

# **Development and implementation of the CROQF – LO implementation**

Prof. Dr. Mile Dželalija  
University of Split  
Agency for Science and Higher Education

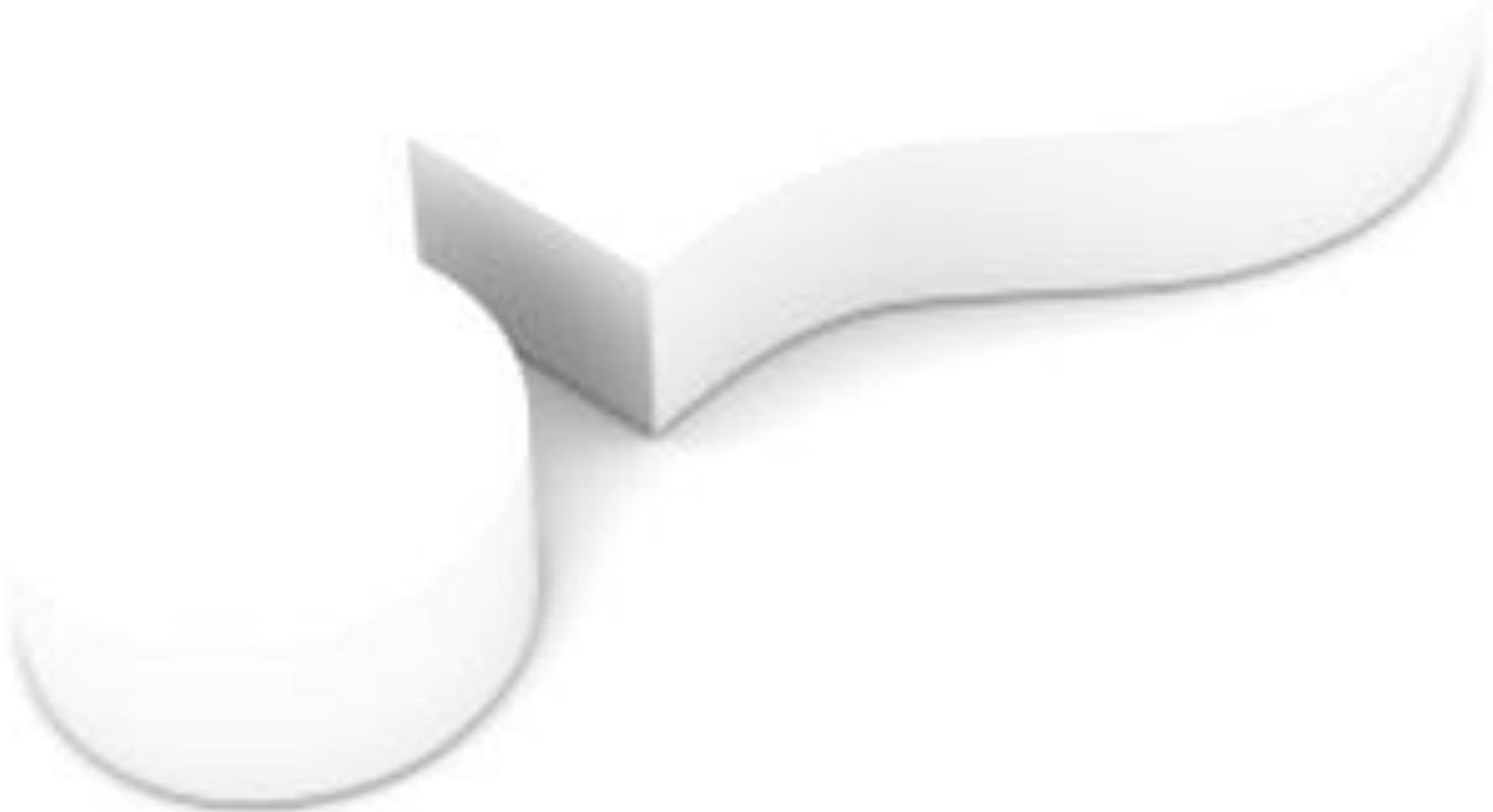
**Ljubljana, 17 April 2012**



- ▶ Croatian qualifications framework (CROQF)
  - ▶ Key information
  - ▶ Challenges and strengths
  - ▶ Learning outcomes implementation
- ▶ How to write LO
- ▶ An example



