

Towards a common language?

Findings from Cedefop,
ETF and UNESCO
international comparison of
LO-based VET qualifications

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2nd POLICY LEARNING FORUM:
Defining and writing learning outcomes
for VET qualifications
Thessaloniki , 13 October 2016



The study



Cedefop study

‘The role of learning outcomes in supporting dialogue between education and training and the labour market’ (2015-2017)

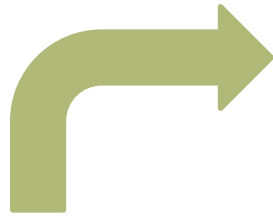
Key objectives

- __to better understand how IVET qualifications are being defined (in terms of LO), reviewed and renewed (2nd Phase);
- __to develop a methodology for the comparison of IVET qualifications (in terms of content, scope and intentions) (1st Phase).



‘Global study’

Qualifications profiles selected



‘Global study’

Bricklayer/mason

Healthcare assistant

Hotel assistant/receptionist

ICT service technician

Dental assistant

Farm management professional

Logistics technician

Machine operator

Plumber (cooling and heating)

Sales assistant

‘Global study’

Cedefop – 10 EU countries (97 qualifications)

Austria, Bulgaria, Denmark, Finland, France,
Ireland, Lithuania, the Netherlands, Spain, UK-England



ETF – 3 (or 4) countries

Albania, the Former Yugoslav Republic of Macedonia,
Serbia, (Morocco)



UNESCO – 13 countries (~38 qualifications)

- ASEAN: Philippines, Korea
- Pacific: Samoa, New Zealand
- Gulf: United Arab Emirates
- SADC: South Africa, Zambia, Namibia, Botswana
- LAC and CARICOM: Barbados, Costa Rica, Mauritius
- Southern Mediterranean: Tunisia





(phase 1: comparing qualifications)

Methodology – 1

Desk research based on written documents

Analyses of documents underpinning qualifications – e.g. standards, curricula and programme descriptions with LO

Reference points for comparing LO

__Draft occupational profiles from the ESCO project (European classification of occupations, skills, competences and qualifications) – draft ESCO lists of occupation/job-specific KSC (in one case: O*Net)

__Draft ESCO list of transversal KSC

Methodology – 2

Research tools for analysing the content, scope and intentions of qualifications:

Template 1 - 3 parts: 1. positioning and contextualising the qualification (e.g. EQF level, scope, purpose); 2. content/profile of the qualification (WHAT is described); 3. articulation/formulation of learning outcomes (HOW are LO described)

Template 2 - for indicating job/occupation-specific LO

Template 3 - for indicating transversal LO

Template 4 – for indicating descriptors of qualifications (only UNESCO-countries)

Some results (Cedefop study)



Position and context of qualifications - 1

Level indication

Mainly linked to EQF levels 4 and 3, but also at EQF levels 2 and 5

__Highest level of variation: Plumber: EQF levels 2-5

__Highest level of correspondence: Logistics technician, Dental assistant, ICT service technician

Scope of qualifications ('skilled worker' / 'semi-skilled worker')

Most countries: qualifications attest that the person is a 'skilled worker'

Function/purpose of qualifications

__Education: a bit more than half of qualifications (in particular: EQF levels 4 and 5) provide access to HE,

__Labour market: 1/4 of qualifications are required to practise occupation, 3/4 are desired for practising an occupation

WHAT is described in terms of LO – 1

Content/profile: **job/occupation-specific** LO

Higher match with ESCO KSC (‘broader qualif.’):

__ES, FI, LT, DK

__Farm management professional, ICT service technician; machine operator (O*Net)

Lower match with ESCO KSC (‘narrower qualif.’):

