

*Policy Learning Forum (PLF) on the
conceptualisation and use of learning
outcomes.*

**Methods used to assist in
comparing qualifications**

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Johannesburg 24 June 2019

BEFORE (AND AFTER) LEARNING OUTCOMES

Ad hoc or standing commissions of experts

match curricula or programmes

measure up examinations or practical tests

evaluate marking schemes

to make direct and practical comparisons

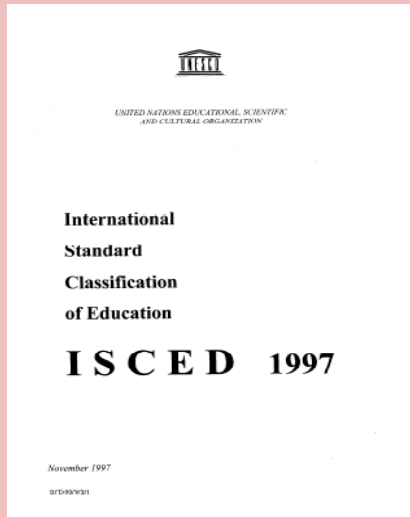
with in-house or gold-standard provision

“peer-to-peer” and “petitioner” relationships

“for the **pursuit of studies**, or the **practice of a profession**”

Default position? Probably scepticism.

ISCED



Two cross-classification
variables:

7 levels defined by structural
“characteristics”

&

25 fields of education

COMPARISONS TO BE BASED ON

Place in a lifelong system

Contents

Purpose

Nature and orientation

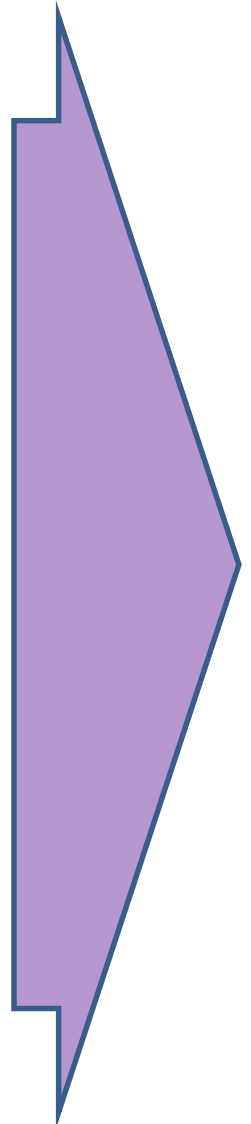
Requirements for

teachers/trainers

Type of subsequent

education/destination

Size (duration)



IRISH NFQ

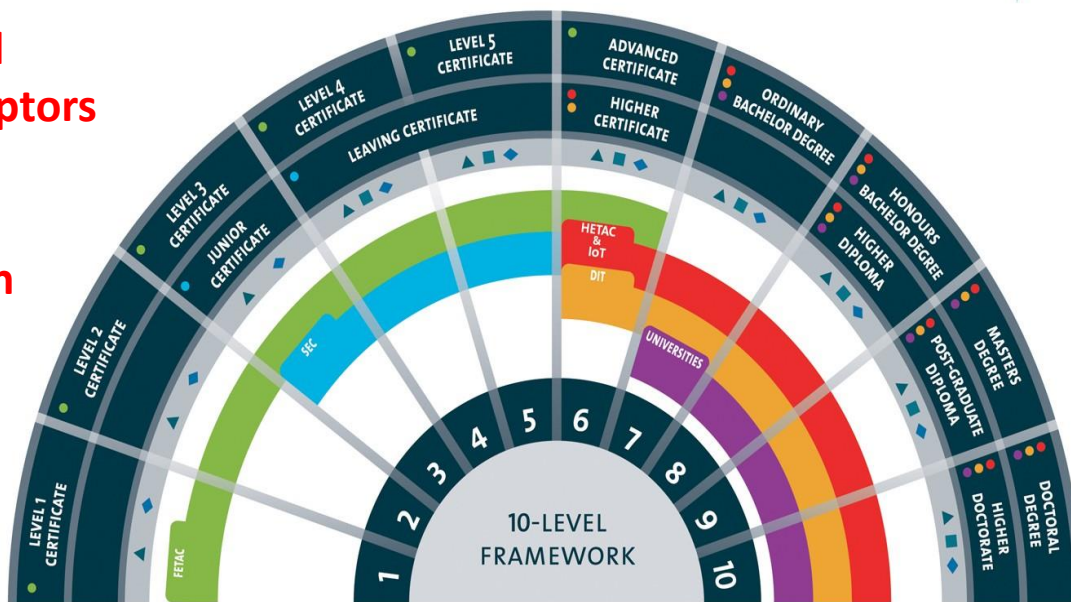
NATIONAL FRAMEWORK OF QUALIFICATIONS

Údarás Náisiúnta
Cáilíochtaí na hÉireann
National Qualifications
Authority of Ireland



