

Learning without boundaries: Short Learning Programmes and international collaboration

.....
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.....
Life-changing Learning
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The problem of credit

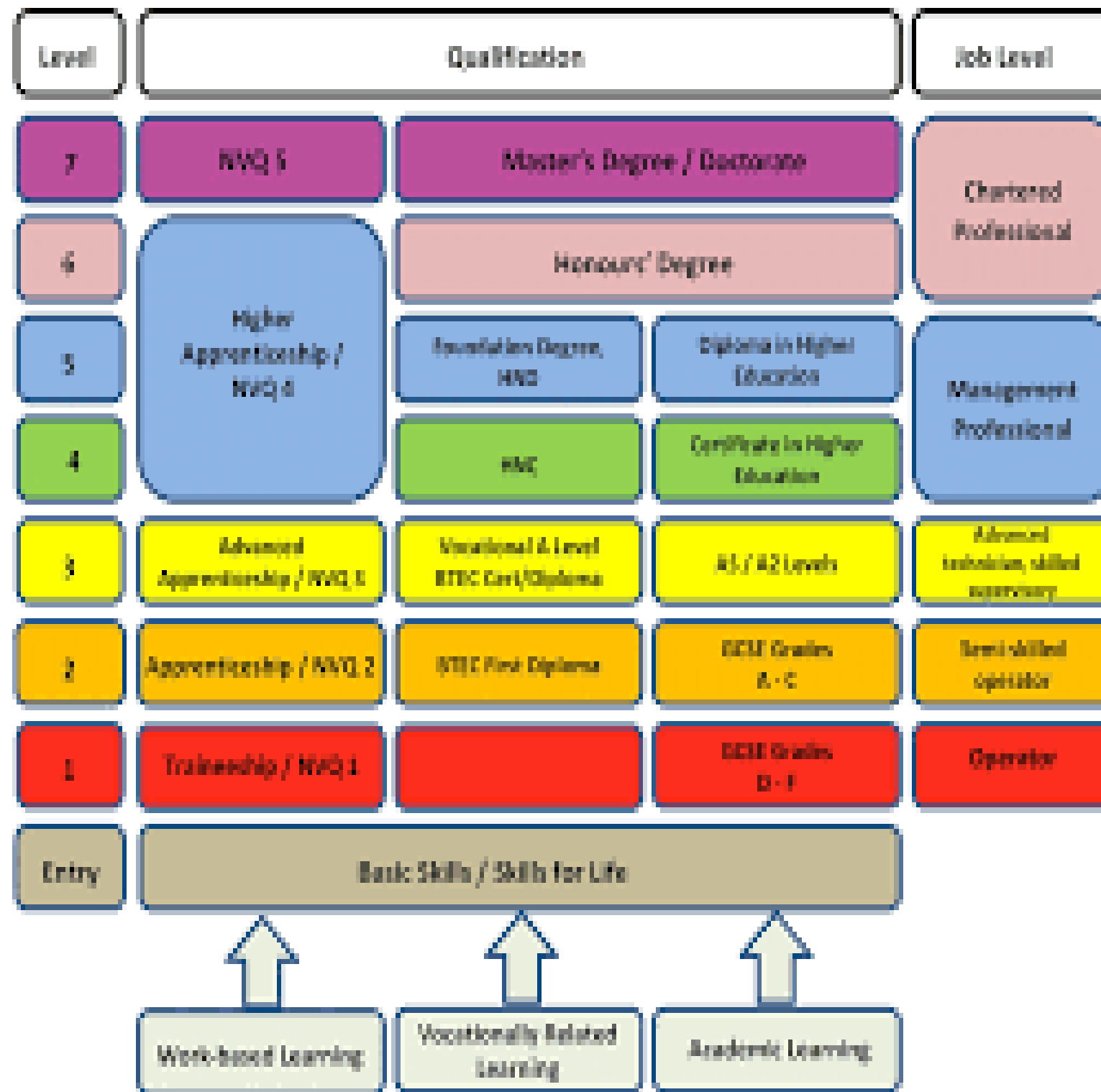


- a means of quantifying and recognising learning, expressed as numbers of credits at a specific level, indicating the amount and difficulty of the learning achieved.
- But: is it measuring competency, knowledge, experience, ability?
- Is 10 hours of class contact equal to 10 hours of work experience?
- Is academic credit the only currency?
- Do students really understand this?
- How do the different frameworks equate?
- Can micro-credentials ever add up to a valid higher education award?
- Are international equivalents really equivalent?

