



2018-06-21

How does conceptual shaping of learning outcomes influence use in policy and practice: issues and challenges in Sweden

Shawn Mendes,
Head of post-
secondary and
vocational education

The Swedish Council for Higher Education

- Government agency with responsibilities across the education sector.
- 315 employees in Stockholm and Visby.
- Analysis and statistics.
- Entrance requirements and admission to higher education.
- International cooperation (e.g. Erasmus+, Nordic and Swedish programmes).
- Study information.
- Evaluation and recognition of foreign qualifications/ENIC-NARIC Sweden.

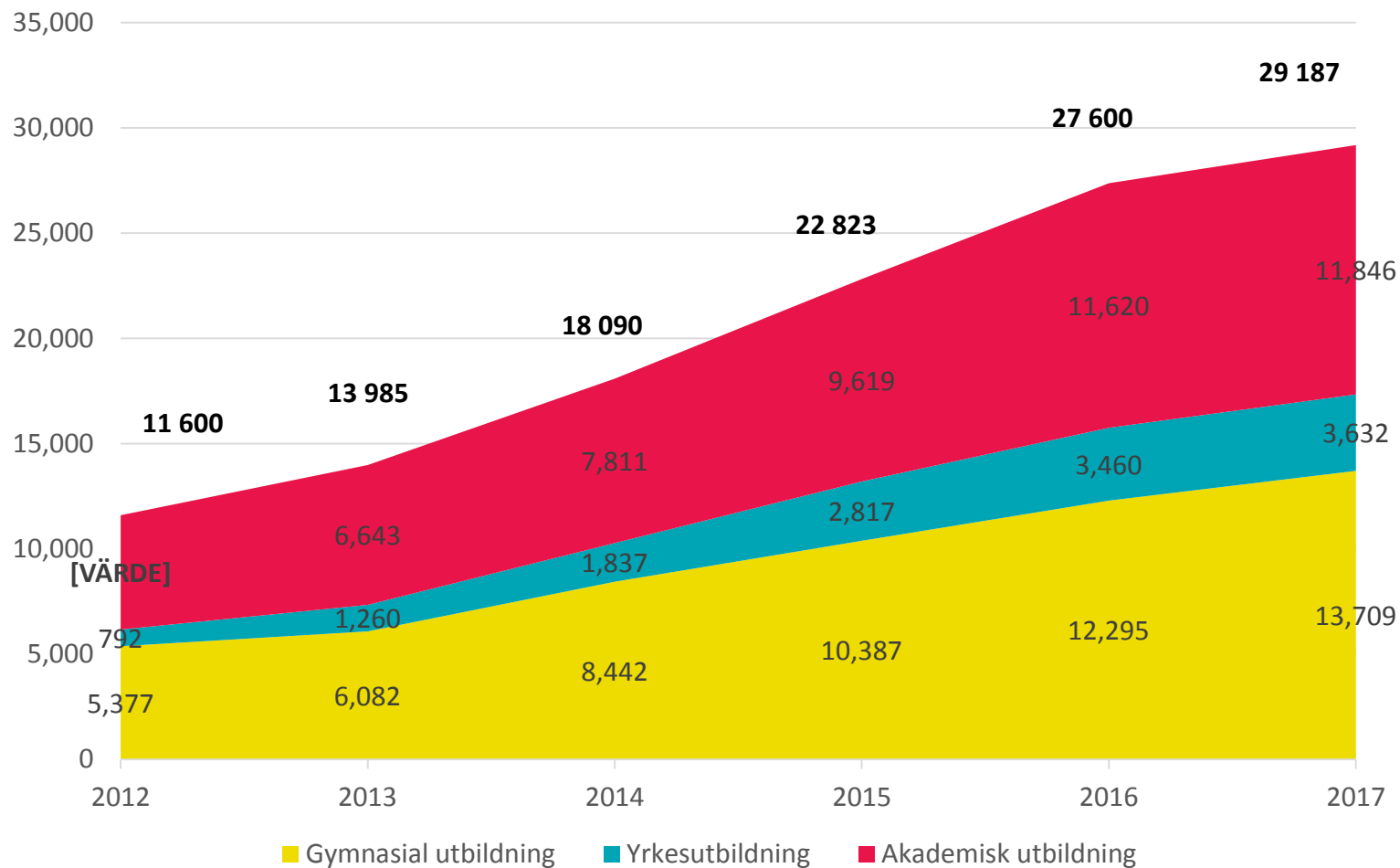


Department for Qualification Recognition

- Sweden's ENIC-NARIC, and possibly the largest with 95 staff who speak over 30 languages.
- Provide information about recognition and foreign qualifications.
- Cooperation with organisations regarding regulated professions, National Coordinator for Professional Qualifications Directive, and for Diploma Supplement.
- Cooperation with other government actors and social partners on issues regarding integration, validation & qualifications.
- Three main streams of recognition: upper-secondary education (1980); higher education (1987); and post-secondary and vocational education (2013) (2009-Myh).



Applications 2012-2017



Higher Vocational Education in Sweden

Yh Yrkeshögskolan

- Agency for HVE administers post-secondary VET (non-university) in cooperation with industry, involved in both planning and programme delivery.
- Progs only offered in fields with demand for skills and WBL integrated in most programmes.
- Model developed in 2009. Now 50 000 students.
- Higher Vocational Diploma SeQF 5. Advanced HV Diploma SeQF 6 (min. 25% WBL). Challenge – HVE credits often not transferrable to HE (HEI decision).
- UHR constantly refine our method, and now evaluate qualifications outside school-based PS VET.
- We are detectives (accreditation, false documents, etc.).



About Our Statement . . . moving towards LOs

- Comparison sentence, when comparable.
- The country of qualification.
- The title of qualification.
- The education provider.
- The year of completion.
- The year of awarding.
- The length → level of the qualification.
