



# General introduction to **LEARNING OUTCOMES** as tool of a qualitative HE

Lucien Bollaert

Independent international QA expert

Roundtable: LO: tools & approaches for improving  
qualifications frameworks in (Uzbek) HE

14 November 2017

Tashkent

# General LEARN as tool of

Independen

Roundtable: LC  
qualificat



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- A short history
- Definitions: Learning Outcomes & competences
- ECTS vs Tuning
- How to write Learning Outcomes
- How to assess Learning Outcomes
- Kinds of Learning Outcomes
- The new concepts of quality & QA
- Which Learning Outcomes?
- Conclusions: recommendations (1)



# General introduction to LEARNING OUTCOMES A short history

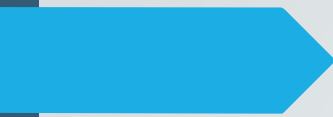
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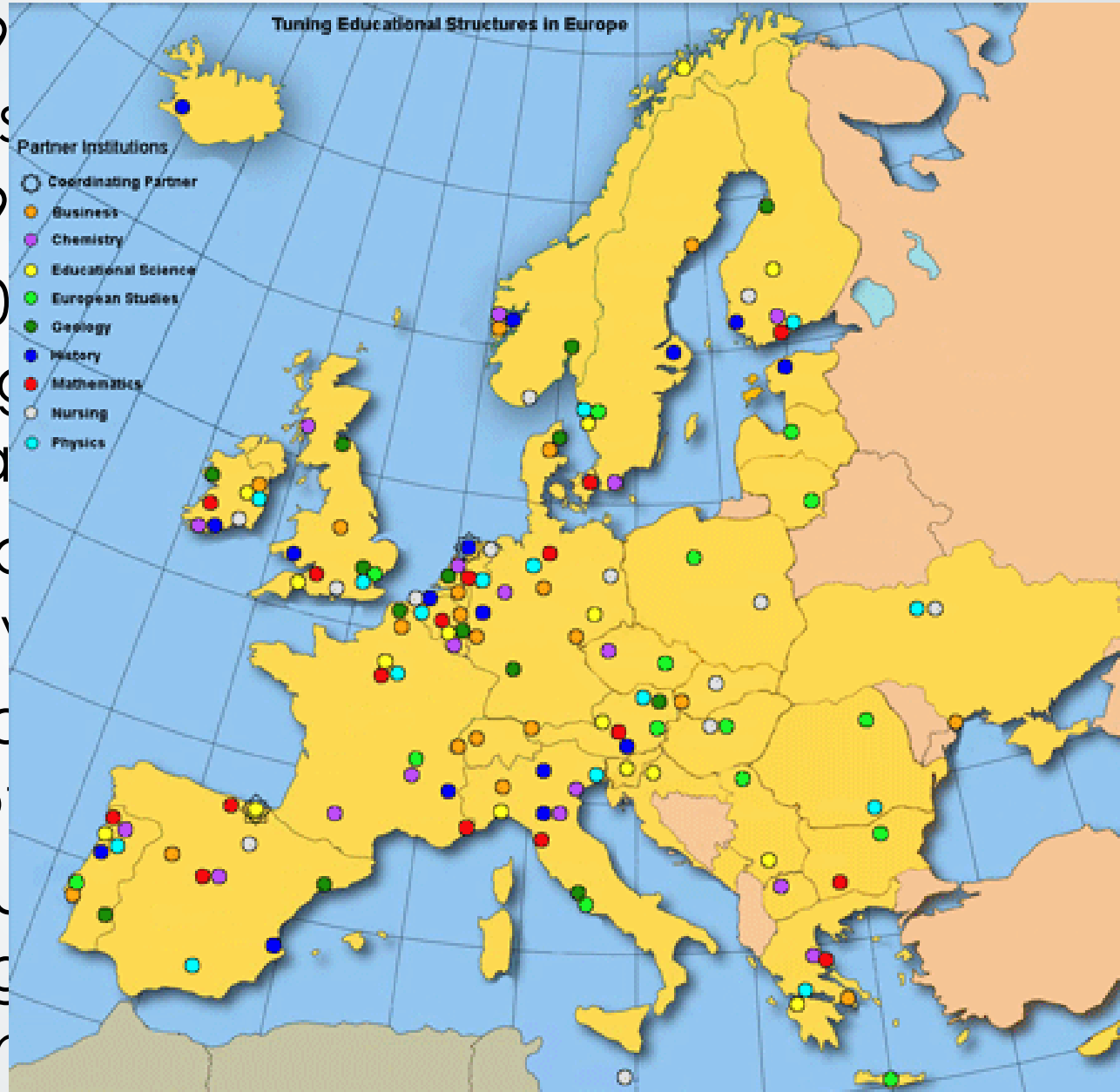
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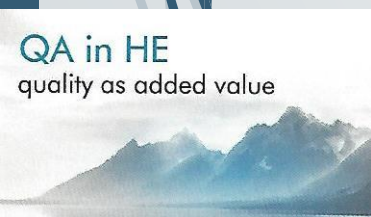
- 1988-1995: ECTS pilot scheme as part of EC/EU Erasmus mobility programme
- 1996-1999: ECTS compulsory in Institutional contract
- 1999-2000: ECTS feasibility study on credits for LLL needing an accumulative and output-oriented approach
- 1999: Bologna declaration: the establishment of a credit system “such as ECTS”
- 1999: Joint Quality Initiative Group: Dublin descriptors
- 2000: EU-funded Tuning project (Deusto & Groningen U) 107 HEIs on discipline level (history, medicine, music, etc.)



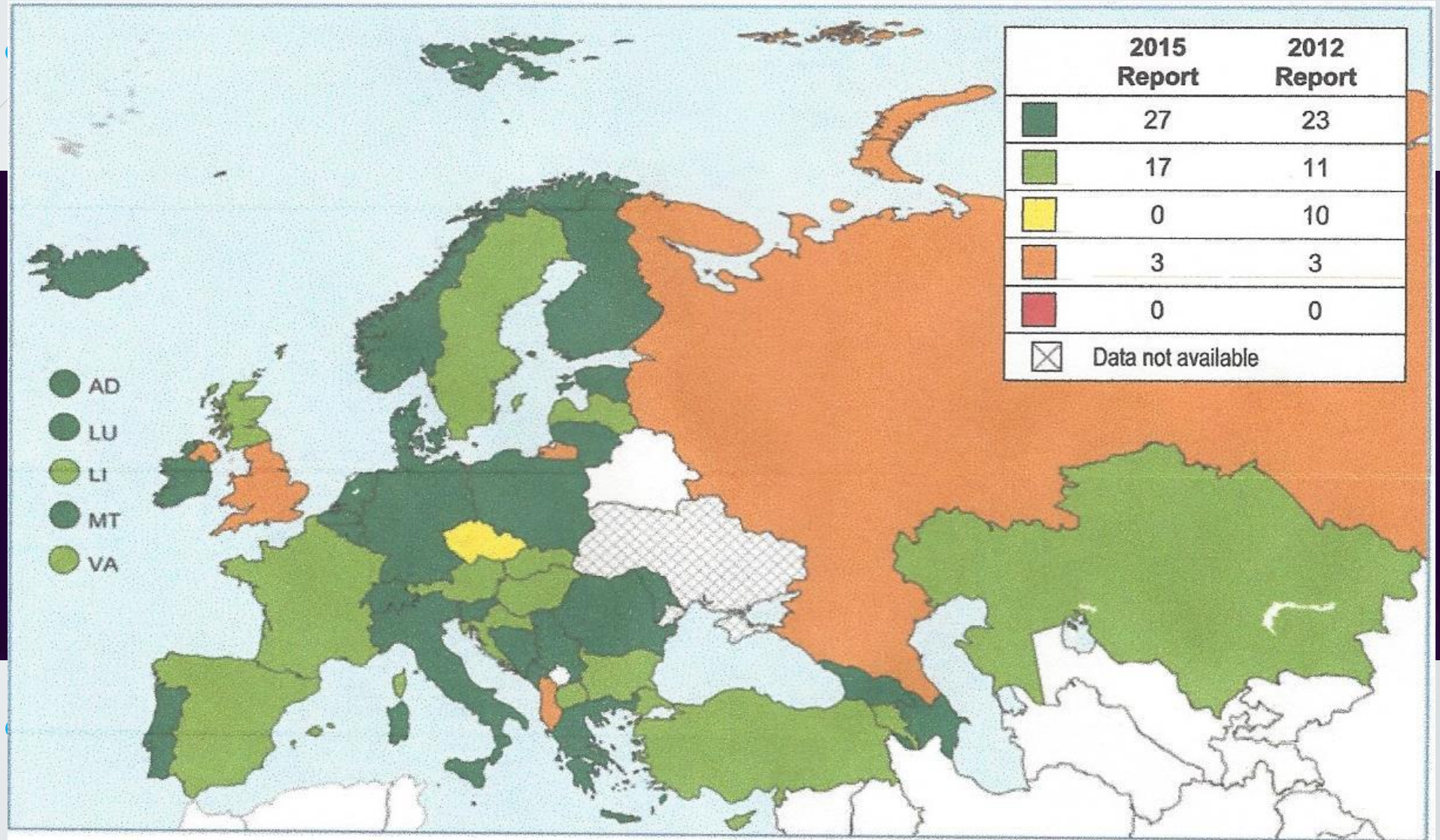
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- 1996-1999: ...
- 1999-2000: ... needing approach
- 1999: Bologna credit system
- 1999: Joint description
- 2000: EU Groning medicine



/EU  
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- 2005: 1st ECTS Users' Guide with key features: DS, workload, transfer
- 2005: Bergen communiqué: approval of ESG and QF of EHEA
- 2007: London communiqué: implementation of ECTS and QF based on learning outcomes
- 2008: EC/EP approves EQF for LLL
- 2009: ECTS & DS labels
- 2015: Yerevan communiqué: approval of revised ESG and ECTS users' guide







# General introduction to **LEARNING OUTCOMES** definitions

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## Standard I.2 :

### Design and Approval of Programmes

“(...) The programmes should be designed so that they meet the objectives set for them, including the **intended learning outcomes**. (...)”

The image shows the cover of the 'ESG 2015' document. It features a white background with a colorful, abstract graphic of overlapping lines and shapes on the left side. The text 'ESG 2015' is prominently displayed in the upper right. At the bottom, there are logos for the European Higher Education Area and the text 'Standards and Guidelines for Quality Assurance in the European Higher Education Area'. The website 'www.enqa.eu' is printed at the very bottom.


ESG  
2015

Standards and Guidelines for Quality Assurance  
in the European Higher Education Area

[www.enqa.eu](http://www.enqa.eu)

The logo for 'QA in HE' features a blue and white mountain range background. The text 'QA in HE' is in a bold, sans-serif font, with 'quality as added value' in a smaller font below it.

QA in HE  
quality as added value




“Learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning.”

ECTS key features (2009)

“Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.”

EQF for LLL (2008)

al of Pro



“Desired learning outcomes of a process of learning are formulated by the academic staff...”

“Competences are obtained or developed during the process of learning by the student /learner.”

Tuning, An Introduction (2nd ed., 2008), p.16

introduction



Socrates - Tempus

Learning outcomes & competences:  
there is a need of common language  
on the basis of a growing common understanding

LO = statement of what a learner **knows**,  
**understands** and **is able to do** on successful  
completion of a learning process

competence = proven ability to **integrate**  
knowledge, skills & **attitude** to be successful in a  
certain **context**

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situations and in professional  
and personal development.”  
EQF for LLL (2008)

Learning outcomes : need of common language  
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# General introduction to **LEARNING OUTCOMES** How to write them?

