

Frameworks Resource Sheet

Competency Based Learning and Credit for Prior Learning

Connecting Credentials Framework <http://connectingcredentials.org/framework/>

The Connecting Credentials Framework uses competencies – what the learner knows and is able to do – as common reference points to help understand and compare levels of knowledge, skills and abilities that underlie degrees, certificates, industry certifications, licenses, apprenticeships, badges and other credentials. Competencies are understood both in industry and academia and can be applied in multiple contexts, making them a powerful unifying way to examine credentials. The Framework intends to connect the dots among diverse credentials by using common language to describe what recipients of each credential should know and be able to do. This would help clarify the meaning of credentials, make them easier to compare, and make it possible to translate the learning gained from one credential toward securing another.

Global Learning Qualifications Framework (GLQF) <https://www.esc.edu/suny-real/global-learning-qualifications-framework/>

The Global Learning Qualifications Framework (GLQF) is a culmination of research on the ways undergraduate and graduate education can be evaluated. The development of the GLQF considered the policies, procedures, and qualification frameworks of over 90 countries, as well as the DQP and the AACU Value Rubrics (please see below). Through a Lumina Foundation grant, an academic faculty team and an expert team spent more than a year researching, analyzing and theming this data. The resulting meta-analysis provides a framework that can be used to evaluate learning, regardless of when, how or from where the learning was acquired.

Degree Qualifications Profile <http://degreeprofile.org/>

The Degree Qualifications Profile (DQP) outlines a set of reference points for what students should know and be able to do upon completion of associate, bachelor's and master's degrees – in any field of study. There are five broad categories of proficiencies which provide a profile of what degrees mean in terms of specific learning outcomes. Through focusing on broad areas of learning and the application of that learning, the DQP illustrates progressively challenging performance expectations for all students.

AAC&U Value Rubrics <https://www.aacu.org/value/rubrics>

The original VALUE initiative in 2007-09 involved teams of faculty and other educational professionals from over 100 higher education institutions engaged over many months to develop 16 VALUE rubrics for the LEAP Essential Learning Outcomes. Each rubric was developed from the most frequently identified characteristics or criteria of learning for each of the 16 learning outcomes. Drafts of each rubric were then tested by faculty with their own students' work on over 100 college campuses. As part of AAC&U's Liberal Education and America's Promise (LEAP) initiative, the VALUE rubrics contribute to the national dialogue on assessment of college student learning.

Resiliency Framework

http://achievingthedream.org/sites/default/files/initiatives/resiliency_competency_model_with_creative_commons.pdf

Achieving the Dream and the seven colleges in the Northeast Resiliency Consortium (NRC) have developed a resiliency competency model important to the success of students as they exit college, get their first job or change to a new job. A pioneer in the concept of workforce resiliency, the NRC defines resiliency as an individual's persistent development and application of knowledge, skills, and resources that effectively help one adapt to change and overcome adversity. The model was developed using multiple methods of systematic collection and processing of feedback from students, faculty, staff, administration, employers, and industry groups. Competencies were integrated into courses as diverse as algebra, IT, and student success. The evaluation framework consists of a conceptual graphic, a series of outcomes and indicators on the seven Northeast Resiliency Consortium strategies, and an institutionalization and sustainability rubric. This framework guides the implementation evaluation; including protocols, lines of inquiry, and formative feedback for colleges in the Northeast Resiliency Consortium.

Metaliteracy Framework <http://metaliteracy.org>

Metaliteracy is a unified construct that supports the acquisition, production, and sharing of knowledge in collaborative online communities. Metaliteracy learning falls into four domains: **behavioral** (what students should be able to do upon successful completion of learning activities—skills, competencies), **cognitive**(what students should know upon successful completion of learning activities—comprehension, organization, application, evaluation), **affective** (changes in learners' emotions or attitudes through engagement with learning activities), and **metacognitive**(what learners think about their own thinking—a reflective understanding of how and why they learn, what they do and do not know, their preconceptions, and how to continue to learn). Instructors and learners can meet these objectives in a variety of ways, depending on the learning context, choosing from a menu of learning activities. The objectives are conceived broadly, so as to remain scalable, reproducible, and accessible in a range of contexts.

Bloom's Taxonomy Teacher Planning Kit

http://www.cant-col.ac.uk/files/8914/0247/1827/Blooms_Taxonomy_Teacher_Planning_Kit.pdf

Bloom's Taxonomy Teacher Planning Kit provides you with the level (moving from lower order thinking skills to higher order thinking skills), key words, actions and outcomes, and questions to consider when working with the taxonomy to identify and write competencies, outcomes, and so forth.