Credentials Framework for LLL in the United States

Nationwide provided by Lumina Foundation

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European Qualifications Framework
Supporting learning, work and cross border mobility
Thematic Workshop on International Cooperation
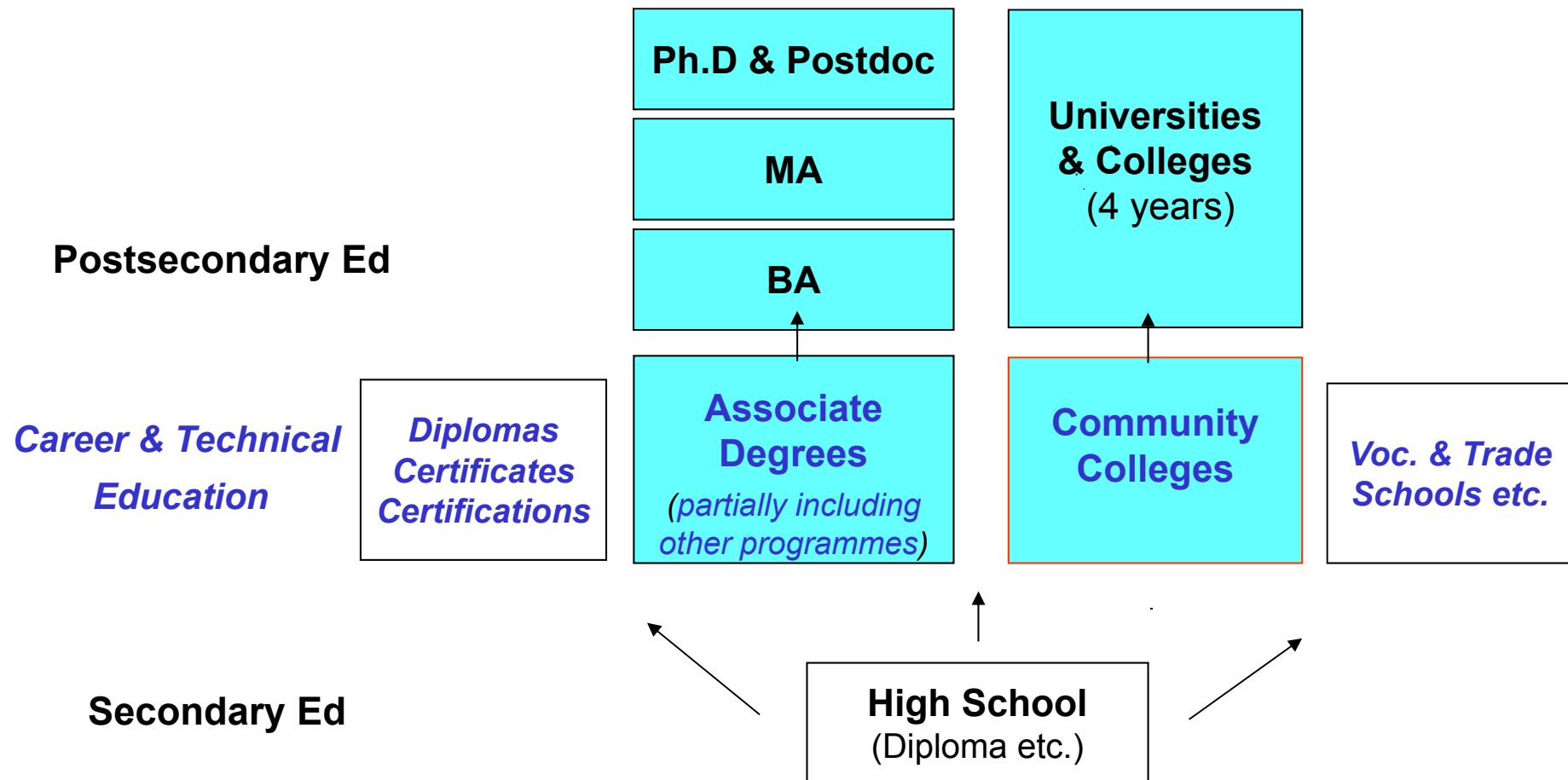
Conference in Brussels, 15th of March 2018

Overview

4. **CF / EQF Differences & Questions**

3. **Environment & Implementation**

2. **Construction Features**

1. **Context, Objectives & Developments**

1. *Context - US Credentials and Education Setting …*

Postsecondary Ed

Career & Technical Education

Secondary Ed

Ph.D & Postdoc

MA

BA

Universities & Colleges (4 years)

Diplomas Certificates Certifications

Associate Degrees *(partially including other programmes)*

Community Colleges

Voc. & Trade Schools etc.

