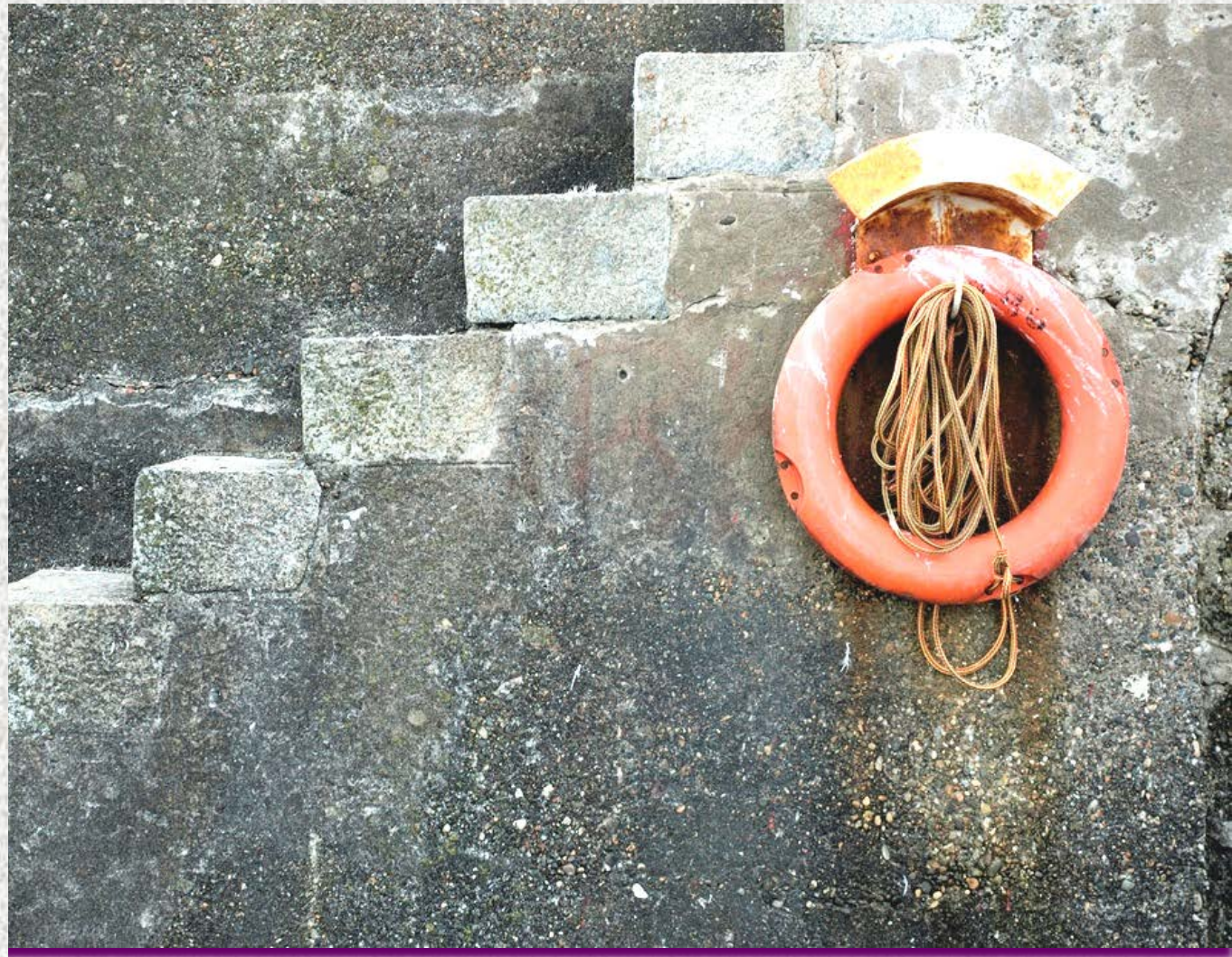UNESCO
World Reference
Levels (WRLs)

A new way to compare outcomes.

John Hart (WRLs Consultant) – Thesaloniki 28th November, 2019

Global inventory of regional and national qualifications frameworks 2019

**Volume I:
Thematic chapters**

UNESCO

ui UNESCO Institute for Lifelong Learning

ETF Working together Learning for life

European Training Foundation

CEDEFOP
European Centre for the Developme

CHAPTER 1.