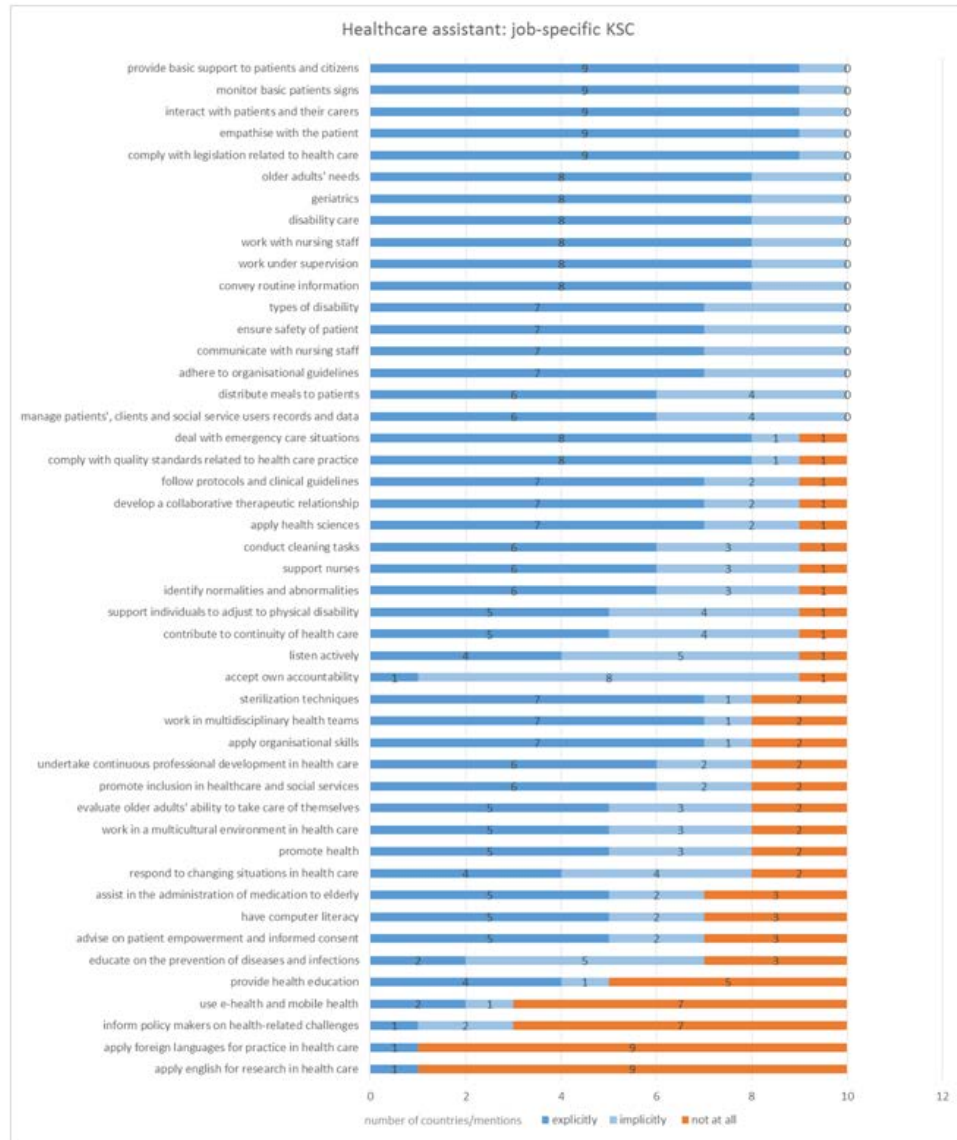
__BG, FR, IE, UK-EN, NL, AT

__Plumber, Logistics technician

WHAT is described in terms of LO – 2

Content/profile:
**job/occupation-
 specific LO**

Healthcare
 assistant



WHAT is described in terms of LO – 3

Content/profile:
job/occupation-
specific LO

Healthcare
 assistant

KSC preferred title	AT	BG	DK	ES	FI	FR	IE	LT	NL	UK-EN
adhere to organisational guidelines										
communicate with nursing staff										
comply with legislation related to health care										
convey routine information										
disability care										
distribute meals to patients										
empathise with the patient										
ensure safety of patient										
geriatrics										
interact with patients and their carers										
manage patients', clients and social service users records and data										
monitor basic patients signs										
older adults' needs										
provide basic support to patients and citizens										
types of disability										
work under supervision										
work with nursing staff										
accept own accountability										
apply health sciences										
comply with quality standards related to health care practice										
conduct cleaning tasks										
contribute to continuity of health care										
deal with emergency care situations										
develop a collaborative therapeutic relationship										
follow protocols and clinical guidelines										
identify normalities and abnormalities										
listen actively										
support individuals to adjust to physical disability										
support nurses										
apply organisational skills										
evaluate older adults' ability to take care of themselves										
promote health										
promote inclusion in healthcare and social services										
respond to changing situations in health care										
sterilization techniques										
undertake continuous professional development in health care										
work in a multicultural environment in health care										
work in multidisciplinary health teams										
advise on patient empowerment and informed consent										
assist in the administration of medication to elderly										
educate on the prevention of diseases and infections										
have computer literacy										
provide health education										
inform policy makers on health-related challenges										
use e-health and mobile health										
apply English for research in health care										
apply foreign languages for practice in health care										

WHAT is described in terms of LO – 4

Content/profile: **transversal** LO

Higher match with ESCO KC (‘broader qualif.’):

__DK, FI, ES

__ ICT service technician (strong focus on ICT-related items in ESCO list!), Farm management professional

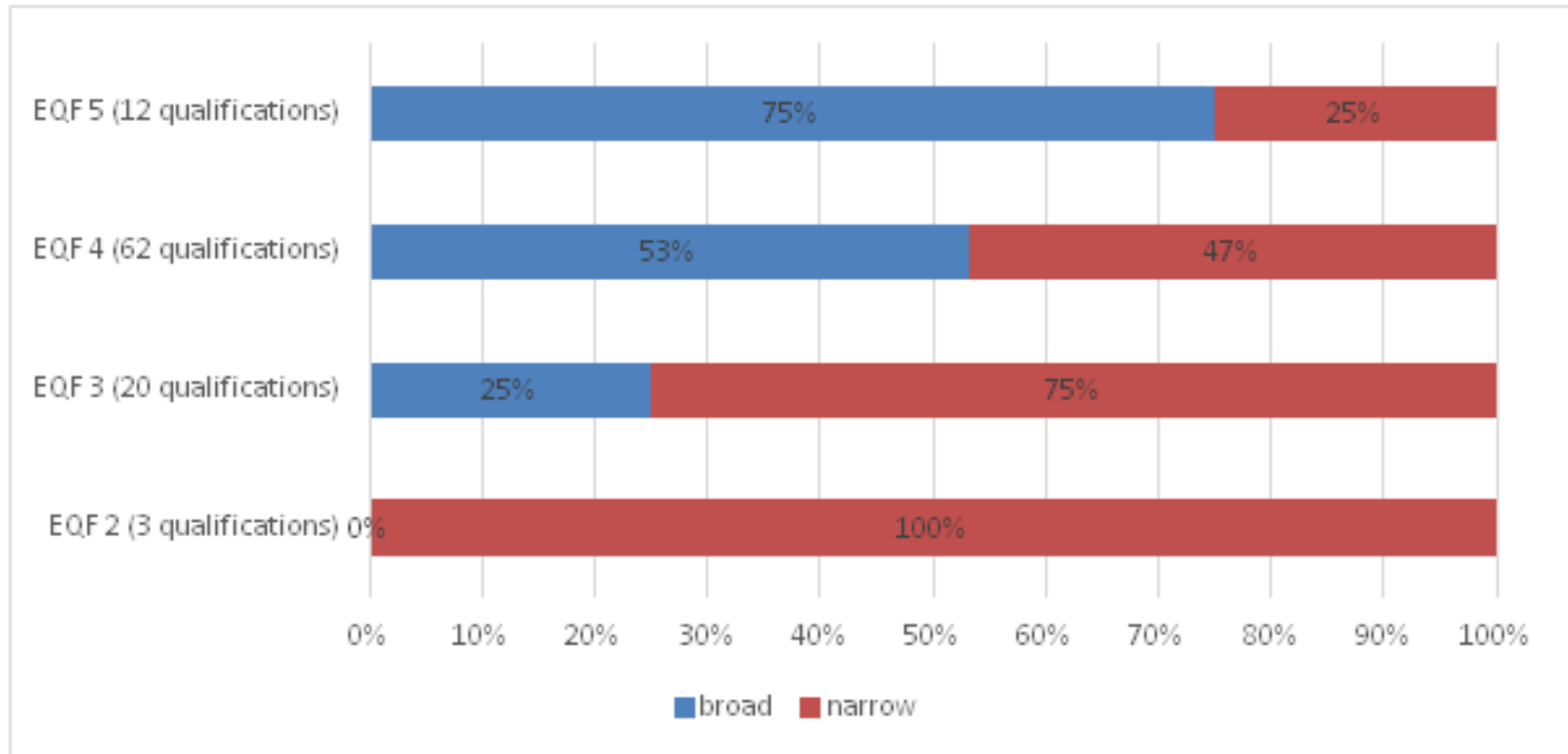
Lower match with ESCO KSC (‘narrower qualif.’):

