

Flexible Learning Pathways in Jamaica – Moving to an Integrated System

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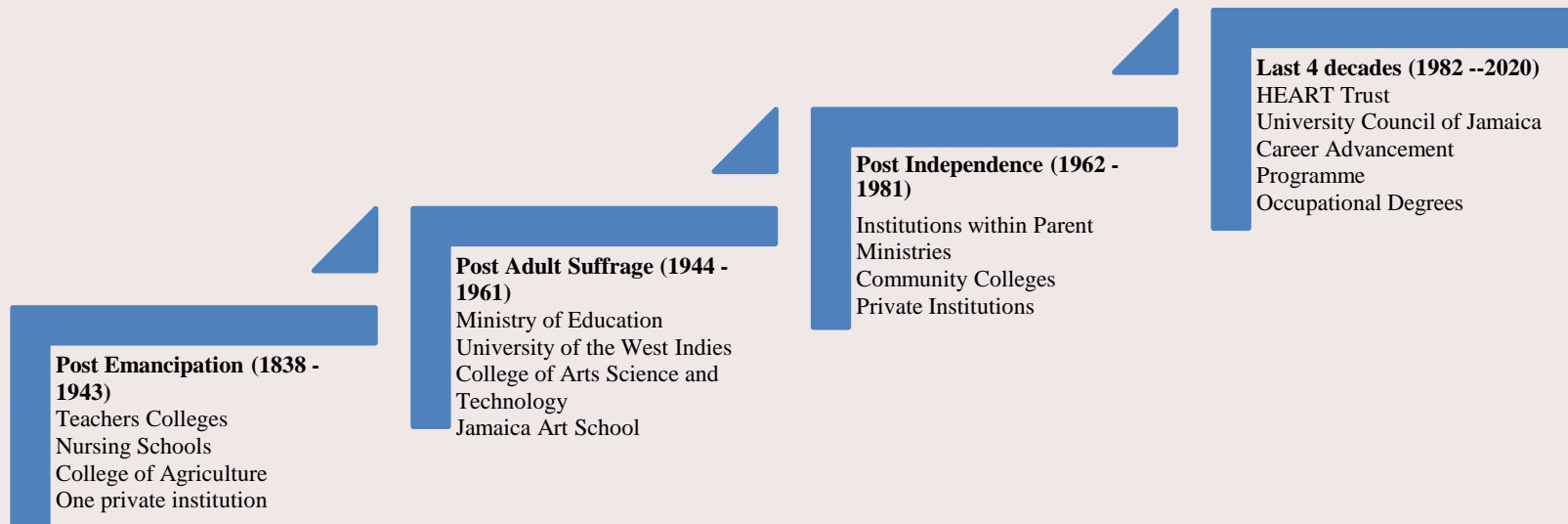
National Vision Statement

“ Jamaica, the place of choice to live, work,
raise families, and do business ”

Flexible Learning Pathways

- *FLPs are defined by UNESCO as “entry points and re-entry points at all ages and all educational levels, strengthened links between formal and non-formal structures, and recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education” (UNESCO, 2015: 33).*
- *Qualifications Framework*
- *Quality Assurance and Accreditation*

Evolution of HE in Jamaica



- HE Institutions established to provide trained persons for the labour market
- Successive governments - Increase enrollment and provide equal opportunities

Impact of Equality

**EQUALITY
NOT
ELITISM**

Tertiary – Academic Type
Traditional High Schools
6TH Forms
GCE & CSEC
UWI
J-TEC

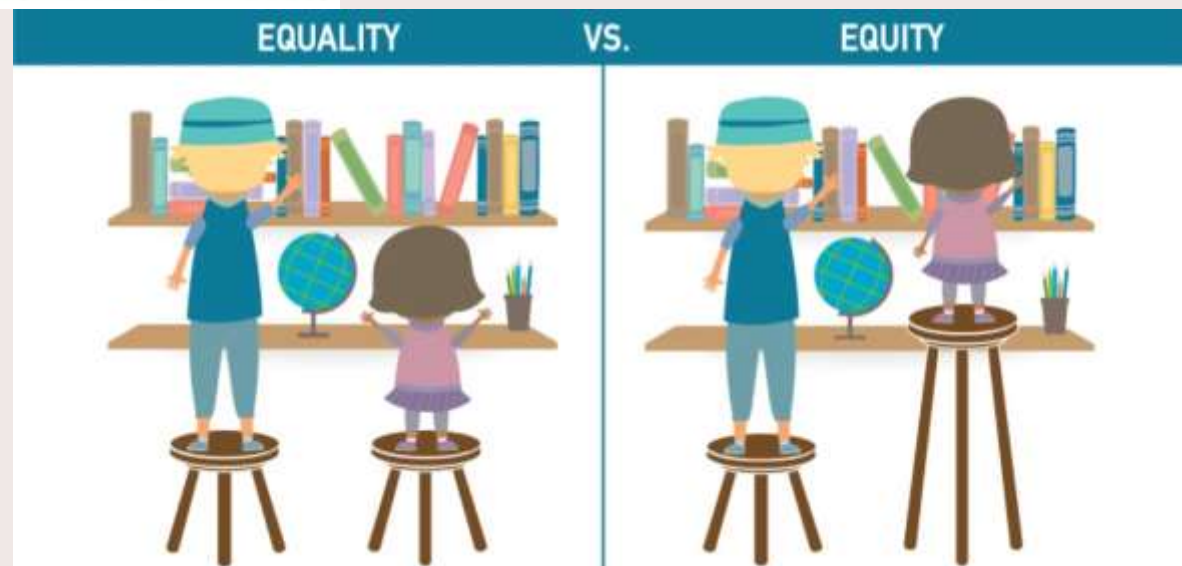
Technical & Vocational Education
& Training
Secondary Schools
Grades 12 and 13
NVQs
Other HEIs
UCJ