**Rationalised
Level Descriptors**

**Emphasised
Qualification
Types**



AWARDING BODIES

- FETAC - Further Education and Training Awards Council
- SEC - State Examinations Commission (Department of Education & Science)
- HETAC - Higher Education and Training Awards Council
- IOT - Institutes of Technology (make their own awards at specified levels under Delegated Authority from HETAC)
- DIT - Dublin Institute of Technology
- Universities

AWARDS IN THE FRAMEWORK

There are four types of award in the National Framework of Qualifications:

- Major Awards: are the principal class of awards made at a level
- ▲ Minor Awards: are for partial completion of the outcomes for a Major Award
- Supplemental Awards: are for learning that is additional to a Major Award
- ◆ Special Purpose Awards: are for relatively narrow or purpose-specific achievement

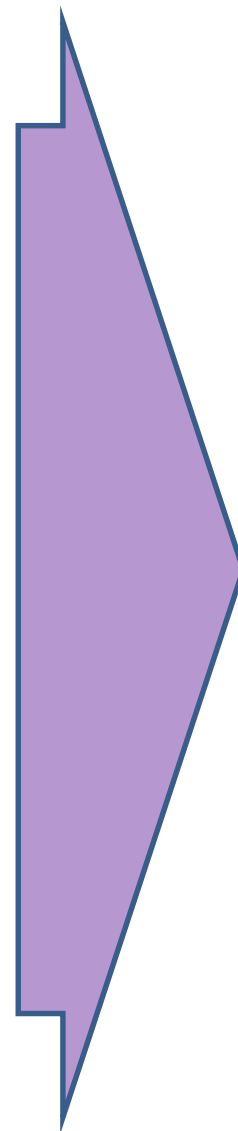
Transforming Ireland



Funded by the Irish Government under the
National Development Plans 2007 - 2013.

For further information consult: www.nqai.ie www.nfq.ie www.qualrec.ie

© NQAI 2009



Comparing VET qualification profiles

UNESCO, Cedefop and ETF

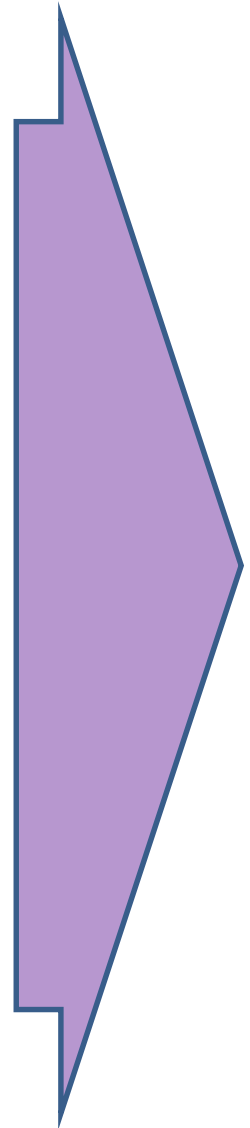
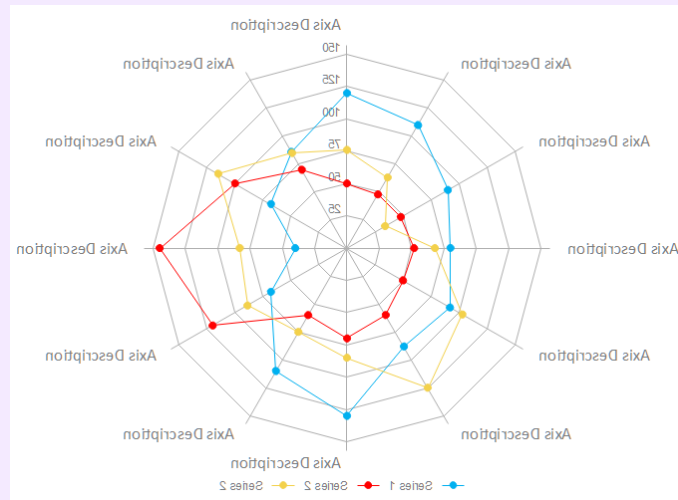
Global study of content, scope and intentions of VET qualifications

