

Using Learning Outcomes in Recognition of Qualifications



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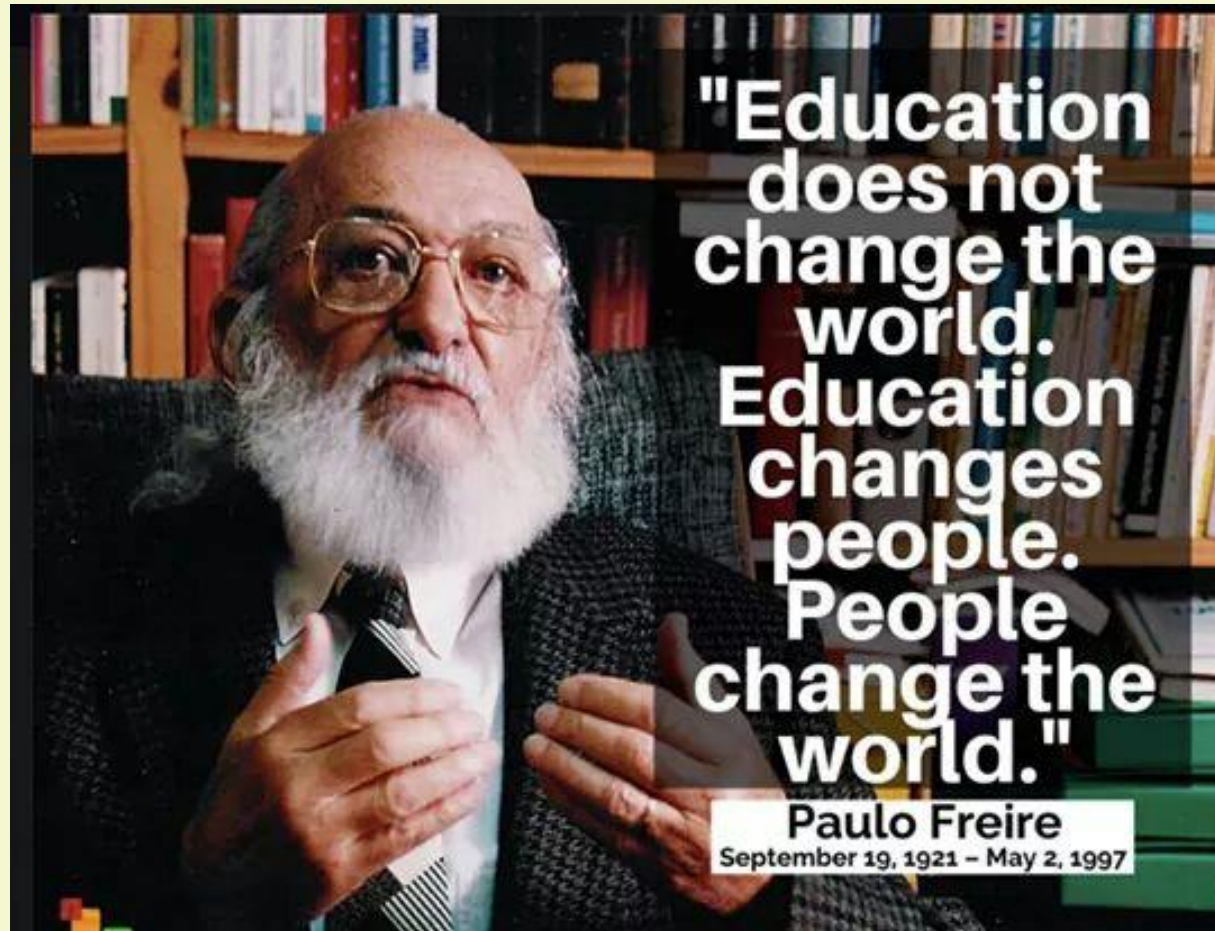
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Ministry of Education & Science

**EPER Project, PLA “Qualifications Framework in the recognition of foreign
educational qualification”**

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Considerations

researches, anticipations, visions



Skills based education



1

Education systems, including HE are not keeping up with needs of labour market

2

Entrepreneurs overcome skills shortage by founding their own schools

3

Education systems to find new ways to help develop cross-cutting skills

- system that prioritises skills over credentials
- skills-based model will require conscious efforts

High-skilled jobs

65%

of children entering primary schools today will end up working in job types that don't yet exist

45%

of the active individuals are paid to perform can be automated by adapting currently demonstrated technologies

