



6

Chapter 6

ISCED 2011 level 4:

Post-secondary non-tertiary education

Programmes at the post-secondary non-tertiary education level are not significantly more complex than those at the upper secondary level. They generally serve to broaden rather than deepen the knowledge, skills and competencies already gained through successful (full) level completion of upper secondary education. They may either be designed to increase options for participants in the labour market or for further studies at the tertiary level or both.

Usually, programmes at ISCED level 4 are vocationally oriented. They may be referred to in many ways, for example: technician diploma, primary professional education or *préparation aux carrières administratives*. For international comparability purposes, the term 'post-secondary non-tertiary education' is used to label ISCED level 4.



DESCRIPTION

Definition

(§185)¹ Post-secondary non-tertiary education provides learning experiences building on secondary education, preparing for labour market entry as well as tertiary education. It aims at the individual acquisition of knowledge, skills and competencies lower than the level of complexity characteristic of tertiary education. Programmes at ISCED level 4, or post-secondary non-tertiary education, are typically designed to provide individuals who completed ISCED level 3 with non-tertiary qualifications required for progression to tertiary education or for employment when their ISCED level 3 qualification does not grant such access. For example, graduates from general ISCED level 3 programmes may choose to complete a non-tertiary vocational qualification; or graduates from vocational ISCED 3 programmes may choose to increase their level of qualifications or specialise further. The content of ISCED level 4 programmes is not sufficiently complex to be regarded as tertiary education, although it is clearly post-secondary.

(§187) Usually, programmes at this level are designed for direct labour market entry. In some education systems, there are general programmes at this level. Such programmes typically target students who have completed ISCED level 3 but who want to increase their opportunities to enter tertiary education.

Classification criteria (§189)

Main criteria

a) Orientation

(§190) ISCED level 4 programmes are not considered to be tertiary education and are typically vocational and terminal programmes that prepare for the labour market. General programmes at this level can also exist in some education systems. Programmes designed to review the content of ISCED level 3 programmes – for example, with the aim of preparing students for tertiary education entrance examinations – should be included in ISCED level 3.

b) Complexity of content higher than ISCED level 3 and below the level of tertiary education

(§191) ISCED level 4 programmes often serve to broaden – rather than deepen – the knowledge, skills and competencies of participants who have completed a programme at ISCED level 3. Programmes are often not significantly more advanced than programmes at ISCED level 3 but the content is typically more specialised or detailed than at the upper secondary level of education. Programmes are clearly less advanced than at the tertiary level and can be provided in a variety of institutional settings, not only those considered as post-secondary non-tertiary institutions.

c) Entry requirements

(§186) The completion of an ISCED level 3 programme [with full completion of the level] is required to enter ISCED level 4 programmes. However, these entry requirements may be lower than for tertiary programmes at ISCED level 5, 6 or 7.

Subsidiary criteria

None.



Complementary dimensions

(§193) Two dimensions may differentiate programmes at ISCED level 4:

(§194) Programme orientation:

- General; and
- Vocational

(§195) Level completion and access to higher ISCED levels;

- *No completion of ISCED level 4*: modules or stages of programmes which are too short for level completion. These do not give access to first tertiary education programmes at ISCED level 5, 6 or 7. Successful completion of such modules or stages does not count as completion of ISCED level 4.
- *Completion of ISCED level 4 without direct access to first tertiary programmes at ISCED level 5, 6 or 7*: programmes designed primarily for direct labour market entry.
- *Completion of ISCED level 4 with direct access to first tertiary programmes at ISCED level 5, 6 or 7*: programmes designed primarily to expand access to tertiary education.

(§198) For educational attainment, recognized intermediate qualifications from successful completion of a stage of an ISCED level 5 programme which are not considered as sufficient for completion of ISCED level 5 are classified at ISCED level 4.

CORRESPONDENCE BETWEEN ISCED 2011 AND ISCED 1997

(§279) ISCED 2011 level 4, post-secondary non-tertiary education, corresponds largely to level 4 in ISCED 1997. However, programmes leading to a qualification equivalent to upper secondary general education are classified as level 3 in ISCED 2011, while they were often classified as level 4 in ISCED 1997. In addition, due to the clarification of criteria and subsidiary criteria, ISCED 2011 may be implemented differently than ISCED 1997. Such differences may affect time series data for some countries.