26 countries

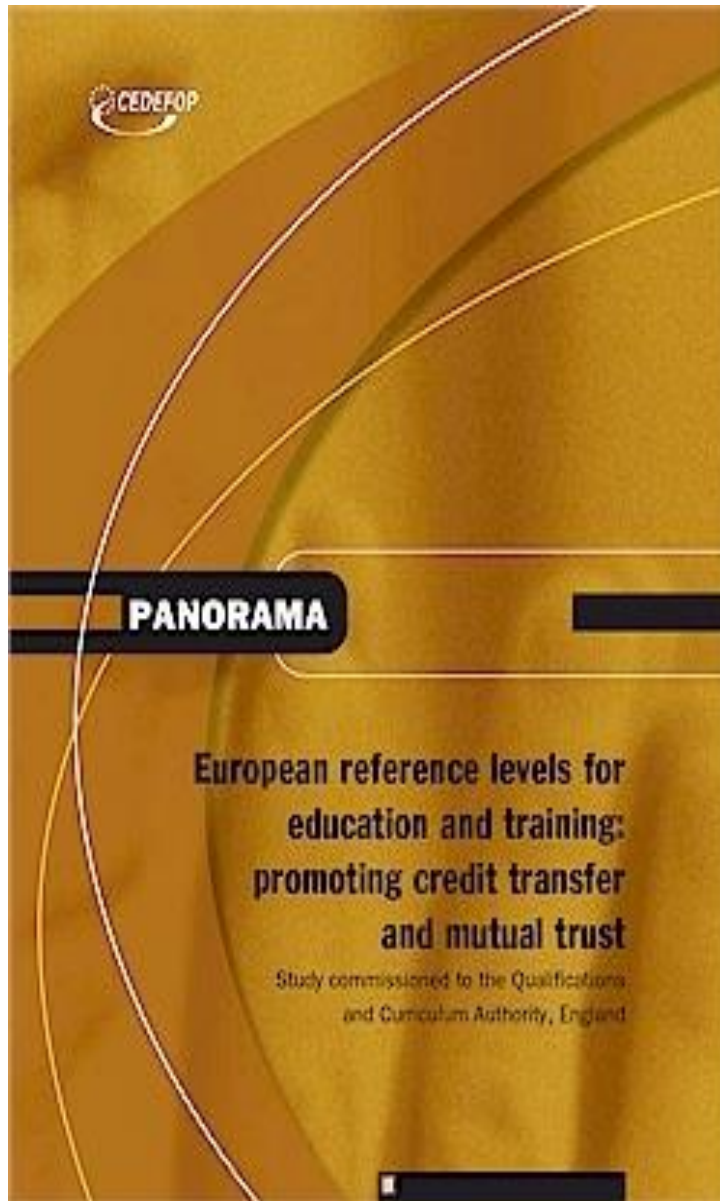
80 qualifications

Qualifications covered:

Bricklayer/Mason; Healthcare assistant; Hotel assistant/ receptionist; IT service technician



EUROPEAN REFERENCE LEVELS



Draft general descriptor: level 5

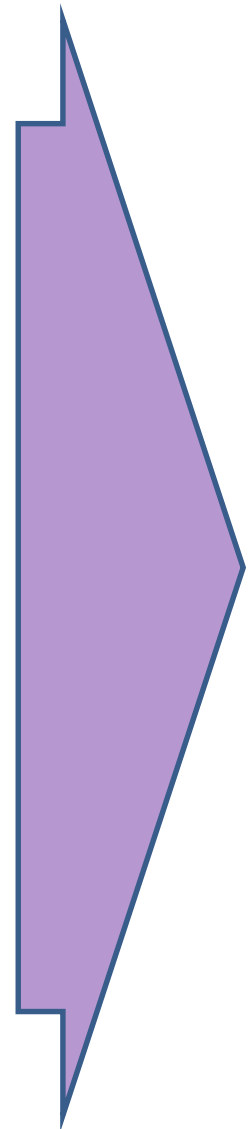
Completion of a main vocational training qualification such as apprenticeship or further education and training.

This form of qualification involves significant theoretical knowledge and technical work that can be performed independently and entail supervisory and coordination duties.

Qualification at this level indicates a person can deal with complex situations and their performance can be a benchmark for others.

