



QUATREC 2 – Comparing qualifications for reliable recognition

QUATREC 2 recommendations

for formulation and comparison of
learning outcomes in terms of recognition

Gunta Kinta
Head of Projects Department
Academic Information Centre

International conference
“Strengthening the Role of Learning Outcomes in Credential Evaluation”
20 September 2022, in Riga

Learning outcomes again... *why?*

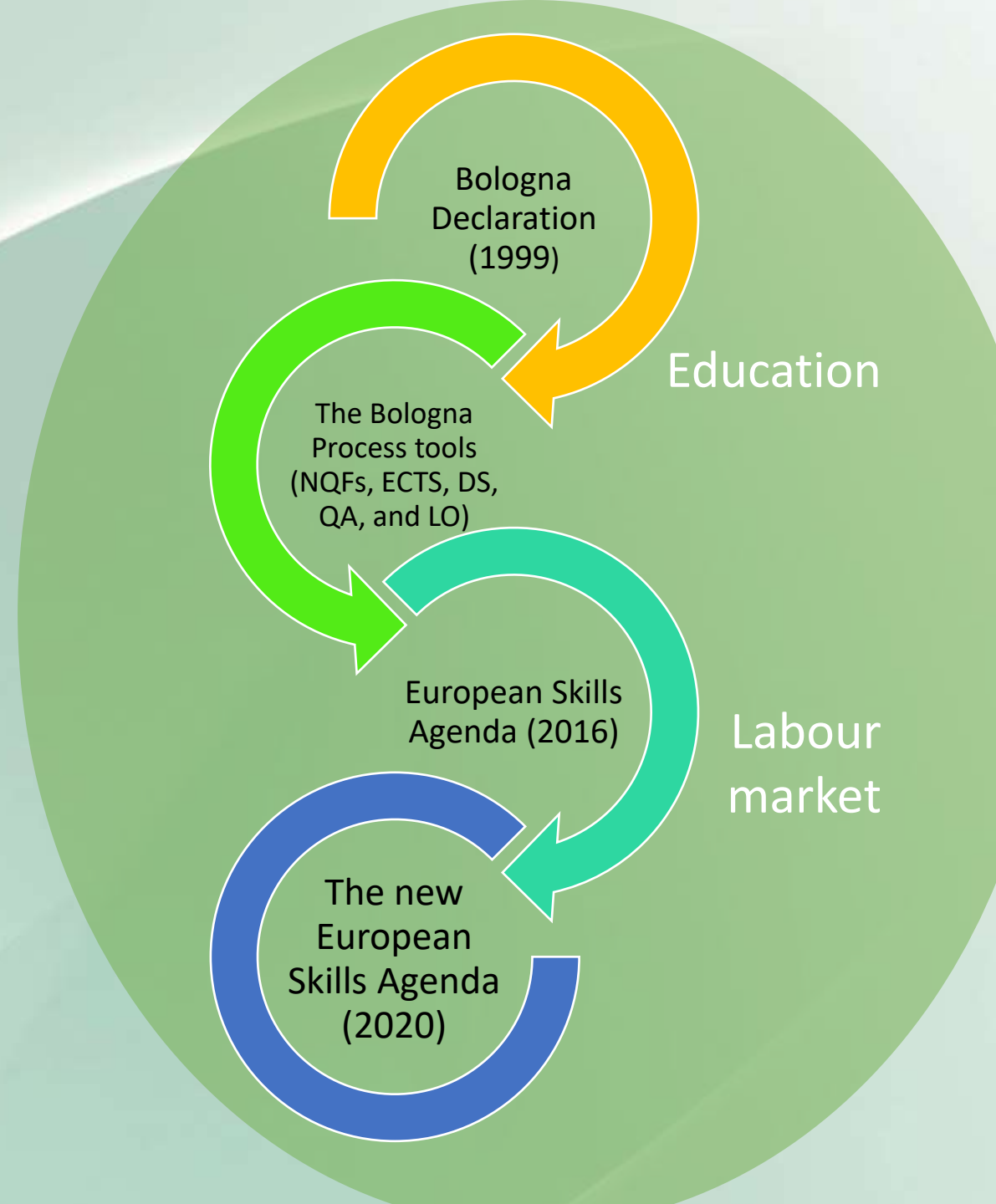
QUATREC
(2018 – 2020)

- horizontal **comparison** of qualifications (LV, ARM, BG, EE, UK) and their learning outcomes to see whether learning outcomes of the same level qualifications are comparable

QUATREC 2
(2020 – 2022)

- elaborate and pilot **recommendations** for the use of learning outcomes in credential evaluation
- LV, ARM, BG, LT, RO, UK

Recognition



Learning outcomes...