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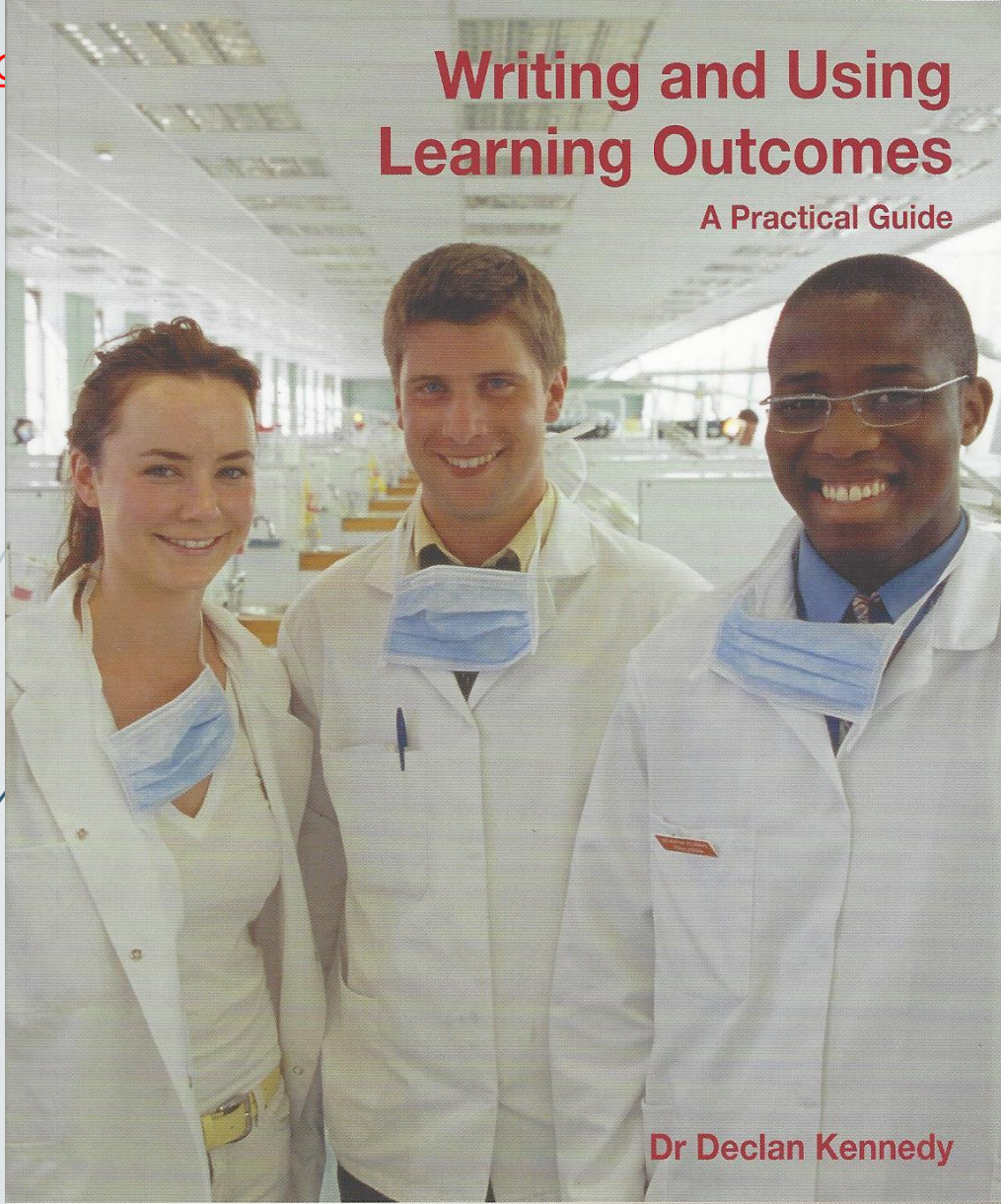
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# Writing and Using Learning Outcomes

A Practical Guide



Dr Declan Kennedy

- ✓ Begin each outcome with an active verb after a phrase like *On successful completion of this programme/module/course... students should be able to...*
- ✓ Avoid ambiguous or unclear verbs like *to know, to understand, to learn, to be familiar with, to be exposed to, to appreciate, etc.*
- ✓ The learning outcome should be observable and measurable
- ✓ Be sure all the LOs fit within the aims and content of the programme/HEI's strategic LO/National and International Qualifications Frameworks
- ✓ Make use of the range of levels of Bloom's Taxonomy



# Bloom's Taxonomy

**create**

Produce new or original work

*Design, assemble, construct, conjecture, develop, formulate, author, investigate*

**evaluate**

Justify a stand or decision

*appraise, argue, defend, judge, select, support, value, critique, weigh*

**analyze**

Draw connections among ideas

*differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test*

**apply**

Use information in new situations

*execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch*

**understand**

Explain ideas or concepts

*classify, describe, discuss, explain, identify, locate, recognize, report, select, translate*

**remember**

Recall facts and basic concepts

*define, duplicate, list, memorize, repeat, state*

# Bloom's Taxonomy

## AFFECTIVE DOMAIN:

- Value issues (attitudes)
5. Characterisation
  4. Organisation
  3. Valuing
  2. Responding
  1. Receiving

## PSYCHOMOTOR DOMAIN:

Co-ordination of brain & muscular activity

**create**

**Produce new or original work**

*Design, assemble, construct, conjecture, develop, formulate, author, investigate*

**evaluate**

**Justify a stand or decision**

*appraise, argue, defend, judge, select, support, value, critique, weigh*

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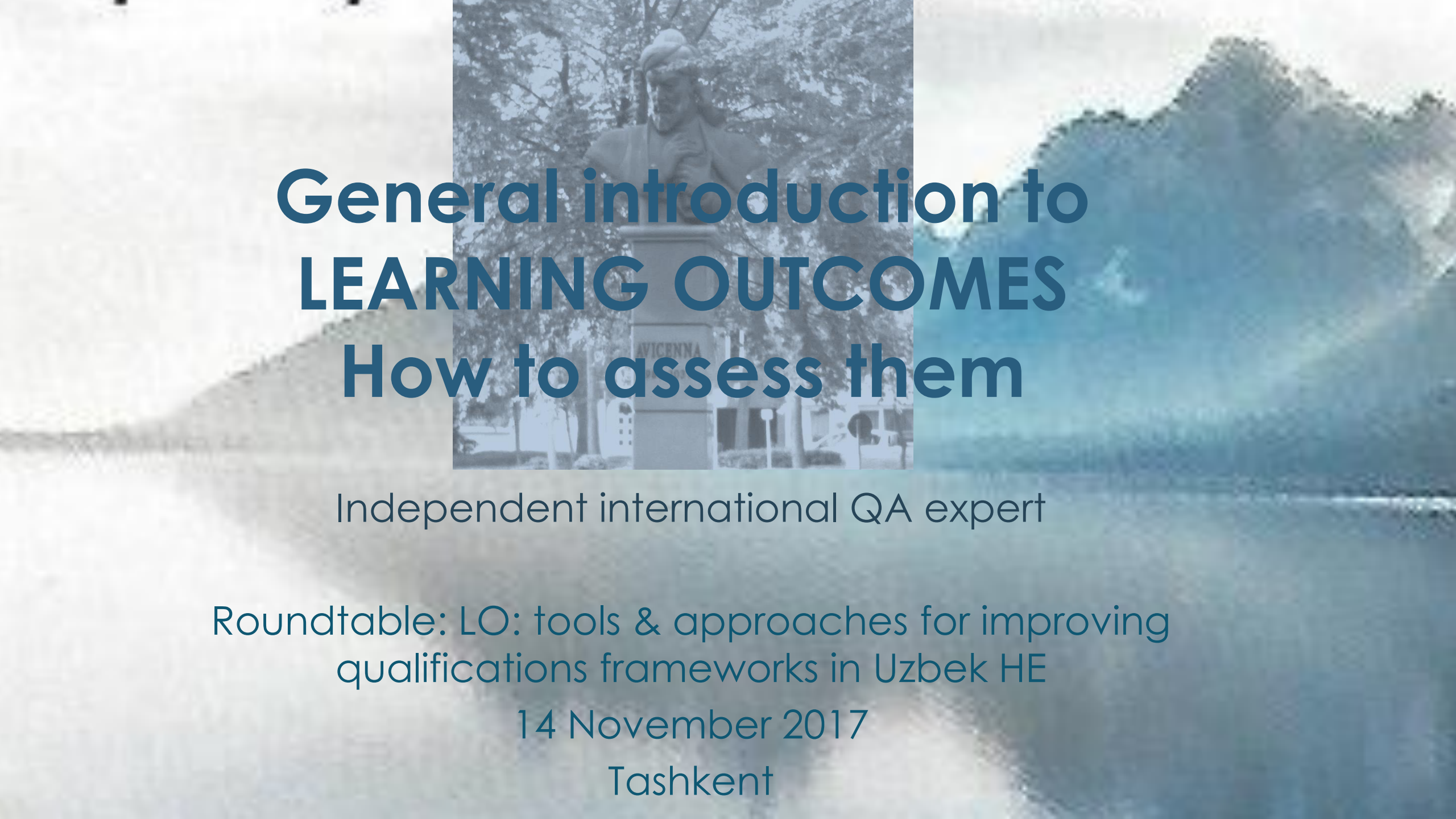
# ECTS Users' Guide



- LO = statements of what the individual knows, understands and is able to do on completion of a learning process.
- LOs are attributed to individual educational components and to programmes at a whole.

## Programme LOs

- ✓ should adequately reflect the context, level, scope and content of the programme
- ✓ have to be mutually consistent
- ✓ have to be succinct and not too detailed
- ✓ have to be linked with appropriate learning activities, assessment methods and assessment criteria
- ✓ have to be achievable within the specified workload
- ✓ The achievement of LOs has to be assessed through procedures based on clear and transparent criteria.



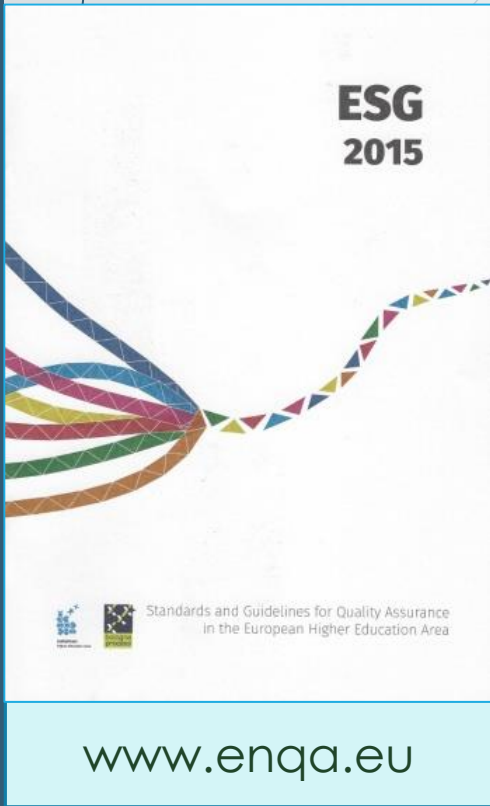
# General introduction to **LEARNING OUTCOMES** How to assess them

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## Standard I.2 :

### Design and Approval of Programmes

“(...) The programmes should be designed so that they meet the objectives set for them, including the **intended learning outcomes**. (...)”

## Guideline I.3 :

### Student-centred learning, teaching and assessment

“(...) The assessment allows students to demonstrate the extent to which the **intended learning outcomes have been achieved**. (...)”

