



GLASGOW
CALEDONIAN
UNIVERSITY

***Learning outcomes: transfer and
accumulation between VET and HE***

Dr Andrew Eadie



The Structure of the Workshop

- “ The situation in Scotland
- “ What happens at Glasgow Caledonian University
- “ Some challenges to address
- “ Discussion

*Learning outcomes: transfer and accumulation
between VET and HE*



GLASGOW
CALEDONIAN
UNIVERSITY

The Scottish Credit and Qualifications Framework

SCQF level	School Awards	Higher Education	SVQ
12		Doctorates	
11		Masters	SVQ 5
10		Honours degree Graduate Diploma	
9		Degree Graduate Certificate	
8		Diploma of Higher Education Higher National Diploma	SVQ 4
7	Advanced Higher	Certificate of Higher Education Higher National Certificate	
6	Higher		SVQ 3



The Scottish Credit and Qualifications Framework

- ” Level Descriptors
- ” Benchmark Statements
- ” Volume of credit

Learning outcomes: transfer and accumulation between VET and HE

Level descriptor example

- i. A knowledge and understanding of the scope and main areas of the subject(s) and its interactions with related subjects. Detailed knowledge of some key areas which may include some knowledge of current issues of limited specialised areas.
- ii. Familiarity and understanding of a range of the essential theories principles and concepts and an awareness of major issues at the forefront of the subject.
- iii. Familiarity and effective deployment of essential/routine materials, techniques and practices of the subject and a few that are advanced and complex.
- iv. Skills for the gathering, critical analysis and presentation of information, ideas, concepts and/or quantitative and qualitative data that is core to the subject. This will include the use of ICT as appropriate to the subject.



GLASGOW
CALEDONIAN
UNIVERSITY

*Learning outcomes: transfer and accumulation
between VET and HE*

The Scottish Funding Council - Articulation for All

- “ minimise the time it takes learners who wish to progress to achieve their goals (by eliminating unnecessary delay and repetition
- “ make transitions between learning environments easier
- “ support the development of more effective articulation routes between colleges and HEIs; and
- “ work collaboratively to match qualifications along the routes learners are most likely to take.

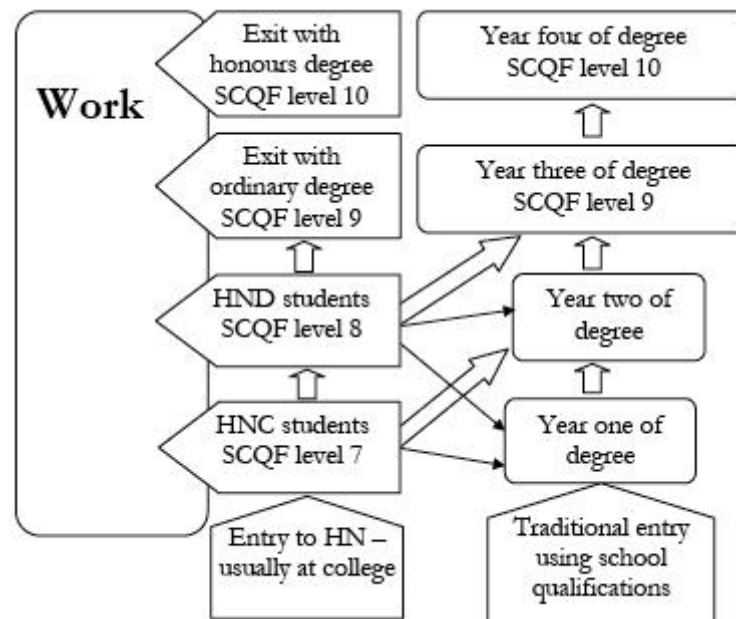


GLASGOW
CALEDONIAN
UNIVERSITY

Learning outcomes: transfer and accumulation between VET and HE



GLASGOW
CALEDONIAN
UNIVERSITY



Learning outcomes: transfer and accumulation between VET and HE



GLASGOW
CALEDONIAN
UNIVERSITY

Articulation for all

- “ should we seek to increase the volume of articulation as a means of widening access to degree level education? What are the implications for this work of recent downward trends in the numbers of people taking HNC/D qualifications?

- “ if so, how could we increase the volume of articulation and the quality and effectiveness of articulation for learners? What changes to our policies, funding and practices within the sector would be needed to make this happen? What activities should the Council support through its funding? Where should we focus our resources? What might be the unintended consequences of any actions we might take?

- “ what kind of collaborations would best support articulation? How best could these be organized?

- “ how should we identify and support articulation into subjects, not available in the universities most active in articulation, where articulation routes are needed? How should such universities cost-effectively provide opportunities for talented individuals who have taken HNC/Ds and realise later in life an ambition and aptitude for degree level study? and

- “ are there special issues for part-time learners? Are special arrangements needed for them?

*Learning outcomes: transfer and accumulation
between VET and HE*

In 2005-06 students in
Scotland entering HEIs with an HNC/HND

33% (1213) of students entered Year 1

21% (792) of students entered Year 2

46% (1716) of students entered Year 3



GLASGOW
CALEDONIAN
UNIVERSITY

*Learning outcomes: transfer and accumulation
between VET and HE*

In 2005-06 students in
Scotland entering HEIs with an HNC/HND

82.5% to the %new+sector

6.2% to the %old+sector

1.8% to the %ancients+

9.6% to other HEIs



GLASGOW
CALEDONIAN
UNIVERSITY

*Learning outcomes: transfer and accumulation
between VET and HE*

Glasgow Caledonian University

Approximately 25% of our intake uses
an HNC or and HND as their entry
qualification



GLASGOW
CALEDONIAN
UNIVERSITY

*Learning outcomes: transfer and accumulation
between VET and HE*

Glasgow Caledonian University



GLASGOW
CALEDONIAN
UNIVERSITY

Year 1 entrants	HNC	35%
Year 2 entrants	HNC or HND	15%
Year 3 entrants	HND	50%

*Learning outcomes: transfer and accumulation
between VET and HE*

Glasgow Caledonian University



GLASGOW
CALEDONIAN
UNIVERSITY

Year 1 entrants HNC . general credit

Year 2 entrants HNC . specific credit
HND . general credit

Year 3 entrants HND - specific credit

*Learning outcomes: transfer and accumulation
between VET and HE*

Glasgow Caledonian University



GLASGOW
CALEDONIAN
UNIVERSITY

Specific credit

Judged to be equivalent

2+2

*Learning outcomes: transfer and accumulation
between VET and HE*

Glasgow Caledonian University



GLASGOW
CALEDONIAN
UNIVERSITY

“ College Partnership Board

“ FE/HE Articulation Project

*Learning outcomes: transfer and accumulation
between VET and HE*

College Partnership Board



GLASGOW
CALEDONIAN
UNIVERSITY

*Learning outcomes: transfer and accumulation
between VET and HE*

FE/HE Articulation Project



GLASGOW
CALEDONIAN
UNIVERSITY



Challenges

- “ Vocational Qualifications and HE
- “ The Educational Experience in FE compared with that in HE
- “ Funding