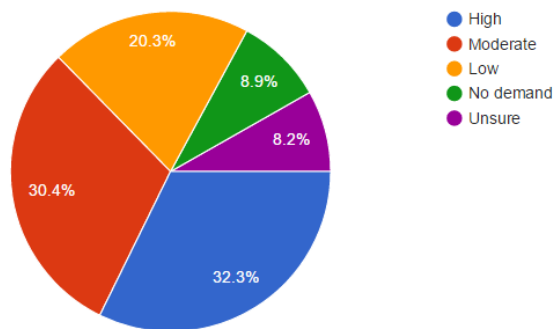


SURVEY RESULTS - SUGGESTED CHANGES TO THE QFEMIRATES ARCHITECTURE (Number of responses: 163)

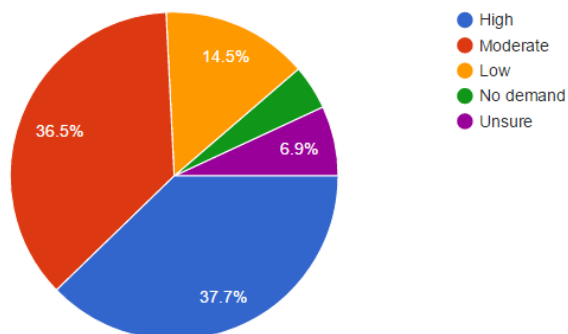
February 2017

SUMMARY RESULTS

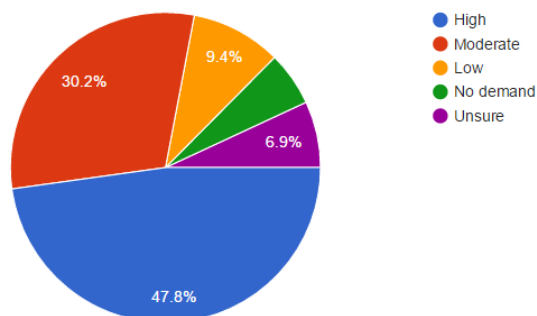
How would you rate the level of market demand for a Level 10 Applied Doctorate in your industry sector?
(158 responses)



How would you rate the level of market demand for Unit Awards in your industry sector?
(159 responses)

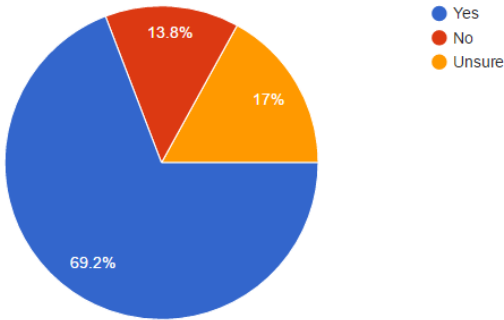


How would you rate the level of market demand for Continuous Education Units (CEUs) in your industry sector?
(159 responses)



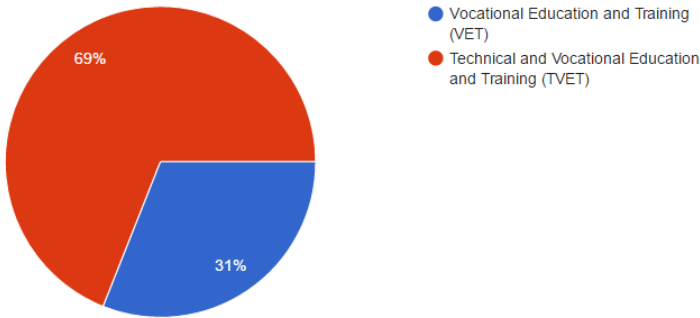
Do you support the addition of a CoreLife Skill related to psychosocial competence?

(159 responses)



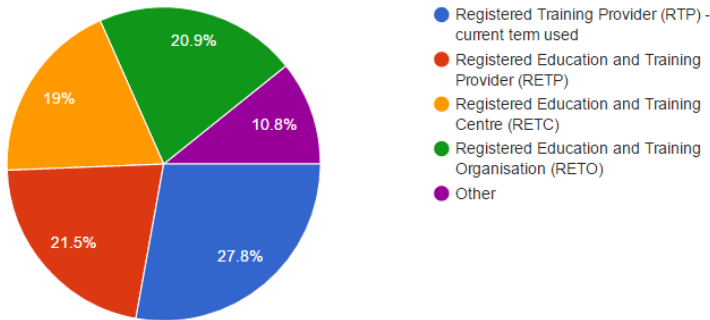
Which term do you believe is better for branding VET/TVET for the UAE?

(158 responses)

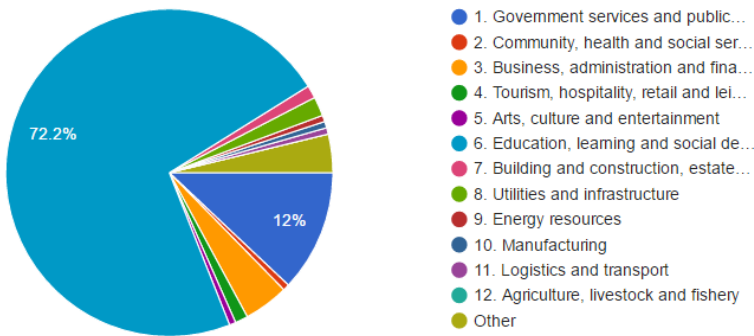


Which term do you believe is better for branding organisations that are registered to deliver VET/TVET based on NQA standards?

(158 responses)



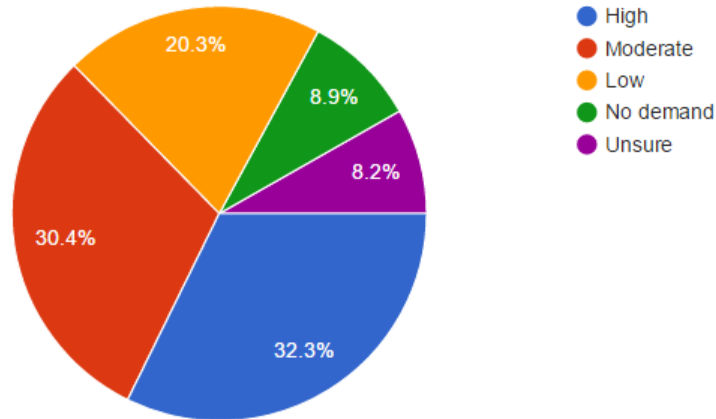
What is your main industry sector of expertise? (158 responses)



RESULTS WITH COMMENTS

How would you rate the level of market demand for a Level 10 Applied Doctorate in your industry sector?

(158 responses)



Explain your response to the above question about market demand for a Level 10 Applied Doctorate, referring to any evidence you may have to support your position. Include any pros and cons about Applied Doctorates in your response.

(72 responses)

- No correspondence to programs and degrees in benchmark universities and education agencies. Would be unfamiliar in the higher education and public education sector. Would decrease mobility for employment outside the UAE.
- In education sector for higher jobs an applied Doctorate will be needed.
- Since vocational qualifications are aligned to academic qualifications, why not have an applied doctorate at a level 10. This will allow any individual pursuing a vocational career to have the opportunity to attain the highest level possible. Yet in order to have a high quality applied doctorate degree, enough thought needs to be put in order to determine the amount of workplace application required in relation to knowledge and skills.
- In Business professionals require an applied experience, there are high amount of professionals holding a Masters in Business Admin, so a Applied Doctorate is attractive for this group. Secondly the framework is incomplete in the vocational sector if it only goes up to Master level.
- Since there is no fund for research, this kind of doctorate would help in allowing students to address practical challenges in their field.
- The world of education is changing and the focus is going on industry relevance and application of knowledge, skills and competencies.
Pros:
 - Open opportunities for individuals with Applied Masters to continue their further vocational career, knowledge, skills and competencies.
 - Develop experts in the applied domains
 - Make the UAE leading in innovative and applied teaching and learning
 Cons:
 - May be seen as competition to the traditional higher education PhD
- I presume this refers to "professional" doctorates such as EdD or DBA which are applied but have recognized and have established value. These days, the traditional PhD includes a much sharper focus on applied work and are designed to train individuals not proceeding to the academy. Building an additional credential labeled "doctorate" just seem unnecessary.

- The UAE is an evolving country brining in expertise to support the developments. Offering an applied Doctorate could support the theoretical research and implementation of UAE initiatives, government agenda's and priorities. In my opinion there will be a high demand, it is based on my knowledge and understanding of the importance placed on PhD Level qualifications in the UAE business environment. Cater and Pucko (2010) advocate that while a well-formulated strategy, a strong and effective pool of skills, and human capital are extremely important resources for strategy success, poor leadership is one of the main obstacles in successful strategy implementation. Lorange (1998) argued that the chief executive officer (CEO) and top management must emphasize the various interfaces within the organization. In his study of the electrical distribution company Rajasekar (2014) suggests a key challenge in successful strategy implementation is ensuring employees' buy-in and directing their capabilities and business understanding toward the new strategy. In this view the need for effective leadership outweighs any other factor. Beer and Eigenstate (2000) addressed this issue from a different perspective; they suggested that in the absence of effective leadership, conflicting priorities will result in poor coordination because employees will suspect that to management prefers to avoid potentially threatening and embarrassing circumstances. I view a priority for the UAE to develop highly skilled leader managers that can harness affective Leader Member Exchange (LMX) theory relationships to engage, retain and encourage solutions seeking behaviours for the followers. This will support the governments' tolerance and happiness agendas in a strategic way. Using the the role model of His Highness Sheikh Mohammed bin Rashid Al Maktoum to guide the path an Applied Doctorate in Leadership might be a good priority.

