



Autoriteti Kombëtar i Kualifikimeve
Nacionalni Autoritet za Kualifikacije
National Qualification Authority

GUIDELINE ON USING **OCCUPATIONAL STANDARDS** IN DEVELOPMENT OF **LEARNING MODULES**



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1.

INTRODUCTION

The major challenge for curriculum developers and training providers is to produce learning programmes which enable the development of occupational competences and personal values that make the graduate most employable.

One particular concern in designing and implementing vocational programmes is whether or not the employment requirements are met. The employment requirements or work place requirements are described in occupational standards. Therefore the occupational standards should be used to provide a reference point for identifying the modules that should be included in each qualification, together with the learning outcomes to be achieved for the candidate to be credited with having achieved each module.

The learning programmes are the foundation for achieving competences and qualifications. The qualifications are made up of a number of modules. Vocational qualifications include compulsory modules and optional ones. Both, compulsory and optional modules, originate in occupational standards developed by the industry, therefore the experts in respective occupations should decide on the combination of modules required for building up a certain qualification.

2.

LEARNING OUTCOME

Learning outcomes are statements that describe the skills and knowledge that a person is expected to acquire through in a programme or course. These statements are interpretations of the information contained in the competencies found in the occupational standard.

In preparing learning outcomes to be included in a program or course based on an occupational standard, developers should examine the competencies to determine the skills and knowledge.

Learning outcomes are an elaboration of the information contained in the occupational standard. This is because the information contained in the occupational standard are of a more general level, whether the learning outcome refers to what exactly the learner should be able to do and, of course, to demonstrate, at the end of the learning programme Learning outcomes can provide a useful guide to inform potential learners and employers about the programme and ensure consistency of outcomes across modules and subjects.

By describing the skills and knowledge contained in the occupational standard, learning outcomes act as a bridge between the program of learning and the occupational standard.

Learning outcomes can also help

- guide learners in their learning, in that they explain what is expected of them
- staff to focus on exactly what they want learners to achieve in terms of knowledge, skills and competences
- staff in choosing appropriate learning, teaching and assessment strategies
- both staff and learners in monitoring progress.

3.

THE FOCUS OF THE LEARNING PROGRAMME

The focus of a learning program is what it aims to provide to the learner, i.e. its topic. There is no golden rule for selecting the program topic from a set of occupational standards. In general, the main functions identified in the occupational standards will lead to the definition of modules for learning and assessment but this is not the single option.

Modules are the building blocks of the learning programmes but also of the qualifications, and they derive directly from the content of the occupational standards they refer to.

For example the function ‘Work safely, minimise risks and comply with emergency procedures’ might lead to the development of the module ‘Occupational Health and Safety’

It is also possible to approach two or three functions in one single but broader module, when the expected outcomes have little relevance for the qualification if they are split in several modules. For example two specific functions of the plumber are ‘Install pipes for water supply and sewerage’ and ‘Install sanitary objects in bathrooms and kitchens’. The developers might decide for one single module ‘Basic plumbing’ which will cover both functions.



