



Case Study: Using Learning Outcomes in credential evaluations

Jodie Duffy & Samantha Broadbent

Providing national agency services
in qualifications and skills



Introductions



Jodie Duffy

Publications
Manager

International
Research



Sam Broadbent

Senior International
Education Analyst

International
Research

Learning Outcomes

Working definition:

- What a learner knows, understands and can do upon completion of a programme of study.



Learning Outcomes

Learning outcomes are a **navigation tool** for the learner, just as GPS is a navigation tool for a driver trying to reach an intended destination.

GPS **guides you** throughout your journey and takes you to the mentioned destination correctly. Even when you take a wrong turn the GPS **re-routes** and continues to guide you to your destination.

Learning outcomes are tools which guide both learners and teachers to the **desired results** of the course.

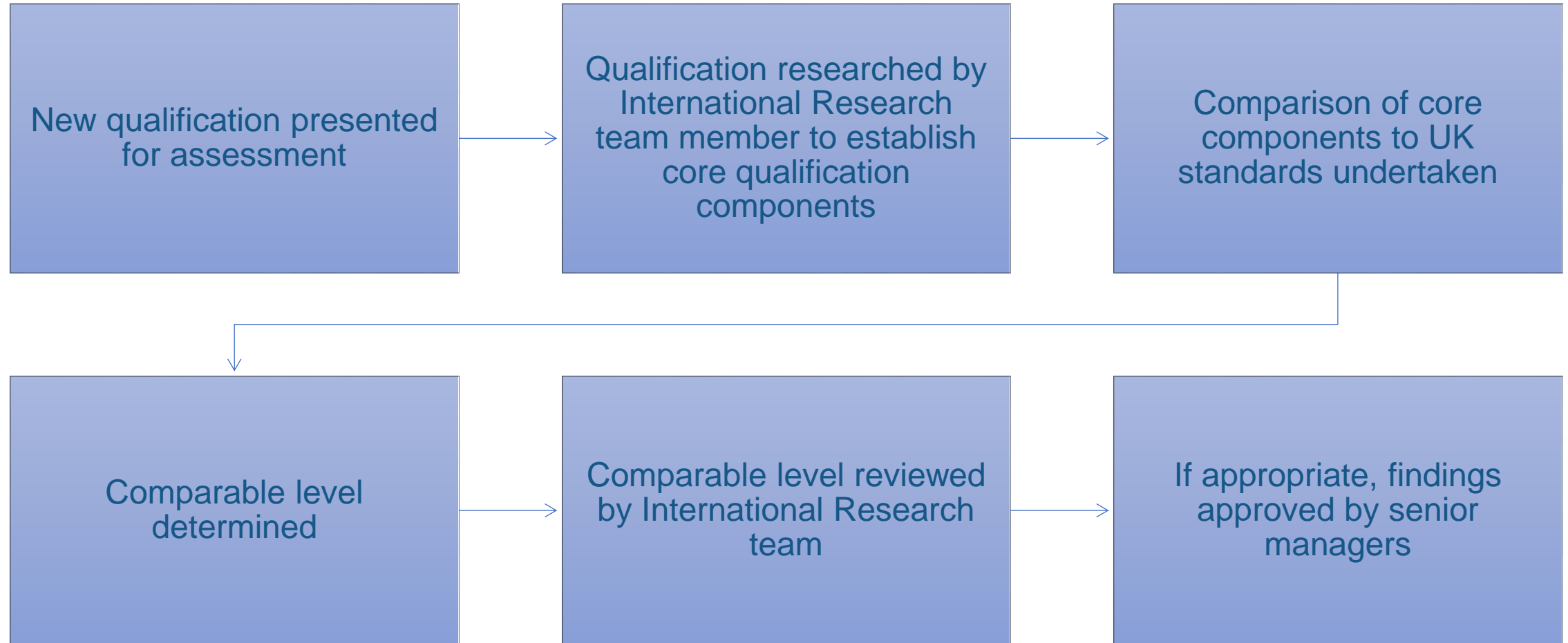


Credential Evaluation

- Qualifications come in all **different shapes and sizes**
- We assign qualifications **appropriate framework levels** via the **UK ENIC Band Framework**
- In the UK, assessment is required for many different purposes:
 - Employment in the UK
 - Further study / admissions
 - Professional recognition