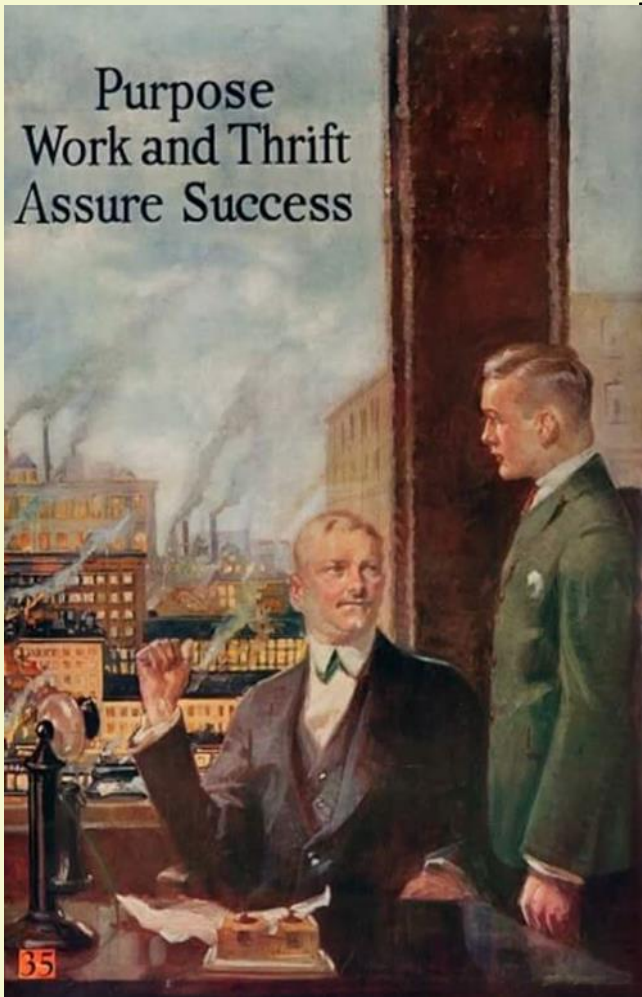
Vacancy

Risk Manager & Compliance Officer



PEOPLE & Co

think critically, solve complex problems, interact with others, innovate, learn how to learn, preserve and overcome failure



Transferable skills

Acquired in one work setting that can be productively applied in another

PhD

Especially relevant:
analyses, research, project
management, writing,
teaching and communication

EMPLOYABILITY

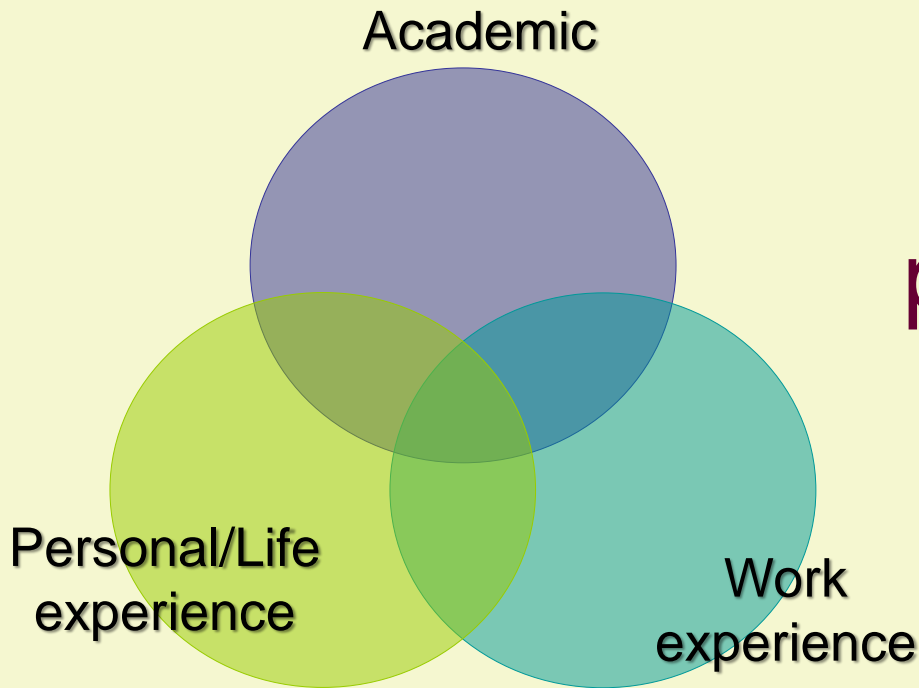
“Having a set of skills, knowledge, understanding and personal attributes that make a person more likely to secure and be content and successful in their chosen occupation.”

Dacre Pool & Sewell, 2007

“A set of achievements – skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the employers, society and the economy.”

