



**Vlaanderen**  
is onderwijs & vorming

Agentschap  
**Hoger Onderwijs, Volwassenenonderwijs,  
Kwalificaties & Studietoelagen**

# WRITING LEARNING OUTCOMES

## Belgium, Flanders

WORKSHOP  
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# Flemish context

## *Professional and educational qualifications*

- ▶ Professional (occupational) qualification
  - Exercise professional activities

→ Education, training outside formal education
  
- ▶ Educational qualification
  - Participate in society
  - Start further education
  - Exercise professional activities

→ Education



## Professional qualification

# Professional qualification

## *Core components*

- ▶ Professional activities and underlying skills
  
- ▶ Descriptor elements
  - Knowledge
  - Cognitive, problem-solving and (psycho-)motor skills
  - Environmental and action context
  - Autonomy
  - Responsibility
  
- ▶ Independently of the status

# Professional qualification

## *Writing of learning outcomes*



Manual with guidelines, tips and tricks,  
examples, list of verbs,...

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Template



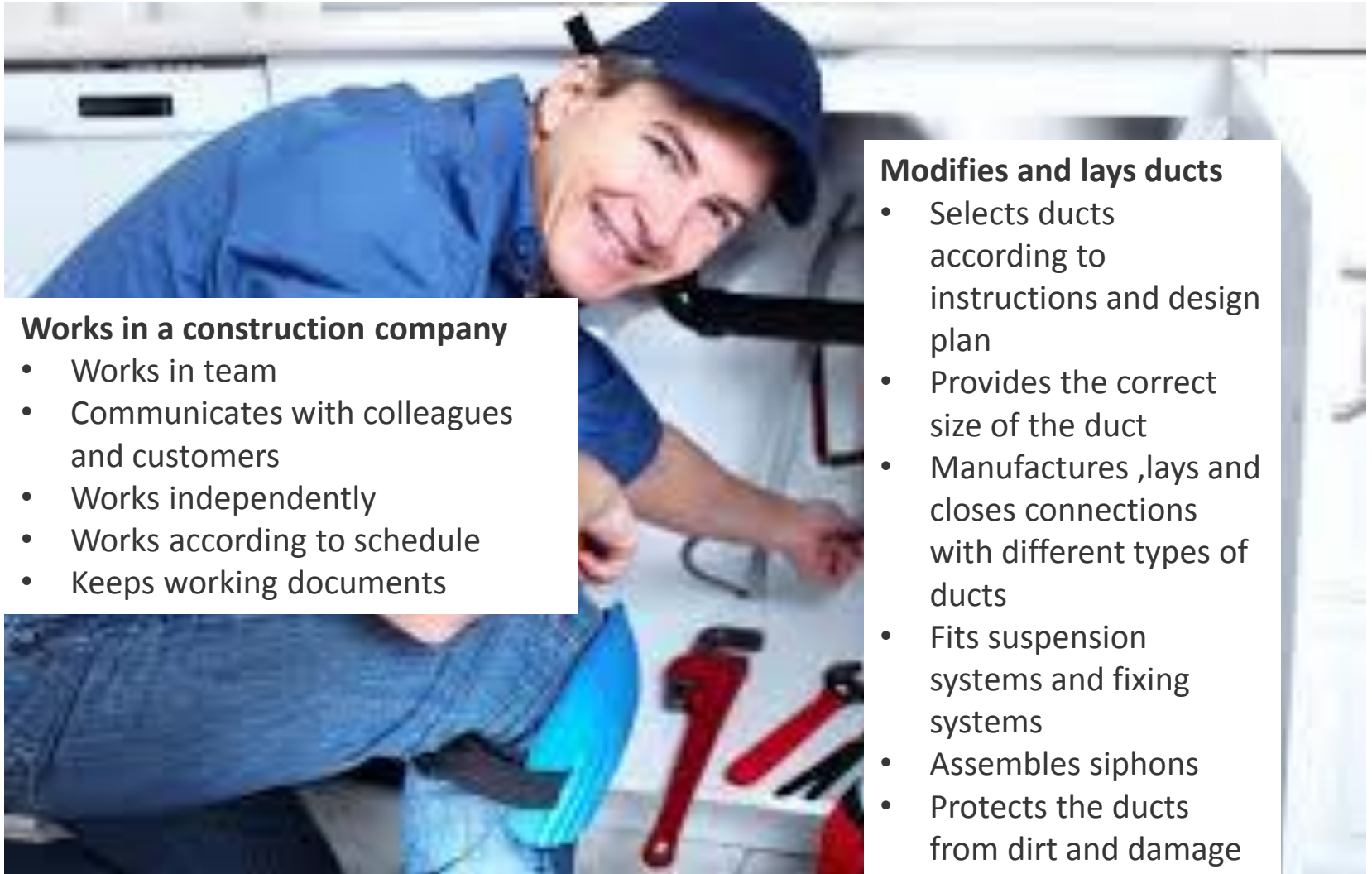
Inform about and assist in the writing of  
learning outcomes/competences

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Alignment of the learning outcomes  
between related qualifications on the  
same or a different FQF-level

# Writing of learning outcomes

## *Activities and underlying skills*



### **Works in a construction company**

- Works in team
- Communicates with colleagues and customers
- Works independently
- Works according to schedule
- Keeps working documents

### **Modifies and lays ducts**

- Selects ducts according to instructions and design plan
- Provides the correct size of the duct
- Manufactures ,lays and closes connections with different types of ducts
- Fits suspension systems and fixing systems
- Assembles siphons
- Protects the ducts from dirt and damage

# Writing of learning outcomes

## *Activities and underlying skills*

Five requirements to describe activities:

- ▶ representative (~ qualification is recognized by the professionals)
- ▶ restrictive (~ all the tasks of the profession are covered)
- ▶ realistic (~ all the described tasks are in reality part of the profession)
- ▶ logically (~ there is a clear sequence of activities)
- ▶ manageable (~ the tasks are not described too extensively)

Hands-on guidelines:

- ▶ Formulation (rule): active verb, without subject
- ▶ Distinction (if possible) between generic and vocational-specific activities
- ▶ Variation in the use of verbs: lexicon (not exhaustive)
- ▶ No detailed and company-specific (e.g. machines,...) descriptions
- ▶ Use of short sentences
- ▶ Avoidance of technical terms + explanation in footnote
- ▶ ...

