

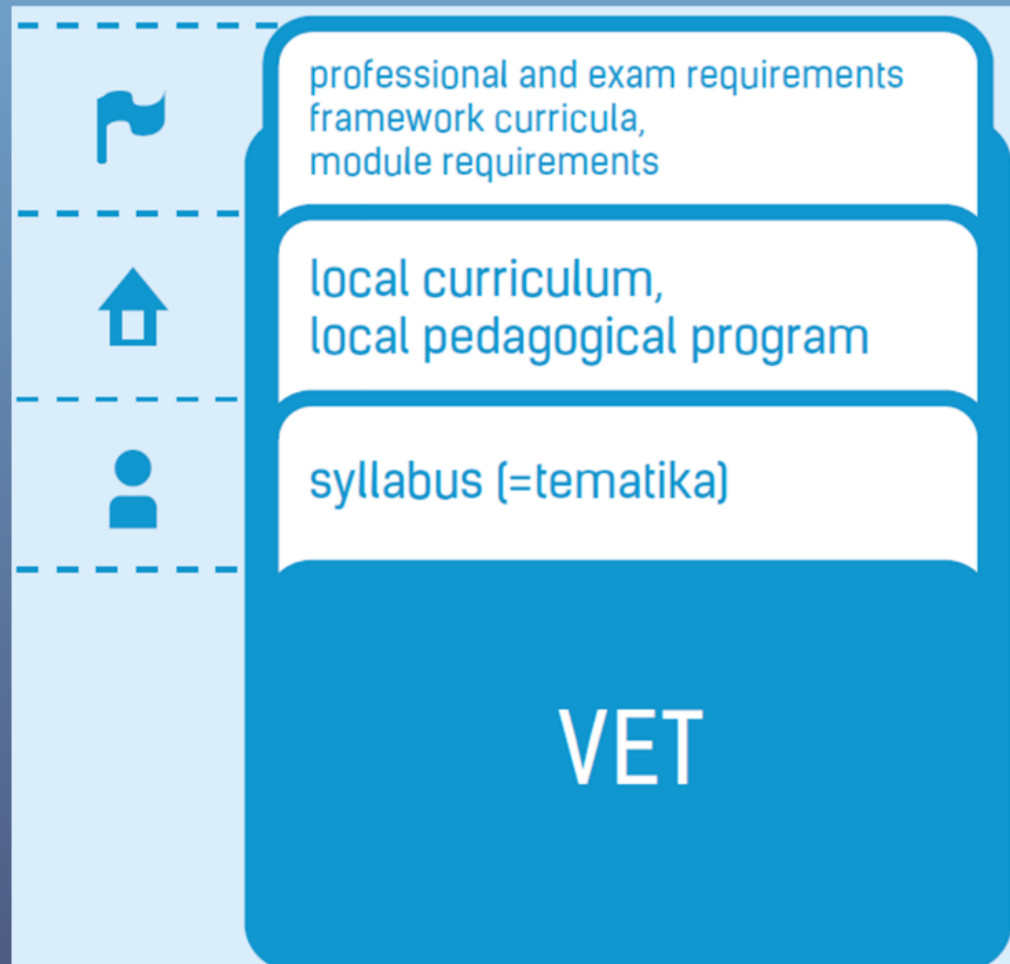
Thank you very much for  
your attention!

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# The terminological challenges involved in the writing of learning outcomes

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Educational Authority



# Conceptualization

International practice & Bloom taxonomy  
Government edict on levels and descriptors

Cooperation between subsectors - no common guideline, but common principles

Aim: linking qualifications - guideline for this purpose

Common principles for writing LOs

Description in 4 HuQF categories  
LOs in a concrete professional context  
Assessable, measurable  
Average requirements  
Written from learner's point of view  
No learning paths, but outcome  
Starting point: working process  
Understandable action verb + object + context  
Simple & clear terminology

## Definitions

Learning outcomes vs  
Competence

Knowledge  
Skills  
Attitude  
Autonomy and responsibility

VET - competence-based  
AE - written in HuQF LOs  
(123 programme req.)  
HE - in progress; to be  
written in HuQF LOs  
GE - Least LO-based

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# Content & Profile of VET Qs

Activity profile: ...

Quality profile:

- vocational competencies (vocational knowledge; vocational skills),
- personal competencies,
- social competencies,
- method competencies



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## Tricks & traps

Confusing competence and LO

Lacking context (not relating to concrete situation/profession)

Not assessable

1st ("beginners") phase: focus on knowledge & skills

Confusing descriptor categories:

- autonomy&resp. and attitude
- skills and attitude
- foreign language in knowledge descriptor

Policy level: 1. training; 2. time!

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