

Developing Learning Outcomes Approach Local- National- International Factors

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Generic Introduction

The presentation aims to emphasise the factors affecting developing learning outcomes within the national context

At the end of the presentation, participants will be able to demonstrate knowledge of the factors affecting developing learning outcomes within the national context.

So, is it a matter of Formula/ language paraphrase?

Qualifications Framework: Concept

There is a level of common principles and standards that can be developed at an international, national and local level – and all three can be interlinked. There will be greater specificity occurring at the local level and less at the international level. It can be likened to a **continuum – i.e. [more specific] local ----- national ----- international [less specific]**

Actual assessment between the continuum of national and local level permits a stronger ability to confer **“*competent performance*”** for a specific cluster of learning outcomes relevant to a given learning/workplace/occupational outcome.

However, at the **national to international level continuum** there can only be determined, at a macro level, an inference of equivalence or alignment for a recognized cluster of learning outcomes pertaining to a notional workplace/occupational outcome.

Developing Qualifications Framework: UAE Case

WHY IS CHANGE NECESSARY?

The key drivers

- Increasing globalization of economies
- Rapid technological advances
- Changing population demographic profile
- Increased mobility of labour
- UAE strategic industrial development agenda
- UAE Vision towards achieving comprehensive smart services, developing artificial intelligence pool of UAE experts, and aligning UAE to international rapid changes soft skills- based jobs which require critical thinking, communication, and problem- solving skills
- UAE Emiratization plans
- National skills requirements

MEETING THE CHALLENGE

Need a world class:

- 1. Progressive and responsive education and training system**
- 2. Qualifications system to support it, that includes the following infrastructure:**
 - **a Qualifications Framework,**
 - **Industry and Education Standards,**
 - **Quality Assurance (QA) Systems,**
 - **associated supporting arrangements, such as qualifications register and information system**

Development of QFE LD Approach - Stakeholders Engagement

- 1. Learning outcomes are often described in terms of knowledge, skills and competence or some derivative of the same concept (attitudes, values...) –**
 - How can these components be assembled/ dissembled into a national accepted definition for the country?**
 - How can be correlated or aligned with other national and meta-national frameworks?**
 - How shall the learning outcomes approach is deployed in the development of education and training standards be they in terms of delivery of content or the quality assurance processes? We got to understand that deployment must be sufficiently flexible and useful in the context they pertain to such as higher education.**
- 2. Learning outcomes as the common language in the design of qualifications frameworks makes it easier for international alignments, and also enhances portability and mobility of individual qualification holders.**
- 3. Solving the issue of “learning outcomes as result-oriented, measureable” and “learning outcomes as process-oriented, measurable”. We concluded that the first is more useful in the vocational education and training sectors, whereas a combination of “learning outcomes as result-oriented, measureable” and “learning outcomes as process-oriented will be most useful in the higher education and general education sectors.**

Development of QFE LD Approach – Language

- **Written in English- translated into Arabic**
- **Taxonomy**
- **International/ universal language**

