Webinar «ENI»
The Definition of Learning Outcomes in Europe

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ENI Webinar
Session 2

Summary
1. Building the QF for EHEA, the EQF, and the transition to LOs (Learning Outcomes) and PLOs (Programme Learning Outcomes)
2. Present and future challenges

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First Cycle Outcomes	ECTS
Qualifications that signify completion of the first cycle are awarded to students who: • have demonstrated **knowledge and understanding** in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study; • can **apply** their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study; • have the ability to gather and interpret **relevant data** (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues; • can **communicate** information, ideas, problems and solutions to both specialist and non-specialist audiences; • have developed those **learning skills** that are necessary for them to continue to undertake further study with a high degree of autonomy.	**Typically include 180-240 ECTS credits**

Second Cycle Outcomes	ECTS
Qualifications that signify completion of the second cycle are awarded to students who: • have demonstrated **knowledge and understanding** that is founded upon and **extends and/or enhances** that typically associated with the first cycle, and that provides a basis or opportunity for **originality** in developing and/or applying ideas, often within a research context; • can **apply** their knowledge and understanding, and problem solving abilities in new or **unfamiliar** environments within broader (or multidisciplinary) contexts related to their field of study; • have the ability to **integrate knowledge** and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on **social and ethical responsibilities** linked to the application of their knowledge and judgments; • can **communicate** their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously; • have the **learning skills** to allow them to continue to study in a manner that may be largely self-directed or autonomous.	**Typically include 90-120 ECTS credits, with a minimu m of 60 credits at the level of the 2nd cycle**

Third Cycle Outcomes	ECTS
Qualifications that signify completion of the third cycle are awarded to students who: • have demonstrated a **systematic understanding** of a field of study and mastery of the **skills and methods of research** associated with that field; • have demonstrated the ability to conceive, design, implement and adapt **a substantial process of research** with scholarly **integrity**; • have made a contribution through original research that **extends the frontier of knowledge** by developing a substantial body of work, some of which merits national or international refereed publication; • are capable of **critical analysis**, evaluation and synthesis of **new and complex** ideas; • can **communicate** with their peers, the larger scholarly community and with **society in general** about their areas of expertise; • can be expected to be able to promote, within academic and professional contexts, **technological, social or cultural advancement** in a knowledge based society.	**Not specified**

The Joint Quality Initiative approach is connected with the initial phases of a general shift which places the learner -- rather than the teacher -- at the center of attention.
In other words, looking at higher education in terms of output instead of input.
At the same time, another important framework was developed: the European Qualifications Framework or EQF.

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EQF has 8 levels, including school
no indication of credits
levels indicated in terms of
- Knowledge
- Skills
- Competence (understood as levels of autonomy and responsibility)

Are the QF for EHEA and the EQF compatible?
They complement each other.
Levels 6, 7 and 8 of the EQF correspond to the First, Second and Third Cycles of the QF for EHEA.

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As we have seen, the correct use of ECTS and the ECTS Users' Guide are also among the Key Commitments of the European Higher Education Area.

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This entails the commitment, among other things, for the higher education institutions in the EHEA countries to produce a description of their learning-teaching offer which includes certain elements, including credits based on student workload and linked to learning outcomes.

The learning outcomes are to be indicated in the ‘Course Catalogue’, according to a certain format, both for degree programmes (Programme Learning Outcomes) and for single course units (Learning Outcomes).

ECTS Users' Guide

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Formulating the PLOs and the LOs must be done by academics, by those actually involved in the subject areas and in the Learning-Teaching-Assessment process.

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A lot of work has been done, since 2001, in various EU Commission funded projects, particularly in “Tuning”.
Led by the Universities of Groningen and Deusto, Tuning represents the ‘Universities’ contribution’ to the Bologna Process.
It is based on the work of pilot subject area groups, each composed of academics, specialists in the specific subject areas.
They have developed meta frameworks of competences and learning outcomes in numerous disciplinary and subject areas, compatible with both the QF for EHEA and the NQF.

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Tuning distinguishes:

‘competence’ describes something that the learner knows, is able to do or responsibilities that he/she can take...the competence belongs to the learner.

‘learning outcome’ is a statement, written by a teacher, which describes a verifiable way of ascertaining whether the learner possesses a competence and to what level.