__BG, IE, UK-EN

__Plumber

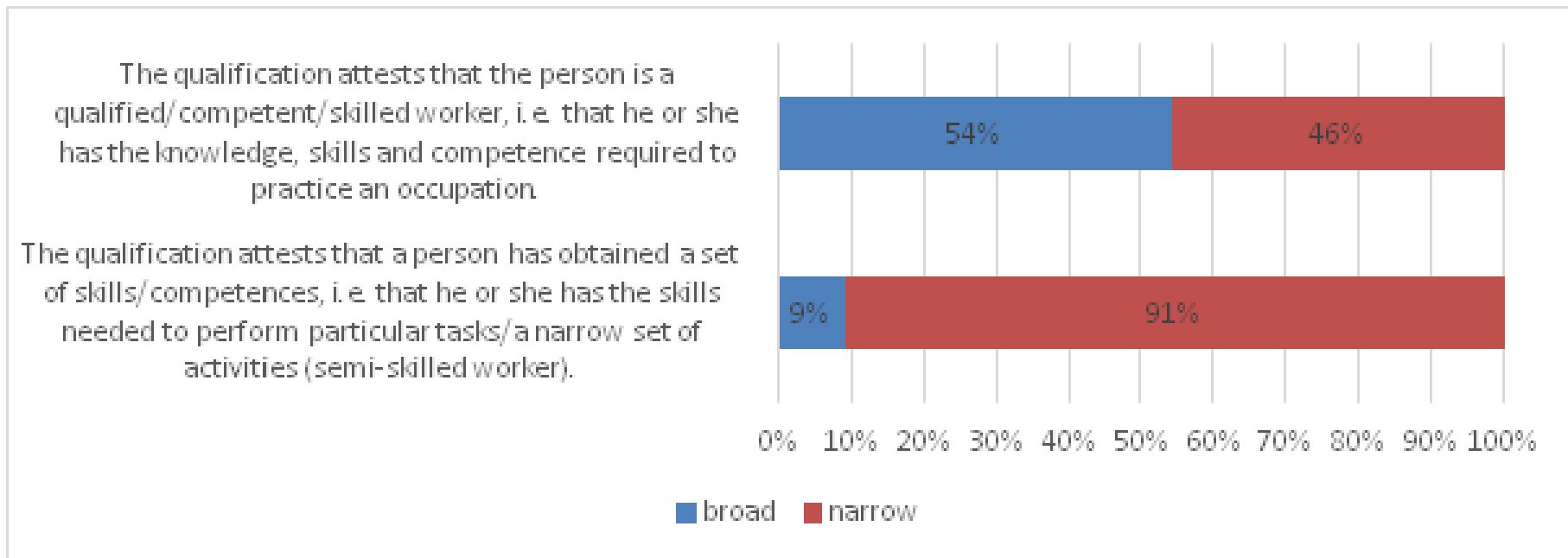
WHAT is described in terms of LO – 5

EQF levels and profile of qualifications (broad/narrow)