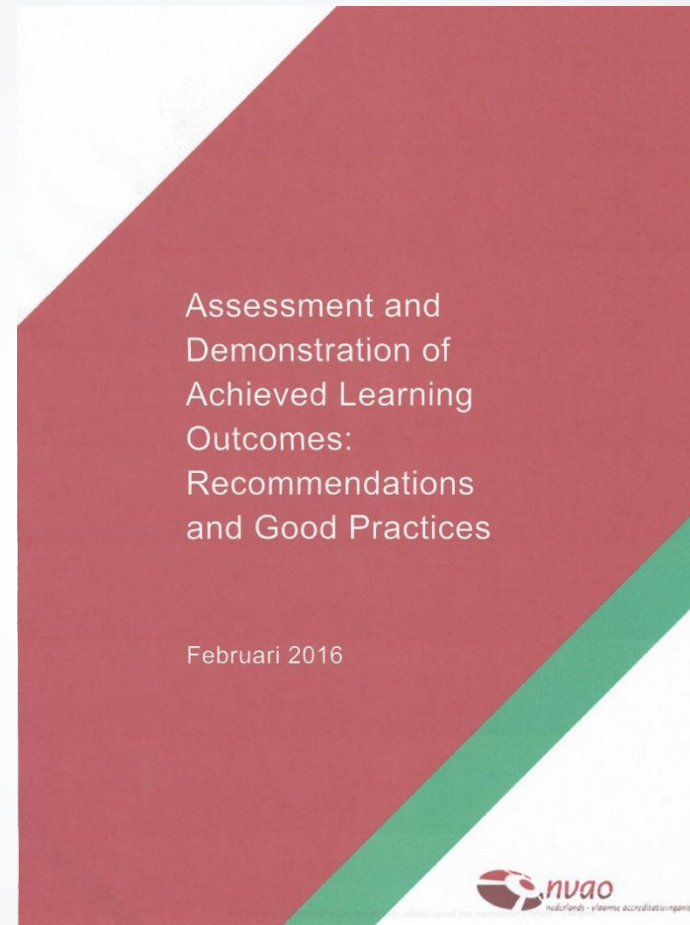
## necessary congruence between LO, learning & assessment

LO	T & L forms	assessment
cognitive <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;">             Demonstrate              Knowledge              Comprehension              Application              Analysis              Synthesis              Evaluation           </div>	lecture tutorials discussions laboratory	end of course exam multiple choice essays/papers practical assessment fieldwork
affective <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;">             Integration of              beliefs, ideas &amp;              attitudes           </div>	clinical work seminar peer group presentation	clinical practice presentation project work co- or peer- &
psychomotor <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;">             Acquisition of              physical skills           </div>		<i>overall assessment</i>

Kennedy (2007)

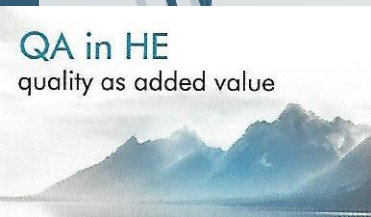


# Good practices LOs & assessment



<https://www.nvao.net/system/files/pdf/Programme%20with%20Case%20Studies-Presenters-List%20of%20Participants.pdf>

[https://www.nvao.net/peer\\_learning\\_event](https://www.nvao.net/peer_learning_event)





# General introduction to LEARNING OUTCOMES Kinds of LOs

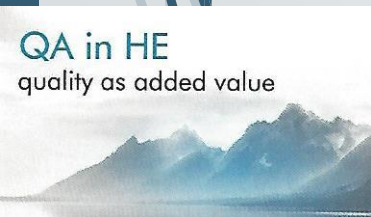
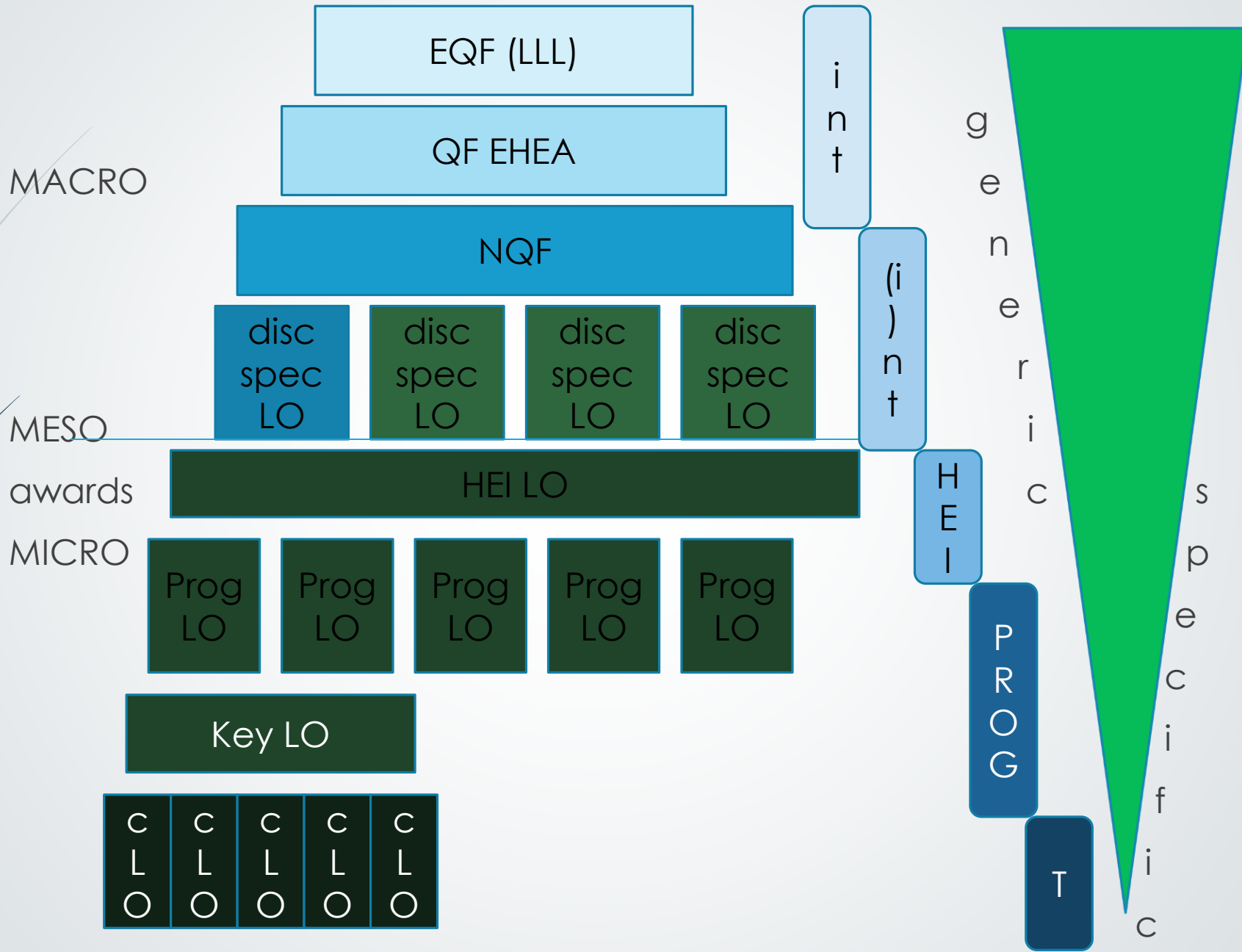
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Learning outcomes : need of common language  
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competence = proven ability to **integrate**  
knowledge, skills & **attitude** to be successful in  
a certain **context**

Make of the LO **LIVING** things that are formulated by the stake-  
holders concerned, passionately shared by the whole team and  
shaping the teaching, learning and assessment practices & formats  
accordingly **LEAVING ROOM FOR EXPERIMENTAL LEARNING!**

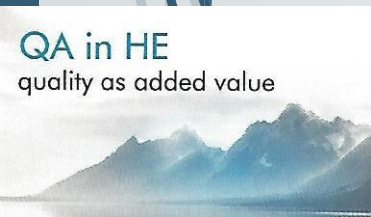


Learning outcomes : need of common language

The value of experimentation is not the trying. It's the trying again after the experiment fails.

Simon Sinek

accordingly **LEAVING ROOM FOR EXPERIMENTAL LEARNING!**





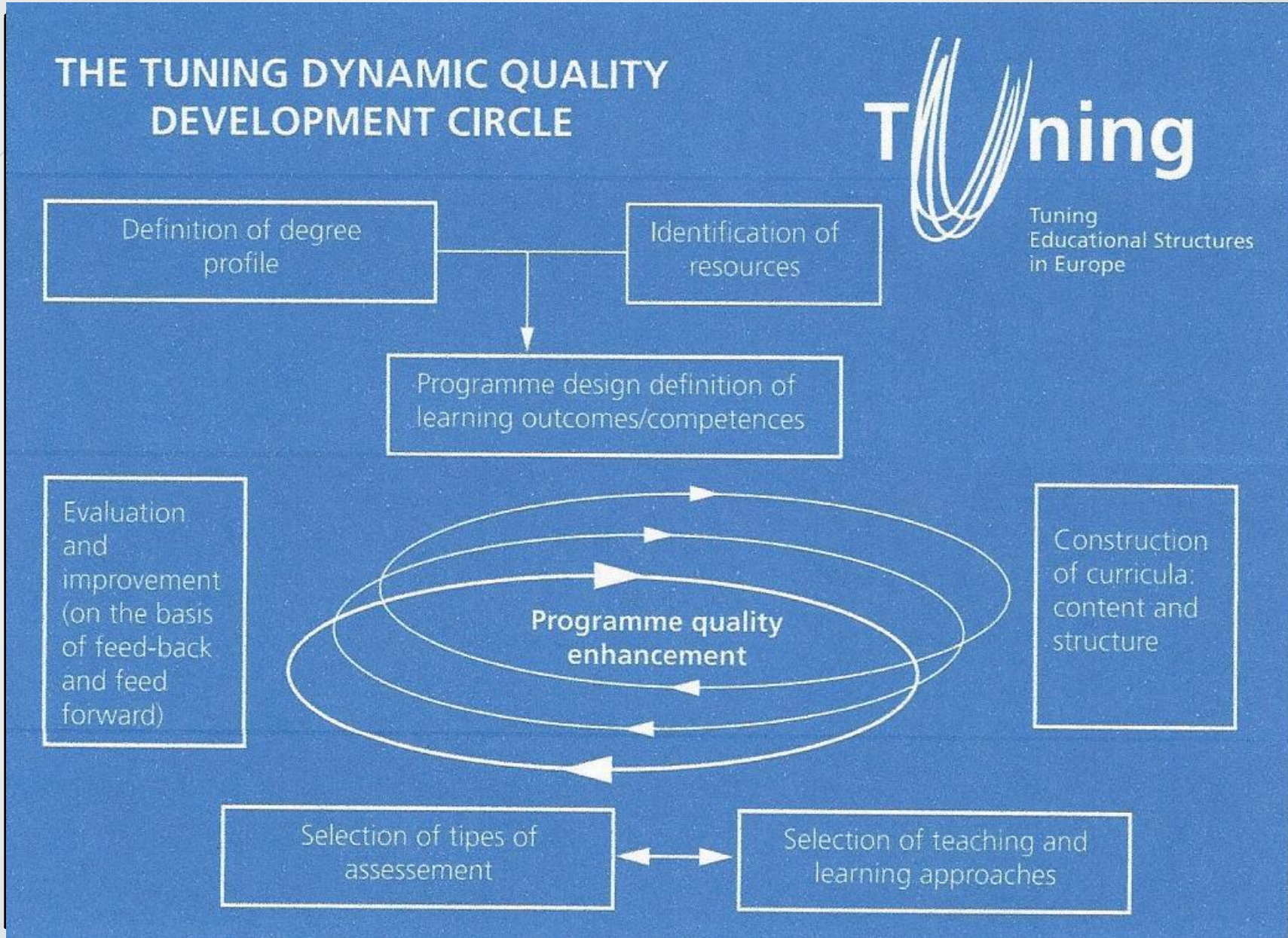
# General introduction to **LEARNING OUTCOMES** New concepts of quality & QA

