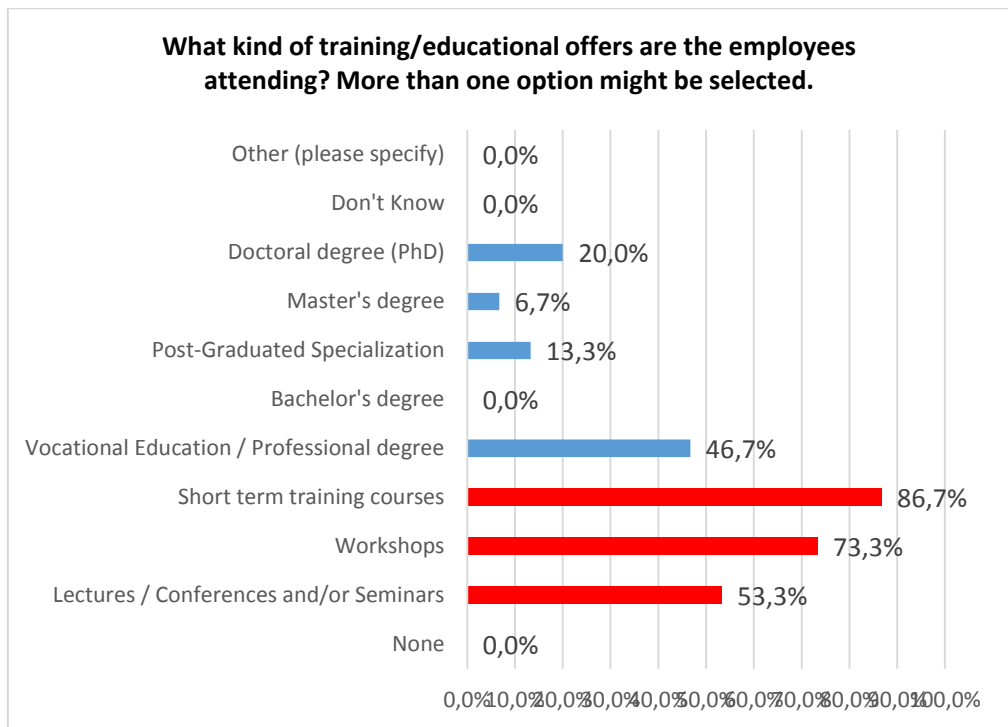


Figure 15 - Types of training/education offers attended by employees

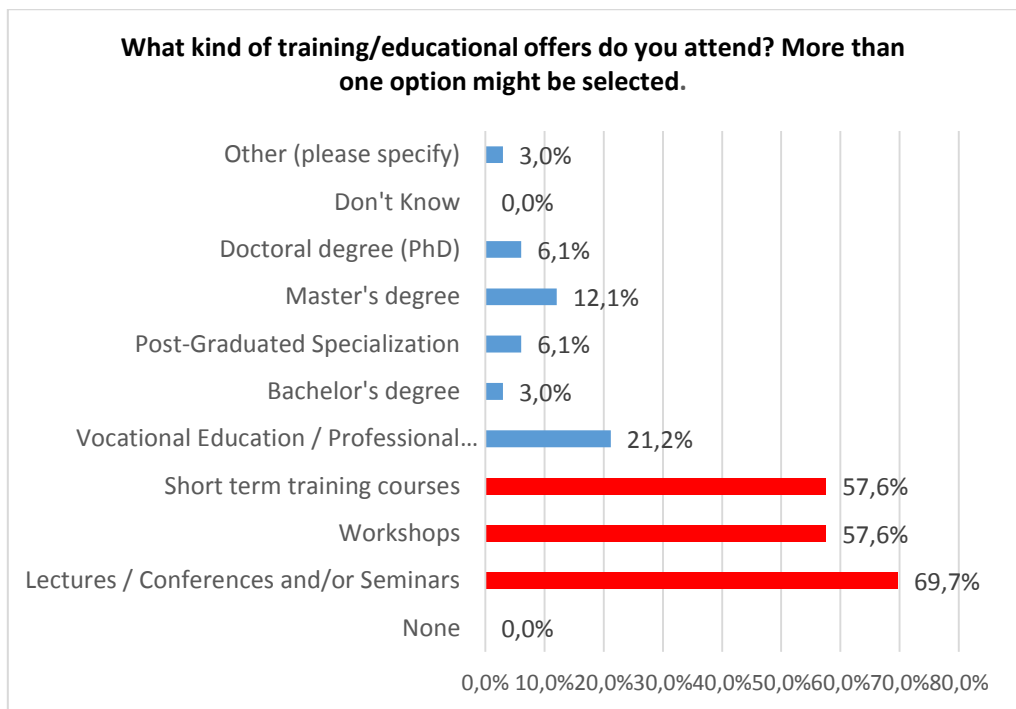
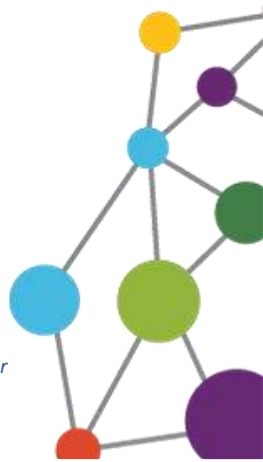


Figure 16 - Types of training/education offers attended by "other professionals"



### Support to attend training and/or education offers

Concerning the question whether the employees receive support or not to attend training and/or educational offers (Figure 17), almost one hundred per cent of the “Managers” have answered positively (93.3%) against a few percentage that have answered negatively (6.7%). On the contrary, the “Other professionals” opinions are not so harmonized. They have split their opinions equivalently when asked whether they receive support or not to attend training and/or educational offers (Figure 18). Around fifty five per cent (54.5%) answered positively against around forty per cent (42.4%) that answered negatively and a minority (3%) that don’t have an opinion about it.

The discrepancy of answers given by both “Managers” and “Other professionals” either draw the “politically correct” and the real training policies within working environments; or reveal that the employees (“Other professionals”) are not aware of the support they receive from companies and even from other entities (governmental ones) and/or were expecting much more support.

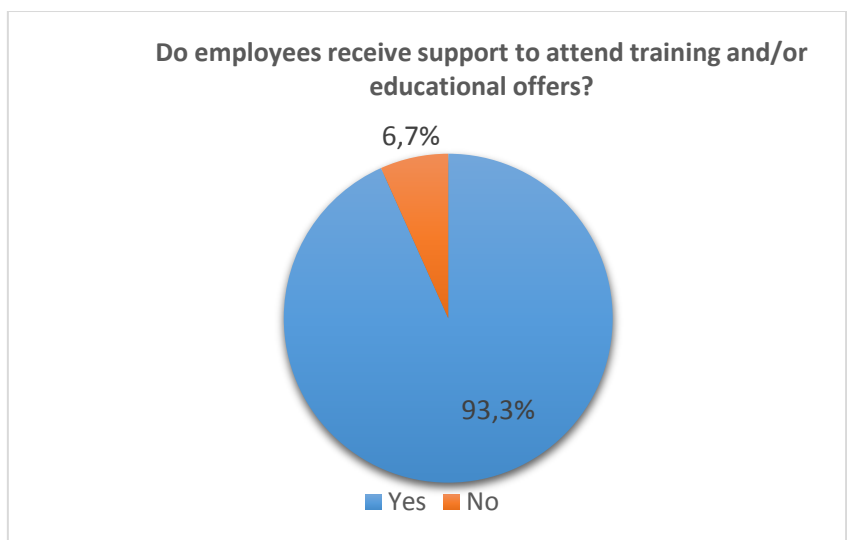


Figure 17 - Employees receive support to attend training

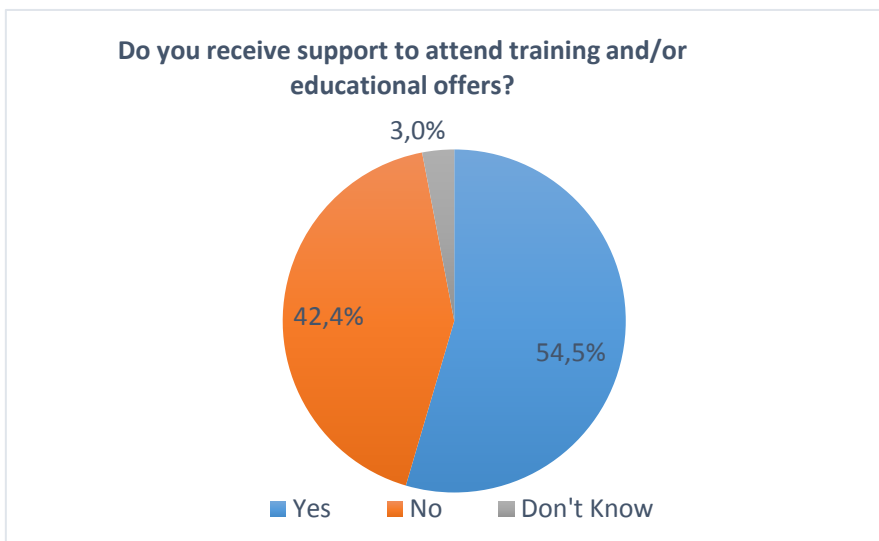


Figure 18 - Other professionals receive support to attend training and/or education



## Employees' enrollment in education and training

### Entity(ies) supporting training

Both “Managers” and “Other professionals” that have answered “yes” in the previous question, were the exclusive ones that could answer this set of questions. Thus, managers were asked to select which entity or entities have been supporting employees’ training either through grant/funding or time, allowing to choose more than one option (Figure 19). A clear trend was undisclosed, indicating that the majority of the companies support the employees providing them time to attend the training programmes (83.3%). A considerable number of managers have also pointed out that employees receive grant/funding of the company to attend training (58.3%). Significant rates of answers on the support provided by chambers and/or professional associations through time (16.7%) and grant/funding (33.3%) were also reported by managers.

These perceptions were shared by the “Other professionals” (Figure 20), highlighting the provision of time by the company to attend trainings (82.4%), followed by the provision of grant/funding by the companies as well (41.2%). At this stage, the “Managers” and “Other professionals” perceptions are completely aligned, except for the support given by chambers, which might lead to conclude that, usually, the employees are not aware of where the support comes from or that is available for them. In addition, the other professionals seem to highly acknowledge the support provided by government in grant/funding (23.5%), which part of this rate might be linked to the training/education offers that the other professionals attend on their own, without reporting to the head/managers or national projects/funding.

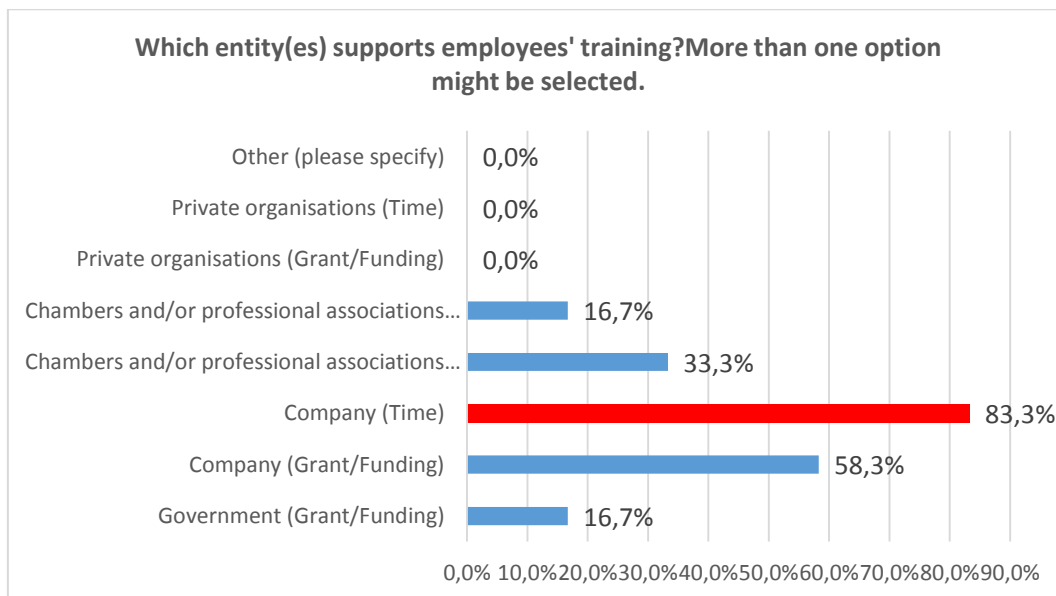


Figure 19 - Entities support employees' training



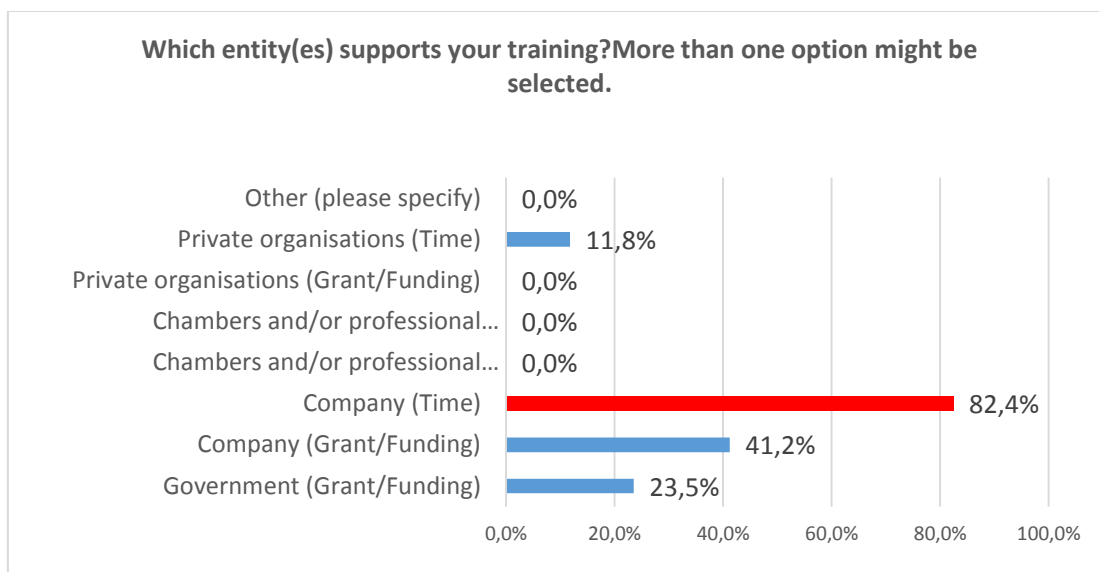


Figure 20 - Entities support other professionals' training

### Employees being supported

After pointing out some numbers regarding the question “How many employees are being supported through grant/funding and time at secondary/general education, vocational education and training, higher education and higher vocational education?” with possibility to choose more than one option, the “Managers” answers are quite balanced (Figure 21). The answers were split almost equivalently among Higher vocational/professional education (75%) and Vocational Education and Training (75%), Higher education (66.7%) and Secondary/general education (66.7%).