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Tuning established a methodology for describing ‘Degree Profiles’ which include programme learning outcomes for 5 pilot subject areas:

CORE 2 coordinated by NUFFIC, Netherlands

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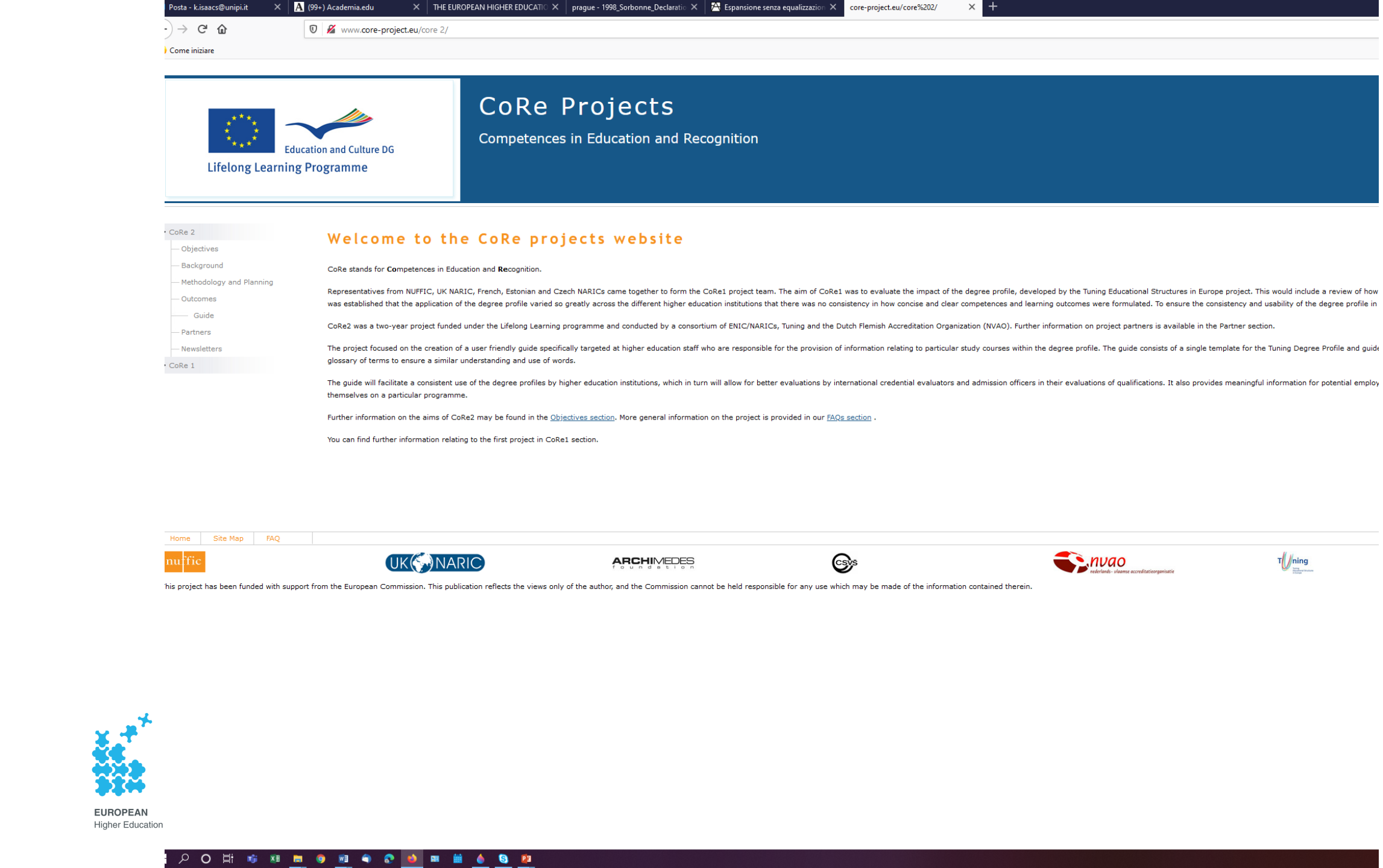