The context



A common UK framework?



I'm afraid not!

Scottish Credit and Qualifications Framework				
12		Doctorate		12
11		Masters	SVQ 5	11
10		Honours Degree		10
9		Ordinary Degree		9
8		HND / HE Diploma	SVQ 4	8
7	Advanced Highers	HNC / HE Certificate		7
6	Higher		SVQ 3	6
5	Intermediate 2		SVQ 2	5
4	Intermediate 1		SVQ 1	4
3	Access 3			3
2	Access 2			2
1	Access 1			1

A common European Framework?



Tabelle des échelles de notation

Based on the ECTS conversion table (1993)

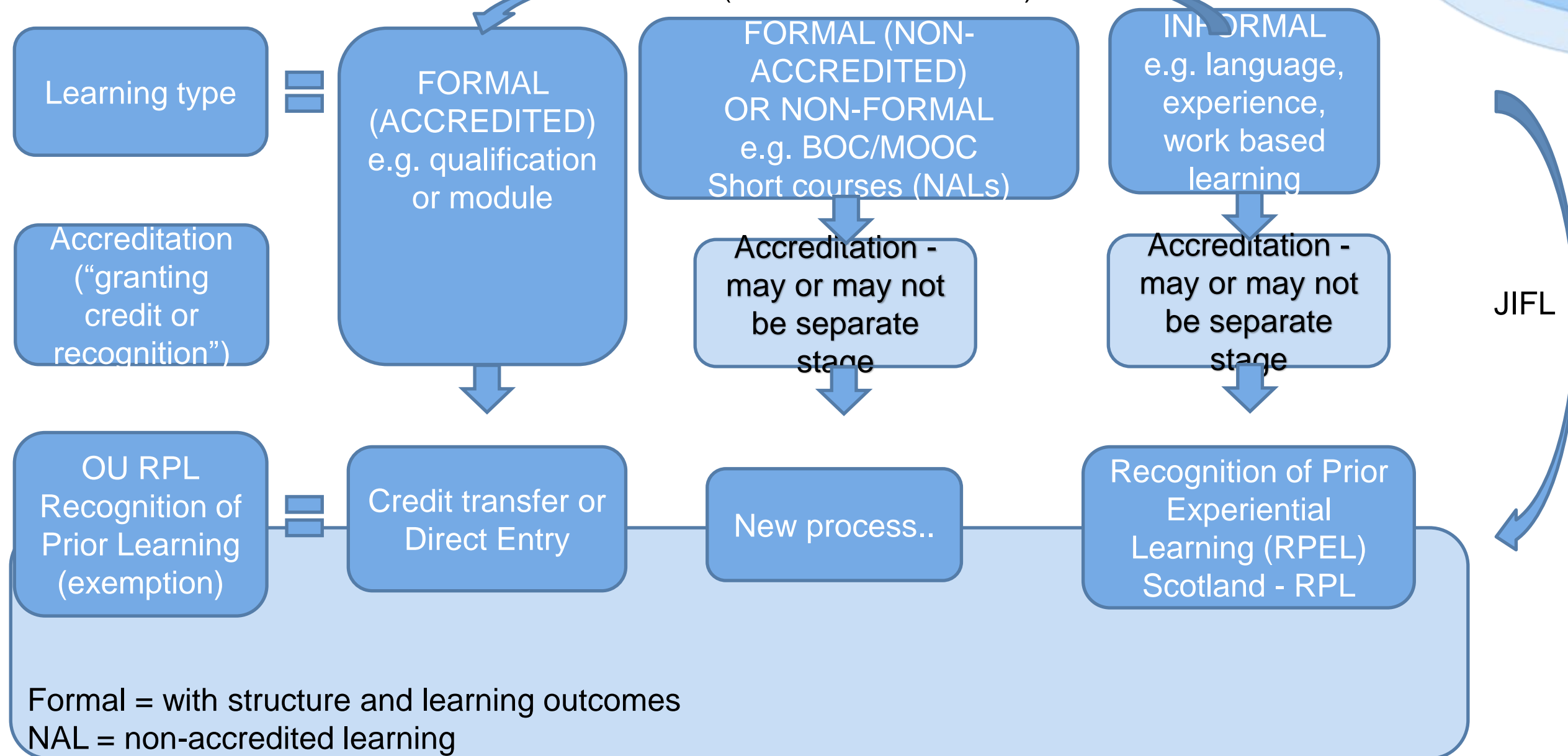
ECTS		D	A	B	DK	E	SF	F	UK	GR	IS	I	IRL	NL	P	PR	S	CH
		Allemagne	Autriche	Belgique	Danemark	Espagne	Finlande	France	Grande-Bretagne	Grèce	Islande	Italie	Irlande	Pays-Bas	Pologne	Portugal	Suède	Suisse
Excellent	A	1	1	20	13	Mhonor	3	18-20	1	10	10	30 lode	1	10	17	20	VG++	6
			(>70%)	19	12	10		(TB)			9			9	16	19		
																18		
Very good	B	1-		18	11	Sobresaliente	2.5	16-17	Upper 2nd	9	8	30	2nd I	8.5	15	17	VG +	5.5
				17	10	9-10		(B)		8						16		
Good	C	2+	2	16	9	Notable	2	14-15	Upper 2nd	7	7	29	2nd II	8	14	15	VG	5
		2		15	8	7-8		(B)				28		7.5		14		
		2-		14								27						
Satisfactory	D	3+	3	13	7	Approbado	1.5	12-13	Lower 2nd	6	6	26	3rd	7	12	13	G+	4.5
		3		12		6		(AB)				25		6.5	13	12		
		3-		11														
Pass	E	4+	4	10	6	Approbado	1	10-11	3rd pass	5	5	24/	Pass	6	10	11	G	4
		4				5		(P)				18			11	10		
		4-																
Fail	F	5	5	9<	5<	Suspenso		9<	Fail	4<	Fail	17<	Fail	5<	9	9<	U	4<
		6				4<												