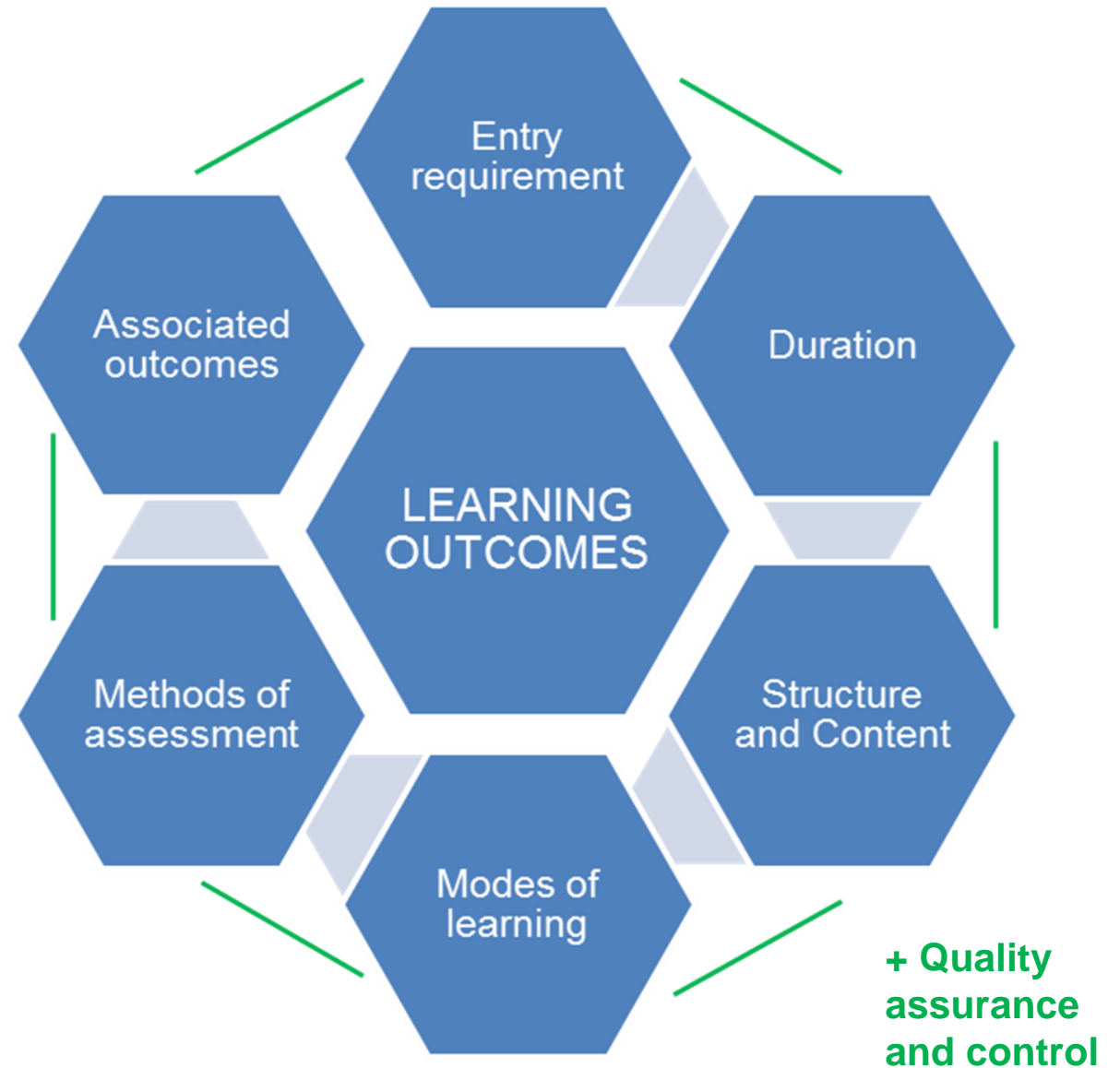


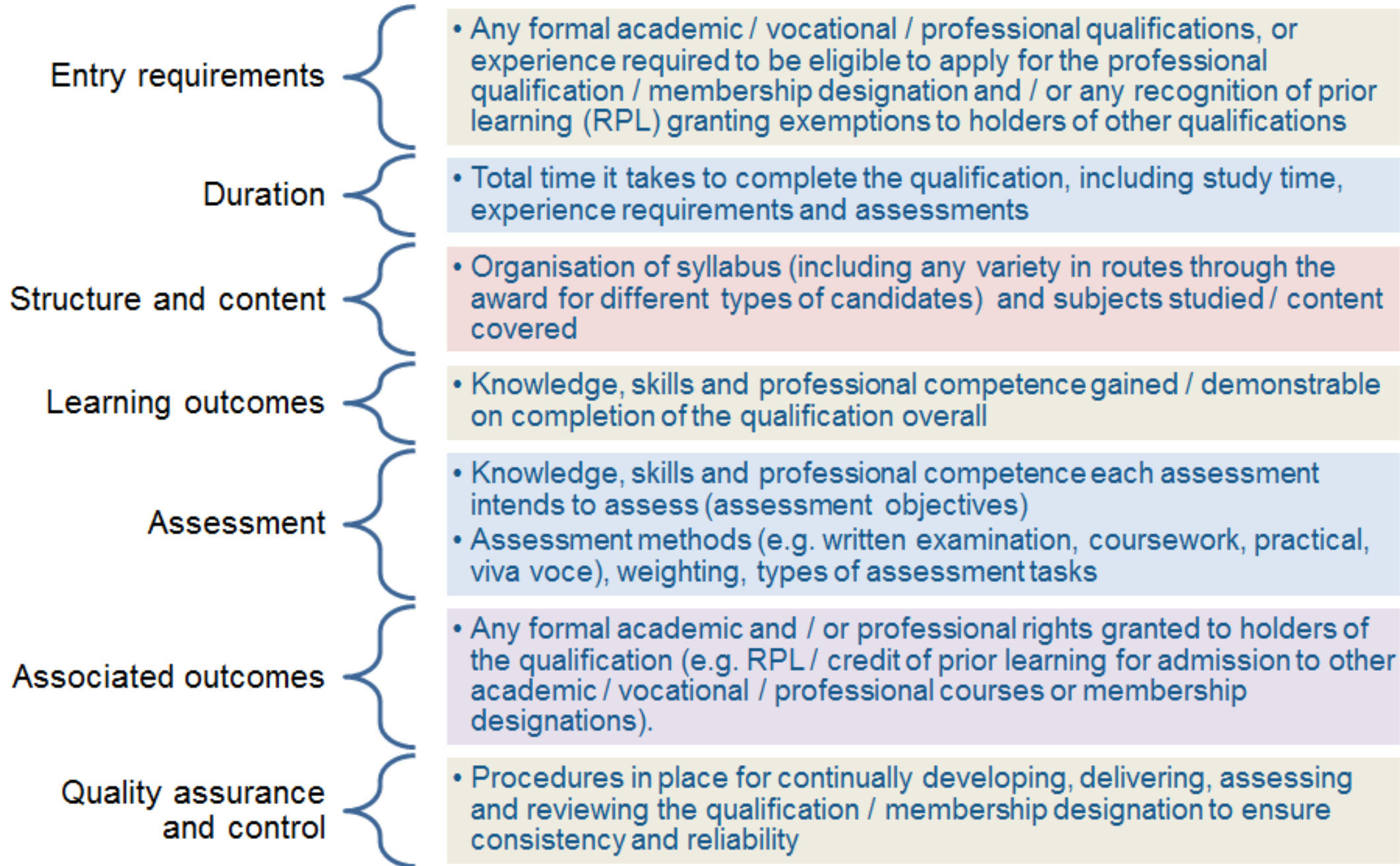
Credential Evaluation Process



Methodology

- Our methodology presents a **qualitative approach** to qualification analysis and acknowledges that no two awards are exactly the same
- **Learning outcomes** are at the **heart** of our **evaluation methodology**
- In order to benchmark qualifications, our methodology firstly identifies a qualification's **core components**