Fig. 1 Learning programs can be developed based on one function

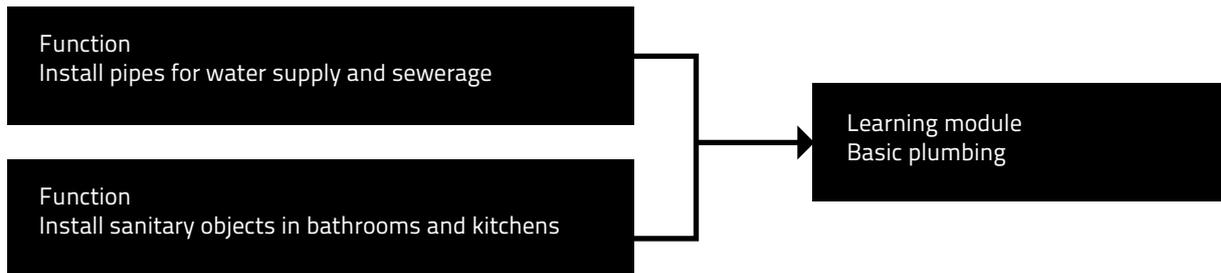


Fig. 2 Module developed based on a group of functions

Sometimes, when analysing the content of one or several functions we decide that a series of key activities might lead to the development of one module. This is the case of interpreting the technical specifications for determining the type of welding to be used in joining metal pieces. 'Interpret the technical specifications' is usually one key activity identified for each and every function related to different welding functions differentiated through the technology used – metal arc welding process, with electric arc, MIG/MAG etc.

These options allow developers and training providers great flexibility in preparing their programmes. The most important aspect is that whatever approach is selected, developers should try to keep their development process simple and base their courses in such a way that their programme can easily and clearly be traced to the relevant occupational standard or function.

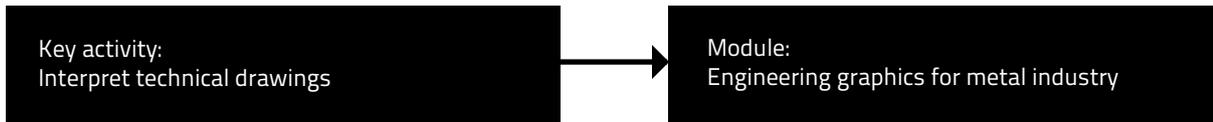


Fig. 3 Learning programs developed from a key activity or from a particular knowledge required for performing one or several functions

4.

THE FORMAT OF THE LEARNING MODULE

It is proposed that, for all VET qualifications in Kosovo, the following format of the modules should be used:

Qualification Title:

Module Title:

Credit value:

Learning Outcomes:

1.

2.

.....

Learning outcome 1:

- Performance (assessment) criterion ...
- Performance (assessment) criterion ...
- Performance (assessment) criterion ...

Range (of conditions, equipment, tools etc.), knowledge, skills, attitudes

Assessment strategy

- Evidence requirements (forms of evidence, quantity of evidence)
- Methods of assessment

.....

Learning outcome 2:

- Performance (assessment) criterion...
- Performance (assessment) criterion...
- Performance (assessment) criterion...

Range (of conditions, equipment, tools etc.), knowledge, skills, attitudes

Assessment strategy

- Evidence requirements (forms of evidence, quantity of evidence)
- Methods of assessment

Etc.

All Module Specifications should be presented in the same format: There are two main components: General Information and Statement of Standards.

A **General Information** includes:

- Module reference number
- Module title
- Date of Publication
- Level
- Credit Value

- Entry requirements
- Module Introduction
- List of the Learning Outcomes

B **Statement of standards** for each learning outcome should include:

- The Learning Outcome
- The List of Performance (Assessment) Criteria
- Range Statement
- Evidence Requirements

⋮ **A. GENERAL INFORMATION** ⋮

⋮ **MODULE TITLE** ⋮

The title of a programme should give clear information about the broad nature of the outcomes required. The title should be concise and unambiguous and where possible, it should convey the occupational relevance of the award e.g. Advertising and Promotion (from Curriculum Framework for Business Administration).

In many cases the award will encompass more than one occupational area, for example, the business award may include competences related to financial management and auditing, so the title would become Financial systems and Auditing. Indicating that the principal area is finances, but auditing techniques are also significantly developed.

⋮ **DATE** ⋮

The date indicates the month and year in which the Module Specification was validated and is the main way

that schools can identify the current version.

⋮ **LEVEL STATEMENT** ⋮

Level Statement attached to the module refers to the complexity of the module when the module is part of a series with similar focus. We may have several modules with the same title but differentiated through the complexity of their learning outcomes, i.e. Business Communication 1, Business Communication

2. The reason why we attach level statements to the modules with the same title is for mapping them into qualifications. The level statement is NOT a compulsory component of the module and should NOT be confound with the level of qualification.

