

PEER LEARNING CONFERENCE
"DO NATIONAL QUALIFICATIONS FRAMEWORKS
MAKE A DIFFERENCE? "
- MEASURING AND EVALUATING NQF IMPACT

1

9th AND 10th NOVEMBER 2017
CEDEFOP, THESSALONIKI, GREECE



“What kind of theoretical approaches and evidence is currently available to provide insights into the impact of NQFs? ”

This is based on my experience as an educational consultant and researcher

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STATE OF THE ART- WHAT CAN WE SAY ABOUT IMPACT AND EVIDENCE

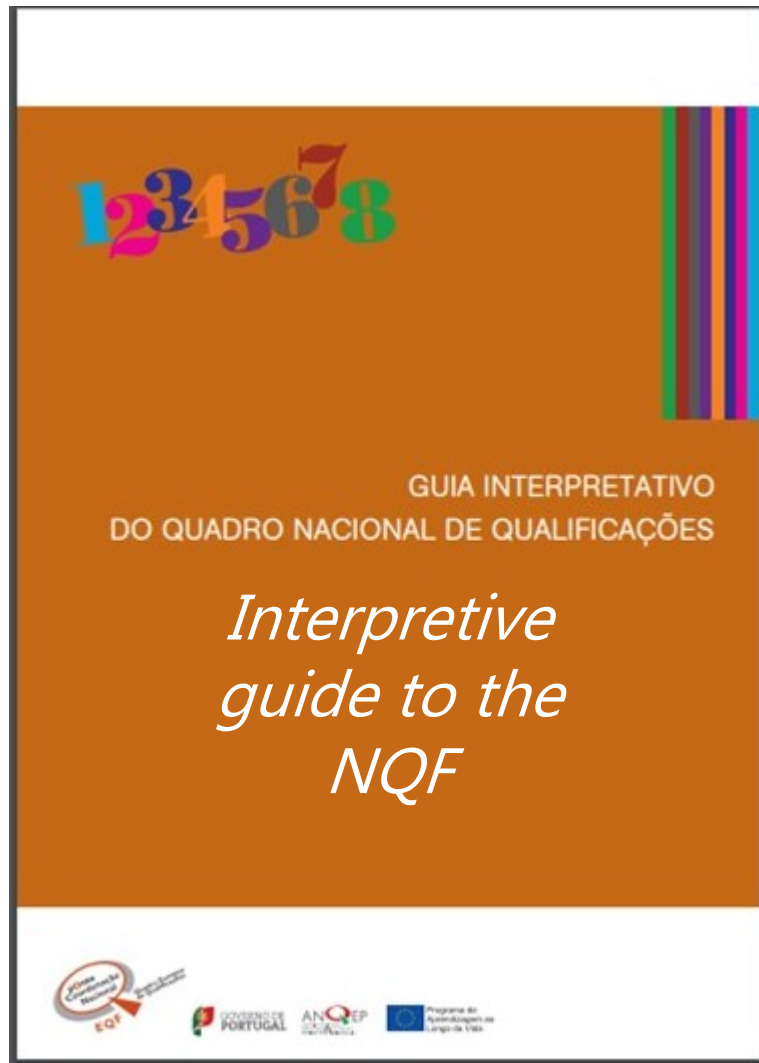
- In Portugal, **no impact study has been conducted. Yet**
- A brief literature review points to very little empirical research
- Despite this scenario from academic forums, there are several experiences and achievements, specially concerning the **implementation and use of NQF**

STATE OF THE ART- WHAT CAN WE SAY ABOUT IMPACT AND EVIDENCE

- 1. Using NQF descriptors to develop VET qualifications standards – the dissemination process**
 - The beginning – **A guide to help interpretation of NQF**