FLPs addresses Equity



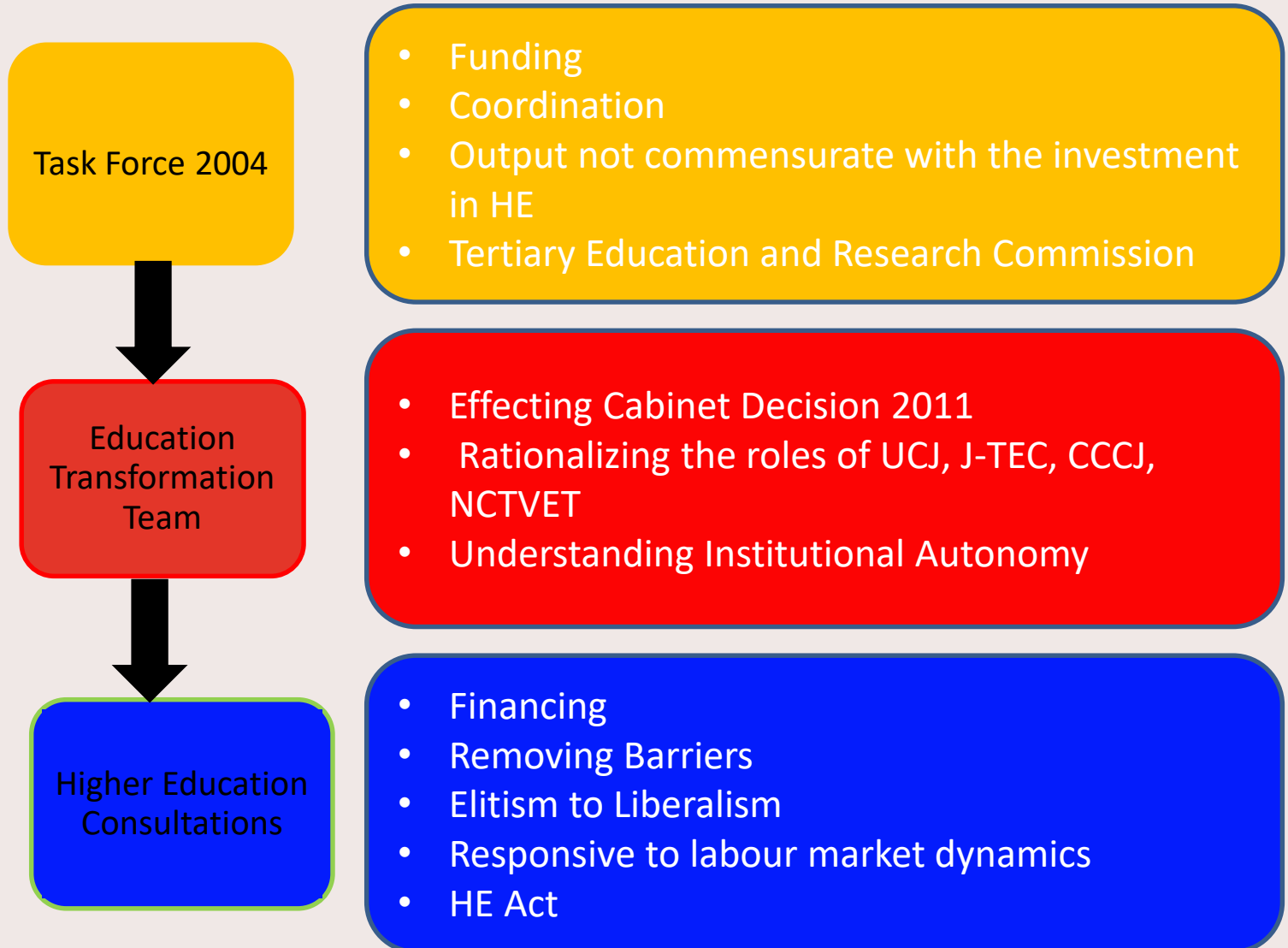
Excellence in education need not mean elitism, and equity need not mean mediocrity

Mary Jean LeTendre



Source: Internet

Reform Efforts - Jamaica

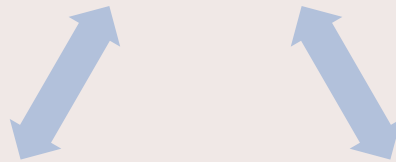


Role of Higher Education

- Key driver - economic and social development and competitiveness
- Employability skills
- Quality Workforce – Accreditation
- Opportunities for Upskilling
- Increase in earning power
- Creating a knowledge-based economy
- Research and Innovation

Addressing Social Issues

Unemployment




Violence

Poverty

Procurements
Capacity of Skills Training Programme HEART/National
Webmail Service Training Agency (NSTA)

Grange Hill High School engages unattached youth through National Programme

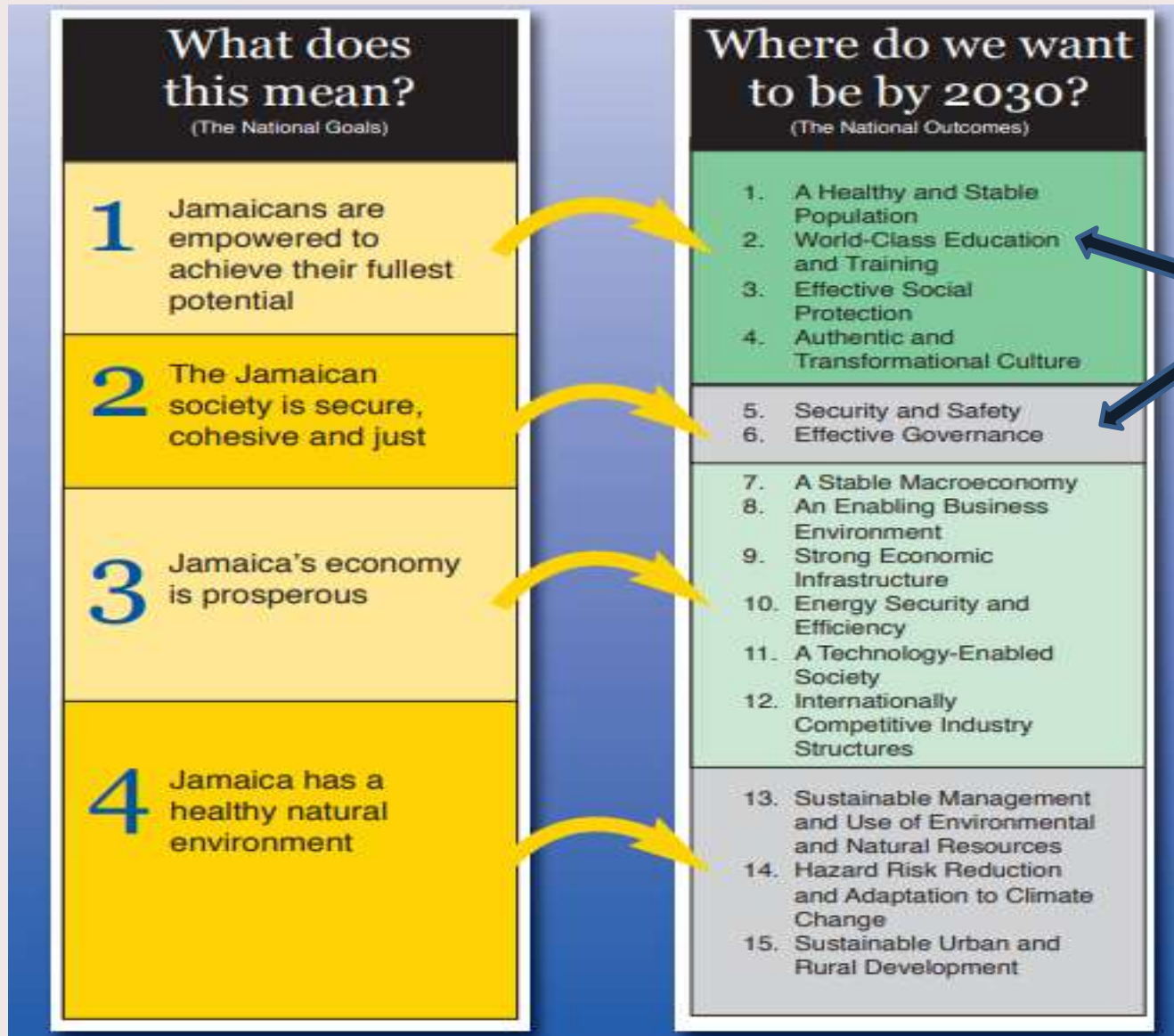
Thursday, February 20, 2020  1 comment

GSS Apprenticeship Programme to impact 400 apprentices

"An increase in gang violence across our society has emerged as a major social and security concern. While the security forces are confronting this issue operationally, the Government has been putting in place programmes and initiatives to give opportunity to our young people," Chang said.

