

Bahrain Qualifications Framework

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14 November 2011

Presentation Structure

- ≡ Introduction to the BQF
- ≡ Framework Developments
- ≡ RPL Policy and Guidance
- ≡ Future Directions for the BQF
- ≡ BQF Work Programme Themes 2012-2014

The BQF

A single framework for classification, registration and articulation of quality assured national qualifications

BQF built around an agreed architecture, following extensive consultation with stakeholders.

All forms of learning will be recognised including formal, non-formal and informal learning

What will the BQF do?

- ≡ Ensure increased consistency of qualifications
- ≡ Provide improved transparency for individuals and employers
- ≡ Ensure a broader range of learning forms are recognised
- ≡ Act as a national/external reference point for qualifications standards
- ≡ Provide clarification of learning pathways and progression
- ≡ Increase the portability of Bahraini qualifications
- ≡ Act as a platform for stakeholders in strengthening co-operation
- ≡ Support greater coherence of national reform policies
- ≡ Provide a stronger basis for international cooperation, understanding, comparison and recognition of Bahraini qualifications and foreign qualifications

QUALIFICATIONS FRAMEWORK

VISION
MISSION

Giving credibility and recognition to learning, both locally and internationally.
The Bahrain Qualifications Framework provides coherence and clarity to the qualifications system.



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BQF Policy – Stages in development and implementation

Stage	Process	Comments
(1) Policy Drafting	3 x policy groups; 20 reps/group 24 meetings in total Background paper(s) Draft Policy paper(s) Sign off by Policy Group	This stage commenced in May 2011 and will conclude in August/September 2011
(2) Endorsement by BQF Steering Committee	Policies reviewed by the BQF Steering Committee for endorsement/referral	This stage will be completed by end of August/early Sept. 2011
(3) Policies submitted to ERB for approval	Formal submission of BQF Steering Committee endorsed policies by Nov. 2011	Endorsed policies will be submitted for ERB approval by target date

Stages in Policy Development and implementation (cont'd)

Stage	Process	Comments
(4) Policy guidelines manuals developed	Draft by BQF experts based on approved policies	Initial work on this activity commenced in July 2011, and will be completed by Oct. 2011
(5) Procedures manuals developed and piloted during BQF set up phase (2012)	Select education and training sectors to pilot procedures manuals; Project Group to oversee the pilot /evaluate results/ submit recommendations for each sector	Some Procedures Manuals will be completed during Phase 1 (Nov. 2011) To commence in early 2012
(6) Policies/ guidelines/ procedures approved for implementation	Subject to established QAAET approval processes	

My Role

- ≡ To facilitate the development of policies and policy guidelines
 - RPL
 - Access, Progression and Transfer
 - Special Needs
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Policy and Guidance

- ≡ Develop a common understanding of RPL in the context of the BQF – credit transfer and the assessment of prior learning
 - ≡ Providers:
 - must develop a policy which forms part of the licensing and accreditation documentation
 - Put arrangements in place for learners to have their learning formally recognised
 - Support learners in the RPL process
 - Treat credit gained through RPL process in exactly the same way as credit gained in formal contexts
 - Provide staff development on RPL
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Policy and Guidance

- ≡ QAAET will:
 - Ensure that providers develop an RPL policy which forms part of the accreditation agreement, including the costs which will be approved by QAAET
 - Ensure providers' RPL policies include the provision of IAG for learners
 - Ensure that RPL is fully embedded in providers' quality assurance processes
 - Approve providers' decisions on RPL
 - Lead the development of a network of RPL practitioners
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Policy and Guidance

- ≡ Both the provider and QAAET will
 - Promote RPL through the development of case studies and other mechanisms to share good practice
 - RPL is valued on equal terms to traditional learning. Where a learner has achieved a qualification by this means, the certificate recording that achievement must not make reference to RPL on it
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Criteria

- ≡ **Relevance** - does the prior learning meet the learning outcomes of the particular qualification against which it is being assessed?
 - ≡ **Depth** - does the learner's evidence indicate the required level when evaluated against the BQF Level Descriptors?
 - ≡ **Currency** - are the KSC of the learner still current?
 - ≡ **Sufficiency** – is there sufficient information for the assessor and the verifier to reasonably identify the learner's prior learning?
 - ≡ **Authenticity** – the evidence submitted for assessment must be the learner's own learning?
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RPL

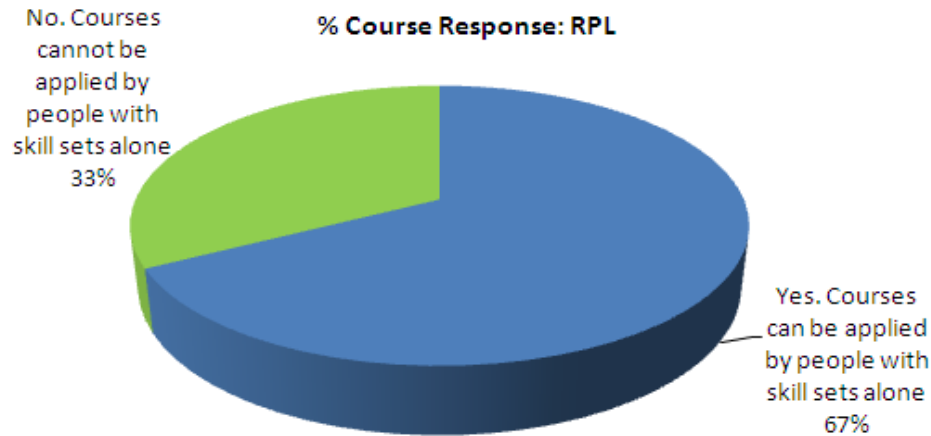
- ≡ Huge willingness
- ≡ Recognition that Lifelong Learning is important and RPL is a significant part of that

However some challenges with RPL -

- ≡ `RPL doesn't happen'
- ≡ Terminology – the A-word



RPL - % Courses that can be applied based on skill sets alone



Institute Type	% Course responses	
	Yes. Courses can be applied by people with skill sets alone	No. Courses cannot be applied by people with skill sets alone
Ministries (Government / Military)	41%	59%
Private Schools	46%	54%
Public Universities	14%	86%
Special Needs School	88%	12%
Universities	25%	75%
Vocational Institutes	86%	14%

RPL (Recognition for Prior Learning): Do you accept people with other skills and not having particular certifications/ letters

BQF Future Directions and Performance

- ≡ National mandate for quality assured and relevant qualifications
- ≡ Continuous development of Framework
- ≡ Performance of BQF will be influenced by existing qualifications system drivers
- ≡ All key stakeholders need to work together in a coherent way - essential
- ≡ Quality of labour market intelligence data influences the relevance of qualifications- more detailed analysis required. Existing data needs to be collected, interpreted and disseminated
- ≡ Occupational Standards development supports the BQF- new initiative by HCVT welcomed
- ≡ Development of information advice and guidance service