Suède : U= Underkant (Fail) G=Godkanq (Pass) VG=V. II Godkind (Pass with distinction)

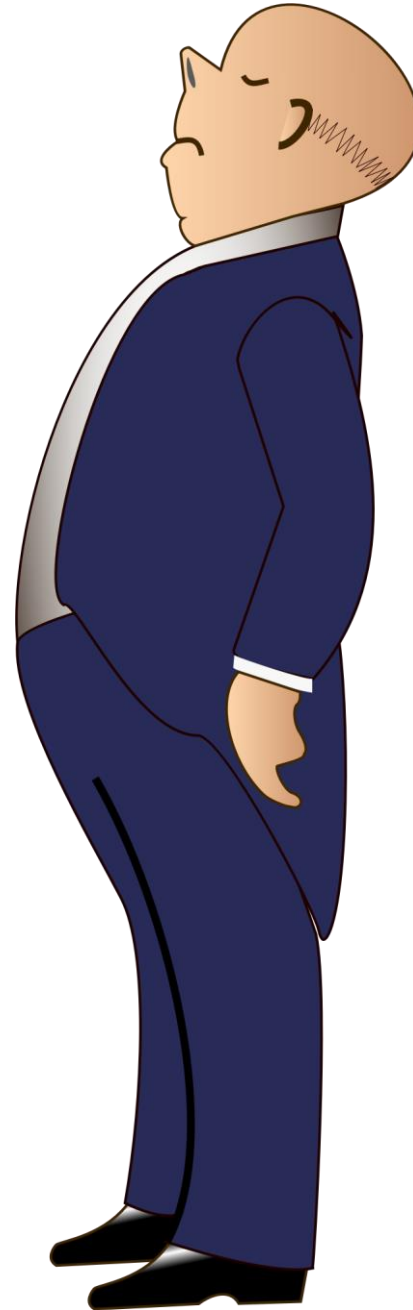
Échelle EPFL	6	5.5	5	4.5	4	3.5	3	2.5	2	1.5	1	NA
Échelle Amérique du Nord	A	A-	B	B-	C	C-	D	F	F	F	F	Absent
Échelle ECTS	A	B	C	D	E	F	F	F	F	F	F	Absent

And just when you thought you knew what it was all about....