WORLD REFERENCE LEVELS FOR LIFELONG LEARNING: A TOOL FOR COMPARISON AND RECOGNITION OF LEARNING OUTCOMES

John Hart, independent consultant, and Borhene Chakroun, UNESCO

http://uil.unesco.org/lifelong-learning/recognition-validation-accreditation/global-inventory-regional-and-national

The recognition of learning across boundaries is urgent and challenging for...

... OWNERS of credentials:
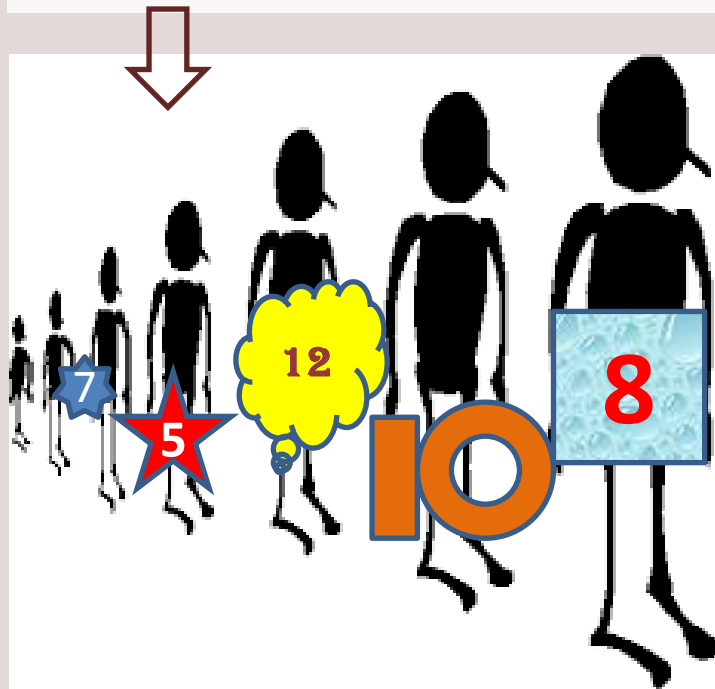
eg qualification authorities & other awarding organisations.
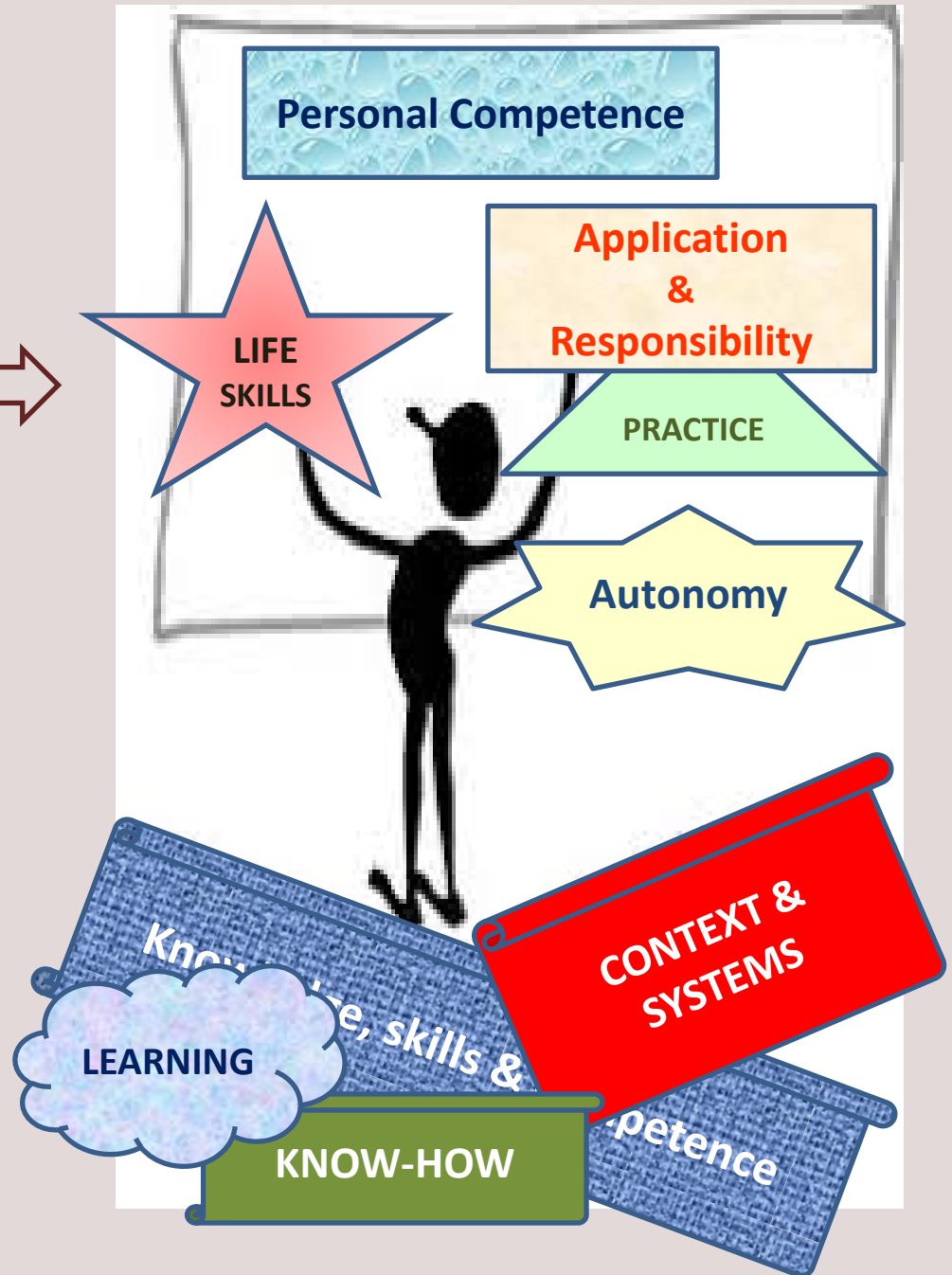