High School (Diploma etc.)

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1. ... *Major Objectives* …

- Dramatic increase in postsecondary credential attainment (2025: 60 %)
  to improve matching of higher knowledge and science based requirements

- Demand for increased transparency, accountability, connectivity
  of credentials

- Promotion of quality credentialing

- Demand to bridge degree and non-degree learning
  (via prior learning assessment, compatible programme integration etc.)

- Shift to competency oriented learning in programmes

- Common language and terminology in education and training

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1. … Developments

1999 - National Skills Standards Board
      Failed: top down approach and political change

2000 - Development start of Occupation Network (O-Net / US Dept. of Labor)

2005 - Decreasing competitiveness of US education and training
      Report - US Government commission on education

2006 - Automotive Manufacturing Technical Collaborative (AMTEC)
      All major motor companies in the US and 25 Community Colleges

2009 - „Bologna – seen through US eyes" (Lumina Foundation)

2012 - „Give Credit where credit is due" (Bird et al.)

2013 - Degree Qualifications Profile (DQP), US academic Higher Ed (Lumina Foundation)
      Levels: Associate, Bachelor, Master
      Domains: Knowledge (special.& integrated), Skills (intellect.), Learning (applied & civic)
      Key term: Proficiency

2015 - Credentials Framework for LLL (Lumina Foundation)
      Based on crossover analysis of US concepts (KSA, Bloom, O-Net etc.), EQF, NQFs

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2. *Main Characteristics …*

- Objectives: Transparency, Comparability, Accountability and Connectivity
  of Credentials

- Focus: Adressing all kind of postsecondary learning and credentials
  (Degrees, certificates, certifications, diplomas, badges etc.)

- Levels: 8 levels with comprehensive Descriptors

- Key term: Competency (*behavioristic definition*)

- Domains: Knowledge and Skills (specialized, personal, social)

- Language: Overarching Terminology

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2. … CF – Domains & Descriptors of Requirements & L.O.

Domains Levels **CF** (Matrix) Key term: <u>Competency</u>	KNOWLEDGE	SKILLS		
		Spezialized Skills	*Personal Skills*	*Social Skills*
Level Descriptors: Requirements and Learning Outcomes	*Domain Descriptors:* *Requirements and Learning Outcomes*			
Level 1 - 4 (ref. EQF level 1 - 4) *non-specified certificates*				
Level 5 (ref. DQP level 1 + EQF level 5) *e.g. Associate Degrees*				
Level 6 (ref. DQP level 1 + EQF level 6) *e.g. Bachelor Degrees*				
Level 7 (ref. DQP level 1 + EQF level 7) *e.g. Master Degrees*				
Level 8 (ref. EQF level 8) *e.g. Doctorate Degrees*				

