

NQF-in

Developing organisational and financial
models for including non-formal sector
qualifications in National Qualifications
Frameworks



HEPRU
Higher Education Policy Research Unit



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Trends and Foresights Seminar

***How will both formal and 'non-formal' qualifications
be regarded in Ireland by 2025?***

Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks



Non-formal sector qualifications?

There are different approaches and terms used across Europe to define qualifications awarded outside the school system. Within NQF-IN project we decided to use the term **non-formal sector qualifications** to indicate that we focus our analysis on inclusion in the NQF qualifications which are awarded outside the traditional school systems (general, VET, HE). However, we are investigating if it possible to propose another term to name these groups of qualifications. See: key terms and concepts

**NQF-In is a policy-oriented research project using
comparative analysis across 7 EU countries**

The main goal of the NQF-IN project is to provide evidence-based support to national governments, EU agencies and key stakeholders in developing policies on including non-formal sector qualification into NQFs.

This will be done by:

- 1. providing systematised knowledge on the organisational and financial solutions applied in seven EU countries on including non-formal sector qualifications into their NQFs through 7 Country Reports**
- 2. developing organisational and financial models on including non-formal sector qualifications into NQFs.**

Defining ‘non-formal’ qualifications:

In the NQF-IN project, and for the seminar, ‘non-formal qualifications’ are defined as awards/qualifications provided outside of state-supported training and education contexts, regardless of whether they are formally ‘included’ in the NFQ or not, including CPD, in-service and work-based learning.

FINAL CONFERENCE

5-6 June, 2018

Save the date! A conference on developing models for including non-formal sector qualifications in NQFs

Please save the dates of **June 5-6, 2018** to join us in **Warsaw, Poland** for a conference entitled “**Developing models of the inclusion of non-formal sector qualifications in national qualifications frameworks – the experiences of European countries**”, organised by the NQF-IN Project.



NQF-in

Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks



Co-funded by the
Erasmus+ Programme
of the European Union

NQF-In Erasmus+ project 2015 - 2017

“Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks”

<http://www.nqf-in.eu/>

COUNTRY REPORT FOR IRELAND

Findings from a small-scale, ‘usefully-representative’ survey

Round-table event

5 December 2016

QQI Offices, 10 Lower Mount Street, Dublin 2

DR ANNE MURPHY



NQF-In Project

‘Developing organisational and financial models for including non-formal sector qualifications in national qualifications frameworks’

Country Report

Including non-formal sector qualifications in the NQF in IRELAND

June 2017

7 NATIONAL SEMINARS

Spring 2018

2 questions posed initially for the Irish Seminar:

1. **Should a broader range of qualifications be included in the Irish NFQ, and if so, how?**
2. **Should the NFQ be used to control access to the market for education and training qualifications?**

One emerging trend from conversations.....

Interest in a common system of advance credit-rating of CPD learning events which are meaningful in their specific context...

and which would have added value if they could have some 'formal' relationship with the NFQ

.... but without an arduous administrative process or prohibitive costs.



Trends and Foresights Seminar

*How will both formal and 'non-formal' qualifications
be regarded in Ireland by 2025?*

Excluding RPL/VNFIL ----- 4 points

1. RPL/VNFIL generally applies to assessment/validation of **PRIOR** learning in relation to awards/qualifications/NOS already in existence.
2. It is **conceptually difficult** to justify treating 'non-formal qualifications' in the same way as learning from experience in the VNFIL 'industry' (*also argued by UNESCO*).
3. It is conceptually difficult to describe non-formal qualifications as '**partial**' qualifications in relation to existing qualifications.
4. Too-much policy EU energy has already gone into RPL/VNFIL. Different thinking is now required.