... USERS of credentials:

eg recruiters for employment & gatekeepers for education courses.

http://clipart-library.com/bean-people.html

Even to discuss international recognition, they have to deal with many different categories & levels of achievement.

Personal Competence

LIFE SKILLS

Application & Responsibility

PRACTICE

Autonomy

Knowledge, skills & competence

LEARNING

KNOW-HOW

CONTEXT & SYSTEMS

To assist owners and users, we need...

An international translation device which

- establishes a common way of describing and comparing achievements with requirements

- is relatively detailed and can match to any descriptors or number of levels

- combines factual information, professional judgements & supporting evidence

- introduces consistent/uniform formats which can be used without requiring alterations to regional, national or local arrangements

Origins of the WRL Components

ANALYSIS OF

National Qualification Frameworks

Regional Qualification Framework

Sectoral Frameworks

+

Competence Frameworks

Job Evaluation Systems
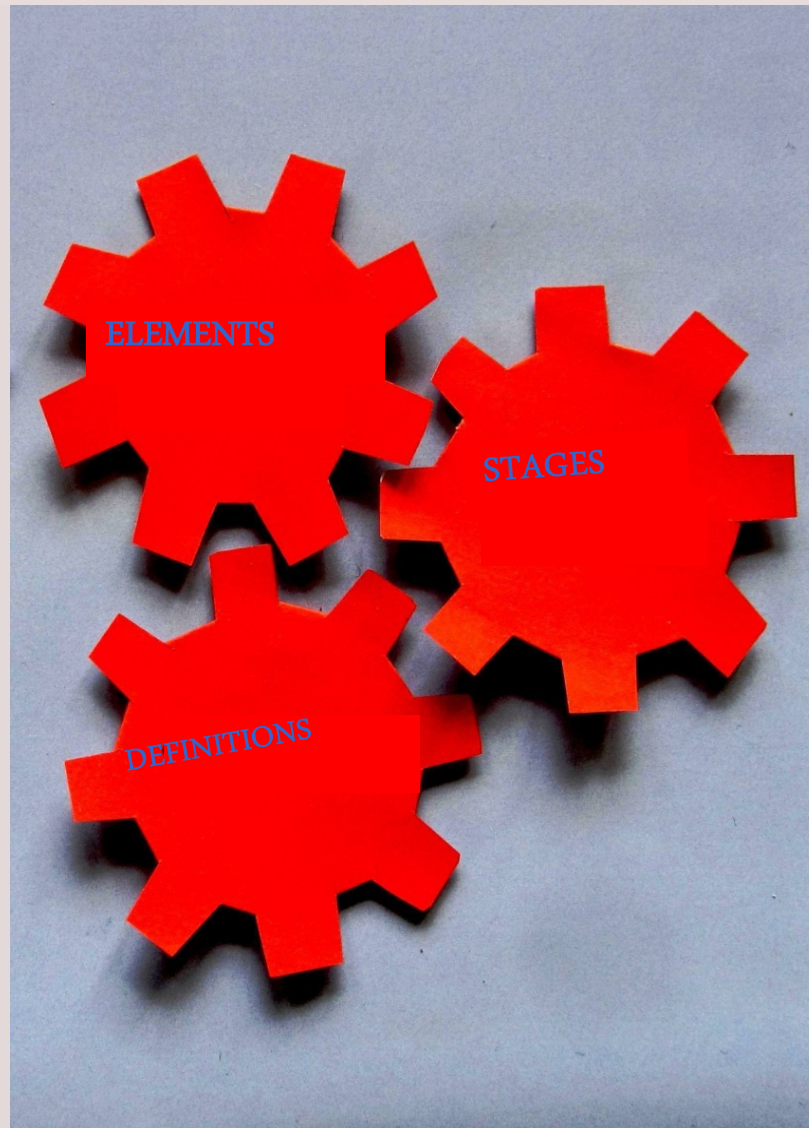
Job Specifications