Apprenticeship A Solution To Youth Unemployment, Low Certification

Vision 2030 Jamaica



Strategic Priorities of MOEY&I for HE

Increase enrolment
in HE and having at
least 80% of eligible
cohort pursuing HE
degree

Expanding access to
training,
certification and
employment

Alternative
Pathways

Optimization of
resources towards
workforce
development

Flexible Practices in Jamaica



- Access, progression, completion, and transition into the labour market
- Access through formal entry requirements, mature entry, NVQs
- CAP (additional 2 years of secondary education)
- Occupational Associate Degrees
- Part-time/full-time; face-to-face/online/hybrid;
- '2+2' model – enter and re-enter HE
- Credit Transfer – one level to another
- Recognition and Portability of Qualifications - QAA

Importance of FLP to the National Policy Framework



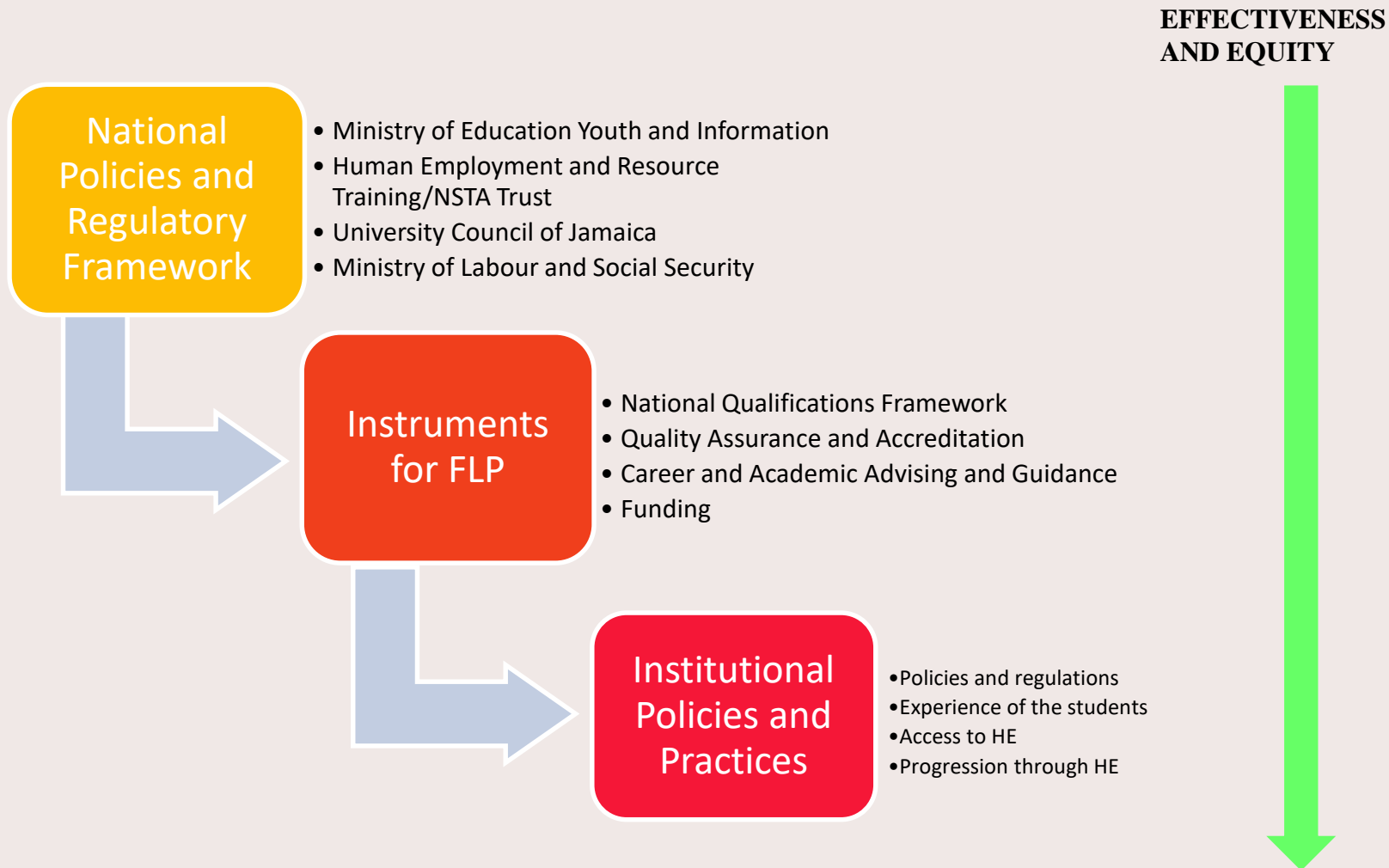
- Increase in participation – (i) access; (ii) options for HE
- Removing barriers to access - implemented and monitored at the level of admissions
- Addressing individual needs - NQF and Prior Learning
- Quality in HE – acceptability, recognition and confidence
- Liberalization of educational markets - World Trade Organisation (WTO)