# Writing of learning outcomes

## *Activities and underlying skills*

### Difficulties and challenges

- ▶ Level of detail of the activities
- ▶ Balance between activities
  - *The more emphasis, the more important!?*
- ▶ Different description of generic activities between qualifications
- ▶ Repetition of competences in different activities (e.g. generic skills)
- ▶ Awareness of ‘the scope’ of a verb by labour-market actors  
(‘determine’, ‘evaluate’,...)
- ▶ Increasing complexity between related qualifications (on different FQF-levels):  
addition of extra activities (e.g. leadership, management,...), or adjusting the  
complexity of (the verbs of) activities
- ▶ Differences in how (task- and process-oriented) activities are transformed and  
articulated in educational curricula
  - *Some preserve the formulation (e.g. work-based learning, adult education,...)*
  - *Others transform and reorganise the competences (e.g. secondary education, associate degree...)*



# Writing of learning outcomes

## *Knowledge*

The total of (factual) knowledge, to memorize and to (re)produce data, methods,...

- ▶ Basic knowledge: limited knowledge of several domains in support of professional practice
- ▶ Knowledge: sufficiently detailed knowledge of one or several areas necessary for the exercise of the profession
- ▶ In depth knowledge: very in-depth, specialist knowledge essential to the exercise of the profession

# Writing of learning outcomes

## *Knowledge - example*

- ▶ Basic knowledge of technical requirements for fire safety
- ▶ Knowledge of the different materials for isolation and their characteristics
- ▶ Knowledge of the principles for air density (measure, materials,...)
- ▶ Knowledge of innovating practices in the field of sanitary appliances
- ▶ In depth knowledge of the used materials (ducts,...)

# Writing of learning outcomes

## *Knowledge*

### Difficulties and challenges

- ▶ Level of detail
  - *'Knowledge of anatomy' or 'knowledge of anatomy: nervous system, respiratory system,...'*
- ▶ Interpretation depends on activities
  - *'Knowledge of anatomy' for a nurse contains more than for a childcare worker*
  - *In education: integration of knowledge and skills*
- ▶ Exhaustive enumeration?
  - *What with knowledge which underlies certain job knowledge (e.g. mathematical competences, acquiring and processing information,...)*

# Writing of learning outcomes

## *Skills*

### 3 types of underlying skills

- ▶ Cognitive skills: A certain way of thinking aimed at recording, processing, evaluating, applying and (re)producing information; the way of applying knowledge (understanding, applying , analyzing, evaluating , creating,...).
- ▶ Problem-solving skills: The ability to independently solve problems or challenges linked to the profession.
- ▶ (Psycho)motor skills: The degree required in the profession in controlling movements or adjusting movements to the peculiarities of materials or machinery.
- ▶ Formulation (rule): being able to + verb in infinitive

# Writing of learning outcomes

## *Skills - example*

- ▶ Cognitive skills
  - Being able to keep working documents
  - Being able to select ducts according to instructions and design plan
  
- ▶ Problem-solving skills
  - Being able to take appropriate measures in case of accidents involving dangerous products
  
- ▶ (Psycho)motor skills
  - Being able to provide the correct size of the duct
  - Being able to assemble siphons

# Writing of learning outcomes

## *Skills*

### Difficulties and challenges

- ▶ Distinction between cognitive and problem-solving skills
  - *Rely on similar (cognitive) learning activities and strategies*

# Professional qualification

## *Context*

- ▶ Environmental context: Circumstances in which knowledge and skills are used
- ▶ Action context: Context where the professional must actively deal or work with

## Difficulties and challenges

- ▶ Difference between 2 types of contexts: narrow distinction
- ▶ Description of context ≠ description of skills
  - >< Attitudes and soft skills as part of the environmental and action context

# Professional qualification

## *Context - example*

### ▶ Environmental context

- This profession is exercised on construction sites or in existing buildings
- In many cases there are strict deadlines which requires stress resistance

### ▶ Action context

- Paying attention to dangerous situations is required
- Have an eye for quality by working with care and sense of aesthetics



# Professional qualification

## *Autonomy*

The ability to take certain decisions independently

- ▶ Formulation (rule)
  - Is independent in ...
  - Is limited by ...
  - Appeals to ...

### Difficulties and challenges

- ▶ Interpretation depends on activities

# Professional qualification

## *Autonomy - example*

- ▶ Is independent in
  - Constructing ducts
  - Determining the sequence of tasks
  - Choosing the appropriate materials
  
- ▶ Is limited by
  - Safety regulations
  - Instructions of the supervisor
  
- ▶ Appeals to
  - the supervisor if not able to solve the problem independently

# Professional qualification

## *Responsabilty*

The duty to ensure that something functions properly and the willingness to give account of this; the result or output of operations; the scope of the responsibilities of the profession in the context of achieving the objectives of the company, department or organization.

- ▶ Formulation rule: Infinitive + specification (output)

### Example

- To work in a construction company
- To modify and lay ducts

MORE  
INFORMATION?

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