# **CROQF – key information**





# Qualifications included in the CROQF:

- ▶ **All types of qualifications included:**
  - ▶ Higher education (academic and professional); VET; General education
- ▶ **All classes:**
  - ▶ Full and partial (supplementary, special purpose, ...)
- ▶ **All types of learning:**
  - ▶ Formal
  - ▶ Non-formal, informal – equal value – validation/assessment
- ▶ **Qualifications certified by 2013 and later ...**
  - ▶ But also (if possible) qualifications earned before 2013 (“old”)



- ▶ **Only if quality assured**
  - ▶ Competent authority – QA agencies (Common QA criteria)



## Criterion 3 (EQF-LLL)

The NQF or system and its qualifications are based on the principle and objective of **learning outcomes** and linked to arrangements for **validation of non-formal and informal learning** and, where these exist, to credit systems.

### ▶ **CROQF:**

- ▶ Learning outcomes (LO) → Units → Qualifications
- ▶ Credits: ECTS, ECVET, CROGE, and years for PhD
- ▶ Criteria:
  - ▶ Assessment (units) @ competent bodies
  - ▶ Certification (qualifications) @ competent bodies
- ▶ The same for non-formal and informal learning
  - ▶ Learning is different – but assessment and certification criteria are the same



## Criterion 4 (EQF-LLL)

The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are transparent

### ▶ **CROQF Register:**

- ▶ Occupations (Occupational standards)
- ▶ Units of LO
- ▶ Generic Qualifications (Standards of qualifications)
- ▶ Assessment and awarding providers (programmes)

### ▶ **CROQF Register is the basis for:**

- ▶ QA system (Common QA principles, EQF, QF-EHEA criteria and procedures)
- ▶ Validation of non-formal and informal learning (equal value)
- ▶ Access, progression, mobility



