

QQI as an Awarding Body – Learning Outcomes:

From Policy to Practice

European and National Policy –

Learning Outcomes based Qualifications



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

European Policy on Qualifications

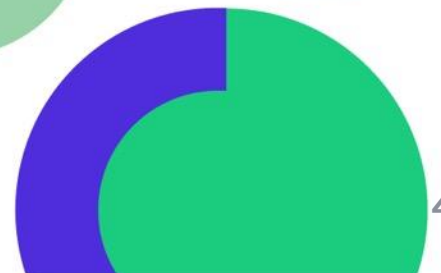


- European Qualifications Framework – An 8 level **learning outcomes** based framework for all types of qualifications
- EU '*learning outcomes*' means **statements** regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy';

National Policy on Qualifications



- The National Framework of Qualifications, statutory basis (1999, 2012, & 2019)
- 'a system of levels and types of awards based on **standards of knowledge, skill or competence** to be acquired by a learner to entitle the learner to an award...for the development, recognition and award of qualifications in the State'





National Framework of Qualifications

The main **strands of learning outcome** are divided into sub-strands:

knowledge

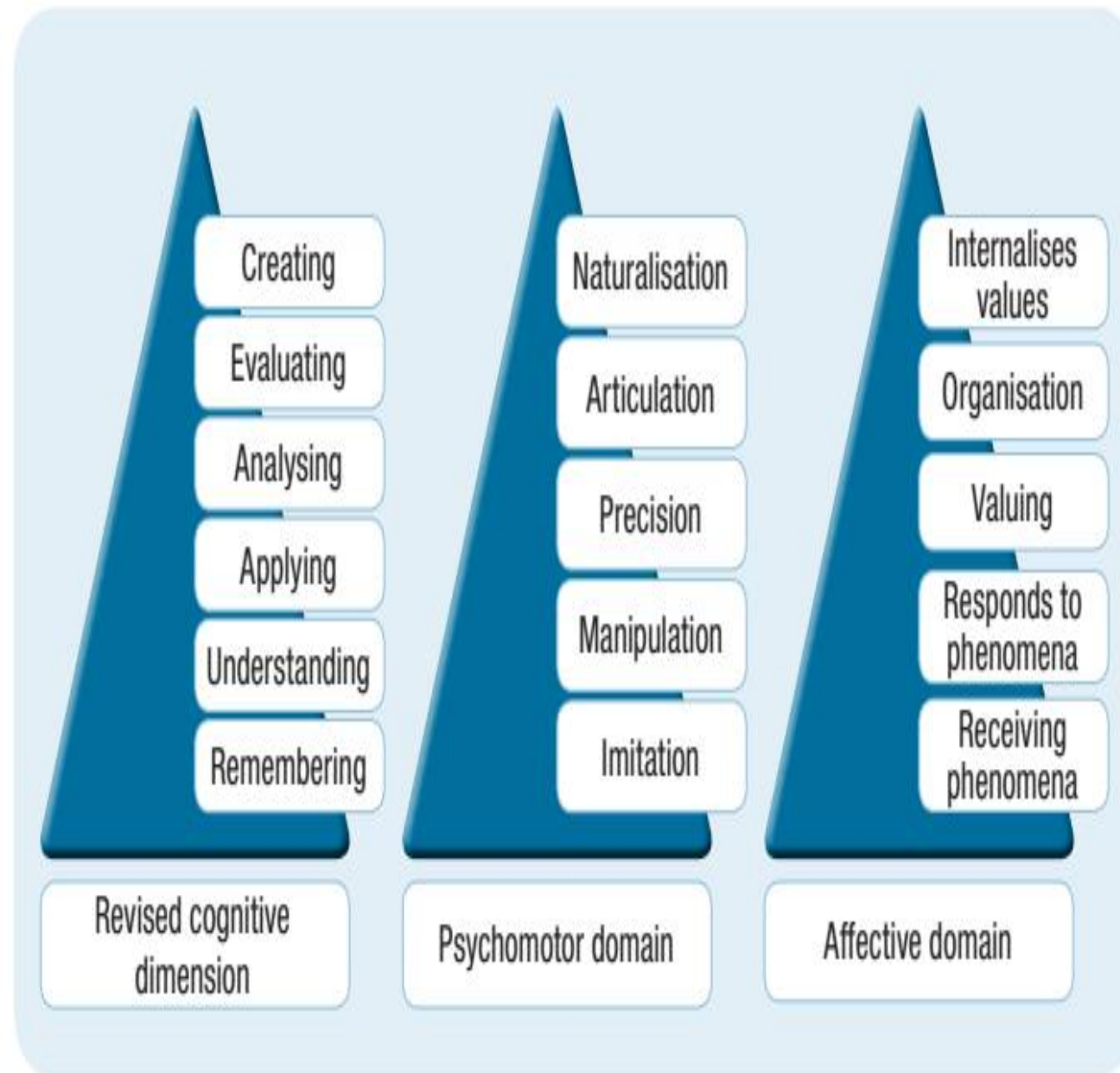
- *breadth*
- *kind*

know-how and skill

- *range*
- *selectivity*

competence

- *context*
- *role*
- *learning to learn*
- *insight*



Sources: Bloom et al. (1956); Dave (1970); Anderson et al. (2001).

Implementation of the NFQ

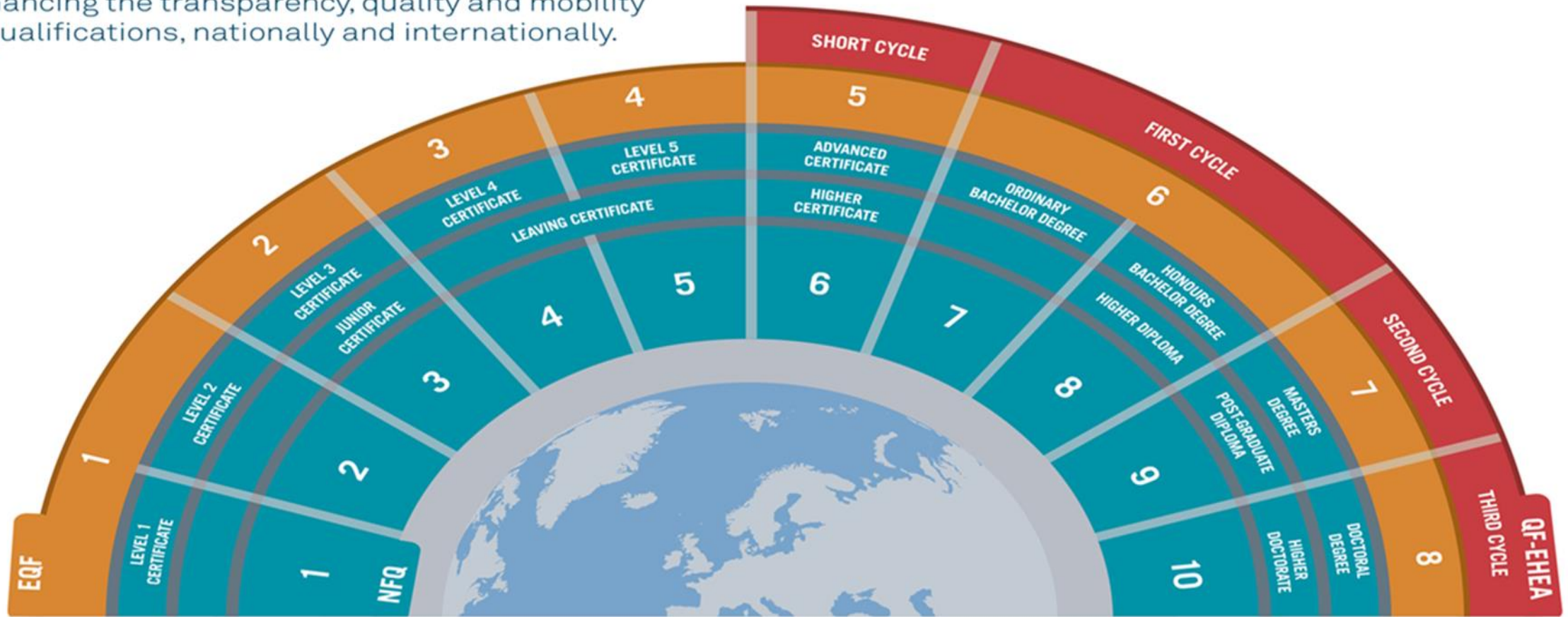
QQI 'shall determine the standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made' (having regard to the NFQ)

For awards that are included in the NFQ, Awarding Bodies must 'ensure that a learner acquires the standard of **knowledge, skill or competence** associated with the **level** of that award within the Framework before and when the award is made'.

