

Validation of Formal, Non Formal and Informal Learning: The case study of Administration Personnel

Learning Activity 1

Cyprus 11/01/2016-15/01/2016



Erasmus+

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Three types of learning

FORMAL LEARNING:

- Learning that occurs in an **organised and structured environment** (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification

Three types of learning

- **NON FORMAL LEARNING**

- learning embedded in planned activities not always explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.
- Comments:
 - non-formal learning outcomes may be validated and may lead to certification;
 - non-formal learning is sometimes described as semistructured learning
- Non-formal learning: what happens in a formal situation but may not lead to formal qualifications
- Life long learning activities are usually denoted as non formal learning.

Three types of learning

- **INFORMAL LEARNING**

- Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective.

- b:

- Informal learning outcomes may be validated and certified;

- Informal learning is also referred to as experiential or incidental/random learning.

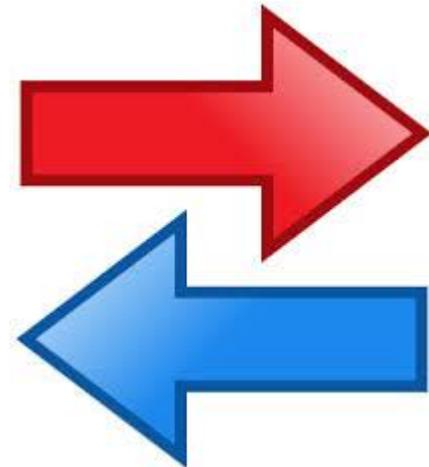
Some more on terminology

- QUALIFICATIONS
- covers different aspects:
 - **formal qualification:** the formal outcome (certificate, diploma or title) of an assessment process which is obtained when a competent body **determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work.** A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. a qualification can be a legal entitlement to practice a trade (oecd);
 - **Job requirements:** knowledge, aptitudes and skills required to perform specific tasks attached to a particular work position (ilo).



- A **specific national qualification** is, for example, a 'master diploma for pastry cook' in Germany or a 'baccalauréat technologique' in France.
- A **level of a National Qualifications Framework** is, for example, the '**Junior Certificate at Level 3**' in Ireland.
- **A part of a National Qualifications System** is, for example, represented by the qualifications provided by the 'Secondary Technical and Vocational Schools' in Austria or the qualifications provided by 'Colleges (Főiskola)' as part of higher education in Hungary

- What is EQF
 - A common European reference system which will link different countries national qualification systems and frameworks together
- How
 - EQF shifts the focus **from input** (lengths of learning experience, type of institution) to **what a person knows and is able to do** (that is learning outcomes)



Learning outcomes



- Are expressed in terms of Knowledge, Skills and Competence
 - **Knowledge:** In the context of EQF knowledge is described as theoretical and/or factual
 - **Skills:** In the context of EQF skills are described as **cognitive** (involving the use of logical, intuitive and creative thinking) and **practical** (involving manual dexterity and the use of methods, materials, tools and instruments.)
 - **Competence:** In the context of EQF competence is described in terms of responsibility and autonomy
- EQF uses 8 reference levels

European Qualification Framework – Levels 2-5

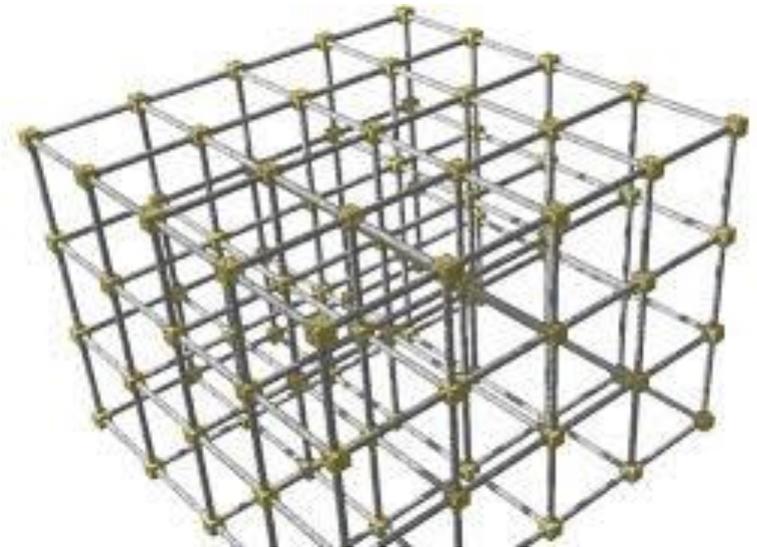
	KNOWLEDGE	SKILLS	COMPETENCE
Level 2	<ul style="list-style-type: none"> • Basic factual knowledge of a field of work or study 	<ul style="list-style-type: none"> • Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools 	<ul style="list-style-type: none"> • Work or study under supervision with some autonomy
Level 3	<ul style="list-style-type: none"> • Knowledge of facts, principles, processes and general concepts in a field of work or study 	<ul style="list-style-type: none"> • A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools and materials and information 	<ul style="list-style-type: none"> • Take responsibility for completion of tasks in work or study • Accept own behaviours to circumstances in solving problems