Reference

Rajasekar, J. (2014) Factors affecting Effective Strategy Implementation in a Service Industry: A Study of Electricity Distribution Companies in the Sultanate of Oman, International Journal of Business and Social Science Vol. 5, No. 9(1); August 2014

- In my Industries, for normal aviation operation we only required experience and vast exposure to the aviation world. And for training specialist more hands on will give more ideas to explore.
- For the highly specialized fields and higher positions in content areas a doctorate is a plus. High level expertise is required in each content area and many of the high level experts actually have doctorate (arts, music, heritage, archaeology). We do not score high because we are not an academic institution so a small number doctorate holders is enough in each field.
- In the main level 7 (UK framework) is enough for practitioners.
- At present most of the students that consult me about Doctorate programmes hate the idea of doing it by research and as you know applied Doctorates are only in USA, and being a very difficult branch to enter not many are accepted on these programs, so I feel that having it in the UAE will be great and whoever starts it will be a star. Also our environment recognize Doctorate holders highly so many want to do it. I am myself prefer to do an applied Doctorate instead of the research based one.
- No current course engaging Public and private sector to train Pre Hospital medic.
- Acceptance of the entire vocational routes and qualifications is negligable, awareness, credibilty and acceptance of 'value' of the existing lower level qualifications by stakeholders does not seem to be accepted unless it has an MOE stamp. Knowledge, understanding and awareness of the QFE by stakeholders requires significant focus. The Applied Doctorate is something that would be of great value to professional practitioners in industry but unless there is significant improvement in acceptance of 'vocational' pathways and qualifications it may not be accepted as a qualification of value. The awarding body for certification has let down many students who have successfully undertaken NQA qualifications, they are still awaiting their Certificates 8 months after completion. This in itself has had a detrimental effect on acceptance and recruitment to NQA qualifications. Confidence in our National Qualifications is very low.
- The concept of Doctoral Degrees will always have an academic connotation. There may be need for a Level 10 Competence in certain fields of VET but it is better given a different terminology.
- DBAs and Ed.D. could easily sit in the applied arena.
- Within a military context, there is minimal demand for a qualification at this level. However, I believe that individuals with this level of learning can benefit the organisation.
- The uptake of vocational qualifications here is in itself a big challenge, as it is normally seen as a 'poor cousin' to HE qualifications. Getting the necessary buy-in from stakeholders in terms of vocational qualifications would be the first step - through awareness of purpose and advantages of vocational qualifications. An Applied Doctorate is very useful

especially from a practitioner perspective, however, it is important that stakeholders understand the essential difference between a PhD and an Applied Doctorate.

- It is not fair to have Applied Master for VET and none for Phd. It is also not fair to have Phd for HE and none for VET.
- There is a need for qualified human capital in the sport industry of the UAE. Specifically, there is a need for qualified EMIRATI human capital. In my 16 months as an university professor, I watched students matriculate with book knowledge (Masters degree) with no experience of successfully (based on revenue produced) planning and executing a viable sport event. As a Ph.D. in Sport Administration (Florida State University, U.S.A.); my background PRIOR to getting the Ph.D. was as an athlete, coach, entrepreneur, and administrator. Therefore, when I entered higher education, I taught the industry as a business. If the objective of an Applied Doctorate is to teach experientially then it is a great addition. I must stress that it is important that the emphasis of an Applied Doctorate should be on students' demonstrating throughout the educational program; their competence in applying theory to experience via "live" projects.
- An applied doctorate may change how people living in UAE (Locals and expats) look at training, and at how knowledge is used in the society, to become more positive.
- In the field of Education, an Ed.D. typically prepares students for academic, administrative, clinical, professional positions in K-12 and higher education, civil service, private organizations or public institutions. This requires mastery of a subject and then application in the chosen field. This type of degree would seem to be relevant to the concept of an "Applied Doctorate", where much of the focus is on the application of a knowledge base to systems of learning.
- I think Ed.D. programs are popular, but they are more effective in the secondary school setting. In the university environment, they are viewed as "less" than a Ph.D.. Within the UAE, there are not many research-driven universities, and far more secondary schools who would benefit from an applied doctorate. However, this would be less useful in the higher education context.
- My institution is highly academic and research focused so research based PhD's are more in demand among our market but I think the addition of a professional doctorate would be very valuable within the Emirates in general and would provide more support for those who wish to work and pursue a PhD at the same time.
- There is not high demand for any doctoral level qualifications, but among students interested in doctoral qualifications, there is some continuing demand for this type of qualification in areas of business, education and psychology where applied research in workplace settings is of high value.
- I agree that the academic and vocational routes should have equal access to a doctorate at Level 10.. I always thought that this was an anomaly in the UAE system. Although there are a very few countries (primarily the US) that differentiate between an applied doctorate and a doctorate, (and the UK has an EdD in education) I do not see the need for a distinction here. The system is already complex and my concern would be that this form of doctorate may not be readily portable to other nations who would not understand what was meant. There are many professions across the globe such as medicine, engineering where a doctorate is applied but does not have this somewhat odd distinction. There is a very grey area around the dividing line between doctorate and applied doctorate as defined, as the doctorate and the applied doctorate should both require the same level of underpinning knowledge for a candidate to proceed.
- Our CEO has an interest in targeted research in aspects of Marine Engineering and Ports management work however this may be limited to just 1-2 participants every 3-5 years.
- People would like to obtain a Doctorate qualification especially if they consider a new route as being an easier option.
- There is a need for specialized educationalist in the field.
- Many people in my industry have masters and doctoral level qualifications before they come to the UAE. This qualification would add value to local tertiary students because the applied nature of the course could mean they could work and study aspects of their work that could inform the sector. This would be particularly useful for teachers and would add to the volume of research about local schooling.
- People are moving to Certificates.
- Although personally and from my international experience in developing countries, the Applied Doctorate would be very advantageous, in more developed countries, it is frowned upon and not considered a "fully fletched PhD equivalent".
- Its one of the best solutions for HR performance management and interdependence community scale.

<ul style="list-style-type: none"> • I see the culture in the market here are looking for Academic Doctorate for Academic Career, Regarding Applied Doctorate it's important for the leaders and Managers in Business and entrepreneurship but most of the leadership and Managers have a limit vision in this degree. This is my insight so you need to specific survey to get accurate results.
<ul style="list-style-type: none"> • Our industry is experience driven more than academic studies. Sure academics will help a lot, but still the major part is experience.
<ul style="list-style-type: none"> • The industry is based on service and on the job learning and growth and development. A Doctorate would not add major value unless the person has the personality; skills, learning aptitude and attitude to work in the industry.
<ul style="list-style-type: none"> • UAE is spearing ahead towards knowledge based economy and therefore such a program will encourage more applied research.
<ul style="list-style-type: none"> • In the UK, for instance, the professional doctorate, often referred as and EdD conforms to the requirement of an Applied doctorate as it relates to professional competencies through the coursework and research to improve practice. EdDs have high demand and BUiD offers one in the UAE. The dilemma would be if the new title is named as Applied Doctor of Philosophy or Applied PhD title. In the broader sense PhD refers to the broader contribution of research knowledge in the field. Is there a plan to use new abbreviation or from the existing conventions?
<ul style="list-style-type: none"> • Relatively new BSc and MSc qualification offered in the field so limited volume.
<ul style="list-style-type: none"> • A research based doctorate award likely involves applied knowledge and skills. In other words, an applied doctorate is redundant with the current doctorate award. In fact, this same argument is for an applied masters.
<ul style="list-style-type: none"> • As a holder of an EdD I found this very useful in working in higher education. I had a choice – PhD Biology or EdD Adult Education. I chose the later and am grateful for the doors that this option has afforded me.
<ul style="list-style-type: none"> • An applied doctorate would devalue the PhD in the UAE. There are already significant concerns over the quality of the PhD programs and there would likely even greater issues with an Applied Doctorate.
<ul style="list-style-type: none"> • Many growing sectors such as energy, sustainability, business and retail need qualified people that have expertise in applied research and are comfortable with strategic and critical thinking.
<ul style="list-style-type: none"> • A Doctorate degree recognizes an individual at a particular HR level which will allow for and motivate individuals in Technical or Professional domains to undertake.
<ul style="list-style-type: none"> • Being a scholar of Tourism Management I am viewing applied doctorate from the tourism professionals and practitioners point as well as those who join academics with industry experience and vice versa. There certainly will be high demand for an applied doctorate.
<ul style="list-style-type: none"> • My sector is requiring more operational personnel than doctors however the doctors are required to have new techniques and technologies and innovations.
<ul style="list-style-type: none"> • Those in professional fields are more interested in the applied aspect of the body of knowledge they have acquired. The research they will conduct in the future is applied research.
<ul style="list-style-type: none"> • Most companies look for competency and experience rather than a degree or a title, maybe the government sector is still focused on degrees and titles.
<ul style="list-style-type: none"> • I don't think the Vocational Education Sector is strong enough to deliver Applied Doctorates. The sector should concentrate on developing the quality of lower level qualifications first. An Applied Doctorate would require a research component and not many students in the UAE are capable of independent research.
<ul style="list-style-type: none"> • In practice, the applied doctorate is labor oriented and much more valuable when performing real work. The PhD is more suitable for academic sector.
<ul style="list-style-type: none"> • At my educational institution (which is likely similar to others), you must have a doctorate to be a faculty member. If doctorates are not available in the applied field, then selecting the applied career path will not allow smooth transition to the education and training field, even in vocational schools like mine.
<ul style="list-style-type: none"> • Health and fitness is a vocational sector with most learning at levels 3/4/5 although there is some higher learning and it could be attractive to a few.
<ul style="list-style-type: none"> • Training and education need more professional and educated Ph.D which depend on deep knowledge and good practice.
<ul style="list-style-type: none"> • Very appropriate for practicing professionals holding Master Degrees.
<ul style="list-style-type: none"> • We have currently 65 candidates who are interested in applied doctorate as they have successfully completed there applied masters. The applied doctorate will have high demand as PhDs are mostly offered outside of UAE where many candidates cannot travel due to many reason. The PhD is also based on research where most of the candidates lack the

skill, time, and dedication. Phd is more suitable for academic candidates. As applied doctorate is to master a subject completely, and then apply what you know in theory and in practice thus vocational candidates will be happy to apply for it. Applied doctorate candidates shall be more attractive for industry as they have practical knowledge which is not usually the case in Phds.

Thus we highly request to introduce this as soon as possible, and assure our full cooperation in this regard. This effort will go along way and change the education scenario in the region. We will be glad that NQA shall be the torchbearer for this.

