

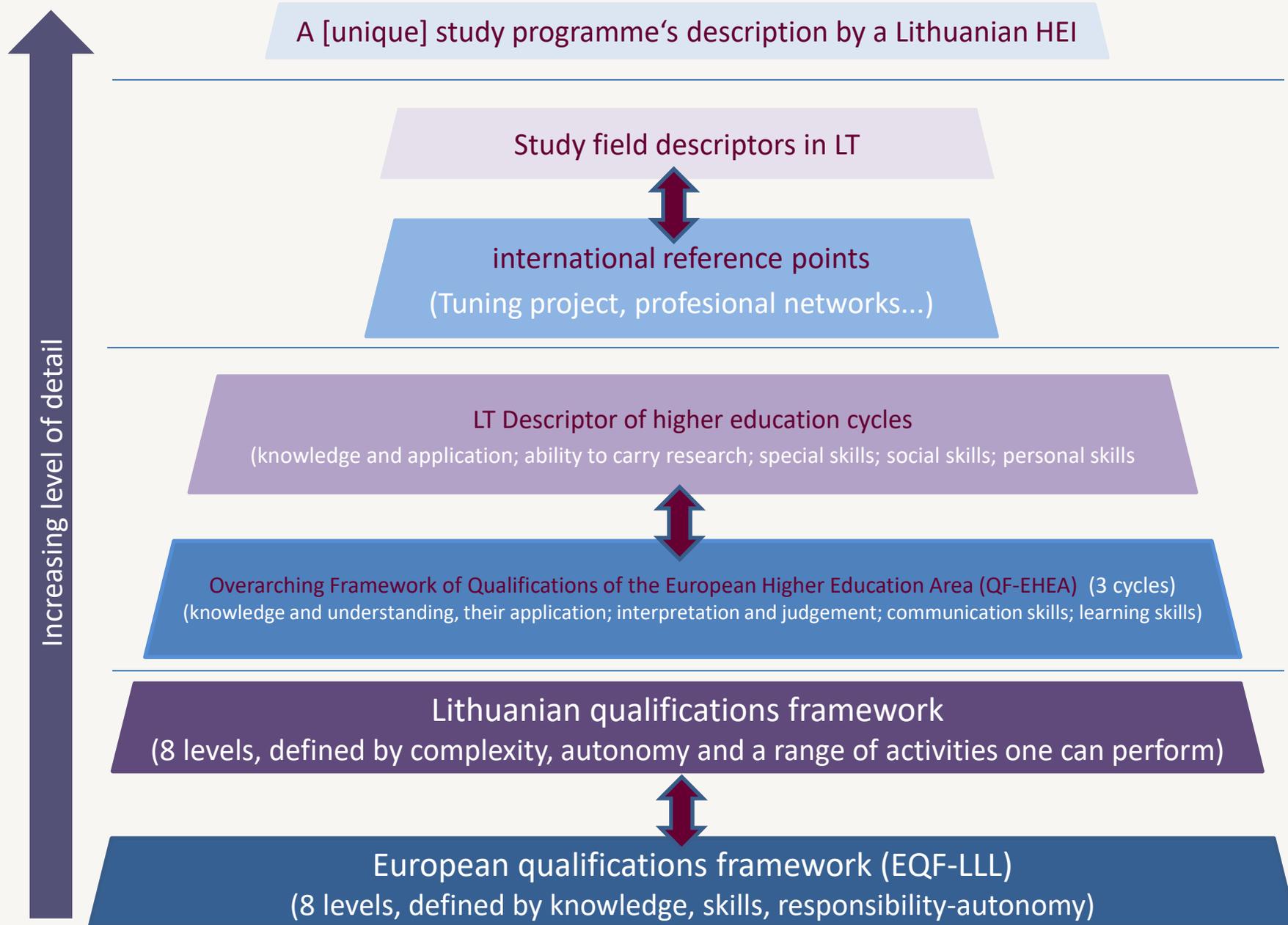


Development of study field descriptors with focus on learning outcomes in Lithuania

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Hierarchies of definitions of learning outcomes