- Additional information about the qualification (i.e., content) and soon linked to SeQF.

Utlåtande över utländsk utbildning

Namn Namnsson
900000-1000

Reg.nr: XXX-XXXX-16



Bedömning mot svensk eftergymnasial yrkesutbildning:
utbildningen motsvarar kvalificerad
yrkeshögskoleexamen

Utländsk utbildning:
Utbildningsdokument: "Diploma"
Utbildningsanordnare: UNRWA Wadi Seer Training Centre, Amman, Jordanien
Längd: 2 år Examensår: 1989 Examensbevis utfärdat år: 2012

Utbildningen är inriktad mot arbete inom elektroteknik.

Utredarens namn
2016-02-29



Universitets- och högskolerådet

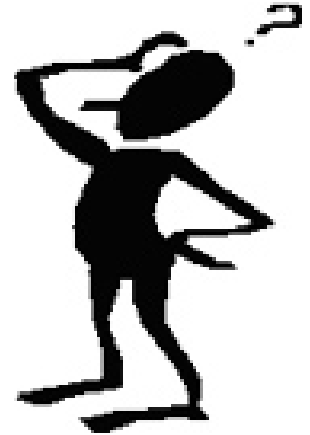
Universitets- och högskolerådet (UHR) är Sveriges
ENIC-NARIC kontor. För mer information, besök oss
på www.uhr.se.
Kontakta gärna UHR för verifikation av utlåtandets äkthet.



Swedish Council for
Higher Education

Challenges: How to

- Handle refugees with unverifiable, partial, or no documentation and issue backgrounds paper.
- Using the SeQF/EQF to increase the understanding of our assessments. This can also help us bridge between upper secondary, post-secondary and HE.
- UHR has three special Government assignments to recognise prior learning:
 - 1) Validation for admission and credit transfer in the HE sector, working with the HEI;
 - 2) Validation without documentation in the third cycle of education; and
 - 3) Validation as admission requirements for teachers.



Big move to learning outcomes in the 1990s

- In 1994 primary and upper secondary education in Sweden were reformed to moved from a content-based system to a goal- and result-oriented system where knowledge criteria are the basis for grading.
- Further reforms in 2000 and 2011, both of which strengthened the goal- and result-orientation of the system. From 2011 learning outcomes are assessed with national tests. New curricula have clear links to learning outcomes and are referenced to the Swedish Qualification Framework (SeQF).
- In 2011 vocationally-*oriented* programmes were reformed into vocational programmes – IVET students should be employable upon completion. IVET reforms in cooperation with social partners (Ntl Prog Councils) to ensure learning outcomes meet labour market needs. LOs are embedded in curricula.