# Challenges and strengths

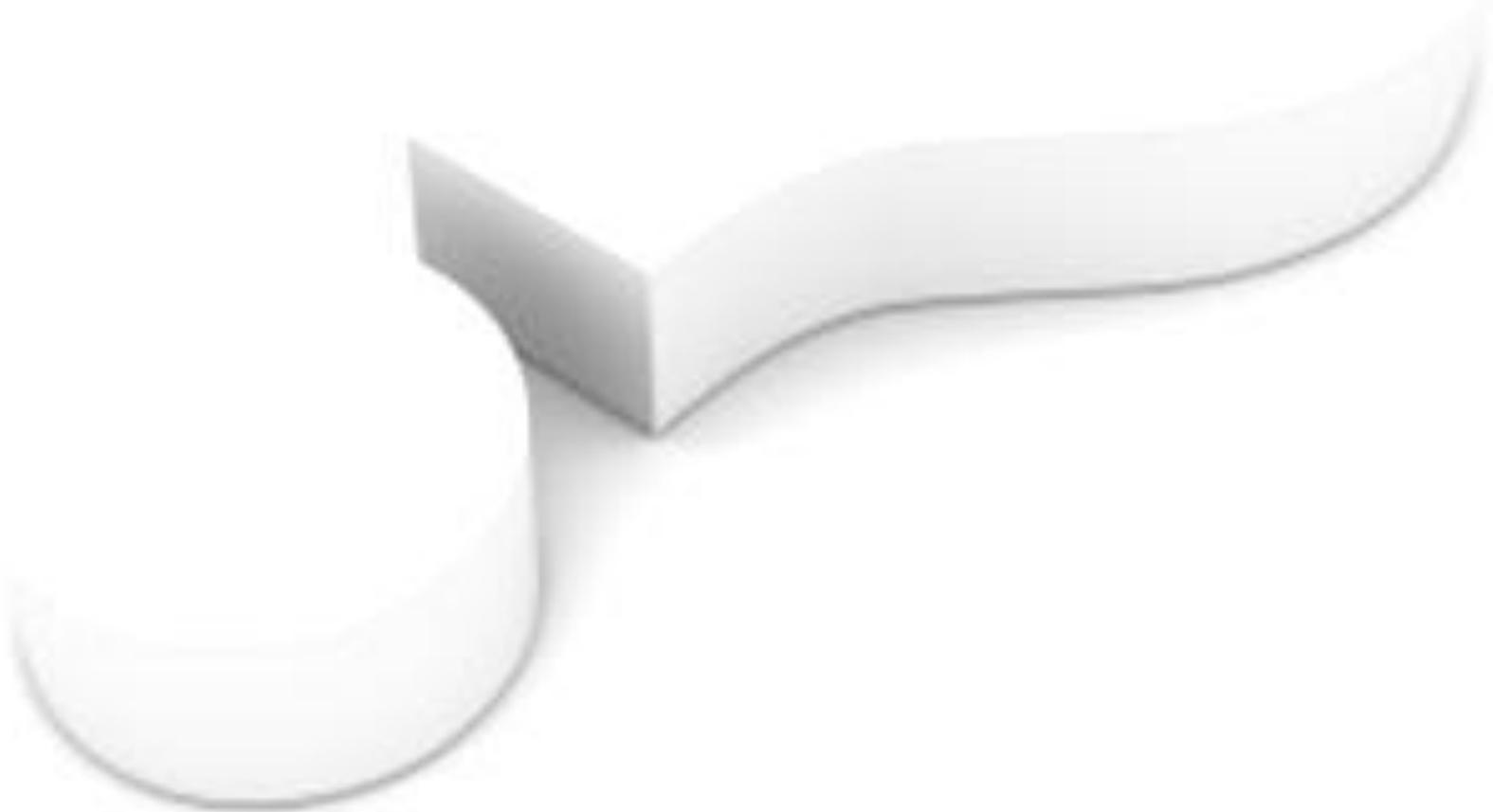


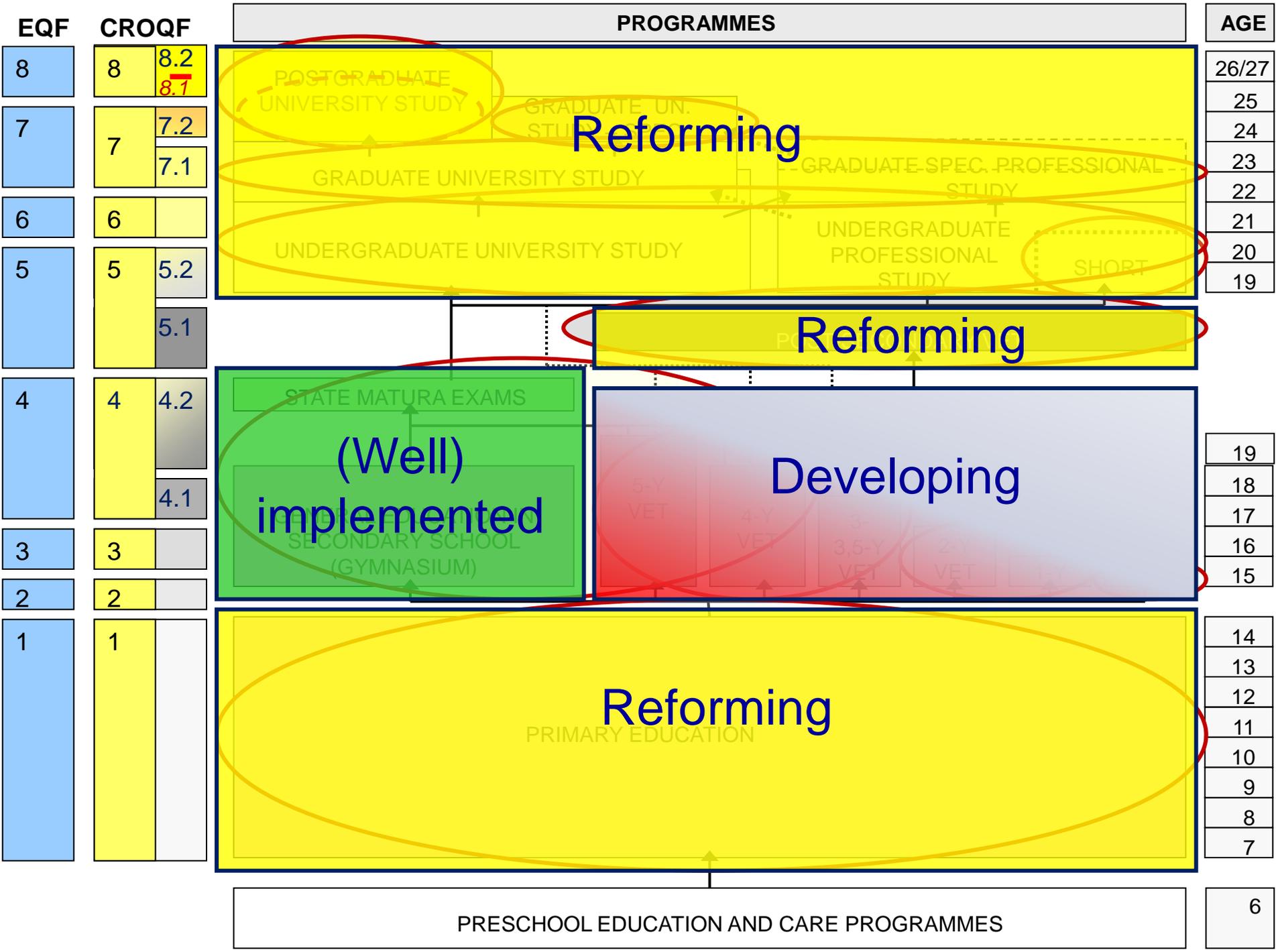


- ▶ **Stakeholders involvement** from the beginning
- ▶ Very slow, but **transparent process** (comments, questions → all answered)
- ▶ **Reforming framework** – not easy to implement
- ▶ **Unit-based** framework:
  - ▶ Link between qualifications and **occupations**
  - ▶ Common **QA system**
  - ▶ **Validation of RPL** – with an equal value as to formal learning
  - ▶ Improve **access and progression** of individuals
  - ▶ Set **no formal dead ends** and barriers for further learning
  - ▶ **Open higher level qualifications** for adults
  - ▶ Open vocationally and professionally oriented qualifications at higher level – depending on labour market needs
- ▶ **New government** – even much more interested for implementation
  - ▶ **Law on the CROQF – 2012** (using draft from 2011)



# LO implementation





## ▶ **EQF Recommendation:**

- ▶ **Requires:** link between NQF and EQF levels – LO based
  - ▶ **Insists:** individual qualifications – LO described and defined
  - ▶ **Shift:** from “duration of learning and the institution where it takes place” – to the actual learning and the knowledge, skills and competences
  - ▶ **New concept (LO)** – but, LO approach has been applied
  - ▶ **Tools:** EQF, ECVET, ECTS – all based on LO
- 
- ▶ **Use of LO** – impact on a range of E&T practices and policies
  - ▶ **The main aim** – emphasising LO in curricula and qualifications – making learning explicit

## ▶ **Qualifications (Q) and LO:**

- ▶ Better matching of Q with LM expectations
- ▶ Greater openness of E&T to RPL