European Qualification Framework – Levels 2-5

	KNOWLEDGE	SKILLS	COMPETENCE
Level 4	<ul style="list-style-type: none"> • <u>Factual and theoretical</u> knowledge in broad contexts within a field of work or study 	<ul style="list-style-type: none"> • A range of cognitive and practical skills required to <u>generate solutions</u> to specific problems in a field of work or study 	<ul style="list-style-type: none"> • Exercise <u>self management</u> within the guidelines of work or study contexts that are usually predictable but are subject to change • <u>Supervise the routine work of others</u>, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	<ul style="list-style-type: none"> • <u>Comprehensive, specialised, factual and theoretical knowledge</u> within a field of work or study and an awareness of the boundaries of that knowledge 	<ul style="list-style-type: none"> • A comprehensive range of cognitive and practical skills required to <u>develop creative solutions to abstract problems</u> 	<ul style="list-style-type: none"> • Exercise <u>management and supervision</u> in contexts of work or study activities where there is <u>unpredictable change</u> • Review and develop performance of self and others

Meta-framework

- 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.)



EQF and Qualifications

- In the long run, all qualifications awarded in Europe should have a reference to the EQF



European
Qualifications
Framework

Descriptors and significance of wording

- cover the **full range of learning outcomes, irrespective of the learning or institutional context** from basic education, through school and unskilled worker levels up to doctoral or senior professional levels.
- they cover **both work and study situations, academic as well as vocational settings, and initial as well as continuing education** or training, i.e. all forms of learning formal, non-formal and informal

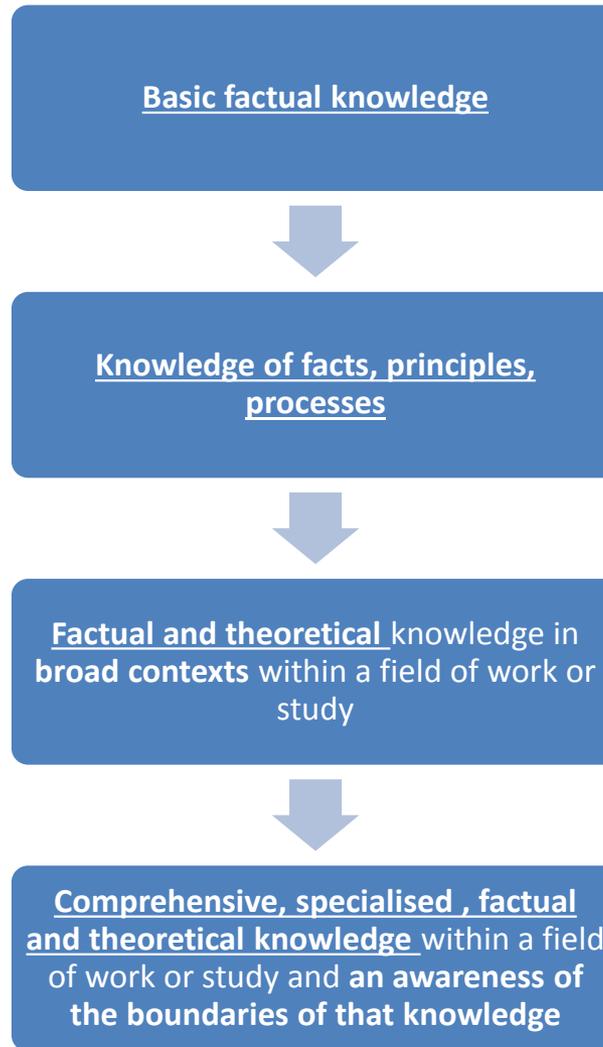


Descriptors and significance of wording

- **Generalisation and specialisation (!)**
 - Descriptors reflect **both**
 - Reaching a higher level does not necessarily imply most specialised skills and knowledge (may be the case in academic and research context)
 - In other study of work context may be more generalistic