- Each feature is initially given equal weighting, providing an objective view of the qualification





Qualification Outcomes

- There should be a **coherent link** between the **content**, **assessment methods** and **outcomes** of a qualification.
- Outcomes can indicate:

A successful candidate's ability upon completion of the qualification e.g. competency/can do statements

- *Can understand reports and articles likely to be encountered during his/her work, including complex ideas expressed in complex language (BULATS C2 level*)*

The abilities of the candidate in terms of learning outcomes

- *Demonstrate understanding of economic terms, concepts and relationships (HSC Economics)*

Specific educational pathways open to successful candidates

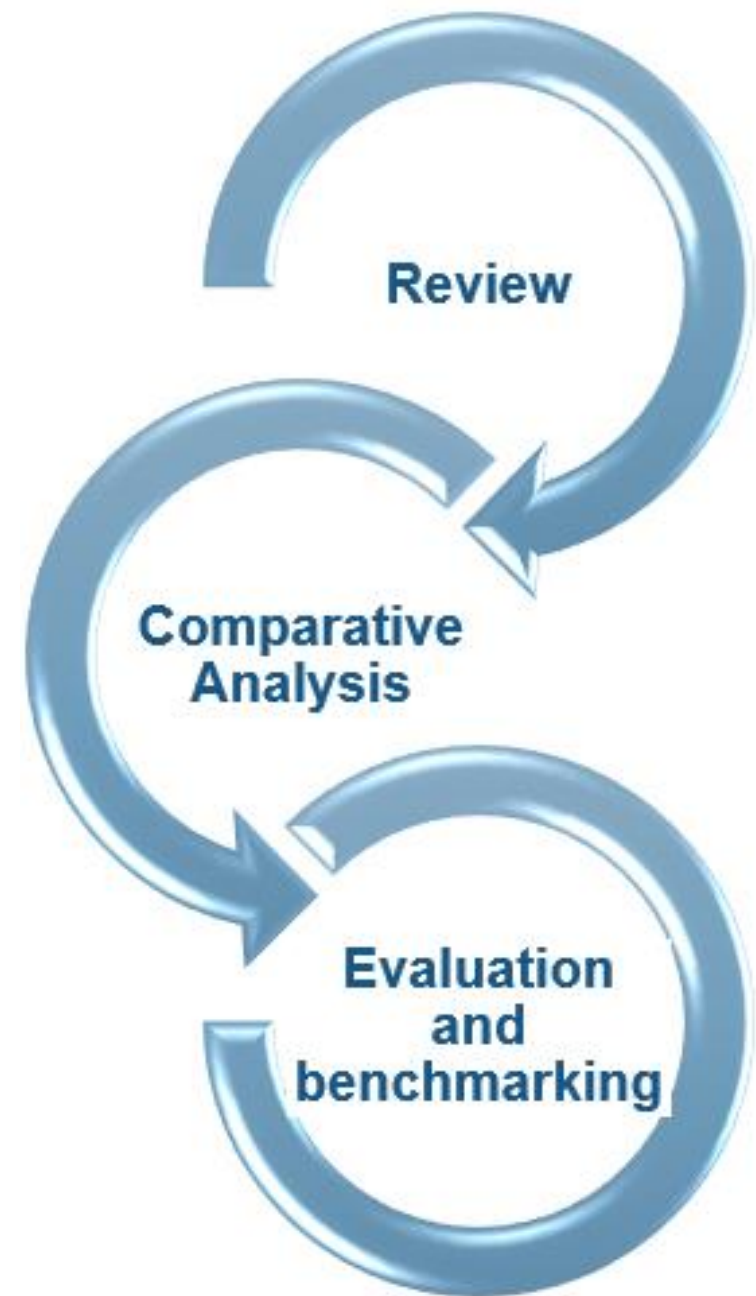
- *Access to postgraduate study (2nd Cycle Degree), normally with second class honours or above (from Diploma Supplement)*