⋮ CREDIT VALUE ⋮

A Credit Value is allocated to a Module Specification. This indicates the level of demand made by the content of the Learning Outcomes and the notional design length required to complete it. The notional design length incorporates all teaching and learning activities including both formative and summative assessment.

Additional time, however, may be required by some learners for consolidation of learning in the form of tutorials and self-study. The notional design length of one credit, for VET qualifications in Kosovo, is 10 hours.

⋮ ACCESS STATEMENT ⋮

The Access Statement is used to indicate where it is necessary for learners to have achieved certain skills or knowledge prior to their enrolment for the Module. The Entry requirements should reflect the intentions about the starting point for delivery of the Module, including both formative and summative assessment.

Where there are specific prerequisite Modules without which the learner is unlikely to successfully complete the Programme, this should be noted in the Access Statement, quoting fully the module title required for access. For example:

Example 1

Business Communication 1

Access Statement: Access is at the discretion of the School. However it would be beneficial if the learner had successfully completed the compulsory education.

Example 2

Business Communication 2

Access Statement: Access is at the discretion of the School. However it would be beneficial if the learner had successfully completed the Module Business Communication 1.

MODULE INTRODUCTION

The Module Introduction should give a clear statement about the overall skills and knowledge to be demonstrated by learners and should contain a brief summary of the information contained in the Learning

Example 3

Marketing

Module Introduction: On completion of this module the learner will be able to outline the concept of marketing, basic marketing activities and the marketing activities of a business organisation.

Outcomes. The Module Introduction should be prefaced with: 'On completion of this module the learner will be able to....'

Example 4

Personal and Interpersonal Skills

Module Introduction: On completion of this module the learner will be able to use personal and interpersonal skills in normal workplace situations, including solving problems and working cooperatively with others.

LEARNING OUTCOMES

The learning outcomes are the core of the module. They describe the expected achievements of the learner at the end of the module, in terms of knowledge, skills and understanding. Usually one module contains 3-5 learning outcomes.

Components of learning outcomes
The generic components of learning outcomes are:

Actions	What is it that the person expected to do?
Situations	What are the circumstances that a person is expected to perform in?
Quality	What is the performance level that a person is expected to perform to?
Knowledge and thinking	What must a person need to understand to perform competently?

Example 5

A competence in the road transport industry might include the following function, key activity, performance criteria, and context statement.

Function		Manoeuvre Heavy Vehicles
Key activity		Performance Criterion
Reverse and distribute loads		Complete safely and efficiently articulated reverse manoeuvres.
Context statement: Articulated vehicles over 5 tons; Off road entries; narrow streets; bends and curves		

A learning outcome derived from this data may be:

'To reverse an articulated truck in busy and quiet environments, repeatedly, without causing a hazard, or congestion in surrounding traffic.'

The components of this learning outcome are:

Actions	Reversing an articulated truck
Situations	Busy and quiet environments
Quality	Repeatedly without causing hazards or congestion
Knowledge and thinking	Road safety principles; possible hazards; estimating distance from kerb; disruptions to traffic flows.

Example 6

One function in the occupation office assistant may be:

Function		Use IT to exchange information
Key activity		Performance Criteria
Send and receive mails		<ul style="list-style-type: none">▪ Use basic send commands, such as send to individuals, send carbon copies▪ Use basic reply commands, such as receive, forward, reply to individuals, reply to all and reply with history▪ Delete email▪ Send and open emails with attachments▪ Save attachments to appropriate places▪ Find emails▪ Follow any rules and guidelines for sending and replying to emails
Range statement: Attachments of different formats and compressed, Rules and regulations regarding protection of data, copyright		

A learning outcome from this data might be the following:

'Compose emails, attach files and send to multiple destination using cc and bcc'

The components of this learning outcome are:

Actions	Compose and send emails
Situations	With or without attachment For one or several destination using cc and bcc
Quality	Following organisation rules regarding formats, destinations, protection of personal or company data, copyright
Knowledge and thinking	The basic options for sending and replying How to send attachments How to use an address book Why some computer users may have difficulty in sending emails with attachments The risks in sharing information such as personal details Where and when to seek advice What laws and guidelines affect day to day use of IT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by employer or organisations

PERFORMANCE CRITERIA

Performance Criteria tell the reader about the minimum standards of achievement which must be demonstrated by learners to meet the requirements of the Learning Outcome. As a result, the Performance Criteria should derive directly from the Learning Outcomes.

We recommend 4 – 6 Performance Criteria per Learning Outcome depending on the nature of the Learning Outcome. The Performance Criteria should 'add-up' to the Learning Outcome i.e. they should not contain anything more or anything less than is suggested by the Learning Outcome.

Performance Criteria must state clearly what the learner has to do and the standard he/she has to achieve, this is given as the evaluative statement e.g. accurately, correctly, clearly, appropriately, etc.

Each Performance Criterion must begin with an action verb (see Appendix 1) specifying what the learner must do, for example, explain, describe, list etc. The action verb will often determine the level of difficulty and complexity for the Learning Outcome.

Example of Performance Criteria (Module: Entrepreneurship)

Learning Outcome 2:

Identify a possible opportunity for setting up a small business and assess relevant factors

Performance Criteria:

- Identify a possible (and realistic) market opportunity for establishing a small business
- Identify potential customers and market for the business
- Identify the skills and knowledge required for an individual to set up a business to exploit the opportunity
- Analyse and evaluate risks and suggest strategies for avoiding them
- Evaluate own knowledge and skills in relation to the opportunity, taking into account one's own personal self-assessment of behavioural characteristics in relation to self-employment

... RANGE STATEMENT ...

The Range Statement is primarily designed to ensure that the breadth and depth of achievement of skills, knowledge and understanding required by the Learning Outcome is covered. It defines the parameters within which the learners must be able to perform.

Anything written in a Range Statement is mandatory in the learning activities for the module. Evidence must be provided to cover all items in the range. As a result, the range statements should be used with care to avoid overburdening the teaching and assessment process. Indeed the Range Statement may have resource implications for schools with the consequence that some schools may not be able to offer the module because of much specialised equipment required. As a result, only essential range items should be included.

As a rule of thumb we can say all things expressed generically in the Performance criteria, should be explained in the range statement.

For example in the module: Measurement and control of the metal pieces (from the qualification for metal worker) a performance criterion might be:

Control the dimensions of the metal pieces using appropriate measurement devices.

Here the measurement devices used by the learner must be explained in the Range Statement: rulers, roulettes, micrometer, callipers.

In the case of the Learning outcome: Install the kitchen and/or bathroom appliances (from the module Basic plumbing) in the Range Statement we must mention what appliances the learner will be able to install and for what he will be able to produce evidence of performance, even the list of existing bath and kitchen appliances might be much broader.

Range statement:

Appliances: sinks, basins, WC's, bidets.

If it is not necessary to identify range, the following statement must be inserted in the Module Specifications:

'The range for this learning outcome is fully expressed in the performance criteria'.

Example of Range Statement (module Entrepreneurship)

Learning Outcome 1:

Understand the implications of self-employment

Performance Criterion:

Identify the attributes and skills required by an entrepreneur in accordance with the function of running a business

Range Statement:

Attributes: creativity, leadership; self-reliance; commitment; determination; motivation to excel

Skills:

administrative; technical; financial; record keeping; marketing and sales; customer service; strategic, tactical and operational management

⋮ EVIDENCE REQUIREMENTS ⋮

The evidence requirements in a module specification describe the type(s) and amount(s) of evidence which must be submitted by learners for assessment purposes.