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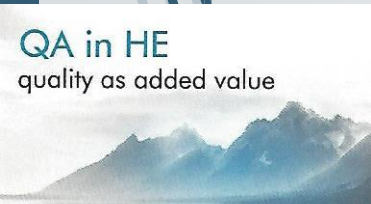
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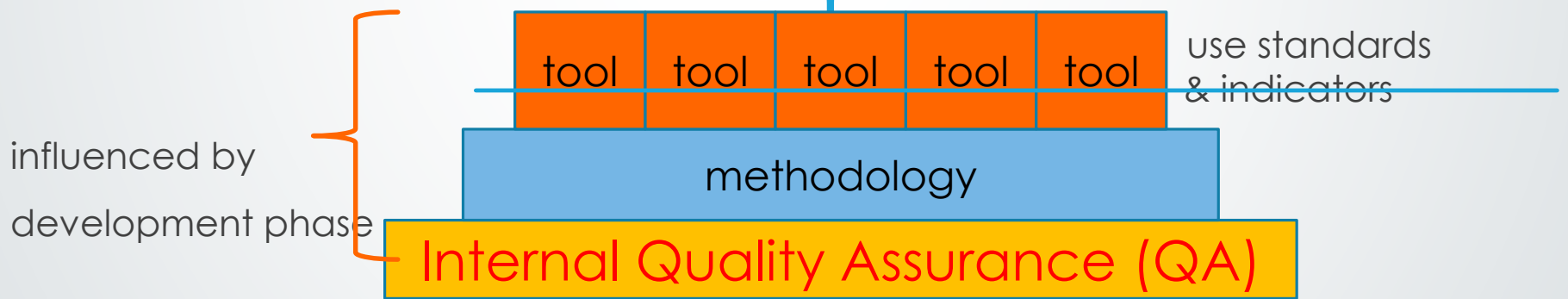
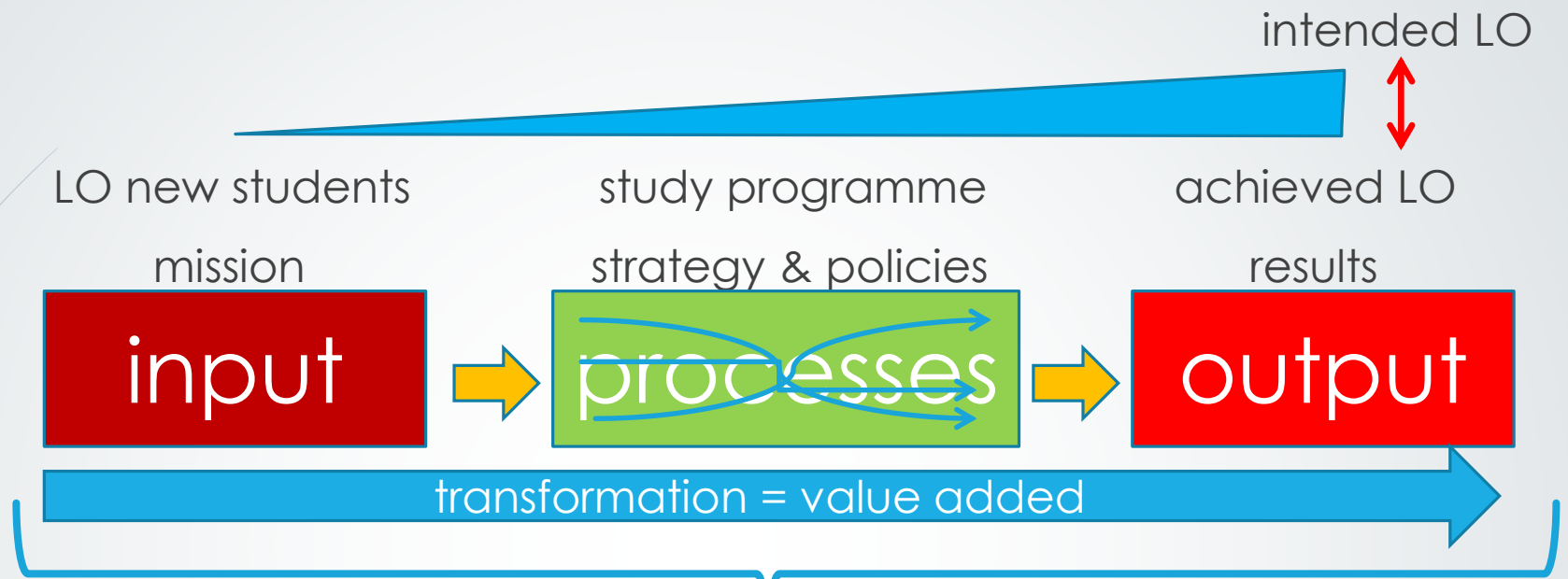
## Paradigm shift in concept of Q & QA(M)

early opinions	new views
Quality is absolute and fixed	Q is relative & multi-layered
One standard is dominant... & determined by the producer	QA has many aspects Starting point = customers' needs
The final product is central... and should be inspected	Service is vital Q = result of processes
Quality requirements are fixed	Q requirements change & raise
Quality control by quality unit	Q = everybody's



## New definition of quality :

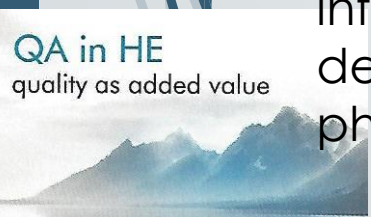
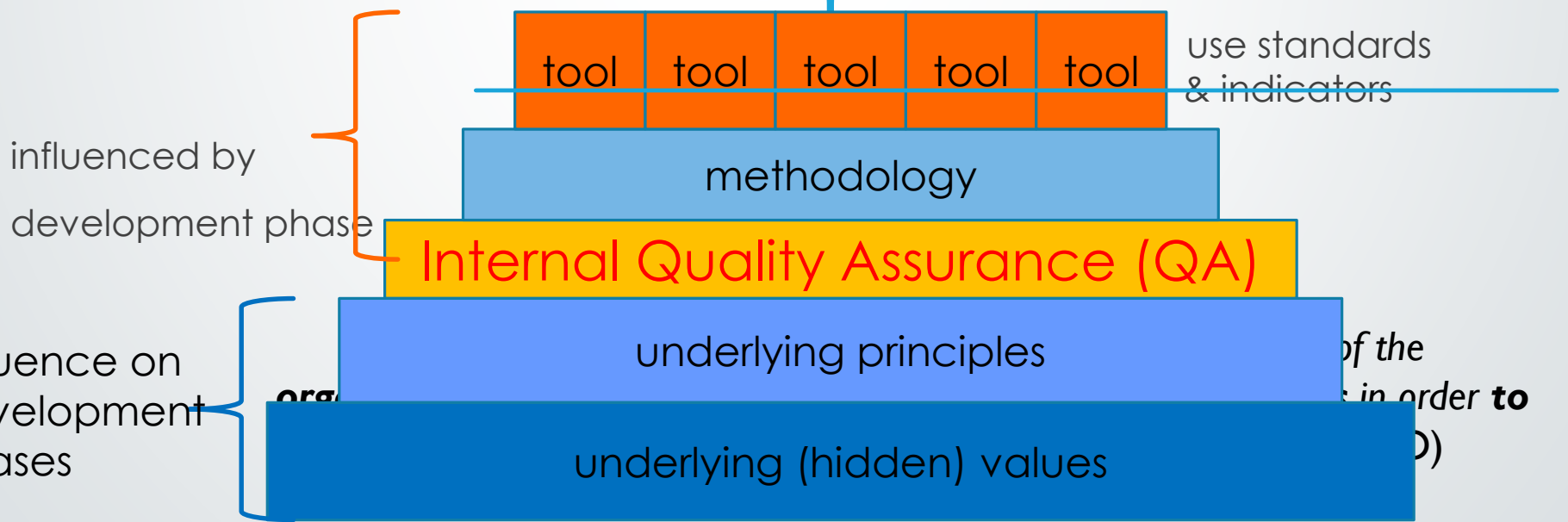
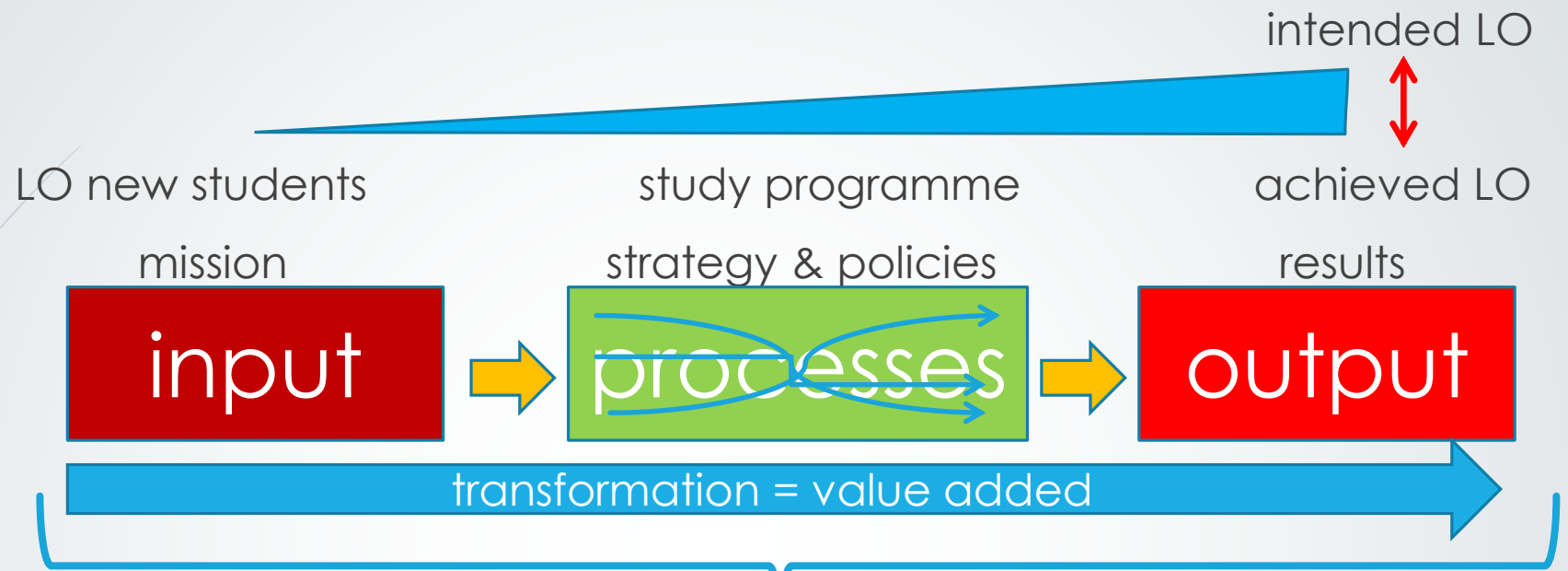
- Quality, as defined by its stakeholders (= international (minima) standards and needs), is the **added value between input and output**.
- Quality is the **added value**
- On institutional level between the **mission** of the HEI and the **results**
- On programme level between the **LOs** of the incoming **student** and those achieved by the outgoing student (again in relation to what all stakeholders want and need).



