

# EAGLE PRESENTATION

## ECVET ECTS Growing Links in European Education

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**WALES**

# Issues to be addressed- from the Welsh perspective next step.....

- To identify **problems** and **solutions** which address the issue of 'recognition' (prior formal learning formal) of ECVET to ECTS
- To identify best practice examples
- To identify any 'gaps' in particular levels of transfer within EQF levels 3-4 and 4-6<sub>(Appendix 1)</sub>
- To identify considerations/factors specific to the host country (Wales)

# EQF Level 4-5 (CQFW 3-4)

Problem	Solution
<p><b><u>Formal Learning</u></b></p> <ul style="list-style-type: none"><li>• Reputation of vocational v academic qualifications with some HEI's</li><li>• Fitness to practise</li></ul> <p><a href="#"><u>Consultation on introducing Fitness to Practise procedures</u></a></p> <ul style="list-style-type: none"><li>• Input of sector skills councils driving work place qualifications</li></ul> <p><a href="#"><u>Qualifications for social care, early years and childcare in Wales   CCWales</u></a></p> <p><b><u>Informal learning</u></b></p> <ul style="list-style-type: none"><li>• Processes in place to map informal learning to vocational qualifications but not academic route. Although not widely used.</li></ul>	<ul style="list-style-type: none"><li>• Dissemination to admission tutors improving</li><li>• Early discussion with potential applicants</li><li>• Mapping of qualifications to meet both agendas</li><li>• Foundation degrees</li></ul> <ul style="list-style-type: none"><li>• Apply credit to informal learning though APL to vocational qualifications</li></ul>

## Problem

- Progression pathways not always apparent to learner
- Lack of clarity for learner to understand entry routes into HE particularly for mature learners who may have 'additional' work based learning experiences
- Not always a 'joined up' approach between schools/FE colleges/training providers/sector skills councils to work together to bridge the divide, prepare learners and support progression
- RPL and APEL processes do not always effectively provide recognition of knowledge and skills.
- Common language- various programmes use specific language/jargon

## Solution

- All programmes developed with Learning Outcomes and Assessment Criteria
- Range of vocational HE courses, including Foundation Degrees
- Partnerships between HE and FE which recognise/encourage progression from VET to HE
- UCAS: The UCAS Tariff is a means of allocating points to compare post-16 qualifications used for entry to higher education
- Endorsement of Sector Skills Councils (independent UK wide organisations) employer-led with primary purpose to identify needs (skills) of the ECEC sector , to agree priorities and targets with its employers and partners in ECEC and develop new programmes (Level 5 Advanced Practitioner)



# The Credit and Qualifications Framework for Wales



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

## All learners

### All learning programmes

including taught courses, distance learning, work-related training technology-enhanced learning and other education/training activities

### All providers

including school, college, work based trainers, university, community, industry, voluntary and other activities

### Policy drive

- Welsh Assembly Government
- Sectoral/lead bodies
- Other policy makers
- UK
- EU

### Understanding

- Learners
- Providers of education and training
- Curriculum developers
- Policy makers
- Education marketing

## Types of qualifications and learning opportunities

### Principles

- Features
- Benefits
- Application
- Transferability

### Higher education

Degree  
Masters  
Postgraduate studies  
Doctorates

### Lifelong learning

Adult and community learning  
Company training  
Voluntary sector  
Wider learning 14+

### General and vocational education and training

GCSE  
A levels  
S/NVQs  
Welsh Baccalaureate qualification

### Recognition

- Learners
- Employers
- Parents
- Society

## Learning and qualifications are organised into frameworks

### Support

- Funding
- Technological
- Quality assurance and enhancement
- Knowledge management

Framework for Higher Education Qualifications **FHEQ**

Quality Assured Lifelong Learning **QALL**

National Qualifications Framework **NQF**  
Qualifications and Credit Framework **QCF**  
Scottish Credit and Qualifications Framework **SCQF**

### Adaptability

- Flexibility
- Advice and guidance
- Progression
- Achievement record

## Learning opportunities and standards are quality assured by

### Capability

- Expertise
- Systems and compatibility

QAA

CQFW

DCELLS, Ofqual,  
CCEA and SCQF partnership

### Portability

- In UK
- Europe
- Wider

# Summary of best practice examples

- CQFW ‘merges the concepts of volume of learning achievements (credit) and the demands made of that learning on the learner (level) to create a system that is able to include all types and styles of learning and all qualifications’ (CQFW 2009:4).
- Recognition of lifelong learning where there are close links with workplace. **Example Foundation Degree (HE and VET)**
- Flexible pathways/opportunities to access HE (UHOVI-FD-Top-up)
- Bite-sized learning/progression routes are embedded into all HE programmes
- Development of Sector Skill endorsement- Where HE programmes are delivered alongside programmes which allow development of professional competence (knowledge, skill, understanding ) **Involves employer engagement/recognition**
- APEL/APA/RPL opportunities
- UCAS- credit tariff used to allocate points to compare post-16 qualifications used for entry to higher education