Providers offering programmes leading to awards included within the NFQ must 'ensure that an enrolled learner acquires the standard of **knowledge, skill or competence** associated with the **level** of the award concerned within the Framework before the award is made'.

Qualifications Frameworks - Going Global

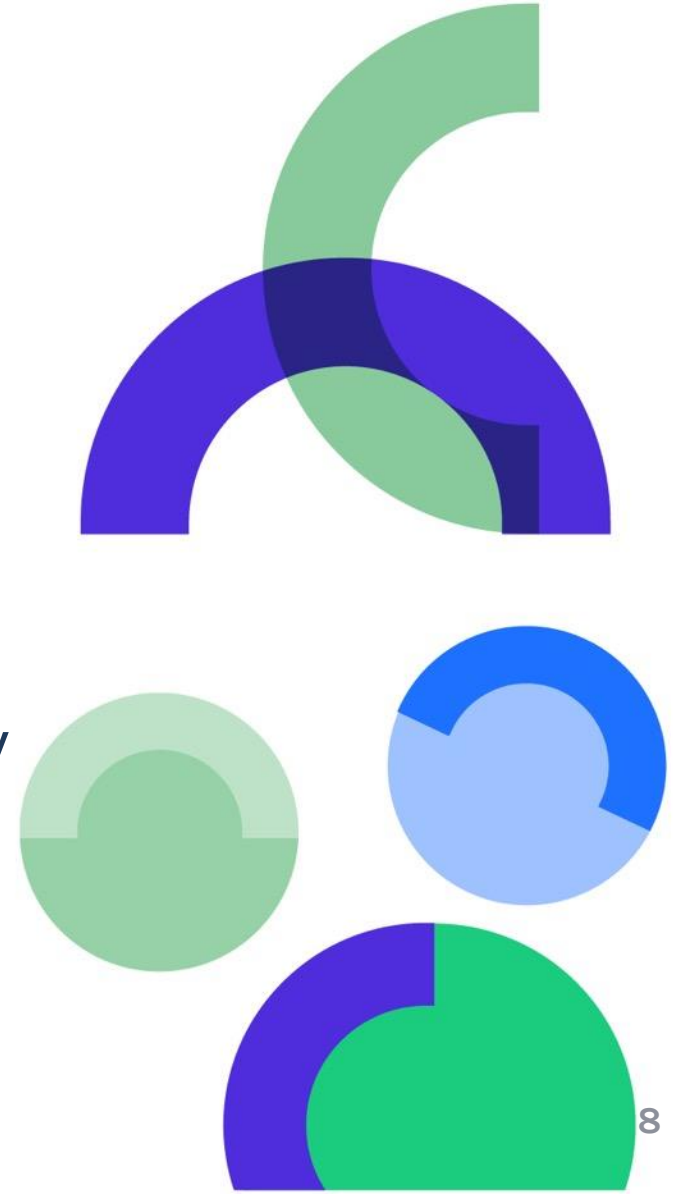
Enhancing the transparency, quality and mobility of qualifications, nationally and internationally.



- **NFQ** Irish National Framework of Qualifications
- **EQF** European Qualifications Framework
- **QF-EHEA** Qualifications Framework for the European Higher Education Area

QQI learning outcomes based FET award standards

- Common Awards System (CAS) – Dominant approach in FET
- Currency of CAS learning outcomes?
- CAS and the volume of learning outcomes?
- CAS and integrated delivery and assessment of learning outcomes?
- Has CAS constrained or enabled the capacity and capability of FET providers/system to create, use and assess learning outcomes?
- Alternatives to CAS?
- Reform of CAS?