- ▶ Enhanced flexibility and accountability of E&T

## ▶ **LO written:**

- ▶ Fit to purpose (occupational and educational standards, assessment criteria, learning processes)
- ▶ Transparency – inside and outside country

## ▶ **National interests:**

- ▶ Explicit E&T standards, defined jointly with stakeholders, representing interests of the society, LM and individuals; not only to “easier read” Q, but also common language, dialogue about objective of E&T
- ▶ Flexibility of Q and learning pathways for individual learners and employers
- ▶ Improvement of QA

- ▶ **NQF:**
  - ▶ Making Q and levels explicit for all users
  - ▶ The basis of occupational and educational standards, curricula, assessment criteria, Q descriptors, level descriptors,
- ▶ **Inputs and outputs in E&T can be combined:**
  - ▶ Programme supplemented with outcome information (as in Bologna process)
  - ▶ LO based Q can be structured around inputs (duration)
  - ▶ Assessment/evaluation can use inputs (completion of programme), and outputs (external assessment)
- ▶ **Technical and social purpose of LO:**
  - ▶ Standards clearer; involvement of LM regarding the relevance of qualifications standards for the LM
  - ▶ Development of RPL
  - ▶ Reducing barriers to LLL

## ▶ **What are LO?**

- ▶ *Statement have been defined as a statement of what a learner is expected to know, understand, or be able to do at the end of a learning process*

## ▶ **How to write? – Fit for purpose**

### ▶ **LO:**

- ▶ Achievements
- ▶ Achievable within the training environment
- ▶ Feasible for students
- ▶ Observable behaviour
- ▶ Measurable
- ▶ Can be assessed
- ▶ Related to a specific level