Wording is important



Wording is important

carry out tasks and to solve routine problems using simple rules and tools



accomplish tasks and solve problems by selecting and applying basic methods, tools and materials and information



generate solutions to specific problems



develop creative solutions to abstract problems

Wording is important

under supervision with some autonomy



Take responsibility for completion of tasks in work or study
Accept own behaviours to circumstances in solving problems



Exercise self management
Supervise the routine work of others



Exercise management and supervision in contexts of work or study activities where there is unpredictable change
Review and develop performance of self and others

KSC and other national frameworks

- **EQF does not oblige the countries to do the same**
- Knowledge, skills and competences should be **collectively perceived** (and not be read in isolation from each other)
- In national, regional or sectoral qualification frameworks, **descriptors can be adapted to their respective aims and objectives**

For example

- Scottish Framework
 - Knowledge and understanding
 - Practice: Applied Knowledge and understanding
 - Generic Cognitive skills
 - Communication, ICT Skills and Numeracy
 - Autonomy, Accountability and working with others

For example

- In Ireland
 - Breadth of knowledge
 - Kind of Knowledge, range of know how and skill
 - Context of competence
 - Role of Competence
 - The competence learning to learn
 - Insight (competence)

EQF

- Designed to have fewest and simplest possible differentiations
- Focusing on the most essentials and substantial aspects



European
Qualifications
Framework

Levels

- Part of one national qualification system may fit perfectly on a certain level and another part on another level
 - Eg the General Certificate of Secondary Education in England, Wales and Northern Ireland might require more theoretical and factual knowledge but less practical skills
 - One should read the whole line and judge all in all in which of the levels the group of qualification fits best.



Is one column more important than the other

- All are equally important



EQF as a ladder

- From level 1 to level 8 learning outcomes are **more complex** and there is greater demand from the learner or workers
- National qualification frameworks may have more or less levels
- In some fields, sectors or domains there might be no qualification on a higher level available



EQF as a ladder

- In some fields there might be no qualifications at the lower levels
- For example:
 - It is very unlikely to find qualifications at the higher level in the area of housekeeping
 - It is very unlikely to find qualifications at the lower level in the field of pharmacy



EQF as a ladder- More examples

- A person received an apprenticeship certificate of level 3
- He worked for some years and received extra training
- Then he decided to take a university degree eg at level 5
- The university accepted his experience and knowledge instead of a formal qualification at level 4
- After the completion of the university degree this person has a formal qualification on level 3 and 5 and not level 4

just
another
example

Learning Outcomes

- Learning outcomes are **statements of what a learner knows, understands and is able to do** on completion of a learning process.
- Learning outcomes may be *acquired through a variety of learning pathways*, modes of delivery (school-based, in-company, etc.), in different learning contexts (formal, non-formal and informal) or settings (i.e. country, education and training system ...).