... open door to transparency of qualifications

Basis for QUATREC 2 recommendations

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

AIC SKVC ENIC ArmEnic CNRED

QUATREC 2 – Comparing qualifications for reliable recognition 2

Country chapter

The aim of the country chapters is to collect information about the use of learning outcomes in higher education. Information from country chapters will be used to develop methodology for writing and comparing learning outcomes in terms of recognition.

Please provide detailed information about each aspect regarding learning outcomes:

Country: Latvia

Chapter 1. General information about the use of learning outcomes

1.1 Legal framework for learning outcomes in higher education (if applicable)

Law on Higher Education Institutions' define learning outcomes and evaluate their use in study programmes. According to the law, study programmes must:

- define aim and learning outcomes;
- outline the content of the study course required to achieve the learning outcomes;
- determine the evaluation criteria of learning outcomes.

Country reports
(LV, ARM, BG, LT, RO, UK)

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WELCOME

Peer learning activity

Recommendations for facilitating the use of learning outcomes in credential evaluation

Hotel "Hestia Hotel Draugi", Māršala Street 3, Rīga, Latvia
28 April 2022

NIBI TO

Results from peer learning activities and national workshops

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Comparing qualifications for reliable recognition II

Comparative study report

2022

Co-funded by the European Union

Comparative report

AIC ARCHIMEDES ENIC INARIC

Comparative study report

COMPARING QUALIFICATIONS FOR RELIABLE RECOGNITION

Previous QUATREC project (2018-2020)

Co-funded by the Erasmus+ Programme of the European Union

✓ Discussions in QUATREC 2 project working group

Structure of the recommendations

I. Formulation of learning outcomes in terms of recognition

- Higher education providers
- Set of suggestions how to write learning outcomes valid for transparency

II. Comparison of learning outcomes

- Higher education providers
- Employers
- ENIC/NARIC offices
- Procedure of 4 steps on analysing learning outcomes of a single or several qualifications

Formulation of LO in terms of recognition

To formulate **comparable learning outcomes**:

- ✓ LO should be clear, concise, observable and measurable
- ✓ Use action verbs and begin with the verb describing the ability
- ✓ Formulate LO from the perspective of learner
- ✓ Formulate LO in proportion to the amount of credits
- ✓ Learners should have opportunity to achieve and demonstrate the intended LO
- ✓ Be specific, where appropriate, about access to occupations (in case of professional qualifications)
- ✓ Cover all categories/dimensions of learning outcomes
- ✓ Try including verbs from various levels and domains of taxonomy

Good practice example from Armenia, Yerevan State University, Bachelor's Degree in Psychology

A. Professional knowledge and understanding. Upon completion of the programme the student will be able to:

- A1. Describe the main methodological principles, contemporary and fundamental theories in psychology; present their relevant concepts, approaches and notions; define their applied significance in various spheres of social life.
- A2. Understand psychological issues, such as the regularities, mechanisms and specificities of an individual's mental development and health.
- A3. Define the main methods of carrying out psychological research, as well as analysis and interpretative limitations of their application.
- A4. Identify the psychological facts and fields of psychology; understand the importance of psychology in various spheres of social life.
- A5. Enumerate the main ethical principles of psychology.

Good practice example from Latvia, Riga Stradiņš University, Bachelor of Social Sciences In Management and Administration

Knowledge

1. Able to demonstrate specialised knowledge in economics and management of international business and start-up entrepreneurship.
2. Able to demonstrate a critical and current understanding of concepts and regularities in the economics and management of international business and start-up entrepreneurship.
3. Able to demonstrate in-depth theoretical and practical knowledge of these economic methods and tools in the economic analysis.
4. Is aware of the development of these skills, and the need for self-growing start-up entrepreneurship.

Good practice example from the United Kingdom, the University of Birmingham, Bachelor of Engineering In Aerospace Engineering

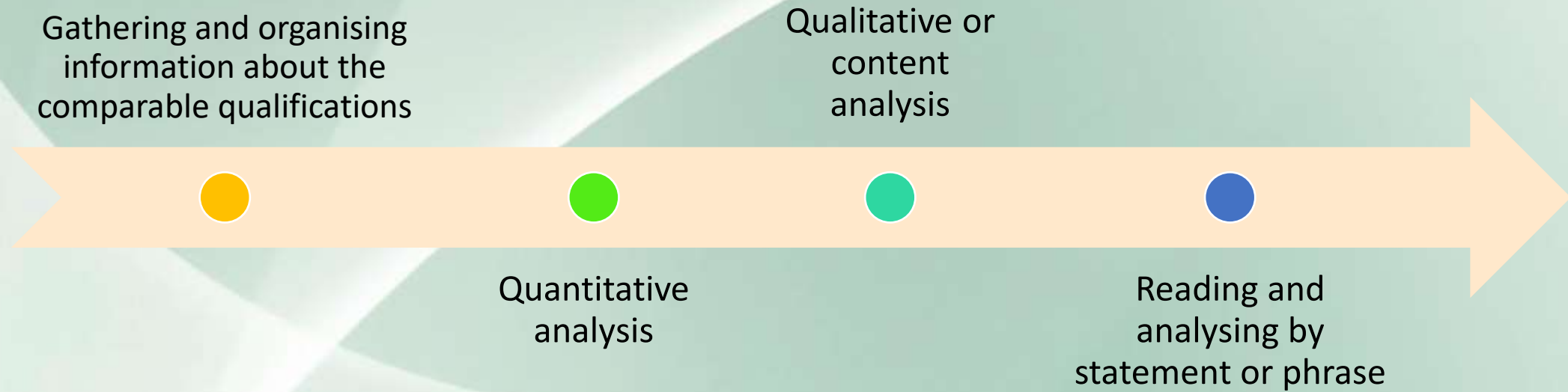
Core modules:

Aerospace Power Systems

By the end of the module students should be able to:

- Analyse the power requirements for an aerospace application (e.g. a large transonic airliner; a planetary explorer).
- Recommend a power system to meet these requirements and justify the choice.
- Make recommendations for Heating, Ventilation and Air Conditioning in aerospace applications.

Steps for comparing learning outcomes



Procedure is **flexible** and depends on:

- ✓ Human analytical skills
- ✓ Purpose of analysis
- ✓ Available time and resources

1. Gathering and organising information about the qualifications

Purpose – to conduct evidence based analysis and objective comparison

Data collected by the FICHE:

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

Learning outcomes

- Learning outcomes as defined by qualification authority

Annex 3. QUATREC project fiche

Qualification:

Level of NQF/EQF:

Country	
Full title of qualification (EN)	
Full title of qualification (national lng)	
Access requirements	
Admission requirements	
Workload (amount of ECTS credits)	
Mode of study (if relevant)	
Profile (academic, professional)	
If relevant, add contextual information	
Access to further studies	
Professional rights (if exists)	

Learning outcomes	
➤ Visibility of learning outcomes (e.g. Diploma Supplement, website) <i>Please add links if available</i>	
➤ Formulation of learning outcomes (who defines, who approves, ownership)	
➤ Learning outcomes are subject to quality assurance (Yes/No)	
➤ Terminology of learning outcomes (e.g. knowledge, skills, competences, and definitions)	
➤ Generic learning outcomes (e.g. national, sectoral)	
➤ Learning outcomes (as defined by qualification provider or awarding body)	
Any other relevant information regarding the qualification	

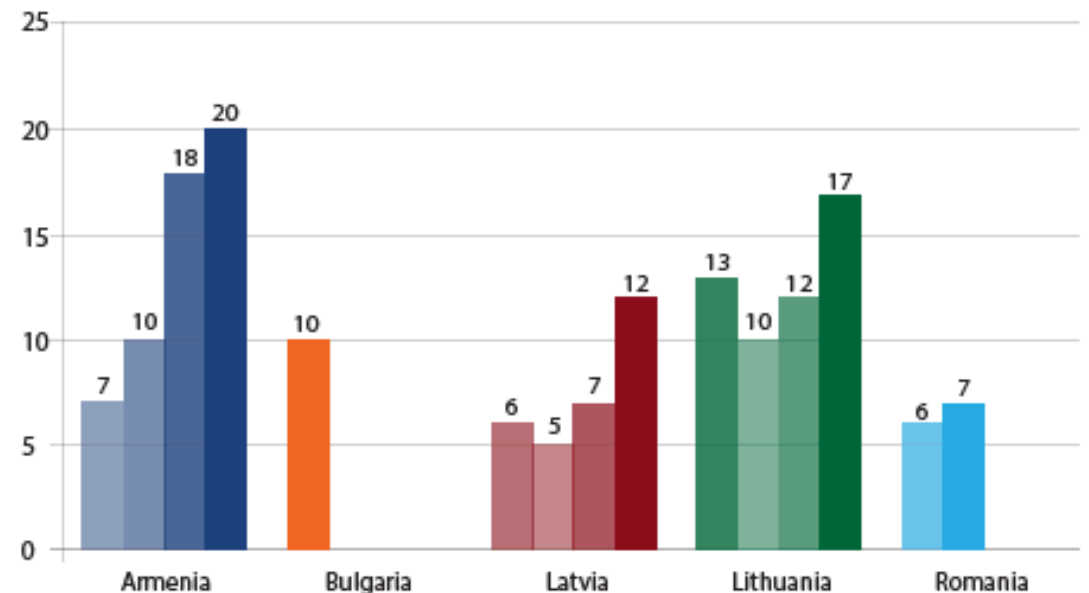
2. Quantitative analysis

Purpose – to conduct initial analysis of the text and provide ground data for the further comparison of learning outcomes

