



QUATREC 2 – Comparing qualifications for reliable recognition

QUATREC 2 project recommendations for promoting the use of learning outcomes in credential evaluation

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Inspiration & Evidence

- Country reports
- Examples of good practice available publicly
- Comparative report
- Previous QUATREC project (2018-2020)
- Discussions in QUATREC 2 project working group

Aim – to facilitate the **efficient use of learning outcomes** in credential evaluation when possible

Target audience:

- ✓ Higher education institutions
- ✓ Employers
- ✓ Credential evaluators

Recommendations

1. Formulation of learning outcomes in terms of recognition
2. Comparison of learning outcomes

Higher education providers

Higher education providers
Employers
ENIC/NARIC offices

Formulation of LO in terms of recognition I

For LOs to be **comparable**:

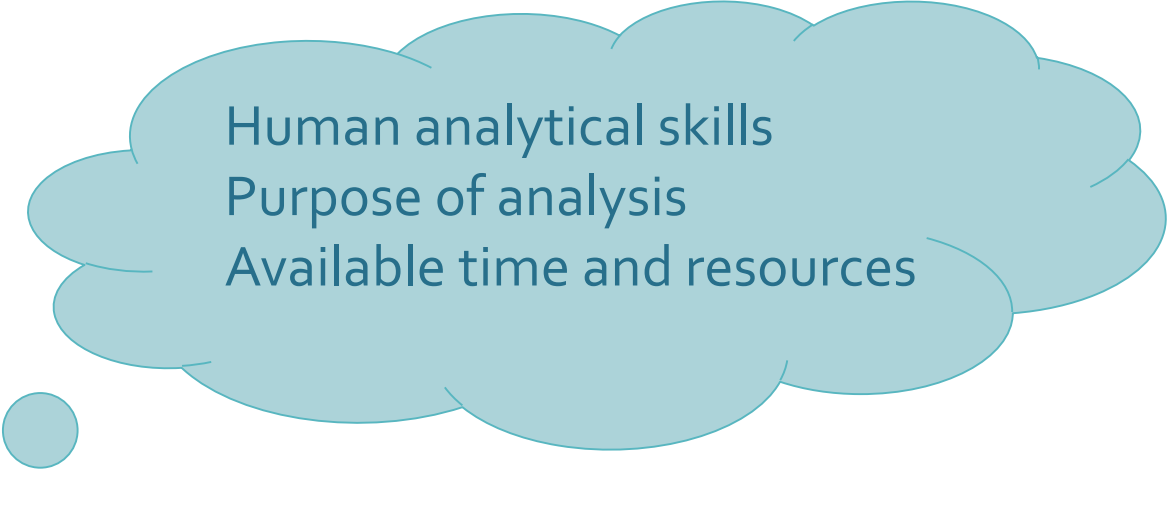
- Be clear, concise and specific, realistic (observable) and achievable, assessable
- Use **action verbs** (describing the ability, or action performed by learner)
 - ! **use** verbs – e.g. appreciate, evaluate, compare, critically assess
 - ! **avoid** vague terms – e.g. knowing, understanding, learning, getting acquainted with, to be exposed, to know and to be aware (associated with teaching objectives)
- Include **relevant (various) levels** and **domains** of education (Bloom's) taxonomy (verbs)

Formulation of LO in terms of recognition II

For LOs to be **comparable**:

- Formulate learning outcomes in proportion to the **volume** (e.g. credits) of study period
- The **nature and assessment** of learning has to be adequate to intended LOs
- Design curriculum and assessment **for all students** to be able to achieve and demonstrate intended LOs
- Be **specific** – access to occupations (especially in cases of professional qualification)
- Cover **all categories/dimensions** of LOs (e.g. knowledge, skills and competences)

Comparison of learning outcomes



Human analytical skills
Purpose of analysis
Available time and resources

Steps for comparing:

1. Gathering and organising information about the comparable qualifications
2. Quantitative analysis
3. Qualitative or content analysis
4. Reading and analysing by statement or phrase

1. Gathering and organising information about the comparable qualifications

The fiche (adapted from QUATREC) collects data on:

1. Contextual information

- Title of qualification
- Level of NQF/EQF
- Information about studies leading to the qualification
- Formal rights
- Information about awarding institution
- Information about Diploma Supplement
- Information about quality assurance
- Information about learning outcomes

2. Learning outcomes

- Learning outcomes as defined by qualification authority

2. Quantitative analysis

- Number of statements of learning outcomes
- Length and extent of detail of learning outcomes

Tools:

- ✓ **Automated processes** developed by Cedefop – should be further explored
- ✓ A free software **AntConc** toolkit developed by Dr Anthony Laurence – word list tool (frequency of words)

<https://www.laurenceanthony.net>

3. Qualitative or content analysis

Grouping learning outcomes by:

- **generic**, i.e. referring to transversal, soft or social knowledge, skills or competences
- **specific**, i.e. those learning outcomes that could be related to the particular field or subject of qualifications

Grouping learning outcomes by **topics**:

- list of **keywords** used in learning outcomes statements
- list of **eight key competences**

Tools:

- ✓ **AntConc** toolkit – concordance tool (displaying how the words and phrases are commonly used in the learning outcomes)

<https://www.laurenceanthony.net>

- ✓ Online **World Reference Level (WRL)** tool developed by UNESCO – create profiles of the sets of learning outcomes

<https://worldreferencelevels.org>

4. Analysing by statement or phrase

Questions to consider:

1. The statement presents the qualification from the **perspective of learner** and what they are expected to know, be able to do and understand
2. The statement uses **action verbs** to signal the level of complexity of expected learning
3. Action verbs refer to a **taxonomy** (e.g., EQF, Bloom's taxonomy) or another reference point (which?)
4. The statement includes (explicit or implicit) **reference to the levels** of the NQF and/or the EQF
5. The statement indicates the **object and scope** of the expected learning outcomes (description captures the main orientation of the qualification and the depth/breadth of the expected accomplishment)
6. The statement uses **domains** as defined by NQFs/EQF
7. The statement clarifies the occupational and/or social and/or educational **context** in which the qualification operates



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PLA and project materials
will be published on the project website
<https://aic.lv/en/par-aic/projects/quatrec-2>