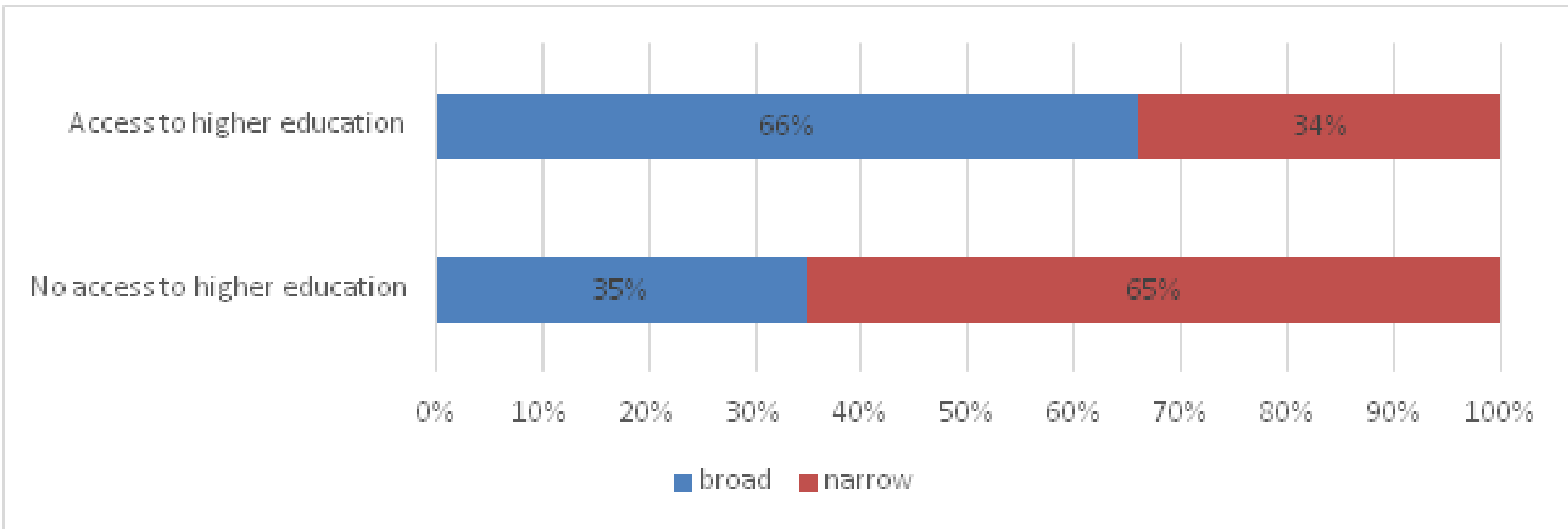
WHAT is described in terms of LO – 6

Scope and profile of qualifications (broad/narrow)



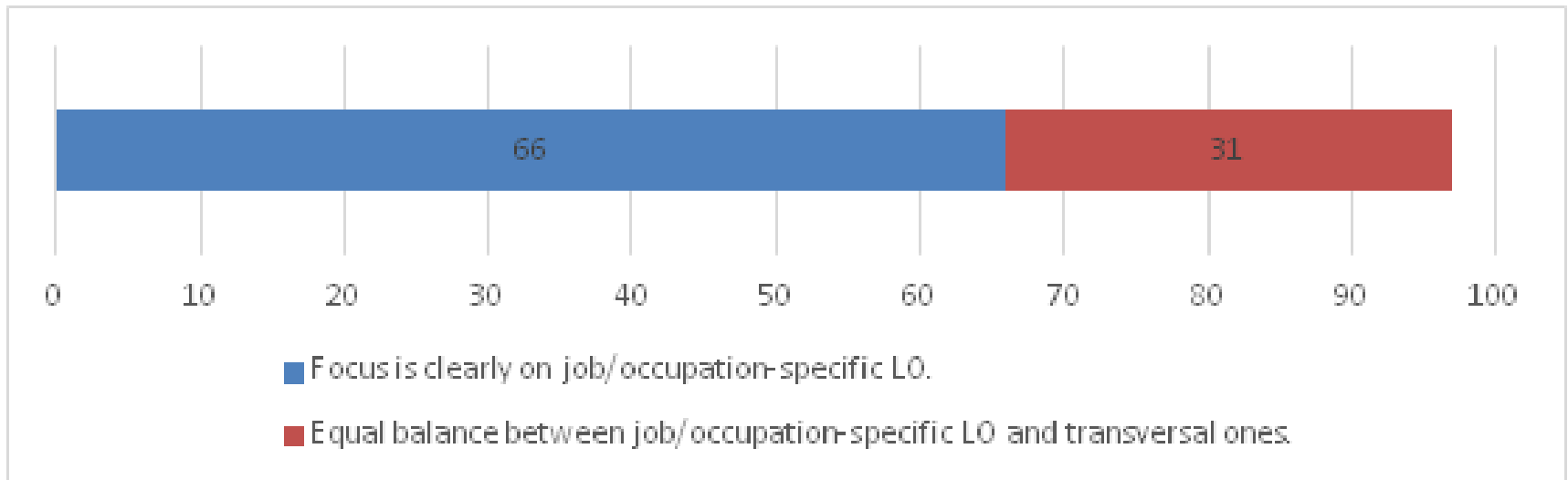
WHAT is described in terms of LO – 7

Access to HE and profile of qualifications
(broad/narrow)