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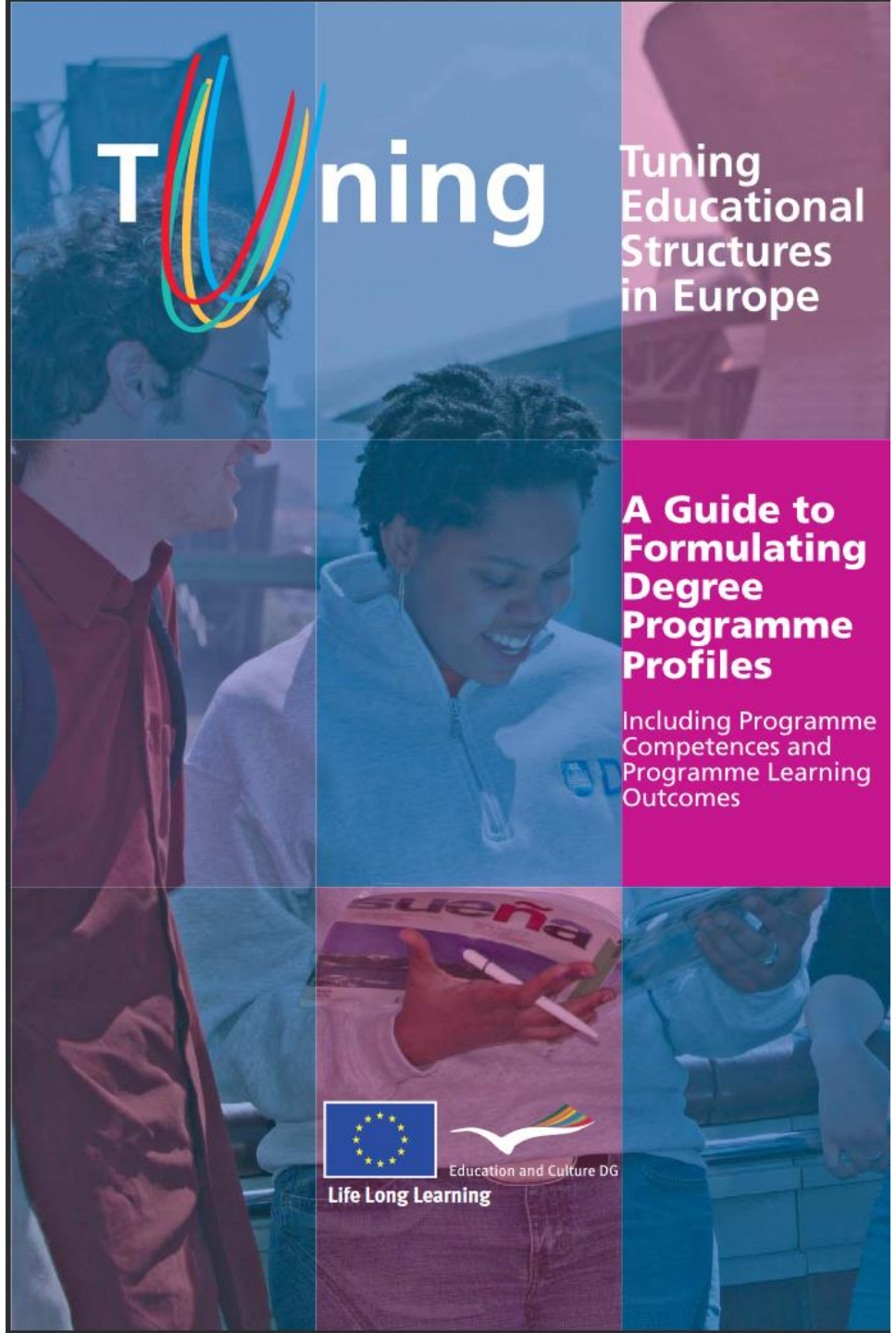
Published in 2010
widely used
and cited



Tuning
Tuning
Educational Structures
in Europe

Tuning in recent years and at present is working on the development of Assessment Frameworks, or subject area Qualifications Reference Frameworks...

with a view to enabling closer transnational comparability and assessment.