Student
Learning
Outcomes

Learning Outcomes

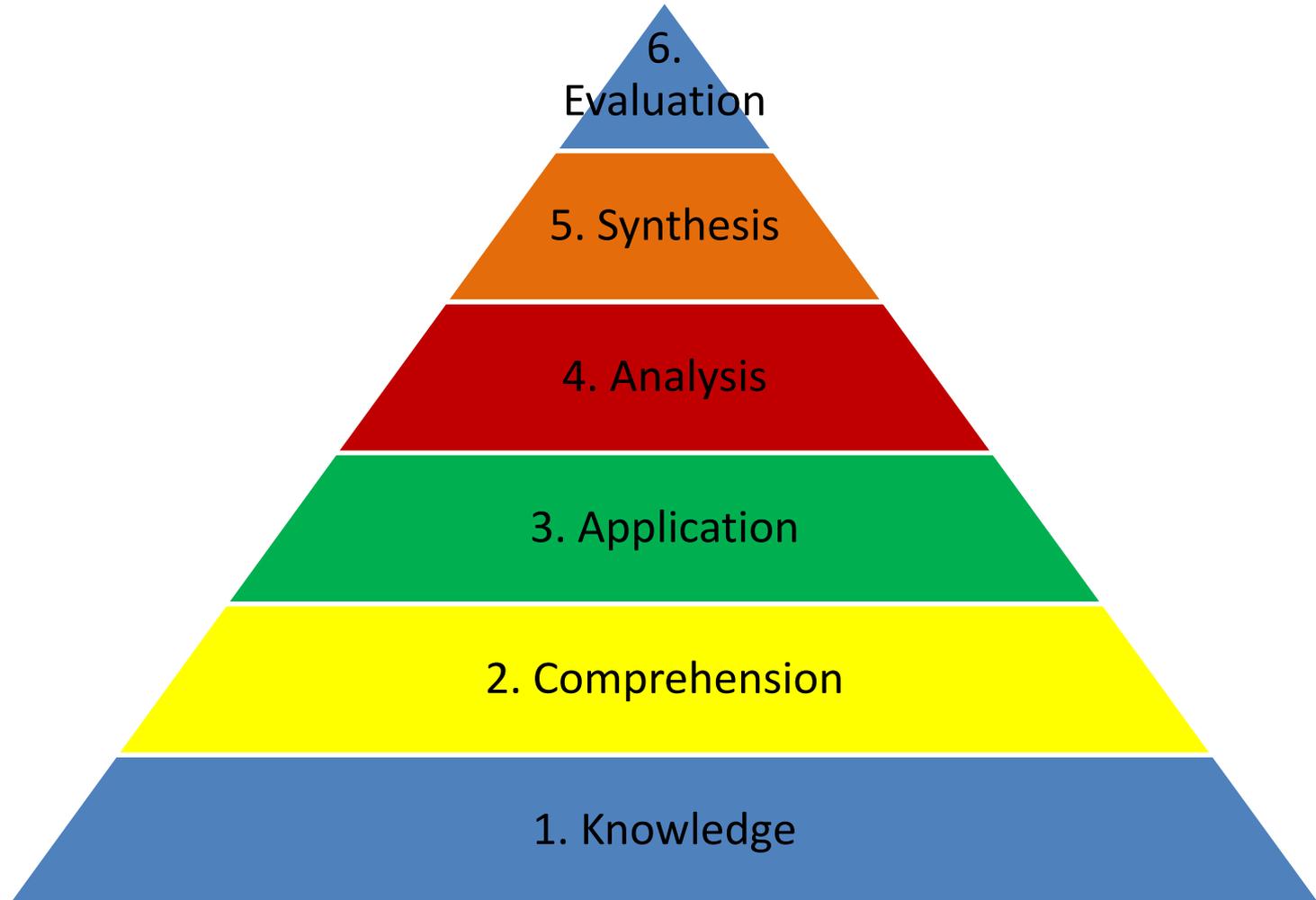
- The European definition of learning outcomes uses the terms of knowledge, skills and competence.



Learning Outcomes for

- Occupational Standards
 - To define the tasks and expectations of a given occupation
- Curricula
 - To define the expectations of each learning activity
- Assessment criteria/specifications
 - To define what is to be assessed

Constructing Learning outcomes



Verbs are important- Knowledge

- *Arrange, collect, define, describe, duplicate, enumerate, examine, find, identify, label, list, memorise, name, order, outline, present, quote, recall, recognise, recollect, record, recount, relate, repeat, re-produce, show, state, tabulate, tell.*

Examples on knowledge

- *Recall* genetics terminology: homozygous, heterozygous, pheno- type, genotype, homologous chromosome pair, etc.
- *Identify* and consider ethical implications of scientific investigations.
- *Describe* how and why laws change and the consequences of such changes on society.
- *List the criteria to be taken into account when caring for a patient* with tuberculosis.
- *Define* what behaviours constitute unprofessional practice in the solicitor – client relationship.
- *Describe* the processes used in engineering when preparing a de- sign brief for a client.

Verbs are important- Comprehension

- Associate, change, clarify, classify, construct, contrast, convert, de- code, defend, describe, differentiate, discriminate, discuss, distinguish, estimate, explain, express, extend, generalise, identify, illustrate, indi- cate, infer, interpret, locate, paraphrase, predict, recognise, report, restate, rewrite, review, select, solve, translate.