Mantze and Yorke, 2004

What do employers seek?



Evidence for
existing and
potential skills and
abilities

Intelligence • knowledge • commercial awareness • willingness to learn • flexibility • adaptability • self-regulation skills • self-motivation skills • communication skills • interpersonal skills • teamwork • self-confidence • drive • leadership • flexibility • professionalism • business focus • problem solving • self-awareness • self-promotion • research and creating opportunities • action-planning • networking • decision-making • negotiation skills • policy awareness • overcoming uncertainties • development focus • knowledge transfer • self-confidence •

Employers need graduates who possess a set of basic work skills as well as academic skills, but the final analyses show that what makes graduates employable are skills such as teamwork, interpersonal skills, communication skills, customer care. . .

Bologna and employability

- Incorporating skills in the study program is a key element of the Bologna reforms and it should be monitored, particularly the exchange of good practices around the whole of Europe
- Higher education institutions should help students recognise and express their employability skills, developed within the study program and the associated activities
- Bologna reforms create a new range of transitional and exit points from higher education... They require highly qualified staff to guide students and adequate development of academic and other university staff.

Learning outcomes

- Statements that specify what students are expected to know, understand or be able to do after completing the educational process.
- A set of knowledge, skills, abilities, attitudes and understandings that the individual will acquire.

Comparison

Employability

A set of achievements – skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the employers, society and the economy

Learning outcomes

- Statements that specify what students are expected to know, understand or be able to do after completing the educational process.
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In general, competence-based represent statements/declarations that a person is qualified to work in a specific area or take up a specific occupation.

Learning outcomes

Statements that specify what students are expected to know, understand or be able to do after completing the educational process

Competences/capabilities

Proven ability to use knowledge, skills and personal and social and/or methodological abilities in the areas of work, studying and in professional and personal development

Job description from an advertisement

Tourist Guide

➤ **Responsibilities:**

- Explains and shows sights of a specific region
- Provides information on historical events or personalities
- Performs all operations related to in guiding and looking after tourists
- Provides basic information to tourists related to the tour goal and plan
- Takes care of travel documents for border crossing
- Gives tourists practical advice

➤ **Required skills and abilities:**

- Knowledge in geography
- Fluency in several foreign languages
- Broad knowledge of historical facts
- Knowledge of different cultures
- Communication skills
- Responsiveness
- Excellent organization skills
- Resourcefulness
- Good physical fitness

Hospitality manager

➤ Responsibilities:

- Plans, organises, manages and supervises the working obligations of their personnel
- Plans, organises and supervises the use of material and technical assets
- Negotiates with suppliers, travel, transport and stage agencies
- Determines the beginning and end of the facility operation
- Manages and decides on the number and timing of hiring seasonal workers
- Suggests supplies for hospitality equipment
- Supervises the application of regulations on occupational safety
- Supervises the preparation of meals and beverages and the compliance with the regulations.

➤ Required skills and abilities :

- Communication skills
- Initiative
- Fluency in foreign languages
- Good organisational skills
- Patience
- Self-discipline
- Methodical
- Knowing and following the legal regulations on material and financial operations
- Knowledge in the business practice in hospitality

Tour organiser

➤ Responsibilities:

- Organises the stay and transport of tourists
- Mediates in sales and sells tickets
- Makes transport tickets reservations
- Makes accommodation reservations
- Mediates in the supply of documents and visas for travel abroad
- Mediates in the supply of special documents (e.g. fishing permit)
- Organises the service that accompanies tourists and the tourist guides
- Meditates the insurance of passengers and cargo
- Advertising services
- Presents their travel arrangements with brochures, posters, advertisements and other forms of promotion

➤ Required skills and abilities:

- Organisation skills
- Communication skills
- Negotiation skills
- Responsibility
- Fluency in at least one widely spoken language
- Computer skills
- Presentation skills

Offer in Macedonia

- Faculty of Tourism and Hospitality - Ohrid (St. Clement of Ohrid University in Bitola)
 - Bachelor of tourism management (VI A)
 - Bachelor of gastronomy management (VI B)
 - Bachelor of service industry management (VI A)
- Faculty of Tourism and Business Logistics (Goce Delcev University in Stip)
 - Bachelor of tourism management (VI A)
 - Bachelor of gastronomy and dietetics management (VI A)
 - Bachelor of hotel and restaurant management (VI A)
- Faculty of Natural Sciences and Mathematics (Ss. Cyril & Methodius University in Skopje)
 - Bachelor of tourism (VI A)
- Faculty of Tourism (University of Tourism & Management)
 - Bachelor of tourism management (VI B)

Bachelor of Tourism Management, level VI A (240 ECTS)

– KNOWLEDGE AND UNDERSTANDING

- Ability to recognize and express the knowledge and understanding in tourism
- Ability to show knowledge and understand how to use the acquired knowledge in the previous general or vocational secondary education, as well as the knowledge in the theoretical and practical courses during the studies
- Developing ability to understand and expand the knowledge in vocational and scientific areas related to tourism management and marketing
- Ability to find, recognize and extend their tourism related knowledge
- Show knowledge and understanding of comparative and critical analysis of tourism economy in the world and in the Republic of Macedonia.