QFEMIRATES GRID OF LEVEL DESCRIPTORS

Level	Knowledge (Version 01022141)	Skill	Autonomy and responsibility	Self-development	Role in context
10	comprehensive, deep and overarching knowledge at the frontier of a field of work or learning and at the interface between different fields new knowledge, as judged by independent experts applying international standards, created through research or scholarship, that contributes to the development of a field of work or learning	a range of advanced and specialised skills and techniques, including synthesis, evaluation and reflection, required to extend and redefine existing knowledge or professional practice or to produce new and original knowledge advanced skills in developing innovative solutions to critical problems in research using highly developed cognitive and creative expert skills and intellectual independence to the field of work or learning highly developed expert communication and technology skills to present, explain and/or critique highly complex and diverse matters	can act with substantial authority, creativity, autonomy, independence, scholarly and professional integrity in a sustained commitment to the development of new ideas or processes or systems in challenging and novel work or study contexts can account for overall governance of processes and systems can lead action to build and transform socio-cultural norms and relationships	can analyse and critique the state of learning in a field and contribute to its advancement	can originate and manage complex professional processes can lead and take full responsibility for the development and strategic deployment of professional teams and self
9	comprehensive, highly specialised knowledge in a field of work or learning and at the interface between different fields, including frontier concepts; including advanced knowledge of applicable research principles and methods critical awareness of knowledge issues, as the basis for original thinking; encompassing appropriate processes of enquiry and current processes of knowledge production detailed body of knowledge of recent developments in a field of learning or work and/or professional practice	specialised skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts and/or activities advanced problem-solving skills required to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of work or learning highly developed specialist communication and technology skills to present, explain and/or critique highly complex matters	can take responsibility for managing professional practice or work, processes or systems, or learning contexts that are complex, unpredictable and require new strategic approaches and/or intervention or conceptual abstract solutions can account for high level governance of processes and systems can analyse and reflect on socio-cultural norms and relationships and act to build and transform them	can self-evaluate and take responsibility for contributing to professional knowledge and practice, as well as implementing ethical standards and further learning	can initiate and manage professional activity can take responsibility for leading the strategic performance and development of professional teams and self
8	advanced or specialised knowledge and critical understanding in a specialist field of work or learning and at the interface between fields critical approach to a systematic and coherent body of knowledge and concepts gained from a range of sources	problem-solving skills applied to a specialist field and the integration of knowledge from different fields of work or learning to solve complex unpredictable and/or abstract problems with intellectual independence critical selection of appropriate research tools and strategies associated with the discipline field of work or learning highly developed advanced communication and technology skills to present, explain and/or critique substantively complex matters	can take responsibility for developing and implementing new or creative approaches to managing complex work processes and organisation, resources or learning, including leading and managing teams within a technical or professional activity can work effectively as an individual or in team leadership contexts can express a comprehensive, internalised, personal world view, while accepting responsibility to society at large and to socio-cultural norms and relationships	can self-evaluate and take responsibility for contributing to professional practice and further learning, in complex and sometimes unfamiliar learning contexts can lead, contribute and observe ethical standards	can manage professional activity can take responsibility for leading the strategic performance of professional teams and self can coordinate peer relationships with qualified practitioners and lead multiple, complex groups
7	specialised factual and theoretical knowledge and an understanding of the boundaries in a field of work or learning, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts familiarity with sources of new research and knowledge with integration of concepts from outside fields	technical, creative and analytical skills appropriate to solving specialised problems using evidentiary and procedural based processes to predictable and new contexts associated with a field of work or learning, encompassing evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation to identified solutions selection of appropriate research tools and strategies associated with the field of work or learning highly developed advanced communication and technology skills to present, explain and/or critique complex matters	can take responsibility for developing new and advanced approaches to managing or evaluating complex and unpredictable work procedures and processes, resources or learning, including leading teams within a technical or professional activity can manage technical, supervisory or design processes in unpredictable contexts can work creatively and/or efficiently as an individual or in team leadership or managing contexts can express an internalised, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships	can self-evaluate and take responsibility for contributing to professional practice and further learning can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning context can take initiative to address learning needs and function independently within learning groups can contribute and observe ethical standards	can function with full autonomy in technical and supervisory contexts and adopt professional roles with little guidance can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialisation in field of work or learning can take responsibility for managing the professional development of individuals and groups can participate in peer relationships with qualified practitioners and lead multiple, complex groups
6	comprehensive, specialised factual knowledge and an understanding of the boundaries in a field of work or learning, encompassing a broad and coherent body of knowledge and concepts, with depth in the underlying understanding of the principles and concepts familiarity with sources of existing knowledge and the integration of concepts from outside fields	specialist technical, creative and conceptual skills appropriate to solving complex problems associated with a field of work or learning a comprehensive range of specialist cognitive and practical skills appropriate to planning and implementing solutions to varied, unpredictable and unfamiliar problems within a field identification and use of appropriate research tools and strategies associated with the field of work or learning advanced communication and technology skills to present, explain and/or critique complex matters	can take responsibility for developing appropriate approaches to managing complex work procedures and processes, resources or learning, including leading teams within a technical or professional activity can manage technical, supervisory or design processes in varied, unpredictable and unfamiliar contexts can work effectively as a specialist role or in team leadership contexts can express an internalised, personal world view, reflecting engagement in society at large and in socio-cultural relationships	can take initiative to address learning needs and function independently within learning groups can support and observe ethical standards can evaluate own learning and identify learning needs in a familiar and unfamiliar environment	can function with full autonomy in technical and supervisory contexts and adopt professional roles under guidance can take responsibility for the setting and achievement of group outcomes and for the supervision of the work of others can take responsibility for managing the development of individuals and groups can participate in peer relationships with qualified practitioners and lead multiple groups
5	comprehensive, specialised knowledge within a broad field of work or learning, including an understanding of the underlying theoretical and abstract concepts with significant depth in some areas	technical, creative and conceptual skills appropriate to solving a range of problems associated with a field of work or learning a comprehensive range of specialist cognitive and practical skills appropriate to identifying and implementing solutions to familiar and non-routine problems within a field use of appropriate research tools and strategies associated with the field of work or learning comprehensive communication and technology skills to present, explain and/or critique complex matters	can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources or learning, including leading teams within a technical or paraprofessional activity can exercise coordination and/or supervision in routine, familiar and some non-routine work or learning contexts can coordinate technical, supervisory or design processes in routine, familiar and non-routine contexts can express an internalised, personal world view, in the context of an understanding of socio-cultural relationships	can take responsibility for own learning within a managed and non-routine environment can comprehend and observe ethical standards can evaluate own learning and identify learning needs in a developed environment	can function with autonomy in technical and coordination contexts and support professional and adopt paraprofessional roles under guidance can function both independently and in a coordination role within multiple groups can take responsibility for coordinating the development of individuals and groups can review and develop the performance of self and others