They will have considerable experience and practice across a wide range of work situations.

This qualification level often bridges secondary and tertiary education and training.



Swedish post-secondary
engineering education
(Påbyggnadsutbildning)
= EQF Level 4
= Irish post secondary
education at national level
6 (Advanced certificate)



INTERNATIONAL (REGIONAL) COMPARISONS

7 Regional Frameworks covering 132 (member & other) countries

Referencing

Benchmarking

Self-certification

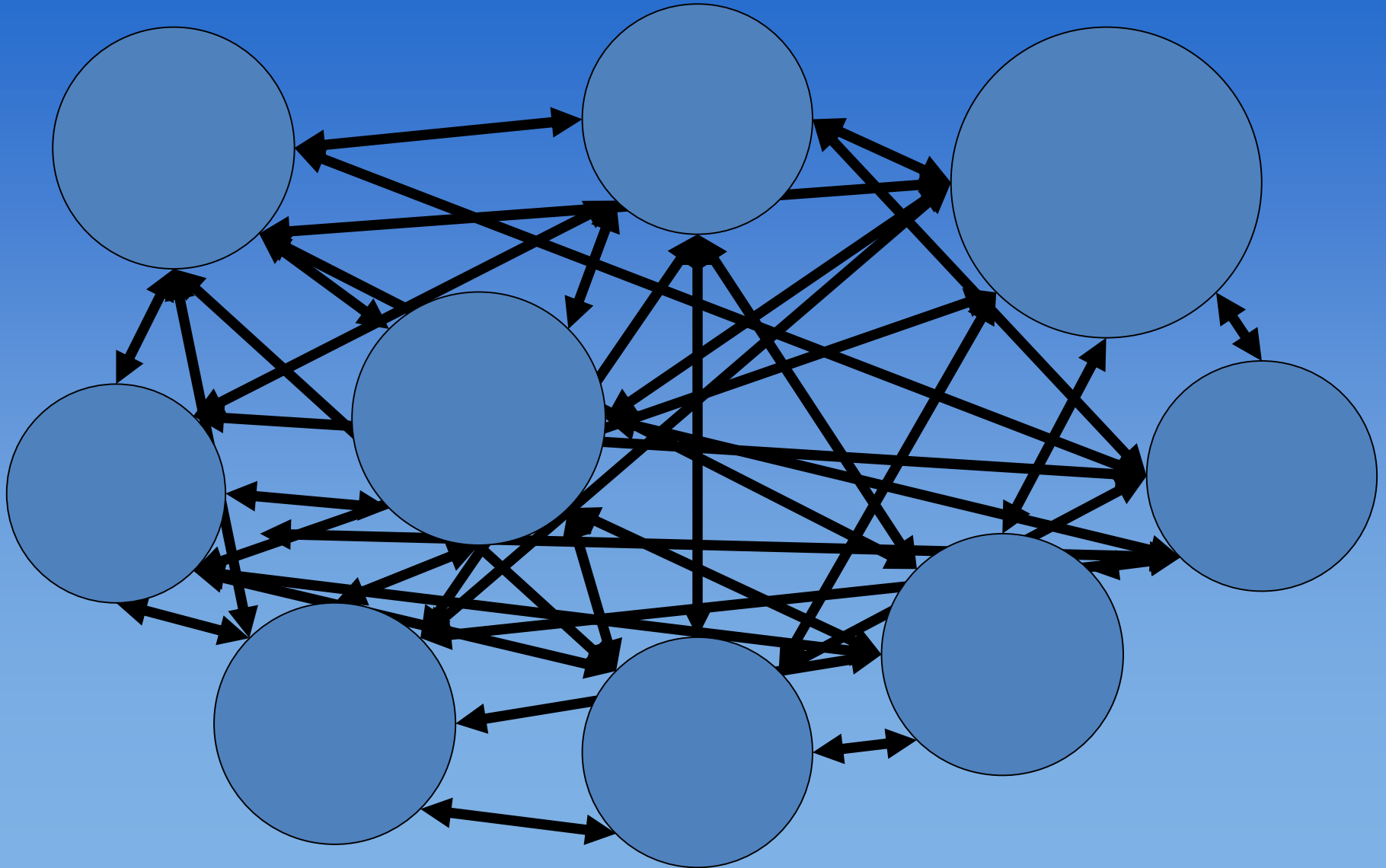
Alignment

Different power relationships:

Agreed (peer-to-peer) criteria / imposed (petitioner) criteria

Defaults: Equivalence – best fit – substantial difference

The alternative to EQF: bilateral agreements?