- In the health industry, specialist training is preferred to Applied Doctorate.
- Our industry sector (Education and Training) is both applied and qualification based and qualification focused. It stands to reason it should be underpinned by the highest level of applied qualification. I believe that the work contributing to the Applied Doctorates can also be steered to help both provide (create) and test the Qualification Framework architecture. Finally it can be the vehicle by which practitioners may inform themselves of, test and use the Qualification Framework architecture, systems and processes in context and published outcomes used to steer continuous improvement of this.
- Applied Doctorates by their nature allow candidates to be making a contribution to their practice whilst gaining academic expertise. My personal opinion is that I favour any further study that allows a link between theory and practice.
- Applied Doctorate in Maritime Studies is a highly sought after and relevant discipline. Aspects like maritime policy, maritime security, maritime safety, maritime pollution control etc are very much relevant and required subjects.
- There would not be anyone who could assess this qualification at that level. And until the CAA has done a review of the quality and quantity, and strengths and weaknesses of Doctorates since the introduction of the the QFEmirates under its purview in conjunction with NQA-VETAC, any rationale to support an entirely new principal qualification class seems unjustifiable and problematic.
- We are a training provider that mostly delivers technical and soft skill courses. Based on the experiences of our learners/delegates who are mostly professional engineers, they take courses to achieve their continuous educational units for their work. As there is minimal support of their companies to provide further education, only a handful of deserving learners wishes to pursue higher educational attainment by achieving a masters degree or PhD degree at their own expense. Having Level 10 Applied Doctorate would really be beneficial to some individuals especially if their company supports their educational/professional growth in the company.
- It is needed to fulfill the strategic plan of UAE to become knowledge based economy by 2030.
- Applied Doctorate: PhDs in a range of discipline fields, and professional doctorates, for example in Education, Project Management, Engineering, and Business Administration, are already CAA Accredited and offered by some UAE universities. The emphases in these degrees on original contributions to knowledge, research at the frontiers of the professional field, innovation and advanced research skills, all of which are expressed in the QFEmirates Level 10 Descriptor, are appropriately stated to result in internationally credible doctorates that could be vocational in nature or more academic. Students already engaged in these programs in the UAE are frequently employed in the relevant field and studying part-time. If the NQA produces a requirement for increased credits as for the lower levels of Applied qualifications, the excessive demand for additional credits and time-served in the workplace to demonstrate Competencies prior to graduation, will not attract students and therefore institutions will be reluctant to offer these non-competitive programs. The PhD is the gold standard pursued by the most able students and professionals. In conclusion, there is no need to make an unnecessary distinction between the PhD and an Applied Doctorate. The scope for different focus is already present in the PhD.
- In the past year only one doctorate-type request received. Perhaps once it is known that an Applied Doctorate exists this will increase queries in this regard.
- In the world of learning having top-degrees is important.
- Yes I agree this will encourage people to enroll in vocational education.
- Professionals are keen to engage in ongoing development but can not leave work; an applied doctorate recognizes professional success.
- The Applied Doctorate seems to be an unknown quantity at the moment but I am sure it will flourish in the years to come.
- We train and educate at a diploma level and as such don't have a need for our staff to hold such a prestigious qualification.

- There is a low demand in the Education sector because lecturers with Applied Doctorates would be needed only to teach Applied Masters programs, of which there are very few in the UAE.
- There is a strong emphasis in the UAE vision 2021 on the sustainable development of Emirati knowledge workers and 'the knowledge economy' to cultivate innovation, and strengthen the synergy between public and private sector labour market work forces.

With the massification of higher education institutes and concomitant ethos of life long learning within the QFE there is an increasing demand for higher level qualifications to meet the changing intellectual needs of the work place and to formalise the acquisition of knowledge to the labour market. Accordingly, the collaboration between industry and higher education is a key driver to market demand for Professional PhDs.

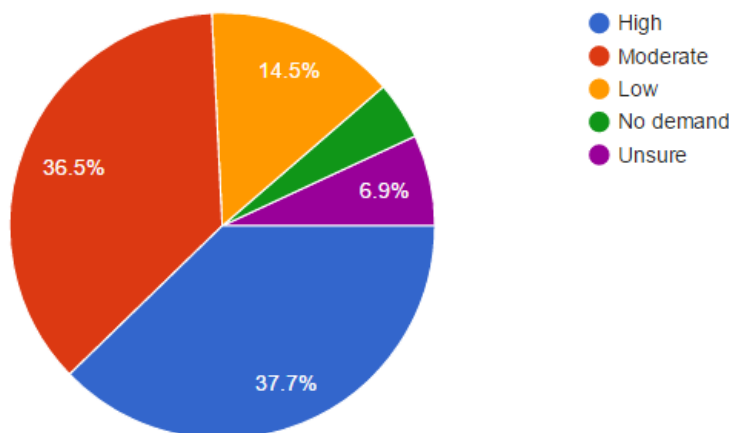
Indeed it is a logical supposition to make that by contextualising the competencies required to perform at the highest level to a specific job role would have the highest impact on work force productivity. One could question that this supposition could not be extrapolated inter organisation. However, the nature of learning commonly undertaken by PhD professional students namely a blended learning approach emulates work based practice developing key leadership and management skills, critical thinking, collaboration, reflection etc within a specific organisation amplifying the impact upon the work place across a range of organisations as opposed to an academic PhD.

In conclusion, the macro and micro benefits of a Professional PhD are widely documented, the fundamental operational aspects will provide some obstacles initially. Engaging industry, cultivating sustainable funding mechanisms and the supply of supervisors to provide the level of support required for student retention and attainment will provide its own challenges. Nevertheless, a professional PhD is a key element of any aspirational QFE to give every professional the opportunity to be the best that they can be.

- Most doctoral programs here are relevant to practice as investigative studies. Personal evidence on my current doctoral work and the majority in my study group are in the same boat.
- It is difficult to estimate market demand for an applied doctorate. It is a valid qualification that makes a meaningful contribution to the body of knowledge. But for it to be a qualification of demand it must be acknowledged as being the same as a PhD. It should be noted that there is actually more work in an applied doctorate than a standard PhD. With the research findings having a direct and meaningful impact on the community

How would you rate the level of market demand for Unit Awards in your industry sector?

(159 responses)



Explain your response to the above question about market demand for a Unit Award, referring to any evidence you may have to support your position. Include any pros and cons about Unit Awards in your response.

(67 responses)

- Some people can't find free time to go university and get a degree but they can study a unit when they can find time, so we should encourage them.
- A qualification that is bench marked and defend-able gives credibility to education and training.
- A transcript does not give learners the same feeling of achievement. Internationally a Unit is recognized as the smallest award and this is better for recognition. It is also easier when included in other larger qualifications to demonstrate the learner's achievement.
- All individual NQA units undertaken, should be acknowledged if successfully achieved. If they do not make up a component or composite award, through time this can be achieved. Some units available may be applicable for professional development to supplement their existing qualification or to provide further knowledge and skills relevant to their place of work, to update skills or develop new technologies. This will encourage life long learning in its broadest sense.
- All learners like and appreciate a recognized certificate for learning undertaken. The concept of bite-sized learning is now becoming more universal and Unit Awards on QFEmirates will officially recognize this type of learning and hopefully encourage learners to embark on accumulating Units to build into more substantial qualifications
- An award representing one credit of learning may be valuable to certain types of learners at the lower levels of the framework (I am thinking of where this has been utilised to great effect with those with learning disabilities in Ireland) but has lesser value at upper levels.
- As most our candidates join HNC/D and complete it, however around 30 percent are sometimes unable to complete the qualification. They have attended the units and pass therefore request to get certificate for that. Thus for these 30% students, units certification is important as they paid for it, studied and passed.
- Assist candidates to add value to their learning curve and qualifications in getting a job.
- Certificates for small chunks of learning are popular in the sector.
- Certificates for various aspects of maritime studies, mentioned in previous page, have high market demand. Such certificates can provide job opportunities in maritime sector.
- Current teachers could use Unit Awards for the purpose of documenting continuing education credits.
- Educational practitioners are eager to have some type of credit for the many professional development workshops required.

- I am "Unsure" of the purpose of a "Unit Award". As I am interpreting the explanation; it seems that a "Unit Award" will somehow add up to credentials at some point. Will learners be held to a curriculum of Units to substantiate having such an award? Is the perceived market demand based on the need for credentialed human capital or qualified human capital? Again, I am unsure of the purpose of a "Unit Award".
- I am afraid this will lower the lever of education and not sure how it will benefit students.
- I think this is already feasible within the architecture as it is possible to have a certificate of completion (or similar) for a given unit. For CPD purposes this may be useful. However, a unit award of one credit is small and it will need considerable thought about how coherent as an 'award' this will be and how this stacks into a full qualification. I am assuming one of the purposes other than for CPD is for RPL so the units must be extremely robust. My fear is that some organisations may see this as an easy option to achieve larger qualifications which will lead to incoherence. I also think it will be a nightmare to administrate. Personally I would prefer to stick to the three types of qualification plus the certificate of completion or attainment.
I am also not clear if this is permitted within the current decree? (This applies to all four elements being proposed in this consultation)
- I worked in vocational education at one time, This type of award was required since most people did not have higher education but experts in their field. At that point I held a Master's degree. I found the unit training weak and completed without emphasis on actual learning or value. It was simply a time consuming exercise completed for the achieving the next level of employment benefits.
- In education field it is highly recommended.
- In most content areas we need people who have achieved a full degree. Very few areas will take people who have not completed their qualifications. It might in the future become moderate but for the time being it is low.
- In order to formalise and award recognition on the QFE for time constrained but appropriately levelled continuing professional development, unit awards are an invaluable log and motivator of tangible achievement for any professional's life long learning journey and staff appraisal.
- In the academic sector, the requirement is generally for a terminal degree.
- In the case of our organisation training is typically for specific purpose. Units of Competency /Unit Standards/Elements/ Outcomes are assessed to assure regulators, insurers, principals, employers and/or supervisors of graduate competency to perform a specific task and meet specific performance criteria safely and in ways that reflect industry best practice, minimise waste, maximise productivity and business sustainability. As this training is typically funded by the employer it is important that only relevant outcomes are delivered and assessed. These individual independent (and moderated) assessments should be transferable between work-sites and employers therefore minimising duplication. Recognition of achievement is motivating for the worker. If units also contribute to larger awards the worker is provided with means to achieve these as they progress through their work and organisation.
- In the Education sector, lecturers (who have limited time for professional growth during the academic year) would be able to realize continuous professional growth in bite-size chunks throughout the academic year.
- Introduction of Unit Awards: Individual Unit Awards sitting in the hierarchy below the Component Awards can be justified in particular circumstances. Examples would be Units related to First Aid, Time-Management, or Project Management, where there would be a rationale for embedding such single Units in a multitude of educational/ training qualifications and programs. As proposed, the Units should be credit-rated but also pitched at a defined Level in QFEmirates. In effect these would be free-standing Units for use across many proposed qualifications. As part of the approval/recognition process for Unit Awards, submissions should justify the Units with reference to examples of higher orders of qualifications where the Unit Awards might contribute their credit i.e. existing or proposed Component and Composite Awards, or Principal Qualifications where they could be an element of the curriculum/training program and be delivered.
- It is always nice to get a completion certificate, so it will probably be popular with trainees (hence, the Moderate rather than Low). However, in my field, a qualification requires many units (say about 30), so trainees may have a book of certificates, which serve no other purpose than to provide a milestone. The unit should already appear in their industrial training record or academic transcript.
- It will help to motivate the students.

