

# Validation in national skills strategies – connecting to education and training

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# Current European Guidelines

- Section 4.1

Validation is far less common in relation to higher education qualifications than VET. Higher Education institutions are normally more autonomous and determine the scope and possibilities for validation on their own.

Further use of the **learning outcomes** approach, both for defining and describing programmes and as an element in European credit transfer systems (ECTS), might increase the possibilities for validation on a longer-term basis.

Validation must be designed according to the **needs and interests of individual learners**, not only according to the needs and interests of particular institutions and systems.

# Guidelines context:

Validation in National  
Skills Strategies

Impact and Influence it  
can have on Education &  
Training



- Published in 2016
- Vision and objectives of the Strategy
- Not one understanding of RPL within the system
- Use of RPL needs to be promoted among practitioners and processes which require further development at institution/ provider level with visibility at national level of RPL policies and practices
- Build on the Springboard and Momentum initiatives
- Action 4.3 Workplace learning and RPL
  - Support a multi agency approach to the development of RPL in consultation with relevant stakeholders



# National Development

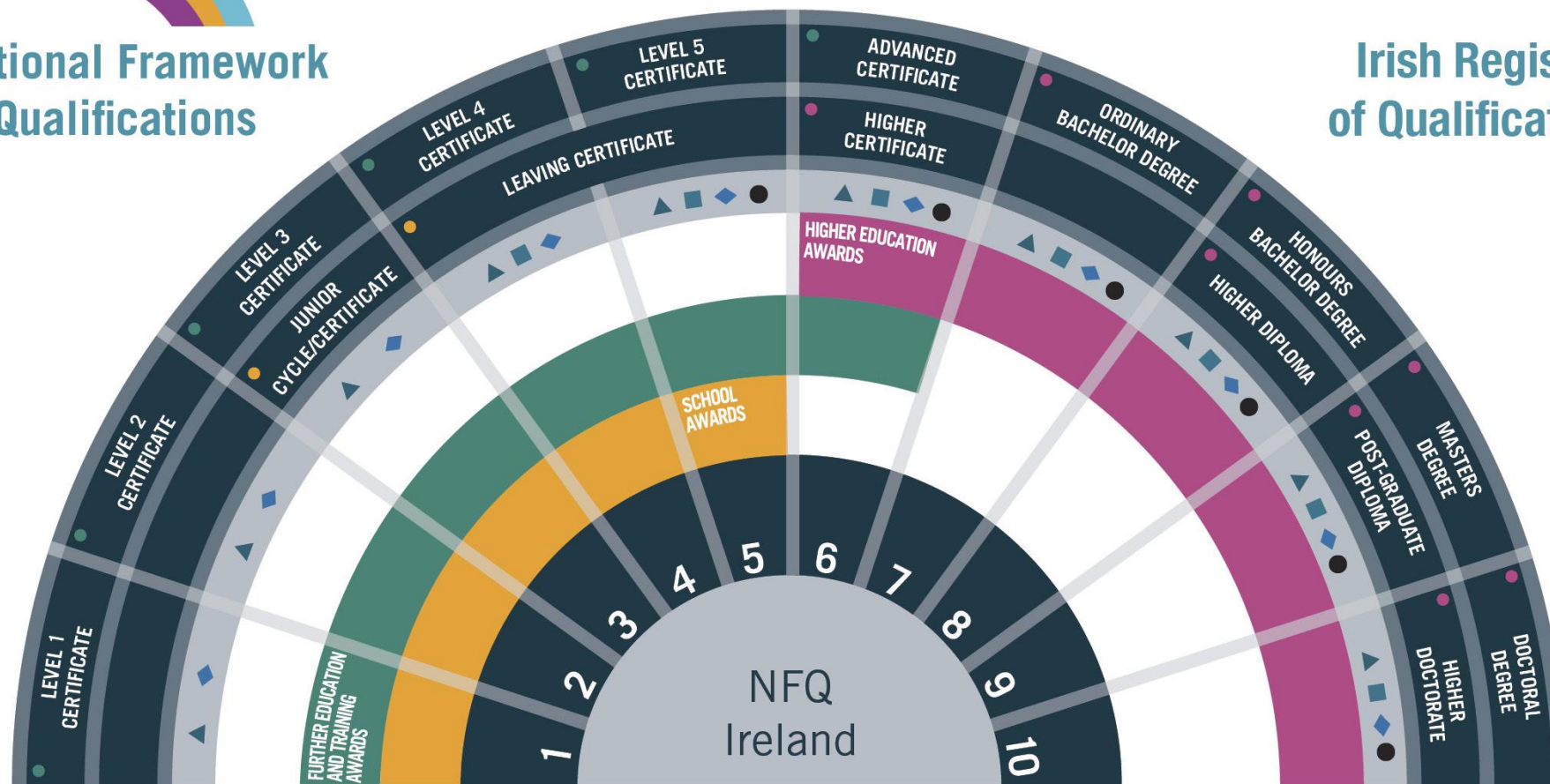
## Actions addressing the NSS to 2025

- Springboard + - co-funded Irish Government and EU
- HCI – funded through the National Training Fund (employers)
- The concept behind these two initiatives is to respond to the skills gaps, future skill needs of Ireland.