There are two main ways of generating and presenting summative assessment evidence for accreditation of a module through the National Assessment Bank (NAB):

1. Portfolio assessment evidence, generated continuously throughout the teaching and learning programme is particularly useful for generating process and product evidence.

2. Assessment Instruments for generating the evidence requirements for the learning outcomes usually administered towards the end of a module are particularly useful for generating evidence of knowledge and understanding.

Module writers must make it very clear in the evidence requirements which method(s) must be used by assessors for generating evidence. Additional guidance about the choice of assessment method is provided in Appendix 2.

When considering the type of evidence requirements needed and the method of collection (portfolio / assessment instrument) you should ask yourself three questions:

1. What does the learner need to produce? Does the Learning Outcome ask the learner to make or produce something? If so what and how many times? This must be detailed in the evidence requirements e.g. Product evidence that the learner can build a wall 2 m by 5 m. In this case, assessment will be based on the quality of the product itself.

2. What does the learner need to do? Does the learning outcome involve assessing the learner carrying out the task e.g. make, build, develop, use, etc? If so, then evidence of actual performance is required. This nature of the performance and the number of times required should be clearly stated e.g. Take part in a group and a one-to-one discussion. This type of evidence would generally appear as an observation checklist.

3. What does the learner need to know? Is evidence required to show that the learner has appropriate knowledge and understanding? If so, then consider using written and/or oral evidence.

Each programme can be mapped to identify which modules are suitable for portfolio evidence and which modules are suitable for assessment instruments. The evidence requirements should be directly linked to the learning outcome and the performance criteria.

A list of assessment methods with advantages and disadvantages for each is presented in the Annex 2 of this paper.

Translating occupational standard into learning standards

(learning outcomes, performance/assessment criteria, range, knowledge, understanding, assessment strategy)

Training and curriculum developers sometimes establish the following correlation between standards, training focus, learning outcomes and assessment in an attempt to create some form of symmetry between the standards and the learning program.

Function	→	Module or program title
Key activities		Learning outcomes
Performance	→	Performance
Criteria	→	(Assessment) criteria
Range statement	→	Conditions of performance and assessment
Assessment Guide		Evidence requirements

In practice, however, these relationships may not necessarily fit always this model. Developers need to use their own judgement based on their specific needs in deciding how to use a set of occupational standards to develop a module's learning outcomes.

Some possibilities are:

- Some key activities may translate readily into learning outcomes;
- Some key activities may be combined to produce a single learning outcome;
- One key activity may need to be broken into several learning outcomes
- One or more performance criteria may be used to formulate a learning outcome
- A single performance criterion may be the basis for several learning outcomes.

The principal reason for this range of choice is that standards are a resource for training and learning rather than a prescriptive method.

Such diversity creates a challenge for curriculum and program development as each competence can yield several different training programs leading to the same outcome, i.e., competence itself.

However, in practice only a small number of training programs is developed. The main reason for this is that resources are frequently limited and developers tend to use available learning programs rather than inventing new ones. However, what remains is the possibility of alternative choices for developers.

Using the unit below, Use IT to exchange information, the following pages outline a process of developing learning outcomes. The key feature of the process is that the competence is analysed and interpreted.

Function	Use IT to exchange information
<p>Key activity: Send and receive e-mails</p>	<p>Performance Criteria</p> <p>Use basic send commands, such as send to individuals, send carbon copies</p> <p>Use basic reply commands, such as receive, forward, reply to individuals, reply to all and reply with history</p> <p>Delete email</p> <p>Send and open emails with attachments</p> <p>Save attachments to appropriate places</p> <p>Find emails</p> <p>Follow any rules and guidelines for sending and replying to emails</p>
<p>Key activity: Search for information on the Internet or an intranet</p>	<p>Performance Criteria</p> <p>Use a search engine to find and select appropriate information</p> <p>Use suitable techniques to make it easier to find useful information again (e.g. bookmarks or favourites) and to pass it on to others (e.g. sending web pages and web links via email)</p> <p>Keep records of where useful information came from</p> <p>Save the results of searches, so useful information can be found again</p>