**LO needs  
(and other needs)**

**OCCUPATIONAL  
STANDARDS**

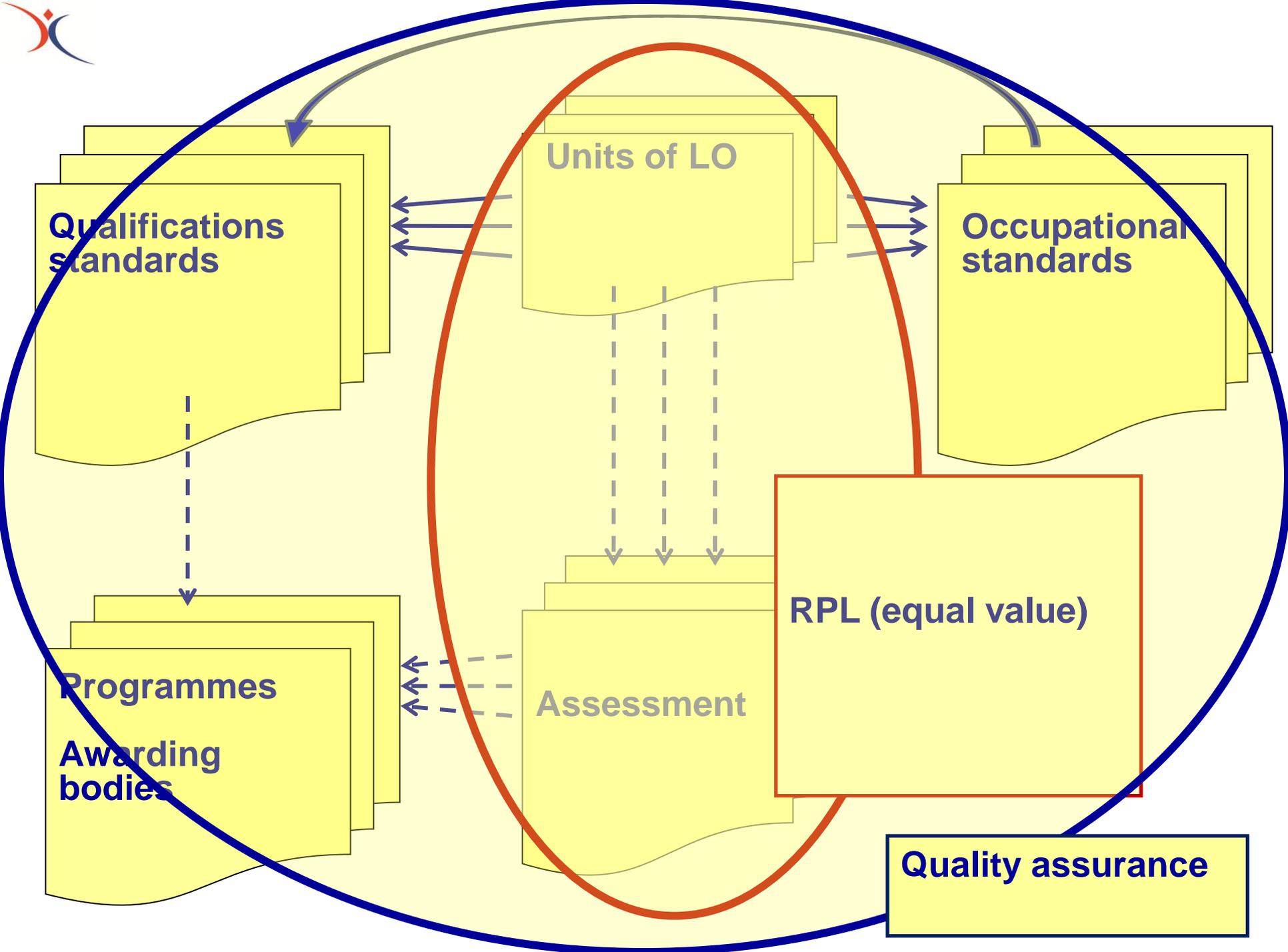
**QUALIFICATION  
STANDARDS**

**NON-FORMAL AND  
INFORMAL  
LEARNING**

**CURRICULA  
(including  
ASSESSMENT and  
CERTIFICATION)**

**EMPLOYMENT and  
SOCIAL INCLUSION**

**QUALIFICATIONS**



**Qualifications standards**

**Units of LO**

**Occupational standards**

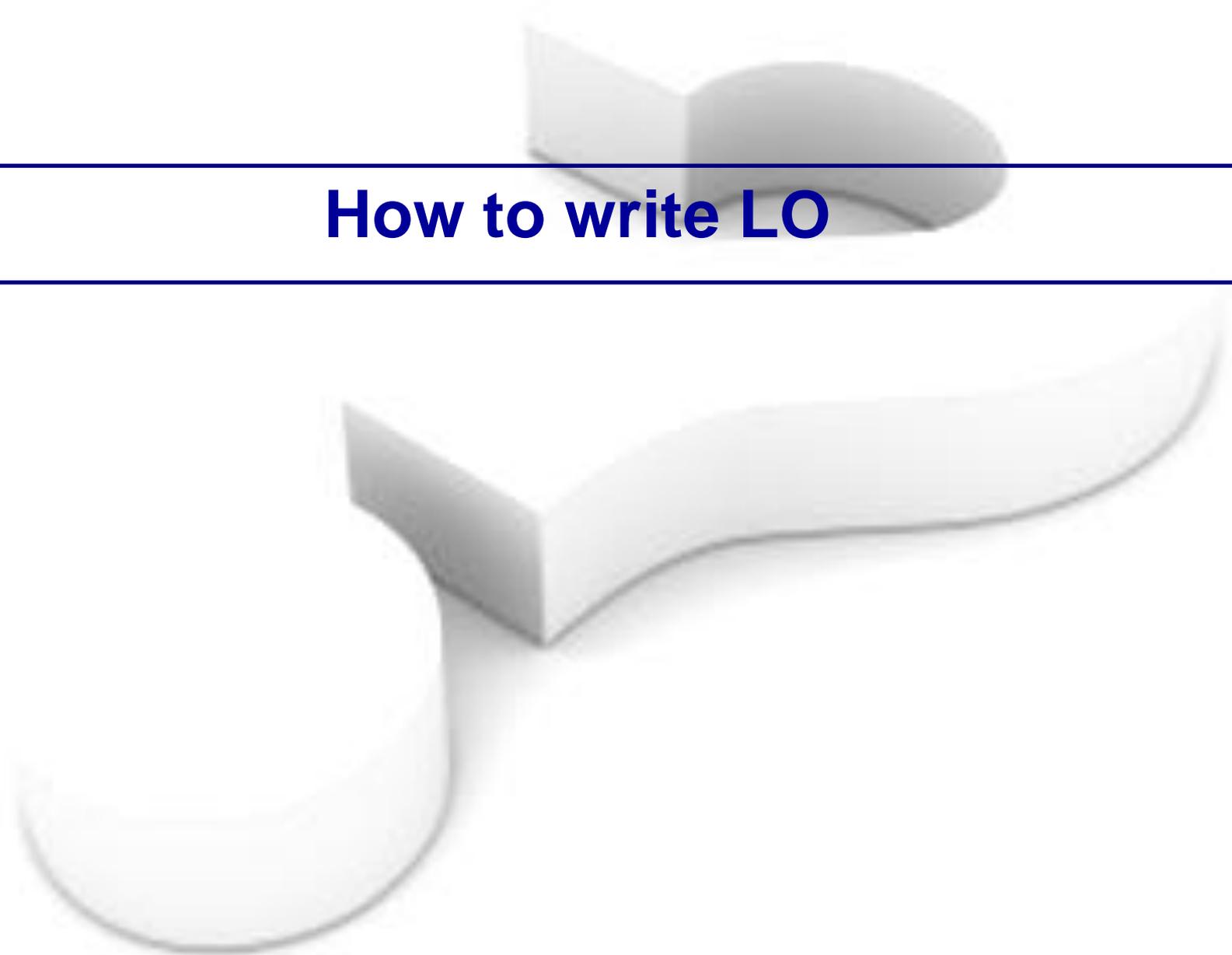
**RPL (equal value)**

**Assessment**

**Programmes**

**Awarding bodies**

**Quality assurance**



# How to write LO

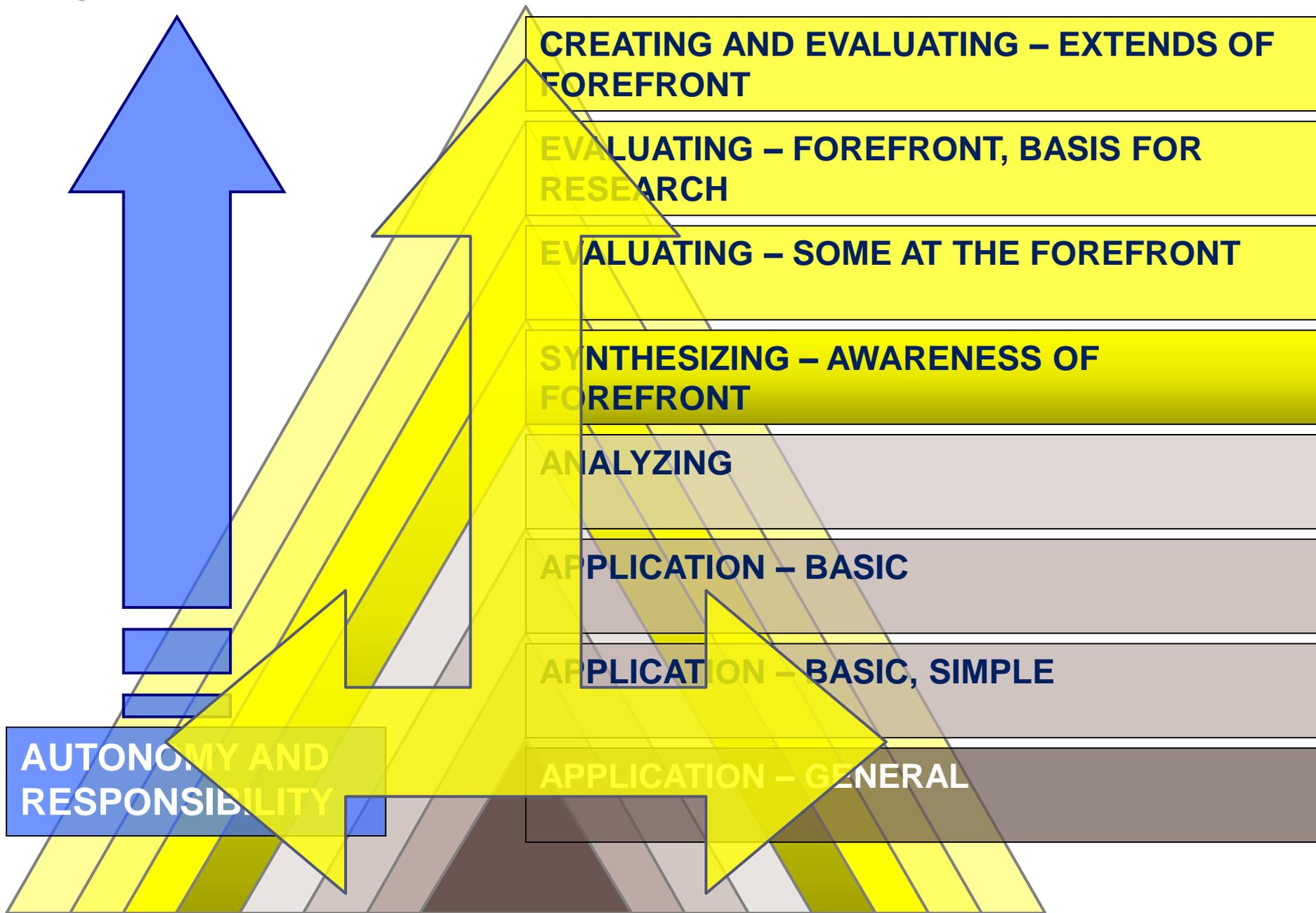