The complementary dimensions for ISCED level 4 are different in the latest version of ISCED.

a) Programme orientation

ISCED 1997 defined three types of orientation: general, pre-vocational and vocational. In ISCED 2011 there are only two orientations at ISCED level 4: general and vocational. Programmes previously classified as pre-vocational (in ISCED 1997) do not provide labour market-relevant qualifications and are now mainly classified as general education.

b) Level completion and programme destination

ISCED 1997 classified programmes according to the programmes and levels to which they were designed to lead (the programme destination). At ISCED level 4, two destinations were defined in ISCED 1997:

A = programmes that prepare for entry to tertiary education (ISCED 1997 level 5);

B = programmes not giving access to tertiary education (primarily designed for direct labour market entry).

ISCED 2011 classifies programmes according to the type of completion of the level and access to other levels. ISCED 1997 destination A is directly equivalent to the ISCED 2011 sub-category (full) completion of ISCED 2011 level 4 with direct access to tertiary education. ISCED 1997 destination B is sub-divided into two sub-categories in ISCED 2011:

- (full) completion of ISCED 2011 level 4 with no direct access to tertiary education; and
- insufficient for level completion of ISCED 2011 level 4.



GUIDELINES FOR CLASSIFYING PROGRAMMES AND THEIR RELATED RECOGNISED QUALIFICATIONS AT ISCED LEVEL 4

Programmes at the post-secondary non-tertiary level are not significantly more complex than those at the upper secondary level. They generally serve to broaden rather than deepen the knowledge, skills and competencies already gained through successful (full) level completion of upper secondary education. They may either be designed to increase options for participants in the labour market or for further studies at the tertiary level or both.

Programmes designed to lead to additional upper secondary qualifications or to provide access to additional occupations than studied at the upper secondary level should be classified at ISCED level 4. This includes second-cycle vocational programmes resulting in a total cumulative duration of study since the start of ISCED level 3 which is significantly longer than the general upper secondary programme giving direct access to first degrees at ISCED levels 6 or 7. Vocational programmes offered in parallel with other upper secondary programmes should normally be classified at ISCED level 3.

Usually, programmes at ISCED level 4 are vocationally oriented and offer to successful completers of upper secondary education training in the knowledge, skills and competencies required for a specific occupation. In many cases these vocational post-secondary non-tertiary programmes are designed solely to lead to the labour market, without granting access to tertiary education. These programmes are classified as ISCED-P: 453; ISCED-A: 453 (see **Examples Group 1**).

Some education systems also have general post-secondary non-tertiary education programmes. These programmes usually target students who have completed upper secondary education but wish to increase their opportunities to enter tertiary education (§187). The students may have previously completed a vocational upper secondary programme and therefore wish to obtain the general secondary education qualification. Alternatively, they may have completed a general secondary education but wish to broaden their knowledge in some specific subjects or fields in order to increase their chances in the application process for tertiary education. These programmes are classified as ISCED-P: 444; ISCED-A: 444 (see **Examples Group 2**).

Second chance or re-integration programmes designed for those who did not successfully complete upper secondary education, or to improve grades in qualifications already gained from upper secondary education or to change streams – usually from general to vocational – to enter programmes or occupations at the upper secondary level for which existing upper secondary-level qualifications do not provide access should be classified at ISCED level 3. (See the ISCED level 3 chapter for examples.)

Some ISCED 4 vocational programmes may also be designed to give access to tertiary education when a student did not previously have this access, or may enhance and broaden the opportunities for studies in tertiary education although the student's previous upper secondary qualification already gave some access to tertiary education. Still other ISCED 4 programmes may give access both to the labour market and to tertiary education. Assuming the other ISCED 4 criteria are met, these programmes could all be considered as completion of ISCED 4 with access to tertiary education (see **Examples Group 3**).