Programme Entry Requirements

"Elements of Capability"

11 ways of describing achievement

"Indicators of Progression"

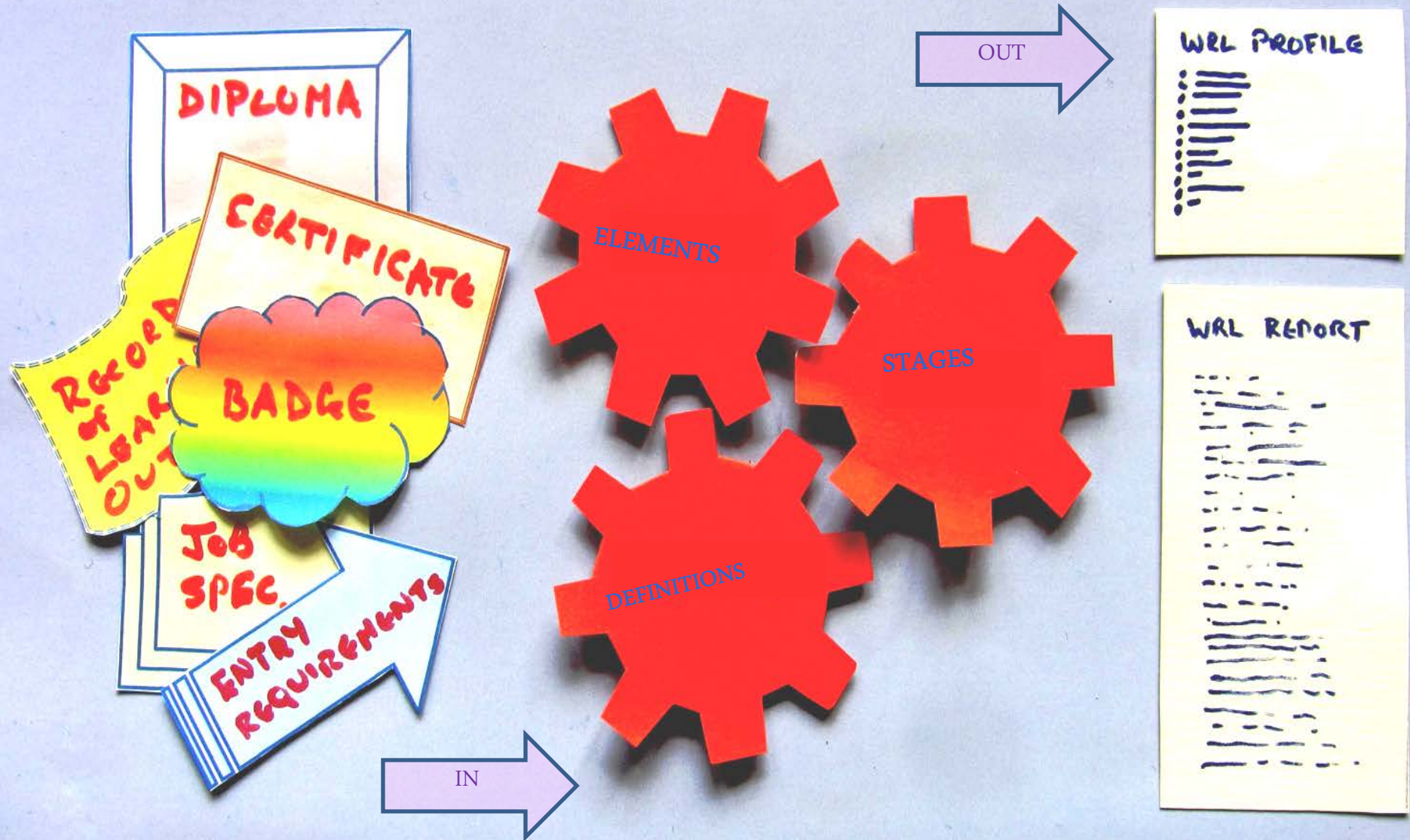*Definitions of key terms (51 at present)*