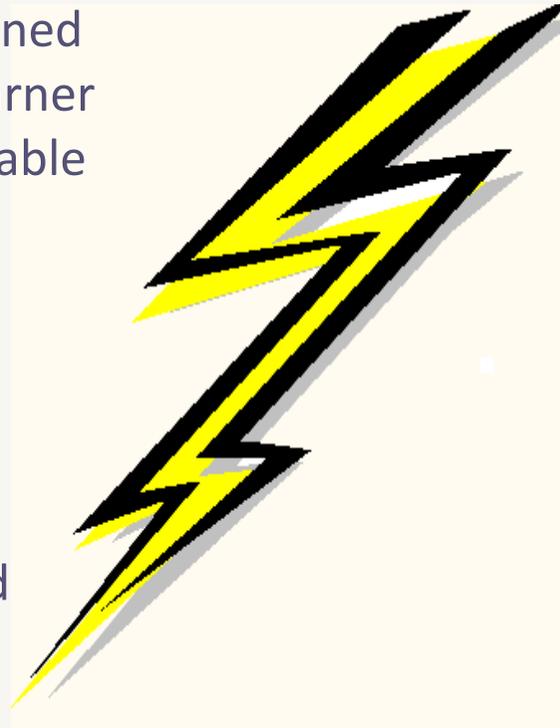


Learning outcomes vs. Competences

Learning outcomes are defined as statements of what a learner knows, understands and is able to do on completion of a learning process.

Learning outcomes are:

- intended (aims and objectives) and
- achieved (demonstrated and assessed).



Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Labor market vs. Higher education

„The learning or working context has a strong influence on the range of learning outcomes that are considered important, the interaction between them, the way the learner learns, how the outcomes are assessed and most importantly, the value attached to qualifications in the field. Competence-based qualifications thus states that a person is qualified to work in a specific field or occupation. **The competence approach is closely associated with a view of individuals as (potential) parts of the labour force** and a commitment to optimising the individual’s efficiency in a job.

In contrast, the term **learning outcomes may also embrace general knowledge and ethical, cultural, and social skills that go beyond the needs of the labour market.** Some types of learning outcomes may not be able to satisfy this requirement for contextual specification. For this reason, it is important to see the defining of learning outcomes as one key step towards defining competence-based qualifications. In other words, competence-based qualifications are one example of how learning outcomes-based approaches are used“

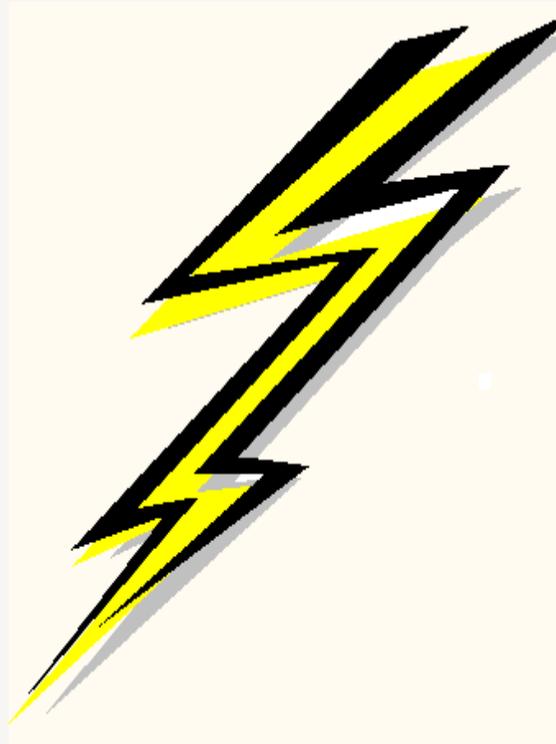
(European Commission (2011)).

Occupational standards vs. Study field descriptors

Occupational standards aim to:

- define the tasks and expectations of a given occupation,
- serve as a basis for defining work practices, continuing training, recruitment, performance appraisal systems,
- provide basis for social dialogue.
- Can also be used to define VET qualifications.

(Using Learning Outcomes. European Qualifications Framework Series: Note 4. 2011)



Study field descriptors in LT:

- describe the study field, define the requirements for implementation of study programmes,
- provide guidance of how to formulate general and specific learning outcomes for HEIS, while preparing new and improving ongoing study programmes in various disciplines,
- are used by the experts from Lithuania and foreign countries who evaluate study programmes,
- provide basis for social dialogue.

