

Seychelles Qualifications Authority

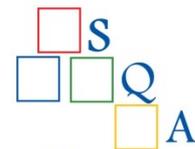
Learning Outcomes: Role and place in the National Qualifications Framework



Definitions

Learning outcomes

- Learning outcomes means the end-products of specific learning processes, which include knowledge, skills, attitudes and personal attributes.
- They are statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning (course or programme)



Definitions (cont.)

Unit Standard

A document that clearly defines the specific applied knowledge, skills and competencies required for a particular task or job.



Seychelles NQF Regulations 2023

- Two types of qualifications :
- Qualifications based on unit standards
- Qualifications based on other forms of learning outcomes.



Context of Unit Standards

- All national qualifications are developed using one form or the other.
- So far most qualifications from level 3 to 5 of the NQF use unit standards as a presentation format
- This is because most qualifications at this level are considered as TVET or occupation directed



Architecture of Unit Standards

- All unit standards begin with a purpose statement —such as “Learners credited with this unit standard are able to”
- This is then followed by Elements (outcomes); Performance criteria and Range statement.
- Range statement gives an idea of the boundaries of content that must be covered
- Action verbs are used to denote the level of learning expected, such as understand, explain, analyze or evaluate.



Place of Unit Standards & Learning Outcomes in the NQF

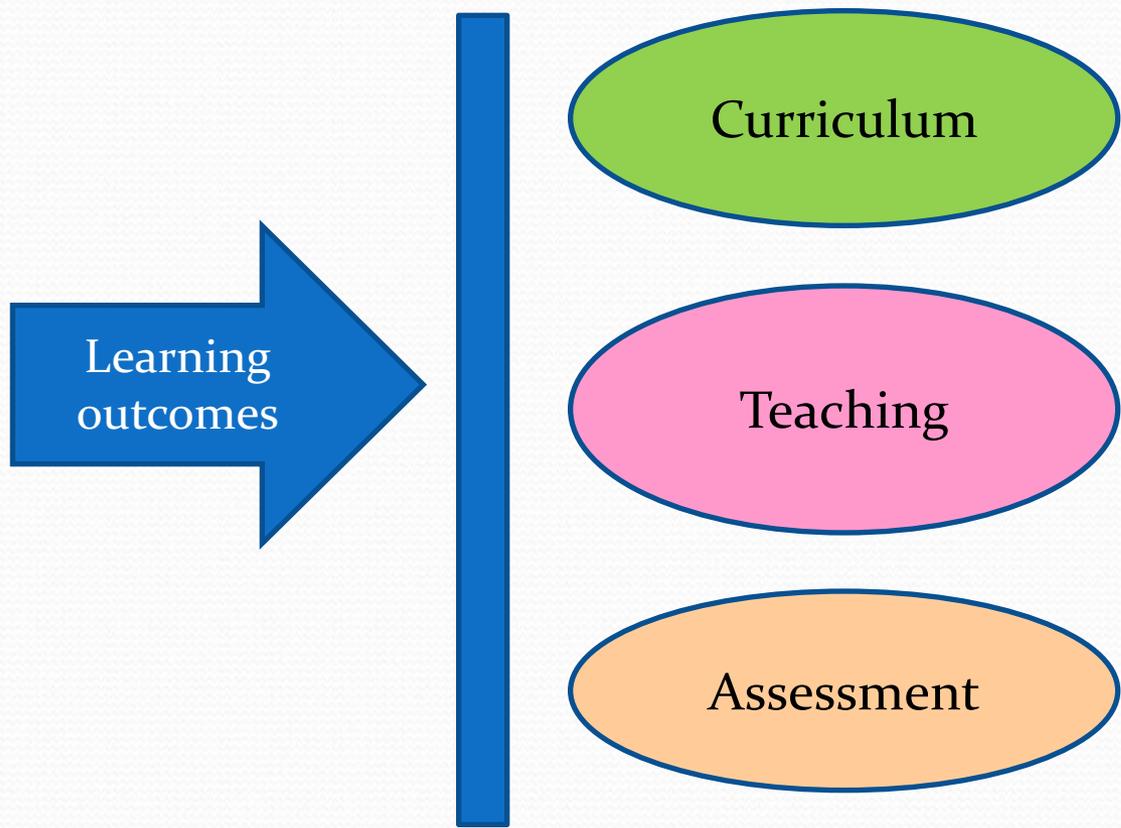
- Unit Standards and Learning Outcomes prescribe the outcomes, assessment criteria and other relevant detail for learner achievement.
- These guide the educator/assessor with regard to what the learner needs to know, do and apply.
- A learning programme consists of learning and assessment activities derived from the outcomes that make up the qualification.



Place of Unit Standards & Learning Outcomes in the NQF (cont.)

- A learning outcome forms the basis of and are clearly linked to assessment and are also linked to the larger outcomes of learning (programme).
- Prescribe the outcomes, assessment criteria and other relevant detail for learner achievement
- It is squarely focused on the learner and is performance-oriented, beginning with an action verb and signaling the desired level of performance.

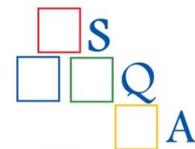




“A learning programme consists of learning and assessment activities derived from the outcomes that make up the qualification.”

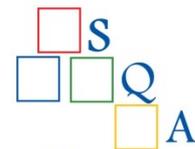
Role of Unit Standards & Learning Outcomes

- A learning outcome statement clarifies intention
- A learning outcome informs teaching and learning
- A learning outcome forms the basis of and are clearly linked to assessment and are also linked to the larger outcomes of learning (programme).
- Prescribe the outcomes, assessment criteria and other relevant detail for learner achievement

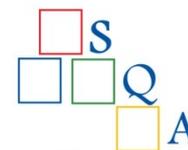


Role of Unit Standards & Learning Outcomes (cont.)

- Are a measure of quality / benchmarking for courses and qualifications.
- Ensure parity and comparability in courses and qualification
- Can be used to facilitate credit transfer (allow learner to move from one programme to another).
- Can be used in the process of RPL



Unit Standards	Learning Outcomes
<p>More detailed with Elements; Performance criteria and Range statements</p>	<p>Less detailed with Learning outcomes and Assessment criteria</p>
<p>Can be used more for technical and vocational/occupation related qualifications</p>	<p>Used more for academic qualifications where it is difficult to specify the outcomes</p>
<p>Used mostly in level 3 & 4 qualifications</p>	<p>Used mostly in level 5 + qualifications</p>



Way forward

- SQA to develop guidelines for the development and use of other forms of learning outcomes apart from unit standards.
- Ensure common understanding of learning outcomes
- Facilitate transition to the new NQF with provision for both academic and TVET qualifications.