On the other hand, when the “Other professionals” were asked to which qualification level are they enrolled at the moment (and being supported) (Figure 22), the majority expressed they are enrolled in a vocational education and training level (29.4%). The following highest rate concerns to higher education (17.6%) and short term courses (17.6%). The least representative is higher vocational/professional education (11.8%), whilst “Other” gathers a fair representativeness (23.5%), which when analysing the results, leads to conclude that the respondents who have selected this option are not being supported and enrolled at any education level.



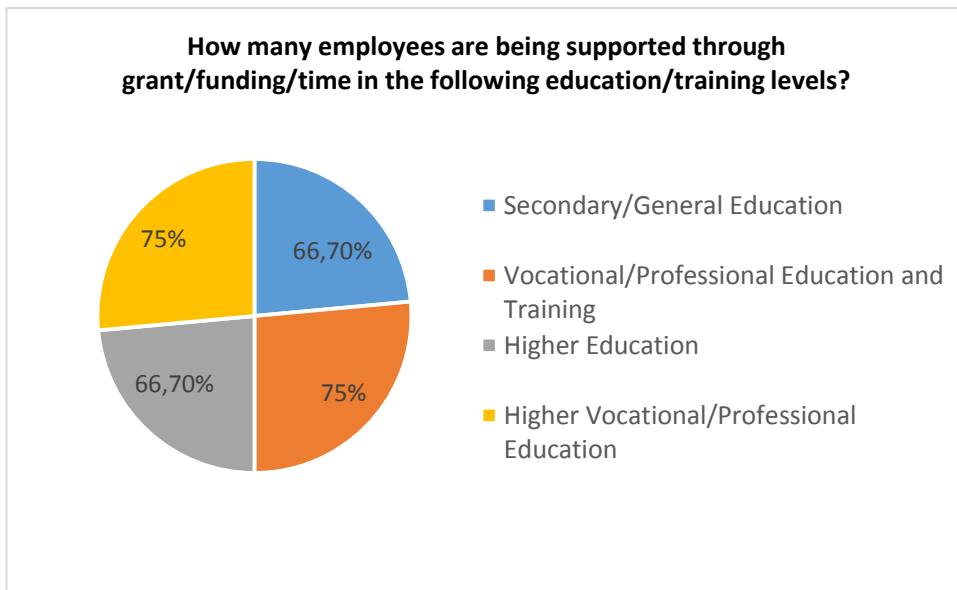


Figure 21 - Employees being supported in training

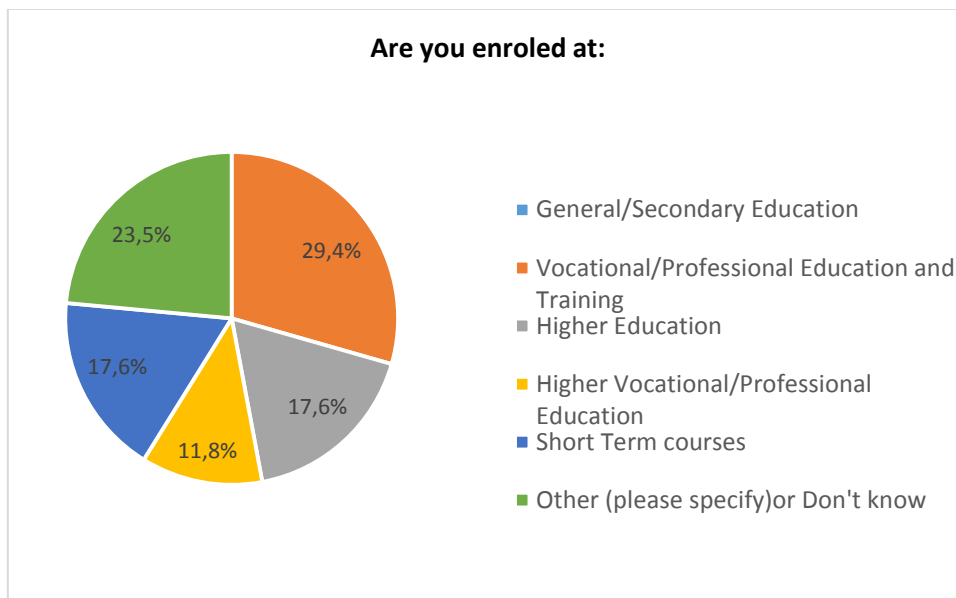
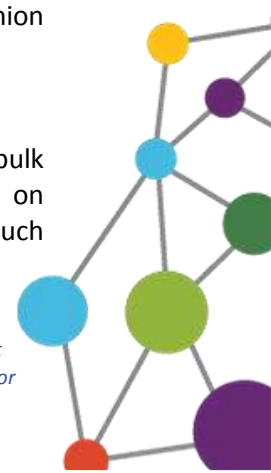


Figure 22 - "Other professionals" enrollment in education with support

*Process that led to attend training/education offers*

The following question “Are you attending training/education offers as a result from: personal interest/leisure purposes; a personal reflection based on professional needs; trade/union indication and company’s indication” was exclusively directed at “Other professionals” (Figure 23).

The respondents were allowed to choose more than one option, simultaneously, and the bulk is attending training/education offers as a result from a “personal reflection based on professional needs (70.6%)”. Even though, some other options were fairly represented, such as, “company’s indication” (47.1%) and “personal interest/leisure purposes” (35.3%).



The options most selected might reveal that those employees (“Other professionals”) that are attending training/education offers have a will and say within their working environments.

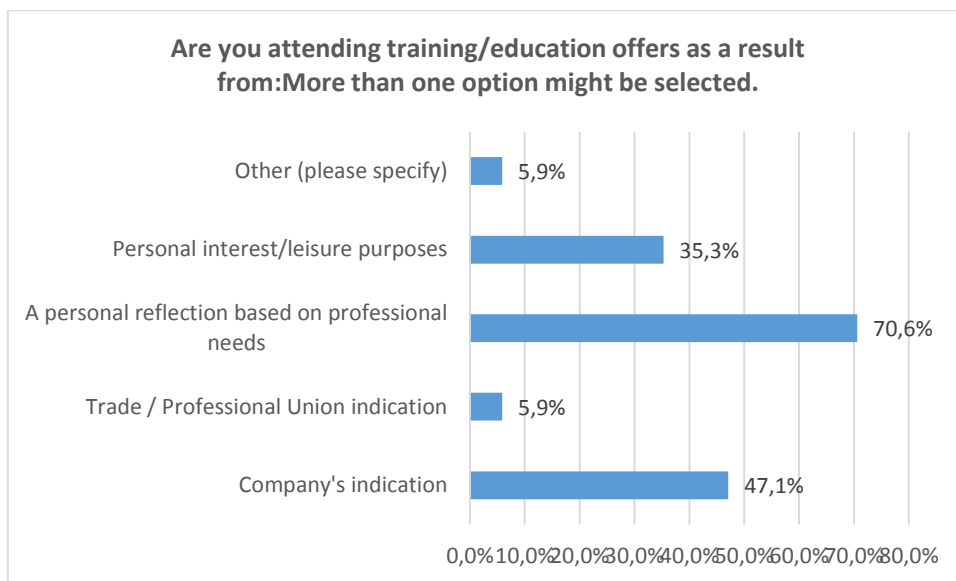


Figure 23 - Process that led “other professionals” to attend training/education offers

### Benefits

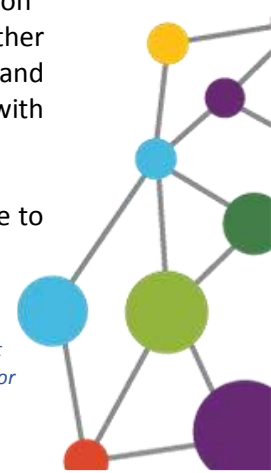
#### Benefits of supporting lifelong learning

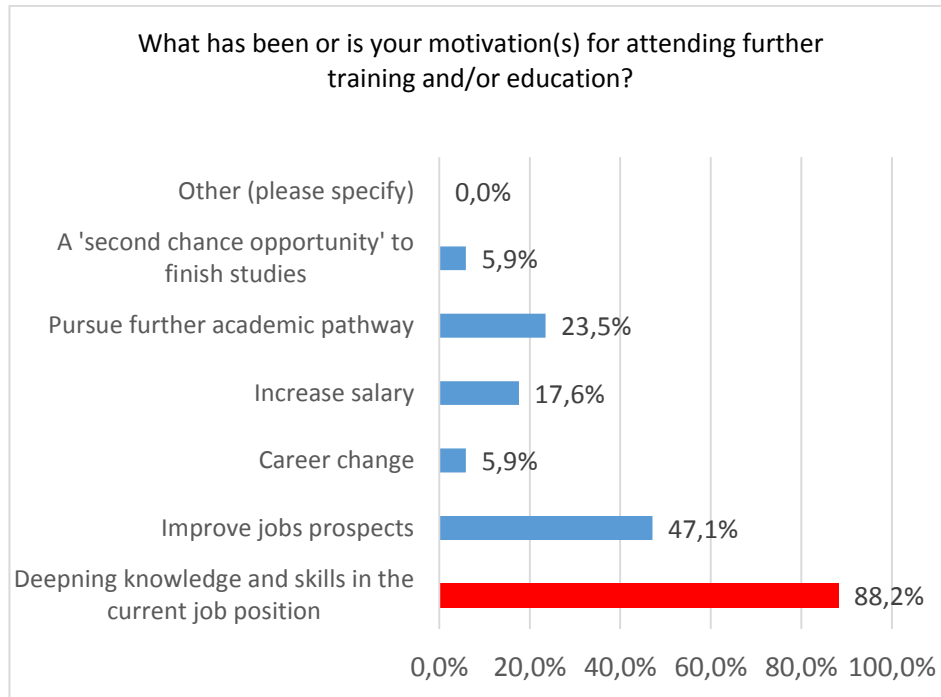
The “Managers” were asked in an open answer, to point out some reasons for supporting lifelong learning engagement of employees. Some of the reasons outlined, are the following:

- “To be the best;
- To keep abreast of new technology and systems;
- Need to ensure that the needed competence of employees is up to date;
- Change of task development of the company;
- Job requirements are changing over time;
- There is a need to be fully aware of new processes and techniques, new statutory law. Education helps us maintain our position of Britains Port of choice;
- Competitiveness;
- Essential needs to be leader of innovations, some general standards requirements ...”.
- 

In parallel, the “Other professionals” were asked to choose what has been or is their motivation(s) for attending further training and/or higher education (Figure 24) with possibility to choose more than one option. The great majority of them expressed that they would attend/have attending in order to deepen “knowledge and skills in the current job position” (88.2%), followed by the willing to “improve job prospects” (47.1%), the aim to “pursue further academic pathway” (23.5%) and the goal to “increase salary” (17.6%). The “career change” and “a ‘second chance’ opportunity to finish studies are the least representative options, both with the same percentage (5.9%).

The least selected options, especially the latter, haven’t been very selected, most likely due to the fact of the professionals being highly qualified.





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Figure 24 - Motivation(s) of “Other Professionals” for attending further training/education

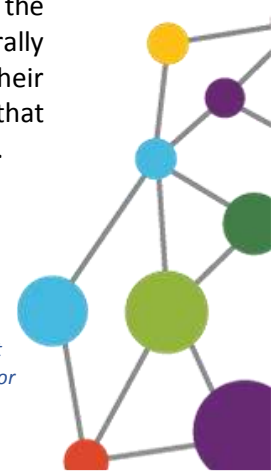
The drivers that seem to be at the heart of “Managers” are mainly the innovation and competitiveness, deeply associated with their job position, with their corporative awareness. On the other hand, the “Other professionals” seem to be concerned about their job position, coming in second place the personal interests/drivers.