Developing Learning Outcomes

Examine and review the competencies to determine the learning outcomes of Use IT to exchange information			
<p>Active Principles</p> <p>1. Selection: At what level are the learning outcomes to be developed, function, combination of functions, key activity, combination of key activity</p> <p>2. Interpretation: What is the focus of the course outcomes</p> <p>3. Outcomes: Examine the outcomes associated with the activities, what is stated in the performance criteria of the key activities and functions selected as the focus of the outcomes</p> <p>4. Transferability Does the outcome cover a range of contexts, i.e., could the individual transfer this competency to different work situations?</p> <p>5. Integration Would performance of the outcome require judgements based on knowledge and understanding?</p>	<p>The outcome associated with the competence might be</p> <p>Ask List possible learning outcomes</p> <p>1. Operate an email address by sending, receiving, downloading and saving attachments ----- -----</p> <p>2. Find and retrieve information from internet and intranet using different web browsers ----- ----- -----</p> <p>3. Explain the technical potential threats when navigating the internet and/or registering on commercial sites (accuracy of info, conflicting messages) ----- ----- -----</p> <p>4 Explain the legal aspects regarding the exchange of private information on internet and intranet. (privacy, copyright, etc.)</p> <p>5. ----- -----</p>	<p>Guide</p> <p>What is the balance between knowledge and performance in these outcomes;</p> <p>What judgements does the trainee have to make</p> <p>Is the learning outcome directly relevant to the competencies in the occupational standard</p> <p>How are the requirements of the performance criteria identified in the outcome</p> <p>Does the outcome indicate that performance has to be in a range of circumstances process, ie, what a person is expected to do in a job?</p> <p>Does the outcome describe a broad activity? Does it involve the use of thinking and judgement?</p> <p>What kind of knowledge is a person expected to have in performing this unit?</p> <p>What are the contexts that a person has to perform in undertaking this unit?</p>	<p>Notes: Write important points in your thinking here</p> <p>The function is about receiving and sending information by using an email address, searching for certain information on Internet and intranet and by operating a range of searching engines</p> <p>Understanding the uses and facilities of different web browsers</p> <p>Understanding and following the organisation rules and copyright regulations are also critical</p> <p>Competence suggests that the person must be able to access Internet information, download and upload data with minimum of threat for the integrity of own computer software and local network ones.</p> <p>Competence also means that the user should be able to think clearly and objectively, should take into consideration legal aspects as well as organisational procedures, have a clear idea of what is being looked for in the search and operates correctly on the web (Internet and intranet)</p> <p>Competence in this unit covers a wide range of situations and web environments which will require a lot of practice sessions/exercises</p>

ANNEX 1 - BLOOM'S TAXONOMY OF VERBS

Cognitive domain

Knowledge		Comprehension	
Count	Read	Classify	Interpret
Define	Recall	Cite	Locate
Describe	Recite	Conclude	Make sense of
Draw	Record	Convert	Paraphrase
Enumerate	Reproduce	Describe	Predict
Find	Select	Discuss	Report
Identify	Sequence	Estimate	Restate
Label	State	Explain	Review
List	Tell	Generalise	Summarise
Match	View	Give examples	Trace
Name	Write	Illustrate	Understand
Quote			
Application		Analysis	
Act	Imitate	Break down	Focus
Administer	Implement	Characterise	Illustrate
Articulate	Interview	Classify	Infer
Assess	Include	Compare	Limit
Change	Inform	Contrast	Outline
Chart	Instruct	Correlate	Point out
Choose	Paint	Debate	Prioritise
Collect	Participate	Deduce	Recognise
Compute	Predict	Diagram	Research
Construct	Prepare	Differentiate	Relate
Contribute	Produce	Discriminate	Separate
Control	Provide	Distinguish	Subdivide
Demonstrate	Relate	Examine	
Determine	Report		
Develop	Select		
Discover	Show		
Dramatise	Solve		
Draw	Transfer		
Establish	Use		
Extend	Utilise		