Achievement 1

Achievement 1



Index

- **Introduction – the referencing process to EQF**
- **Main concepts and principles of NQF – levels, descriptors, learning outcomes approach...**
- **Explanation of descriptors – what dimensions of knowledge, skills, and attitudes**
- **Tools to use NQF descriptors in building standards – flow charts, check-list to verify or rank the level of qualification unit or qualification**
- **Examples of applications in several qualifications of levels 2, 4 and 5**
- **Glossary**
- **References**

check-list to identify the main characteristics of descriptors

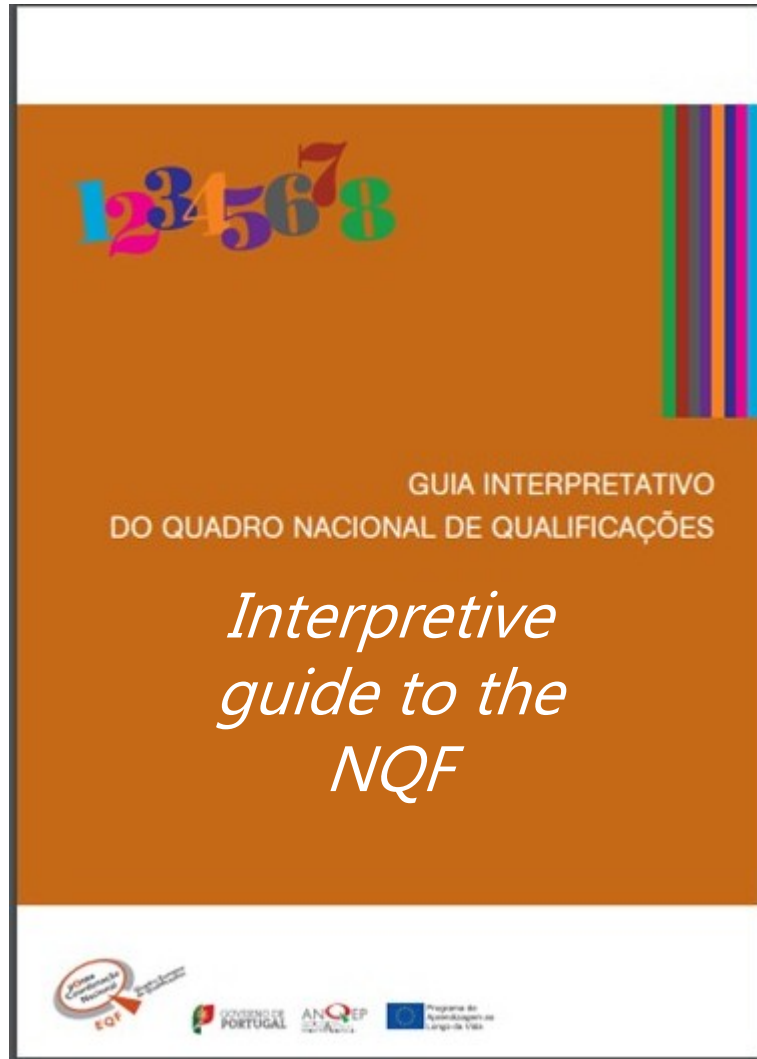
Instructions: mark in a "x" the characteristics aplyable to the qualification

Check-list

Descriptor
Knowledge

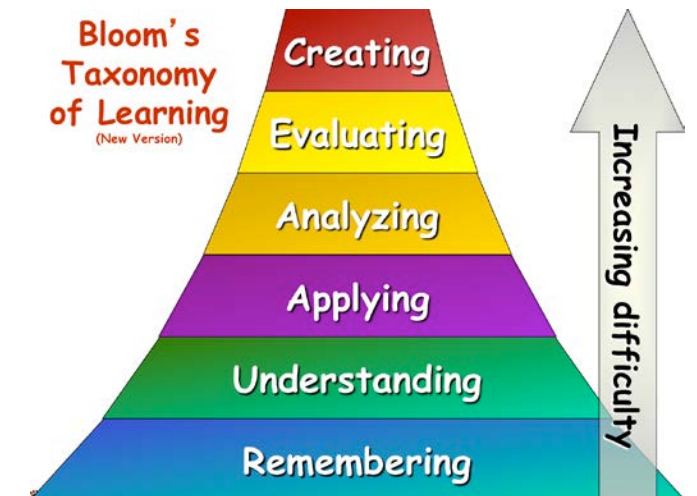
What the learner must know and understand		
<input type="checkbox"/> 1 2	Basic	Depth of knowledge
<input type="checkbox"/> 3 4	Fundamental	
<input type="checkbox"/> 5	Fundamental and specialized	
<input type="checkbox"/> 1	Factual and conceptual	Type of knowledge
<input type="checkbox"/> 2	Factual e Conceptual	
<input type="checkbox"/> 3 4	Factual, Conceptual e Procedimental	
<input type="checkbox"/> 5	Conceptual, Procedimental e Metacognitivo	
<input type="checkbox"/> 1	Interpret information to apply in familiar context	Cognitive Process
<input type="checkbox"/> 2	Interpret information to apply in work or study contex	
<input type="checkbox"/> 3 4	Interpret, select, relate, adapt the information to apply in work ou study area	
<input type="checkbox"/> 5	Interpret, select, relate and adapt the information to apply in work or study specialized area To be aware of their knowledge –stage of competente consciousness	