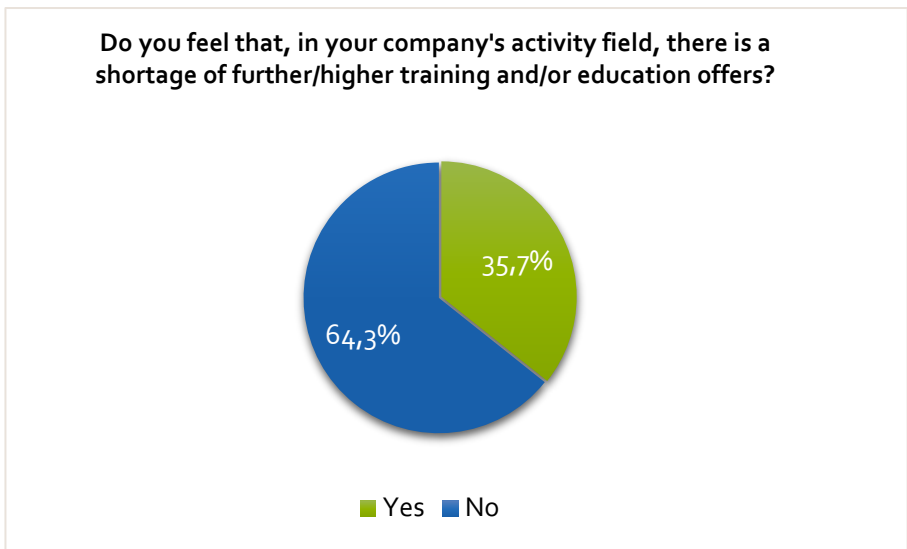
### Drawbacks

#### Shortage of training in the company’s field

Two questions pretty similar were posed to both targets of this survey “Managers” and “Other professionals”, in order to assess the reasons for them to don’t support or undertake in further/higher education and training. One of them was if there is a shortage of further/higher training and/or education offers in the company’s activity field and the results were quite divergent. On one hand, the majority of the “Managers” considered that there is no shortage of training/ education offers (64.3%) - Figure 25. On the other hand, the “other professionals” seemed to disagree, expressing a massive opinion that there is shortage of training and/or education offers (75%), against 16.7% that don’t think so and 8.3% that don’t know (Figure 26).

Looking at the answers given, one of three options might be interpreted: 1) either the “Other professionals don’t have a full picture on the education/training provisions, likely due to the fact of not being in a head position; 2) or there’s not awareness on the topic, generally speaking; 3) or the “Managers” are not aware of the employees’ career motivations and their needs. Once more, it must be stressed that the “Managers” and “Other professionals” that have participated in this survey might not belong to the same companies and organisations.





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Figure 25 - Opinion of "Managers" on the shortage of training/education offers

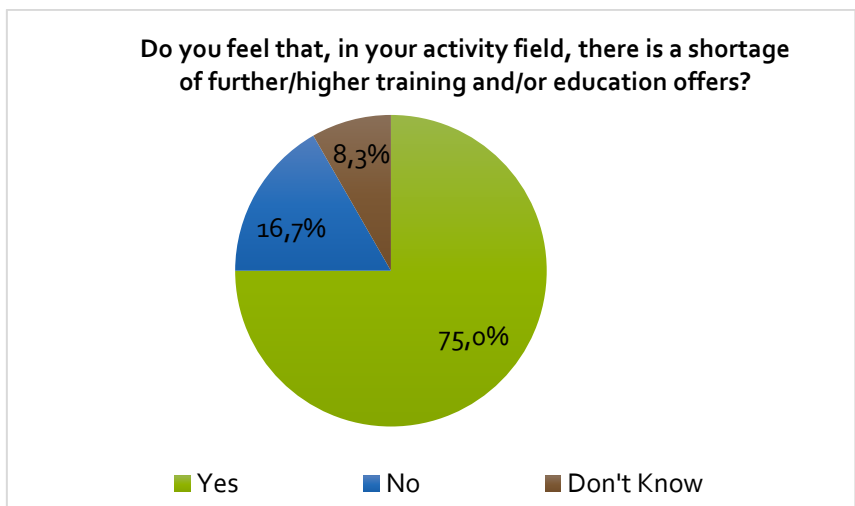
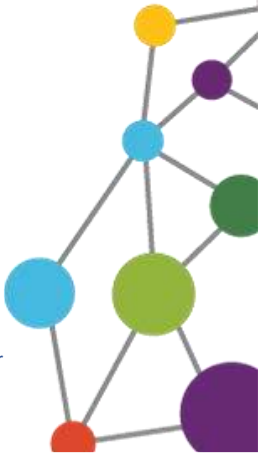


Figure 26 - Opinion of "Other professionals" on the shortage of training/education offers

*Constraints and/or barriers to provide and receive support*

“Managers” were asked in an open answer, to identify constraints and/or barriers when supporting employees to attend Higher education, Higher Vocational, General/secondary education and vocational/professional education and training degrees. Similarly, “Other professionals” were asked to identify some constraints and/or barriers to attend the referred degrees. After analysed the content, the reasons both from “Managers” and “Other professionals” were presented in Table 1.

Table 1 - Constraints and barriers to support lifelong learning



The “Other professionals” outlined a few more reasons compared to “Managers”, although, some of them are mutual to “Managers”, namely, “time” and “cost”.

The shortage/lack of suitable degrees and topics and the inflexible training programmes were once more underlined this professionals, which are deeply linked to the next set of questions. In the managers’ column, the risk of employees to quit and apply for other job was mentioned and reveals a corporative awareness. Manufacturing field and welding sector demand for expertise and qualified people and, at the same time, there is shortage of it.

*Possibilities to support/engage in lifelong learning at Post-secondary*

The “Managers” were asked to select the option(s) that would enable their company to provide support on workers’ lifelong learning at Post-secondary education (e.g. Colleges, Polytechnics, Universities or similar institutions) - Figure 27. The most stressed options/possibilities were the inclusion of “modularized and tailored curricula to company’s needs” (42.9%), the provision of “additional funding” (42.9%), along with the design of “more flexible schedules (during weekends, evenings, in intensive blocks or during vacations)” (35.7%), “mentoring/coaching strategies to boost employees’ motivation and willingness to attend it” (35.7%) and “deliver classes in the workplace” (35.7%).

A similar question was posed to the “Other professionals” with some different options that could match the employees’ interests, regardless some options being mutual to both targets. Similarly to “Managers”, they could choose more than one option (Figure 28).

The most selected options were “On-line and/or blended learning provision of lectures” (41.7%), “more work-based learning methods” (38.9%), and “recognition of work experience, non-formal and informal learning” (38.9%). The following two options, also one of the most highlighted were mutual to “Managers” options: “more flexible schedules (during weekends, evenings, in intensive blocks or during vacations)” (33.3%) and the provision of “additional funding” (33.3%), that could be regarded as a common ground to take into consideration.

| Managers                                       | Other professionals                  |
|--|--------------------------------------|
| Costs  | Time                                 |
| Time   | Costs                                |
| Risk of employees quit and apply for other job | Distance                             |
| Employees’ (lack of) motivation                | Lack of suitable degrees/topics      |
|  | Depends on the industry requirements |
|  | Inflexible training programmes       |



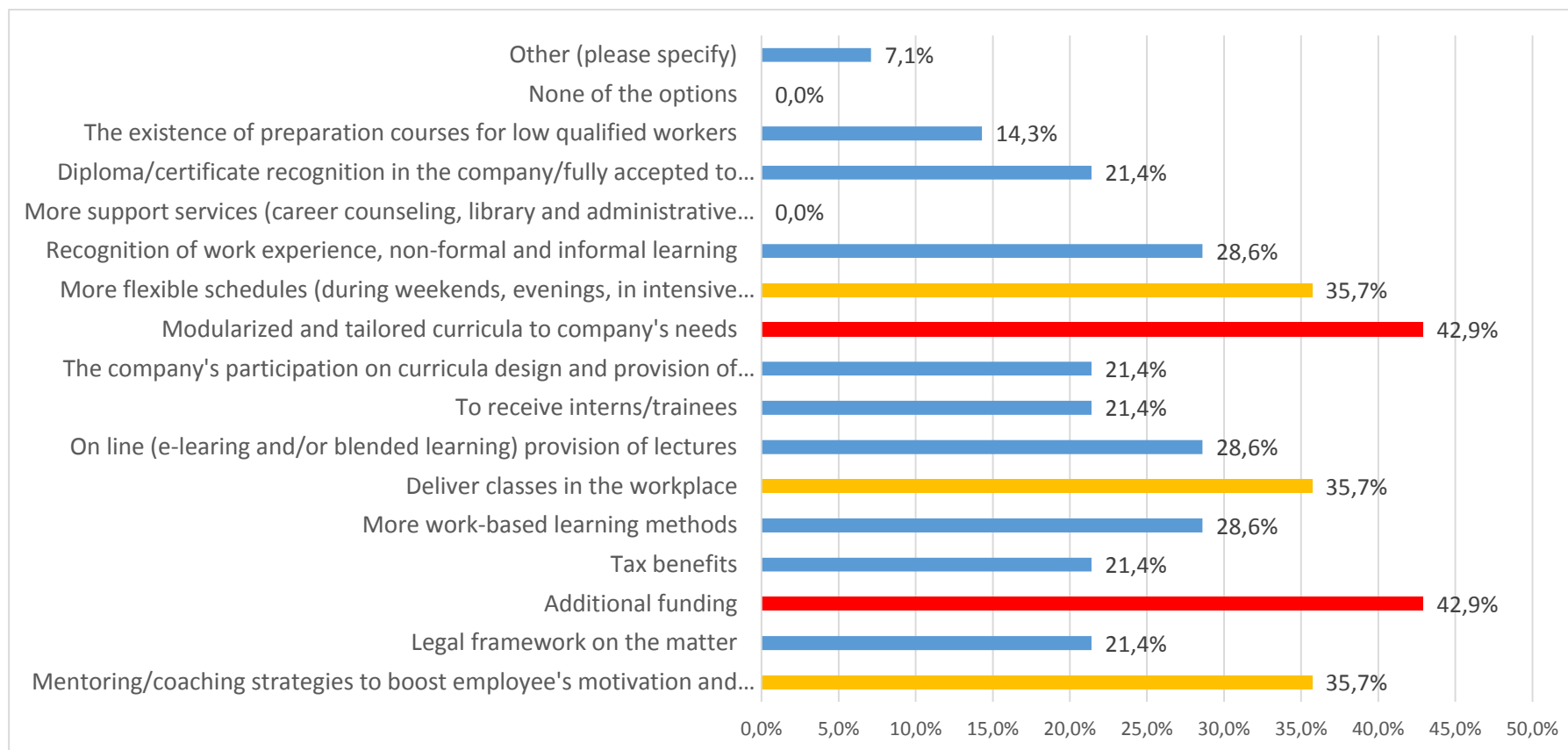


Figure 27 - Possibilities that would enable the company to support lifelong learning

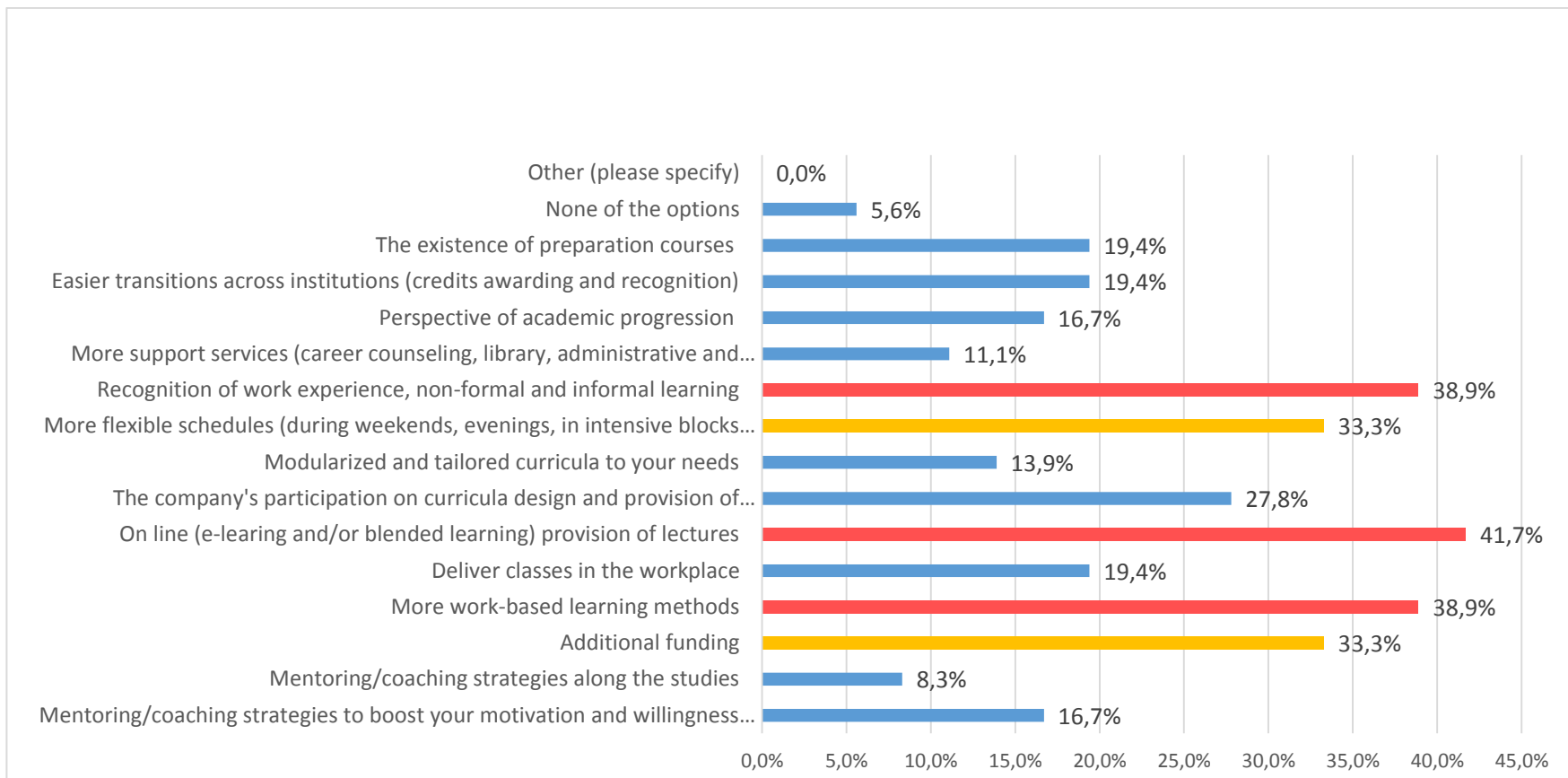


Figure 28 -Possibilities that would enable "Other professionals" to engage in lifelong learning

Added value of qualifications delivered in a Higher Education or Vocational Education and Training Organisation

In order to identify broaden inputs for qualifications at EQF level 5, both “Managers” and “Other professionals” were asked whether they consider that “having a qualification that allowed their workers/or themselves to carry out their training/education in a Higher Education or Vocational/professional Education and Training organization would be an added value”. Both “Managers” and “Others professionals” answers were quite aligned, agreeing that it would be an added value, representing 92.3% accordance for the first ones (Figure 29) and 80% for the latter ones (Figure 30).