It may at times be difficult to distinguish whether a post-secondary non-tertiary programme gives access to tertiary education for the first time; if it enhances access opportunities when the student already had access to tertiary education; or if the programme is not designed to give further access to tertiary education even if the previous qualification required to enter the programme already gave access to tertiary education (see **Examples Group 4**). A possible guideline for these cases is presented below.

Access from ISCED 3 programme required for entry	Access from ISCED 4 programme	Third digit coding (ISCED-P and ISCED-A)
No direct access to tertiary education	First time direct access to tertiary education	444/454 – completion with direct access to tertiary education
Direct access to tertiary education	Broader direct access to tertiary education	444/454 – completion with direct access to tertiary education
Direct access to tertiary education	No further or broader access to tertiary education	ISCED-P: 443/453 – completion with no direct access to tertiary ISCED-A: 444/454 – as the student already had access to tertiary education



The entry requirement for ISCED 4 programmes is successful completion of ISCED 3. This means successful completion of an upper secondary education programme that is classified as (full) level completion of upper secondary education (i.e. ISCED-P/ISCED-A: 343, 353, 344 or 354). Programmes following an ISCED 3 programme but that do not lead to completion of the level should be classified at ISCED level 3.

ISCED level 4 programmes are often designed for participants beyond the age for upper secondary education. The entry requirements may include both education qualifications and a period of relevant work experience (see **Examples Group 5**).

ISCED level 4 programmes typically have a full-time equivalent duration between six months and two years. Programmes of more than two years in duration may be classified at ISCED level 4. However, some assessment should be made of the level of complexity of programmes which are significantly longer than two years. The classification of very long programmes at ISCED level 4 needs to be given careful consideration. In such cases, the key criterion distinguishing post-secondary non-tertiary (ISCED level 4) from short-cycle tertiary education (ISCED level 5) is the depth of complexity of the programme (see **Examples Group 6**).

Where programmes of different durations lead to the same qualification, or to qualifications that are recognised as equivalent to one another, they should normally be classified at the same ISCED level. However, since ISCED level 4 is not significantly more advanced than some programmes at ISCED level 3 – in particular second-cycle programmes or those leading to other qualifications than those already obtained at upper secondary level – may result in qualifications that are awarded to other participants in some upper secondary programmes. The equivalence of the qualifications is not a sufficient reason to classify a programme at ISCED level 3. On the other hand, some ISCED level 4 qualifications are recognised nationally as being ‘higher’ than those offered at ISCED level 3. Where this is the case, all programmes leading to these ‘higher’ qualifications should be seen either as programmes spanning ISCED levels 3 and 4 or as ISCED level 4 programmes.

Post-secondary non-tertiary programmes can be labelled in many ways (see §188). However, it is important to classify the programme not by name or institution but according to the level of complexity of content, from an international perspective. Similarly, it should be noted that ISCED level 4 programmes can be provided in a variety of institutional settings, not only those considered as post-secondary non-tertiary institutions (§191, 52). Therefore, the type of education provider or institution should not be used as a main criterion to distinguish ISCED level 4 from tertiary or even secondary education (see **Examples Group 7**).

Distinction between ISCED level 4 and ISCED level 5

The key criterion distinguishing post-secondary non-tertiary and short-cycle tertiary education is the complexity of the programme content. Programmes at both levels require full completion of upper secondary education for entry. ISCED level 4 programmes broaden the knowledge of students in a certain field. However they are not significantly more advanced than programmes at ISCED level 3. ISCED level 5 is a significant step higher than ISCED level 3. Programmes at ISCED level 5 deepen the knowledge, skills and competencies of participants in a given domain.

Qualifications obtained at ISCED level 5 are considered to be at a higher level than those from ISCED level 4. Short-cycle tertiary education programmes may give credit for transfer into first tertiary degree ISCED level 6 or 7 programmes. Upon completion of ISCED level 5, individuals may have direct access to these first tertiary degree programmes and be exempted from certain courses or modules at these levels. ISCED level 4 programmes lead to qualifications that are only slightly higher in level than ISCED 3 qualifications, and in some cases they even lead to the same qualifications as ISCED 3. They do not give credit towards study at the tertiary level.