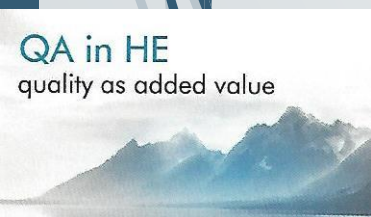
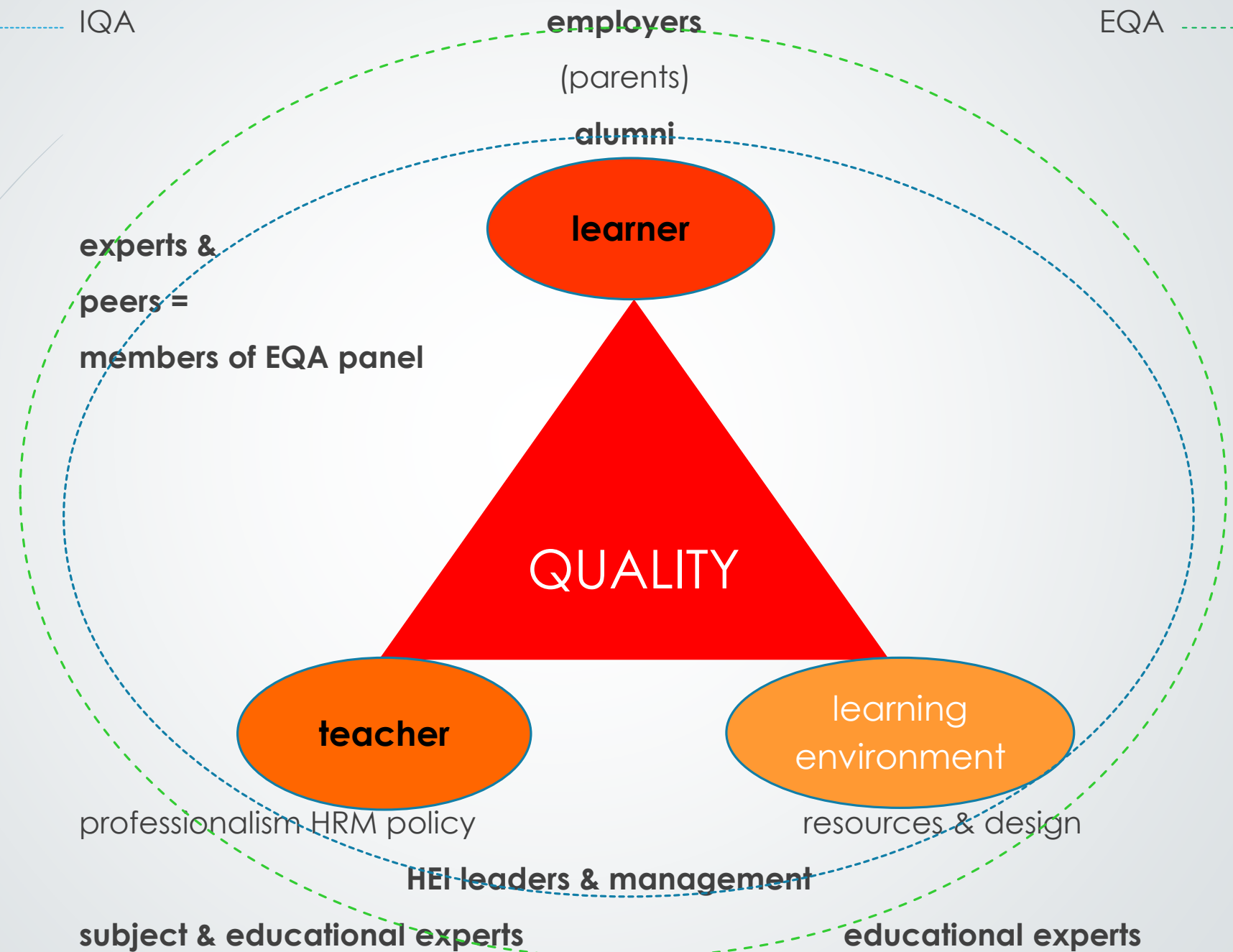
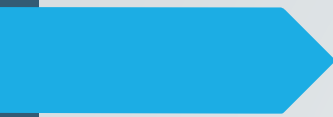
*“QA is a **management approach** to focus on the **quality** of the **organisation** and is based on **participation of all stakeholders** in order to **satisfy their expectations and aims as long as possible**” (ISO)*



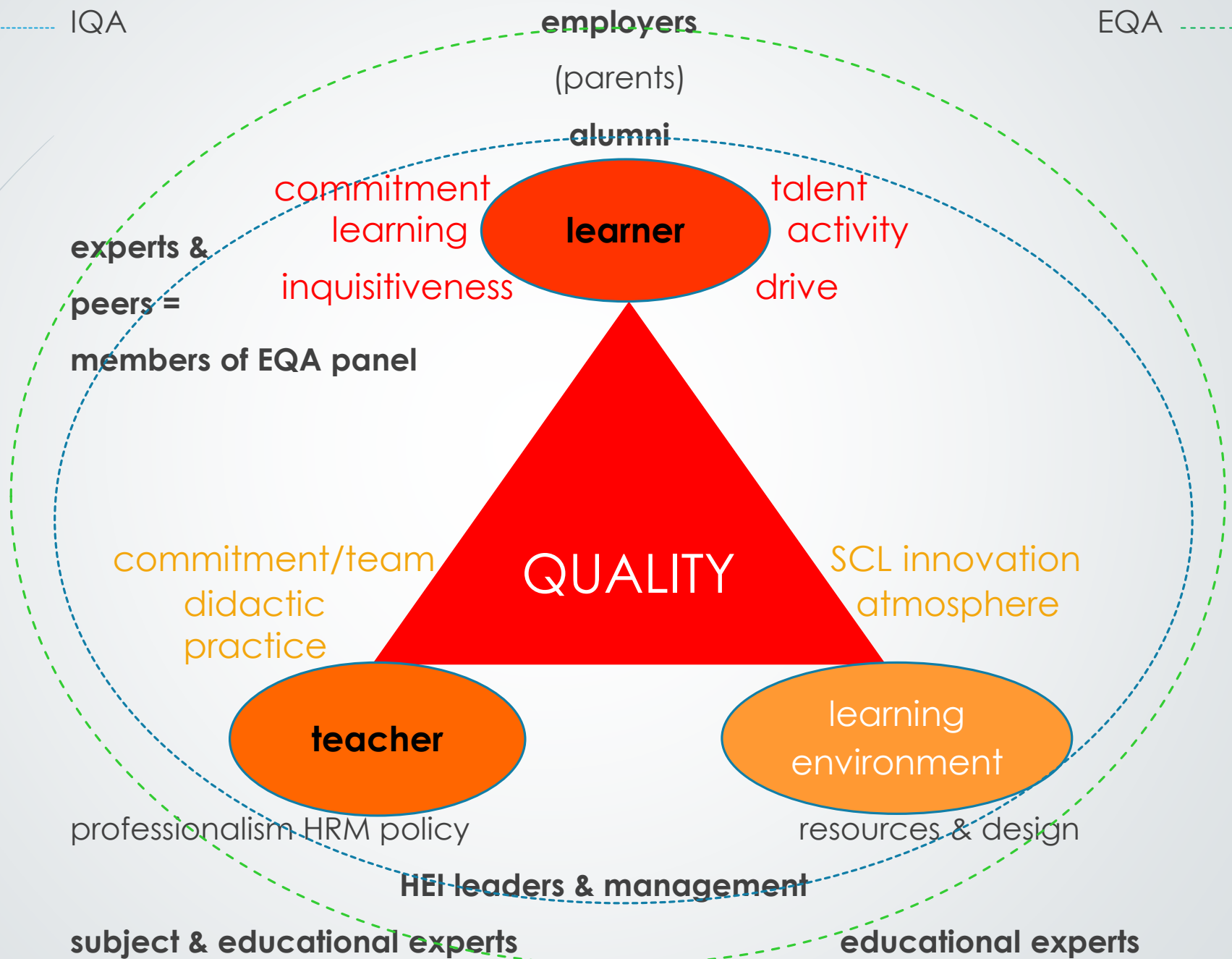
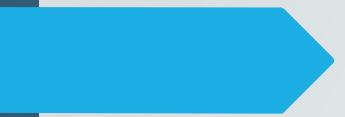




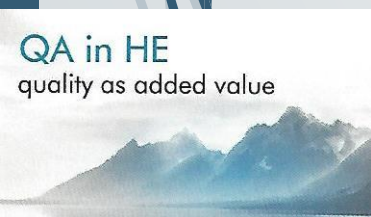
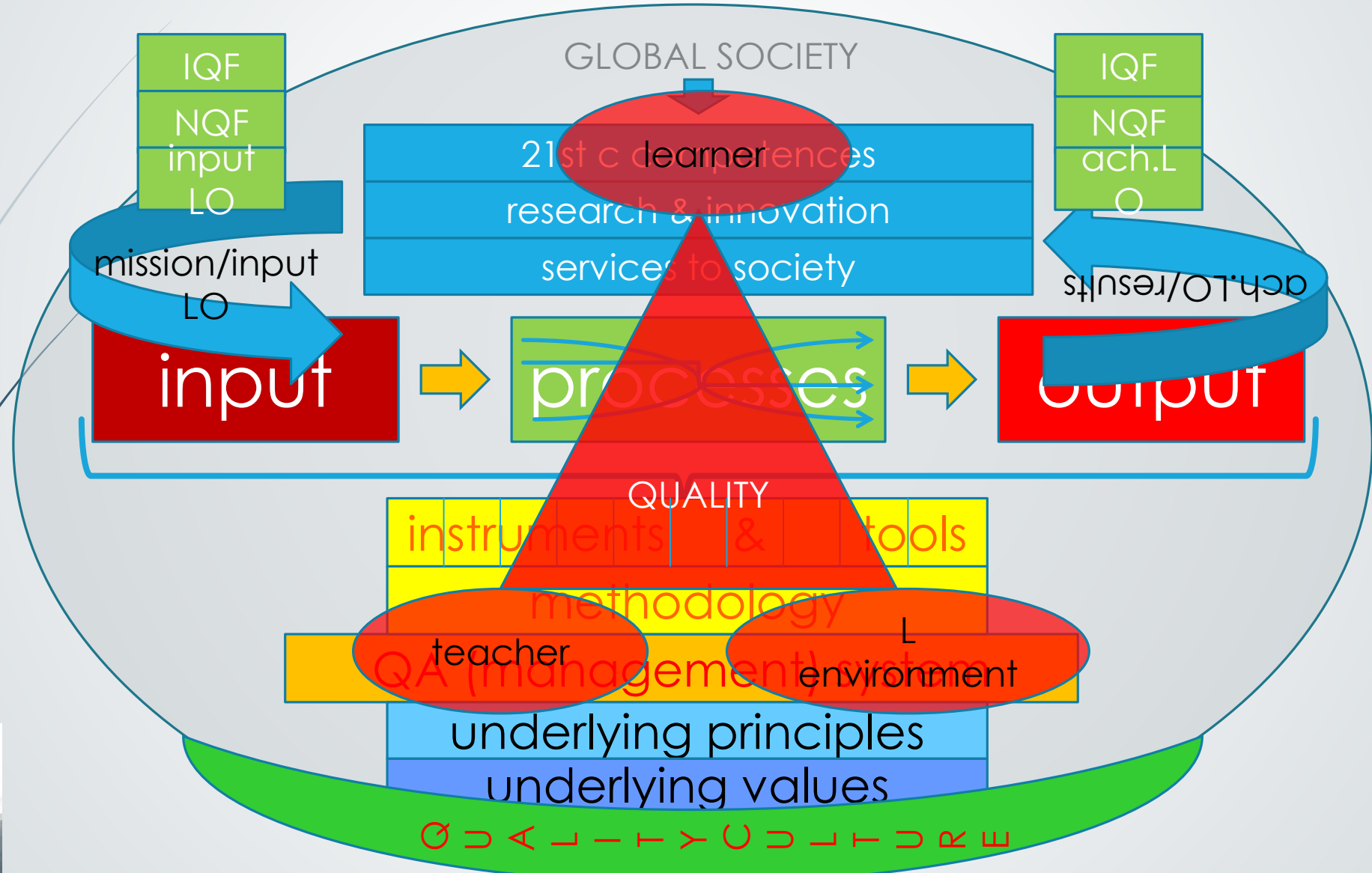
----- IQA EQA -----