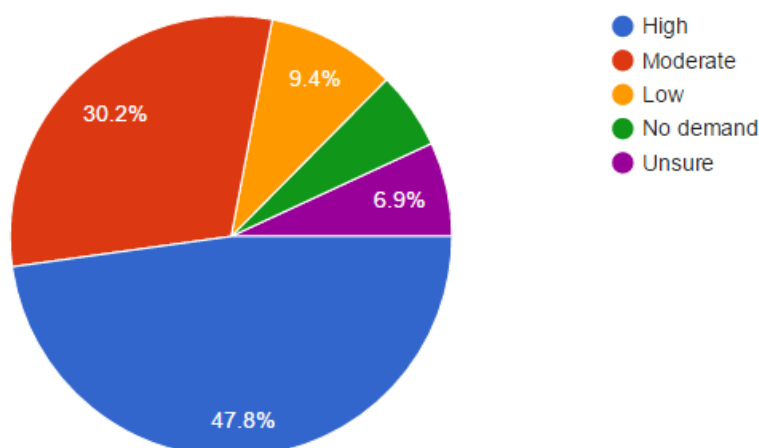
<ul style="list-style-type: none"> • It will support the VET sector.
<ul style="list-style-type: none"> • Learners are willing to enroll in full qualifications. Those who are interested in their CPD are very few.
<ul style="list-style-type: none"> • Learners should be given credit for everything they do and complete. It makes the QFE more flexible and more options available for RTP's in their offerings to learners.
<ul style="list-style-type: none"> • Many Emiratis would like to take professional training but would like to be counted towards an academic degrees. Currently they would feel reluctant since such training is not approved.
<ul style="list-style-type: none"> • More educational and training institutions would be necessary to develop trained manpower in the country.
<ul style="list-style-type: none"> • Most of our learners are coming from the Middle East. Some of them took educational qualification units outside the Middle East and is really advantageous to have them recognized here in the UAE as part of their educational growth. With proper mapping to the QFEmirates standards, these kind of educational units will be beneficial to the individuals that their knowledge and skills applied from different countries are internationally accepted anywhere in the world.
<ul style="list-style-type: none"> • Most vocational and professional occupations require an amount of CPD per year for renewal of status and evidence currency. This I'm sure will be used as a mechanism to carry-out that process and gain credit values. I'm not convinced that it need to be classified as an Award. Perhaps a transcript of achievement to use for RPL purposes towards a full award.
<ul style="list-style-type: none"> • My insight (Unit Award) is very good advantage for National Qualifications in the UAE and very useful for persons that need accredited hours for CPD. yes very high rate. I'm fully agree.
<ul style="list-style-type: none"> • Not common in higher ed at the moment.
<ul style="list-style-type: none"> • One needs to be competent to perform the job.
<ul style="list-style-type: none"> • Our professional body (UK) has already divided qualifications into awards.
<ul style="list-style-type: none"> • people are not well aware of the advantages of vocational education more promotion are need it
<ul style="list-style-type: none"> • people who didn't fulfill the requirements for the 3 levels, will have the chance in the newly introduced level, and that would help their skills getting recognized by employers.
<ul style="list-style-type: none"> • Providing Unit Awards would encourage learners to at least start a qualification even if they were unsure of completing it. Also, recent research in Australia indicates that learners are opting to study units on an as needs basis to meet CPD or personal requirements rather than complete a full qualification. As long as the award clearly indicates that the learner has only completed one unit of a qualification I think they would be useful.
<ul style="list-style-type: none"> • Recognition and development of UAE Staff will increase the profile of the role in pre hospital care
<ul style="list-style-type: none"> • Single credit has no market value except as transfer to continue a Course of training
<ul style="list-style-type: none"> • Some learners may be interested in one unit only, not the whole qual or award. The same thing also applies to employers who may want their employees to be professionally developed in the knowledge and skills belonging to one unit.
<ul style="list-style-type: none"> • The concept of unit awards would allow learners to attain particular units that they require and get acknowledged for attainment without having to complete the full qualification. It will also enable learners who wish to take a unit at any time and then complete other units at a future date to attain a qualification at their own pace. The only challenge that will be faced is to create awareness in the market and to employers on the different types of qualifications, so that there wouldn't be a wrong perception that if for example a learner attained 1 unit at a particular level it would be misinterpreted that he gained the full principle qualification. To avoid such a situation industry wide awareness campaigns should be conducted.
<ul style="list-style-type: none"> • The existing QFEmirates is still being rolled out, particularly in the VET sector and needs to be allowed to bed down and qualitative and quantitative review undertaken to see why such a new type of qualification would be needed. There is no rationale tendered to show cause for a new type of qualification in the framework. What benefit would it bring and what disadvantages and unintended consequences could arise from this new type of qualification. There is no case for such a small type of award. The UK with 57 million people only has three types of awards and Australia has two. So why would the UAE with a very small populations somehow be different or need such. There are very few national composite and component awards in the current QFEmirates deployed in the market. What is the experience in this regard before embarking on something new and untested anywhere else in the world?
<ul style="list-style-type: none"> • The importance of unit award cannot be stressed, many students cannot complete their studies for any reason (women getting married, men have to quit to join family business and other reasons) so providing a unit award will be fantastic as it will help them in the future to gain employment and recognition. I feel that conferring unit award need to be studied well so a person who did a two tlyear business degree will have a certificate in the subjects that gel together such as

accounting or finance or IT. Of course this means that we may have to ignore the subjects that do not match this major, however it's the least we can do to help the student and recognize their work. I also feel that experience based qualifications must be introduced utilising this strand

- The opportunity to obtain a one credit award may be better served by using the CEU's than by one credit course.
- The overall value is for the Principal Qualification and if a number of units are being undertaken then they are already recognized with the transcript.
- The UAE is highly qualification/credential-driven and thus I think people would pursue this (i.e. demand) however, I am concerned about honoring something that standing-alone is not sufficient to prove competence. I am skeptical that a unit could serve as evidence for the employer of a skill without the context of the larger components.
- The unit award is not applicable in the education industry.
- The Unit Award is useful if learners want to come out with a 'strand-specific' qualification, i.e., knowledge-focused or skills-focused, with credits which they could transfer to other qualifications later on, if they wished to.
- There will be need to introduce the acceptability of vocational stream of qualifications in the UAE's Education Sector – particularly in the areas of early childhood education/ classroom teaching assistance etc.
- This provides a learning pathway that can support a competency framework. It also allows for a flexible approach to achievement.
- This sounds to me similar to a certificate following PD training which is not given high value.
- This will make provision for instances where size is not known, and help formalise informal learning and recognition of prior learning.
- Transcript records would seem to be sufficient.
- Transferability and recognition of internal training provided in companies.
- Unit award is important on two levels – first, to enable learners to choose and master sole skill needed at the work or else, and second to help in accumulation of credits towards other qualifications.
- Unit Award will increase flexibility and rewards learners and continuous learning.
- Unit awards are better supported in short learning courses and accumulation of unit awards may be used to credit transfer.
- Unit Awards are required to certify single or multiple Unit achievements in the Framework as certain practitioners may require them rather than the full qualification. These can also be used for RPL or certification of competence in certain trades.
- Unit Awards could be valuable for secondary students as they could build towards a portfolio of evidence of their learning across multiple subject areas. This might be more useful for upper secondary and developing work readiness programs. Unit Awards could also support students to explore topics of interests and support them to choose work they are interested in. They would have some understanding of their industry of choice prior to being employed making them desirable as employees.
- Unit awards should be used for short course in the development of employees in employment. Unit awards give the ability to be able to accrue units over a space of time. promotion of learning at a delegates pace
- Unit awards should be used to recognize partial achievement of qualifications so that they can be added to later to gain the full qualification. Therefore the credit value would be whatever the credit value of that unit is in the full qualification. Unit awards are used in a number of countries to support lifelong learning and enable learners to gain qualifications in bite size chunks while giving recognition for staged achievements.
- Unit awards will respond to individual, organizational and national needs by providing flexibility and focus in the process of learning.
- Unit awards, on top of a degree, is the form that lifelong learning takes.
- We believe this would add a motivational link for many UAE Nationals as they continue their educational pathway. In the past we have encouraged this sort of approach for finance and accounts staff who are often demoralized if they cannot achieve a full qualification pass mark. Furthermore as the careers guidance sector is still in its infancy it may offer a useful tool for individuals to sample a particular field and move to a separate but related field to offer more career growth and flexibility. In the region many feel or are trapped by their original degree subject choice whereas in other countries it is quite acceptable for a History major to go into banking or law.

How would you rate the level of market demand for Continuous Education Units (CEUs) in your industry sector?

(159 responses)



Explain your response to the above question about market demand for CEUs, referring to any evidence you may have to support your position. Include any pros and cons about CEUs in your response.