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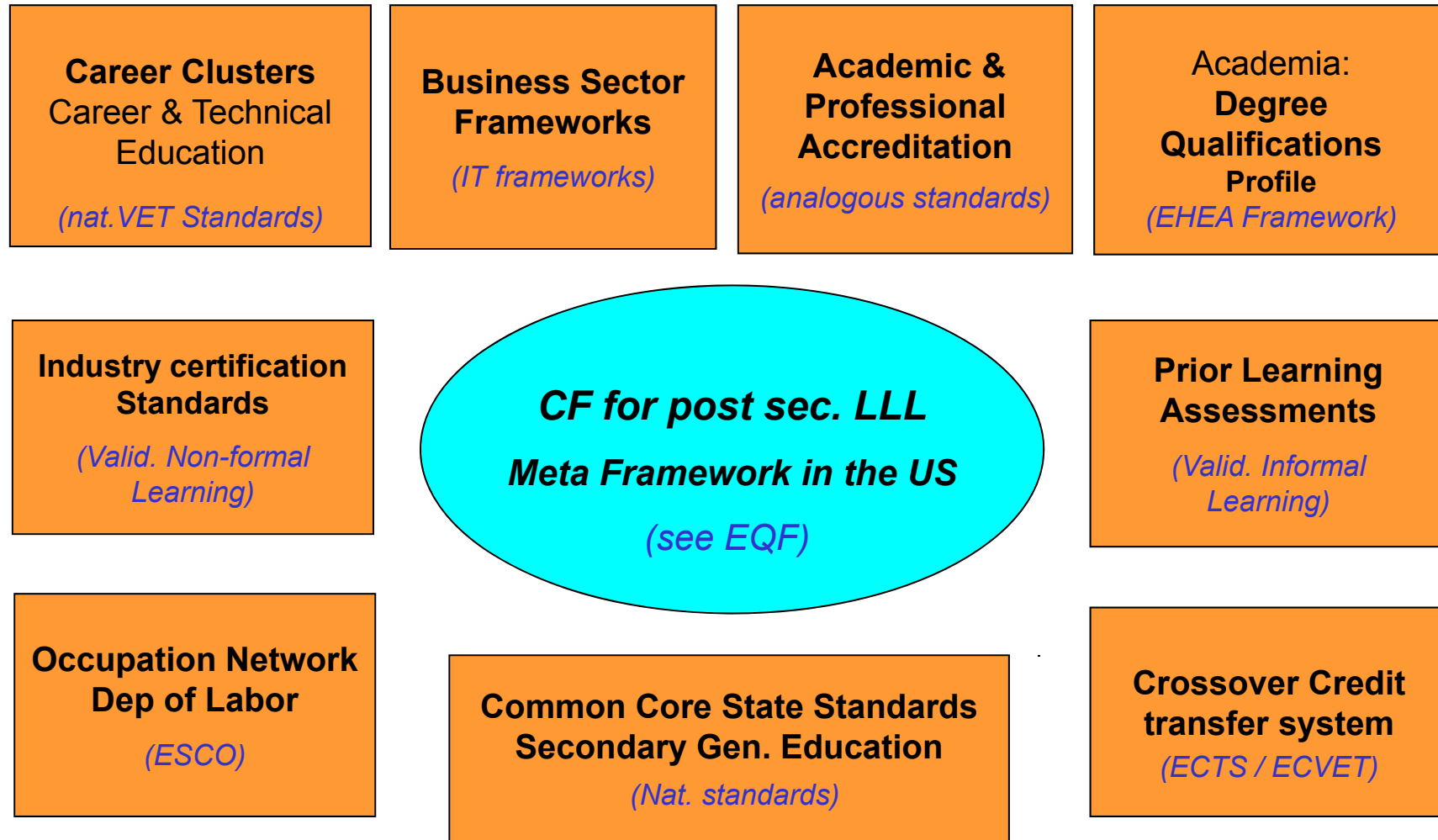
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3. *Credential Transparency Instrumental Environment in the US …*

(and selected reference Instruments in the EU)

Career Clusters
Career & Technical Education

(nat. VET Standards)

Business Sector Frameworks

(IT frameworks)

Academic & Professional Accreditation

(analogous standards)

Academia:
Degree Qualifications Profile
(EHEA Framework)

Industry certification Standards

(Valid. Non-formal Learning)

CF for post sec. LLL

Meta Framework in the US

(see EQF)

Prior Learning Assessments

(Valid. Informal Learning)

Occupation Network Dep of Labor

(ESCO)

Common Core State Standards Secondary Gen. Education

(Nat. standards)

Crossover Credit transfer system

(ECTS / ECVET)

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3. … *Implementation*

- Test and revision: conceptional topics, programme & credential design, articulation, labor market relevance etc.

Furthermore embedded in the Connecting Credentials Initiative (Lumina) …

- Engaging employers in credentialing
- Pursue public policy in credentialing ecosystem
  (Federal and state level e.g. USED, USDOL, NGA)
- Empower learners to navigate the credentialing ecosystem
- Develop common language centered on competencies
- Create an open, interoperable data and technology infrastructure
- Foster shared understanding of credential quality among stakeholders

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4. Major Differences towards EQF …

- The instrument addresses all kind of credentials

- Behavioristic defined key term „competency"

   … however both instruments have a strong implicit holistic comprehension of capability, that underlies the domains knowledge and skills

- Overarching level descriptors across the domains

- Skills are described by specialized, personal and social skills

- The CF is no official government authorized instrument

   … but operates nationwide supported by federal and state government institutions as well as by numerous business associations

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4. … *Questions on CF*

Does the focus on Credentials facilitate or weaken …

1. Credentialing e.g. in terms of quality ?
2. Connectivity of credentials ?
3. Bridge academic and non-academic learning ?
4. Employability ?
5. Holistic comprehension of education and competence
   (relevant for labour market, societal and personal requirements) ?

Other questions …

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Thank you for your attention !

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For more information see https://vrein.academia.edu/research#papers

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