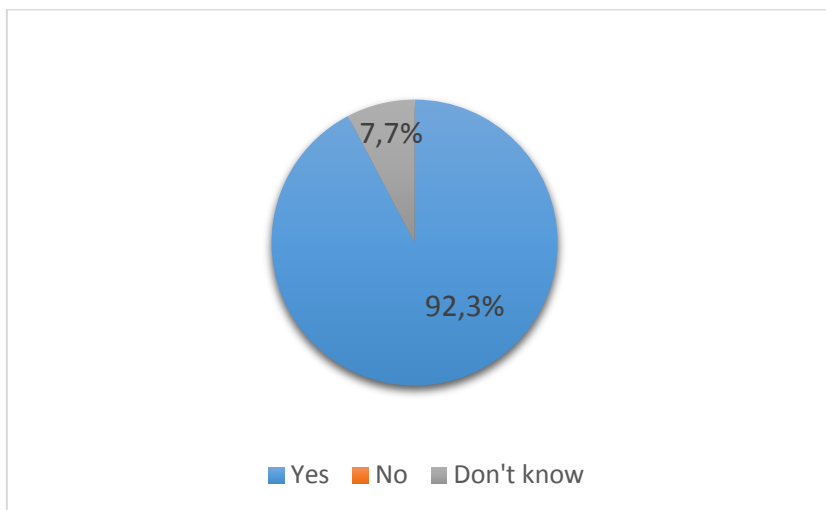


Figure 29 - Added value – “Managers”

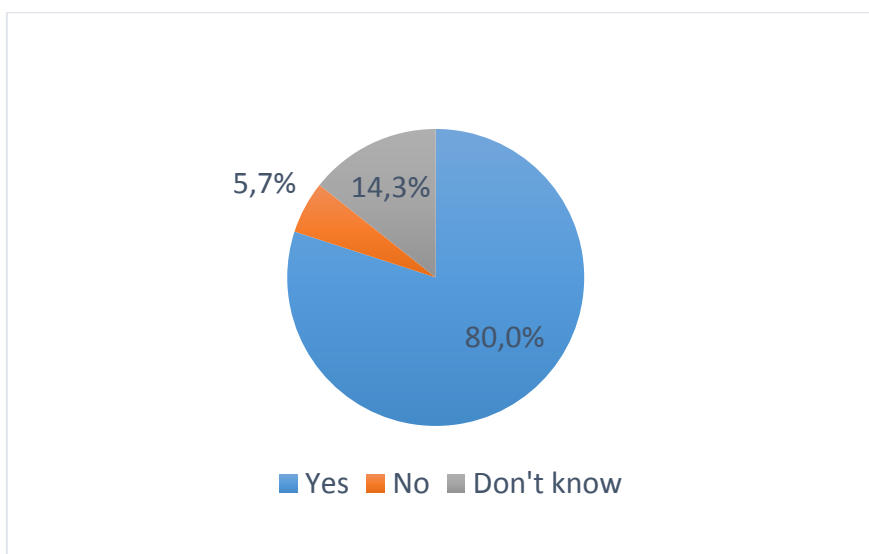
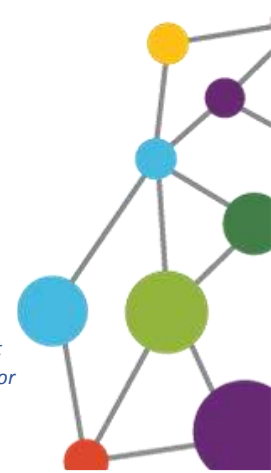


Figure 30 - Added value - "Other professionals"



### Aims of the qualification

Arising from the same principle of the previous question, both “Managers” and “Other Professionals” were asked if this qualification level (EQF level 5) should be aimed at providing “Short Cycle Higher Education (generalist)”, “Short Cycle Higher Education (specialized), a “Specialized Vocational Education and Training”, “None of the options” or “Other”, with the possibility to choose more than one option.

The huge majority of “Managers” have selected “a specialized vocational education and training” (92.3%), against the option of a specialized Short Cycle Higher Education (23.3%) and a generalist Short Cycle Higher Education (7.7%) - Figure 31.

The “Other professionals” opinions were more scattered among the options, despite a visible majority of the “specialized vocational education and training” aim (65.7%). The second most chosen option was the “Short Cycle Higher Education (specialized)” (40%) similarly to “Managers” opinion, against “Short Cycle Higher Education (generalist)” (11.4%). Looking at the picture, these data might enable to look through the huge and almost mandatory specialization the welding field requires.

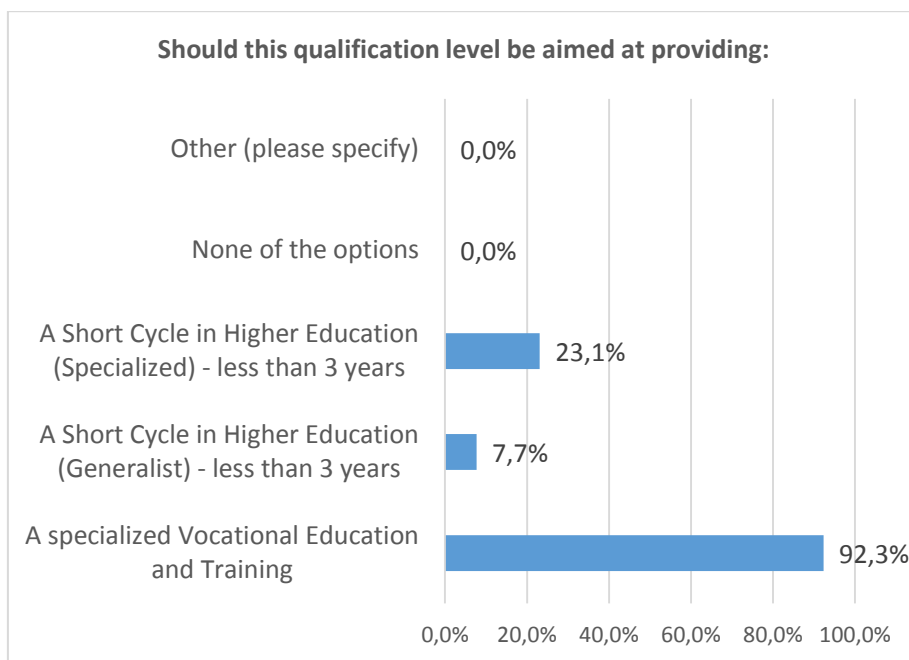
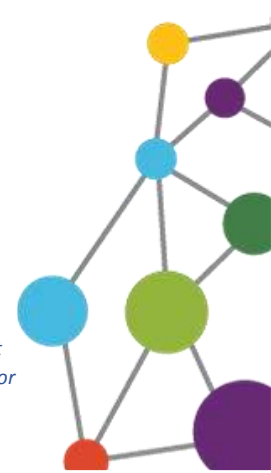


Figure 31 - Aims of the qualification - "Managers"



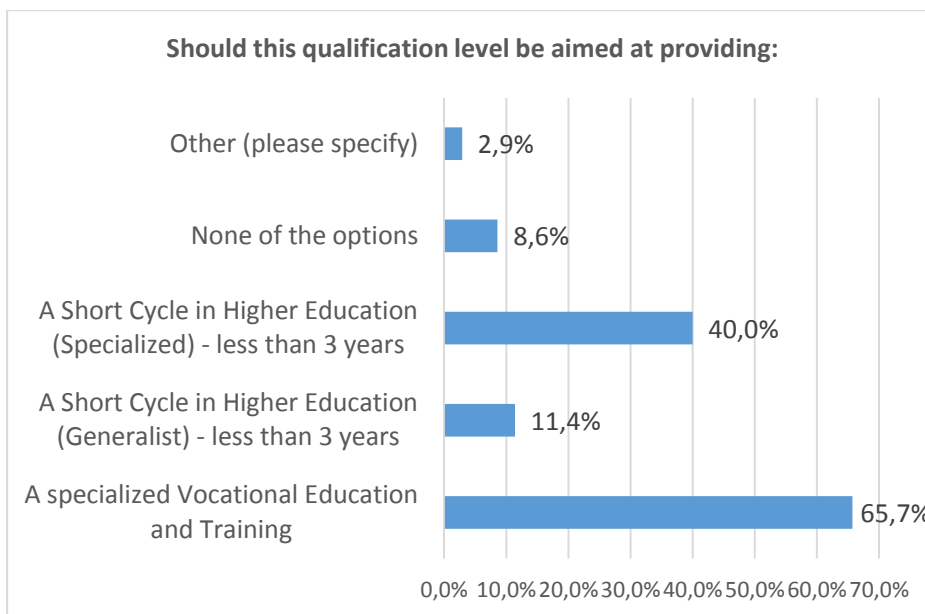


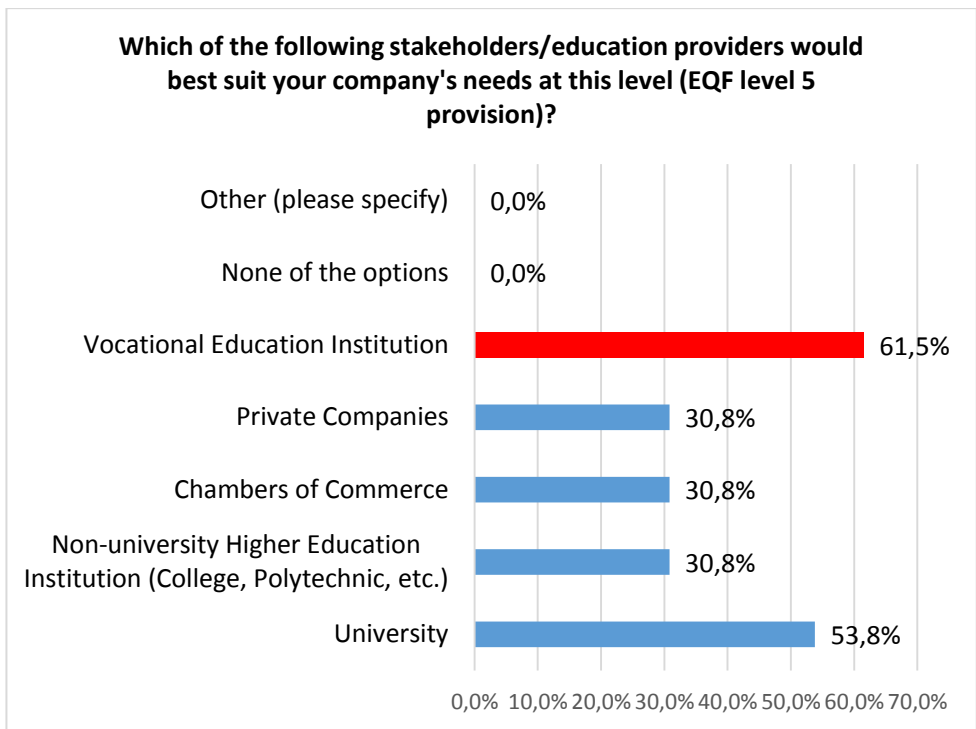
Figure 32 - Aims of the qualification - "Other professionals"

*Suitable providers at European Qualification Framework level 5*

The next step was to select the stakeholders/education providers that would best suit both the company’s and individuals’ needs at EQF level 5, answering the questions: “Which of the following stakeholders/education providers would best suit your company’s needs at this level (EQF level 5 provision)?” and “Which of the following stakeholders/education providers would best suit your needs at this level (EQF level 5 provision)?”. Thus, among the options available, such as, vocational education and Training institution, private companies, chambers of commerce, non-university higher education institution (college, polytechnic, etc.) and the possibility to choose more than one, the majority of the “Managers” have selected “vocational education institution” (61.5%), followed by “university” (53.8%) - Figure 33. On the opposite, the majority of “Other professionals” have selected “non-university higher education institution” (42.9%), followed by private companies and vocational education institutions, both with the same percentage (34.3%) -Figure 34 .

These results, might indicate a preference/need for practical experiences and/or work-based learning approaches and industrial environments, usually, more tied to vocational education institutions, colleges, polytechnics and even to private companies.





