

THE-ICE 8th International Panel of Experts (IPoE) Forum 2014

Panel 2
Education pathways and
challenges
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Credit & Learning Outcomes

- “statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning”
- link to learning outcomes needed to assess ‘fit’ between different qualifications or programmes



Questions to Ask Ourselves

1. Is content mapping determining the value of a student's prior learning accurately and effectively?
2. Is content mapping being undertaken in the most efficient and cost effective way possible?
3. Is content mapping undertaken to maximise credit outcomes for students?
4. Are the organisation's policies and practices for credit transfer enhancing the educational outcomes for articulating students and consequently their value to a potential employer?

Source: Jackson A, Paez D, Byrnes J, Dwyer C, Blacker J (2011)



Complexity

- International Programs
- Different qualifications and levels
- Recognition of prior learning through workplace competencies



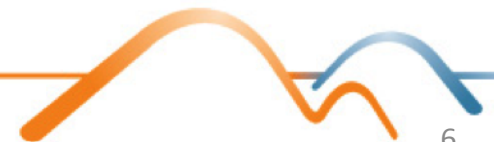
Accreditation

- Different accreditations can be used as a guide to quality of institutions
 - NOOSR
 - THE-ICE
 - NEASC



Different Assessment

- VET – Many regular assessments often completed in class for each unit
- HE – Many comprise just one assignment and one exam
- How do we ensure equivalence of assessment? At what level?



Transition Issues

- Class sizes larger in HE
- Shorter more intense classes in HE
- Students getting credit for VET based programs entering second year of HE unprepared for academic rigours of HE
- Social difficulties as many come into second year where social groups may already have formed.



What do we do?

- Block Credit Approach
- Move away from having hundreds of different articulation agreements
- Students with appropriate qualifications at AQF Level 5 (Diploma) and AQF Level 6 (Advanced Diploma/Associate Degree) are given block credit
- Institutions are assessed based on their accreditation status