Rationale for the Research

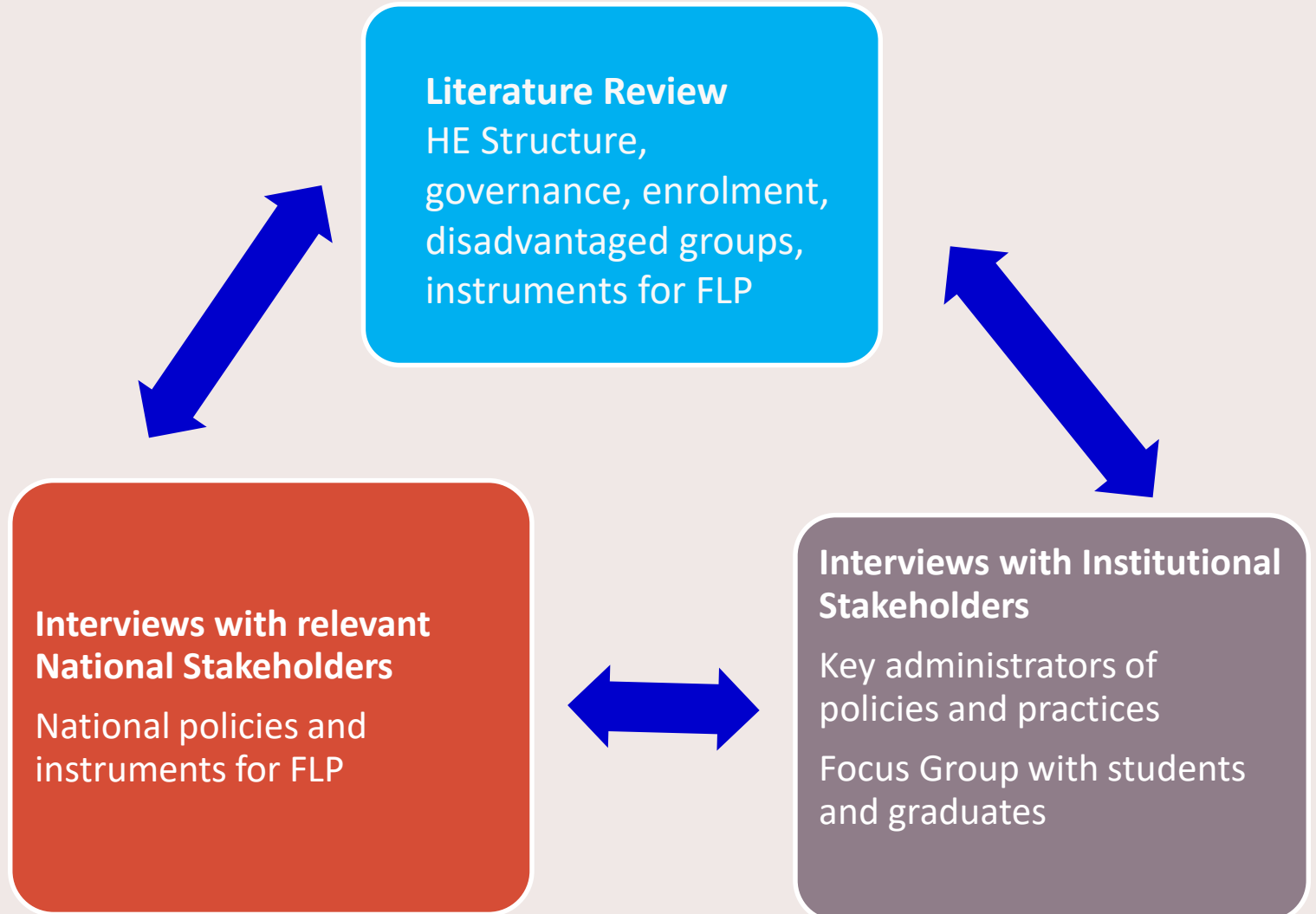


- Provide evidenced-based information for reform of HE through FLP
- Implementation of effective policies and regulatory framework
- Participation of vulnerable groups – poor, unattached youths, youth-at-risk
- Financing of Higher Education

Design of the Project



Methodology



Stakeholder Participation

National Entities

- 8 Entities
- MOEY&I and MLSS
- UCJ, J-TEC, STATIN, JEF, PSOJ
- 19 persons interviewed

Institutions

- Public university, public college and private university
- 40 Administrators – Academic VPs, Deans, QA Heads, Registrar, Placement Officer
- 30 Students including Head of Student
- JBTE – 2 persons



Access to
HE

- Recognition of Prior Learning
- Career Advancement Programme
- Programme for Advancement through Health and Education (PATH).

Progression
through HE

- Transfers from a 2-year Associate degree to a Bachelor's degree (additional 2 years) based on the '2+2' model
- Occupational Associate Degrees.



THE
UNIVERSITY COUNCIL
OF JAMAICA

"Assuring Quality in Higher Education"



The Legislation is sufficient



- The Education Act, UCJ Act and HEART Trust (Amendment) Act 2019 are pivotal and sufficient to effect the regulations and policies necessary for HE. The framework provides for equity, equality in attaining a quality HE degree, as well as seamless pathways to access, progress through and complete a higher education degree, and transition into the labour market.

Legislation & Regulation of HE

Education Act, 1965

- Public Institutions
- Tertiary Education – Community and Teachers' Colleges
- Post-secondary Education
- Scheme Order Degree Granting Authority
- Equality

HEART (Change of Name and Amendment) Act, 2019

- HEART Act, 1982
- HEART Trust
- Funding – Equity
- Training and Certification
- Lifelong Learning
- Unattached Youth
- Equity

UCJ Act, 1987

- Quality Assurance and Accreditation – IQA and TQF
- Regulation - Private and Public Institutions and Entities
- Award Granting Authority
- Institutional Accreditation – Institutional Autonomy

Administrative Power



- There is a difference between the governance of a public body and a private body:
- Public body: Power resides with the Portfolio Minister to give autonomy.
- Private body: Power resides with the Board of Directors of the entity.
- From those powers flow authority to create and administer policies and procedures governing the operation of that entity.

Policies for FLP

- **Existing national policies foster FLPs.**
Several policies have been implemented already to foster flexibility through the K-13 strategy, and there is a recognition of the benefits FLPs can bring to the Country. The major policy, Vision 2030, is a great step in that direction.

HEART's MANDATE ¹

1

Develop a programme for At Risk Youth

2

Implement the Senior School programme

3

Within 3 years create 2-3 Workforce Colleges

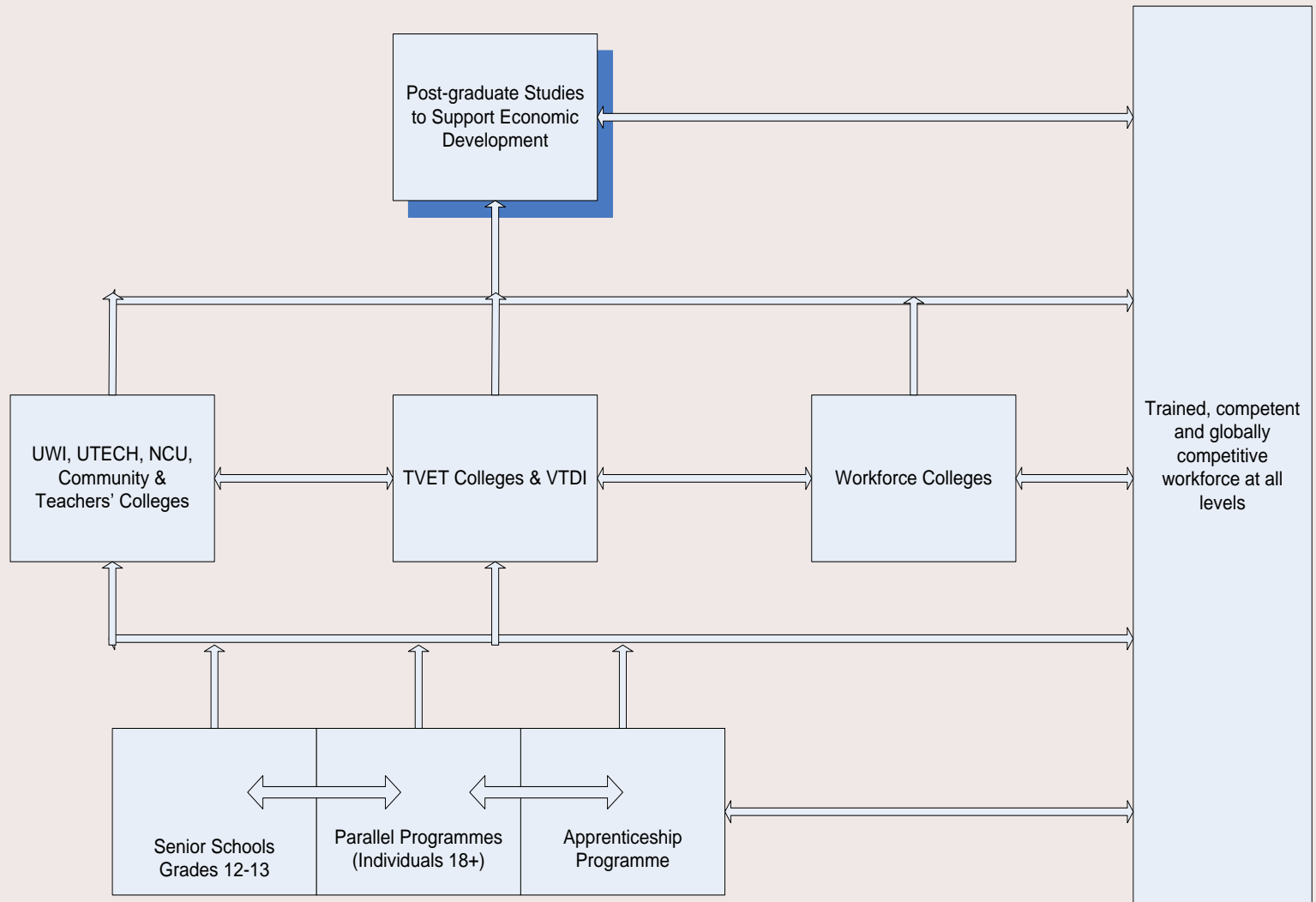
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Rebrand HEART Trust