- Regional Skills Fora – developed from the NSS
  - Single point of contact to help employers engage with services and supports available across education and training
  - Nine in total
  - Action is informed by the needs of the region

# Case Study – Munster Technological University

- Validation has been a key focus of the university since 1999
  - Access
  - Advanced academic standing
  - Module exemption
  - Full academic award
- Engagement with industry is culturally embedded in the university
- Programmes and modules are **on NFQ** – levels 6-10 EQF 5-8
- Programmes and modules are all written in terms of **learning outcomes**
- Validation is considered within curriculum development
- All learning is valued and measured against the same standards
- Modules, Micro-credentials on the framework (10 – 60 ECTS credits), full academic awards

# National Framework of Qualifications



# Irish Register of Qualifications

## CLASSES OF AWARD

- Major Awards:** named in the outer rings, are the principal class of awards made at a level
- Minor Awards:** are for partial completion of the outcomes for a Major Award
- Supplemental Awards:** are for learning that is additional to a Major Award
- Special Purpose Awards:** are for relatively narrow or purpose-specific achievement
- Professional Awards:** these are for occupation-orientated qualifications including apprenticeships

## IRISH REGISTER OF QUALIFICATIONS

For more information on

- Qualifications
- Providers
- Courses

visit [www.irq.ie](http://www.irq.ie)



Supported by the Erasmus+ Programme of the European Union

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# MTU Extended Campus Department