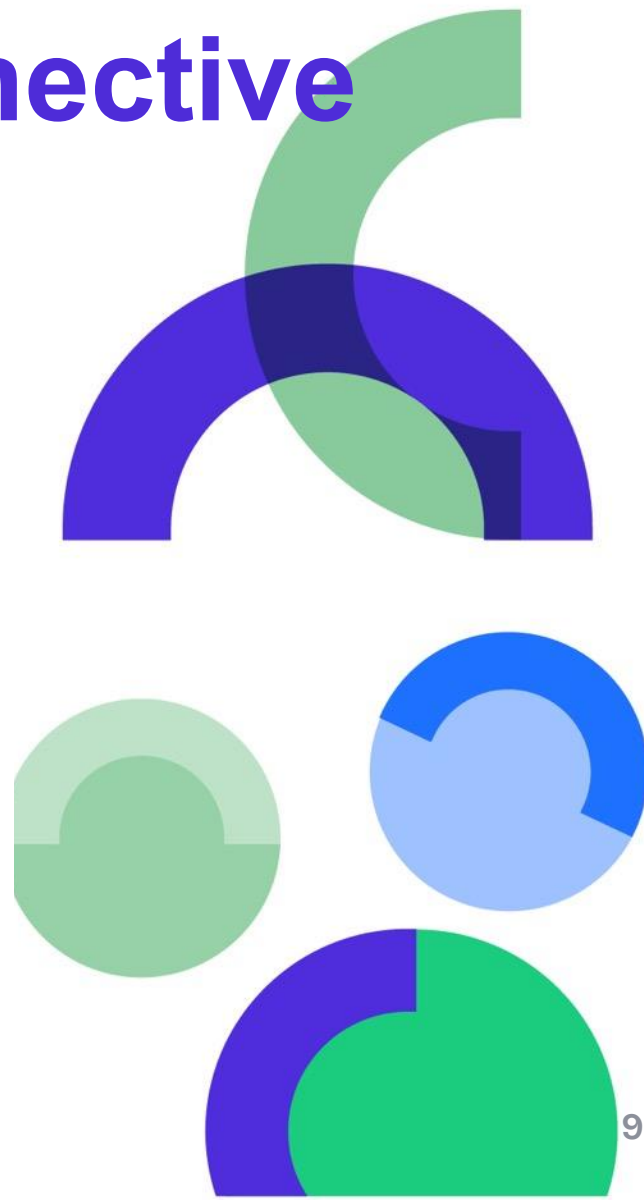


From Frameworks to Certificates – Learning outcomes as the ‘connective tissue’

Padraig Wall

Príomhfheidhmeannach
Chief Executive QQI

FET Creidiúntí/Credits 120
NFQ Leibhéal/Level 6
EQF Leibhéal/Level 5



Learning Outcomes

- Overview
- Our Team
- Teaching & Learning

What are Learning Outcomes?

Learning outcomes are statements expressing what the student should know, understand or be able to do after a period of learning, long or short.

In This Section

- CIRTL Homepage
- Meet our Team
- Resources**
- Short Guides
- Universal Design for Learning

SAVE TO FAVOURITES

Learning Outcomes

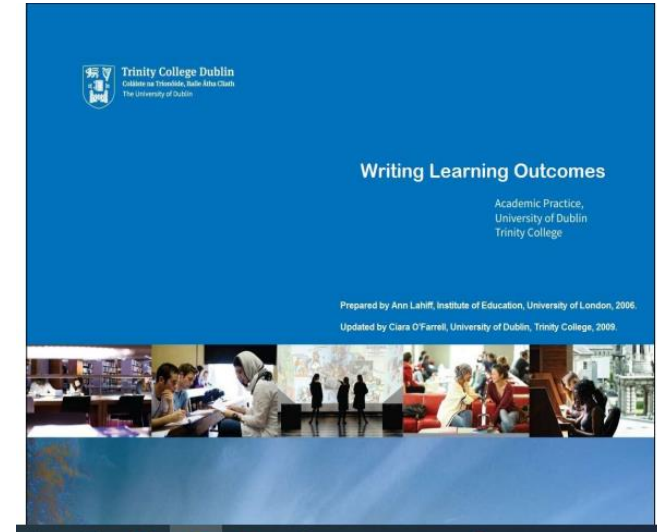
SHARE

- Twitter
- Facebook
- LinkedIn
- Email

Explore this page

- 1. Introduction to Learning Outcomes
- 2. Writing Learning Outcomes
- 3. Action verbs
- 4. Aligning Learning Outcomes and Assessments
- 5. Learning Outcomes videos

1. Introduction to Learning Outcomes



You are here: Home > Assessment > Integration of Delivery and Assessment

Twitter Feed

Follow FESS
Tweets: 2.3K Following: 656 Followers: 2.5K
@FESSireland · 3 days ago

Integration of delivery and assessment

Last Updated: 13 June 2023

What is integration?