(69 responses)

- 95% of all our learners are required to have continuous educational units related to their work fields. This will help them in their work by being updated and adopting to the new changes in the society that can be applied in their fields. Also, this would provide enrichment and growth to the individual both in knowledge and in practice.
- Acquiring new skills and knowledge is always an added value
- Adding another type of qualification would be very confusing for industry. NQA should concentrate on improving the current qualification framework before adding to it unnecessarily.
- Again will the qualification aligned to these CEU's be recognized. This will have a large bearing on demand
- All international certifications emphasize CEU. By having the same system, it will help align with global qualifications and also ensure that professionals remain up to date.
- All learning routes to certification should be recognised, diversification within the Emirates industries will require re-skilling into to specific areas, changes in job roles require professional development and recognition of all learning should be encouraged.
- All units in the QFE could be referred to as CEUs – link back to last answer. If the qualifications have been well written then individual units in the qualification can be CEUs. I don't see a need for additional CEUs with lower credit values in our sector.
- Applied by many professional engineering societies (ASCE, ACI, CIOB, etc.).
- Areas that pose critical safety risks i.e. work at height and/or in confined space and/or working with plant require regular 'refreshment' to remind operators of safe practice.
Areas of rapid technical change i.e. biomedical, biometric and computing technology need regular updating.
Areas where critical reflection are important, or moderation i.e. education and training may have these practices systematised through required refresher training.
- As previously mentioned, anything that is bench-marked, defensible and creditable will assist in validation of training.
- As the educator sector is about to introduce major changes re licensure, there will be a high need for teachers to participate in continuous professional development. The key though (as you know), is not only providing opportunities for participants to gain units of competency but to ensure that there is a bank of qualified and experienced assessors and not just people that will tick boxes that something has been completed. If this approach is to be implemented, then starting with the end in mind is crucial – i.e. train assessors first, then offer these programmes.
- Assist candidates to add value to their learning curve and qualifications in getting a job.

- CEUs are important to keeping professionals; (especially those degreed and licensed in ever evolving sectors); up-to-date on the latest technology and procedures. As a fitness professional, CEUs alleviate the need to be re-certified while practicing in the field. Re-certification is only required when a professional has not been in active practice. Professionals can evolve in their specialties as innovations are introduced.
- CEUs for professional learning is helpful in tracking summery performance and credit accumulation.
- CEUs would be useful for documenting the professional development of teachers.
- Continuous education unit is an opportunity for older employees to train as a response to a professional need or to a personal interest in development.
- Depends how closely training providers provide options to accumulate units.
- Developing HR needs a continuous training and long life learning so we need to encourage people to do that by giving them a reward.
- Established system of CPD in the sector.
- For example physicians, the most popular ones don't do continuous education like the vast majority of physicians, and when a hospital is looking to employ or deal with a physician, usually it's based on his repetition, not continuous education.
- Highly required for people who left school long time ago or did not get high school very important for cpd.
- I am not convinced there is a strong demand from our sector for CEUs. Secondly I believe the addition of CEUs would complicate the qualification framework and present problems around equivalency. There is however need for professional sector skill bodies in the UAE who could help to define the relevancy of certain types of CEUs for Continuous Professional Development. The interest in CEUs tends to come from professional rather than vocational sectors in our organization i.e. for Audit and Legal rather than in the vocational fields of Port and logistics. There is a parallel for the Marine trades which relates to the amount of time spent in sea service.
- I am not in favor of standardizing Continuous education and training especially when it targets corporation. Self-development is a wide sector with its own big players delivering recognized certificate.
- I do not understand this one unless you want to have a certificate in continuing education – but for what purpose? How does it really differ to the unit award which I broadly support. How can a unit be 0.4 of a credit? Is it also possible to achieve a CEU based on one day of training by an organisation – which may or not be assessed? Does just sitting in a training session or being observed in a role lead to a CEU? How can these be made to be really robust, replicable, credible and authentic – key criteria for assessment? Do these contribute to another award or is this purely a mechanism for RPL? A nightmare to implement and I think serves a limited purpose due to lack of coherence related to the end result.
- I have also run programs in higher education that contain credit for CEUs. This requires the programs to meet high standards and a lot of paper work is involved. It is important that many professions, i.e. medical, teaching, etc. obtain a certain number of approved CEUs per year in order to maintain their qualifications. This is a good idea as long as the standards are high and CEU mills aren't started.
- I have no idea what continuous ed and life long learning units are or would look like, more explanation required. As I understand, continue ed and life long learning is a process not a set of units. Why are they different from other units?
- I have not personally heard this, although I believe that it would be very useful and attractive for learners.
- Important for licensing in many areas.
- In my opinion that is the pathway that current best practice is moving towards – has the hallmarks of effective learning.
- In the Education sector that I work, PD needs to be work related and improving your related skills, knowledge and values in the field. Therefore CEUs could be of value in terms of directed PD.
- In the Education sector, lecturers (who have limited time for professional growth during the academic year) would be able to realize continuous professional growth in bite-size chunks throughout the academic year.
- In the educational sector that I represent, the CEUs are incentives for teachers to conduct professional development.
- In the healthcare industry, Continuing Professional Training is the only way of acquiring knowledge and skills after completing specialist training. Employers and employees require it.
- In the higher education sector, the specific requirement is for a formal credential from an accredited institution.
- In the spirit of achievement and its endeavour one could question the effort requirements to achieve the proposed, concomitantly undervaluing the precious commodity of credit currency on the framework. In pragmatic terms from

<p>delivery to assessment to certification the proposed return on investment for learners and organisations alike would be negligible due to high volumes of bureaucracy.</p>
<ul style="list-style-type: none"> • It should be made mandatory for continuous improvement and career growth and lead to happiness with support from the Employer and also professional development happens.
<ul style="list-style-type: none"> • It's important but it is not embedded in the process of evaluating people or accrediting them for their learning. Once the NQA implement this and educate people about it, and some sort of legislation is passed to recognize continuing education then it will continue to be law.
<ul style="list-style-type: none"> • License requirements and competency maintenance.
<ul style="list-style-type: none"> • Many employed individuals are disparate for convenient opportunities to advance their professional careers.
<ul style="list-style-type: none"> • Not sure what 0.4 credit equals to?
<ul style="list-style-type: none"> • Our own market studies of school teachers and administrators indicates a strong market of CEUs.
<ul style="list-style-type: none"> • Our particular students are full time students so demand for them is low, however this would be valuable to expand the market for courses and facilitate more executive education.
<ul style="list-style-type: none"> • Professional Qualifications are increasingly being demanded by employers. CEUs are a requirement for maintaining Professional Member status. To underscore the value of Professional Training a level for the CEUs and for the Professional Qualifications is essential. Once there is a level attached to these and industry is aware of this, they will be taken more seriously from an HR perspective and though this will motivate life long learning. A level gives more transparency and information about the learning. There is nothing to loose in actioning this.
<ul style="list-style-type: none"> • Pros: A sincere and dedicated life long learner who attends many training courses etc. would have some evidence for his learning achieved. He can use this evidence for promotion/bonus at work. Cons: Selfish people only interested in getting promotion or bonus would attend these CEU, without motivation or desire to learn, and then claim they have learnt something, when in fact they have not increased their horizon of thinking. Some suggestion for those who deliver CEU: It should not be open for everyone person to attend, rather there should be some selection criteria for choosing attendees. These criteria can be based on motivation and mental level which is high enough to comprehend then new knowledge. Not only that, post-event there should be some assessment, and based on that CEU should be awarded.
<ul style="list-style-type: none"> • Since the whole concept of National qualifications is pretty new in the UAE, having too many different types of qualifications awards, etc. might lead to confusion. I would recommend that we could have unit awards at the moment, and when the system is more solid and tested, at a future stage CEUs could be introduced.
<ul style="list-style-type: none"> • Some training programs do not last for 15 hours; it is unfair not to recognize the knowledge and skills learners get because the duration of the program is less than 15 hours.
<ul style="list-style-type: none"> • Support for recognition of Continuing Education Units (CEUs): This issue couples with the previous item on Unit Awards. As proposed, the accreditation/approval of such CEUs should require that the application includes a credit value and describes the way that it articulates and could contribute towards a titled award/qualification at a stated level. This is a familiar model in other countries and serves well in linking the training activities in the workplace to the acquisition of recognized qualifications and overall contribution to the advancement of the workforce. This credit-rating is a strong encouragement for learners to engage with and sustain such professional development activities. There are many professions that have structured criteria for recognition of CEUs; e.g. National Board for Certified Counselors (NBCC), and Accreditation Council for Continuing Medical Education (ACCME).
<ul style="list-style-type: none"> • Teaching is a profession that requires constant professional development as there are new pedagogies and practices emerging that support teachers. I am assuming that remaining current in educational practices is one of the standards for teachers. CEUs are useful for school leadership and other support staff in the education industry.
<ul style="list-style-type: none"> • The credit transfer is encourage between VET and High Education, thus it will increase the qualification of a person. Whoever that need to work in UAE shall have at least VET Cert or High Education Certificates.
<ul style="list-style-type: none"> • The existing QFEmirates is still being rolled out, particularly in the VET sector and needs to be allowed to bed down and qualitative and quantitative review undertaken to see why such a new type of qualification would be needed. There is no rationale tendered to show how a CEU could be constructed and would be any different to current NOSS under VETAC's purview. There are currently in two national currently endorsed qualifications unit standards that cover this scope of activity and function. There is not rational presented on how these would be different or same to NOSS, how they would

administered, how there would provide for CAATS across sectors and within the VET sector and what advantage or disadvantage they will bring. Moreover, where is the deficiency in the current NOSS system that would attend to this demand. Has a review of the current NOSS system been undertaken to confirm the deficit?

