



„2nd Policy Learning Forum on defining and writing of  
learning outcomes for VET qualifications “

## BULGARIAN APPROACH



Thessaloniki, Greece

October 13-14

2016



CEDEFOP

European Centre for the Development  
of Vocational Training

# I. Procedure

of developing State Educational Standard  
for acquiring qualifications in professions



# Who writes the qualification text?



A **work team** composed of at least 2 specialists in the profession. The bank of external experts and working teams includes above 300 specialists in different vocational areas.

Leading factor in choosing the work team members is not only to have proper education but also to have solid work experience in this profession.



The work team is supported by a **VET expert**, who introduces them the specific methodology of writing qualification texts.

# Who assess the written qualification text?



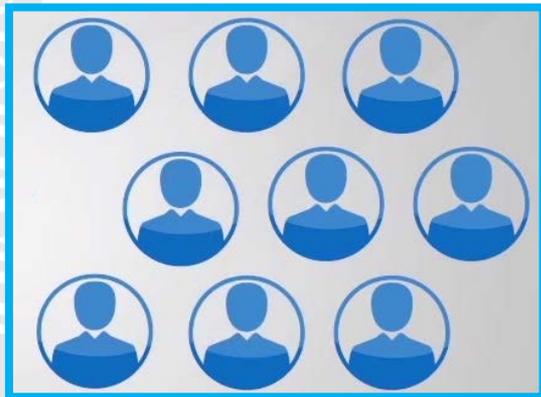
The written qualification text is given to two **reviewers**. They have solid experience too, but usually they are also less or more involved in teaching the profession.

After the text is edited according reviewers' notes, it is presented to the relevant Expert Commission.

# Who consider the written qualification text?

Within NAVET 16 Expert Commissions function in different vocational areas.

Each Expert Commission is composed by 9 members on a tripartite principle:



- 3 of them represent employers organizations
- 3 of them represent employees organizations
- 3 of them represent the state:
  - 1 from Ministry of Labour and Social Policy
  - 1 from Ministry of Education and Science
  - 1 from the sectoral relevant ministry

The Expert Commission discuss the final text and if approve it, makes a proposal to the Managing Board of NAVET.

# Who approves the written qualification text?



There are 24 members in the Managing Board of NAVET.

The Managing Board also function on tripartite principle with equal quota for representatives from state, employees' and employers' organizations.

After the agreement of the Managing Board, the State Educational Standard (qualification standard) will be sent to the Minister of Education and Science for public discussion and his official approval.

## **II. Methodology**

of developing State Educational Standard  
for acquiring qualifications in professions



# RELATIVE IMPORTANCE OF DIFFERENT TYPES OF UNIT OF LEARNING OUTCOMES

## Types of ULO from obligatory vocational training

Units of LO from  
**General  
vocational training**

(relative importance – 30 %)

- Concern all profession with the same Level of vocational qualification (LVQ) / Level from National Qualifications Framework (NQF).

Units of LO from  
**Branch  
professional training**

(relative importance – 20 %)

- Concern all profession from the same vocational area.

Units of LO from  
**vocational training specific for  
each profession**

(relative importance – 50%)

- Some of them concern all specialties in the profession.
- Some of them concern only a certain specialty.

# GROUPING THE LEARNING OUTCOMES INTO UNITS

In different professions, the criteria of which learning outcomes can be grouped in Units of LO may be different:

related to the same set of occupational activities/tasks

related to the same product or production technique

related to the stages in the production process or process of performing a service

related to the same field of knowledge, skills or competence (not so preferred; the standard is not curricula)

- ✓ Total number of Units of Learning Outcomes for a qualification is from 6 to 12.
- ✓ Each Unit includes at least 2 Learning Outcomes.
- ✓ Each Learning Outcome describes knowledges, skills and competences.

## How Learning Outcomes are defined and written?

A Learning Outcome should be:

- ✓ **Specific** – to focus on what the trained person should be able to do or know;
- ✓ **Understandable** – to be clear to all involved in the learning process (described with only one verb) and to inform learners about the process of learning;
- ✓ **Achievable** – according to the required minimum education level and level of vocational qualification. They should be achievable both in the classroom and in the workplace;
- ✓ **Verifiable** – the trained person should be able to demonstrate that he has achieved a certain outcome.;
- ✓ **Measurable** – giving measure/level - how well the trained person should be able to do it / under what conditions / under what requirements;
- ✓ **Realistic** – should be achievable within the time set for the formal training.

Each Learning Outcome includes:

## 1. Professional knowledge

"Professional knowledge" shall mean a set of theories and practices associated with a specific field of work, acquired in the course of training or study.

*VOCATIONAL EDUCATION AND TRAINING ACT*

Knowledge express the outcome of the assimilation of information through learning. When describing them it's important to use key verbs from Bloom's taxonomy like *knows, marks, recognizes, mentions, identifies, describe, define, lists, links, highlights, recalls, reproduce, select, declares.*

*Examples:*

- ✓ Recognizes and describes the types of food products of plant origin, their properties and qualities
- ✓ Knows the types of convenience food for artistic decoration
- ✓ Lists the types of pastry bases

Each Learning Outcome includes:

## 2. Professional skills

**"Professional skills"** shall mean the skills for applying the acquired professional knowledge in the implementation of tasks and problem solving.

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Skill express the ability to apply knowledge needed to perform a certain activity or problem solving. When describing them it's important to use key verbs from Bloom's taxonomy like *understands, explains, expresses, interprets, differentiates, classify, analyze, rely on, estimates, relates, prioritizes.*

*Examples:*

- ✓ Works with inventory and equipment for pre-processing of food products
- ✓ Ensures proper storage of food products and convenience food
- ✓ Boils syrup

Each Learning Outcome includes:

### 3. Professional competences

"**Professional competences**" shall mean a proven competence to use professional knowledge, professional skills and personal qualities which are necessary for practising a profession, in compliance with the National Qualification Framework.

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When describing them it's important to use key verbs from Bloom's taxonomy like *applies, develops, forms, uses, solves, produces, creates, organizes*.

*Examples:*

- ✓ Demonstrates precisely preparation and dosage of raw products and precision in the execution of the recipe.
- ✓ Prepare by himself meals for dietary and children's meals in accordance with the set criteria, conditions and company standards.
- ✓ Precisely executes pre-processing of food products of animal origin under strict energy, environmental, economic and hygiene requirements.

## **Dilemmas in writing of LO**

- Should LO be written highly specific or not?
- Which LO should be included in the branch professional training (concern all profession from the same vocational area)?
- Which LO should be included in all specialties (qualifications) in the profession?
- May the qualification include LO from higher/lower NQF/EQF level?
- How should be assessed the LO – by a practical task or by a test?

## **Challenges in writing of LO**

- Predicting what professions would be included in certain branch in the future
- The hours needed for acquiring the LO to be realistic. It is an object of the curricula but we have to know it.
- Forming a diverse work team with various experts to cover all aspects of the profession (not all from one company)
- If have teachers in the work team, escaping from developing the standard as curricula



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***Thank you for your attention!***

***Vladimir Borisov***

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**<http://www.navet.government.bg>**