WHAT is described in terms of LO – 8

Balance between job/occupation-specific and transversal LO

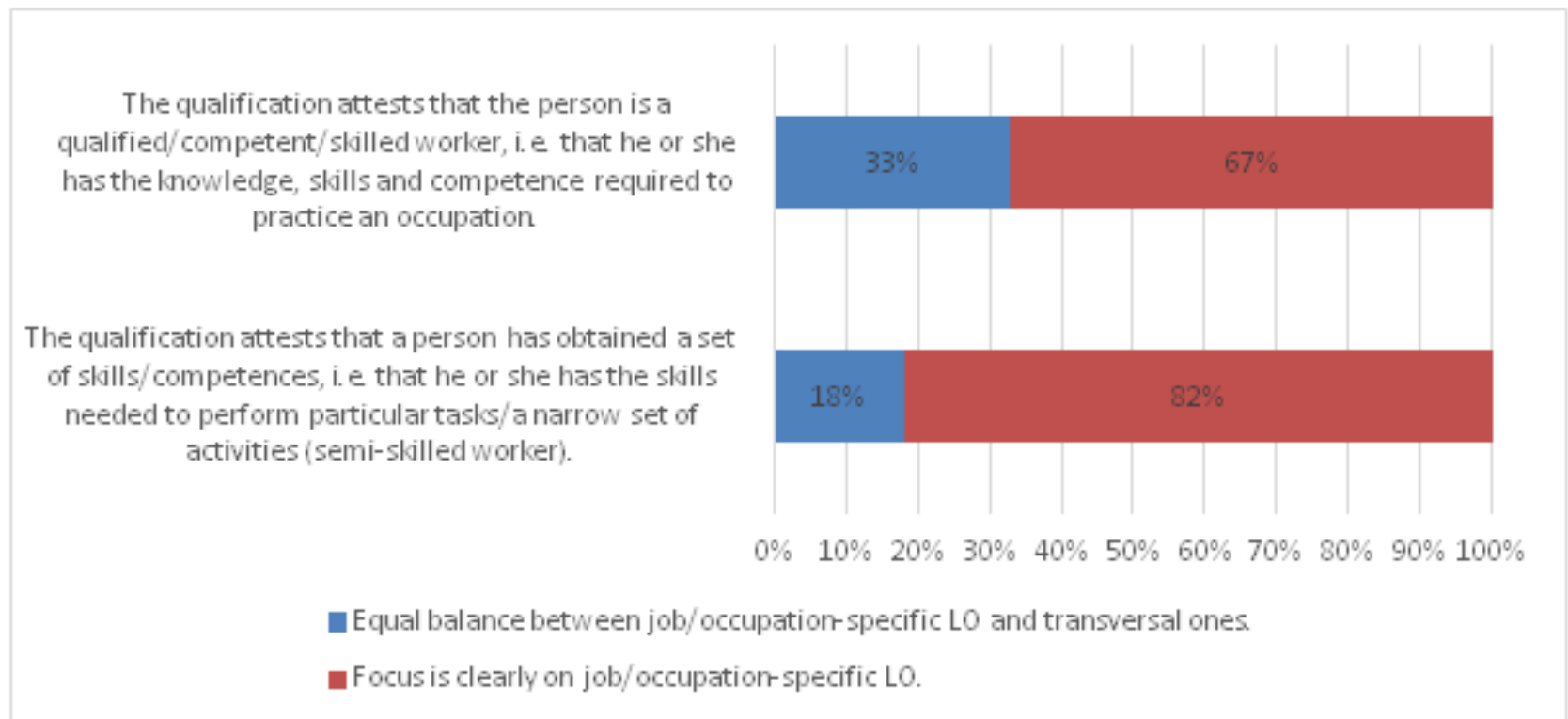


Highest share with equal balance: FI, NL; hotel assistant/receptionist and logistics technician

Most qualifications: job/occupation-specific and transversal LO presented in an integrated way (not separately)

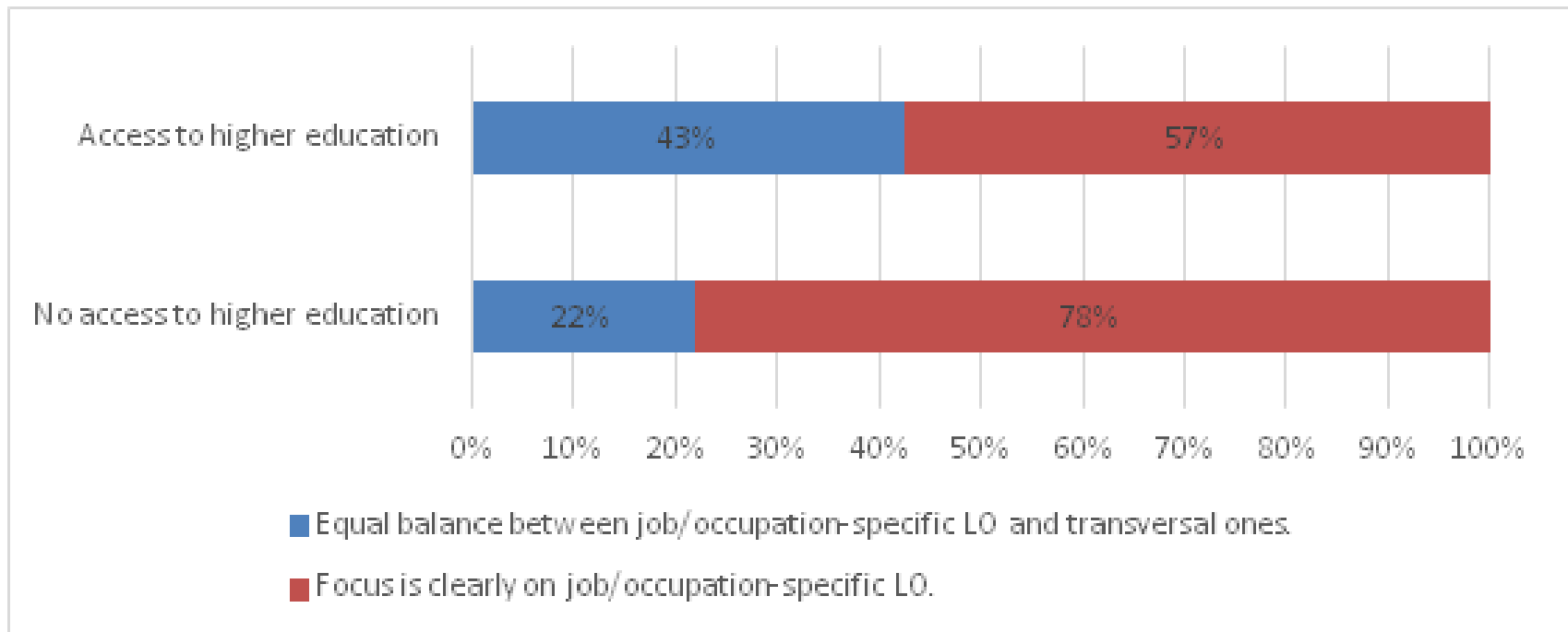
WHAT is described in terms of LO – 10

Balance between job/occupation-specific and transversal LO and scope of the qualification



