

Your credit's no good here!
(or is it?)

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Land acknowledgement

BCCAT Project “Learning from qualifications frameworks”

- Looking at frameworks from Australia, Scotland, EU and BC
- Focus today is on credit transfer
- Limited to one jurisdiction to be manageable!
- Two questions: What is being transferred? What are the implications for institutional autonomy?

Level	Secondary school	Speciality/Private provider	College	University/HE
4 Advanced (Graduate)				
3 General (Red Seal/BA)				
2 Entry-level Vocational				
1 Basic skills				

Level	Secondary school	Speciality/Private provider	College	University/HE
4 Advanced (Graduate)				
3 General (Red Seal/BA)				
2 Entry-level Vocational		(Micro-credentials?)		(Stealth learning)
1 Basic skills				

Level	Secondary school	Speciality/Private provider	College	University/HE
4 Advanced (Graduate)				
3 General (Red Seal/BA)				
2 Entry-level Vocational				
1 Basic skills			Nursing	

The diagram illustrates educational pathways across four levels (1-4) and five provider types (Secondary school, Speciality/Private provider, College, University/HE). A green arrow indicates a progression path from 'Basic skills' (Level 1, Secondary school) to 'Advanced (Graduate)' (Level 4, University/HE). Orange arrows represent specific transitions: 'Transfer' between 'Entry-level Vocational' (Level 2, Speciality/Private provider) and 'Entry-level Vocational' (Level 2, College); 'Transversal Articulation' between 'Entry-level Vocational' (Level 2, College) and 'General (Red Seal/BA)' (Level 3, College); and 'Articulation' between 'General (Red Seal/BA)' (Level 3, University/HE) and 'Advanced (Graduate)' (Level 4, University/HE).

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Level	Secondary school	Speciality/Private provider	College	University/HE
4 Advanced (Graduate)				
3 General (Red Seal/BA)			Weak Boundary (Hor)	
2 Entry-level Vocational	Weak Boundaries (Vert)			
1 Basic skills				

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Strong Boundaries

System currency: What is being transferred?

Boundary weakness



Flexibility



- Recognition of prior learning (RPL)
- Learning credits (SQF)
- Pathway credits (BC)
- Specific academic credits (ECTS)
- Qualifications as a whole (AQF)

Measuring what is being transferred

1. Level

2. Volume

- Time spent studying (and/or)
- Learning outcomes

3. Salience

Equity

Does increased credit portability = increased equity and access?

How can this be captured? (No system we've found actually does this in a robust way)

Is RPL equitable?

Institutional autonomy

- Strongest when boundaries are strongest
- Which implies less flexibility
- Which may imply less equity and access

BUT the benefits of weakened boundaries are not just one way (e.g. diversification of students and experience, easier access for older learners, inter-institutional relationships)

3 questions

1. What is the intention behind transfer and articulation?

- Economic
- Equity/Access
- Workforce management
- Sectoral independence
- Ease of flow (internal and external to jurisdiction)

2. What form of credit currency fits the intention?

- Options include qualification, specific credits, pathway credits, learning credits, RPL
- Can easily be more than one form

Example: Workforce management, moving workers from forestry to tourism. Pathway credits and RPL.

3. Who manages the system?

- Disagreements about credit value (Level, volume, salience)
- Unclear process
- Transparency to staff and learners
- Institutions, shared ownership, government agency?

Thank you, Asante, HÍSWKE