Learning outcome goals in upper secondary IVET

- Schools must provide students in vocational programmes the opportunity to achieve a level of professional expertise accepted by industry as providing good preparation for professional life.
- Students acquire knowledge in the courses they have studied, and can use this knowledge for further studies, and in societal life, working life and everyday life.
- And can use knowledge to formulate and analyse assumptions; critically examine statements; solve practical problems and tasks; critically assess what they hear and read; have a knowledge of international issues; and can use sources and modern technology in the search for knowledge, communication, creativity and learning.

Newest reform – 2016 Commission “an attractive upper secondary education for all”

- The Commission analysed and suggested reforms to increase the quality of upper secondary school (including IVET).
- Measures to ensure all young people start and complete upper secondary and thereby gain the knowledge they need for working life and/or continued studies.
- Maintaining the *revocationalisation* of IVET from the 2011 reform while at the same time giving IVET students eligibility for HE without making active choices. Courses leading to eligibility for HE would be included as a fundamental element of all vocational programmes (but with possible opt out).
- Better linking IVET to degrees in engineering, teaching and nursing.



Higher vocational education learning outcomes

- Providers must demonstrate a LM need for the knowledge, skills and competences. This is a concrete example of an entire education form built on a learning outcomes approach.
- Providers must describe the KSC to be acquired in the HVE and in order to gain a level placement (at level 5 or 6) in the SeQF.
- When applying providers indicate the occupational role(s) the HVE would lead to. The KSCs must meet LM needs and the learning outcomes outlined in the application for the HVE.
- In HVE, *knowledge* is built on facts, principals, theories. *Skills* means the ability to use knowledge and can be *cognitive* or *practical*. Competences are the ability to use knowledge and skills. Independence and the ability to cooperate are key terms.
- HVE must have an education plan indicating the LO in terms of KSC and are more related to LO than length of training.



Why move to a LO approach (and NQF) in Sweden?