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Figure 33 - Stakeholders/education providers at EQF level 5 - Managers

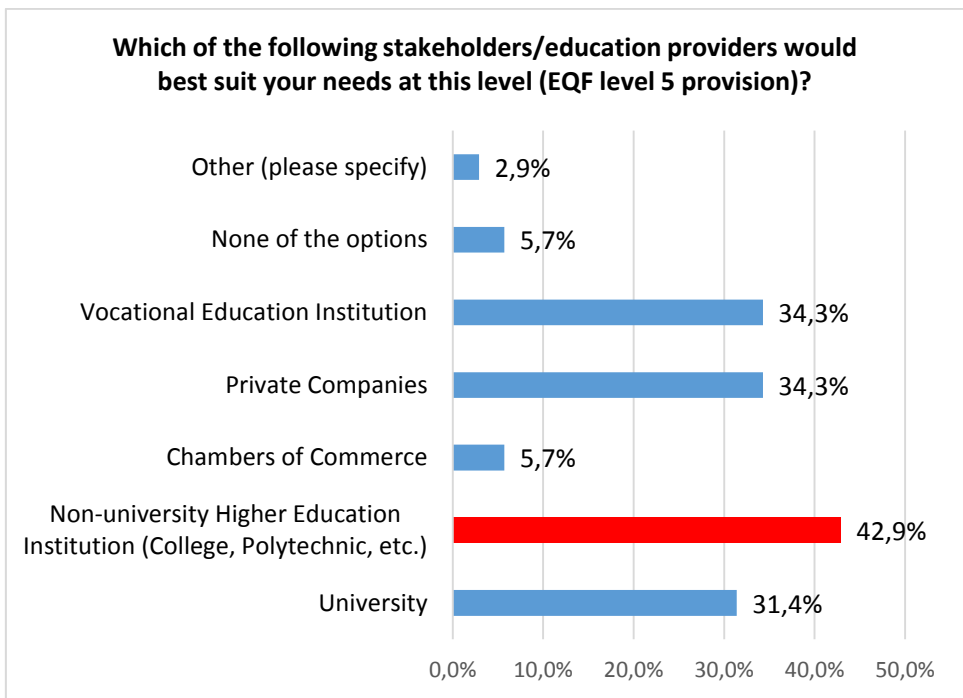
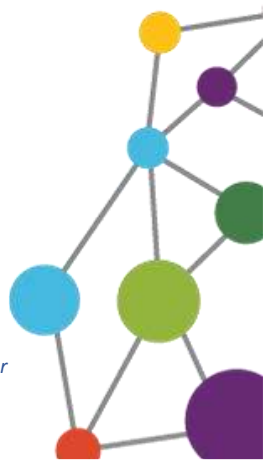


Figure 34 - Stakeholders/education providers at EQF level 5 - Other professionals



The answers given to the question posed to both “Managers” and “Other professionals”, namely, “which of the following weights between theoretical and practical components would best suit your needs in qualification at EQF level 5” were pretty aligned among both targets. Both of them (“Managers” and “Other professionals”) had preference for “50% theory – 50% practice” weight at level 5 of the EQF. The first ones gathered 39% of preference (Figure 35) and latter ones 40% (Figure 36). The following most select options by “Managers” were “≥75% Practice ≤ Theory” (31%) and then “≥75% Theory ≤ Practice” (23%) - Figure 35 – which are misaligned with “Other professionals” remaining preferences. The following most voted option were “≥75% Theory ≤ Practice” (26%), “≥75% Practice ≤ Theory” (23%) - Figure 36.

Taking into considered the most voted option, it might indicate a possible comprise to achieve at EQF level in the welding case. The remaining data might reveal a need for more expertise within the companies, taking into consideration the “Managers” side; and deepening of theoretical knowledge on the “Others professionals” side, in order to keep up with the industry advancements, as well as to embrace professional/career ones.

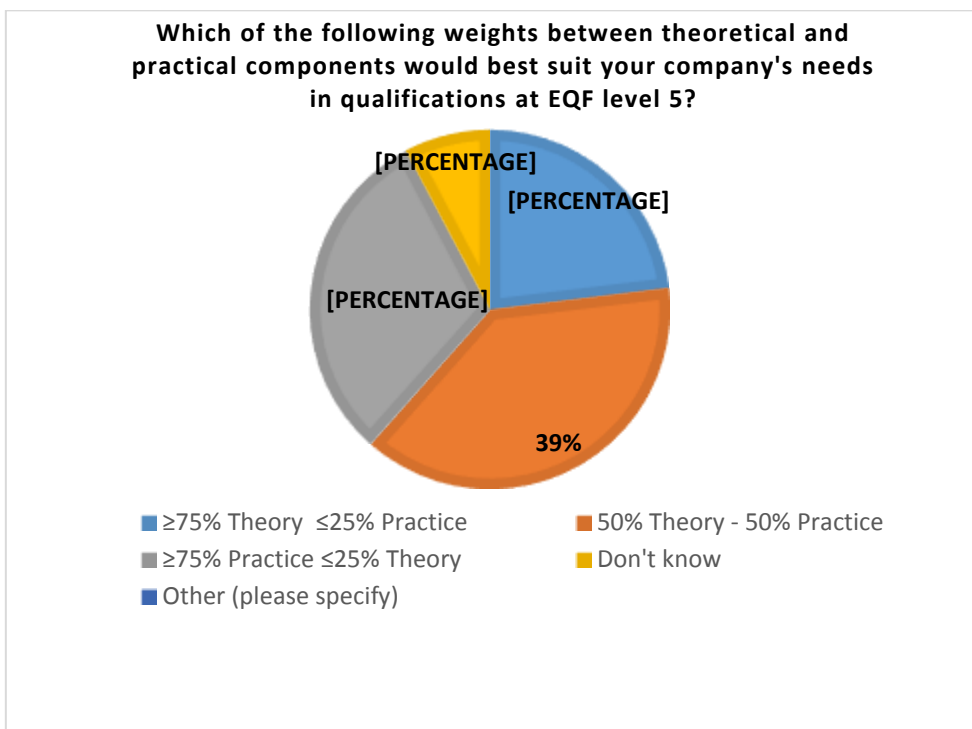
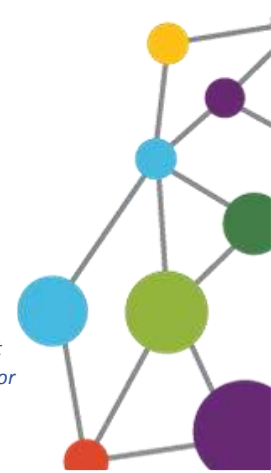


Figure 35 - Weight theory and practice – “Managers”



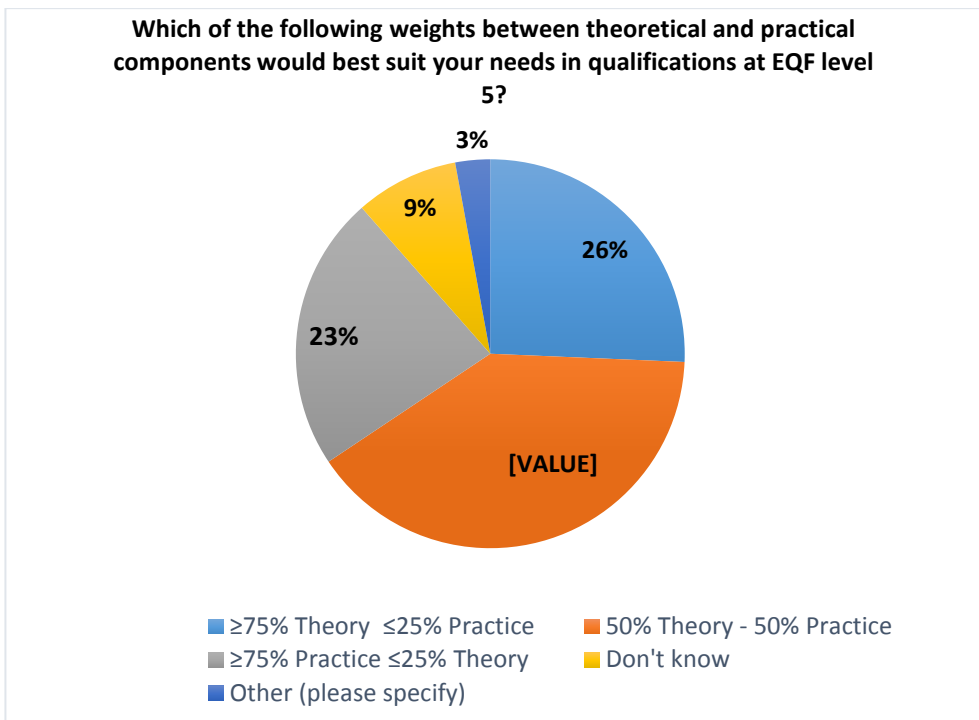


Figure 36 - Weight theory and practice - "Other professionals"

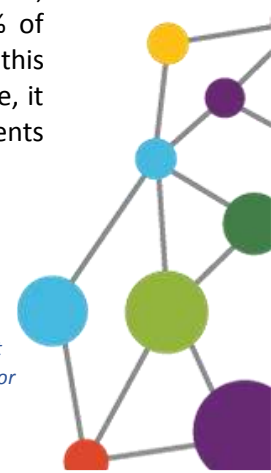
### Short Cycle Higher Education and Higher Vocational Education and Training Enrollment

#### Attendance of SCHE and HVET courses

Considering the question target at “Managers”: “Short Cycle Higher Education (SCHE) and Higher Vocational Education and Training (HVET) are, for instance, provisions referenced at EQF level 5 (General Education, Higher Education and Vocational Education and Training). Does your organisation have employees attending SCHE and HVET courses?”, remarkably, the majority of them have answered positively (62%). The remaining managers answered negatively (23%) and a minority wasn’t aware about it (18%), answering “Don’t know” - Figure 37.

When “Other professionals” were asked whether they “consider to attend Short Cycle Higher Education and Higher Vocational Education and Training courses”, more than half of the respondents have answered positively (51.4%), whilst a fair part of them “don’t know” (28.6%) and the remaining ones don’t consider to attend it (20%).

The data depicted expose a latent lack of awareness considering EQF level 5, advantages and possibilities and qualifications addressed by itself, especially, among “Other professionals”, who are in TANDEM project the main target. This is shown/represented by the 28.6% of respondents who are unsure about attending a possible qualification and/or course at this level, leading to assume that a lot of work still has to be done on this matter. In this sense, it might be useful to deepen some reasons underlying it, taking advantage of the 16 respondents who have shown willingness to be interviewed in the last question of the survey.



Short Cycle Higher Education (SCHE) and Higher Vocational Education and Training (HVET) are, for instance, provisions referenced at level EQF level 5 (General Education, Higher Education and Vocational Education and Training). Does your organisation have employees attending SCHE and HVET courses?

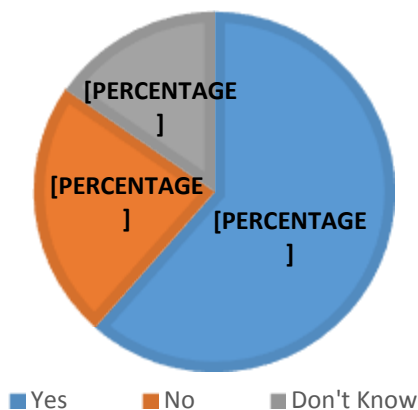


Figure 37 - SCHE and HVET attendance - "Managers"

Short Cycle Higher Education (SCHE) and Higher Vocational Education and Training (HVET) are, for instance, provisions referenced at level EQF level 5 (General Education, Higher Education and Vocational Education and Training). Do you consider attending SCH

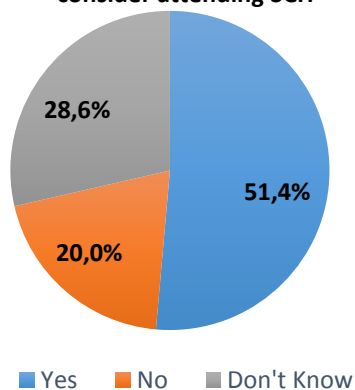


Figure 38 - SCHE and HVET attendance - "Other professional"



# Annexes

## Main Survey

### TANDEM: widening access to Higher Education (HE)

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#### **Guidelines: how to fill this questionnaire and what to do with it?**

*With this questionnaire we want to find out the needs and good practices within your organization concerning how the access to HE can be widened to include a greater variety of “non-traditional student” groups like **adult learners and employed learners***

*If you are a VET (Vocational Education and Training) or HE institution, you need to select a sector in which you are providing flexible pathways (EQF levels 5 or 6 -see: <https://ec.europa.eu/ploteus/en/content/descriptors-page>) for those mentioned groups*

- **Please, send your questionnaire before 10.4.2016**
- *Once the questionnaires have been collected and analysed, the project TANDEM will distribute the summary of the findings to all the collaborators who are interested in receiving feedback.*
- *If you are interested, please enter your email address here: .....*

*We will not make misuse of your email address and will only use it to send you results and information produced by TANDEM*

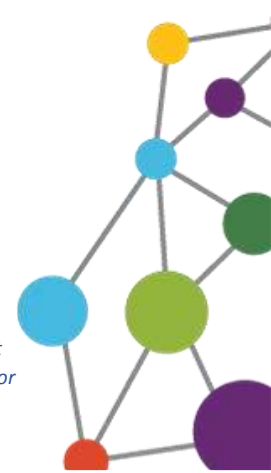
#### **Part 1 General info**

##### 1.1 You are a representative of

- Company
- VET institution
- HE institution
- Trade union
- Chamber,
- Business association
- Other (please specify).....

##### 1.2 Size of your organization (average numbers per year – take 2015)

*Number of workers/employees .....*  
*Number of students .....*  
*Number of trainees/ interns.....*  
*Number of teachers/trainers.....*





1.3 In case you are a representative of an enterprise; your sector is:

- Service
- Production

Please specify the field.....

1.4 In case you are a representative of a VET and/or HE institution, please select a sector within education and answer the questionnaire according to your sector only

Sector: .....

**Part 2 Info about your courses, programs for “non-traditional students” and/or continuing training activities for your workers, trainees, interns (if you do not deliver any courses/training please jump to Part 3)**

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### 2.1 Companies

- Are you giving training to your workers? How many hours (yearly average) .....  
What is the most critical and important training in your plant? (also contents)  
.....  
.....
- Are you giving a standard training for your new workers?
- Do you have the legally required training you are providing?
- Do you have high school trainees who are part time going to school and part time coming to companies to have on the job trainings?