Findings from a small-scale survey among DIT staff on trends and futures

SECTORS:

- Pharmaceuticals
- ICT and software design
- Transport and logistics
- Food science and innovation
- Engineering and construction

1. Minor awards of 5-20 ECTS credits have been useful for up-skilling and re-skilling during the recession and to quickly address skills shortages currently, including LMA/Springboard models.	6. Sectors with dispersed workers are increasingly looking for online qualifications.
2. Partnerships and accreditation arrangements (linking) between companies/organisations/sectors and HE at levels from 6- 9 have made CPD more valued and have reduced the need for organisations to be 'providers' themselves.	7. Industry partners find the QA demands around validation and assessment particularly difficult. They trust HE to provide public confidence in their training.
3. In high-demand sectors, there will still be a market for 'non-accredited CPD training' which has value within the sector. Having HE accreditation is a bonus but is not essential.	8. Brexit has increased interest in cross-border and international CPD qualifications.
4. In sectors considered to be 'high-risk' there will always be a demand for formal accreditation.	9. Companies and organisations which stopped providing CPD during the recession are now more strategic about getting best value – by setting up their own 'branded' academies, or by using private providers, or by linking with HE.
5. Companies and organisations in regulated sectors will continue to send staff directly to HE for CPD, particularly at post-graduate level.	10. It is likely that there will be more 'consortia' models of CPD making arrangements with HE, probably with the expectation that in-house CPD will be integrated into the models.

Trends specific to HE at operational levels

1. The moratorium on staff recruitment (both full-time and hourly-paid) greatly reduced capacity to offer either formal or non-formal CPD for over a decade now.
2. Cost-recovery models of CPD provision impact negatively on the scope of CPD possible in publicly-funded HE relative to private providers.
3. Increasing regulation of 'formal' awards and their administrative costs will probably reduce HE's willingness to provide non-accredited CPD courses even when they are on a cost-recovery basis.

SECTORS DOING IT FOR THEMSELVES

- Increasing trend towards sector-specific CPD and systems to reward individuals for learning activities.
- Some professional bodies have long-standing CPD recording systems.
- Newer sectors are developing **advance credit-rating of learning events** such as in-service training, publications, conferences, etc.

Robert Butler, Head of Learning and Development, CFI, provided particular analysis of trends and drivers for this seminar.

CIF – CPD trends and drivers



CIF TRAINING

850 companies on the **Construction Industry Register** with common approaches to CPD in obligatory topics such as Health and Safety, Building Regulations, etc.

*'...the trend is for development of more formalised structures for learning with accreditation from **credible** sources'.*

*' manufacturing companies are setting up their own **academies** to drive CPD...sometimes free to members..'*

It is now an **accepted culture** that all staff will require some level of CPD...

'If the relationship between the NFQ and CPD is too-arduous, companies are likely to go the non-accredited route when CPD is urgent.'

If a credit-rated CPD system leads directly to *next-step-up* it would be very welcome...difficult to say if such a system could be developed without significant changes to the current 'NFQ' system...but CIF is willing to work with QQI to explore possibilities.



CIF Virtual Academy [3]

Virtual Academy Programmes – available on demand

Online Course: BCAR – Building Control (Amendment) Regulations

The Building Control Act 1990 introduced building regulations. This was followed by a statutory instrument, the Building Control Regulations in 1997. The object of the 1990...

NEXT COURSE:
On Demand

[Register](#)

Online Course: Core Safety Management Renewal

This Online Construction Course, the CIF Core Safety Management Programme Renewal, is designed to renew any of the CIF's three core safety programmes - the Managing...

NEXT COURSE:
On Demand

[Register](#)

Online Course: Update on Contracts and Legislation

This module unit provides key updates on construction legislation and contracting for main contractors and sub-contractors within the construction. Sean Downey brings his specialist knowledge to...

NEXT COURSE:
On Demand

[Register](#)

BECOME A MEMBER

[JOIN NOW](#)

FIND YOUR ROLE

with CIF Construction Jobs Board

[FIND OUT MORE](#)

What is e-learning?

Quite simply, e-learning is electronic learning, and typically this means using a computer to deliver part, or all of a course whether it's in a school, part of your mandatory business training or a full distance learning course.

