Achievement 1



One of the main purposes was to deconstruct the levels descriptors, using known tools, such as Bloom Taxonomy

For instance, it included an explanation of Knowledge dimension and cognitive process, using Bloom's Taxonomy



It included also an explanation for Skills based on Dreyfus and Benner model for competences development

STATE OF THE ART- WHAT CAN WE SAY ABOUT IMPACT AND EVIDENCE

2. Using NQF descriptors to develop VET qualifications standards and curriculum

Achievement 2

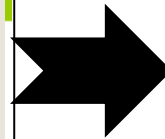
- Starting in **2014**, after the publications of **NQG Guide** and **Methodology** to build standards based on LO (ANQEP, 2014)
- The first targets were Tourism, Travel and Hospitality sectors. All the **qualifications** on level 2, 4 and 5 were redesigned to LO approach.
- Competences standard and educational standard were developed.

Competences standard

- What the professional should be able to know and to do at work place – competences (core competences + Technical competences)

+

- Performance criteria
- Evidence of Performance (performance outputs)
- External resources (tools, equipment, ...)



Educational standard

- What a learner knows, understands and is able to do on at the end of this unit, defined in terms of knowledge, skills and attitude
- Teaching and Learning methods
- Assessment criteria
- Evidence of Learning (Learning outputs)
- Pedagogical and didactic resources (tools, equipment, ...)

STATE OF THE ART- WHAT CAN WE SAY ABOUT IMPACT AND EVIDENCE

3. Involvement of stakeholders

Achievement 3

- This studies was developed by a multidisciplinary team, composed by experts in curriculum design, methodologists, teachers/trainers, **sectorial associations, companies, and professionals** from sectors in study
- Our main work tools were the **descriptors, the NQF Guide and the agency methodology**
- Our methodology was based on qualitative approach – focus-group, individual interview, and a special focus on **work-group, for each qualification**

STATE OF THE ART- WHAT CAN WE SAY ABOUT IMPACT AND EVIDENCE

4. International cooperation – NQF / SQF

Achievement 4

- Since 2016, we have been working with the **Portuguese National Guard** (a mix between military force and police) to build all the qualifications for the force.
 - At the moment we are working on the Patrol Guard Qualification and Sergeant Qualification
 - Next step will be the Mid level and High level officers
- There is an ongoing international cooperation with **FRONTEX**
- Standards produced will meet the approach on Learning Outcomes, and all requirements defined by Nacional Qualification System (NQF levels, descriptors, ...) and will also meet the requirements established in **Sectorial Qualification Framework for Border Guarding - FRONTEX**