Integration is the process of combining delivery for several outcomes, across a programme, into And/Or
The process of combining several assessment guidelines and criteria, across a programme, into: activity/task

Learning Innovation Unit, Dublin City University: > Guidelines for completing DCU Module descriptors on Coursebuilder

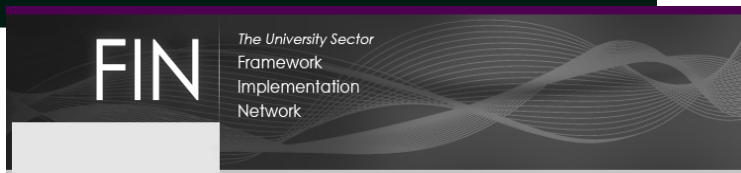
Guidelines for completing DCU Module descriptors on Coursebuilder

Outcomes tab

An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE for teachers

Junior Cycle English Learning Outcomes

Elements	Strand: Oral Language
Communicating as a listener, speaker, reader, writer	<i>Engaging with oral language students should be able to</i>
	1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating
	2. Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas
	3. Engage in extended and constructive discussion of their own and other students' work and purpose
	4. Listen actively in order to get the gist of an account or presentation noting its main points and purpose
	5. Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes
6. Learn from and evaluate models of oral language use to enrich their own oral language	



- Welcome
- About FIN
- Members
- Agendas & Minutes
- Recognition of Prior Learning (RPL) in the University Sector: Policies, case studies and issues arising
- Previous Projects
- Discussion Forum
- Useful Links
- News and Events 2011
- Contact Us

University awards and the National Framework of Qualifications (NFQ): Issues around the Design of Programmes and the Use and Assessment of Learning Outcomes

Contents

- Preface
- Introduction
- Part I: The Technical Aspects of Designing Programmes Awards for Inclusion in the NFQ

Click to access report in full





Defining,
writing
and applying
learning
outcomes



A EUROPEAN HANDBOOK

- (a) when writing learning outcomes, the learner is always put at the centre;
- (b) intentional and actually achieved learning outcomes are distinguished.
- (c) improving the way learning outcomes are used requires **continuous dialogue (feedback loop)**
- (d) learning outcomes help to clarify intentions and demonstrate actual achievements of learning. Not all learning, however, can be fully defined in learning outcomes. The learning process can rarely be fully predicted and described; it has intended as well as unintended, desirable as well as undesirable outcomes;
- (e) learning outcomes must remain open to the explorative and to what has yet to be experienced and articulated;
- (f) learning outcomes never operate in isolation but have to be defined and **written within a broader context** where learning inputs are considered.
- (g) avoid copying (cut and paste) learning outcomes from elsewhere.
- (h) While learning outcomes provide **an important orientation** for learners and institutions, they do not aim fully to predict and control the learning process
- (i) **too detailed and prescriptive statements** can undermine and lead to a 'dumbing down' of learning and assessment. There is a need to **balance regulation and autonomy**
- (j) we need to be **careful about treating outcomes of learning as information bits that can be selected and combined at will.**

Learning Outcomes - Theory of Change?

National and European Policy on Qualifications promotes the use of Learning Outcomes



Benefits for Learners

The process of creating, engaging with, and assessing learning outcomes?

Benefits for Teachers/Instructors

Benefits for Assessors

The barriers and enablers to using learning outcomes?

Benefits for Providers

Benefits for Transfer and Progression

'What works' for effective use of learning outcomes?

Benefits for Society and Labour Market



Programme Validation and Learning Outcomes


LOs: What are they?

‘Learning outcomes statements clarify what a learner is expected to know and be able to do and understand, having completed a learning sequence, a module, a programme or a qualification.’

CEDEFOP: Defining, writing and applying learning outcomes.

A European Handbook, second edition, 2022.



