

The Implementation of the NQFs and inclusion of qualifications



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Implementation

- Rationale
- Purpose
- Context
- Scope and range
- Architecture (Levels; descriptors etc)
- Qualifications
- Governance
- Relationship to the labor market
- Quality assurance
- Articulation

- It is not just a group of documents
- A National Qualifications Framework is a **formal system** describing qualifications.

A formal system.....!

Legislation

- How does it control qualifications? (England: it is the developers)
- Is all the power with the Apex Body?
- Is the law clear?
- How much flexibility is built in?
- Who does the law and documentation relate to?
- Does it overlap or conflict with other laws? (South Africa Labour Laws)

Communication

- To everyone? (Employers; students; parents?)
- Sectoral (some sectors already have frameworks)
- TVET; HE; School Education – Different Messages
- When? – before; during; after. (In the UK it is constant!)

Reorganisation

- New organisations?
 - Old organisations with new remits?
 - Government organisations?
 - Devolved organisations?
 - Local government?
 - Overlapping responsibilities?
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- Vietnam - A complicated system of central and provincial departments
 - Malaysia - Multiple ministries oversee qualifications and each of the thirteen states also has institutes under its jurisdiction

Roll Out

- Piloting? Ireland; Scotland
- One hit! South Africa
- Mobilisation of organisations and people
- Administration
- IT systems
- School administration (Macedonia capacity issues)
- Teaching

- Adjustments: policy; management; recording; evaluation

Resourcing

- Writing reformed qualifications
 - Systems (macro and micro)
 - Administration
 - Quality Assurance
 - Paperwork
 - IT
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- Australia had a 5 year action plan
 - South Africa – People?

Compliance - Enforcement

- Central control? **Saudi; Sri Lankan Treasury**
- Politics? – **South Africa**
- Culture? - **Nigeria**
- Adherence? – **Malaysia**
- How does the law get enforced
- What happens if there is non-compliance?
- Private sector involvement? -

Capacity and Capability

- Building capability (**skills**) and capacity (**time and resources**) amongst developers, leaders and teachers for new roles and responsibilities (**Turkey**)
- Early preparation of stakeholders: Adequate time for operation; analysis; restructuring; and evaluation
- Realignment of the appraisal system: Learning; Assessment and Well Being - *Teaching*
- Clear Communication: Clear Messages

Stakeholders Stake

What is the motivation for compliance?

- Government –
organisation; measurement; esteem
- Private Sector –
understanding; industry recognition
- Schools and Universities –
comparison; esteem; funding
- Teachers – appraisal; evaluation;
- Students – progression; time; careers

Stakeholder Response

- Implementation WILL change how **EVERYONE** behaves!!
- Evaluation + Measurement = Practice change
- Chasing grades
- Chasing funding
- Chasing esteem
- Chasing the labour market
- Resistance to change – **teachers; leaders parents (Sri Lanka)**

Market for Qualifications

- How many qualifications should we have? (England: thousands)
- How many bodies should be allowed to write qualifications? (England: over 160)
- How do we place a value on each qualification?
- How much are qualifications worth?
- Who pays for them? (government; local government; schools; students)
- In the England the “market” has led to issues around cost; outcomes; quality; and support.

Writing Qualifications

- What happens to existing ones?
- Is there a set process (South Africa – strong but difficult process / Turkey almost no set guidance)
- Who is allowed to write new ones – employers; teachers; industries; consultants

Higher Education (and TVET)

- Are universities included?
- HE Quality Assurance; Bologna; Dublin; Lisbon
- Do they reference to the NQF
- Independence
- Trust in the NQF - Progression
- Issue in parts of Europe!

Private Sector Buy-in

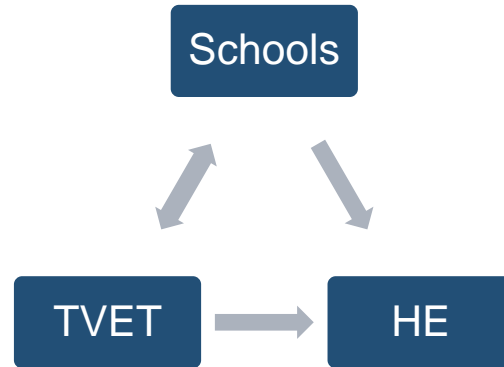
- Do they understand?
- Do they care? (Nepal!!!)
- PPP
- Work-based Learning recognition (Macedonia)
- Evaluation
- Sponsorship

- Do they agree levels and descriptors? (Bangladesh)

The Labour Market Connection

- Are qualifications compelled to provide opportunities?
- Do providers really care about progression to jobs?
- Matching qualification content to the labour market
- Should we measure student destination and put a value on this?
- **Developing Countries – Developed Countries**

Access and Progression



In Scotland this works well
- shared meanings

- Articulation agreements must be made
- Need to develop processes for VNFIL or RPEL or CATS
- Acceptance by all actors?
- Universal rules and processes?
- Understanding? Communication?

General Criticisms of Implementation

- Poor relationship between the Department of Education and the Department of Labor
- Lack of Memorandums of Understanding between overlapping parts of the system
- Lack of buy-in by some institutions
- Lack of “parity of esteem” between qualifications acquired through formal education and qualifications acquired through workplace training
- Confusion and complexity in the system
- Slowness of implementation of the recognition of prior learning; and lack of trust.

Successful Implementation: Mobilisation

- Joint ownership: Government; employers; leaders; teachers
- Early stakeholder involvement
- Clear Alignment to entire education and business landscape
- Clear Communication: Clear Messages

Thank You

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