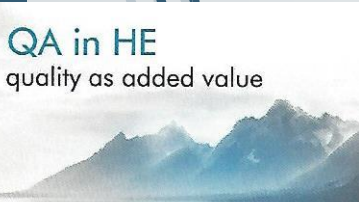
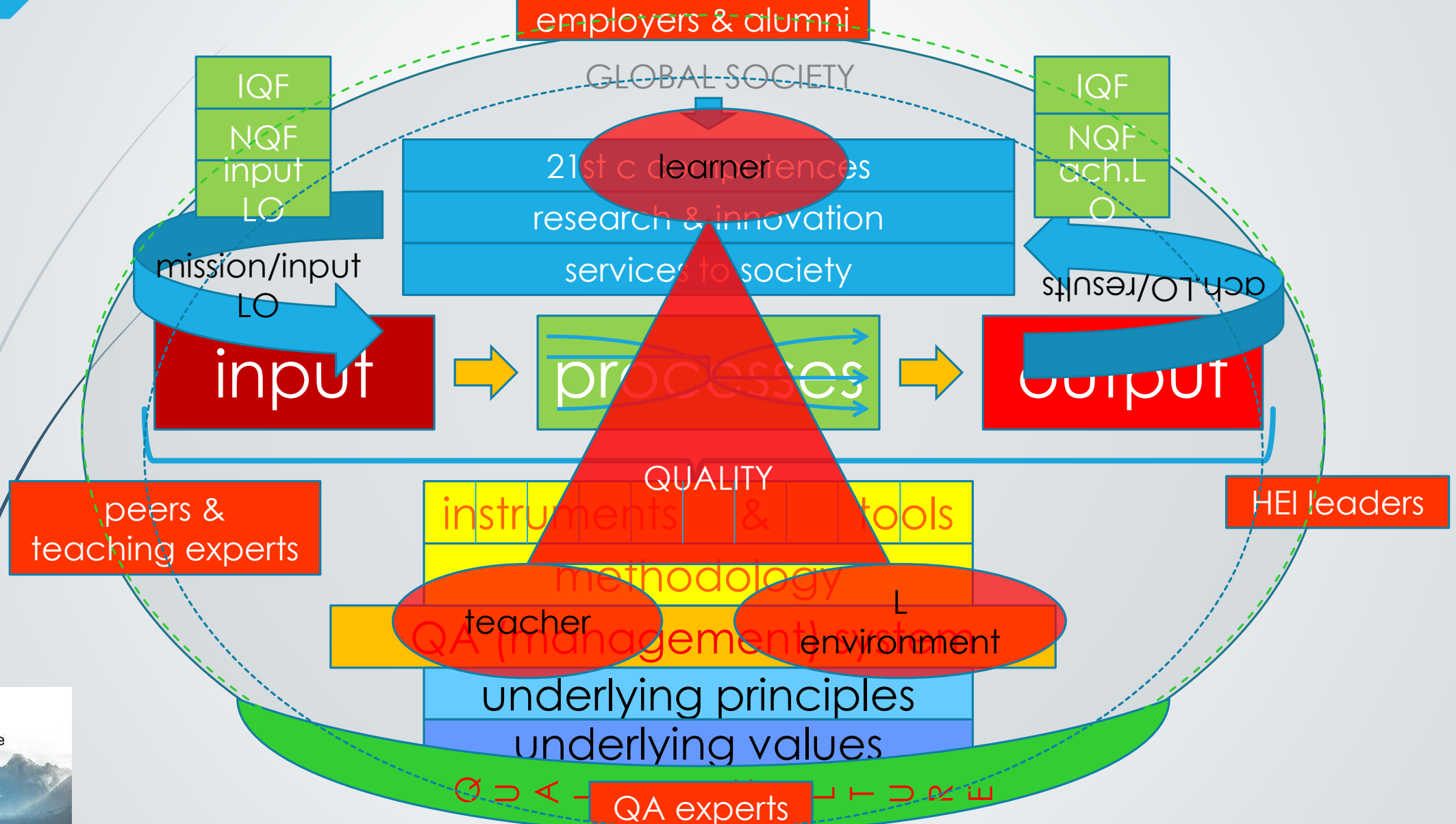
----- IQA EQA -----



# dimensions of quality & QA



# dimensions of quality & QA



The background features a scenic view of a lake with a forested hillside in the distance. A central inset image shows a stone bust of a man with a turban, likely a historical figure, mounted on a pedestal. The pedestal has the word 'VICENNA' visible on it. The overall color palette is muted, with blues, greys, and earthy tones.

# General introduction to **LEARNING OUTCOMES** Which learning outcomes?

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# New competences needed

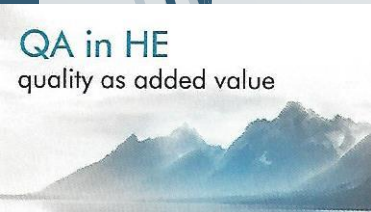
- Communication, problem-solving, creativity, team-work
- Research skills, both academic as well as 'mode 2' (applied) and mixtures
- Inter-disciplinary but with skill and attitude to go deep into a particular discipline
- Meta-cognition
- Willingness to change, risk-taking, entrepreneurial
- 'Global competences' (e.g. computer skills)
- Visionary & inspirational leadership

➤ HOW YOU ENGAGE IN THE WORLD

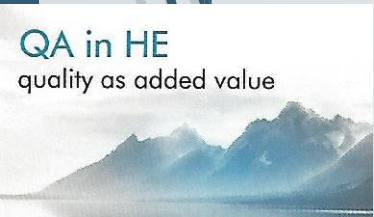
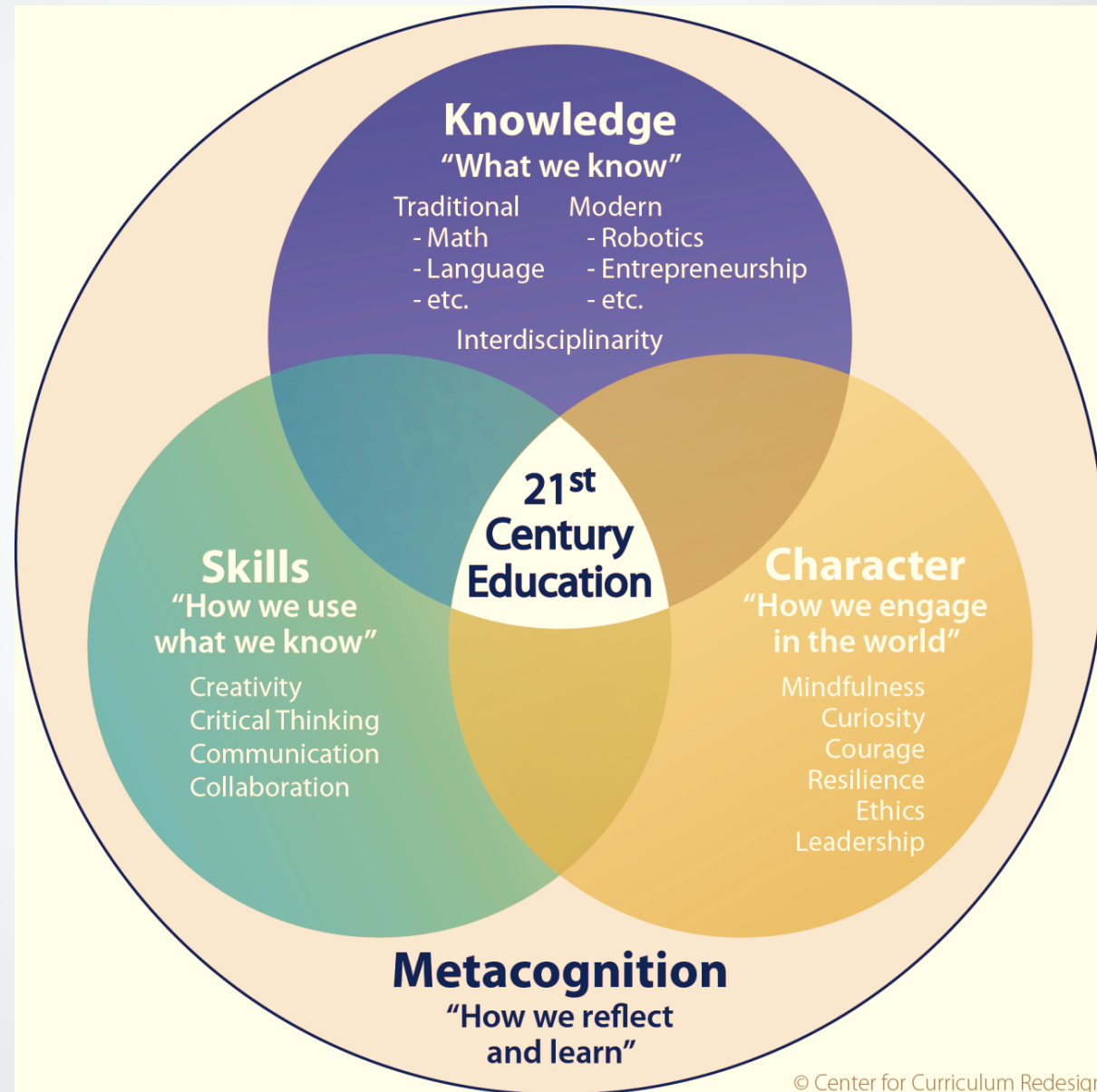
➤ = ATTITUDES! CHARACTER! PERSONALITY

(see HRM in industry and business)