– APPLICATION OF KNOWLEDGE AND UNDERSTANDING

- Ability to apply their knowledge and understanding in tourism economy activities
- Apply their research competence in all areas of tourism economy
- Demonstrate skills to apply their knowledge by making interviews, illustrating, evaluation etc.
- Identify, analyze and solve problems related to tourism management and marketing and organizing tourism economy
- Ability to transfer their tourism related knowledge and understanding into practice, which they practiced during their internships.

– JUDGEMENT ABILITY

- Ability to collect, analyze, assess and present relevant information and data
- Logical reasoning in making appropriate conclusions from the entire tourism processes
- In their tourism practice, they evaluate and calculate the process, service and organizational operations, taking care of personal, social, scientific and ethical aspects
- Making assessment in some tourism research
- Developing ability to draw conclusions from a debate, test, resume, etc.

– COMMUNICATION SKILLS

- Effectively communicate, inform and connect ideas, problems and solutions from different segments of tourism economy
- Elaborate views by providing arguments and establish business communication in front of professional and unprofessional audience
- Develop teamwork skills and present the results from their operation
- Prepare action plan and possess the skills to present it

– LEARNING SKILLS

- Defining their role at industry and society level based on knowledge and understanding
- Identifying the need to continue their studies with higher degree of autonomy
- Initiate independence in the presentation of their knowledge
- Design new tourist arrangements
- Learn how to learn through personal management .





DISCREPANCIES?!

Employers

- which employers would employ staff with descriptions as provided by the university and for which positions
- history, geography?!
- do they know languages?!
- do they possess management skills
- do they have communication skills
- do they know regulations?!
- do they have organization and negotiation skills?!



Research shows that employers usually believe that graduates possess technical skills but lack the so called “soft skills” which are key to efficient performance

Overview of the study programme

- Tourism basics, tourism geography, information science, entrepreneurship, thermal tourism, foreign currency operations, culture of expression and communications, hospitality, tourism management, hospitality and tourism economics, sports and recreation, restaurant management, insurance basics, economics of serving and cooking, travel agencies, foreign language, physical planning, exploring the tourist market, financial investment management, leisure and alternative tourism, cultural heritage, information systems, rural tourism, traffic in tourism, tourist destinations, international tourism, tourism geography, trade law, accounting, international gastronomy, knowledge of goods, food production management, animations in tourism, network sales system, mathematics in hospitality, religious tourism, security in tourism and hospitality, menu management, national gastronomy, SME management, professional practice in the country and abroad
- Mostly 8, 7 and 6 ECTS

University of Nicosia study programme

- **Main mandatory:** human resource management, internship I, managing special events, conferences and exhibitions, cultural geography, casino management, service quality management, airline and travel operations, introduction to travel and tourism, geography of travel and tourism, cruise services and management, leisure and recreation, destination and visitor management, theme parks and attractions, sustainable tourism, **main electives:** strategy and business policies, food and beverage management, food services in special events, environmental management for tourism and hospitality, internship II, tourism and hospitality law, special topics, intercultural communication, career planning and advancement, ticketing and computerized reservations, tourism planning and development, international tourism, tourism and transport, **business operation electives:** accounting I and II, management, marketing, **foreign language learning:** French language and culture-IV, Italian language and culture I-IV, German language and culture I-IV, Russian language and culture I-IV, **language fluency:** business communication, technical writing and research, college English, business and professional communication, basic writing, English composition, **computer skills:** information science, information systems concepts, e-business, **knowledge in mathematics:** quantitative methods, intermediate algebra, finite math with applied calculus, statistics I and II, statistical applications in business, **humanities and social sciences:** cultural anthropology, society and environment, philosophy, general psychology I and II, social psychology, principles of sociology

It seems that in our study programme there is a lack of . . .

- Foreign languages, especially business and advanced
- History and knowledge of cultures
- Knowledge of standards and legislation
- Psychology and sociology
- Mathematics and information science
- Variety in tourism: casinos, cruises and organization (tickets, transport, etc.)