# Identification of 'gaps'

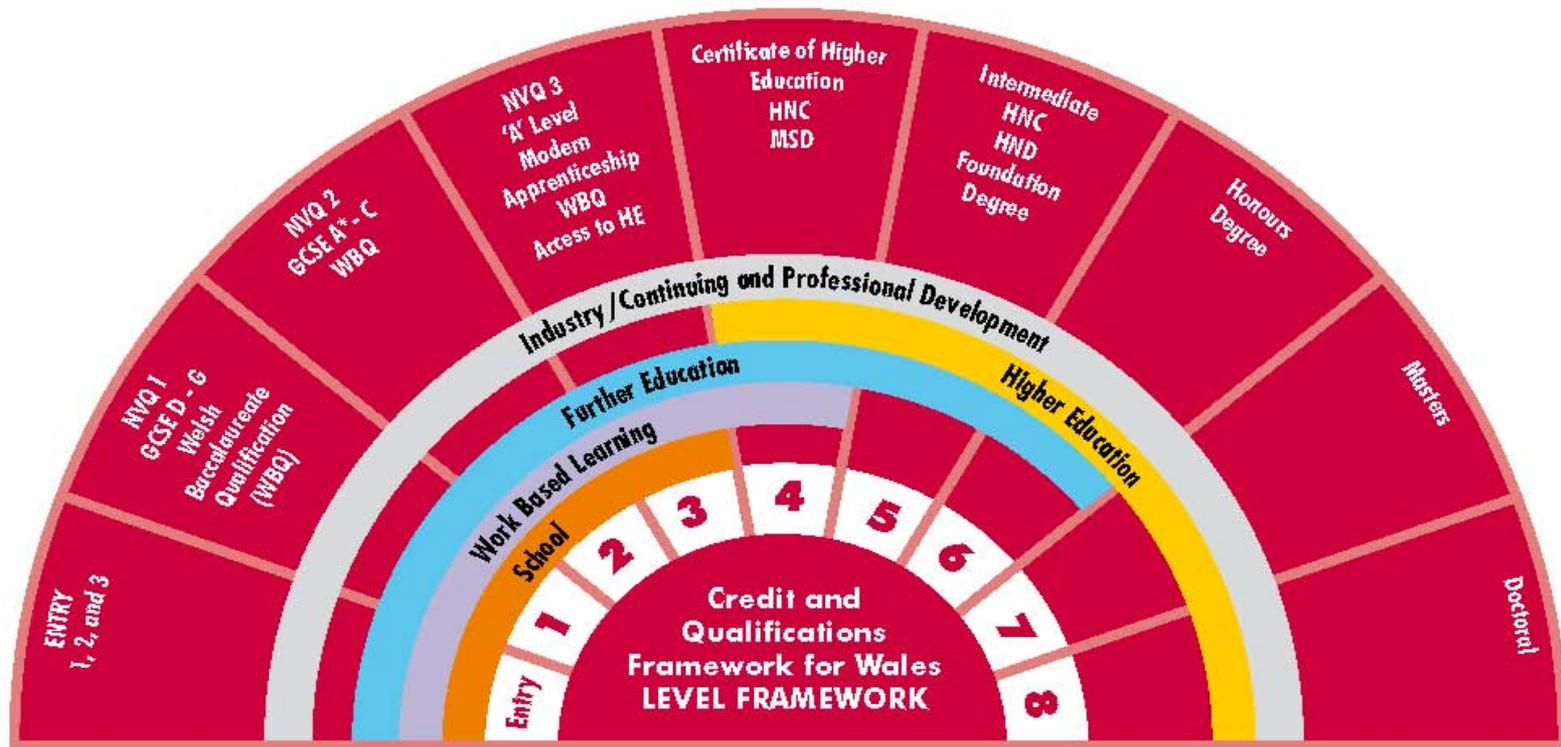
- Lack of endorsement of Sector Skill Council to support developments in VET/HE (FD Childhood Studies)
- Effectiveness of APEL/APA systems (application/process/decision making)
- Institutions require a 'common language' to describe all learning for which they are responsible (CQFW, 2009:4)

# Considerations specific to Wales- legislation/policy

- Important policy drivers: Reaching Higher; The Learning Country: Vision into Action, Skills that Work for Wales, Recognising Wider Learning 14-19 (Trevor Clark, 2010)
- European Qualifications Framework, Bologna Agreement and EQARF
- Care Council for Wales- Sector Skills Council
- The Learning Country. NAFW (2010)
- Government of Wales Act. 1998 (Foundation Phase)
- Building a Brighter Future: Early Years and Childcare Plan (2013) Welsh Government
- National Minimum Standards for Regulated Childcare (2012)

# Credit and Qualifications Framework for Wales

## Learning and Progression Routes



The Credit and Qualifications Framework for Wales was introduced in 2003 as a fully inclusive learning framework. The Levels capture all learning from the very initial stages (Entry) to the most advanced (Level 8). The Fan diagram illustrates the levels and examples of qualifications and learning provision that are included in it.

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# Summary

Next steps:

1. UCAS is an effective system and recognises most VET qualifications, allowing the learner to convert into tariff points
2. VET qualifications are 'regulated' and supported by either sector skill organisations or awarding bodies- pre-requisite to course/training development.

# Appendix 1

FIGURE 1  
FINAL PROPOSED ARTICULATION OF  
THE CQFW AND THE EQF

CQFW Levels	EQF Levels
8	8
7	7
6	6
5	5
4	5
3	4
2	3
1	2
Entry 3	1
Entry 1 / Entry 2	—

# References/links

- [UCAS tariff/points converter\\*](#)
- [https://www.google.co.uk/#q=ucas+qualificati  
on+converter+points+tariff+converter](https://www.google.co.uk/#q=ucas+qualificati+converter+points+tariff+converter)
- **The UCAS (University College and Admissions Service) Tariff is a means of allocating points to compare post-16 qualifications used for entry to higher education.** It was developed to help learners make sensible application choices and to provide information to universities and colleges about a wide range of qualifications.