



First working group session

Working Group 1

The case of plumbing (cooling and heating)

QU1 – Target groups:

- Descriptions should focus on all the user groups. Also possible to tailor further explanatory descriptions to the different groups. Adopt different style for learners and trainers (teachers). (If you get more understandable Learning Outcomes, it is also easier to act on them.)
- A learner-centred approach is essential.
- Discussion on the different role of employers across different countries >> national differences in how much social partners are involved.

QU2 – Horizontal dimension:

- Terminology is a challenge. We use the same words, with different meanings, in the Learning Outcomes (and also in job titles, e.g. «plumber»).
- Differences in how much weight is put on the different domains (KSC).

QU3 – Standardisation:

- Diversity in approaches (the descriptors of KSC) is accepted among countries. What is needed, is a clear description of what a learner knows and is able to do, and how this is assessed. Transparency can be supported with certificate supplements.
- Overstandardisation can be seen as an obstacle in development of LOs. Each country / occupation works in different contexts of learning. Also systemic problems with standards; loss of freedom, diversity and information.
- In favour of: All users know what they get (employers) or what they must/can do (learners); easy to transfer and communicate.

QU4 – Vertical dimension:

- Example from Ireland: Matrix for «cognitive rigour» > horizontal and vertical dimensions, denoting not only increasing complexity but also depth (horizontally).

QU5 – Balance occupation specific and transversal KSCs:

- Such balance is important.

QU6 – Specificity / Openness:

- Learning Outcomes should not be overly specific, so as to allow for flexibility.
- Yes to assessment standards but important not to overdo it. Clear LOs in Qualification Frameworks are not enough without related assessment standards.