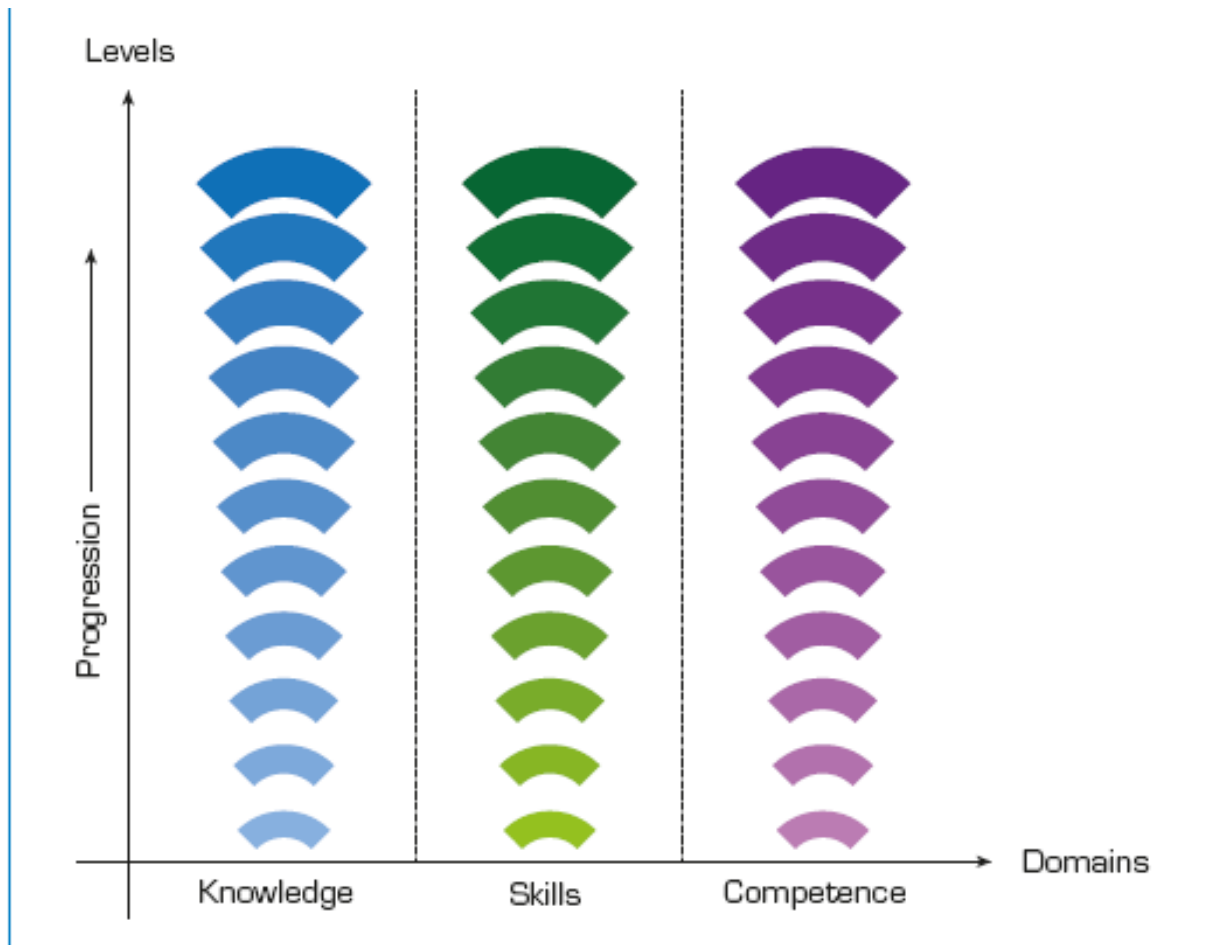
WHAT is described in terms of LO – 11

Balance between job/occupation-specific and transversal LO and access to HE



HOW are LO described – 1

Horizontal and vertical dimensions



Source: UNESCO 2015

HOW are LO described – 2

Horizontal dimension

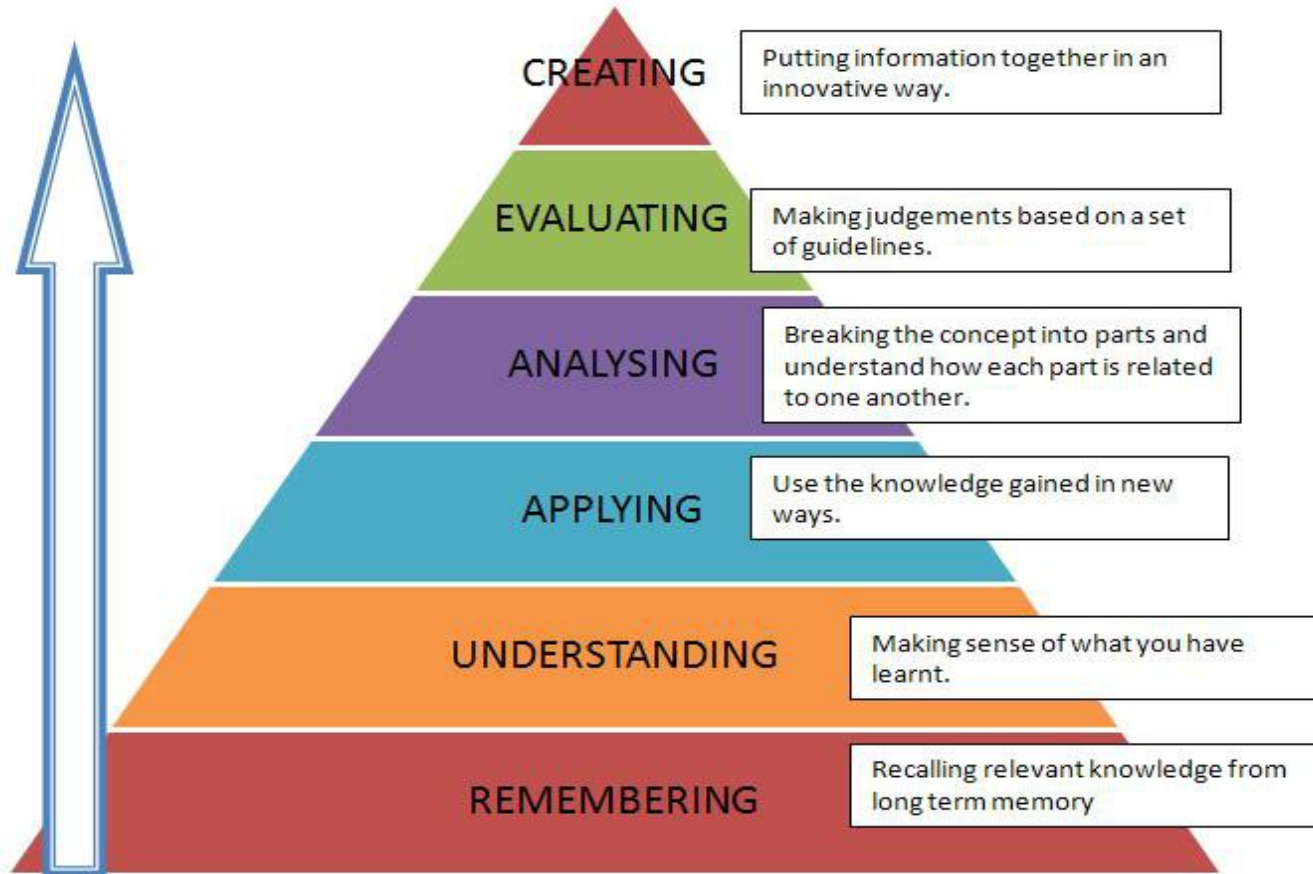
- __majority of qualifications refers to knowledge, skills and competence (KSC); (slightly) different learning domains are applied in UK-EN, FR, LT
- __KSC terminology is most commonly used in documents referred to as educational standards and curricula;
- __more than half of the qualifications present the learning domains in a holistic way in LO statements; over one third applies both methods (holistic & separate presentation).