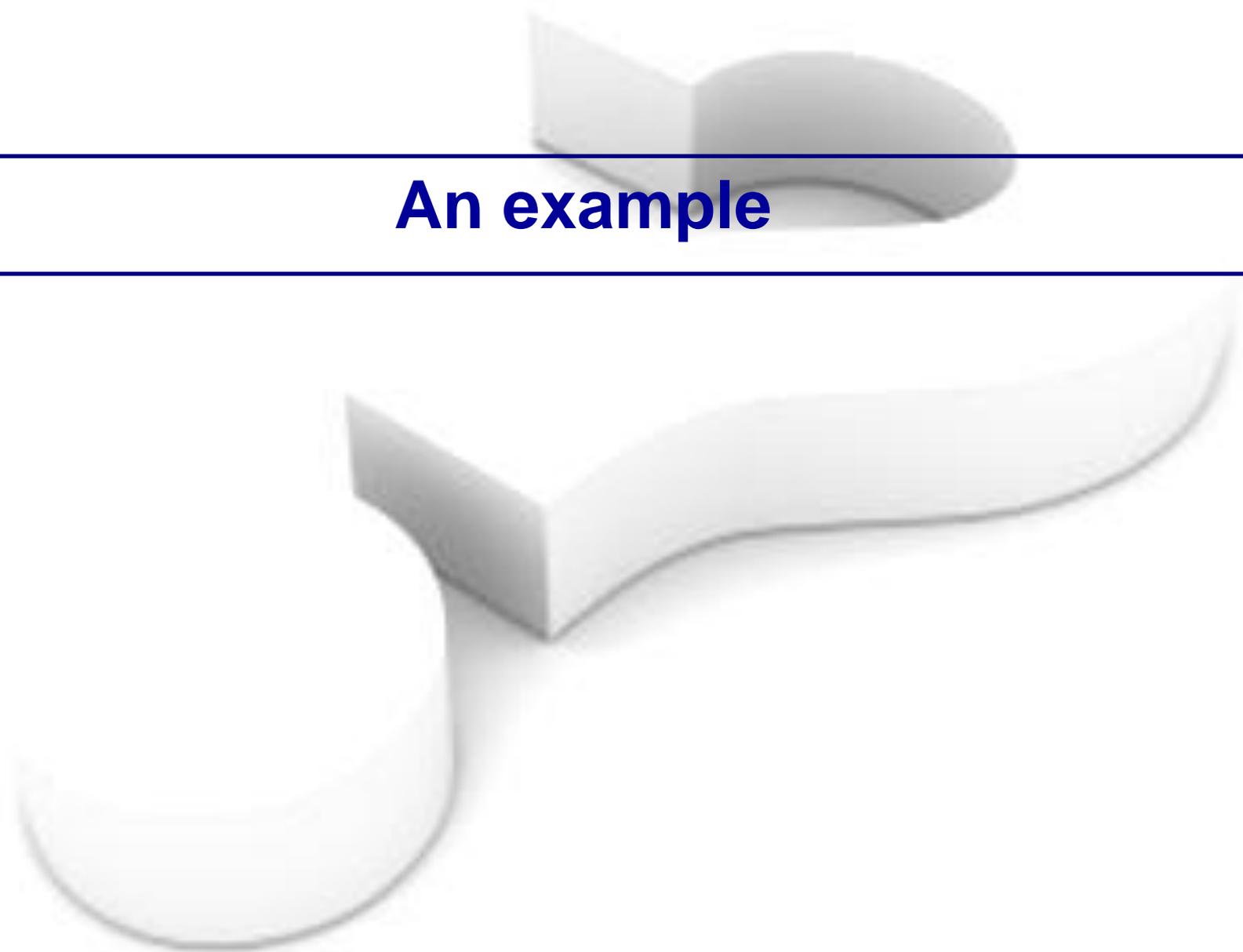
**LO:**

- ***“After completion of learning, an individual will ...”***
- **Active and precise verb with context**
- **One verb within one statement**
- **Higher levels include lower levels**
- **Understandable for wider community**
- **Units – 5-10 statements**
- **Autonomy and responsibility**
- **...**



# Levels (1-8) of LO (example for knowledge)





**An example**



8			<b>Research in Astrophysics</b>	
7			<b>Physical cosmology</b>	
6			<b>Astrophysics</b>	
5			<b>Intro to A. and Astrophysics</b>	
4		<b>Physics (grammar)</b>		
