



CQFW



# **CQFW and Community Development Learning**

**Credit and Qualifications Framework for Wales  
April 2005**

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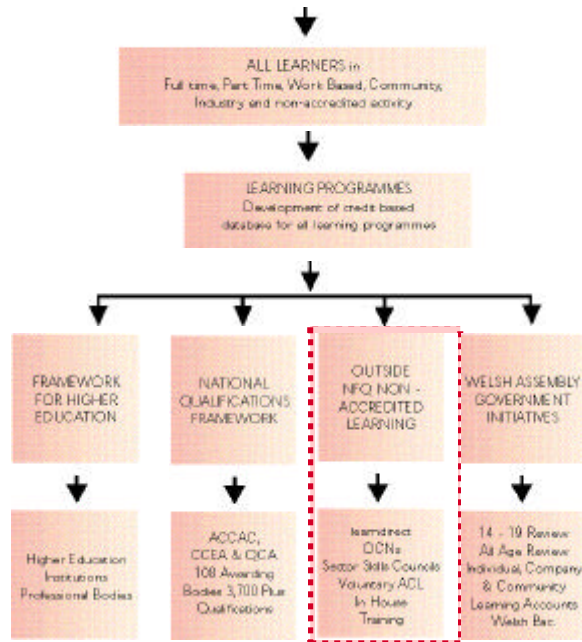
## Credit and Qualifications Framework for Wales What is the framework?

### **Credit system four main criteria**

- Clearly defined learning outcomes and assessment criteria
- Identified level of demand (Nine Level Descriptors)
- Indication of volume ( 10 hours of Learning Time = 1 Credit)
- Credit is awarded to a learner in recognition of the achievement of designated learning outcomes at a specified level

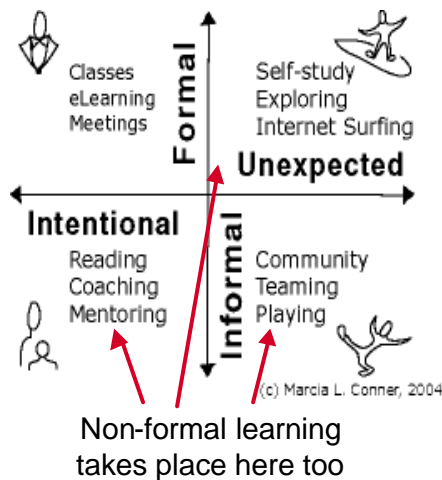


**THE CREDIT AND QUALIFICATIONS FRAMEWORK FOR WALES**  
THE INTERNAL AND EXTERNAL IMPACT





**Informal/non-formal learning accounts for over 75% of the learning taking place in organisations today\*.**



- **Formal learning** includes the hierarchically structured education system, and
- organised programmes for technical & professional training.
- **Informal and non-formal learning** describe lifelong processes
- Individuals acquire attitudes, values, skills and knowledge via the educative influences & resources in their environment.

Adapted by K Palmer 2005 from \*Conner, M.L. "Informal Learning." Ageless Learner, 1997-2005. <http://agelesslearner.com/intros/informal.html>

**Formal learning** includes the hierarchically structured school system that runs from primary school through the university and organized school-like programs created in business for technical and professional training.

**Informal learning** describes a lifelong process whereby individuals acquire attitudes, values, skills and knowledge from daily experience, and

the educative influences and resources in his or her environment, from family and neighbors, from work and play, from the market place, the library and the mass media.



## **Recognition of Informal and Non-Formal Learning**

**International Seminar on Validation of Non Formal  
and Informal Learning - The common principles**

**Vilnius, Lithuania, 13-14 February 2004**

**Identification, Recognition, and Assessment  
of Skills and Competencies**



## Non-Formal Learning

- **Learning embedded in planned activities that are not explicitly designated as learning, but containing important learning components**
  - Often intentional from learners point of view



## Informal Learning

- Learning resulting from daily life activities related to work, family or leisure.
- Not structured in terms of learning outcomes, support or time.
- Rarely leads to certification.
  - Often *unintentional* from learners point of view



## **CQFW Exemplar Projects: testing the principles**

- **Credit and National Occupational Standards: Community Development**
- Emerging Sectoral Learning: Photonics Academy
- Tracking Progression and Accumulation: Offender Learning and Credit Project (Prison and Probation services)
- The Learning Coach: 14-19 Learning Pathways
- Developing e-learning and assessment: Ufl Project



## CD-NOS: Objectives of the Contract

- Develop a coherent multi-level framework for Wales that fully and accurately reflects the Community Development National Occupational Standards
- Produce an indicative guide to progression opportunities available
- Document the Quality Assurance capabilities of the Reference group to be facilitated by CDC.
- Evaluate the documentation and processes involved in undertaking the above objectives and make recommendations for future development.



## Scope of Use - direct

**Communities First areas**

**Urban II and other regeneration initiatives**

**Capacity building in all areas**

**Community Development Worker  
professional training**

**Volunteer and “activist” development**



## Scope of Potential Use - indirect

*... sector-based but highly transferable ...*

**Youth Work**

**Community Work**

**Mentoring/coaching roles**

**Voluntary sector (some learning is applicable to proposed mentor/catalyst roles)**

**14-19 Learning Pathways “Core Learning” (working with others / community participation etc.)**



## Emerging Issues 1

**National Occupational Standards for Community Development contain duplications but also have gaps.**

a lot of time spent on analysis and rationalisation

**Pre-existing information at level 3 contained skills associated with level 4 and/or 5**

time spent on separation and clarification

impact on mapping achievement and progression opportunities



## Emerging Issues 2

### **Skills in ICT are highly desirable in community development but...**

there is no clear mention of these in the NOS

this has caused limitations in expressing assessment criteria of some units e.g.:

*community profiling/appraisal,*

*financial skills*



## Positive Outcomes

**If the credit framework for CD is adopted & implemented, Wales' Community Development Workers of the future will:**

have more rounded knowledge and experience  
be much better prepared for their work

**The developing units have real relevance to other fields/sectors and are being mapped to Key Skills**

**CD-NOS should be reviewed for overall coverage:**

a follow-on project should enable further development of higher level units



## Acknowledgements

### **Contracting partnership:**

Coleg Harlech WEA (N) – Lynda Jones

OCN Wales – Anne Lewis

Coleg Llandrillo Cymru – Sue Trevelyan-Jones

### **Community Development Cymru:**

Selwyn Williams - Chair of Education and Learning Committee

Members of CDC ELC

Staff of CDC