"Stages of Progression"

4x2 levels of achievement

The WRLs consist of three components

8 STAGES / 11 ELEMENTS	A1	A2	B1	B2	C1	C2	D1	D2
Activities								
Responsibilities								
Working with others								
Quality improvement								
Skills & procedures								
Communication								
Accessing & using data								
Knowledge & know-how								
Context								
Problems & issues								
Values								

Linked to

51 WRL Definitions

All brought together in the WRL Digital Tool

Using the WRL Digital Tool.

Save or print the WRL Graphical Profile

When you have completed profiling against all the Elements, you will be shown the graphical profile for your product, which you can download as a PDF file to save and/or print.

You can ignore this stage and go on to create a report – just click **Next**

Download to PDF or Print

Back **Next**

World Reference Levels Graphical Profile

Full qualification: Certificate in Intermediate Management

Main purpose: Acquisition of vocational skills and knowledge, Professional development
Typical candidates: Technicians / supervisors, Managers or paraprofessionals
Notional learning hours: 120 hours

Selected stage of **Activities** Element
| A1 | A2 | B1 | B2 | C1 | C2 | D1 | D2 |

Selected stage of **Responsibilities** Element
| A1 | A2 | B1 | B2 | C1 | C2 | D1 | D2 |

Selected stage of **Working With Others** Element
| A1 | A2 | B1 | B2 | C1 | C2 | D1 | D2 |

Selected stage of **Quality** Element
| A1 | A2 | B1 | B2 | C1 | C2 | D1 | D2 |

Selected stage of **Skills and Procedures** Element
| A1 | A2 | B1 | B2 | C1 | C2 | D1 | D2 |

Selected stage of **Communication** Element
| A1 | A2 | B1 | B2 | C1 | C2 | D1 | D2 |

Selected stage of **Data** Element
| A1 | A2 | B1 | B2 | C1 | C2 | D1 | D2 |

Selected stage of **Knowledge and know-how** Element
| A1 | A2 | B1 | B2 | C1 | C2 | D1 | D2 |

Selected stage of **Context** Element
| A1 | A2 | B1 | B2 | C1 | C2 | D1 | D2 |

Selected stage of **Problems and issues** Element
| A1 | A2 | B1 | B2 | C1 | C2 | D1 | D2 |

Selected stage of **Values** Element
| Not fully rellevant |

EXAMPLE

Profile created by **John Hart** on 09/11/2019
WRL Consultant at **UNESCO**

7. Matching with an Element - profiling

For each Element, you will be asked a series of questions, each of which is accompanied by a list of possible answers. Many of the terms in the options are linked to a WRL definition in the WRL directory. The list is broadly hierarchical, but may not include every WRL Stage.

Select the best option(s) – if the term is highlighted, check that your choice matches the WRL meaning of the term – click on your choice(s).

If you can't find a match, click on "None of the above".

For example:

Which of the following is/are most appropriate to describe the kind of activities which a holder of this credential will be able to carry out?

- ☐ Simple
- ☐ Highly structured
- ☐ Familiar
- ☐ Structured
- ☐ Technical
- ☐ Routine
- ☐ Non-routine
- ☐ Complex
- ☐ Specialised
- ☐ Highly specialised
- ☐ Strategic
- ☐ Critical
- ☐ Affecting a field or organisation
- ☐ None of the above

The WRL Report (for credentials)

What is being profiled

Full title

Main purpose

Target candidates (applicants, etc)

Size (notional learning hours)

PROFILE & Supporting Evidence

(CREDENTIALS ONLY)

Awarding body

Accrediting body

Standards setting body

Entry recommendations and/or requirements

Designed for delivery in …

Structure (eg "with options", modular)

Main form(s) of assessment used

Main quality assurance arrangements

FIELD TESTING (2017) AND PILOTING (2019)

Belgium   -   education and qualifications agency

Latvia   -   government agency (QUATREC Project)

Luxembourg   -   independent expert and social partners

Norway   -   credential evaluation agency

Poland   -   statutory research institute

Russia   -   expert (WS)

Scotland   -   NQF partnership

Scotland/Global   -   international industry training organisation

South Africa   -   qualifications and framework authority

Sweden   -   credential evaluation agency

Turkey   -   NQF department of qualifications authority

World Skills International

WRL
PROTOTYPE
DIGITAL TOOL

Pilots

FUll & PART
QUALIFICATIONS

FRAMEWORK
LEVELS

Job
Specifications

jhatwrlpilot@gmail.com

Using the WRL Digital Tool.