EDUCATIONAL ATTAINMENT AT ISCED LEVEL 4

Educational attainment at ISCED level 4 requires the successful completion – leading to a recognised qualification – of a programme representing a minimum cumulative duration at ISCED level 4 of at least 6 months.

ISCED level 4 can also include modules or stages of programmes which are less than half a year in duration and therefore too short for completion of the level. The successful completion of such modules or stages of programmes would be considered at ISCED level 3 in terms of educational attainment.

Similarly, the qualifications resulting from successful completion of programmes classified at ISCED level 5 but which do not meet the criteria for completion of the level would be classified with an educational attainment of ISCED level 4, even if this level does not exist in the country. (See **Examples Group 7 in the ISCED level 5 chapter**)



EXAMPLES OF PROGRAMMES AND QUALIFICATIONS CLASSIFIED AT ISCED LEVEL 4

(§188) Programmes classified at ISCED level 4 may be referred to in many ways, for example: technician diploma, primary professional education, *préparation aux carrières administratives*. For international comparability purposes, the term 'post-secondary non-tertiary education' is used to label ISCED level 4.

Examples Group 1:

Vocational ISCED level 4 programmes sufficient for level completion, designed to give entry to the labour market (without direct access to tertiary education) [ISCED-P: 453; ISCED-A: 453]

Egypt – السننتين الأخيرتين من البرامج التقنية لخمس سنوات (The last two years of the five-year technical programme). This long vocational programme requires the completion of the preparatory education level (ISCED 2). At the end of the five-year programme, graduates are awarded a first technical diploma, which leads only to the labour market. A similar diploma is also awarded following the completion of another two-year post-secondary vocational programme (already classified at ISCED 4). For international data reporting, this long programme is considered as spanning ISCED levels 3 and 4. The first three grades are classified as full completion of upper secondary without access to tertiary education (ISCED-P/ISCED-A: 353) while the last two years are considered as post-secondary non-tertiary education without access to tertiary education. (ISCED-P/ISCED-A: 453)

Ireland – *Teagasc Advanced Certificate in Agriculture*. This vocational training programme may range between 1.5-3 years and three years in duration. The minimum entry requirement is upper secondary education. Successful completion of the programme gives a Teagasc (Irish Agriculture and Food Development Authority) Advanced Certificate in Agriculture, leading directly to the labour market. (ISCED-P/ISCED-A: 453)

Spain – *Certificados de Profesionalidad de nivel 3* (Professional Certificate Level 3 – third level professional qualification). These are programmes preparing for the labour market. The general entry requirement for these programmes is the completion of upper secondary education. Access is also possible for those who can demonstrate the ability to handle these programmes, or those who have a *Certificado de Profesionalidad de nivel 2* qualification in the same field of study. The programme duration ranges from six months to one year (between 350 and 1,110 hours of study and supervised teaching/training). (ISCED-P/ISCED-A: 453)

Examples Group 2:

General ISCED level 4 programmes sufficient for level completion, designed to enhance opportunities to enter tertiary education [ISCED-P: 444; ISCED-A: 444]

Canada – *Post-secondary short general pre-university diploma programmes*. The programmes have a duration of up to two years following the completion of upper secondary education. They are considered as qualifying programmes in preparation for undergraduate studies at university. Following completion of these diploma programmes, students may apply for Bachelor's programmes (i.e. ISCED level 6). (ISCED-P/ISCED-A: 444)

Germany – *Sekundarbereich II, Berufsoberschule* (Upper secondary vocational schools). In the *Berufsoberschule*, the knowledge, skills and competencies acquired by students during their initial vocational education and training are taken as the basis for an extended general and in-depth subject-related theoretical education, which enables students to pursue a course in higher education. The three- to four-year courses of education lead to a double qualification: both a vocational qualification (e.g. the assistant occupations or vocational qualifications in a number of recognised occupations requiring formal training) and a higher education entrance qualification. The *Berufsoberschule* provides two years of full-time education and leads to the *Fachgebundene Hochschulreife*. Students can obtain the *Allgemeine Hochschulreife* by proving their proficiency in a second foreign language. (ISCED-P/ISCED-A: 444)

