Boosting Employability through Transparency

Knowing learners’ qualifications and competences
ASEM University-Business Forum
Destination Employment
Bonn, Nov 10-11 2022
We need (to)
catch up
And: Be aware of the interrelationship
www.austrian.com
Bologna and Copenhagen stand for OPTIONS

• from the viewpoint of
  – Students
  – Staff
  – Employers
  – Institutions
  – Stakeholders...

• Requirement to make use of them:
  TRANSPARENCY

How to get there?
In outcome-based education the educational outcomes are clearly and unambiguously specified.

These determine the curriculum content and its organisation, the teaching methods and strategies, the courses offered, the assessment process, the educational environment and the curriculum timetable.

They also provide a framework for curriculum evaluation.

(Harden et al., 1999a)
How do we know what the learner should know and be able to do to be employable?

You never stop learning
<table>
<thead>
<tr>
<th>LO</th>
<th>Intended quality characteristics of the higher education degrees in Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Broad subject oriented knowledge: 87%</td>
</tr>
<tr>
<td>broadening</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Knowledge about the enterprise – Leadership etc.: 68-78%</td>
</tr>
<tr>
<td>deepening</td>
<td></td>
</tr>
<tr>
<td>Ability to do</td>
<td>Comprises:</td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>Acquisition /</td>
<td>Instrumental</td>
</tr>
<tr>
<td>Development</td>
<td>Can analyse: 88%</td>
</tr>
<tr>
<td></td>
<td>communicative</td>
</tr>
<tr>
<td></td>
<td>Can communicate – work in groups – adapt: 99%</td>
</tr>
<tr>
<td></td>
<td>Systemic LO</td>
</tr>
<tr>
<td></td>
<td>Can solve problems, learn to learn: 97%</td>
</tr>
</tbody>
</table>
First Set of Guidelines

• Learning outcomes
• Transparency
• Framework
Imagine you travelled in England by car
You are already puzzled
because you have to drive on the wrong side of the road...
Then you see the following signpost:

And ask yourself what does that mean?
And a few seconds later you learn ...
This is a circling miracle!
Thousands of roundabouts all in one
Any relationship to the Transparency and Employability??
Framework: Uncertainty avoidance

You always know what the time is
Change of Paradigm

Learning Chain

- General / Vocational Education and Training
- Labour Market
  - Qualifications frameworks
  - Strategy

Learning Space

Enabling Process
- Modular Structure
- Module Learning Outcomes
- Assessment
- Learning and Teaching Material

Learner’s Profile
- Trainability

Programme Profile
- Learning Outcomes
- Employability

Internal Quality Management

Communication
Principles in Practice

Information, Consultation, Analysis processes

Learning Agreement
- Individual Advice/Selection
- Performance • Credits • Grade

Learning Space
- Modularisation
- Learning Outcomes
- Workload

Employability et al
- Descriptors
- Profile
- Level

Transcript of Records
- Credit Transfer / Accumulation

Information, Consultation, Analysis processes

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Learning Chain
Tools at work for internal and external Quality Assurance

Legend:
- Change of Paradigm
- Quality Assurance/-enhancement
- Educational and training
- Labour Market

Learner
- Credit Transfer + Accumulation
- Application /CV /
- Learning Agreement/TOR / Mobility Pass
- Language Pass
- Diploma/Certificate
- Supplement

Learning Space
- Module-Level LO
  - Teaching and Learning,
  - Assessment
  - Information Package / Course Catalogue

Programme-Level
- Learning Outcomes
  - Subject-related
  - Generic
  - QFR-NQR-HQR-SQR

Labour Market
That’s not too (heavy) difficult – or?

Can we do it?
Do it better

Evidence?
### Core Competences to facilitate

<table>
<thead>
<tr>
<th>Desired / Expected</th>
<th>Percentage</th>
<th>Learning Outcomes to achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication / Ability to work in teams</td>
<td>99%</td>
<td>Can analyse</td>
</tr>
<tr>
<td>Problem solving</td>
<td>97%</td>
<td>Broad subject related knowledge</td>
</tr>
<tr>
<td>Learn to learn</td>
<td>97%</td>
<td>Knowledge about the EN</td>
</tr>
<tr>
<td>Independent working</td>
<td>96%</td>
<td>Managerial competence</td>
</tr>
<tr>
<td>Adaptability</td>
<td>96%</td>
<td>Specialisation</td>
</tr>
</tbody>
</table>
Second Set of Guidelines

• Learning (value) chain
• Tools
• Value chain network
• Critical success factors
  Respecting
  – Suitability
  – Acceptability
  – Feasibility
  – Sustainability
But changing education and training is a slow process! It may take more than a life-time.