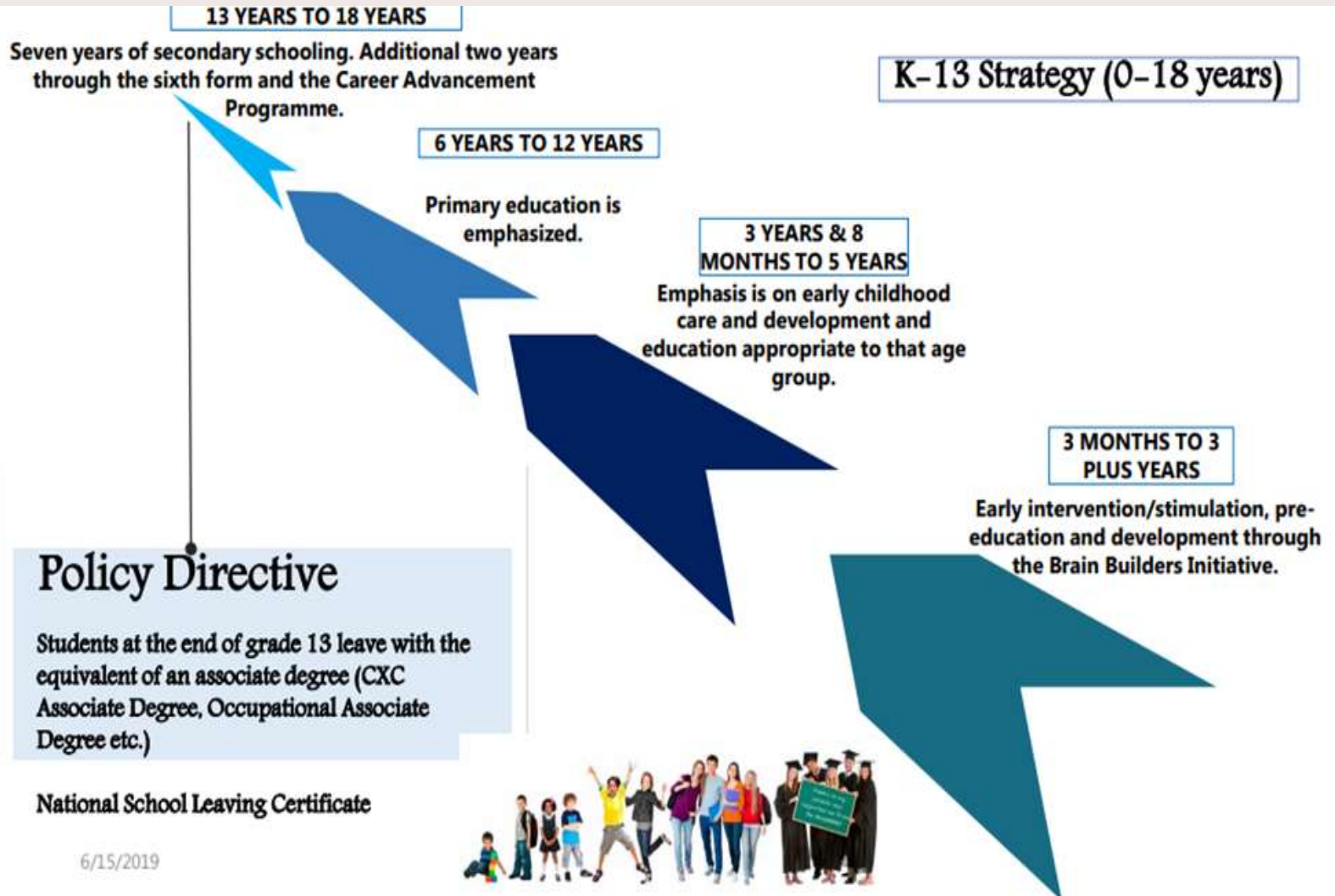
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Reposition HEART Trust as the National Training Agency

Creating a seamless integrated HE System





K-13 Strategy for Education



Integrated HE System



Levels	Jamaican Tertiary Education Sectors				
	General Education	Technical & Vocational	Occupational Degrees	Tertiary Education	Lifelong Learning
8		C/NVQ 8	Applied Doctorate	Doctoral Degree	Prior Learning Assessment and Recognition (PLAR)
7		C/NVQ 7		Masters Degree	
6		C/NVQ 6	Occupational Masters	Post Graduate Certificate/ Diploma	
5		C/NVQ 5	Occupational Bachelors	Bachelors Degree	
4		C/NVQ 4	Occupational Associates	Associates Degree / Advanced Diploma	
3	Certificate (Upper Secondary)	C/NVQ 3		Diploma	
2	Certificate (Upper Secondary Leaving)	C/NVQ 2			
1	Certificate (Lower secondary)	C/NVQ 1			
---	Access Point 2				
	Access Point 1				

RPL System

- NQF reflects RPL for both matriculation and articulation
- RPL system used mainly for matriculation purposes; NQF not used by HEIs
- An efficient RPL system for vocational education
- Pre-College programmes used for formal requirements
- CAP facilitates the integration of TVET as an option for accessing post-secondary and tertiary education

Integrated HE System

Prior Learning

ISCED Levels

NQF-J Levels

Higher Education Entities

ISCED 8

Tertiary (2–3 years)
Doctoral Degree, Applied Doctorate
NVQ Level 8

Universities

Doctoral degrees
Applied Doctorate
Master's degree
Bachelor's degree
Occupational
Bachelor's degree
Associate degree
Occupational
Associate degree
NVQ Levels 3 - 8

ISCED 7

Tertiary (2-3 years)
Master's degree, NVQ 7

ISCED 6

Tertiary (1–2 years)
Postgraduate Diploma, NVQ 6

ISCED 5

Tertiary (2–3 years)
Bachelor's Degree, Occupational
Bachelor's Degree, NVQ Level 5

ISCED 4

Post-Secondary (2 years)
Associate Degree, NVQ Level 4
Associate Occupational Degree, CAPE,
CAPE Associate Degree

ISCED 3

Upper Secondary (2 years)
NVQ Level 3, CSEC

Grades 12 & 13

CAPE Associate
Degree, CSEC
NVQ Levels 1-3

Colleges/Institutes

Bachelor's Degree
CAPE Associate
Degree,
Occupational
Associate Degree
Associate Degree
CSEC, NVQ Levels
1–5

University College

Master's degree
Bachelor's degree
Occupational
Bachelor's degree
Occupational
Associate degree
Associate degree
NVQ Levels 1-7

Implementation of FLPs

- Institution that did not have degree-granting status demonstrated very little autonomy to implement FLPs
- Dependent on franchised arrangements with awarding bodies for curriculum, alternative admission processes and assessments;
- Confusion about the extent to which these HEIs had the power to implement the FLP outside the franchised arrangements

Credit Transfer System

- '2 + 2' model allows for transfers between institutions and programmes
- Predicated on the TQF
- Applied to the OADs for articulation into the upper 2 years of a Bachelor's degree

NQF at Work

Student's Experience...