CERTAINLY ON TEAM LEVEL



# More or other knowledge & skills are not enough!





# Technology is not the only motor of innovation

## Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

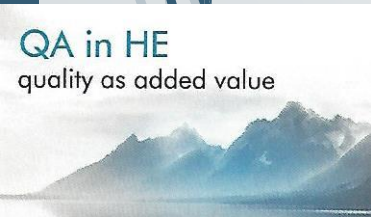
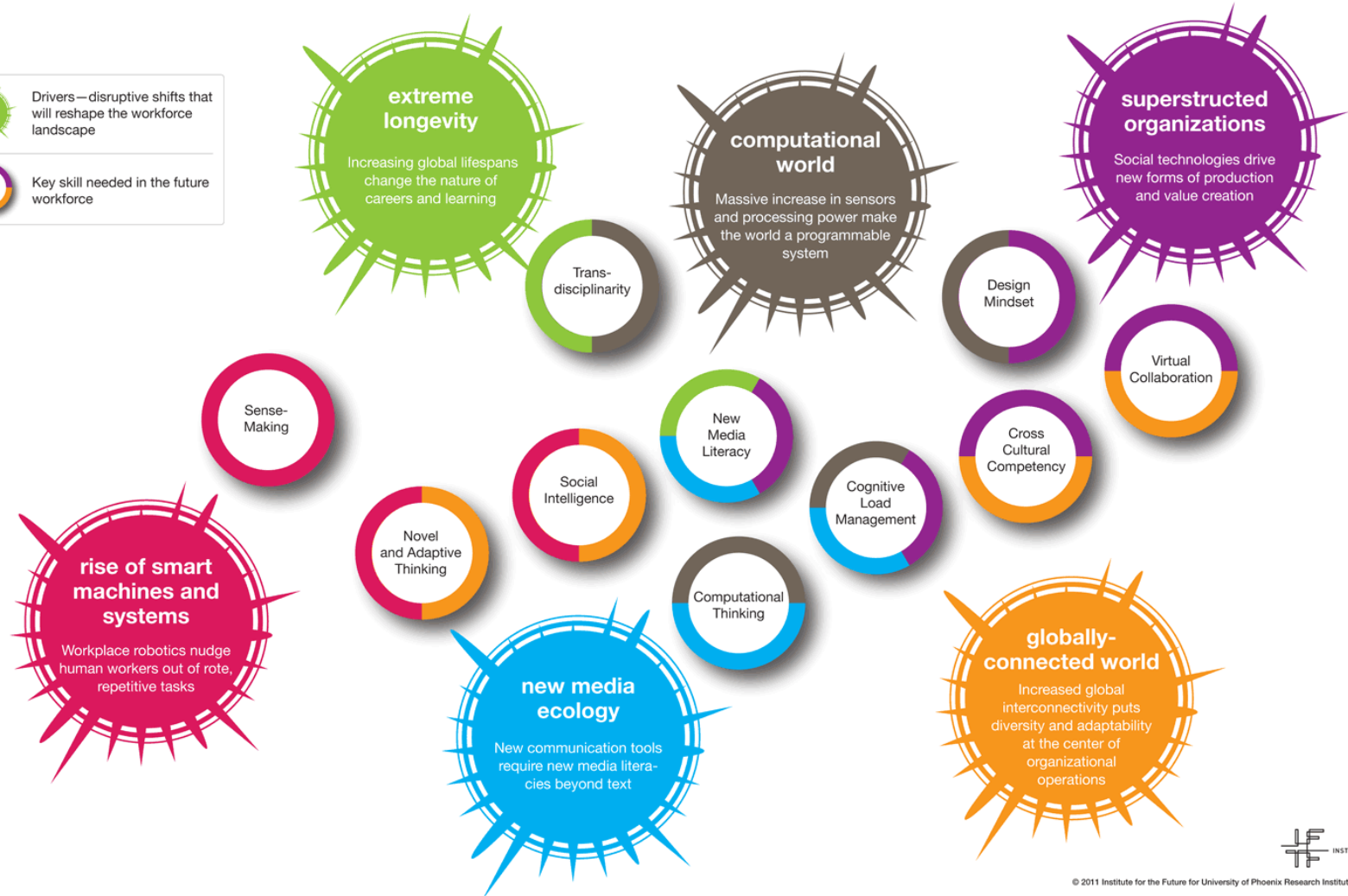
KEY



Drivers—disruptive shifts that will reshape the workforce landscape

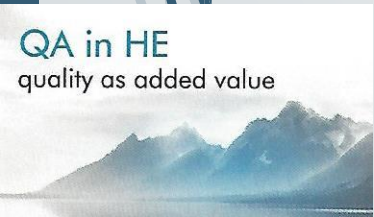
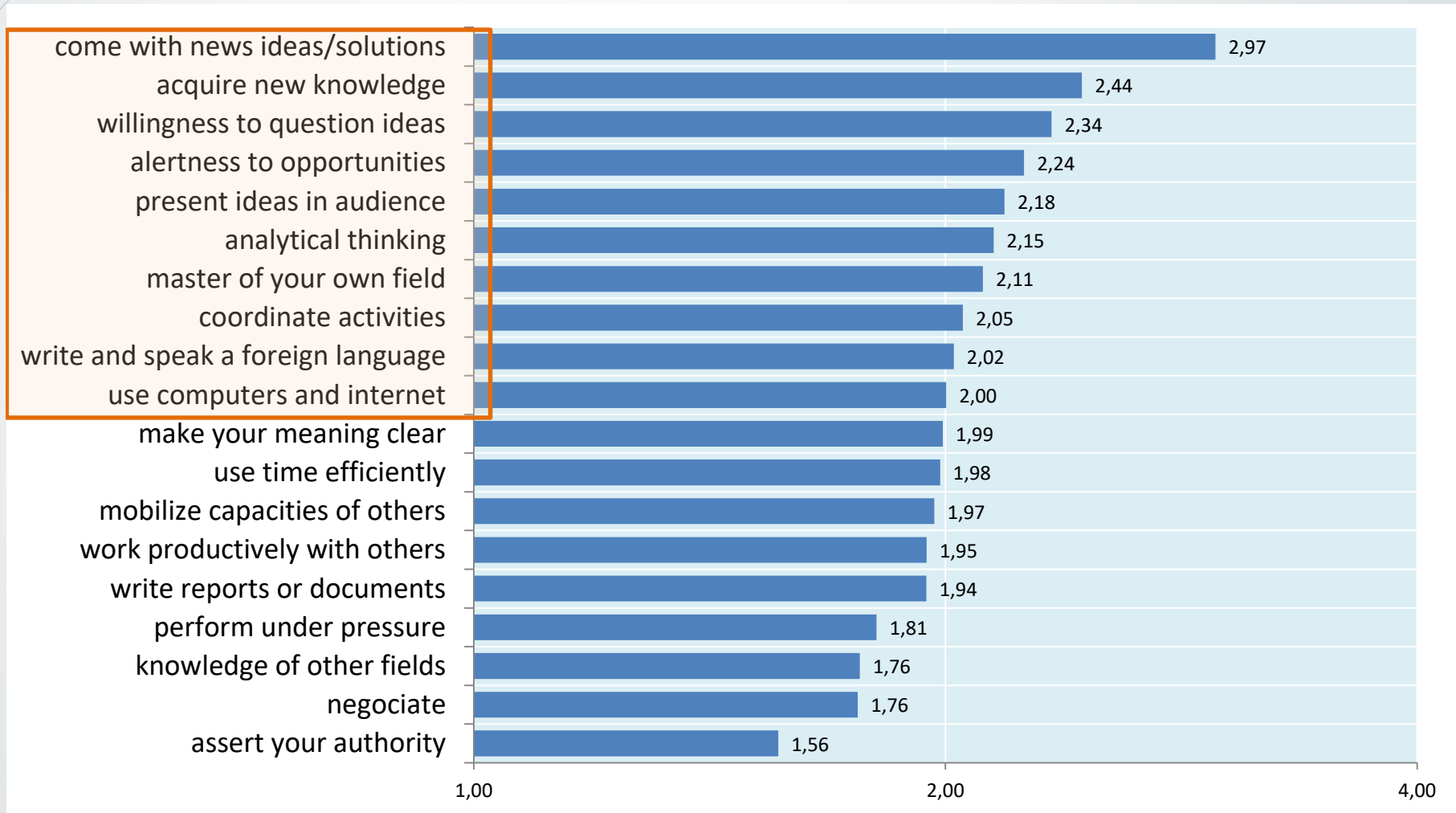


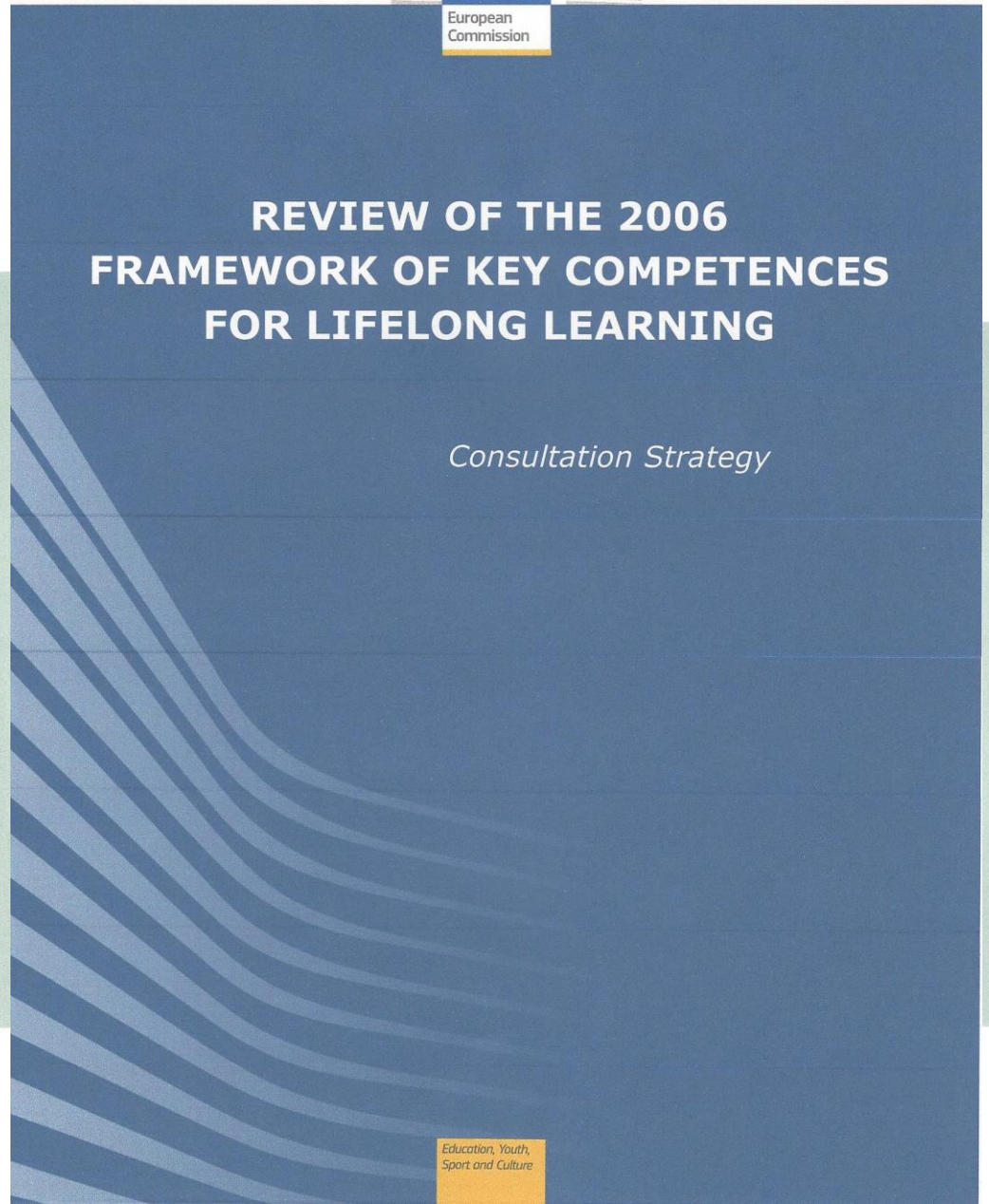
Key skill needed in the future workforce

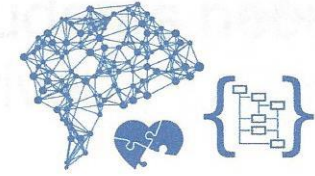
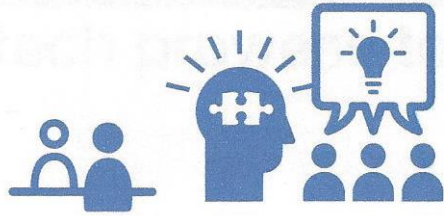


QA in HE  
quality as added value

# Competences that make the difference between innovative professionals & others







# Top 10 skills

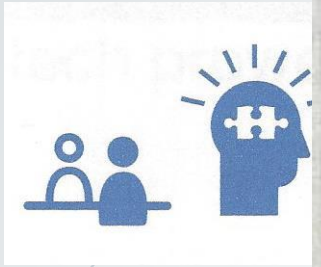
## In 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment & Decision Making
9. Active Listening
10. Creativity

