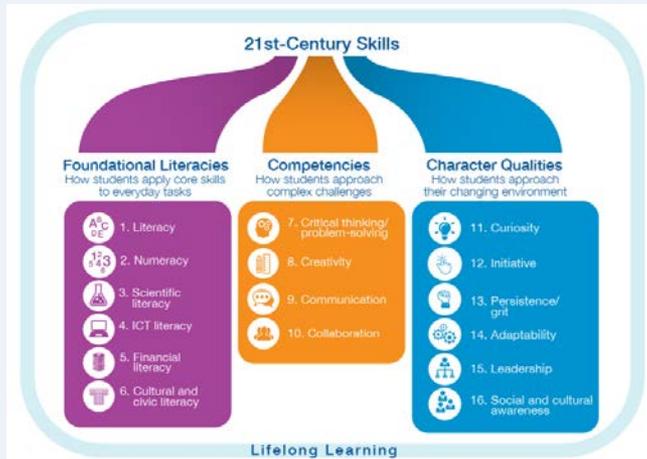


# **Learning Outcomes: The case of Transversal Skills and Competences**

**John Hart**

**Fourth policy learning forum on Learning Outcomes  
Learning from the updated European Handbook on Learning Outcomes  
*27 and 28 June 2022, Cedefop, Thessaloniki and online***



# Sources?

## BLOOM DOMAINS

**Cognitive:**  
mental skills

**Affective:**  
feelings & attitudes

**Psychomotor:**  
manual or physical skills

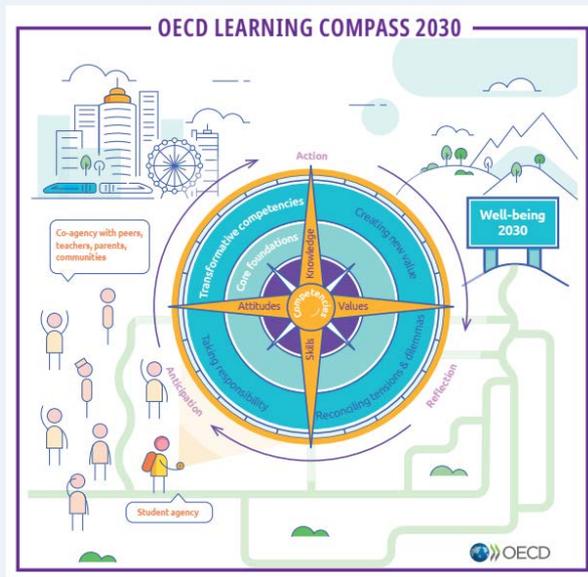
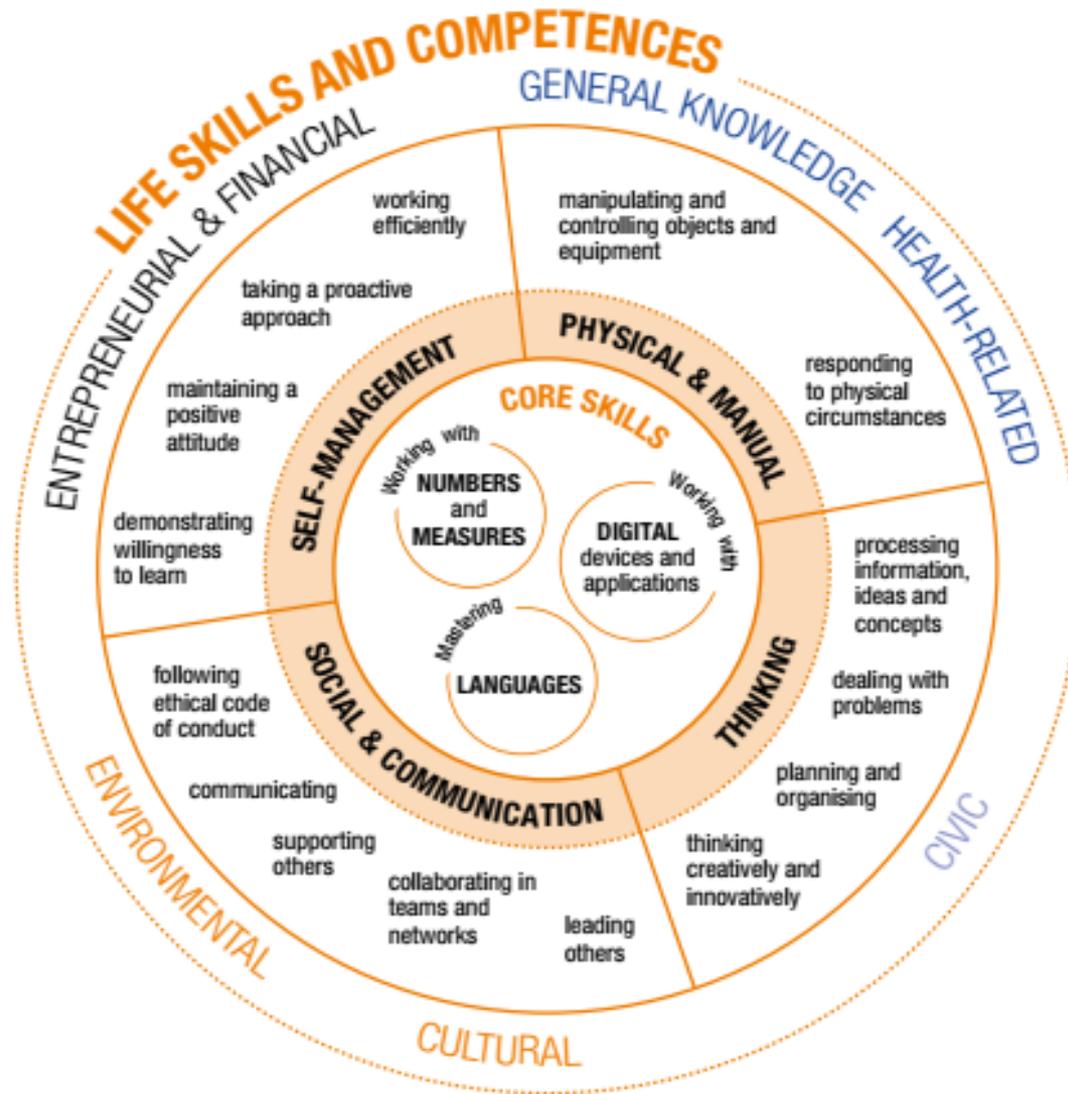