European Border and Coast Guard Agency



**Sectoral
Qualifications
Framework**
for Border Guarding

SETTING STANDARDS FOR TRAINING EXCELLENCE

*If you want to go fast,
go alone.*

*If you want to go far,
walk together!*

STATE OF THE ART- WHAT CAN WE SAY ABOUT IMPACT AND EVIDENCE

5. **Pedagogical and didactical Innovations is happening**



Achievement 5

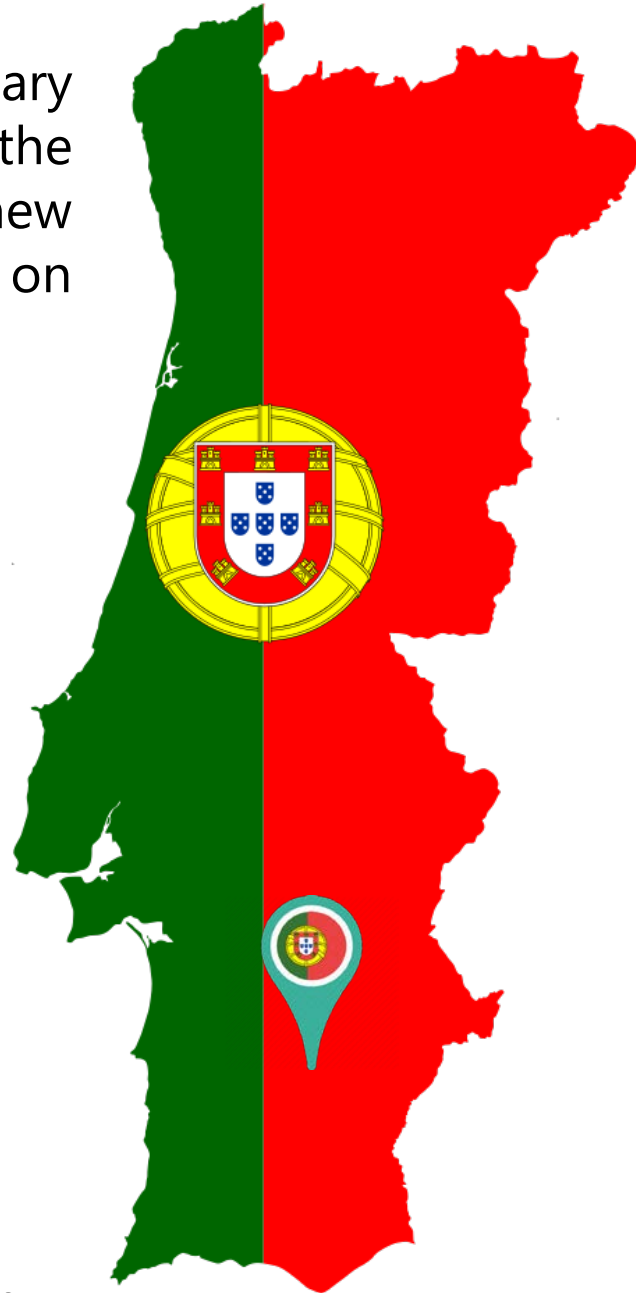
Since 2015, VET and secondary schools from all districts of the country are applying the new educational standard based on Learning Outcomes

VET Qualifications – double certification– levels 4 and 5

- **Tourism, travel and hospitality sectors**
- **Trade, marketing and support services**

Coming soon

- **ICT Services**
- **Electronic sector**
- **Sea sector**
- **Mechatronics and automation**



The National Agency has **created a training program for all pedagogical team** – teachers, trainers and coordinators,