## In 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment & Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Source:  
Future of  
Jobs  
Report  
(2017)

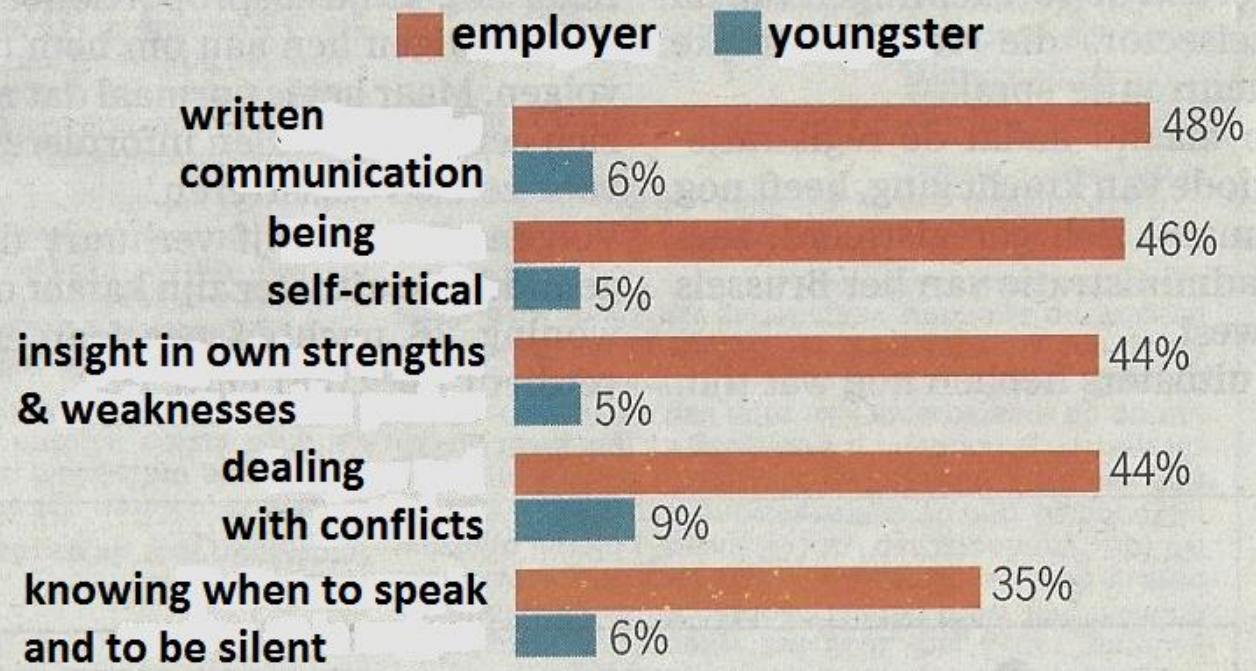


- In 20...
1. Co
  2. Co
  3. Pe
  4. Cri
  5. Ne
  6. Qu
  7. Ser
  8. Ju
  9. Ac
  10. Cre

### Top 5 reasons not to be selected because of soft skills



### Top 5 skills on which the meanings of youngsters and employers are most divided



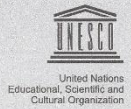
olving

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Others

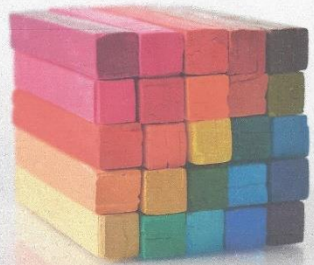
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Global Citizenship Education

TOPICS AND LEARNING OBJECTIVES



## Cognitive

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

## Socio-Emotional

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

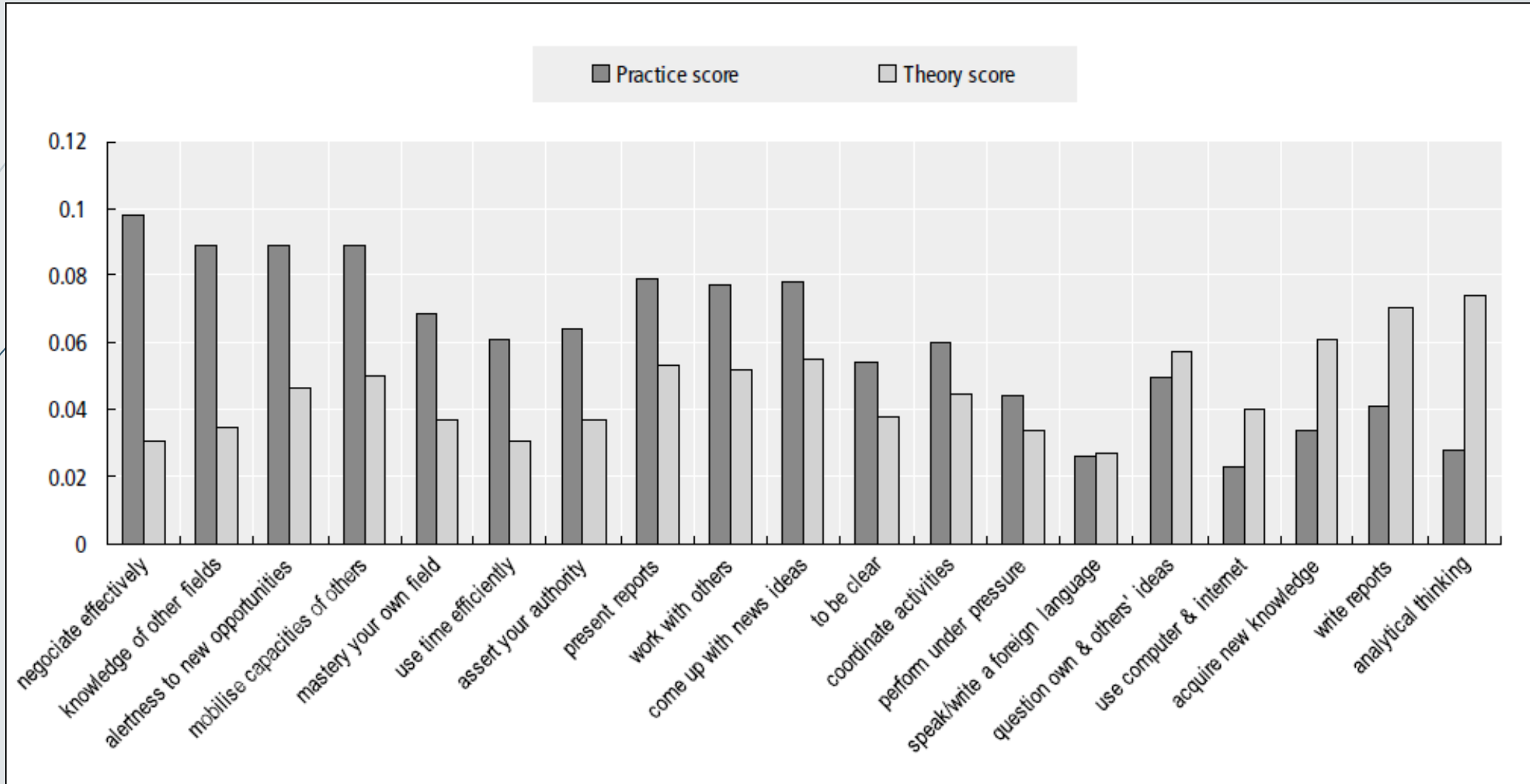
## Behavioural

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

QA in HE  
quality as added value



# Innovative teaching & learning processes



## ESG Standard 1.3 :

# Student-centred Learning, Teaching and Assessment

agreed & proposed by  
E4+ (incl. EUA, EURASHE  
& EI)  
+ eventually all ministers

“**Institutions** should ensure that the programmes are **delivered** in a way that **encourages students** to take an active role in creating the learning process, and that the **assessment of students** reflects this approach.”





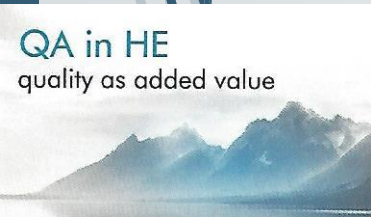
# General introduction to LEARNING OUTCOMES Conclusions: recommendations (1)

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14 November 2017

Tashkent

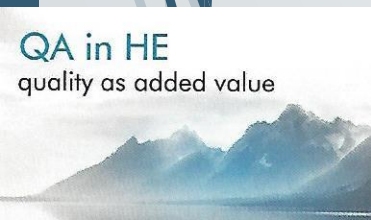


## In a **changing world** characterized by ...

- Globalization of economy & society;
- Climate change;
- Informatics turning into 'internet in internet' automatization & robots ...
- ... making use of big data;
- Technological innovation;
- Demographic changes turning the population older;
- A widening gap between rich & poor;
- The need of transferable competences for future jobs we don't know yet;
- International tensions causing massive immigration;
- Changing (social) communication, values and beliefs.

## Challenges of HE in EHEA

- ✓ DIVERSITY in (historical & national) context, in vision & mission, in strategy, in teaching & research, in practice & culture **vs globalisation of knowledge society**;
- ✓ In majority PUBLIC, but with fixed 3 means of income: state/region + tuition + contracts (in competition) **vs prolonged crisis & lump sum**;
- ✓ Academic AUTONOMY **vs NATIONAL** policy;
- ✓ National external quality (EQA) system inspired by **revised** ESG and swinging to institutional level;
- ✓ STAKEHOLDER MODEL, internal (students & staff), external (society, employers, parents, ...) **vs world of work**;
- ✓ Teaching & research & social impact **vs learning & co-creation**;
- ✓ Democratically elected leadership with “blended” new public management **vs CEO directives**;
- ✓ In need of new “transversal” competences **vs immediate employment**;
- ✓ With student-centred learning strategies & processes **vs massification of HE and exponential growth of knowledge**;
- ✓ Equal opportunities based on talents **vs selection for excellence**;
- ✓ Underpinned by a culture of shared values & beliefs **vs rankings**:
  - individual development **to citizenship**,
  - key role in human, social and economic development **via innovation**;
  - knowledge **co-creation & sharing**;





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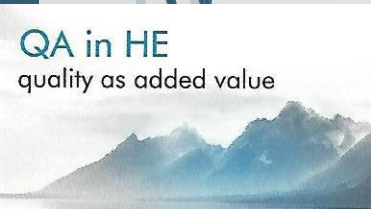
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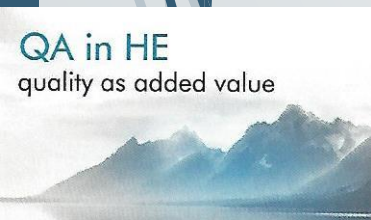
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vation;



## Towards a qualitative HE system: ARE WE READY?

- ➔ Become part of the European Higher Education Area (EHEA) by...
- ➔ Gathering information on HE (implementation report)
- ➔ Implementing 3-cycle structure (Ba – Ma – PhD)
- ➔ Developing a national QF linked to the international ones
- ➔ Implementing ECTS in the HEIs
- ➔ Based on challenging Learning Outcomes linked to the national QF
- ➔ Combining discipline and transversal competences of the 21<sup>st</sup> century
- ➔ And teaching, learning and assessing them in and by a co-creative community
- ➔ fit for the global dimension and international education



## Towards a qualitative HE system: ARE WE READY?

“ If we teach today as we taught yesterday,  
then we rob our children of tomorrow. ”

*John Dewey / [www.geckoandfly.com](http://www.geckoandfly.com)*



# General introduction to LEARNING OUTCOMES THANKS Q & A

Independent international QA expert

Roundtable: LO: tools & approaches for improving  
qualifications frameworks in Uzbek HE

14 November 2017

Tashkent