Vertical dimension

- __most frequently used method to indicate the level of complexity in the descriptions of LO is using specific action verbs (in particular: curricula). In addition, indicating the type of activities (in particular: assessment standards) and the degree of autonomy are also regularly used.

HOW are LO described – 3

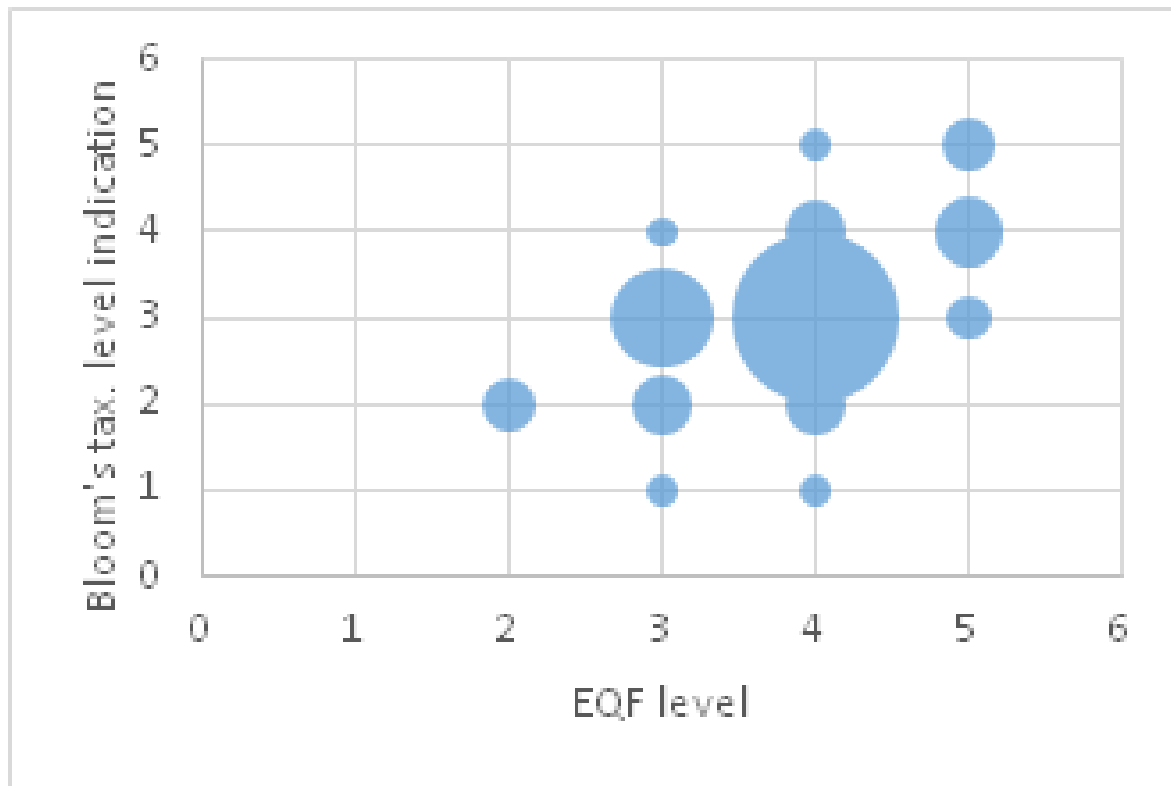
Vertical dimension - Bloom's taxonomy



Source: <http://julietovar.edublogs.org/2011/05/14/blooms-taxonomy/>

HOW are LO described – 4

Vertical dimension : Scatter plots on Blooms taxonomy and EQF levels



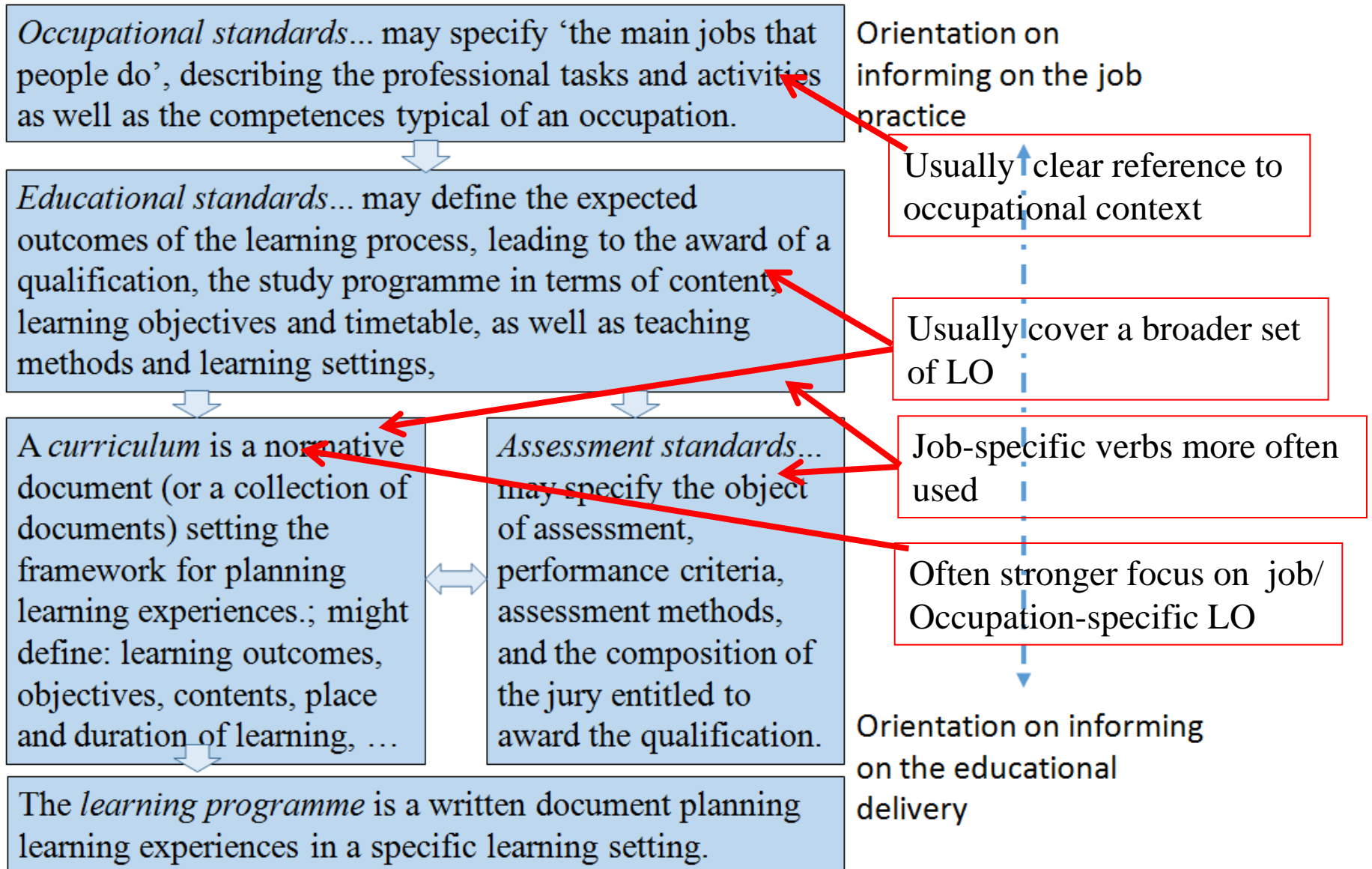
HOW are LO described – 5

