



CEDEFOP

European Centre for the Development
of Vocational Training



Report from session 2:

Learning outcomes approaches

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Questions guiding the session

- ❑ How can learning outcomes be used for describing qualifications levels in NQFs?
- ❑ How can learning outcomes be used for defining and describing single, specific qualifications?
- ❑ How can we apply the principle of 'Best fit' when referring national qualifications levels to the EQF?



Projects participating

1. EQUALIFISE (financing sector)
2. VALLA (aquaculture sector)
3. TIPTOE (trade organisations and education)
4. VELEW (ICT and organisational competences)
5. EQUFAS (agriculture sector)
6. CarEasyVet (automotive industry)
7. FOOD-FIT (food industry)

3 Projects were presented in detail to stimulate dialogue

- ❑ EQUALIFISE: European Qualification Assurance League in Financial Services: [Michael Fawcett](#)
- ❑ TIPTOE: Testing and Implementing EQF and ECVET principles in Trade Organizations and Education: [Rob van Wezel](#)
- ❑ EQUFAS: Working with the EQF in the Agricultural sector: [André Huigens](#)

The learning outcomes approach tested when developing...

- ❑ Qualifications Framework (EQUFAS common framework)
- ❑ Qualifications Profiles/Occupations (EQUALIFISE: 30 qualifications in financing, TIPTOE: 4 trade occupations, FOOD-FIT)
- ❑ Curricula (EQUFAS outcome-oriented curricula in Animal Husbandry)
- ❑ Accreditation and assessment procedures (EQUFAS web based assessment tool)
- ❑ Methodology for the referencing process to the EQF (EQUFAS, EQUALIFISE, TIPTOE, FOOD-FIT)

Two additional thematic areas

- ❑ To develop a quality assurance process for levelling qualifications to EQF (EQUALIFISE, EQUFAS, EQF-ref)
- ❑ To validate non-formal and informal learning (VALEW validation of learning at work, VALLA validation of LLL in aquaculture sector)

Main challenges identified

- ❑ EQF descriptors can be read in different ways (EQUALIFISE, **descriptors do not always allow clear differentiation**)
- ❑ Learning outcomes can be and have been understood in different ways (**example of the driving qualification**)
- ❑ Definition of key terms varies and so does the quality of its official translation (EQUALIFISE, **translations are not always reliable**)

New challenges identified

- ❑ The referencing process may differ whether it is based on national occupational profiles analysis, or on national educational qualifications/programmes analysis (TIPTOE)
- ❑ Qualifications are purely based on knowledge: how do you weight input based qualifications? (EQUALIFISE)
- ❑ Stakeholders in a specific sector are not familiar with EQF (EQUFAS)

Main conclusion drawn...

EQF works!

But under certain preconditions...