- “I did the Associate in Restaurant Operations & Management (Occupational Associate Degree) at another community college. I am to graduate next month. I applied to this college to do a BSc in Hospitality and Tourism Management.”
- “I am going in Year 3 of the Hospitality and Tourism Management programme. I just transferred as part of the ‘2+2’ model - but the transfer has not yet been finalized.”

Equity & Inclusiveness in HE



- **CAP and OAD are free of cost to the students and well-designed programmes aligned to the labour market needs**
- Allow disadvantaged students to pursue HE
- Students appreciate the technical and vocational skills
- CAP - DUAL CERTIFICATION - offer options to pursue HE studies and/or to enter the labour market with sufficient skills.
- The NQF facilitates pathways across levels and programmes and lifelong learning opportunities

CAP and OAD – Students’ Experiences



- “I have **seven (7) CSEC** passes but at that time financially I did not **have the money** to attend college. CAP gave me the opportunity to attend college. The experience so far has been great. Skills-wise it is very important.”
- “We heard about it during our graduation from CAP. The Centre for Occupational Studies called and informed us of the scholarship.”

CAP and OAD – Students’ Experiences



- “Not everybody can find the \$300,000 to get an Associate degree.”
- “I got through based on by **Level 2 NVQ-J** certification. I am grateful for the Occupational Associate degree; this is how I was able to study as I could not afford the Bachelor’s programme.:

Participation of the Vulnerable



- Extensive programme provides funding to ensure that disadvantaged students benefit from FLPs
- The PATH enables student from low socio-economic groups who could not have afforded higher education to enter university
- CUMULATION with other scholarships is a strength.

PATH - Student's Experience



- “I received a payment from PATH towards my school fee **for Grades 12 and 13**. I did not have any money to come to university. There was this **Social Intervention Programme (SIP)** where I had to do 40 or 30 voluntary hours. I went to PATH office and asked them if they had scholarships and what I would have to do to qualify. They said they had no scholarships, but they had a grant I was informed that I could apply at the university for the bursary and they would give me a grant of **\$100,000 for a Bachelor's degree.**”

PATH – Students’ Experiences



- “My brother was on PATH, and he got the \$100,000 for university. Here at university it came through for me. I looked on my account and then I saw that PATH had given me a grant which allowed me to get financial clearance. I almost cried because, initially, I was so worried because student loan was taking a while.”
- “Last semester when I was having issues, I went to my director, and she was the one who actually advised me about it. So, when I went to the office [financial aid] that is when they told me yes, I could get a grant. So that is what I did.”

Career Academic Advising and Guidance



- Lack of overarching policy on CAAG
- CAAG policies are mostly implemented at the institutional level
- Academic Advising - low-performing students
- Internship – work experience
- Career Placement – assisting students in job placement
- Variation in CAAG
- Rarely tailored to disadvantaged students who have a different experience of the labour market.

Monitoring and Evaluation



- **Area for improvement - FLPs by the Ministries and the Statistical Institute of Jamaica (STATIN)**
- Data are lacking - How many students started? How many students transferred from secondary to higher education and between higher education institutions and programmes?
- How many completed higher education?
- How many transitioned into the labour market.
- Implementation of ISCED to collect data on education

Non-acceptance of the Equivalency of TVET - NQF

- **The use of the term 'second chance' limits the take-up and performance in these programme**
- Poses a challenge for students transferring from a TVET programme to an academic track.
- Students matriculated into the OAD only with NVQ Levels 1 and 2 certifications despite having CSEC passes
- HEIs offering CAP and OAD treat these programmes as **'add on' activities.**
- Programmes are not integrated into the mainstream activities of the HEIs
- This conveys a **"second chance"** stigma to these programmes, which limits their growth and development as a valid TVET offer

Linkages with the Labour Market

- Little participation of the employers and private sector associations at the executive level
- General lack of understanding of HE
- Lack of awareness of the importance and utility of NQF in determining their workforce
- There is need for greater communication between the employers' associations and the education sector to ensure alignment and understanding of HE in relation to the labour market needs.



MINISTRY OF ECONOMIC GROWTH AND JOB CREATION

Human Employment and Resource Training (Change of Name and Amendment) Act, 2019



MINISTRY OF EDUCATION YOUTH & INFORMATION

**Education Act, 1965
University Council of Jamaica Act, 1987**



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"Assuring Quality in Higher Education"



Ministry of Labour & Social Security

**Programme for Advancement Through Health and Education, 2000
Bursaries for HE**

Funding – Training, Adult Learning and Certification by HEART/ National Service and Training Trust

Labour Market Information

External Quality Assurance by the UCJ National Qualifications Framework - RPL

Equity

Equality and Equity

Equity



**Higher Education Institutions – Education and Training
Internal Quality Assurance (IQA) system; UCJ's Classification System**



Students – Acquisition of Knowledge and Skills for Employment



Labour Market

National Programmes and Practices for FLP in HE

Programme for Advancement through Health and Education (PATH) – lower quintile of poverty
HEART/National Service and Training Trust – Lifelong Learning, Unattached Youth

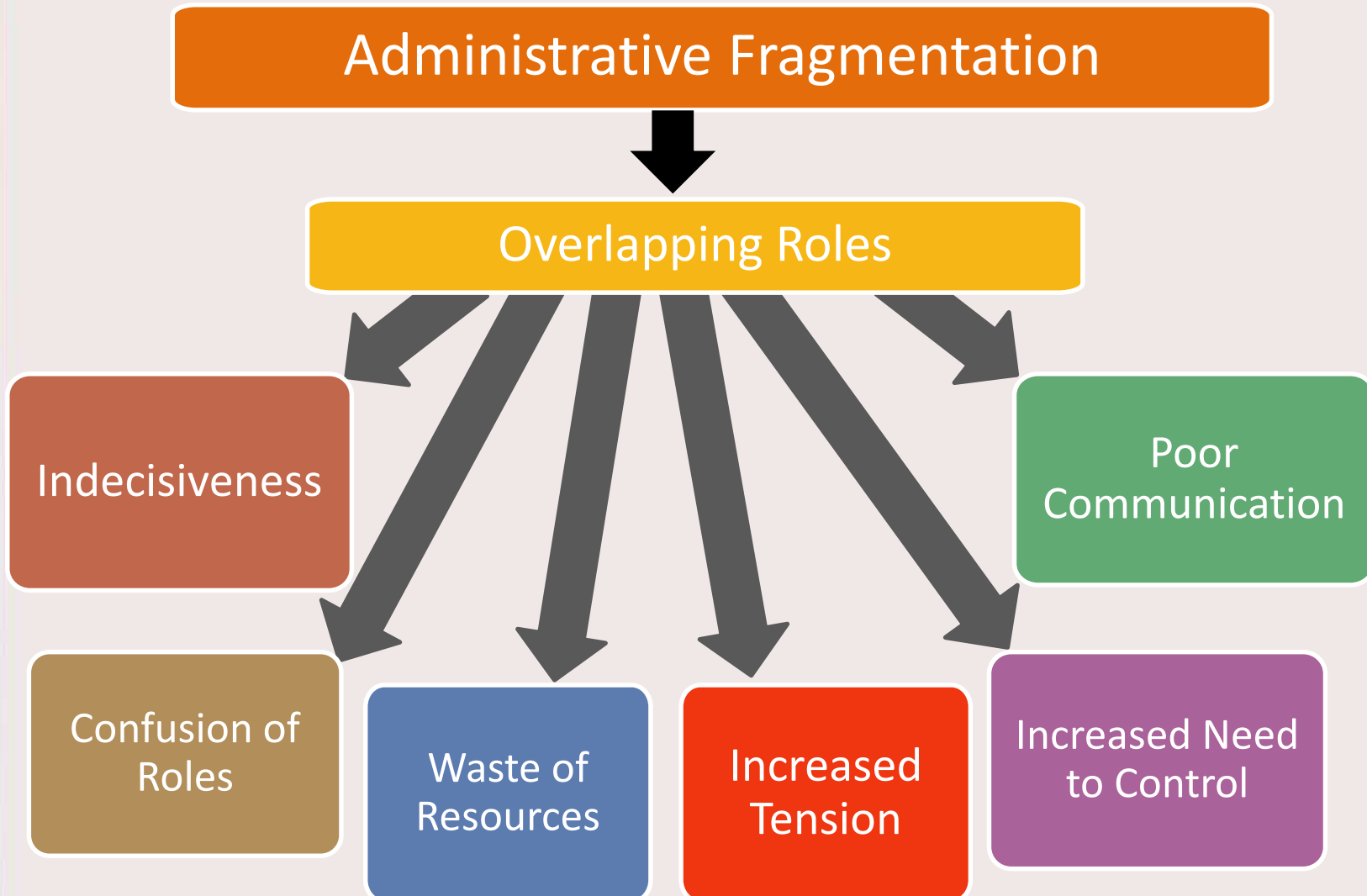
NQF developed (not being used)
QAA and TQF well developed
Credit Transfers '2+2' model
Career and Academic Advising and Guidance – To be developed