3		<b>Osnove Fizike (ključ. k.)</b>		
2		<b>Intro to Physics</b>		
1		<b>Physica around us</b>		
				<b>Astronomy and Astrophysics</b>



## LO (example – Astronomy and Astrophysics)

- LO-8: ?
  - LO-7: ?
  - LO-6: ?
  - LO-5: ?
  - **LO-4: To explain the basic idea of Big Bang theory**
  - LO-3: ?
  - LO-2: ?
  - LO-1: ?
- 



## LO: (Astronomy and Astrophysics) – an example in Croatian

- **LO-8:** Osmisliti znanstveno istraživanje te istražiti ... u cilju stvaranja novih hipoteza...;
- **LO-7:** Kritički prosuđivati glavne modele opisa ranog svemira;
- **LO-6:** Podržati teoriju Velikog praska;
- **LO-5:** Protumačiti teoriju Velikog praska;
- **LO-4: Objasniti osnovnu ideju teorije Velikog praska**
- **LO-3:** Objasniti pojam galaksije te raspraviti brojnost galaksija u svemiru, brojnost zvijezda u svakoj galaksiji te udaljenost i vidljivost najbliže galaksije;
- **LO-2:** Opisati, na temelju promatranja, osnovne razlike zvjezdanog neba tijekom različitih godišnjih doba;
- **LO-1:** Na temelju promatranja opisati glavna obilježja zvijezda

**THANK YOU FOR YOUR ATTENTION !**

Prof. Dr. Mile Dželalija  
mile@pmfst.hr