NEED FOR COMPARISONS

	Within a field of learning/ activity	Across fields	Within a sector of learning/ activity	Across sectors
Intra-national				
Home international				
International (regional)				
International				

INTERNATIONAL COMPARISON SERVICES

<https://www.enic-naric.net> – Public body (EU/UNESCO & national bodies): academic recognition and mobility (Europass)

<https://www.wes.org> – World Education Services (US-based not-for-profit): work and study

<https://www.naces.org> - National Association of independent credential evaluation services

National credit evaluation agencies/departments

Various private evaluation and employment agencies/websites

Main focus on: Right documents? Authentic documents?

INTERNATIONAL COMPARISON TOOLS

<https://credentialengine.org> – The Credential Engine (US-based not-for-profit): comprehensive centralised registry.

<https://www.onetonline.org> – O*Net, the Occupational Information Network (USA): a free online database of occupational definitions.

<https://ec.europa.eu/esco/portal/home> – ESCO, (European Skills, Competences, Qualifications and Occupations) is the European multilingual classification of Skills, Competences, Qualifications and Occupations.

<https://europass.cedefop.europa.eu> – Europass CV Tool.

<https://www.coe.int/en/web/education/recognition-of-refugees-qualifications> – European Qualifications Passport for Refugees.

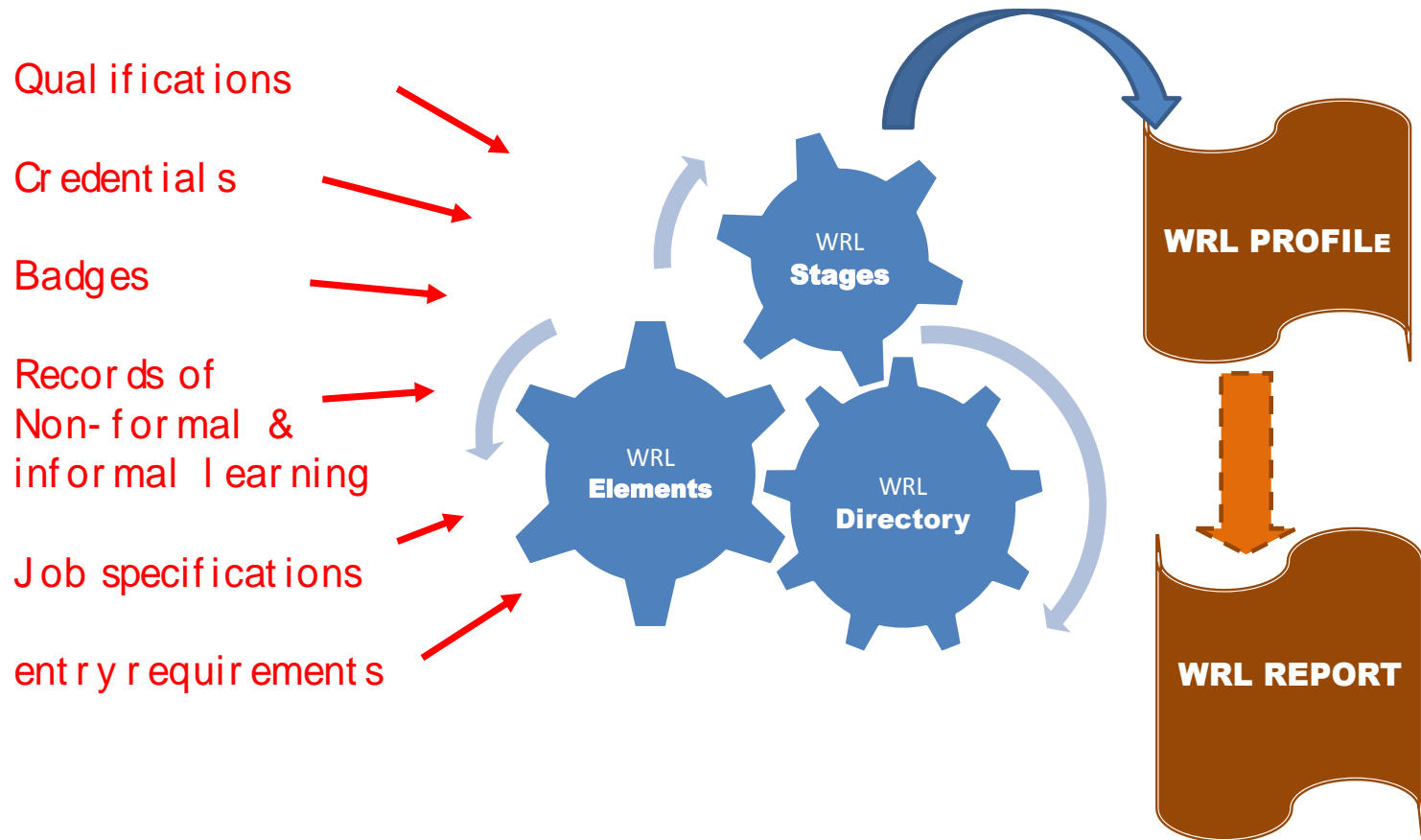
World Reference Levels (WRLs)