Journey from Informal to Formal Learning
(JIFL)
(Often called Informal)



The boundaries are not just national



 **Future
Learn**

Some Research findings...

Perceptions of RPL

- People who haven't done HE see people who have as somehow being better or smarter.
- It is not until you are in a working environment where you actually get to use that knowledge and those skills that it starts to make sense and actually becomes a useable education
- ... people look down on learning from experience and rate HE study more

Student Views

- You need to find a way of comparing that knowledge that someone has built up with...the academic knowledge that someone has gained.
- It might be difficult to record and monitor and to find the right organisation to actually accredit or validate what the prior learning has been
- My concern is how you measure prior learning and make sure that it is at the appropriate level



Academic attitudes

- They will only get the credit once they have done some study with us as well to ensure they have this HE input to their studies
- ...you have to ask the question, - well how are we going to evaluate what skills they do have and what stage they are at?
- There have to be measures which equate with the measures of validity in the academic worlds so traditionally that has been something like essays or exams or something where you are proving what you know is on the same level

I think we should but...

- Arts has difficulty in handling this new vocational agenda. It is much less clear to many people how Arts is relevant to vocations.
- Some people might think it would be just as easy to do the actual course
- There is a reluctance for colleagues to engage with it as they are generally nervous about it as it is seen as possibly lowering standards

Ivory towers persist?

- It is academic snobbery. It is pure and simple self preservation of what it means to be a higher education institute and preserving status of what that is
- ... because of the conceit (Dunkelhaftigkeit) of our academic education itself. Universities are pretty stuck-up and conceited
- . The issues we work with the most are the internal objections. 'We have our own way of thinking: what we do is the right thing'

Examples of learning across boundaries

- **UK NARIC** is the designated United Kingdom national agency for the recognition and comparison of international qualifications and skills. It performs this official function on behalf of the UK Government (www.naric.org.uk)
- **ERASMUS Student Network**
- **Double and joint degree programs**, A joint degree is a single degree that two or more partner universities offer, while a double degree, also referred to as a dual degree, is two degrees that two universities award. Eg National University of Singapore-Sciences Po double degree program
- **OERu** - connects learners around the world with defined pathways to education, created by recognised educators and assessed by renowned global institutions. The learning is free and credentialing is very affordable.

OUUK Empty Boxes

- Shell module
- Generic learning outcomes
- Learner defines content in collaboration with tutor
- Assessment by reflective portfolio
- Can include:
 - MOOCs
 - OERs
 - Work experience
 - Employer training
- Can be an entire short learning programme or part of it.
- Can be cheaper and quicker to study
- Could support refugees and migrants with partial qualifications
- Can be shaped to employer needs/requirements.

Our mission: open to...



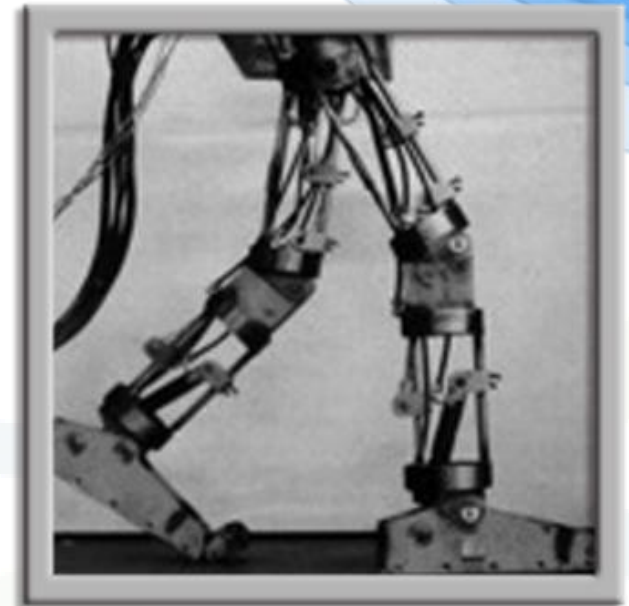
People



Places



Methods



Ideas