Defining,
writing
and applying
learning
outcomes 

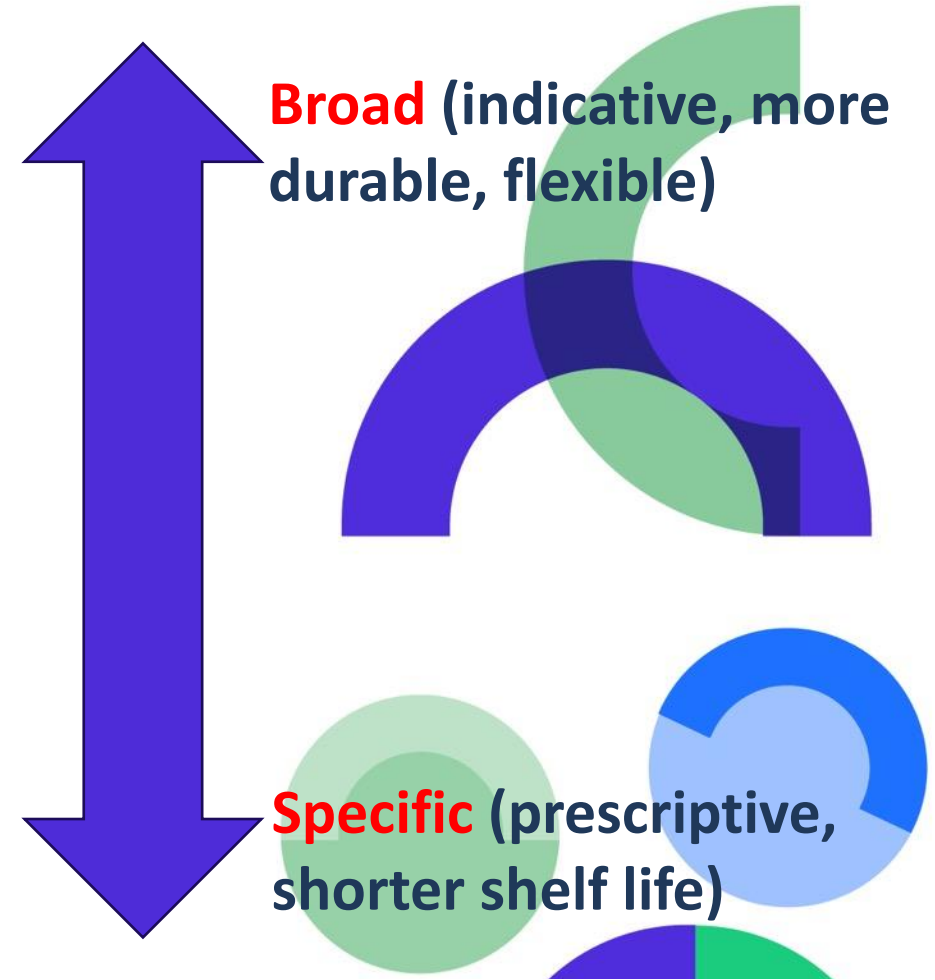
Validation Criterion # 2

- g. For each programme and embedded programme
 - i. The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.¹²
 - ii. The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
- h. Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.

LO Cascade effect (theory)

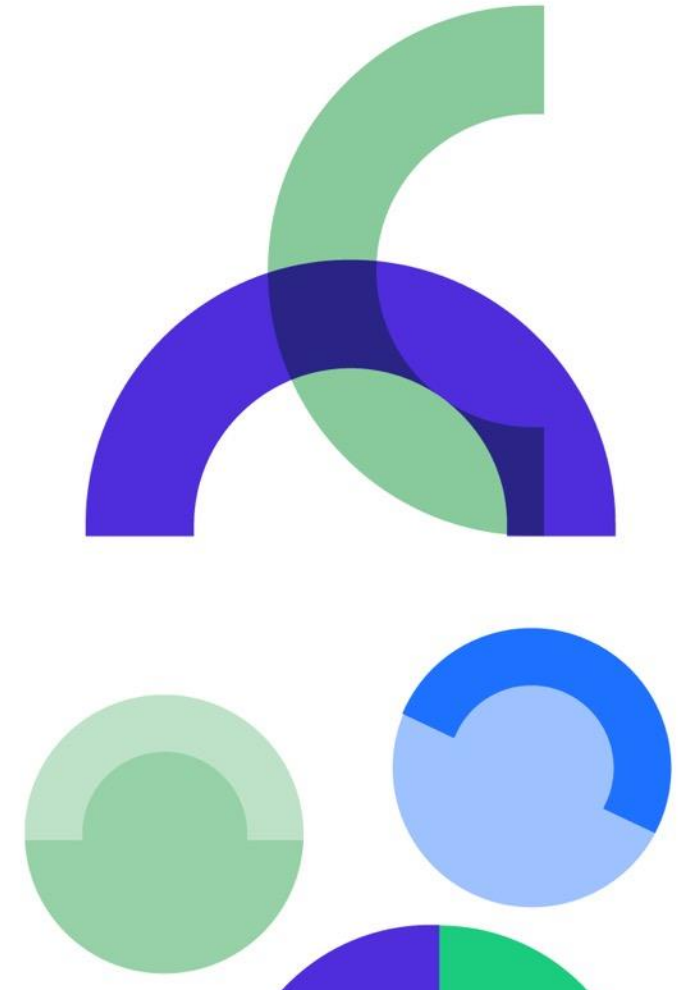
- NFQ Descriptors ↘
 - QQI Discipline (Broad) Standards ↘
 - QQI Award Standards ↘
 - MI Programme LOs ↘
 - MI Module LOs ↘
 - Assessments