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Examples on comprehension

- *Differentiate* between civil and criminal law
- *Identify* participants and goals in the development of electronic commerce.
- *Predict* the genotype of cells that undergo meiosis and mitosis.
- *Explain* the social, economic and political effects of World War I on the post-war world.
- *Classify* reactions as exothermic and endothermic.
- *Recognise* the forces discouraging the growth of the educational system in Ireland in the 19th century.

Verbs are important-Application

- *Apply, assess, calculate, change, choose, complete, compute, construct, demonstrate, develop, discover, dramatise, employ, examine, experiment, find, illustrate, interpret, manipulate, modify, operate, organise, practice, predict, prepare, produce, relate, schedule, select, show, sketch, solve, transfer, use.*

Examples on Application

Construct a timeline of significant events in the history of Australia in the 19th century.

Apply knowledge of infection control in the maintenance of patient care facilities.

Select and employ sophisticated techniques for analysing the efficiencies of energy usage in complex industrial processes.

Relate energy changes to bond breaking and formation.

Modify guidelines in a case study of a small manufacturing firm to enable tighter quality control of production

Have a look

- Implementing Bologna in your institution
(Kennedy, Hyland and Ryan)

Guidelines for composing LOs

- Begin with an **action verb**
- Try to use **one verb per LO**
- **Avoid vague terms** like know, understand, learn, be familiar with
- Avoid complicated sentences
- Ensure that the LOS of the module relate to the overall outcomes of the programme
- **Observable and measurable**



Guidelines for composing LOs

- Ensure that Los are **capable of being assessed**
- Take into consideration the timescale within which the outcomes are to be achieved- **BE REALISTIC**



National Qualifications Framework

- An instrument for the development and classification of qualifications (e.g. at national or sectoral level) according to a set of criteria (e.g. using descriptors) applicable to specified levels of learning outcomes
- (An NQF means an instrument) which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society

The Cyprus National Qualification Framework

<u>NQF LEVELS</u>	<u>EDUCATIONAL/ACADEMIC QUALIFICATIONS</u>		<u>Professional/Vocational Qualifications</u>	<u>EQF LEVELS</u>
8	DOCTORAL DEGREE			8
7c	MASTER'S DEGREE		SVQ Level 5	7
7b	POST GRADUATE DIPLOMA/POST GRADUATE CERTIFICATE			
7a	POST GRADUATE CERTIFICATES			
6	BACHELOR'S DEGREE/PTYCHION		SVQ Level 4	6
5c	HIGHER CERTIFICATES AND DIPLOMAS (3 years or more)		SVQ Level 3	5
5b	POST SECONDARY CERTIFICATES AND DIPLOMAS (2 years)			
5a	POST SECONDARY CERTIFICATES AND DIPLOMAS (1 year)			
4	UPPER SECONDARY GENERAL EDUCATION AND EVENING SCHOOLS CERTIFICATES (12th Class-or 12&13th for some private schools) – APOLYTERION	UPPER SECONDARY TECHNICAL AND VOCATIONAL EDUCATION AND EVENING TECHNICAL SCHOOLS CERTIFICATES (12th Class)- APOLYTERION	SVQ Level 2	4
3	LOWER SECONDARY EDUCATION CERTIFICATE 10th Class		NEW MODERN APPRENTICESHIP	3
2	COMPULSORY LOWER SECONDARY EDUCATION CERTIFICATE 9th Class		PREPARATORY PROGRAMME (NEW MODERN APPRENTICESHIP)	2
1	COMPULSORY EDUCATION CERTIFICATE (Elementary School Leaving Certificate, and/or graduates of 7th and /or 8th Class)			1

Benefits from NQF

- Increased consistency of qualifications
- Better transparency for individuals and employers
- Increased currency of single qualifications
- A broader range of learning forms are recognised
- A national/external reference point for qualifications standards
- Clarification of learning pathways and progression
- Increased portability of qualifications
- Acting as a platform for stakeholders for strengthening cooperation and commitment
- Greater coherence of national reform policies
- A stronger basis for international co-operation, understanding and comparison

An example

- https://en.wikipedia.org/wiki/European_Qualifications_Framework



Thank You
So Much!