Israel – *Mechina kdam akademit* (Pre-academic preparatory programme). These are one-year general programmes designed for students who have completed upper secondary education programmes that do not give access to tertiary education, in order to enhance opportunities to enter tertiary education. Successful completion of the programme results in the *Mechina* certificate, which replaces the matriculation certificate for the purpose of acceptance to studies at the tertiary level. (ISCED-P/ISCED-A: 444)



Israel – *Mechina kdam handasaim* (Preparatory programmes for practical engineers). These 7- to 10-month programmes are designed for students who have completed upper secondary education and who wish to pursue tertiary-level training in engineering. Successful completion of the programme results in the qualification *Teudat Sium Mechinat Handesaim* (completion of post-secondary non-tertiary vocational education), which gives access to short-cycle tertiary education programmes in engineering (*Mahat*) provided by the Ministry of Economy. (ISCED-P/ISCED-A: 444)

Oman – *السنة التأسيسية* (Foundation year). This general post-secondary programme is offered to students who have completed upper secondary education (with access to tertiary education) but who wish to widen their study options at the tertiary level. Typical entrance age to this one-year programme is 19 years. Upon completion, graduates receive a foundation certificate (*شهادة إنجاز السنة التأسيسية*), which also gives access to tertiary education. (ISCED –P/ISCED-A: 444)

Qatar – *البرنامج التأسيسي* (Foundation programme). This is a one-year post-secondary programme that is offered to students who have completed upper secondary education (with access to tertiary education) but who wish to broaden their study options at the tertiary level. The programme, which is offered in universities, has a duration of one year. Upon completion, graduates receive a completion certificate, which also gives access to tertiary education. (ISCED –P/ISCED-A: 444)

Switzerland – *Passerellenlehrgang/passerelle/passerella* (Preparatory course for university for holders of the vocational baccalaureate). These are one-year general programmes preparing graduates of vocational upper secondary education for admission to study programmes at the tertiary level. Upon successful completion of the programme, students obtain a university aptitude certification (*Passerellenzeugnis/Certificate de passerelle/Certificado de passerella*) which give access to Bachelor's level programmes. (ISCED-P/ISCED-A: 444)

Examples Group 3:

Vocational ISCED level 4 programmes sufficient for level completion, designed to give direct access to tertiary education as well as to the labour market with more advanced occupational qualifications than ISCED 3

[ISCED-P: 454; ISCED-A: 454]

Canada – *Career, technical or professional training programmes*. Students typically enter these one- to two-year programmes at age 18 following completion of upper secondary education. The vocationally-oriented programmes lead to attestations or certificates for specific occupations. Completion of the programmes also gives access to short-cycle tertiary education programmes. (ISCED-P/ISCED-A: 454)

Estonia – *Kutseõpe keskariduse basil* (Vocational education based on secondary education). These are vocational programmes designed for students who have completed upper secondary education. The typical entrance age is 19 years and the duration may range between 1-2.5 years. Upon completion, students receive a Certificate of Vocational Secondary Education Based on Secondary Education. The programme also gives access to Bachelor's study programmes (*Bakalaureuseõpe*). (ISCED-P/ISCED-A: 454)

France – *Préparation à l'entrée d'une formation sélective de niveau BTS* (Various tertiary programmes including preparatory courses for competitive entrance examinations). These are one-year programmes for students who have completed upper secondary education and who wish to enter selective vocational training programmes at short-cycle tertiary education. The programmes offer training in a diversity of professional fields. The programmes prepare students to enter into high-level paramedical and social service schools (*écoles paramédicales et sociales*), which are at the level of the *Brevet de technicien supérieur (BTS)* (i.e. ISCED level 5). (ISCED-P/ISCED-A: 454)