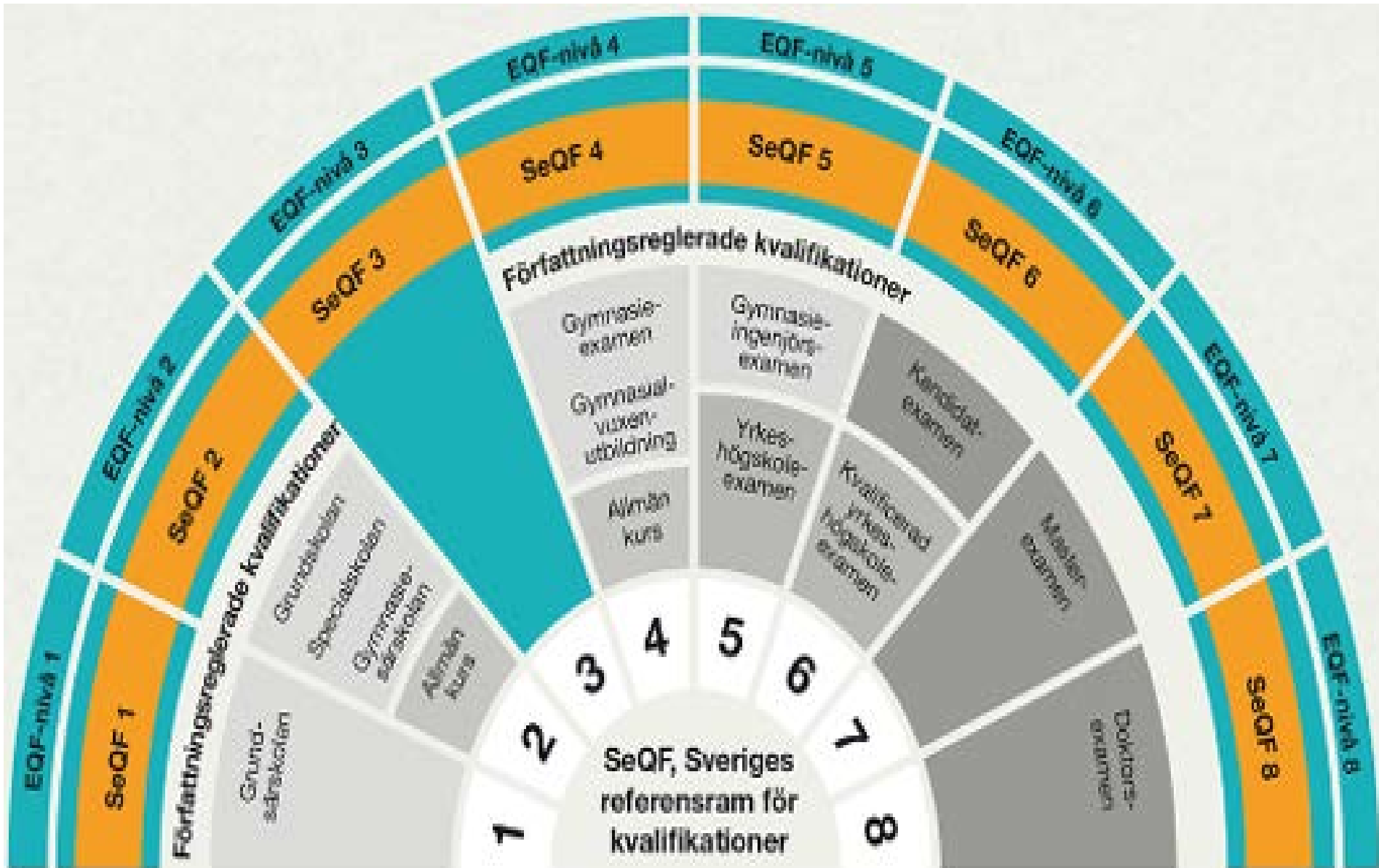
- Gains not seen as obvious at the national level if restricted to the formal education system.
- Substantial part of education and training takes part outside the formal education system (e.g. sectors, continuous training at work, liberal adult education, labour market training).
- To include qualifications awarded outside the formal education system and bring the qualifications together in a national framework increases transparency **and transferability** and give a useful overview of qualifications awarded in Sweden.



SeQF – scope and point of departure

- Comprehensive framework to include all types of qualifications – regardless of provider.
- The development to be characterised by openness, inclusiveness and dialogue with relevant national authorities and other stakeholders.
- The creation of a framework that inspire confidence – distinct demands on quality assurance and learning outcomes.
- The inclusive NQF to be developed gradually in pace with the interest from working life and sectors.





EQF-nivå innebär den motsvarande nivån inom den europeiska referensramen för kvalifikationer.

Kvalifikationer som nivåplacerats av Myndigheten för yrkeshögskolan.

Hoped-for benefits with the SeQF reform in Sweden

- Create a broad picture of qualifications issued by a wide range of actors.
- Facilitate for individuals, employers and education providers to evaluate levels.
- Clarify what a person with given qualifications know, understand and can do.
 - Increase employability → Recruit students at the right level
- Increase LM mobility and facilitate matching.
- Facilitate validation and legitimise validation on the LM.
- Provide a common language for different actors.
- Increase interest among actors to work with LO and QA.
- Stimulate continued and lifelong learning.



Challenges: How to use learning outcomes and the SeQF to facilitate and recognise lifelong learning

- <https://www.seqf.se/sv/Sa-funkar-det/Ansokan/>
- Organisations that issue qualifications outside the public education system can apply for level placement in the SeQF (e.g. social partners, folk high schools, associations, etc.). The application costs €1000 and the level is valid for ten years.
- A guide indicates the requirements and questions to be answered when applying. Level descriptors in the SeQF reflect the conditions for education and work in Sweden, and link to the EQF.
- Applications are assessed by MYH. Applicants have access to a guide and handbook (From learning outcomes to the SeQF).

