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# Competences and Learning Outcomes - conflicting points of view

Problem with the use of the word 'competence' as it relates to education because:

- *Different interpretations of the word have led to different cognitions of what a 'competence' is or should be*
- *...there is no agreement in the literature on the meaning of the term competence (Kennedy et al, 2009; Van der Klink and Boon, 2002; Winterton et al., 2005)*
- *In some cases ...there has been an overall lack of clarity and blurring between the concepts of **Competences and Learning Outcomes***



Word: Competence  
 Urdu Meaning: مجاز ، اختیار، اہلیت  
 English Meaning: A legal right, The capacity  
 Part of Speech: Noun  
[www.B4booking.Pk](http://www.B4booking.Pk)

# Conflicting understandings of ‘competence’ when it is applied to education:

One commonly used definition:



***Competency-based learning or competency-based education and training is an approach to teaching and learning more often used in learning concrete skills than abstract learning***

**Meaning of Competency**

- Geraldo & Acuña (2005), the word “Competence” derives from Latin word “competere”.
- McClelland (2006) was the first who proposed the idea of competency
- Competence represents “what people can do.”
- Competency is “how they do it”.
- Pedagogy
- The operational definition of competency
- Teachers’ Professional development

**Competency**  
 A specific range of skill ability to do something being adequately or w the condition of being to meet demands, re



Some countries in the EHEA have chosen to replace the word  
**‘competence’** with **‘skills’**

- *Professional Skills are those **quantifiable or concrete skills** a student needs to acquire to complete a course or gain a qualification*
- *Personal ( soft or Transversal) skills – **abstract skills** that belong to the student i.e. innovativeness, creativity, the ability to be self-reflective, work in a team etc. – more information about abstract skills is available at ATS2020 Project web site <http://www.ats2020.eu/>*

PROFESSIONAL SKILLS	PERSONAL SKILLS
Develop software applications	Work in a team
Pseudo code and algorithm experience	Creative
Profound knowledge of automation	Innovative
Knowledge of virtual platforms	Working knowledge of English
Simulation of problems with technological tools	Initiative
Open source reading skills	Entrepreneurship

# PERSONAL SKILLS - ADAPTED FROM EUROPEAN COMMISSION LIFE LONG LEARNING COMPETENCES (revised Jan, 2018)

Digital Literacy	Communication	Cultural Awareness and Expression	Civic	Entrepreneurship	Personal, Social and Learning
Digital literacy	Proficiency in own language	Participation in cultural and/or educational exchange	Sustainability thinking	Innovative	Self-reflection
Critical thinking	Proficiency in other languages	Positive attitude	Empowerment of others	Project Management	Self-directed learning
		Open mindedness	Inclusiveness	Management of personnel	Responsible
			Secure societies	Research oriented	Team work
					Leadership
					Critical thinking
					Inter-cultural skills
					Problem-solving



## Defining learning outcomes

Learning outcomes should:

- unpack the learning objective
- define what pupils will produce at the end of a lesson or sequence of lessons that will demonstrate the learning that has taken place
- tell pupils what you expect from them as a high-quality outcome of a lesson, part of lesson or sequence of lessons
- be clearly defined
- be planned for
- be in "pupil speak"



### What are learning outcomes?

- Learning outcomes are the specific intentions of a program or course, written in specific terms. They describe what a student should know, understand, or be able to do at the end of that program or course.
- A statement of learning outcome is a tool used to describe the learning to be achieved by a student in higher education. Learning outcomes are linked by definition to the credit that is attributed to courses.

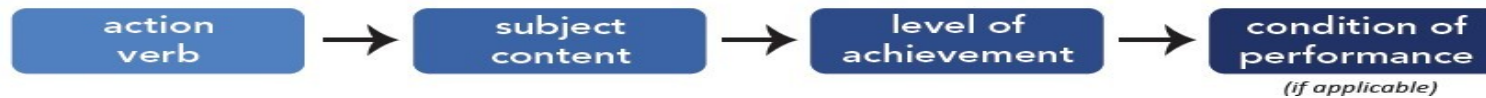
## Defining Learning Outcomes

- A learning outcome is the specification of what a student should learn as the result of a period of specified and supported study.
- Learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher (expressed in the aims of a module or course). They can take many forms and can be broad or narrow in nature (Adam, 2004).

**A Learning Outcome (LO) is a**

- **measurable, observable, and specific** statement that clearly indicates what a student should know and **be able to do** as a **result** of learning.

**Well-written LOs involve the following parts:**





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## Learning Outcome

Problems with multiple definitions of the term as it is applied in Higher Education within the EHEA

*In short a Learning Outcome is simply a statement of what a student is expected **to know, understand and/or be able to demonstrate** after completion of a process of learning.*

***It is no more or no less than this*** (Gibb, Kennedy, Vickers 2012)