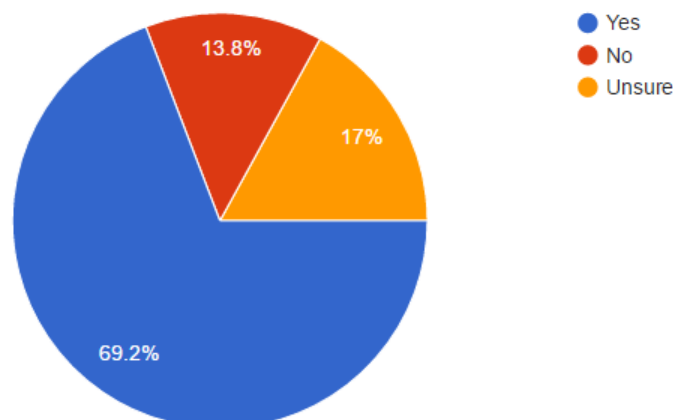
What benefit would this new unit standard type bring and what disadvantages and unintended consequences could arise from them be produced and available in the higher education or VET market. Has CAA been consulted and VETAC and do both support and concur with the initiative and/or demand.

There is no case presented that justifies why such a new unit standard type needs to be created at this time in the evolution of the NQF. The UK with 57 million people does not have such arrangements and nor does Australia. So why would the UAE with a very small populations somehow be different or need such. There are very few national unit standards in the current VETAC Q+NOSS system deployed in the market and these have yet to mature and be used effectively to warrant any change. Bed down the proposed current system before embarking on something new and untested anywhere else in the world?

- The Fitness Industry requires professionals to continually grow and expand on their knowledge, CEUs are a way of monitoring life long learning.
- The same answer as for Unit Awards. Pro – it gives formal recognition of learning that can support a life long learning journey and so strategically it will support the NQA mandate and strategic intentions. Cons – Careful thought needs to be given to a) The strategy for implementation, b) The clear policy and procedure and system documents defining the roles and responsibilities of all stakeholders, c) the limited resources at NQA and Awarding Body currently possess and d) protecting and maintaining the integrity of the QFEmirates.
- The UAE is a multicultural place with over 90% of its residents from different countries and some come here to work only. However many people want to do a Cont Ed type program to enhance their careers and find better employment but the situation is not conducive to learning as the visa is a problem and having to quit work to study is not an option either. Also if you work the whole day and want to study then one must try to do the course online. As you know online is not recognized either. So if you are planning to start a cont Ed program then it must be focused on the expat community and it must have an element of online to it.
- There are more than 1000+ training providers who are offering CEU/CPD/LLLU . Introduction of CEU's will support recognition of training offered by the Training providers and also it will support the licensing of professionals such as Teachers, Medical Professionals & meeting its requirement of endorsed CPD credits.
- There may be a substantial market demand for such elements.
- These are too small – a Unit (1 Credit:15 hours) should be the smallest as it is unlikely that anything smaller would create a fragmented approach.
- These form incentives for practitioners to always upgrade their knowledge.
- This is a regular question and concern at career development conferences. With the dynamic nature of the industry, I think it is both important and wise to honor and encourage the learning of professionals currently doing the work. This also prevents stagnation or over-reliance on credentials.
- This is worthwhile but demand will be low and providers must be prepared to establish good systems and processes to complete worthwhile and defensible assessments of these units.
- This new mechanism would allow for more people to see the value within professional development opportunities that they attend. The question is what will be the procedures for getting the CEUs awarded and approved and properly recognized as meaningful activities and not just information sharing sessions.
- This notion of CEUs should gain major traction in a short span.
- This will open a niche area to allow for the recognition of the accumulation of learning over time.
- This would motivates continuous learning and increases flexibility.
- To encourage continuous learning and self development.
- Whilst this is not relevant within my sector, this may be a method to meet continual market change, without impacting on standardised qualifications.

Do you support the addition of a CoreLife Skill related to psychosocial competence?

(159 responses)



Explain your response to the above question about adding a CoreLife Skills related to psychosocial competence, referring to any evidence you may have to support your position. Include any pros and cons about about this CoreLife Skill in your response.

(63 responses)

- The concept is probably good but could be very hard to assess.
- Adding this element will certainly enhance the learner's all-roundness. However, it is very important to identify how this will be integrated within the learning process, and most importantly, how it will be assessed and measured.
- Although I fully understand and support the drive to happiness and positivity in the Emirates, I am sure that this can be incorporated into the current core life skills without having a separate one. Having spoken to a number of industry clients recently about this, they feel it may be useful in the academic routes but is broadly irrelevant for the technical and vocational routes. In terms of learning and assessment, I can just about see how you may facilitate learning on happiness and positivity, but I am unclear how you will measure and assess this in a way that is robust, credible, authentic and consistent. It is also delving, in my view, too far into the individual's psychological state as people display these attributes in very different ways, yet may be positive and happy.
- Anything to improve the value of life and social perceptions should be welcome.
- Because doing one's job competently is not only related to knowledge, skills and competencies. It is also the practitioner's psychology and sociability that matter.
- Being happy brings productivity to the individual and to the society. Being able to work and live the life harmoniously will provide assurance to the company's growth and development. This will not only provide healthy living, but will eradicate negative auras in the area that affects the downgrade of most companies nowadays.
- Both skills are important in a knowledge based country (for work and life).
- Conflict resolution is important nowadays. The ability to work through challenges and conflicts is important.
- Contributions to advance society anywhere require individual to have basic operational set of soft skills that support positive and productive communication and group work. Setting targets here is a good idea.
- CoreLife Skills for Happiness and Positivity: A worthy notion and skills that should pervade all activities on a personal level, in the employment context or throughout the activities in any training/educational institution. One would normally associate this concept with improved performance in the work place. Behavioural psychologists will know more of how to translate this notion into a set of core skills to be developed and incorporated into qualifications and educational programs. However, the variability in the perception of happiness from one individual to the next would make the measurement of competence in the acquisition of happiness and positivity, a very difficult task. Therefore, I do not support the specific addition of CoreLife Skills related to psychosocial competence.

- Currently, organisations are seeking ways to implement "happiness" into work environments based on long work hours under stressful conditions being evidence of "loyalty" and productivity. Adding CoreLife Skills in the form of Emotional Intelligence/HeartMath methods would facilitate the implementation and evaluation of the happiness and positivity requirements for organizations.
- Difficult to quantify and too many variable to consider it is to have meaning.
- Essential to success in any work environment. Emotional intelligence is desirable in the education industry and teachers.
- Given the UAE Government emphasis in this area it is right to include as a core life skill.
- Grit. This competence is part of core life skill competencies required of the graduates in some institutions. Though hard to build on but it helps individual accomplish success and to stay positive no matter what comes their way.
- Happiness is the National Agenda.
- How can this be measured in a consistent, reliable, sufficient, and valid manner?
- I am not sure how psychosocial competencies will be measured especially that current universities do not have skilled instructors capable of developing metrics and criteria to assess core life skills.
- I can totally understand why this is suggested as a CoreLife Skill in the context of the UAE but not sure how it will be measured and reflected in units that make up qualifications.
- I do not see these as measurable core life skills or understand how they would be incorporated in to unit standards.
- I don't believe that this would follow international best practices.
- I have supported the idea but with extreme caution. Looking from a development side to the proposal how do we measure this core life skill and in a tangible way what is it? Eriksons (1950, 1963) proposed an eight stage model of development from infancy to adulthood, later a ninth stage was added to include old age. According to theory environmental, cultural, parenting and personality disorders can affect the development from one state to another, resulting in adults retaining the adolescent competence level. The process of moving a person from one state to another is more inline with psychoanalysis and theory in a therapeutic relationship rather than a learning and development vocational and professional development relationship. However, in leadership development at executive level there is much work done through the executive coaching model that does support this type of relationship. <http://theperformancesolution.com/psychoanalytic-approaches-coaching-leadership-culture/>
- I see benefits of this training and education but also see that the long term benefits will be hard to 'sell' to our typical industry client who typically seek immediate benefit from their investment. It may be better to embed Psychosocial outcomes into other performance criteria i.e. a recognition of the benefits of positivity to problem solving in context of the training for a task.
- I think if this is the government mandate education should be aligned to its success.
- I think that many educational institutions are not equipped with the required resources and facilities to accommodate this as a LO, and for others this would be a significant distraction from their primary purpose.
This may also be construed as prejudiced- someone who suffers with a mental health issue who may be incapable to meeting this competence can therefore not hold a major award recognised by the NQA?
- I would be curious how this would be measured, as well as how it would be taught, but psychosocial competence is a significant factor in employability and longevity in an organization. It would seem to require integrated learning or a very active model of training.
- If happiness and positivity are seen as important lifestyle tenets, it therefore makes sense to understand and develop skills in psychosocial competence
- If the item is inline with the national goal. I don't see any real harm.
- In addition to Cognitive Skills and Professional Skills, success requires both Psychosocial Competence, as well as Emotional Intelligence.
- In line with recent trends in the UAE Government priorities.
- In regards to academic, this is likely linked to a general education category. In regards to vocational programs, this may be more difficult to incorporate.
- It adds value to personal profiling.
- It could also be suggested to include ethics to CoreLife Skill.
- It ensures how a person sinks with the workplace and also society, team work matters.