UNESCO has been working for a number of year to develop a new system of World Reference Levels to translate any outcomes-based qualification, credential, entry requirements, job specification or framework level into an internationally recognised form of description which can be used in deciding on comparing qualifications or negotiating recognition or progression arrangements/

The WRLs translate users' descriptions of qualifications/credentials into WRL standardised descriptions.

World Reference Levels (WRLs)

WRL TOOL



<https://worldreferencelevels.org> – UNESCO’s work to create a new instrument for comparing qualifications, credentials, etc.

World Reference Levels (WRLs)

This can be done using the WRL Digital Tool (the WRL App)

- ❑ The user selects answers to standard App questions and enters evidence to support the answers.
- ❑ The App configures the answers and the evidence into a **WRL Profile** and a **WRL Report** for each qualification, credential, or other set of “significant outcomes”.

WRL PROFILE: Technical Diploma in Xxxxxx
Any Awarding Body Ref 180316

ELEMENT	STAGE	A1	A2	B1	B2	C1	C2	D1	D2
1. Activities									
2. Responsibilities									
3. Working with others		NOT FULLY RELEVANT							
4. Quality		NOT FULLY RELEVANT							
5. Skills & procedures									
6. Communication									
7. Data									
8. Knowledge & know-how									
9. Context									
10. Problems									
11. Values									

Any Employer

ELEMENT	STAGE	A1	A2	B1	B2	C1	C2	D1	D2
1. Activities									
2. Responsibilities									
3. Working with others		NOT FULLY RELEVANT							
4. Quality		NOT FULLY RELEVANT							
5. Skills & procedures									
6. Communication									
7. Data									
8. Knowledge & know-how									
9. Context									
10. Problems									
11. Values									

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6. Communication									
7. Data									
8. Knowledge & know-how									
9. Context									
10. Problems									
11. Values									

WRL REPORT:

What is being profiled

Full title

Main purpose

Target candidates

Size (notional learning hours)

Awarding body

Accrediting body

Standards setting body

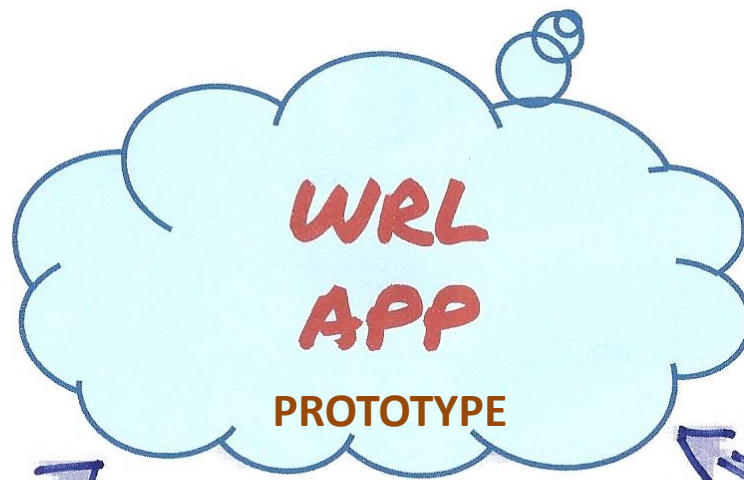
Entry recommendations and/or requirements

Designed for delivery in

Structure (eg “with options”, modular)

Main form(s) of assessment used

Main quality assurance arrangements



COURSE
ADMISSIONS?

INTERNATIONAL
RECRUITMENT?

NEGOTIATING MUTUAL
RECOGNITION?

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Thank you.