Others

- Occupational outcomes; practical workplace requirements

Benchmarking

- **Principle:** identify the comparable *level* of a given qualification; **identifying commonalities, understanding cultural / structural differences** *as opposed to substantial differences*
- The 'outcomes-based' approach reflects and encourages the international shift in focus of qualification design.
- **Result:** A holistic judgement on the comparability of a qualification against a given benchmark or reference point.
- **'Comparability vs equivalency'**



Case Study: HKDSE

HKDSE Biology

- Learning outcomes can be derived from **assessment objectives**
- Outcomes can be grouped into **distinct skill areas**:
 - Understanding of facts, concepts (yellow)
 - Application of knowledge (green)
 - Evaluation and analysis of data (blue)
- The sub-groups can be used for comparisons with **qualification aims** and **expected outcomes**
- This information can be used for comparisons to other qualifications

HKDSE Biology Learning Outcomes	
The assessments in Biology aim to evaluate students' abilities to:	
1	recall and show understanding of facts, concepts and principles of biology, and the relationships between different topic areas in the curriculum framework
2	apply biological knowledge, concepts and principles to explain phenomena and observations, and to solve problems
3	formulate working hypotheses, and plan and perform tests for them
4	demonstrate practical skills related to the study of biology
5	present data in various forms, such as tables, graphs, charts, drawings, diagrams, and transpose them from one form into another
6	analyse and interpret both numerical and non-numerical data in forms such as continuous prose, diagrams, photographs, charts and graphs – and make logical deductions and inferences and draw appropriate conclusions
7	evaluate evidence and detect errors
8	generate ideas; select, synthesise and communicate ideas and information clearly, precisely and logically
9	demonstrate understanding of the applications of biology to daily life and its contributions to the modern world
10	show awareness of the ethical, moral, social, economic and technological implications of biology, and critically evaluate biology-related issues
11	make suggestions, choices and judgments about issues affecting the individual, society and the environment

Case Study: IELTS Level 7

Level Descriptor Comparisons for English Language Qualifications at CEFR Level C1

<p>CEFR C1</p>	<p>Spoken Interaction: I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.</p> <p>Spoken Production: I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion</p>
<p>IELTS 7 Good User</p>	<p>Speaking:</p> <ul style="list-style-type: none">• speaks at length without noticeable effort or loss of coherence; uses a range of connectives and discourse markers with some flexibility; may demonstrate language-related hesitation at times, or some repetition and/or self-correction• uses vocabulary resource flexibly to discuss a variety of topics; uses some less common and idiomatic vocabulary and shows some awareness of style and collocation with some inappropriate choices; uses paraphrase effectively• uses a range of complex structures with some flexibility; frequently produces error-free sentences, though some grammatical mistakes persist

Q & A

Copyright 2022 © ECCTIS Ltd.
All Rights Reserved.

The copyright of this presentation (printed and electronic) belongs to ECCTIS Ltd. Any use of the printed materials in full or in part must be under prior written consent by ECCTIS Ltd and with clear reference made to ECCTIS Ltd as the material source.