Expression of relationship between qualification and occupation

__approach most frequently used: by referring to typical occupational activities (all qualifications), by referring to typical instruments, tools, and methods

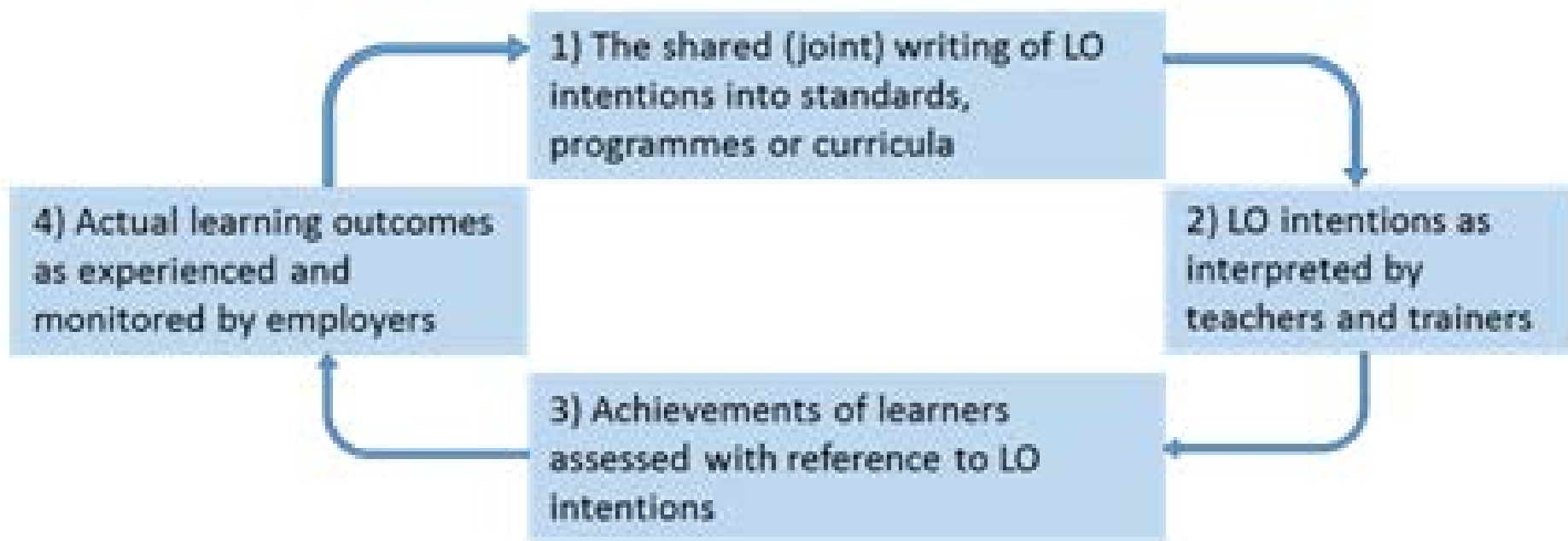
__approach used in more than half of qualifications: by referring to specifying key characteristics of the occupational context; by using job-specific verbs referring to the specific sector, domain or occupation the qualification prepares for

Functions of documents - LO



Phase 2: Review and renewal

LO feedback loop



Looking forward to your feedback!

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