EQUITY AND EQUALITY

Career Advancement Programme
Occupational Associate Degree
- Alternative Pathway and integration of TVET

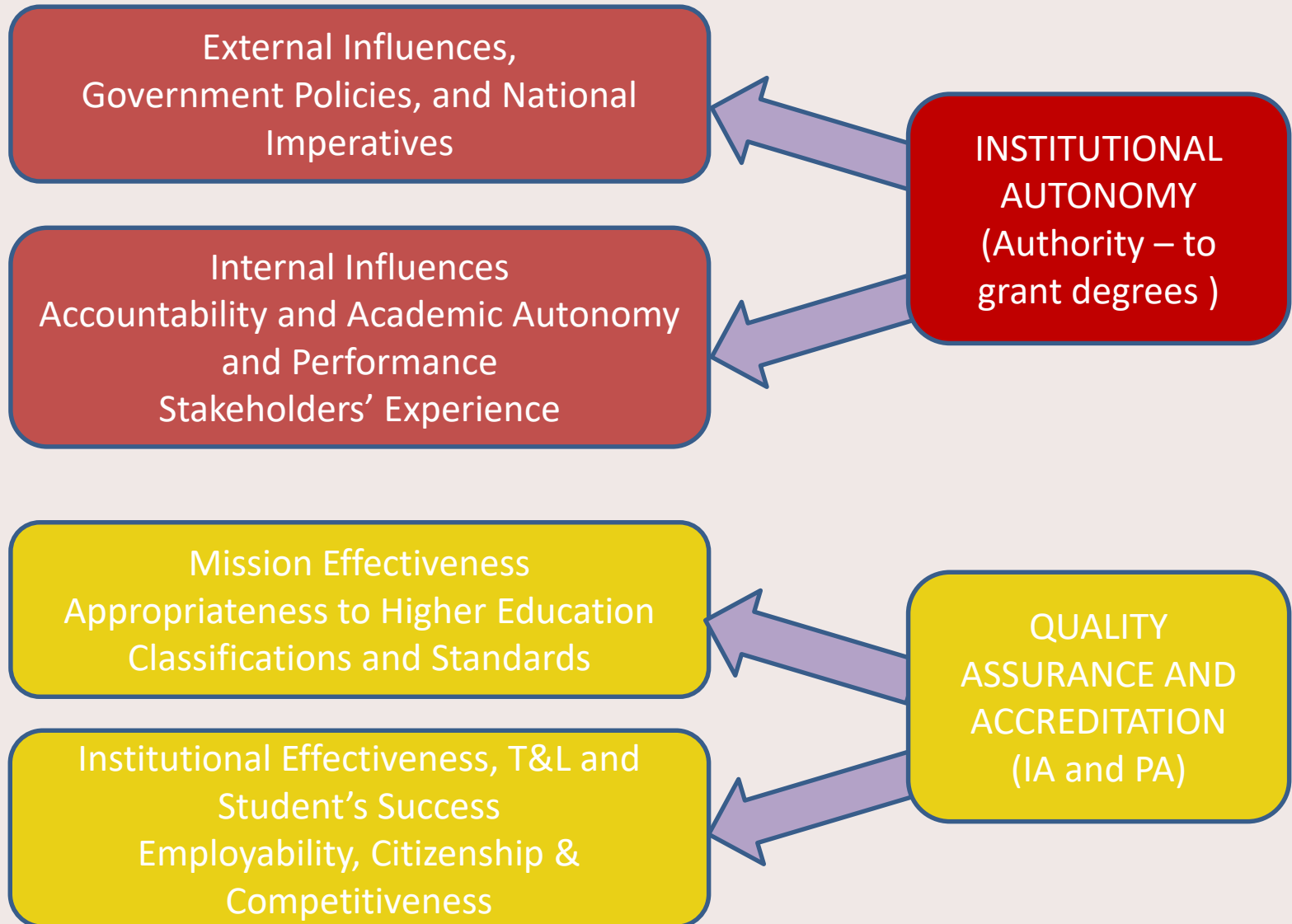
Recognition of Prior Learning
HEIs offering both 'academic' and TVET programmes
Mission effectiveness
UCJ's Classification of Institutions

