



Writing learning outcomes which enable the validation of non formal and informal learning



Prerequisites for VNFIL

- An applicant
- Learning outcomes
- Assessment criteria

- Transparent system of RPL
- Counselling available
- Competent assessors



The content of learning outcome

Main content

- Verb – defines the level of understanding; shows the depth of competences (SOLO)
- Object – an aim the activities are directed (write an essay; build a robot; manage a project; teach children)

Limitations

- Adverb – shows the depth of competences
- Context – shows the extent of the competences

The flexibility of learning outcome

- There should not be any unnecessary limitations in learning outcomes about specific theories, approach to the task or for example used software
- These limitations are acceptable only if the competences are so specific, that there is only one possible way to do things
- The main idea is, that gained/proved competences count, not the exact way of achieving the correct final result



Assessment criteria

- Answer the question „How?“ and hold the information about the conditions the competences should be demonstrated/proved
- Linked to the learning outcomes (the threshold level express the same extent and depth), not to the assessment methods
- Criteria are the same as in formal learning BUT methods can be different, they often base on the evidence the applicant brings
- The „type“ of the assessment method dues to LO verb, can be either knowledge or skills centered



Comprehensive assessment

- Takes into account the fact that the learning outcomes (also assessment criteria) may have different weight

If so, that information should be available to the applicants

- General competences – usually not written into units (subject, module) learning outcomes

When should they be assessed?

Where should they be written into?