<ul style="list-style-type: none"> It has been said that how much a person contributes to his workplace depends on both his emotional intelligence and IQ. Therefore, I believe CoreLife Skill will help employers in employing positive workforce.
<ul style="list-style-type: none"> It is of paramount importance to align and support the CoreLife Skills that the UAE Government deem an important contributor to uniting the UAE community.
<ul style="list-style-type: none"> It is very difficult to measure subjective "skills" such as psychosocial competence objectively. If someone is studying Engineering, it should be enough that they are competent Engineers. For example, if you were going to have a serious operation would you choose a surgeon with the best surgical skills or would you choose a surgeon with the best "bedside manner" i.e. social skills?
<ul style="list-style-type: none"> It relates to personal behavior, self reflection and important soft skills
<ul style="list-style-type: none"> It will encourage training to be psycho-socially competent
<ul style="list-style-type: none"> It's very important but it should be created in a way not to "exclude" people who have disabilities of some sort. Tolerance is essential and looking at the flip side of this, companies should realize they are hiring full humans who need to be nurtured not just organized. Helping people get "qualified" for these skills will contribute greatly to the improvement of working environment and having better leaders and employees.
<ul style="list-style-type: none"> Modern day life is complex anyway, with demands on self coming from several quarters. It certainly is more important to have a better EQ than mere IQ!
<ul style="list-style-type: none"> Now days psychosocial approach is very important with the present human capital that we have.
<ul style="list-style-type: none"> People have different concepts on happiness and positivity, some view it as intrinsic and some as extrinsic, a curriculum that teaches this must differentiate the two and teach the two aspects. I feel this course must be a compulsory subject in schools and colleges and it must have different levels too.
<ul style="list-style-type: none"> Professional attitudes are the manifestation of the psychological competence.
<ul style="list-style-type: none"> Psychosocial competence is necessary where individuals have high contact with other people thus their mental well being is necessary to check them whether they are suitable for job, organization and profession or not. People especially who are in contact with small children such as teachers, have to have the psychosocial competence.
<ul style="list-style-type: none"> Psychosocial competence guarantees a smooth offering of services to Public. It prevents a lot of arguments and disputes between the persons concerned.
<ul style="list-style-type: none"> See previous comments on Doctorate, awards, and CEUs as same principle applies here. Has any research or review been done of the quality of the existing CoreLife Skills – given there are only two national endorsed qualifications that have embedded them in their NOSS unit standards, it is hard to fathom the rationale, other than a possible political need to raise happiness and positivity. Where is the rationale and how could they be measured? There is insufficient comparable activity of such across other systems that deploy NQFs or Q+NOSS in this regard. Seems a diversion from the main job of bedding and maturing the proposed VETAC Q+NOSS system in the UAE. This should be the main priority of NQA and VETAC rather than matters that lack substance and valid presentation of why these skills are needed.
<ul style="list-style-type: none"> Since the government is focusing on happiness, it is most appropriate to have a Core Life Skill related to psycho-social competence.
<ul style="list-style-type: none"> Sound basis for development and gap analysis.
<ul style="list-style-type: none"> These basic life skills which are necessary for success in the workforce are important to the development of the society.
<ul style="list-style-type: none"> These skills are very important in day life of every body to reflect happiness and positivity in the community, these skills should be taught by specialized and professional trainers.
<ul style="list-style-type: none"> These skills provide an understanding of workplace behavior and reflection. Knowing what and how motivates provides an enhanced environment and productivity.
<ul style="list-style-type: none"> This is a core competency in today's society.
<ul style="list-style-type: none"> This is a national initiative and should be supported by the framework – it also links in to customer service which is a cross-cutting theme.
<ul style="list-style-type: none"> This is not well formulated as the title focuses on "happiness and positivity" while the question addresses psychosocial competence. While perhaps a core component of ensuring a healthy workplace, if this is to be imposed on academic institutions then it is highly problematic as there would be resource implications and challenges related to the academic rigour associated with the requirement and assessment of what can only ultimately be measured following completion of a degree program.

- This is very important for any individuals self confidence and development; to enable them to become part of the society and improve their lifestyle
- This result in better contribution to work tasks, communication, customer service, leadership, management ...etc...
- This will consolidate the CoreLife skills already included, taking ownership, being responsible, building confidence and dealing with social and cultural challenges whilst having a real awareness of work life balance and the pressures that this can bring. Having the insight and tools to recognise and deal with this effectively will ensure healthy working lives and mindsets and that the government agenda is fully understood
- To succeed in our new economy we need to develop in our prospect employees not only the technical skills related to their profession but also 'soft skills' related to life such as emotional and social intelligence as applied in communication, problem solving and leadership.
- We do support this. We occasionally encounter some difficulties with the psychosocial aspects of an individual's self-awareness, ability to self-appraise, creative problem-solving, ability to apply knowledge to novel situations, ability to seek and respond positively to feedback. In our minds these would take precedence over some elements of wellness but are linked. Often the factors cited above have a greater bearing on the chances of success for individuals. However we do recognize the need for greater cultural awareness as an employer of a culturally diverse workforce. If these approaches are framed correctly I do not see a major drawback however I would emphasize the harder technical skills acquisition above the psychosocial which perhaps could be introduced at a later stage as arguably the UAE has some way to go to become globally competitive on the educational frontier.
- We run diplomas on corporate happiness since it is critical. A problem we face is that managers do not know how to manage people and that is affecting performance.
- Weak evidence on the validity and reliability of all measures of this construct will make it very difficult to create and administer this.
- While this is an important aspect of human development, I don't see this as a responsibility of HEI's to provide it. Additional requirements added on top of the extensive current list seems overly prescriptive to me.

Please share with us any further comments you have about the current architecture of the QFEmirates or any other QFEmirates matters.

(46 responses)

- The qualification matrix structure is very unclear. For example it seems from the matrix that a diploma can currently be gained after only 300 hours (about 1 academic term) if the students have completed 20 credits (300 hours), at level 4 and 40 credits, (600 hours), at level 3 and below! This is not enough diploma level learning to demonstrate diploma level competence.

The document structure for each unit is not good and makes each unit very large, containing lots of repetitive unnecessary information. Comparing similar qualification units on the CAA system, NQA units are typically 3 or 4 times larger documents with little or no more information given within.

- Appears exciting, new, more relevant to the Corporate needs.

- Are all Composite and Component Awards possible at level 8?

- At the moment the framework is ambiguous which means that different organisations have different interpretation. This creates a risk for the QFEmirates architecture as the interpretation is affecting what is being delivered and ultimately the overall quality of the qualifications. This will continue unless the ambiguity is resolved.

In addition the interpretation of the framework also means that Technical Vocation Education and Training is not being fully recognized by employers. The UAE has historically used the Grade Point Average (GPA) for a measure of a learners understanding of knowledge. To re-align the framework so that it can be further embedded and accepted by everyone in the UAE it is proposed that the following is included:

Knowledge:

The knowledge components of the qualifications are assessed using a formal examination for which a score can be awarded. These knowledge tests should be standardized so that every registered provider is required to ensure the learner reaches a minimum level of knowledge at the appropriate level.

It is recommended that a Computer Based Test is incorporated where a knowledge bank of questions are stored and can be accessed by the learners. This methodology will introduce a higher level of confidence that the students have actually achieved the required knowledge levels for each subject (unit) level as described on the framework.

Skills:

The application of the knowledge (as assessed above) should be demonstrated through different skills that each learner acquires as part of the program. These skills need to be demonstrated through gathered evidence of different activities (related to technical & vocational occupations) that confirms a learner has achieved the required levels of competence. As the framework is new employers are unsure what 'competence' relates to and they have complained that they would like to see a differentiation between the learners who are all deemed competent. It is suggested that this can be achieved by having 'activity based' learner where the outputs become the learner evidence and based on the performance in each activity a level of differentiation could be introduced. This approach is very common where learners submit their own work based on specific activities that enable them to demonstrate a set of skills. As such it is feasible that if two students are undertaking an activity to 're-wire a control panel' both can be deemed to be competent in the task whilst one can be classed as being exceptional in performance based on how they have completed the tasks.

Application:

Total confusion and ambiguity exists in respect to the Application aspects of the framework that needs to be resolved with immediate effect. It is proposed that to support the clarification the 'Application' is changed to 'Work Based Project' as this term is understood and can be easily demonstrated.

The Work Based Project(s) should be given to each individual learner to complete both in the educational environment and also directly in the work place. The size and shape of each Work Based Project should be sufficient to cover a wide range of holistic knowledge and skill learning outcomes of the qualification. The Work Based Project should be of sufficient depth to really challenge the individual learner and could be envisaged to take in excess of twelve weeks (academic term) to complete. As a Work Based Project this would also add value to an individual learner when

undertaking interviews as it will become a very specific reference point that they can present as their own work. As it will cover all aspects of the qualification in an applied work environment this will demonstrate to an employer what an individual learner can be expected to undertake if they are subsequently employed.

At the moment the qualifications lack integrity as the Application aspect is minimal (i.e. 1 unit of 15 hours) and it provides little if any differentiation to a technical qualification on the Higher Education framework. An example of this is the Diploma versus Associate Degree at Level 5. Whilst the Associate Degree in engineering will benefit from a learner undertaking a series of 'engineering workshops' that will develop learning and skills the Diploma (depending on who delivers the qualification) may or may not include any significant 'application'.

The overall aim for the qualifications is to ensure a learner is better equipped to enter the market place (i.e. we need to be striving for near a 100% employment) but unfortunately this is not happening.

- **FURTHER COMMENTS ON QFEMIRATES AND THE ASSOCIATE CREDIT MATRIX.**

Review of competency requirements in the qualifications: The CAA has been very successful in the implementation of outcomes-based curricula across all institutions in the Emirates and at all Levels of higher Education (QFEmirates Levels 5–10). The CAA continues to reinforce this outcomes-based approach through the monitoring of its application and success in its Program Accreditation procedure. However, throughout the past five years of implementation of QFEmirates, there have been difficulties experienced by HE institutions, colleges and programs in addressing all Competencies as defined by criteria in the three (3) sub-strands of the Qualifications Framework– Autonomy & Responsibility, Role in Context, and Self-Development.

At the higher levels of QFEmirates, i.e. 7–10, even in programs of study that incorporate periods of internship or other work experience, the Level Descriptors in QFEmirates do not translate easily to qualifications and programs of study at these higher Levels. The terminology and underlying concepts expressed as Competencies are clearly geared to graduates who are in appropriate positions of full-time employment. For example; Level 7 Bachelor Degree, Role in Context, can take responsibility for managing the professional development and direct mentoring of individuals and groups or can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline.

There are now in excess of 140 national qualification frameworks worldwide, although a number are still in the planning stage or early phase of implementation. Research on the effectiveness of these frameworks is largely anecdotal but it is clear from published studies that the most successful frameworks adopted by all stakeholders are the ones that are simple in architecture, where level descriptors are succinct, and they deploy clear, commonly-understood terminology. With this feedback and with regard to the issues on “Competencies” described in the previous paragraph, in reviewing QFEmirates, the Commission makes the following suggestions:

SUGGESTIONS FOR REVISIONS TO QFEMIRATES ARCHITECTURE.

The three Competency sub-strands at Levels 7 to 10 in QFEmirates be consolidated to a single strand with descriptors more suited to application in Higher Education.

or

The Competencies are removed altogether at these levels (7–10) leaving Knowledge and Skills Strands only.