Specificity of higher education

LOs may not be enough!..
LOs + Input

The purposes of higher education:

ECTS used

- Preparation for sustainable employment;
- Preparation for life as active citizens in democratic societies;
- Personal development;
- The development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.

Public authorities should have exclusive responsibility for the provision of the framework within which higher education and research is conducted. **National qualifications frameworks and quality assurance mechanisms should be in accordance with the principles of academic freedom and institutional autonomy and take due account of the basic values and variety of purposes of higher education.**

(Recommendation CM/Rec(2007)6 of the Committee of Ministers to member states of the Council of Europe on the public responsibility for higher education and research)

LTQF

- Lithuanian Qualifications Framework approved by the Government on 4 May 2010 (Resolution No. 535) [currently under revision]
http://www.skvc.lt/uploads/lawacts/docs/124_0a8d3f9c10febe13571cddf024892c39.pdf
- Referencing of LTQF to EQF-LLL concluded in mid-2012.
http://www.kpmc.lt/kpmc/wp-content/uploads/2016/02/LTQF_EQF_report_ENG.pdf
- KPMPC- The Qualifications and Vocational Education and Training Development Centre - (National contact point) put in charge of overall management of LTQF, also coordination of development of occupational standards www.kpmc.lt
- SKVC is in charge of external quality assurance of higher education provision LTQF levels 6-7, yet to develop an approach to external of LTQF level 5 (short cycle in HE) www.skvc.lt

Descriptor of Study cycles (2011, revised 2016)

<i>Descriptor's parts</i>	<i>Description</i>
Knowledge and its application	Knowledge and its application required in study and professional activity fields are described.
Research skills	Various abilities of work with data are described defining applied methods and techniques of data gathering and analysis necessary for solving activity related issues, for the implementation of applied and fundamental scientific research and for the development of innovation.
Special abilities	Abilities to use specific methodical, technical, organizational and other means for solving tasks related to professional activity and study field are described.
Social abilities	Abilities of communication and cooperation, and communication of knowledge, understanding and skills used in various situations related to professional activity and studies, and the level of assumed ethical and civil responsibility are described.
Personal abilities	Requirements for personal and professional development, and creativity, self-sufficiency and values are described.

Study field descriptors

- Stem from the descriptions of three study cycles, approved by the Ministry of Education and Science, take into consideration international reference points and goods examples from selected countries, are informed by occupational standards [if available].
- Development coordinated by SKVC: the groups of experts – coming from academia and the labor market – were composed and facilitated by the SKVC.
- The draft projects of descriptors were actively discussed not only with academic community members, but also stakeholders – representatives of the field of work and students, by the special management body at the Ministry of Education and Science.
- Approved by the Minister of Education and Science.
- Currently available 53 descriptors accros various disciplines in Humanities, Social Sciences, Arts, Physical Sciences, Biomedical Sciences, and Technological Sciences.
- They do not represent a state standard for education in a particular field – universities and colleges are autonomous to develop their own programmes!
- Financing was provided jointly financed by the funds of European Union and the state budget of Lithuania.

Resources

- European Parliament; Council of the EU (2008). Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning. Official Journal of the European Union, C 111, 6 May 2008, pp. 1-7. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>
- Overarching Framework of Qualifications of the European Higher Education Area [revised 2018] http://www.ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_AppendixIII_952778.pdf
- CEDEFOP. Defining, writing and applying learning outcomes. A European handbook. 2017. http://www.cedefop.europa.eu/files/4156_en.pdf
- European Commission (2011). Using learning outcomes: European qualifications framework series: Note 4. Luxembourg: Publications Office. http://www.cedefop.europa.eu/files/Using_learning_outcomes.pdf
- TUNING Educational Structures in Europe <http://www.unideusto.org/tuningeu/>
- Lithuanian descriptor of study cycles http://www.skvc.lt/uploads/lawacts/docs/346_6b83703b532be84be32dd512a348eae6.pdf
- Lithuanian study fields' descriptors <http://www.skvc.lt/default/en/quality-assurance/study-program-descriptions>

Ačiū!

Thank you!

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