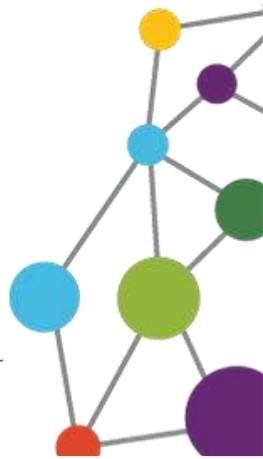
### 2.2 VET and HE providers

What is the reason you are providing flexible pathways for “non-traditional students” to HE (EQF levels 5-6) (Multiple answers possible)

- To better respond to the needs of working life/labour market
- continuous change of the work tasks
- technological changes
- need of generic and managerial skills
- Due to changes in regulation/law (the job requires a higher qualification in a formal way, with competences at a higher level)
- To maintain or expand the educational provision, given the greater competition
- To build on the special strengths of the institution
- To encourage more people to take up higher education
- Other, please specify.....

2.2.1 The courses/programs you are providing for “non-traditional students” are (Multiple answers possible)

- associate short cycle courses/programs (EQF level 5)
- bachelor courses/programs (EQF level 6)
- company or sectoral courses with recognition
- only in your company
- by the respective chamber, trade union (national level), or.....





- by a European federation/association (European level)
- worldwide by.....

#### 2.2.2 How is the course/program financed? (Multiple answers possible)

- Companies`/organisations` own resources
- Student fees
- Governmental/public funding
- Possible reimbursement, loans or scholarship by.....
- Vouchers

#### 2.2.3 Access requirements for your course/program

- Minimum EQF level (please specify).....
- Timeframe students need to participate (daily, weekly).....
- Duration (all together).....
- Work-experience (and then for how many years)....
- A relevant job
- Age

#### 2.2.4 Delivery type of your course (Multiple answers possible)

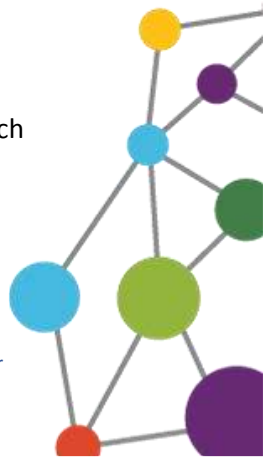
- Modular
- Dual (with placements/apprenticeship in companies)
- Integrated, while working
- Face-to face learning (traditional classes)
- Online distribution of learning materials
- Virtual classes
- Project based/ group learning
- Lab experience
- With exam
- certification
- credit points
- EQF/NQF-reference

#### 2.2.5 Your operational capacity in providing the course (Multiple answers possible)

- curriculum development
- accreditation
- capacity building required for teachers
- in partnership with a HE institution
- other.....

### Part 3 Skill demands you are addressing

#### 3.1 Your forecast for unfilled vacancies and shortage of occupations of future vacancies which are most relevant for your company/selected sector (i.e. a forecast vacancy between a few-weeks to one year maximum)





.....  
.....  
...

3.2 Generic skill demands in your company/selected sector  
(Multiple answers possible)

- mathematics, in the fields technic, foreign language,
- communication, instructing, team working, decision making
- manual dexterity
- self-direction and learning to learn skills: planning, task discretion, learning, adapting
- connecting skills and knowledge from multiple sources and experiences; applying and understanding issues and positions contextually
- green skills: resource saving and anti-pollution tasks
- skills regarding information and communication technologies(ICT), mainly.....

3.3 Managerial skill demands in your company/selected sector (Multiple answers possible)

- Solving complex problems (problem-solving)
- Making speeches or presentations (presentations)
- Persuading or influencing others (persuading)

3.4 Core human resource activities (in that particular sector/company): review of training needs and participation in formal training as well as in informal types of training (Multiple answers possible)

- internal and external training,
- formal and informal training,
- on-the-job training,
- self-learning,
- e-learning,
- quality circles,
- coaching, mentoring, tutoring,
- orientation trainings
- supervision

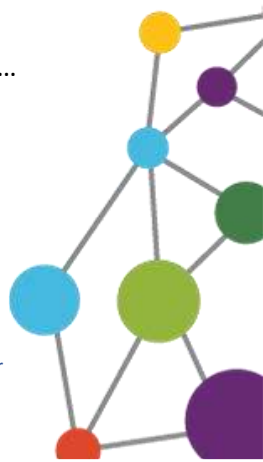
3.5 Do you offer validation of prior learning/work based learning to your students? If yes, please explain how you do it.

.....

4. Your remarks and suggestions

.....

Thank you for participating in our survey!





## Survey of the Chamber of Commerce of Oviedo QUESTIONNAIRE TO COMPANIES

The Chamber of Commerce of Oviedo is participating in the European TANDEM Project: *“Flexible connection pathways for Vocational Training and Higher Education Studies taking into account labour market needs”*.

During the first stage, we analyse the following:

- Labour and educational market needs (both current and future) and the lack of skills companies are facing.
- Training provided to employees (focused on passing from EQF level 4 to levels 5-6) taking the lack of skills as basis in order to ensure that students both continuously update and acquire those skills required to their positions
- Good practices at companies and training entities to *include a greater variety of groups of “unusual students” such as adults and students who work.*

We would appreciate, it if you could answer this questionnaire and submit it to [proyectos@camara-ovi.es](mailto:proyectos@camara-ovi.es) once filled in before next 27<sup>th</sup> May.

### COMPANY DATA

YEAR OF INCORPORATION: \_\_\_\_\_

NUMBER OF EMPLOYEES: \_\_\_\_\_

FULL TIME: \_\_\_\_\_ %

PART TIME: \_\_\_\_\_ %

EMPLOYEE EDUCATION:

UNIVERSITY: \_\_\_\_\_ %

VOCATIONAL TRAINING: \_\_\_\_\_ %

A-LEVELS: \_\_\_\_\_ %

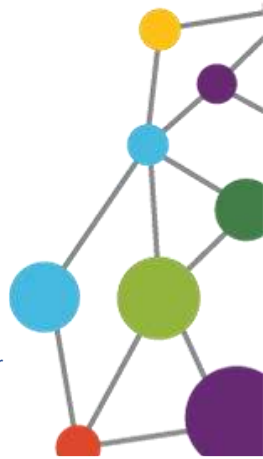
SECONDARY EDUCATION: \_\_\_\_\_ %

PRIMARY EDUCATION: \_\_\_\_\_ %

CONTRACT TYPE

PERMANENT CONTRACT: \_\_\_\_\_ %

TEMPORARY CONTRACT: \_\_\_\_\_ %





TURN OVER (2015 data):

|  |                                |
|--|--------------------------------|
|  | Less than 200,000€             |
|  | Between 200,000 and 500,000€   |
|  | Between 500,000 and 1,000,000€ |
|  | Between 1 and 5 million Euros  |
|  | More than 5 million Euros      |

### COMPANY TRAINING POLICY

87

- 1) Please state roughly the number of employees who have taken training courses during the last 3 years

\_\_\_\_\_ %

- 2) Does the company provide training courses to its employees or do employees have to manage them?

|  |  |
|--|--|
| The company provides courses                                     |  |
| Employees look for courses independently                         |  |
| Employees look for courses as agreed with the company            |  |
| No training, as employees are considered to be qualified enough. |  |

- 3) In case of carrying out training activities, how often do workers receive it?

|                              |  |
|------------------------------|--|
| Between 1 and 3 times a year |  |
| Between 4 and 6 times a year |  |
| More than 6 times a year     |  |
| Undefined                    |  |

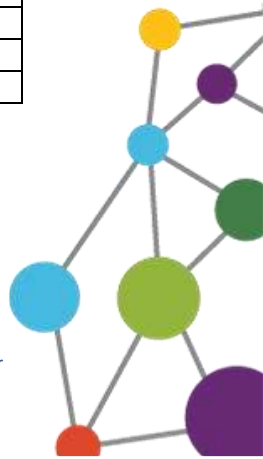
- 4) Average length of employee training courses

|                       |  |
|-----------------------|--|
| One week              |  |
| One month             |  |
| Between 2 and 6 weeks |  |
| One year              |  |

- 5) When do courses take place?

|  |  |
|--|--|
| During working hours                     |  |
| Outside working hours                    |  |
| Both                                     |  |
| Special permits are granted for training |  |

- 6) Which type of financing do employee courses benefit from?





|                              |  |
|------------------------------|--|
| Only company private funding |  |
| Only public funding          |  |
| Both                         |  |

7) Please state the extent to which you agree on the following statements

1= absolutely disagree, 5= totally agree

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Training for employment improves company financial results  |   |   |   |   |   |
| Training for employment improves company competitiveness    |   |   |   |   |   |
| Training for employment increases employee productivity     |   |   |   |   |   |
| Training for employment increases employee skills           |   |   |   |   |   |
| Training for employment increases employee promotion        |   |   |   |   |   |
| Employees who benefit from training increase their earnings |   |   |   |   |   |

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8) When private training is carried out, why is it so?

1= irrelevant, 5= very important

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Public offer does not include interesting courses to the company                        |   |   |   |   |   |
| It does include interesting courses, but they must be adopted to specific company needs |   |   |   |   |   |
| It is difficult to combine training and working hours                                   |   |   |   |   |   |
| The allocated training credit is not enough to meet training needs                      |   |   |   |   |   |
| Other (indicate)  |   |   |   |   |   |
| N/A   |   |   |   |   |   |

9) When accessing public funded courses, to what extent do you agree with the following statements?

1= absolutely disagree, 5= totally agree

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Training is appropriate to company needs                         |   |   |   |   |   |
| Public funding for training is well-used                         |   |   |   |   |   |
| Credit allocated to the company is appropriate to training needs |   |   |   |   |   |





|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Public training plans are much more guaranteed |  |  |  |  |  |
| N/A  |  |  |  |  |  |

10) In case of not taking any training course, please assess the following reasons for not doing it so

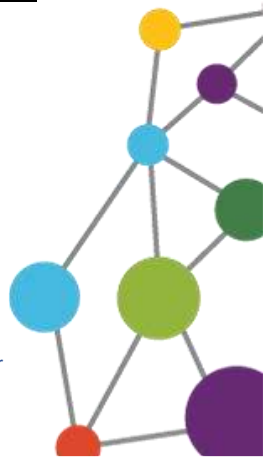
*1= irrelevant, 5= very important*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Training is not useful to the company                         |   |   |   |   |   |
| Current training offer does not meet company needs            |   |   |   |   |   |
| Training offer is unknown                                     |   |   |   |   |   |
| The company has no funds to finance training                  |   |   |   |   |   |
| Company employees do not need any training                    |   |   |   |   |   |
| There are not enough employees for the course to be organised |   |   |   |   |   |
| Other (please indicate)                                       |   |   |   |   |   |
| N/A   |   |   |   |   |   |

11) What makes employees enrol in training?

*1= irrelevant, 5= very important*

|                                 | 1 | 2 | 3 | 4 | 5 |
|---------------------------------|---|---|---|---|---|
| To do their current job better  |   |   |   |   |   |
| To update knowledge             |   |   |   |   |   |
| It is required to be promoted   |   |   |   |   |   |
| It is required by the company   |   |   |   |   |   |
| It improves self-esteem at work |   |   |   |   |   |
| Other (please indicate)         |   |   |   |   |   |





12) Which tools does the company use to assess employee training needs? (*Several possible answers*)

|   |  |
|---|--|
| Interviews with employees                     |  |
| To foresee future qualifications or positions |  |
| External advice                               |  |
| As requested by the responsible of the area   |  |
| Other (please indicate)                       |  |

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13) Does the company evaluate training effects?

|  | Systematically | Sometimes | Never |
|--|----------------|-----------|-------|
| It checks knowledge acquisition by carrying out tests  |                |           |       |
| It evaluates personal satisfaction                     |                |           |       |
| It certifies the acquired knowledge                    |                |           |       |
| It uses indicators to detect quantifiable improvements |                |           |       |
| Other ways of evaluating (indicate)                    |                |           |       |

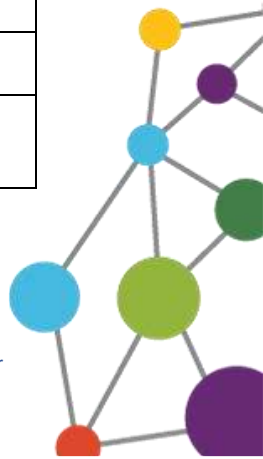
14) Please state which aspects, in your opinion, are more relevant when optimizing specific training (*Several possible answers*)

|  |  |
|--|--|
| That the group of students should have previous homogenous knowledge related to the course |  |
| That there are practical activities  |  |
| That the training is relevant to the position  |  |
| That the training allows you to be awarded a degree/certificate                            |  |
| Other (indicate)   |  |

15) To what extent are the following statements important to the company?