Mapping ↻

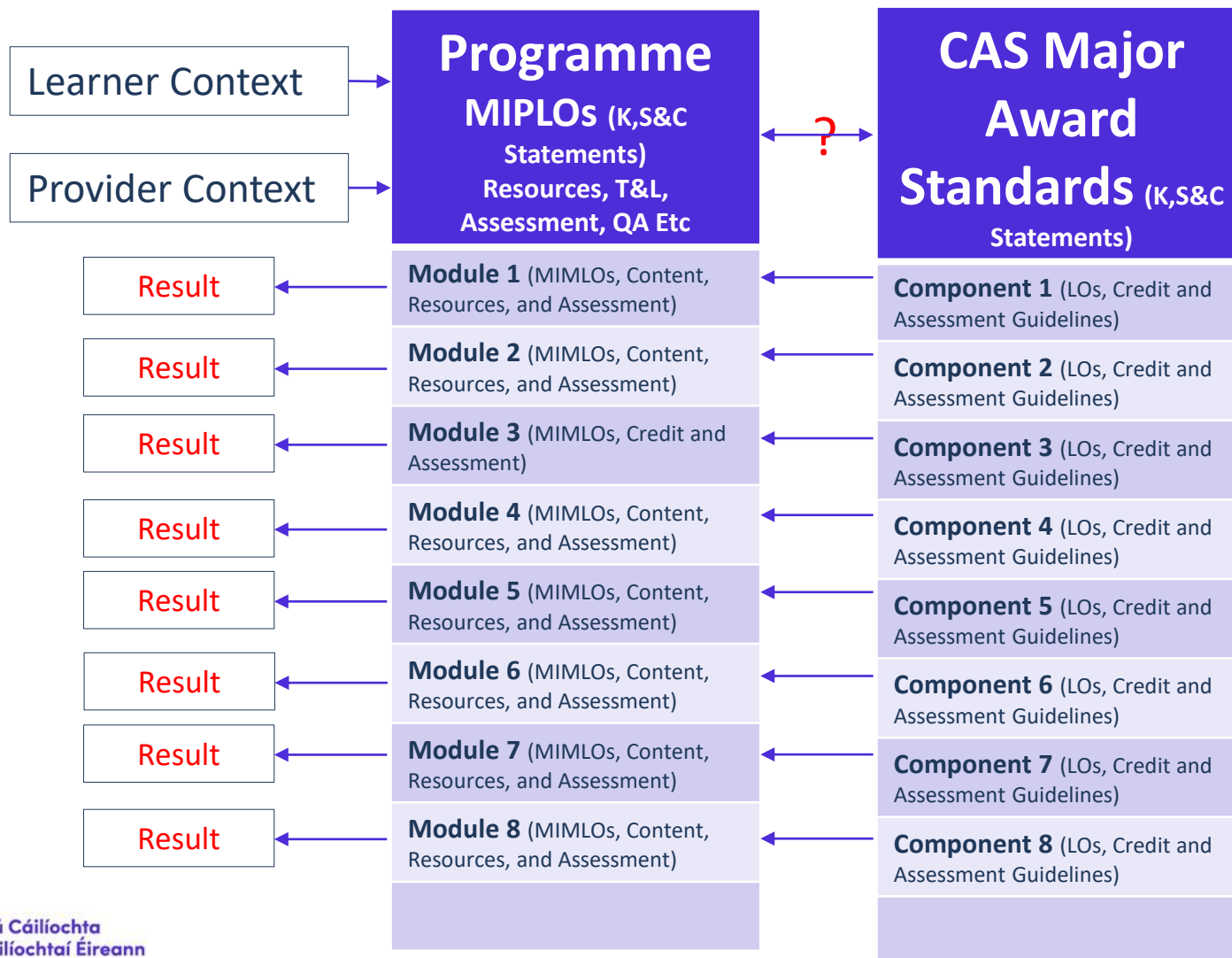


Reality

Learning Outcomes are determined by more than qualification requirements



Programme Design -Traditional Approach (Programme leading to CAS major award)

