

ECLN OPTIONS AND POSITION ON CERTIFICATION:

This document has been produced for the partnership to sum up 'where we are' in terms of assessment and validation options, following the programme of research in WP2 and the needs identified, and the programme of curriculum development that has been undertaken through WP3. It also follows the partnership discussions and workshop at the meeting in Rijeka in March.

As a result, ECLN has devised a curriculum, based on the qualitative research carried out as part of the 1st year of the project, then tested this proposed core-curriculum in partner countries and finalised the key characteristics, parameters and curriculum content for developing the shared Cultural Learning practice in partner countries.

The emerging ECLN CLOCK approach (Cultural Learning Open Curriculum Kit) provides a map and toolkit to identify the skills and knowledge landscape for Cultural Learning. The curriculum can be delivered in any practice-based learning context in formal, non-formal or informal education processes and needs an assessment and validation strategy that will accommodate this broad approach. It needs a certification process and authority that can bridge formal, non-formal and informal approaches.

There is a framework for the recognition and validation of non-formal and informal learning in Cultural Learning that already exists in the form of the Euro-Aspire Framework and Tool-kit. ECLN did not wish to replicate or modify this framework, since the key parameters of Euro-Aspire were also tested with partners and partner-networks in the research phase of ECLN. The profiles of the novice, competent and expert Cultural learning Practitioner were shared, acknowledged as relevant and formally adopted by partners at the partner meeting in Nicosia. ECLN. Like Euro-Aspire and Aspire2Create (An EU Innovation project, and an EU Transfer of Innovation project, respectively) will require certificating authority and certification

processes to be aligned with the values of the workforce and employers in the Cultural Learning network. These values are:

A. Equity of recognition and validation for all learning, irrespective of where the learning took place: e.g. formal, non-formal, informal;

1. Good fit with any learning contexts;
2. Practice-based;
3. A broad range of assessment practices;
4. Flexibility to address required outcomes with diverse approaches, content, and contexts;

B. Practice-based

5. Outcome-based;

C. International Facing

6. Promoting mobility and social inclusion within Cultural Learning in the EU;
7. Levels driven by common EU industry requirements and protocols but indexed to European Qualifications Framework;
8. Global operations to extend the reach of the qualification and assist engagement with local VET authorities;

D. Industry, Sector and Workforce aligned including Continuing Professional Development

9. Professional Development Awards with sufficient credit weighting at Higher Levels;
10. Experience with certification in the Creative and Cultural Industries;
11. Practice, Sector and Industry specific;

ECLN has explored several options for validation, assessment and possible certification. While these discussions are at an early stage, there are a number of possibilities to be reviewed. These include:

Youthpass- (A, C) very good with informal and non-formal learning and international facing;

Europass- (A,C) very good with informal and non-formal learning and international facing;

OCR – (C) limited understanding of practice in the Creative and Cultural Sector

EdExcel/Pearson-(B, C,D) Technical education, international, practice-based with some apprenticeships in Creative Roles;

AIM – (A, B, D); subgroup from an Open College Network with strong non-formal adult education values and some creative industry programmes;

Scottish Qualifications Authority (SQA) –(A,B,C,D); global awarding authority, engaged by the Cultural and Creative Sector Skills Council in the UK to validate and Certificate Apprenticeship programmes and other craft qualifications; Long history of working with all contexts of learning; experience of similar dedicated practitioner professional group awards e.g.in play-leadership;

Follow-up discussions will therefore be had with SQA staff together with the qualifications staff of the UK sector skills council, Creative and Cultural Skills, who have brokered the initial relationship. SQA so far have shown themselves to be knowledgeable and supportive and could provide a structure that wouldn't negatively impact the flexible and practice-based learning at the heart of the proposed validation. The certification process would add a level of external moderation and support the quality assurance of the validation process and outcomes.

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For the ECLN partners

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