Germany – *Berufsschulen/Duales System* (Dual system second cycle programme). This is a special form of apprenticeship (second cycle) which comprises education and training both at a vocational school and in an enterprise. Students must have successfully completed upper secondary education, either a general programme with university entrance qualification or a vocational programme (either in the dual system leading to a *Lehrabschluss* or a full-time vocational training programme at a specialised vocational school), in order to enter this 3- or 3.5-year programme. Graduates qualify for further studies in Fachschulen or can enter directly into the labour market. (ISCED-P/ISCED-A: 454)

Morocco – *مستوى التقني المتخصص* (Specialised technician). This is a two-year post-secondary programme which requires the successful completion of upper secondary education. It aims at preparing technicians in various specialised occupations. By the end of this vocational programme, participants are awarded the *Diplôme de Technicien Spécialisé (DTS)* (Diploma of specialised technician). In addition to the labour market, this diploma also gives access to tertiary education. (ISCED-P/ISCED-A: 454)



Netherlands – *WEB-specialistenopleiding, bol en bbl* (Vocational education, specialist training, level 4). These post-secondary vocational programmes are full-time, school-based and dual-system education programmes. Students typically enter these one-year programmes at age 19 following completion of upper secondary education (without access to tertiary). Upon successful completion of the programme, students receive the qualification of secondary vocational education, specialist level (*MBO niv.4: specialist*), which also gives access to tertiary education. (ISCED-P/ISCED-A: 454)

Seychelles – Diploma programmes. These are three-year vocational programmes offered after the completion of the first year of study of the two-year Advanced Certificate A-level programme (ISCED 344). Graduates from the diploma programme are awarded a diploma certificate which provides direct access to tertiary education. (ISCED-P/ISCED-A: 454)

Examples Group 4:

Vocational ISCED level 4 programmes sufficient for level completion, designed to give access to the labour market, but entry requirements already included access to tertiary education

[ISCED-P: 453 or 454; ISCED-A: 454]

Brazil – *Educação profissional de ensino médio (subsequente)* (Professional education at the upper secondary level (further education)). These programmes are designed for students who have already completed an ISCED level 3 programme and wish to obtain a vocational education, designed for labour market entry. The programmes last at least 800 hours (between 8 and 18 months). Students in these programmes are usually older than those in ISCED 3 programmes and are looking for a specific vocational education in order to get a better position in the labour market. Many students are already employed but aim to become more specialised in their field. Students who enter this programme already have access to tertiary education through their previous ISCED 3 qualification (upper secondary education – *ensino médio*). However this vocational programme is designed specifically for the labour market and does not provide additional preparation or access to the tertiary level beyond that acquired at ISCED 3. (ISCED-P: 453; ISCED-A: 454)

Greece – *Diploma epagematikis katartisis epipedou metadefterovathmias epagelmatikis katarisis* (Diploma of vocational training). These five-semester vocational programmes (four semesters of lessons and one semester of apprenticeship) are offered by the Institutes of Vocational Training (*Institouto Epagelmatikis Katartisis – IEK*) and require the completion of upper secondary education for entry. The diploma obtained upon graduation from these programmes does not provide access to tertiary education or university institutions. It is designed for entry to the job market as a skilled technician of a higher level. Among the entry requirements is the successful completion of upper secondary school (*lyceia*), either general or vocational, which gives access to ISCED level 6 (subject to general university entrance exams). (ISCED-P: 453; ISCED-A: 453 or 454)

Portugal – *Ensino pós-secundário não superior, Curso de Especialização Tecnológica* (Post-secondary non-tertiary technological specialisation course). These vocationally-oriented programmes have a duration of 1-1.5 years and lead to the *Especialização Tecnológica* diploma. The technological specialisation courses are post-secondary non-tertiary training courses which prepare young people and adults to perform qualified jobs, in order to facilitate entry into the labour market. The courses have components of training in school and in the workplace. The minimum requirement to enter these programmes is the successful completion of upper secondary education. Successful completion of these programmes gives access to first tertiary degree programmes at ISCED levels 6 and 7. (ISCED-P/ISCED-A: 454)

Examples Group 5:

Vocational ISCED level 4 programmes sufficient for level completion, with relevant work experience also considered in entry requirements [ISCED-P: 453 or 454; ISCED-A: 453 or 454]

Finland – *Erikoisammattitutkinto* (Vocational programmes preparing for specialist vocational qualifications). These are programmes preparing for a competence-based qualification or skills examination which is taken usually after some years of work experience (for example in crafts or technical skills). While students usually participate in these programmes in order to prepare for the qualification, the qualification can also be attained based on working skills rather than the completion of previous studies. Participants in these programmes have usually completed upper secondary education or have equivalent skills. Upon successful completion of these programmes, students also have access to tertiary education. (ISCED-P/ISCED-A: 454)

Norway – *Halårig til ettårig fagskoleutdanning* (0.5- to 1-year vocational college programmes). These programmes are designed for direct labour market entry to meet a series of specialised vocational needs. Often, they constitute a further



specialisation to craft's or journeyman's certificates. Sometimes, however, they are offered in fields not provided at the ISCED 3 level. The admission requirement is successful completion of upper secondary education or training (ISCED level 3). (ISCED-P: 453; ISCED-A: 453)

Examples Group 6:

Vocational ISCED level 4 programmes of more than two years in duration but where the content is below the tertiary level [ISCED-P: 453 or 454; ISCED-A: 453 or 454]

Guinea-Bissau – *Treinamento (formação) de professores de ensino secundário geral* (Teacher training for general secondary). This programme has a duration of three years following the completion of upper secondary education. It aims at preparing qualified upper secondary teachers. By the end of the programme, participants are awarded a general secondary teaching diploma (*Diploma de ensino secundário geral*), which in addition to the labour market also gives access to tertiary education. The programme is classified as post-secondary non-tertiary education (ISCED 4) as nationally it is considered lower than tertiary education. (ISCED-P/ISCED-A: 454)

Poland – *Policealne studium wokalno-aktorskie* (Post-secondary vocal and stage performance school). This is a vocational programme at ISCED level 4 that prepares students for specific artistic occupations and leads to the award of a post-secondary school-leaving certificate. According to the Regulation of the Ministry of Culture and National Heritage, from the school year 2014/2015 onwards, education offered in *policealne studium wokalno-aktorskie* is organised in a three-year cycle of study. (ISCED-P/ISCED-A: 453)

Examples Group 7:

ISCED level 4 programmes offered in non-typical institutions for post-secondary non-tertiary education [Any ISCED-P or ISCED-A codes at ISCED level 4]

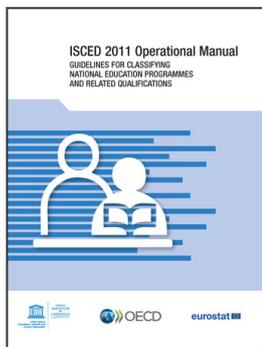
Czech Republic – *Další vzdělávání na vysoké škole: pro absolventy SŠ* (Universities: the second qualification for graduates from upper secondary education). These are post-secondary general courses designed for students who have completed upper secondary education (with access to tertiary education) and are offered in universities. Students enter at age 19 or older, and the duration is one year. Upon completion, students receive a certificate (*osvědčení*). The programme also gives access to tertiary education. (ISCED-P/ISCED-A: 444)

Czech Republic – *Pomaturitní studium* (Post-secondary courses, vocational type). These are post-secondary vocational courses designed for students who have completed upper secondary education (with access to tertiary education). The programme is offered at secondary schools. The typical entrance age is 19, and the duration is one year. Upon completion, students receive a certificate (*osvědčení*). The programme also gives access to tertiary education. (ISCED-P/ISCED-A: 454)

Spain – *Títulos propios de Universidad de menos de 2 años* (Specific degrees of universities, less than two years). These diverse, short post-secondary programmes are offered in universities and do not lead to national university degrees. The duration ranges between 0.5-1 year. Students need to have completed upper secondary education in order to enter these vocational programmes. (ISCED-P/ISCED-A: 453)

Note

1. Paragraph numbers are references to the main ISCED 2011 classification document. See more details in the Reader's Guide.



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