**Established in 2011 to facilitate engagement between the university and those external**



**Validation is an integral part of the department**

Student

Staff

Industry / those external



**Considered as part of a broader engagement agenda of the university**



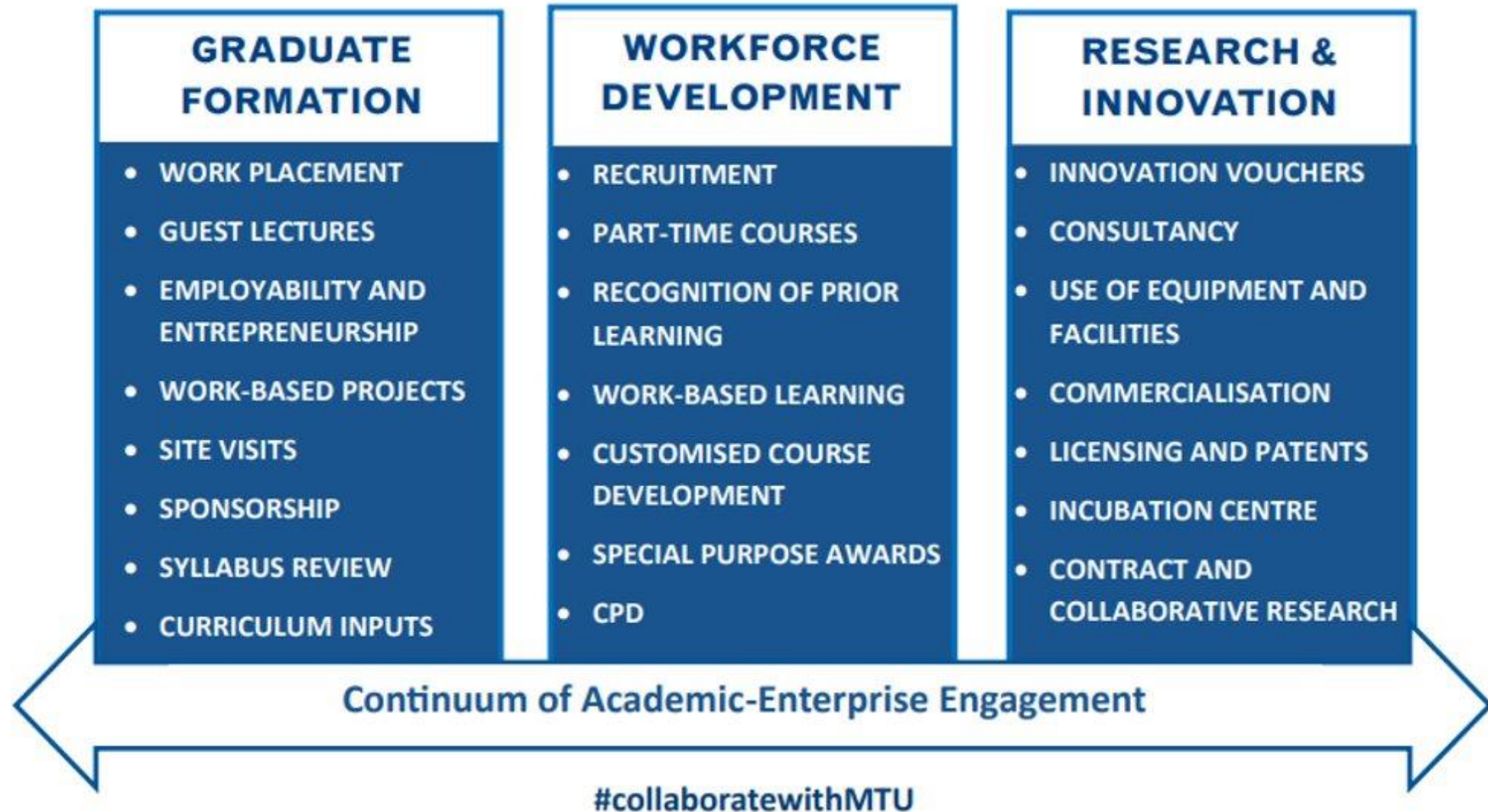
**Resourced**



**Strategy surrounding engagement**



Partnership approach focused on two-way engagement for learning, knowledge exchange and research





# Rethinking our approach

- 
- AFTA – Atlantic Flight Training Academy and Department of Marketing and International Business
    - BA (Hons) in International Business with Aviation Studies
      - 120 ECTS credits for non-formal learning ( pilots license and in-house training)
  - Boston Scientific and Department of Organisational and Professional Development
    - Skill gap analysis
    - Special purpose award , EQF 6 , NFQ 8, 15 credits
    - Non cognate level 8 or equivalent learning (RPL)
    - Cork Chamber Skillnet , South Kerry Skillnet, Springboard + ,



# Recommendations/ Considerations for policy development

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- Increased collaboration across and within sectors
- Importance of learning outcomes approach
- National Skills Strategies requiring action by higher education

## **Institutional responsibility**

- Integration or consideration of validation within curriculum development
- The need for flexibility in approach and validation within micro-credentials or smaller units of education and training
- Responsibility for validation within education and training

# Updating of guidelines



Curriculum development – ‘Journeyable’  
Learning Outcomes



Importance of cross sectoral collaboration



Flexibility in qualifications, validation and  
micro-credentials



Structured, supported and embedded



Thank you !

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