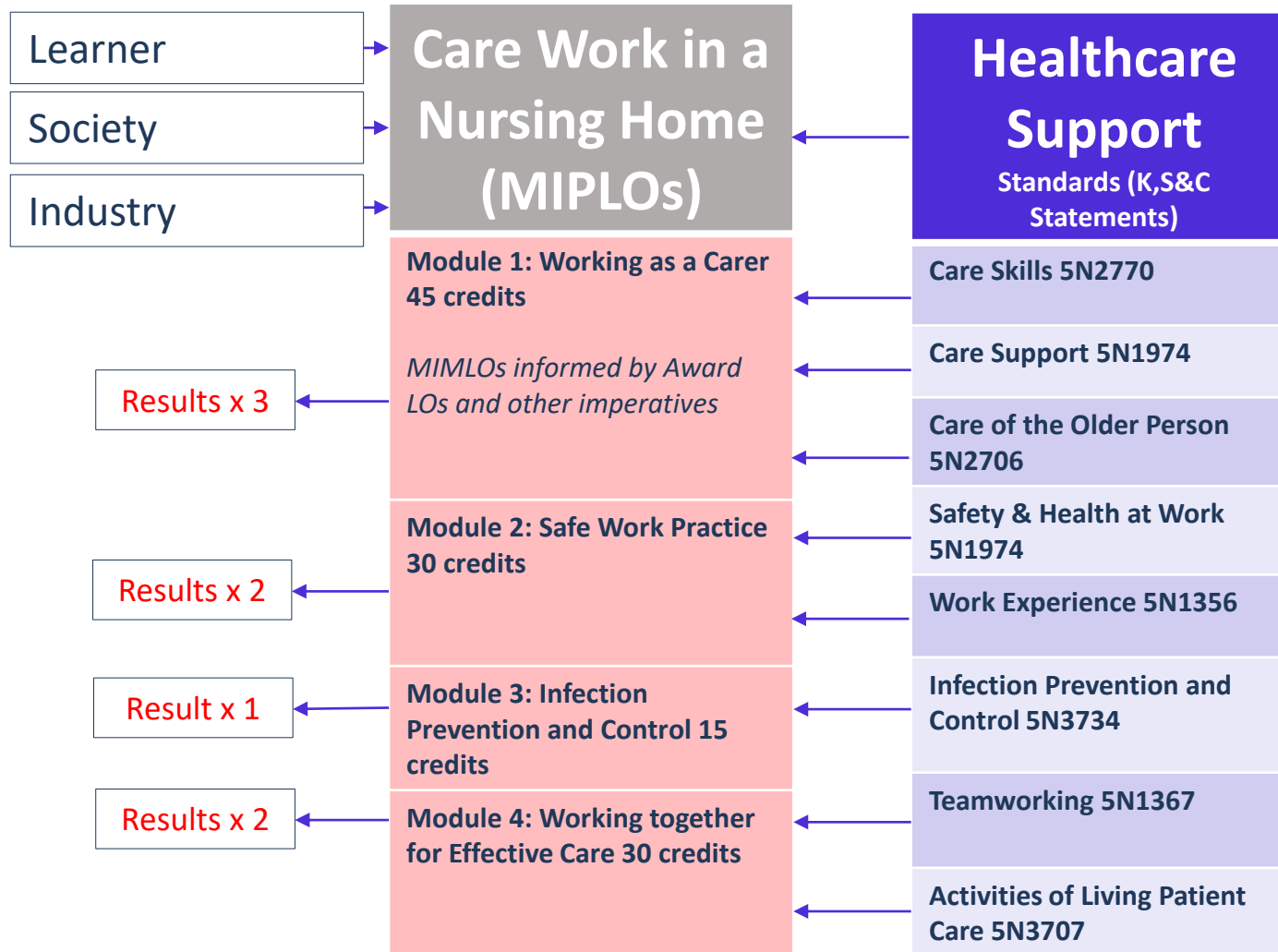


Lots of LOs

Lots of assessment

MIPLOs achieved?

Alternative Approach



Integrated delivery and assessment

Fewer LOs

Mapping

Constructive Alignment

Are the MIPLOs being achieved?

Programme Example (leading to Non-CAS SPA)