Synthesis		Evaluation	
Adapt	Intervene	Appraise	Interpret
Anticipate	Invent	Argue	Judge
Categorise	Make up	Assess	Justify
Collaborate	Model	Choose	Predict
Combine	Modify	Compare & Contrast	Prioritise
Communicate	Negotiate	Conclude	Prove
Compare	Organise	Criticise	Rank
Compile	Perform	Critique	Rate
Compose	Plan	Decide	Reframe
Construct	Pretend	Defend	Select
Contrast	Produce	Evaluate	Support
Create	Progress		
Design	Propose		
Develop	Rearrange		
Devise	Reconstruct		
Express	Reinforce		
Facilitate	Reorganise		
Formulate	Revise		
Generate	Rewrite		
Incorporate	Structure		
Individualise	Substitute		
Initiate	Validate		
Integrate			

Psychomotor domain

Observation	Readiness	Controlled Performance	Routine Performance	Complicated Skills
Choose Describe Differentiate Select Isolate Relate	Begin Move Show State Volunteer	Copy Trace Follow React Reproduce Respond	Assemble Build Calibrate Construct Dismantle Fasten Fix Grind Heat Measure Mend Mix	Adapt, Build Alter, Combine Change, Compose Rearrange, Construct Reorganise, Design Revise, Make Vary

Affective domain

Receiving	Responding	Appreciating	Organisation	Internalisation of values
Ask Choose Describe Follow Give Locate Name Reply Use Select	Answer Assist Aid Comply Discuss Greet Help Present Report Select Tell Write	Complete Demonstrate Explain Follow Form Initiate Join Justify Propose Select Share Work	Adhere Alter Arrange Combine Defend Explain Integrate Modify Order Organise Relate	Act Discriminate Display Influence Listen Modify Perform Practice Propose Qualify Question Revise Serve Solve Verify

ANNEX 2 – CHOICE OF ASSESSMENT METHODS

The assessment methods should be aligned with the learning outcomes to ensure that the skills and abilities developed by the students are assessed in a manner consistent with the design and delivery of the course as a whole.

The primary goal is to choose a method which most effectively assesses the learning outcomes of the

module. In addition, choice of assessment methods should be aligned with the overall aims of the program, and may include the development of key skills (such as critical evaluation or problem solving) and support the development of vocational competencies (such as particular communication or team skills).

Assessment method	Description	Advantages	Disadvantages
Written assessment			
Multiple choice	Candidates select the appropriate answer from several possible responses.	Efficient and reliable. Allow a wide content sampling. Many items can be administered during a limited time period. Easy to administer and score. Scoring is objective. Measure knowledge keyed to specific learning outcomes and competencies. Can be written to test all levels of the cognitive taxonomy.	Question construction can be difficult and time consuming. May encourage guessing. Multiple choice requires recognition of a pre-constructed response. True or false has a chance score of 50% unless adjusted and facts may not be categorically true or false. Not appropriate for higher level thinking, performance or attitudinal outcomes.
True and False	Candidates state whether statements are true or false.		
Matching	Candidates select a second statement that best complements with each presented statement.		
Fill-in-the-blank	Candidates complete phrases or sentences by filling in the blanks.		
Short Answer	Candidates provide short answers to questions or complete sentences.		