QF Emirates:

2012

Level	Generic Nomenclature	Principal Qualification titles used in the <u>QF Emirates</u> (each with its own profile)		
		Vocational Education and Training (VET)	Higher Education (HE)	General Education (G 12 – GE)
10	Doctoral Degree	—	Doctoral	—
9	Master Degree	Applied Master	Master	—
8	Graduate Diploma	Applied Graduate Diploma	Postgraduate Diploma	—
7	Bachelor Degree	Applied Bachelor	Bachelor	—
6	Diploma*	Advanced Diploma	Higher Diploma	—
5	Diploma*/ Associate Degree	Diploma	Associate Degree	—
4	Certificate*	Certificate 4	—	Secondary School Certificate (G 12)
3	Certificate*	Certificate 3	—	TBA
2	Certificate*	Certificate 2	—	—
1	Certificate*	Certificate 1	—	—

COMPONENTS IN BUILDING A QUALIFICATIONS SYSTEM



Strategy for a nation wide vet system



A quality process for developing, endorsing and issuing **qualifications based on occupational skills standards** that have involved industry leadership. Mechanisms included are:

1. Industry leadership
2. Industry advisory bodies - SACs
3. Occupational Skills Standards for Awards using 12 industry sectors to cover UAE workforce
4. Licensed education and training providers with scope to deliver services against endorsed Occupational Skills Standards and Awards - LVAs
5. Quality assurance system to ensure education and training providers produce quality outcomes

Defining the learning outcome for VET

Agreed statements which specify competent performance expected in employment. They encompass the knowledge, skill and aspects of competence in the workplace, in a work-related or occupational area, and the ability to transfer and apply the knowledge, skills and aspects of competence in new situations and environments.

Developing Learning Outcomes: Serving International Need

Generic Fact1: Every individual NQF is meant to serve the national needs, be they reforming education and training system, linking education outcomes to labour market needs, facilitating articulation between HE and VET, etc. However, no one individual NQF, once implemented, within this rapidly changing and interrelated national, regional, and global work and learning environments can work in isolation. **But**

Looking at the factors that are identified as critical for implementation (legislation, stakeholder engagement, institutions and quality assurance) these are typically national arrangements.