Lack of Understanding of Governance

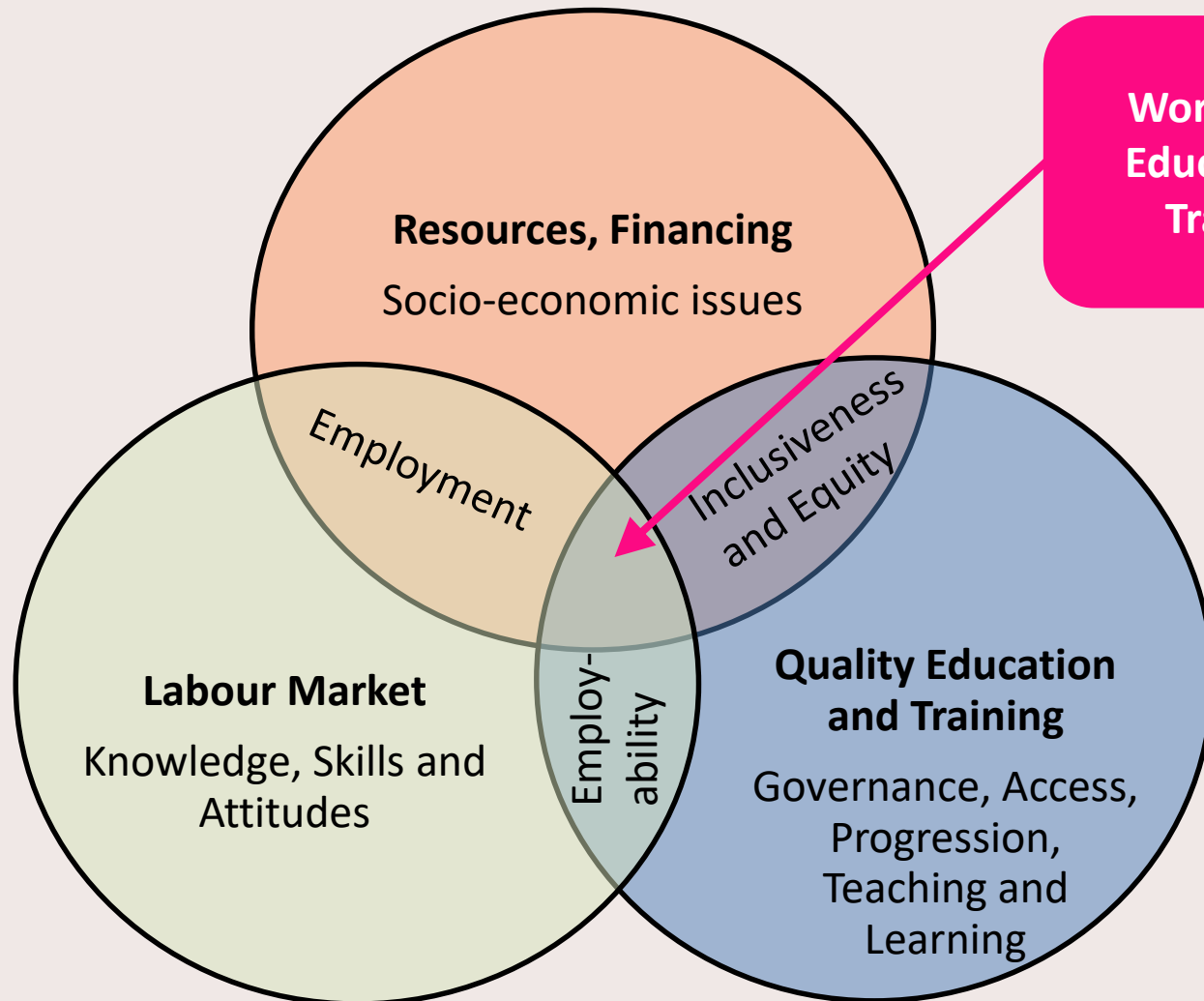


Recommendations

Application of Governance to HE



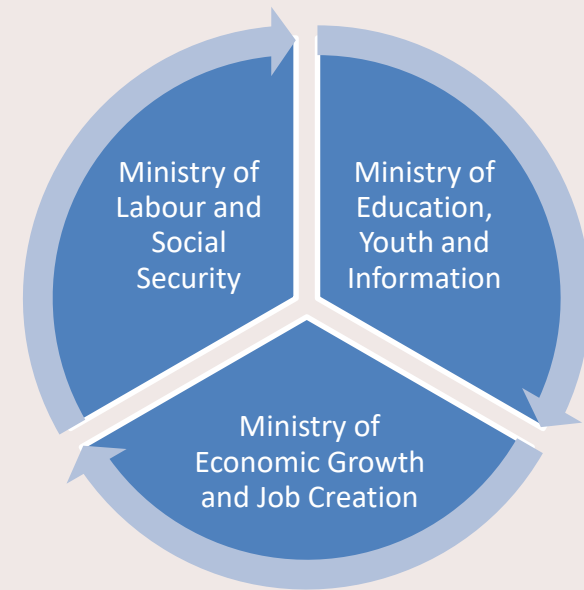
Collaboration – Across Sectors



**World-Class
Education &
Training**

Funding Model for HE

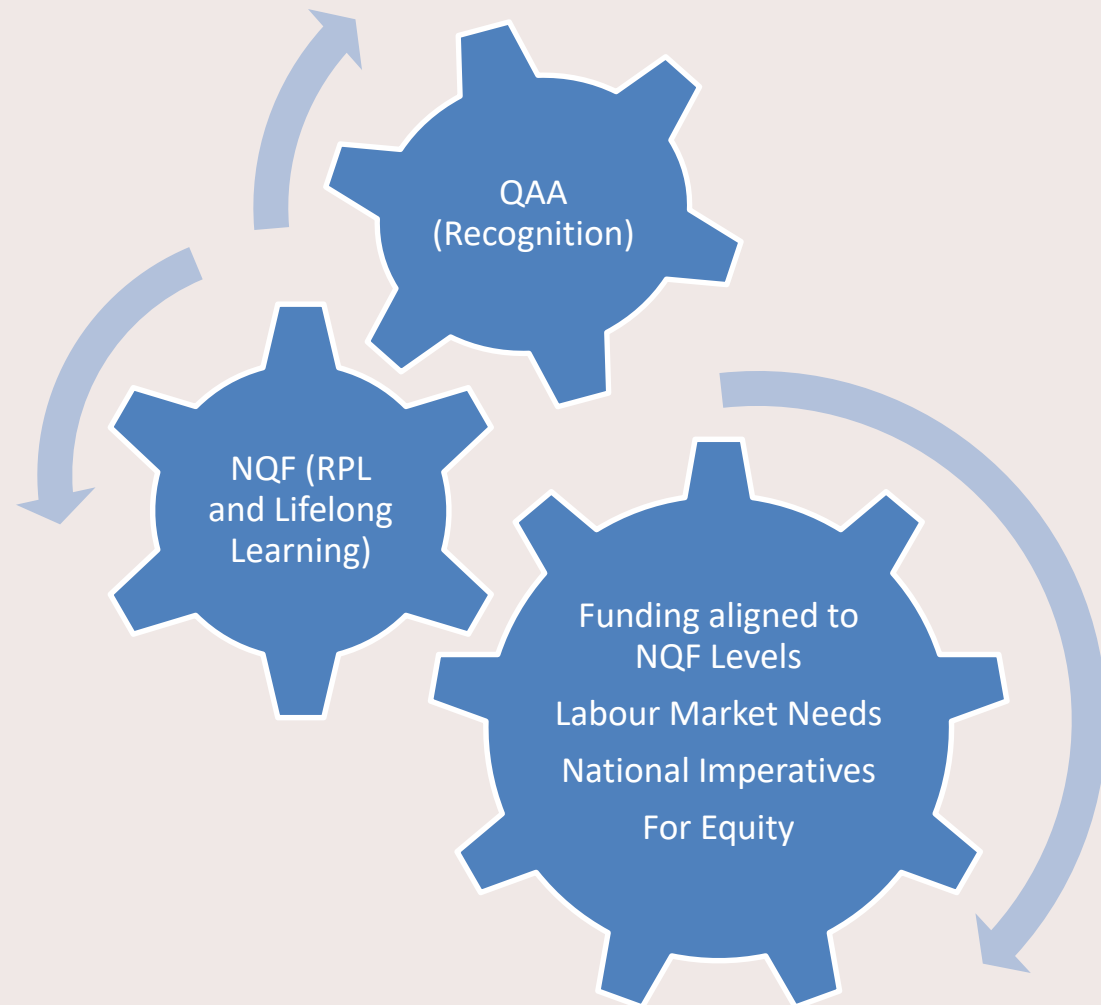
- Subvention from MOEY&I
- Funding for programmes aligned to national imperatives
- Integration of programmes into mainstream offerings of HEIs – institutional level
- Funding for inclusion – equity
- Funding – national priorities and the levels in the NQF
- Policy Coherence for funding including equity



NQF central to QAA



Competitiveness and Control



“We see education as the means to break that poverty cycle; recognising that your income earning potential changes dramatically once you have tertiary level qualifications.”

Source – Ministry of Labour and Social Security