. . . challenges in using learning outcomes and the SeQF to facilitate lifelong learning

- Necessary info when applying for SeQF placement: how KSC are assessed (e.g. written or practical tests, validation, etc.) and how this assures learning outcomes. The applicant must also describe qualifications assessors must have.
- Systematic QA used to guarantee the quality of qualifications. It is necessary to: 1) describe the QA is planned and conducted; 2) how QA is evaluated; 3) conclusions drawn from evaluation of the QA; and 4) how the conclusions impact future QA of the qualifications (EQAVET ref. framework).
- A challenge is to further develop industry-sector qualification and validation models using LOs. 21 models. 57 occupations. 12000 individuals validated in 2015-17 in construction, maintenance, retail, technicians, hairdressers, hospitality, health care, electrical, metal cutting, ventilation, etc.



BUT – Bologna with student eyes 2018: In my country allocation of ECTS is on the basis of learning outcomes

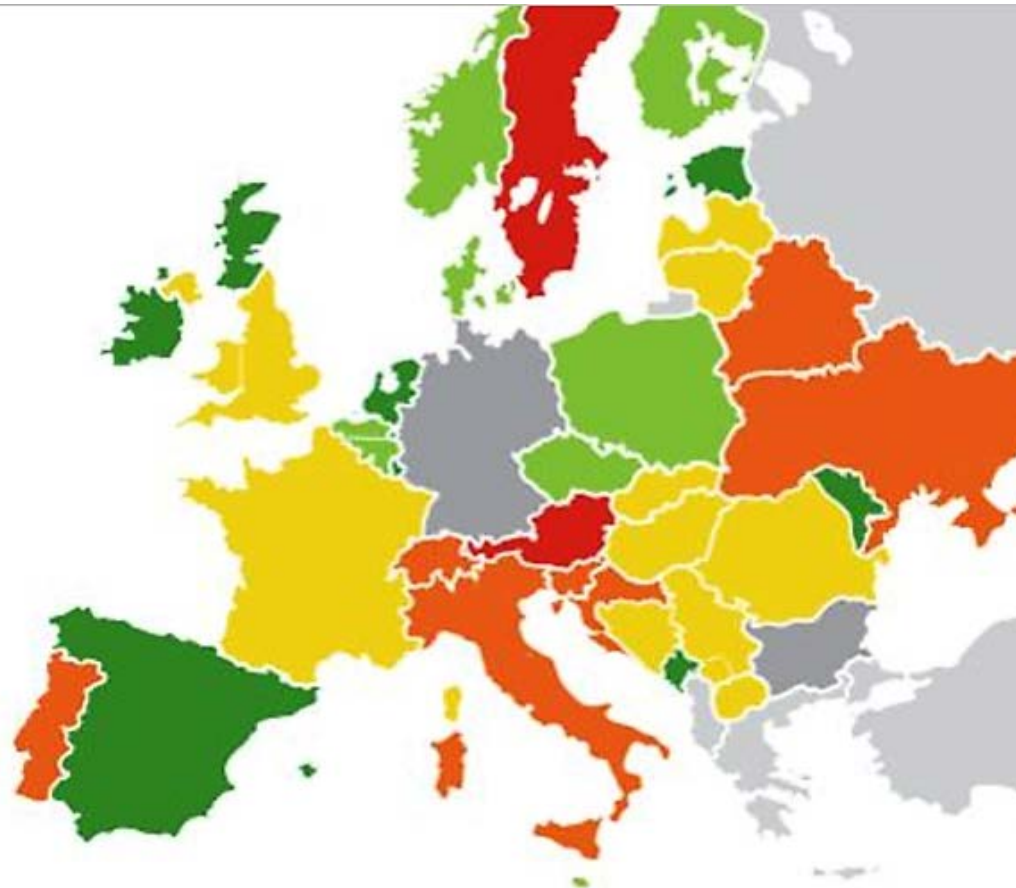


Fig. 9.04: In my country, the allocation of ECTS does happen on the basis of the formulation of Learning Outcomes

- EHEA country with no ESU men
- Not applicable
- Never
- Rarely
- Sometimes
- Very Often
- Always