REGULATION OF HE AND TVET QUALIFICATIONS.

The development of Higher Education in the Emirates, and in many other international contexts in recent years has been driven by the requirement to offer qualifications and programs of study that simultaneously meet the requirements of the national economic model, the advancement of industry and commerce, and also meet the needs of local employers and demand from learners. Accreditation processes in the Emirates and elsewhere incorporate Feasibility Studies to demonstrate the current or proposed programs are or will satisfy these requirements. Consequently, the portfolio of Higher Education qualifications and programs on offer in the Emirates is dominated by Applied fields such as Engineering, Business, IT and Health Care disciplines, all of which would be described as Vocational (see definition of vocational education below). The distinction between higher education (academic) and vocational programs of study at any level is blurred. The lack of clear differentiation often results from the perception that vocational programs are those at a lower level of intellectual challenge, and they are mainly limited to sub-bachelor degree levels within qualification frameworks.

Clearly some high-level qualifications, for example in medicine, law and engineering can only be considered as vocational and yet, internationally they are expected to meet HE Standards. Alternative TVET Standards are needed to regulate qualifications at Level 6 and below, these qualifications having greater skills and work experience components. This would define the remit of the regulatory authority between the NQA and CAA which could be assigned on the basis of qualification Level rather than HE versus VET, unless low level qualifications are subsumed elements of higher Level programs, in which case the CAA would need to regulate the complete program/qualification.

SUGGESTIONS TO REVISE THE REGULATORY RESPONSIBILITIES FOR HE AND TVET QUALIFICATIONS:

The CAA to retain regulatory responsibility for qualifications at Level 7 and above in QFEmirates.

The NQA to assume regulatory responsibility for qualifications at Level 6 and below in QFEmirates.

REVIEW OF THE CREDIT MATRIX:

The Credit Matrix (QF Handbook Annexure E) is overly complex and almost incomprehensible, even to those intimately involved in education and training. Learners, employers and providers are generally baffled by this Matrix and the terminology. There are gross differences in Credits required in HE and VET qualifications at all levels e.g. Bachelor programs (Level 7) require 120 Credits (1,800 contact hours), whereas VET Applied Bachelors require 160 Credits with 2,610 Total hours – why would a student wish to take the latter when the Accredited HE degrees have opportunities for internships and other forms of exposure to the workplace as integral components of their degree programs, as with many respected HE programs internationally, including many that are titled as Applied?

SUGGESTIONS REGARDING REVISION OF THE QFE CREDIT MATRIX:

The Credit Matrix be totally revised to remove the ambiguity between Application, as represented in the Matrix, and Competencies, as represented in QFEmirates; both being the use of Skills in the workplace context. The term Competencies should be used throughout.

Credit values are realigned such that HE Degrees have the same rating as Applied Degrees. The Applied Degrees might specify the extent of subsumed credits that must be devoted to work-related experience;

or

Preferably the qualifications at Levels 7 to 10 would be consolidated to remove the artificial distinction between HE and VET qualifications at these Levels (See rationale in the section above).

NOTE: The following definition is typical of the generally accepted international interpretation of the term vocational education:

Vocational education (education based on occupation or employment also known as vocational education and training or VET) could be defined as education that prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a professional position in engineering, accountancy, nursing, medicine, architecture, pharmacy, law etc.

- Greater clarity of the matrix required, credit hours in component and composite inaccurate. Agreement with MOE to recognise Certificate 4 as equivalent to High school leaving certificate. Confirmation in the matrix that application units are also cumulative for developers.
- How can professional bodies work with QFEmirates to ensure robust implementation of the framework.
- I am concerned that the Certificate 4 qualifications are not recognized by the MOE.
- I believe the intended modifications are very useful and will contribute to the enhancement and innovation of the vocational education in the UAE.
- I believe the QFEmirates has gained significant momentum over the last two years, which has instilled confidence within the industry sectors. A pragmatic and realistic approach to vocational qualifications will meet current and future market needs.
- I believe this is a great initiative.
- I really admire what the UAE IS DOING. I am glad that I am part of this.
- I think NQA need to focus in one successful project.

- I'm involved in training young Emirati Engineers and Controllers in Satellite Operations. The staff I've trained are then responsible for the control and monitoring of over \$1 billion worth of UAE assets in Geostationary Orbit and on the ground. The training and responsibility is immense. I'd like to see the achievements of our staff recognized at the highest vocational level. This is a story of real Emiratization and real success that needs to be used to advertise and inspire the next generation of school leavers and graduates.
- Last October 2016, UAE and Australia had signed the MOA of Education. I would like to propose that to inline the Certificate Level of VET between Australian Qualification Framework (AQF) and Qualification Framework Emirates (QFE). At the moment both parties have from Level 1 to Level 10 but when reaches level 3 or 4 the description of each others are NOT the same. Please review it for the betterment of the education in UAE.
- More awareness, more understanding of the content, how it applies and is used. Marketing and promotion to all areas of industry and communities. Visible acceptance and promotion within all Government Education Ministries
- My response to the last question is because not all training providers are educational establishments so including the word Education in there is misleading.
- Need to clear up uncertainties regarding KS and A cumulative in principal, composite and component awards. Provide explicit information on rules of combination. Clear Guidelines need to be provided for RTP's and Curriculum Developers
- Please provide us with a clear mapping chart between our framework and other frameworks in different countries such as UK.
- Please share with us any further comments you have about the current architecture of the QFEmirates or any other QFEmirates matters.
- QFE in the current shape is aligned well with European and Australian frameworks.
- QFEmirates have the benefit of learning from other qualification framework systems and selecting the best from these and avoiding their mistakes. I feel that adopting transferable terminology as much as possible can have the advantage of maximising the transfer of qualifications into and out of the system minimising costs and maximising benefits.
- Sincere efforts are being made towards rationalizing and standardizing qualifications framework so that the industry gets ready made skilled manpower.
- Thank you for the opportunity to contribute. These are exciting times for students and teachers in the UAE and I applaud these changes. While working in schools in the UAE I had the privilege to work with many dedicated local teachers and I believe that building local capacity is vital. I look forward to following the progress of this important initiative.
- Thank you for your hard work on this. It has come a long way since inception.
- The Knowledge skills and competency strands need further clarifications/simplification for both the educational and training streams of the framework especially at the higher level. The level descriptors have to be distinguishable by their requirements; as of now there is lot of overlapping!!
- The language used in the handbook should be easy and comprehensible by all expected users: students, employers, regulators and training providers. There is also a need to include examples to clarify subjects, basically those related to developing NOSS and national qualifications.
- The main concern about the QFE is about its ambiguity in the qualification structure and credit building from previous levels of qualification. Clear examples need to be added for Vertical and Horizontal qualifications.
Another concern is about the connection between VET qualifications and HE qualifications. Though the QFE shows the equivalent levels, it doesn't state anything about the migrations of learners from TVET to HE or vice versa. I think there should be some clarity on this. Finally, QFE needs to state about the international recognition of the NQA VET qualifications.
- The set-up (Framework) is good and provides express indicators for achievements.
- The use of VET has been defined and approved by legal in MOPA when the NQA objectives where officially translated from Arabic to English. Unless a new definition is established and approved to replace VET with TVET, there is no case to present to change existing literature representing VET as the approved brand for the VET sector. Change to the branding will have significant downstream consequences to NOSS developers and RTPs as to cause increased costs to ever-changing conventions used to date. It is possible if this were to occur, industry in particular would see it as added costs to doing business and walk away from engaging with bureaucracy and policy being made, on what appears to be, on the run.

- There are MAJOR issues with the UAE credit Matrix. There are many calculation mistakes. There is vague clarifications given as examples. Some part of the guidance contradict another. This is causing delay in qualifications development, a mistrust of NQA and the Awarding Bodies and generally can be seen as the root cause of conflicts within and across stakeholders and developers. It is imperative that clear, well defined, and accurate information is given with the matrix. A bench marking exercise has been carried out and other vocationally developed frameworks in UK, NZ, SA and the give clear, accurate and well defined guidance, finding show that the AUS of which the UAE was derived have a loose and not easily understood system. We need to bring clarity to the QFE for the benefit of all.
- There is a lot of room for synergy and improvement.
- There is no distinction between Component Awards or Composite award.
- There is nothing wrong in principle with the current architecture of the QF Emirates. The key issue is that the Q+NOSS processes that enable a given organisation to take advantage of the system – especially key national industries – are too cumbersome and slow to encourage them to prepare qualifications. In my view the Q and the NOSS should be de-coupled, with much easier to use templates, so that the whole system can be streamlined. This would enable industry to take advantage of the other benefits of NOSS for organisational development, performance management etc. The NOSS would then inform the Q and it would enable a qualification to take components from different NOSS to meet industry needs. Speaking to several industries only this week that wish to take advantage of the system, they would prefer to see a system more aligned to the UK NVQs (they were not all British either) and feel the current system is geared towards colleges not industry.
- There needs to be more guidance on how Institutions can adopt the Level descriptors to be reflected within their PLOs and CLOs, curriculum design and assessments. Considering that most HEIs donot have staff who have the QF knowledge, it is worth providing more guidance in this area. More explanation on the framework and the mechanisms related to credits accumulated at various levels would be very useful.
- There should a benchmark.
- Titling of the qualifications – Component and composite awards does not give a meaning to the qualification nor indicate the size. When you translate in Arabic it means the same. Instead certificate and Diploma terms should be used for different sizes of the qualifications at each level. There are some errors in credits assigned. At some levels very low credit are assigned such as for level 4 only 20 credits are needed. Similarly at level 9 only 10 credits are needed for a qualification if it is built on level 8.Credit are also restrictive in nature.
- We are very encouraged by the framework. however we have a particularly interest in part–time training/vocational provision, the establishment of competency based programmes akin to the NVQ approach, an expansion in professional education and professional bodies. Finally more critical involvement of educational and business partnerships.
- With reference to QFEmirates HB, cross–sector level equivalency is vague. For example, it is not clear whether level 4 certificates are equivalent across VET and GE sectors.