*1= irrelevant, 5= very important*

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Training may be accompanied with an official recognition   |   |   |   |   |   |
| The company values independent training carried out by employees outside working hours   |   |   |   |   |   |
| Employees must inform the company that training has been carried out on their own  |   |   |   |   |   |
| The company makes it possible for employees to get training to obtain a higher training level (for example, to pass from an Intermediate Level of Vocational Training to a Higher one) |   |   |   |   |   |





16) Generic skills demanded by your company/sector (Several possible answers)

- Languages
- Communication, team-work, decision-making
- Manual Skills
- Ecological skills: saving energy resources and non-pollutant tasks.
- Information technology and communication-related skills
- Financial management
- Other: \_\_\_\_\_

17) Do you know if there are employees currently taking a degree (university) or Higher Level Training cycles of Vocational Training?

|     |  |
|-----|--|
| Yes |  |
| No  |  |

- If so, is the company providing them with any kind of support? (*Several possible answers*)

|   |  |
|---|--|
| The company offers some kind of financial support to take them              |  |
| No financial support is offered, but other type (timetables, permits, etc.) |  |
| No, but the Company values it and takes it into account                     |  |
| This is not considered to involve the company                               |  |

18) Does the company own a training centre?

|     |  |
|-----|--|
| Yes |  |
| No  |  |

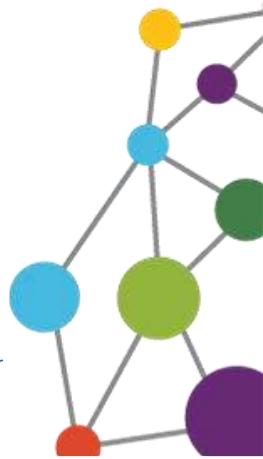
If so, please describe the type of training given:

|  |
|--|
|  |
|--|

19) Are there any secondary school apprentices that are part-time at the education centre and part-time at the company to receive training in the work place?

|     |  |
|-----|--|
| Yes |  |
| No  |  |

**THANK YOU VERY MUCH FOR YOUR COLLABORATION**





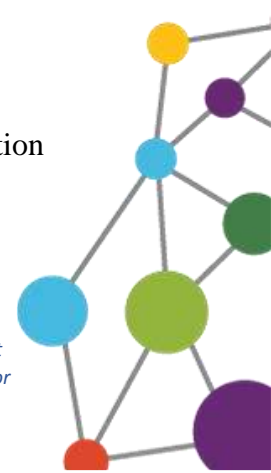
## EFW Survey

### Survey's Structure

The European Federation for Welding, Joining and Cutting (EFW) as an umbrella organisation and as one representative of the manufacturing industry and particularly of the welding sector, has designed a survey targeted at its network in order to assess the industry needs, gaps and possibilities underlying level 5 of the European Qualifications Framework (EQF). The results arisen from the survey are expected to help designing more flexible learning pathways for non-traditional students and, at a further stage, help influencing public policies on lifelong learning.

The rationale under the survey's scope was two folded: to gather as much responses as possible either from industrial companies or other organisations (e.g.: non-industrial companies, associations, public bodies, etc.) or even from individuals (single persons that hold expertise and know the sector; self-employed and persons that provide services to other companies); and, at the same time, to gather perceptions from both employers and employees, in order to find mutual needs, gaps and potentialities stressed by these two stakeholders, which both interests, sensibly, have to be considered. Thus, the survey unfolded 11 sets of questions addressing topics considered relevant by the consortium:

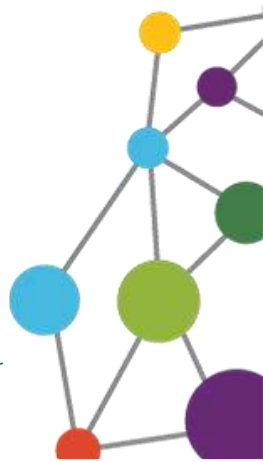
- Target characterization;
- Position in the organisation within companies and within other organisations;
- Lifelong learning and career progression;
- Education and training policy in the organisation;
- Employees' enrolment in education and training;
- Benefits of lifelong learning;
- Drawbacks (mismatches) when supporting/attending post-secondary education and training;





- Short Cycle Higher Education and Higher Vocational Education and Training awareness;
- Short Cycle and Higher Vocational Education and Training enrolment and;
- Further contribution.

Each set of questions addressing these topics were tailored to each respondent profile, being then categorized as: 1. Managers (Company's Managers, Human Resources and Training Managers) and 2. Other Professionals (Engineering/Welding Professionals, Teachers/Trainers, Trainees, Individuals and Others), enabling a sort of comparative study. To have an overview on the different pathways any respondent could take, according to his/her profile and the questions skipped, please take a look at the Figure 39.



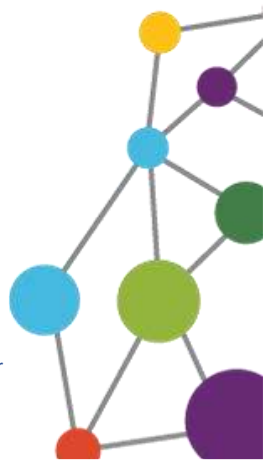
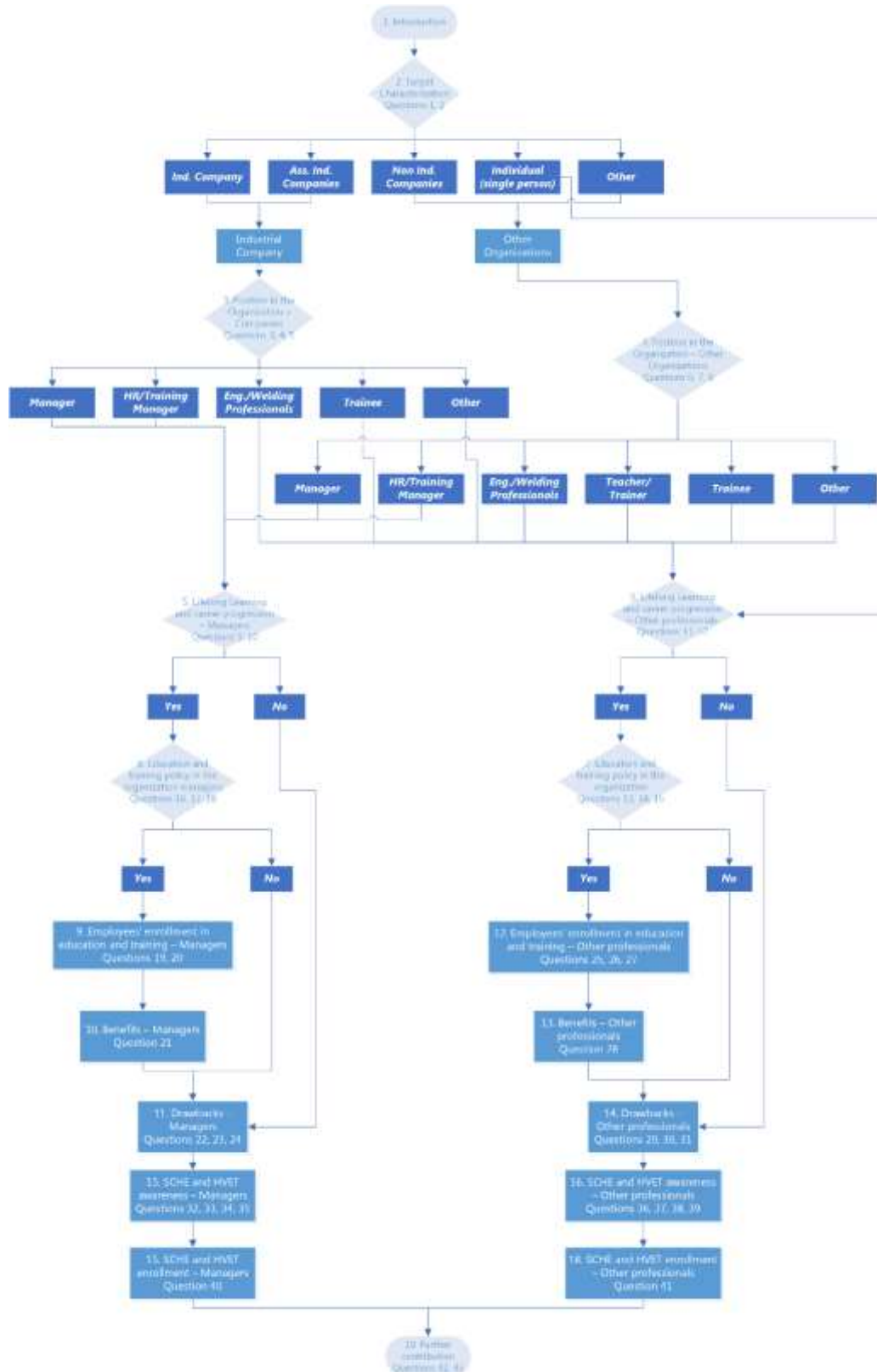




Figure 39 - Survey structure and pathways

To have an overview on the questions, please check the survey hosted online, available in the following website link: [https://www.surveymonkey.com/r/tandemproject\\_industry](https://www.surveymonkey.com/r/tandemproject_industry) or have a look on the questions presented in the following pages.



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**TANDEM Project Survey**

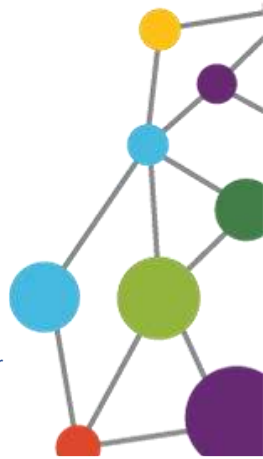
**1. Introduction**

This survey, in the framework of the TANDEM Erasmus+ project, is targeted at Companies and other social partners. It aims at influencing public policies on lifelong learning and non-traditional students (adult learners, working students, mature workers and Vocational Education and Training students) access to Higher Education.

In this regard, your contributions are most welcomed at identifying needs, gaps and suggesting improvements concerning teaching learning environments, guidance and support services to the outlined non-traditional students. At an ultimate level, it will help designing more flexible learning pathways.

This survey will take about 3 minutes to fill in. If you would like to know more about TANDEM project, please visit <http://www.tandem-project.com>.

 5%





## 2. Target Characterization

\* 1. Please select your country from the dropdown list:

\* 2. Please select the category that best applies to your organisation.

- Industrial Company
- Association of industrial companies
- Non-industrial Company
- Individual (Single person)
- Other (please specify)

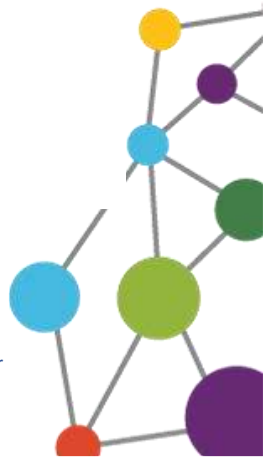
96

## 3. Position in organisation - Industrial Company

\* 3. Please select the economic subsector(s) that fit your company's activity.

More than one option might be selected.

- Aeronautics
- Automotive
- Chemicals
- Construction & Engineering
- Defense Industries
- Electrical and Electronic Engineering
- Food & Beverages
- Maritime
- Power
- Pressure Equipment and Gas Appliances
- Raw Materials, Metals, Minerals and Forest-based Industries
- Medical Devices
- Space
- Oil & Gas
- Other (please specify)





**\* 4. How many employees does your company currently have?**

- 1 - 9
- 10 - 49
- 50 - 249
- 250+
- Don't know

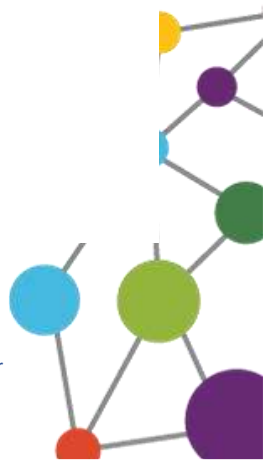
**\* 5. Please select the role that best applies to you.**

- Manager
- Human Resources/Training Manager
- Engineering/Welding Professional
- Trainee
- Other (please specify)

4. Position in organisation - Other Organisations

**\* 6. Please select the main economic subsector that fit your organisations' activity.**

- Aeronautics
- Automotive
- Chemicals
- Construction & Engineering
- Defense Industries
- Electrical and Electronic Engineering
- Food & Beverages
- Maritime
- Power
- Pressure Equipment and Gas Appliances
- Raw Materials, Metals, Minerals and Forest-based Industries
- Medical Devices
- Space
- Oil & Gas
- Other (please specify)





\* 7. How many employees does your organisation currently have?

- 1 - 9
- 10 - 49
- 50 - 249
- 250+
- Don't know

\* 8. Please select the job function that best applies to you.

- Manager
- Human Resources/Training Manager
- Engineering/Welding Professional
- Teacher/Trainer
- Trainee
- Other (please specify)

## 5. Lifelong Learning and career progression - Managers

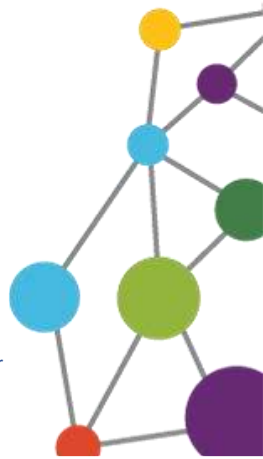
\* 9. In your organisation, in average, how many employees hold:

|  | Number of employees  |
|--|----------------------|
| A Secondary/ General Education diploma                     | <input type="text"/> |
| Higher Education diploma                                   | <input type="text"/> |
| A Vocational / Professional Education and Training diploma | <input type="text"/> |
| A Higher Vocational/Professional Education diploma         | <input type="text"/> |

Other (please specify) or Don't know

\* 10. Are the employees of your organisation, along the year, attending training and/or other educational offers?

- Yes
- No
- Don't know





## 6. Lifelong Learning and career progression - Other Professionals

### 11. What's your education background?

- Secondary/ General Education
- Vocational/Professional Education and Training
- Higher Education
- Higher Vocational/Professional Education
- Other (please specify)

or

Don't know

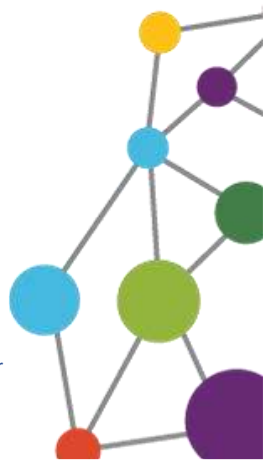
### \* 12. Have you been, along the year, attending training and/or other education offers?