Submitting Feedback

The WRL Feedback Form can be accessed at
https://worldreferencelevels.org

Please respond to it as fully as you can and send it to John Hart
at **jhatwrlpilot@gmail.com**.   Even a partly-filled form will be helpful.

Please attach the WRL profile and/or report.

Feedback Form - Questions

The WRLs – are they useful?
The ELEMENTS – are they helpful?
The DIGITAL TOOL - is it easy to use?
The PROFILE – would it be useful to you/your organisation?
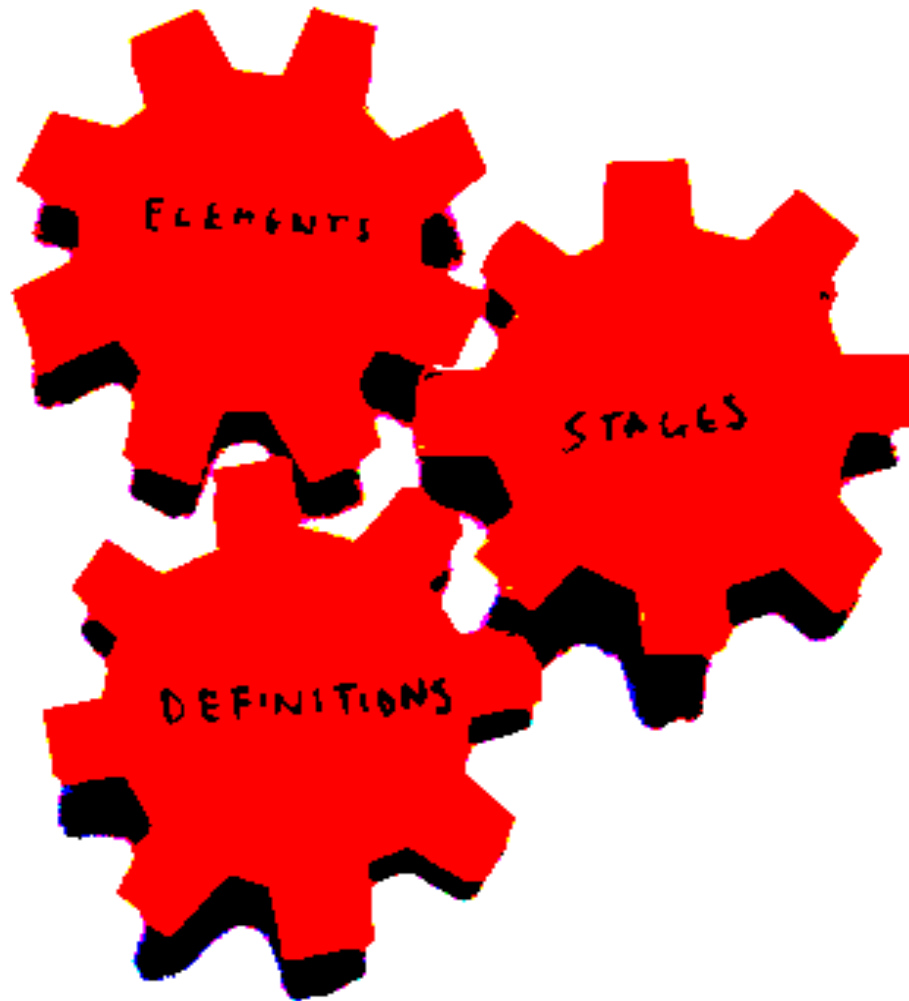**The STAGES** – are they clear?
The REPORT – does it ask the right questions?

ISSUES FROM FEEDBACK

The pilots confirmed the value of the tool, but raised some basic issues:

- "Just a blueprint for a comparison"?

- Description or requirement?

- How universal can levels and descriptors be?

- What is the best structure for the Digital Tool?

- A role for professional judgement?

- What counts as evidence?

- How meaningfulness are the Profile and Report?

- One use or many & who are the users?

John Hart

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jhatwrlpilot@gmail.com

World Reference Levels

https://worldreferencelevels.org

Feedback still welcome