Generic Fact 2: comparability of LOs, international mapping/ (Meta- Framework): few things to consider:

- How much are the referencing criteria achievable to all relevant countries within a logical time frame?
- To what extent can the meta- framework's learning outcomes assist Referencing Countries to ably amend/ reform their own education and training systems to shift towards learning outcomes based programs and qualifications, taking into consideration the different and variable relevant infra- structures each country enjoys?
- To what extent can the meta- framework build trust among various stakeholders with the aim of developing and implementing a transparent QA system that, by itself, facilitates mutual recognition of qualifications and mobility of workforce?

Learning Outcomes for Future of Work:

Key points for EC's Strategic Note 13

Lifelong learning: Skills best guarantor of social mobility and opportunity – training and reskilling through opportunities for lifelong learning

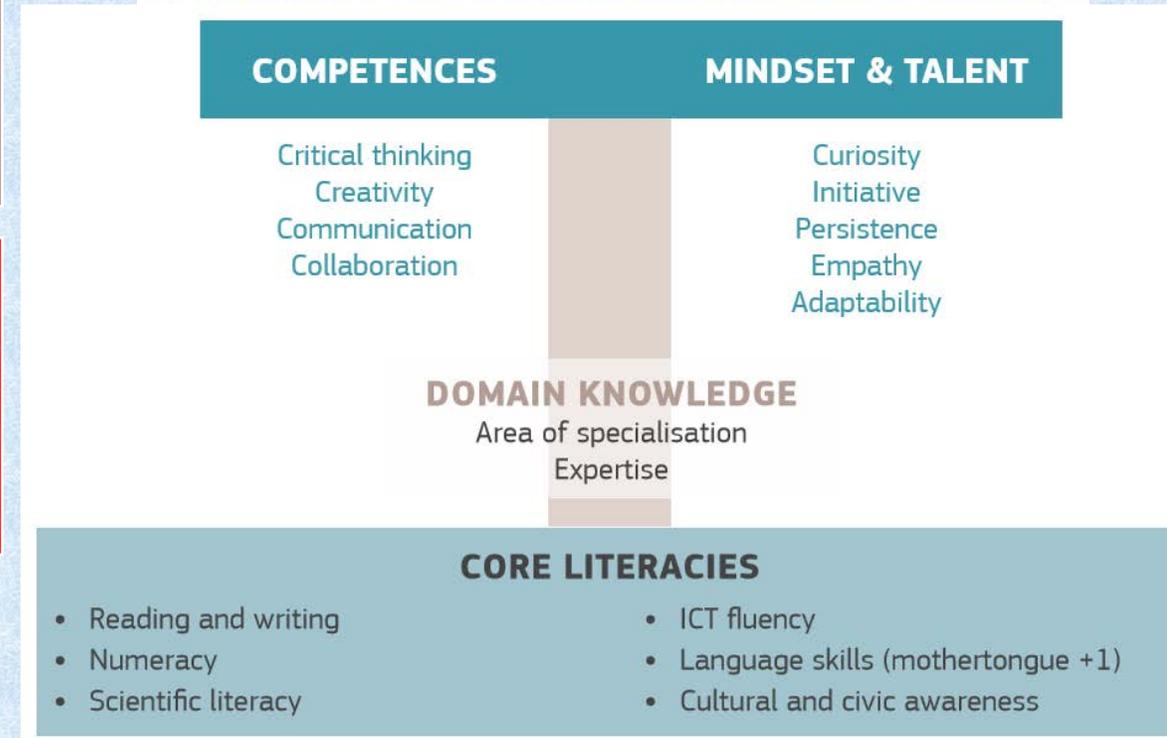
Skills and culture: Creativity, emotional intelligence and transversal (soft) skills + cultures of sharing, negotiating with others and finding compromises help to “save us” from robots.

Work-life balance: Millennials seeking more diversity and flexibility in work patterns and commitments

Big data: To track and anticipate gaps in skills, map mismatches and polarisation in the job market, and marry employers' need with employees' capabilities.

Public policy: Must reflect changing reality of work – comprehensive approach that includes refitting education, supporting firms in growth and job creation through investing in skills, customising and ensuring portability of social rights, and developing indicators for public investment to lead to effective social outcomes.

Figure 8: Skills and Resilience For a World of Change



Thank you