Essay	Candidates respond to questions or directions by organizing and writing an answer.	Easy to prepare. Candidates use their own words. Measures complex cognitive learning. Eliminates guessing.	Testing is limited to a narrow sampling of content. May encourage 'padding'. Difficult to evaluate objectively or achieve reliability in scoring and requires good scoring guides, model answers and clear criteria. Favours candidates with high language skills.
Oral Examinations			
Structured oral test	Candidates respond to preset questions (and answers). Notes are kept on responses.	Tends to be more reliable than an unstructured oral test. Provides direct assessment of specific knowledge and skills.	Less personal Requires training in interviewing skills and rating scales. Can cause candidate anxiety. May advantage candidates with strong verbal skills and comfort with speaking
Panel interview	Candidates are interviewed by several examiners.	Moderate subjectivity.	Costly to conduct. Group process must be planned.
Performance Assessments			
Observation of real work situation	Observer assesses behavior in a natural setting. Assessment criteria is set in advance.	Opportunity to observe the real practice context Often more comfortable for candidates than simulation. Allow for collaboration with line managers and employers.	Complicated to set up. Can be time consuming and costly. A rating sheet is critical to prevent unfair test conditions. Can involve unplanned, uncontrolled events.

Product assessment			
Work sample	Work sample is provided by the candidate while performing work activities.	Provides a real life context. Direct, practical and learner-centered. Useful when knowledge and skills are difficult to observe during product creation.	A rating sheet is critical to prevent unfair test conditions. Does not allow for process observation.
Portfolio or evidence collection	An organized collection of materials that present and verify skills and knowledge acquired experientially.	Enable reflection on learning. May demonstrate cross-cutting knowledge and skills.	May require supplementary interviews. Require advising services. May favour candidates with strong writing skills. Requires assessor training.
Self-assessment			
Self-evaluation	Learners respond in writing to criteria set for evaluating their learning.	Uses critical reflection. Can be used in conjunction with other methods. Congruent with adult education philosophy.	May not be appropriate for use as the only assessment method. May favour candidates with strong writing skills.

ANNEX 3 –
SAMPLE MODULE

Module Title: **MARKETING: AN INTRODUCTION**

Date: (validation date)
Level: 2

Credit Value: (to be decided)

Access Statement: Access is at the discretion of the school. However, it would be beneficial if the student had successfully completed 9th Grade.

Module Introduction: On completion of this module, the student will be able to outline the concept of marketing, basic marketing activities, and the marketing activities of a business organisation.

Learning Outcomes: 1. Outline the concept of marketing
 2. Outline basic marketing activities
 3. Outline the marketing activities of a business organisation

Module Title: Marketing: An Introduction

Learning Outcome 1: Outline the concept of marketing

Performance Criteria:

- (a) Outline correctly the role of marketing in relation to specific organisational goals
- (b) Outline correctly the links between marketing and other business functions
- (c) Outline correctly the process of marketing in relation to finding and retaining customers

Range Statement:

Process of marketing: market research, product development, marketing strategies

Evidence Requirements: Written and/or oral evidence that the student can outline the concept of marketing to cover PCs (a) – (c) and all of the Range Statement.

Module Title: Marketing: An Introduction

Learning Outcome 2: Outline basic marketing activities

Performance Criteria:

- (a) Outline correctly the relationship between product design and marketing activities
- (b) Outline correctly marketing strategies for pricing goods and services
- (c) Outline correctly promotional activities used in marketing
- (d) Outline correctly channels for distributing a good or service and how these may influence marketing

Range Statement:

Strategies for pricing: market penetration, market skimming

Promotional activities: advertising, personal selling, public relations, sales promotion

Evidence Requirements: Written and/or oral evidence that the student can outline basic marketing activities to cover PCs (a) – (d) and all of the Range Statement.

Module Title: Marketing: An Introduction

Learning Outcome 3: Outline the marketing activities of a business organisation

Performance Criteria:

- (a) Identify correctly the good or service offered
- (b) Outline the pricing strategy correctly
- (c) Outline promotional activities correctly
- (d) Outline distribution channels correctly

Range Statement:

The range for this outcome is fully expressed in the performance criteria.

Evidence Requirements: Written and/or oral evidence that the student can outline the marketing activities of one business organisation to cover PCs (a) – (d).



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Implemented by:



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