But it is very likely that:

- Communication with employers has not been very intensive
- Academic profiling is dominant
- Insufficient comparability of the study programme with similar ones in foreign countries.

And it is certain that

- The content of the study programme is not appropriately presented with specific descriptors
- We need to develop short cycles of studies instead of dominating II cycle of studies

Importance of learning outcomes to employers

- They help employers understand what a graduate is expected to know, understand and be capable of doing
- They are important in countries where employers should adapt to the model of first and second cycle of studies
- Two types of learning outcomes:
 - **Course-related**, related to the study area
 - **General**, related to the skills and abilities that students are expected to acquire depending on the level of studies, regardless of the field of studying (transferable skills)



Employers' view on learning outcomes: global perspective

- Appreciated because they inform about “what people have learned from experience”
- Employers also want to know:
 - how students progressed in acquiring new knowledge and skills
 - if students are able to demonstrate the competences they acquired
- They are interested in knowing how and what the students have learned

Profiling student employability

By mapping skills, course by course, by employers, 6 key competences have been detected in individuals who are able to transform organizations and contribute to their development, early in their careers:

- Cognitive skills: e.g.: problem solving
- General competence: e.g.: teamwork
- Personal skills: e.g.: ability and willingness to learn and improve efficiency
- Technical skills: e.g.: operation with modern laboratory equipment
- Business/organisational awareness: e.g.: work experience
- Practical elements/vocational courses: e.g.: reflection and review of their own professional practice

Reference value statements in the field of studying	Cognitive skills	General competence	Personal skills	Technical skills	Business/ organizational awareness	Practical elements/ Vocational courses		
								
1	how		how					how
2	how	how	how					
3	how	how	how					
4	how	how			how	how		
etc.								

- ✓ An example how the academic community and the representatives of employers should work together on national level to develop mechanisms that will help teachers set in their study programmes generic skills required by employers and will help employers understand what graduates can offer
- ✓ May be used by students to look for opportunities outside of the study programmes in order to gain both practice and generic skills required by employers and then articulate (express) and provide evidence for these skills for potential employers

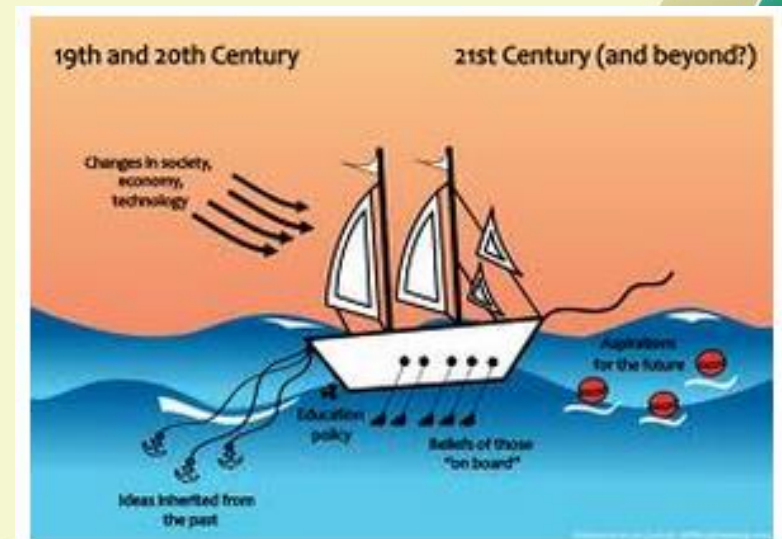
Diploma supplement

- General information on the student and the institution
- Level and structure of studies
- Description of qualifications
- Courses and activities
- Mobility
- Using qualifications
- Additional information



Skill development

- Academic activities and projects
- Internship
- Seasonal work (e.g. during holiday season)
- Volunteering
- Mentorship/peer support
- Clubs and societies
- Work from home
- Personal interests



Presentation

- CV (Europass)
- Motivational letters
- Application forms
- Interviews




Involvement of employers

- Board of accreditation and evaluation
 - Accreditation of study programmes
 - Evaluation of study programmes (external)
- University self-evaluation
- Ranking of universities (employability indicator)
- Board of trust and cooperation with the public
- Career centres
- National qualifications framework council
- Departmental committees

Unresolved questions

- Employability speaks through statements: are these statements compatible with the learning outcomes or can we produce learning outcomes in line with the statements
(e.g.: determine key qualifications)
- Getting employers involved, especially SMEs
- Incorporating employability at course or study programme level
- Is employers' dissatisfaction inevitable



Thank you for your attention

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