- Yes
- No
- Don't know

## 7. Education and Training Policy in the Organisation - Other Professionals

### \* 13. In average throughout the year, what's the total amount of training hours do you attend?

- 0
- 1 - 8
- 9 - 49
- 50 - 249
- 250 - 1 000
- 1 000+
- Don't know





**\* 14. What kind of training/educational offers do you attend?**

More than one option might be selected.

- None
- Lectures / Conferences and/or Seminars
- Workshops
- Short term training courses
- Vocational Education / Professional degree
- Bachelor's degree
- Post-Graduated Specialization
- Master's degree
- Doctoral degree (PhD)
- Don't Know
- Other (please specify)

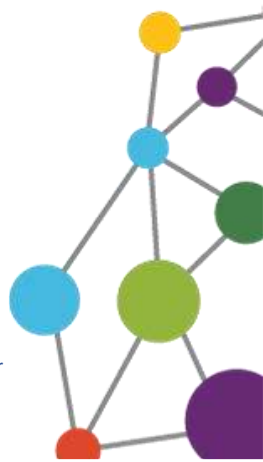
**\* 15. Do you receive support to attend training and/or educational offers?**

- Yes
- No
- Don't Know

8. Education and Training policy in the organisation - Managers

**\* 16. In average throughout the year, what's the total amount of training hours an employee attends?**

- 0
- 1 - 8
- 9 - 49
- 50 - 249
- 250 - 1 000
- 1 000+
- Don't know





\* 17. What kind of training/educational offers are the employees attending?  
More than one option might be selected.

- None
- Lectures / Conferences and/or Seminars
- Workshops
- Short term training courses
- Vocational Education / Professional degree
- Bachelor's degree
- Post-Graduated Specialization
- Master's degree
- Doctoral degree (PhD)
- Don't Know
- Other (please specify)

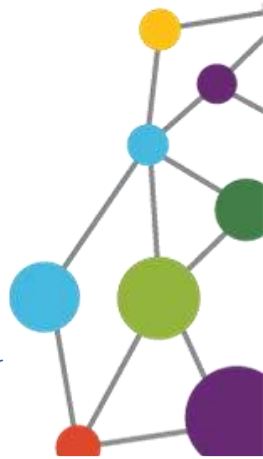
\* 18. Do employees receive support to attend training and/or educational offers?

- Yes
- No
- Don't Know

## 9. Employees' Enrollment in Education and Training - Managers

\* 19. Which entity(es) supports employees' training?  
More than one option might be selected.

- Government (Grant/Funding)
- Company (Grant/Funding)
- Company (Time)
- Chambers and/or professional associations (Grant/Funding)
- Chambers and/or professional associations (Time)
- Private organisations (Grant/Funding)
- Private organisations (Time)
- Other (please specify)





\* 20. How many employees are being supported through grant/funding/time in the following education/training levels?

|  | Number of Employees  |
|--|----------------------|
| Secondary/General Education                    | <input type="text"/> |
| Vocational/Professional Education and Training | <input type="text"/> |
| Higher Education                               | <input type="text"/> |
| Higher Vocational/Professional Education       | <input type="text"/> |

10. Benefits - Managers

21. Please point out some reasons for supporting lifelong learning engagement of employees.

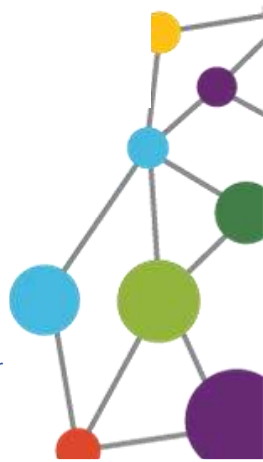
11. Drawbacks - Managers

\* 22. Do you feel that, in your company's activity field, there is a shortage of further/higher training and/or education offers?

- Yes
- No
- Don't Know
- Other (please specify your company's activity field)

23. Please point out some constraints and/or barriers when supporting employees to attend:

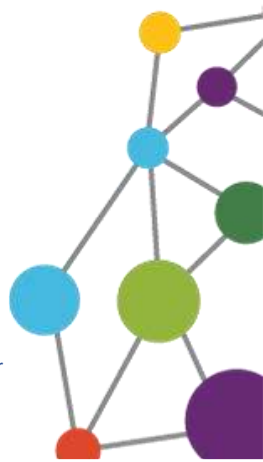
|  |                      |
|--|----------------------|
| Higher Education degrees                               | <input type="text"/> |
| Higher Vocational/Professional degrees                 | <input type="text"/> |
| Secondary/General Education                            | <input type="text"/> |
| Vocational/Professional Education and Training degrees | <input type="text"/> |





\* 24. Which ones of the following options would enable your company to provide support on workers' lifelong learning at Post-secondary education (e.g. Colleges, Polytechnics, Universities or similar institutions).

- Mentoring/coaching strategies to boost employee's motivation and willingness to attend it
- Legal framework on the matter
- Additional funding
- Tax benefits
- More work-based learning methods
- Deliver classes in the workplace
- On line (e-learning and/or blended learning) provision of lectures
- To receive interns/trainees
- The company's participation on curricula design and provision of educational materials
- Modularized and tailored curricula to company's needs
- More flexible schedules (during weekends, evenings, in intensive blocks or during vacations)
- Recognition of work experience, non-formal and informal learning
- More support services (career counseling, library and administrative services)
- Diploma/certificate recognition in the company/fully accepted to have access to an occupation
- The existence of preparation courses for low qualified workers
- None of the options
- Other (please specify)





## 12. Employees' Enrollment in Education and Training - Other Professionals

## \* 25. Which entity(es) supports your training?

More than one option might be selected.

- Government (Grant/Funding)
- Company (Grant/Funding)
- Company (Time)
- Chambers and/or professional associations (Grant/Funding)
- Chambers and/or professional associations (Time)
- Private organisations (Grant/Funding)
- Private organisations (Time)
- Other (please specify)

## \* 26. Are you enrolled at:

- General/Secondary Education
- Vocational/Professional Education and Training
- Higher Education
- Higher Vocational/Professional Education
- Short Term courses
- Other (please specify)

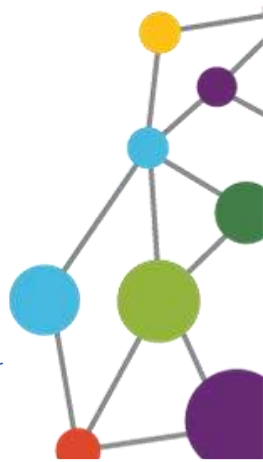
or

Don't know

## \* 27. Are you attending training/education offers as a result from:

More than one option might be selected.

- Company's indication
- Trade / Professional Union indication
- A personal reflection based on professional needs
- Personal interest/leisure purposes
- Other (please specify)





13. Benefits - Other Professionals

\* 28. What has been or is your motivation(s) for attending further training and/or education?

- Deepning knowledge and skills in the current job position
- Improve jobs prospects
- Career change
- Increase salary
- Pursue further academic pathway
- A 'second chance opportunity' to finish studies
- Other (please specify)

14. Drawbacks - Other Professionals

\* 29. Do you feel that, in your activity field, there is a shortage of further/higher training and/or education offers?

- Yes
- No
- Don't Know
- Other (please specify your company's activity field)

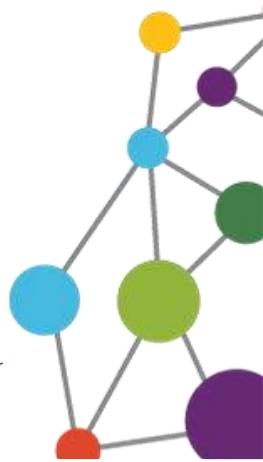
30. Please point out some constraints and/or barriers to attend:

Higher Education degrees

Higher Vocational/Professional degrees

Secondary/General Education

Vocational/Professional Education and Training degrees





**\* 31. Which ones of the following options would enable you to engage in further studies.**

- Mentoring/coaching strategies to boost your motivation and willingness to attend it
- Mentoring/coaching strategies along the studies
- Additional funding
- More work-based learning methods
- Deliver classes in the workplace
- On line (e-learning and/or blended learning) provision of lectures
- The company's participation on curricula design and provision of educational materials
- Modularized and tailored curricula to your needs
- More flexible schedules (during weekends, evenings, in intensive blocks or during vacations)
- Recognition of work experience, non-formal and informal learning
- More support services (career counseling, library, administrative and social services)
- Perspective of academic progression
- Easier transitions across institutions (credits awarding and recognition)
- The existence of preparation courses
- None of the options
- Other (please specify)

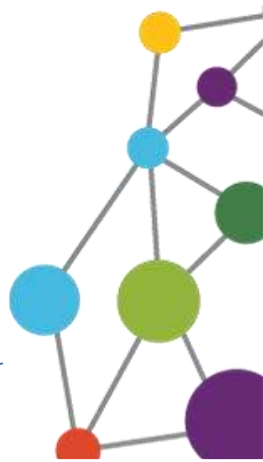
**\* 32. In your opinion having a qualification level that allows your workers to carry out their training/education in a Higher Education or Vocational/Professional Education and Training organisation would be an added value?**

- Yes
- No
- Don't know

**\* 33. Should this qualification level be aimed at providing:**

**(More than option might be selected).**

- A specialized Vocational Education and Training
- A Short Cycle in Higher Education (Generalist) - less than 3 years
- A Short Cycle in Higher Education (Specialized) - less than 3 years
- None of the options
- Other (please specify)





\* 34. Which of the following stakeholders/education providers would best suit your company's needs at this level (EQF level 5 provision)?

- University
- Non-university Higher Education Institution (College, Polytechnic, etc.)
- Chambers of Commerce
- Private Companies
- Vocational Education Institution
- None of the options
- Other (please specify)

\* 35. Which of the following weights between theoretical and practical components would best suit your company's needs in qualifications at EQF level 5?

- ≥75% Theory ≤25% Practice
- 50% Theory - 50% Practice
- ≥75% Practice ≤25% Theory
- Don't know
- Other (please specify)

## 16. SCHE and HVET Awareness - Other professionals

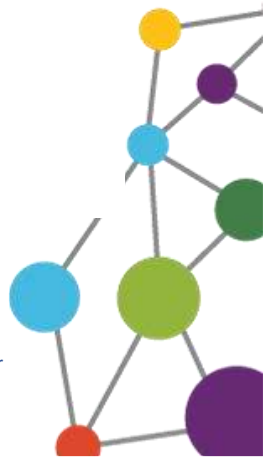
\* 36. In your opinion having a qualification level that allows you to carry out your training/education in a Higher Education or Vocational/Professional Education and Training organisation would be an added value?

- Yes
- No
- Don't know

\* 37. Should this qualification level be aimed at providing:

(More than option might be selected).

- A specialized Vocational Education and Training
- A Short Cycle in Higher Education (Generalist) - less than 3 years
- A Short Cycle in Higher Education (Specialized) - less than 3 years
- None of the options
- Other (please specify)





\* 38. Which of the following stakeholders/education providers would best suit your needs at this level (EQF level 5 provision)?

- University
- Non-university Higher Education Institution (College, Polytechnic, etc.)
- Chambers of Commerce
- Private Companies
- Vocational Education Institution
- None of the options
- Other (please specify)

\* 39. Which of the following weights between theoretical and practical components would best suit your needs in qualifications at EQF level 5?

- ≥75% Theory ≤25% Practice
- 50% Theory - 50% Practice
- ≥75% Practice ≤25% Theory
- Don't know
- Other (please specify)

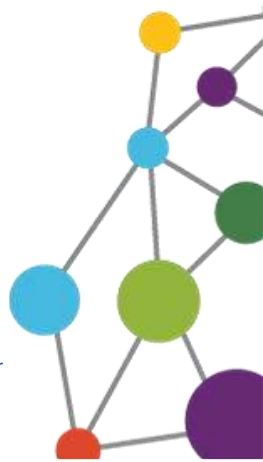
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## 17. SCHE and HVET enrollment - Managers

40. Short Cycle Higher Education (SCHE) and Higher Vocational Education and Training (HVET) are, for instance, provisions referenced at level EQF level 5 (General Education, Higher Education and Vocational Education and Training).

Does your organisation have employees attending SCHE and HVET courses?

- Yes
- No
- Don't Know





## 18. SCHE and HVET enrollment - Other Professionals

**41. Short Cycle Higher Education (SCHE) and Higher Vocational Education and Training (HVET) are, for instance, provisions referenced at level EQF level 5 (General Education, Higher Education and Vocational Education and Training).**

Do you consider attending SCHE and HVET courses?

- Yes  
 No  
 Don't Know

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## 19. Further Contribution

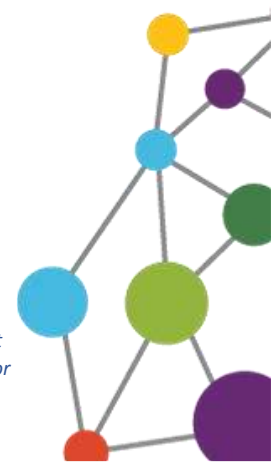
**\* 42. Are you willing to be interviewed, in order to answer a few more questions on the survey's matter?**

- Yes  
 No

**43. If you have answered "Yes" in the previous question, please provide the following information:**

|                        |                      |
|------------------------|----------------------|
| Name                   | <input type="text"/> |
| E-mail contact         | <input type="text"/> |
| Telephone/mobile phone | <input type="text"/> |

Thank you for your participation and contribution!





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