Indicators to analyse:

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

Figure 1. Number of learning outcomes by the partner countries (most popular answers included)



3. Qualitative or content analysis

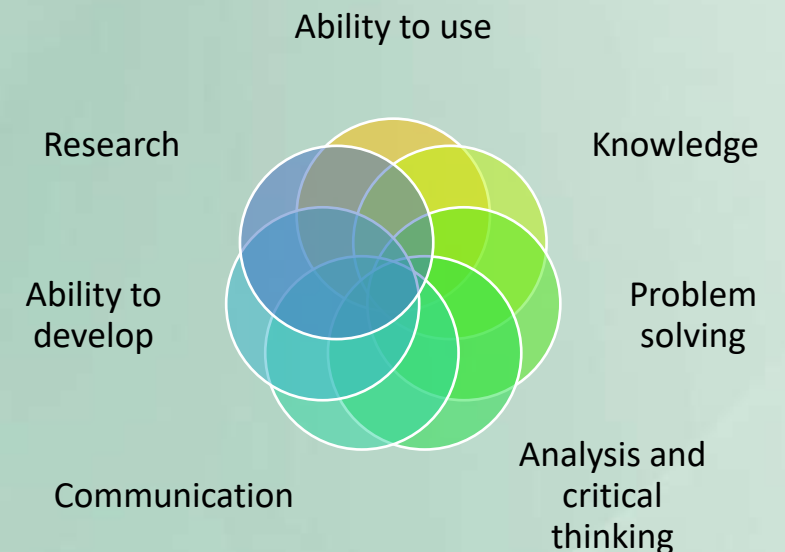
Purpose – to ensure objective grouping of information and conduct detailed and content-related comparison of learning outcomes according to certain criteria

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**

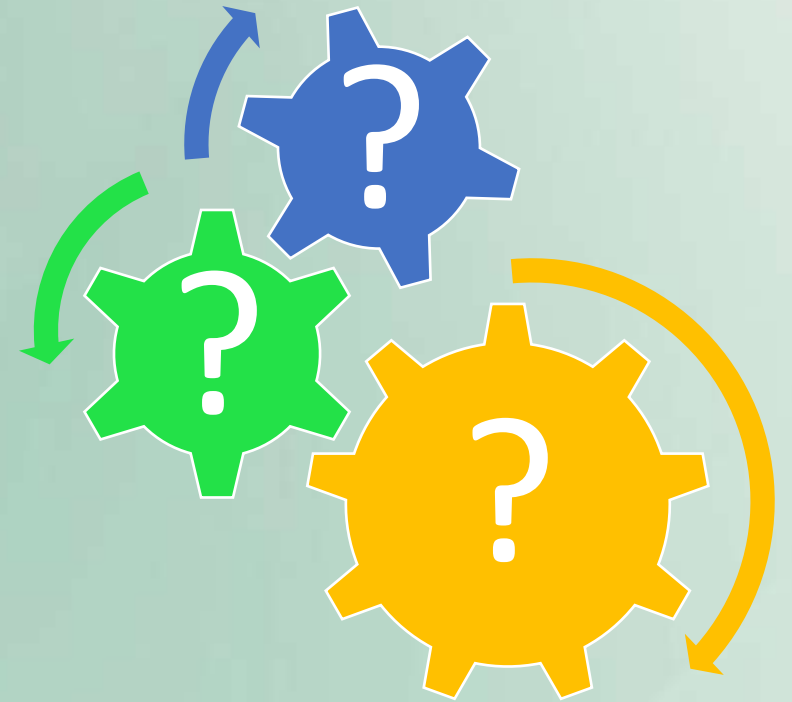


4. Analysing by **statement** or phrase

Purpose – to conduct an in-depth analysis and evaluation of learning outcomes following a certain set of criteria in order to ensure consistent comparison of learning outcomes

Points to consider about LO (statement):

1. Presents the qualification from the **perspective of the learner**
2. Uses **action verbs**
3. Action verbs refer to a **taxonomy** or another reference point
4. Includes reference to the **levels** of the NQF and/or the EQF or EHEA-QF cycles
5. Indicates the **objective and scope** of the expected LO
6. Uses **domains** as defined by NQFs/EQF or EHEA-QF
7. Clarifies the occupational and/or social and/or educational **context**



Tools for comparing LO

- **Automated processes** developed by Cedefop – *should be further explored*
- Free software **AntConc** toolkit developed by Dr Laurence Anthony:
 - word list tool (frequency of words)
 - concordance tool (displaying how the words and phrases are commonly used in the LO)
- Online **World Reference Level (WRL)** tool developed by UNESCO – creates profiles of the sets of LO





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

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