CIF is working in partnership with Dillon Production to deliver quality training programmes and combining this with a dedicated experienced technical team and support staff, at CIF Virtual Academy provides the perfect blended learning environment, offering anyone the chance to take their online training to the next level.

NEED TRAINING

on a topic and can't see a suitable programme?

[CLICK HERE](#)



 Career Role	 Programmes Required For Progression	 Career Path
General Operative	 Radon barrier Installation half day awareness  CIF SSSP Programme	Charge hand
Trade Craftsman	 Radon barrier Installation half day awareness  CIF SSSP Programme  CIF IOSH Managing Safely in Construction	Foreman
Site Foreman (Off tools)	 CIF IOSH Managing Safely in Construction  CIF QQI Level 6 Project Supervisor Construction Stage  BCAR Segment of Building Regulations	Site management
Site Manager	 CIF QQI Level 6 Project Supervisor Construction Stage  CIF IOSH Project Supervisor Design Process.  CIF QQI Level 6 Building Regulations.  Prince Introduction to Project Management  Prince 2 Advanced Project Management.  QQI Level 6 lean Construction Practices.	Commercial / Project Management
Site Engineer	 CIF IOSH Project Supervisor Design Process.  CIF QQI Level 6 Building Regulations.  Prince 2 Advanced project Management.  QQI Level 6 lean Construction Practices.	Chartered Engineer Status Commercial Management
Project Manger	 CIF Building Regulations.  Prince 2 Advanced project Management.  QQI Level 6 lean Construction Practices.	Senior Commercial Management

Our Clients

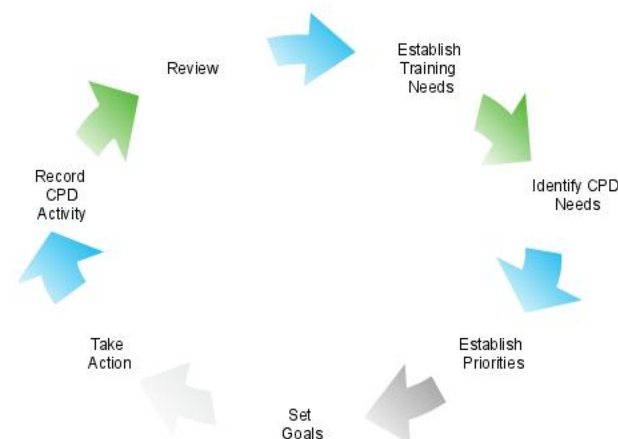
CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

CPD OVERVIEW

Welcome to CIRI CPD. The initial stages of the CPD process will enable your business to accessing training / events to improve the knowledge and skills within your business. The CIRI CPD Office will assist and support all CIRI Registered companies in accessing programme and events which will have attached CPD points.

The CIRI CPD process is being supported by Antoinette Fay. CIRI registered members should direct all questions relating to CIRI CPD to: Antoinette on 01 4066094 or by e-mail to ciricpd@cif.ie.

CIRI CPD CYCLE



STRUCTURED CPD

Formal Courses
Company Training & Development
Structured and verified Tool Box talks
Conferences and CPD Events
CIRI Online CPD
eLearning Solutions

INFORMAL CPD

Publications & Media Resources
Self-directed and informal learning
Non Accredited Distance learning
Podcats
Personal activities outside work
Engineers Ireland

SUPPORT DOCUMENTS

The following examples of CPD records and plans have been provided as an example of how to record your CPD. They can offer a starting point for thinking about how to present your CPD record and plan, and show you the types of activity and experience that you might relate to.

PROFESSIONAL BODIES

Construction Industry Federation
Society of Chartered Surveyors Ireland
Royal Institute of the Architects of Ireland
Register of Electrical Contractors of Ireland
Electrical Contractors Safety and Standards Association
Engineers Ireland





An agreed, common system for CPD advance credit-rating and levelling to the NFQ?