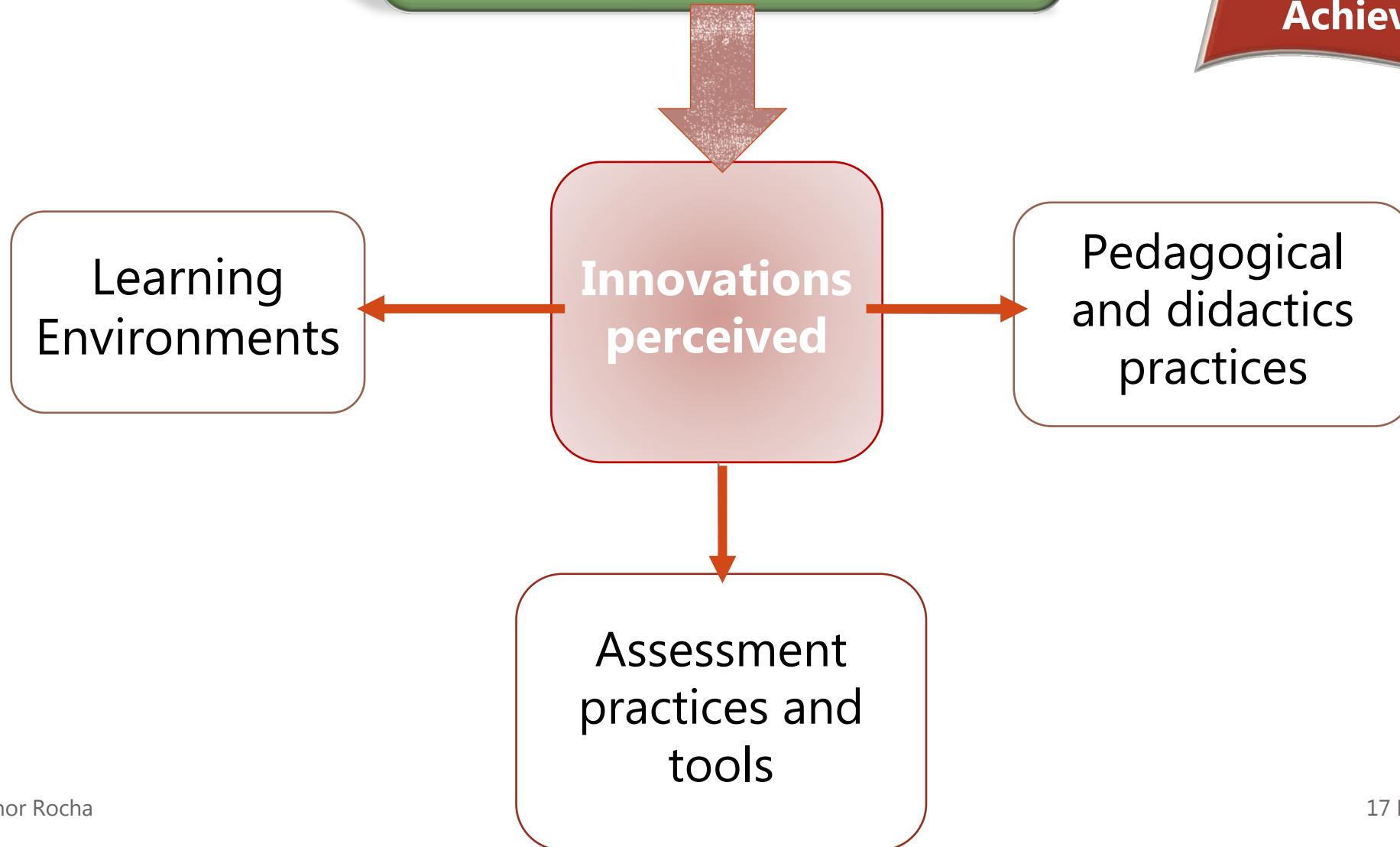
This training program is **mandatory** for all schools that applied and will apply the standards based on LO

Main subjects:

- Pedagogical and didactic planning
- Assessment techniques and tools
 - Digital technologies learning support

Qualifications based on Learning Outcomes

Achievement 5



SOME OF THE PEDAGOGICAL INNOVATIONS PERCEIVED

Technology Enhanced Learning

1

2

STATION – ROTATION MODEL



4

Innovative Learning Environments

5

PROJECT BASED LEARNING

Leonor Rocha



AND NOW?

WHAT ABOUT **IMPACT?** AND **EVIDENCE?**

SOME IDEAS FOR AN EVALUATION FRAMEWORK

Dimension	Criteria	Indicators
Political and social	<p>Visibility:</p> <ul style="list-style-type: none"> • Understanding of qualification (in and out system education) • Use of standard based LO in others contexts (Human Resources, ...) 	<ul style="list-style-type: none"> • Number of certifications with NQF and EQF level • Number of companies using standards as a tool for human resources management
	<p>Involvement</p> <ul style="list-style-type: none"> • Stakeholders involvement – building and implementing process <p>Legibility</p> <ul style="list-style-type: none"> - Adequacy of the qualifications produced - Effects on the acquisition of professional skills - Match between skills developed and skills needed by labour market 	<ul style="list-style-type: none"> • Number of qualifications based on LO produced and sectorial cover rate • Level of employers satisfaction with new technicians • Level of students satisfaction in the end of learning pathway (competence consciencious) • Employability rate (labor market insertion)

SOME IDEAS FOR AN EVALUATION FRAMEWORK

Dimension	Criteria	Indicators
<p>Practical/ Pedagogical dimension</p>	<p>Efficiency:</p> <ul style="list-style-type: none"> • Flexibility and diversity of the learning pathway • Satisfaction and motivation – students and teachers • Involvement of families • Diversification in pedagogical and assessment processes • Links between education and work 	<ul style="list-style-type: none"> • Level of student satisfaction and motivation • Level of teachers/trainers satisfaction and motivation • Level on pedagogical and didactics innovations (new planning tool, assesement tools, use of technology to facilitate Learning, to improve colaborative work, ...) • School drop out rate • Employability rate (labor market insertion) •



THANK YOU FOR YOUR
ATTENTION

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