

Report on the alignment of the awards made by City & Guilds with the Irish National Framework of Qualifications

1. Recommendation and Conditions of Alignment

Recommendation

It is recommended that those awards made in Ireland by City & Guilds (C&G), for which it has sought alignment, should be aligned with the National Framework of Qualifications, to specific levels as indicated in this report.

Conditions of Alignment

1. C&G may refer to the qualifications indicated in the report as being aligned with the specified levels of the National Framework of Qualifications in Ireland (the NFQ) and recognised as such by the National Qualifications Authority of Ireland (NQAI).
2. C&G will clearly communicate that its unaccredited awards made in Ireland are not aligned with the NFQ or recognised as such by the National Qualifications Authority of Ireland (NQAI). This will be clearly stated in all advertisements, marketing and descriptions associated with such awards and the programmes leading to them, as well as on the transcripts of the awards.
3. C&G will provide the NQAI with information regarding:
 - a. Annual statistics indicating number of learners in Ireland who commence programmes leading to awards to which the alignment refers as well as the number of awards made
 - b. The outcomes of any external quality assurance review to which the awarding body is subject
 - c. Any material change to the quality assurance procedures of the awarding body which impact in any way on the provision in Ireland of the awards to which the alignment refers

- d. Examples of marketing of awards aligned with the NFQ / not aligned with the NFQ
 - e. Any new awards which the awarding body intends to offer in Ireland, for which it is seeking alignment or otherwise.
4. C&G will operate procedures which are consistent with the policies of the NQAI in respect of access, transfer and progression and RPL
 5. The alignment of awards with the NFQ recommended in the alignment report is active as long as the necessary quality assurance arrangements are in place i.e. as long as the pilot regulatory arrangements for qualifications accredited in England, Wales and Northern Ireland when offered in Ireland are in place.

2. Level Criteria

The criteria used to determine the comparable levels of awards submitted by C&G for alignment with the NFQ are set out in the document entitled - Qualifications can cross boundaries

<http://www.qualificationsrecognition.ie/recognition/pdfs/File.886,en.pdf>

The comparable England, Wales and Northern Ireland National Qualifications Framework (NQF) and National Framework of Qualifications for Ireland (NFQ) levels may be summarised as follows. At NQF Level 5 there are outcomes which span Levels 6 and 7 of the NFQ. The Authority executive has made a determination on the levels of these awards, where applicable, in consultation with the Higher Education and Training Awards Council (HETAC).

England, Wales and Northern Ireland National Qualifications Framework		National Framework of Qualifications for Ireland
Entry Level	is comparable to	Level 2
Level 1	is comparable to	Level 3
Level 2	is comparable to	Level 4

Level 3	is comparable to	Level 5
Level 4	is comparable to	Level 6
Level 5	is comparable to	Level 6/ 7
Level 6	is comparable to	Level 8
Level 7	is comparable to	Level 9
Level 8	is comparable to	Level 10

3. Sources of Evidence and Level Recommendations

Sources of Evidence

All qualifications submitted for alignment by C&G were checked against the list of accredited qualifications published by Ofqual at

<http://www.accreditedqualifications.org.uk>

Level Recommendations

It is recommended that C&G awards submitted should be aligned with the NFQ as shown in the attached spreadsheet.

4. Additional Information

(a) England, Wales & Northern Ireland Vocational Education and Training Award Frameworks

The Qualifications and Credit Framework (QCF) is a new way of recognising skills and qualifications in England, Wales & Northern Ireland. From Autumn 2008 to late 2010, the QCF will be implemented gradually to replace the current qualifications system, as arranged through the National Qualifications Framework (NQF).

The QCF is a unit-based framework. Units are the building blocks of all qualifications and all units within the QCF will be developed within a standard format. This format is based on the following design features:

- unit title
- learning outcomes
- assessment criteria
- level
- credit

Every unit and qualification in the framework will have a credit value (one credit represents 10 hours, showing how much time it takes to complete) and a level between entry level and level 8 (showing how difficult it is). There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits or more).

The QCF will be aligned with frameworks in Scotland, Wales and Europe (Levels 1 to 8 of the QCF have been mapped to levels 1 to 8 of the European Qualifications Framework - EQF) enabling learners to transfer their achievements across national boundaries.

(b) Qualification Size and Type

Information regarding the size of the qualifications offered by C&G in Ireland

The UK NQF does not consider the size of the qualification when attributing an NQF level to the qualification. The NQF level is determined by assessing the level of demand placed on the learner rather than the volume of learning that they must undertake prior to attaining the qualification. In order to provide information regarding the volume of learning typically undertaken prior to attaining the award, a column entitled 'Guided Learning Hours' is included in the alignment table above. The definition of Guided Learning Hours provided by the NQF is as follows:

'A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.'

The Guided Learning Hours have been included in this report to clarify for learners and providers the typical time allocated to teaching the programme leading to each qualification listed.

Information regarding qualifications offered by C&G in Ireland

Vocationally-Related Qualifications (VRQs) are nationally recognised qualifications in the UK designed to bring tangible business benefits through their strong emphasis on practical skills and assessment.

National Vocational Qualifications (NVQs) are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that a candidate is competent in the area of work the NVQ represents.

Key Skills are needed for a range of activities in education, training, work and life in general and include application of numbers, communication, improving own learning and performance, information and communication technology, problem solving and working with others.

Higher Level Qualifications (HLQs) are designed by key representatives from education and industry with the aim of providing a choice for individuals who wish to obtain both vocational expertise and academic focus to progress in their profession.

Entry Level Qualifications (ELs) are available in a number of learning settings. They are often studied in further education colleges or school, but can also be available in the workplace, community settings through voluntary work, prisons and young offenders' institutions and residential or daycare settings. There are no entry requirements. They are

made up of a number of units, each assessed separately. This means that your achievements are recognised at every step, as you complete each unit.

Other General Qualifications (OGs) are those qualifications which cannot be described adequately by alternative qualification types e.g., VRQ and HLQ. 'Other General' is the description given to a range of qualifications with less specific characteristics.

Occupational Qualifications (OQs) are based on national occupational standards (where they are available) and are usually assessed in the work place. They can be taken by full-time employees or by school and college students with a work placement or part-time job that enables them to develop the appropriate skills. There are no age limits and no special entry requirements.