Figure 5. The transversal skills and competences model



Source: European Commission and Cedefop, 2021.

## TSCs EXPERT GROUP (2019 -21)

**“Transversal skills and competences (TSCs) are learned and proven abilities ...”**

- should refer only to skills and competences which can be learned, understood and further developed by the individual.
- should not include tendencies, talents or personal traits which are beyond individual control and imply moral judgements or prejudices.
- must be widely transferable: an individual who does understand and apply this does not have that TSC.

# OPERATIONAL CHALLENGES

## Challenges to

- developers/writers of learning outcomes
- designers of learning programmes
- those who have to evaluate learners' achievements to make trustworthy awards/issue credible certificates.

# Valid and Practicable LOs

*Involve end-users in “unpacking” TSCs - ie developing a common way of describing and understanding TSC outcomes.*

*[Level-free or hierarchical?]*

*Agree a set of requirements for types of information to be included in TSC award specifications?*

*Create a common check-list for ensuring outcome-to-assessment consistency in award specifications?*

# Self-reflective learning

**Planned experiences**  
**New contexts**  
**Interpersonal situations**

LEARN  
APPLY  
UNDERSTAND  
TRANSFER  
(Record)

**Dealing with contingencies**  
**Civic involvement**  
**New responsibilities**

*Vital that learners can explain the what and why of their learning - this is part of the transferability.*

# Trustworthy Assessment

*Evidence of individual achievement may have to be generated or gathered in novel ways*

*across a range of different activities and experiences.*

*in more individualised ways.*

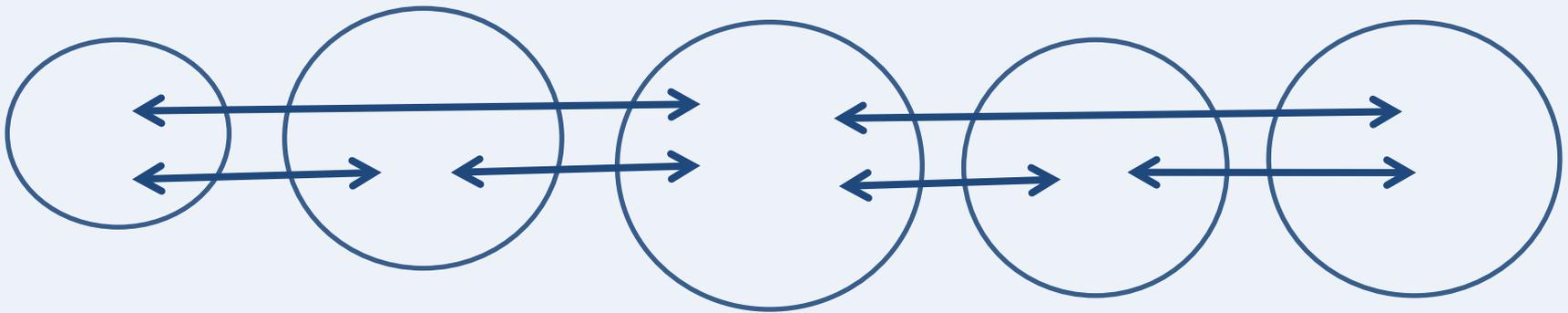
*In this case it will be important to maintain a balance of validity and reliability across the evidence.*

*Verification processes from RPL/VNFIL?*

*Data collection about overall integrity and success?*

# OUTCOMES SYSTEM (TSCs)

Teaching      Learning      LOs  
 defined by      Assessment      Evidence



(formal ) +  
 (non formal)  
**supportive**

formal  
 non-formal  
**experiential**

teachers  
 learners  
**end-users**

**criteria**  
**negotiated**  
**verified**

(valid ) +  
 (reliable)  
**authentic**

# OBJECTIVES

Ensure that TSCs capture what society and the labour market need.

Make learning outcomes achievable and assessable.

Design assessment which guarantees that learners can do what the credentials predict.

Prepare learners (credential holders) to meet the changing requirements of life and work.