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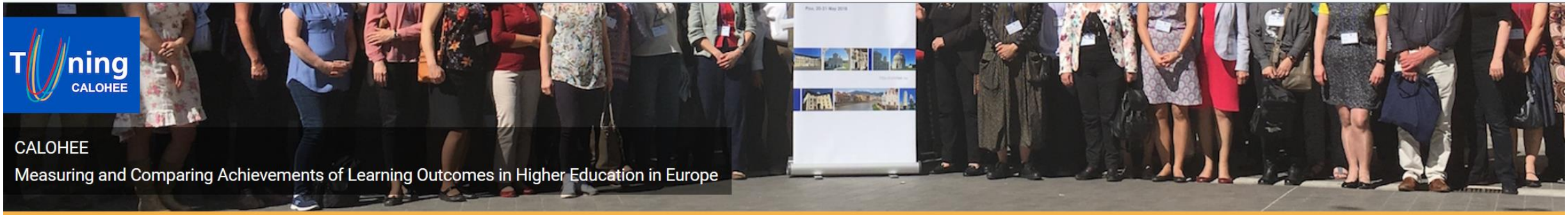

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Home – CALOHEE Outcomes Presented

The CALOHEE Consortium proudly presents the outcomes of the project *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe.*

These outcomes are conceptual qualifications and assessment frameworks for five subject areas, chosen to represent significant academic domains: Engineering (Civil Engineering), Social Sciences (Teacher Education), Humanities (History), Health Care (Nursing) and Natural Sciences (Physics). The frameworks are flexible reference documents, which offer detailed insight into what students are expected to learn to be prepared well for their future role in society, both in terms of the workplace and civic, social and cultural engagement. They also offer a robust basis for comparing students' performance in European wide context.
The instruments allow for precise measurement, while taking into account the different missions, orientations and profiles of Higher Education institutions and their degree programmes.

Subject Area Qualifications and Assessment Reference Frameworks

The Subject Area Qualifications Reference Frameworks (QRF) are the outcomes of elaborations by groups of informed academics and students and of consultations of a wide circle of stakeholders.
They are based on a merger of the Qualifications Framework of the European Higher Education Area (QF of the EHEA) and the European Qualifications Framework for Lifelong Learning (EQF for LLL) and are meant to serve as a sound basis for defining the *programme learning outcomes* of individual degree programmes of the first and second cycle (Bachelor and Master). Basing the individualized sets of learning outcomes on the frameworks will guarantee that 'standards' which have been agreed and validated internationally are fully respected.

The descriptors in the Reference Frameworks are organized on the basis of 'dimensions'. A dimension indicates a constructive key element, which defines a subject area. Each subject area is based on a multiple of dimensions. These dimensions are linked to the five strands of the QF of the EHEA. By applying the categories of the EQF for LLL each dimension involves three descriptors – knowledge, skills and autonomy and responsibility ('wider competences') -, which reflect a progressive level of achievement.

For a summary of the Subject Area Qualifications Reference Frameworks click the button below:

Click here for the Subject Area Qualifications Reference Frameworks (Summary)

The much more detailed Assessment Reference Frameworks presented below offer – besides a breakdown of subject area general descriptors in measurable learning outcomes statements – examples of good practice of learning, teaching and assessment methods and approaches to achieve the learning outcomes defined. The use of a variety of appropriate methods and approaches is another indicator for deciding on the quality of a degree programme. They offer broad 'menus' of what has been identified as the learning of subject area and allow for motivated choices regarding the composition and implementation of individual degree programmes.

Click here for the Assessment Reference Frameworks

Guidelines and Reference Points Brochures

Presented here are the Guidelines and Reference Points Brochures for five subject areas:

Click here for the Civil Engineering Brochure

Click here for the Teacher Education Brochure

Click here for the History Brochure

Click here for the Nursing Brochure

Click here for the Physics Brochure

These frameworks are based on a model which combines the QF-EHEA and the EQF.
For now the Frameworks are complete for **Civil Engineering, History, Nursing, Physics**, and **Teacher Education**.
We are extending the work at present to new subject areas.
This material is helpful for institutions interested in presenting or revising their degree programmes.

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Present and Future Challenges:

In the activities of the BICG's Thematic Peer Group A, we have seen that not all countries understand correctly the importance and the value of ECTS in creating their NQF. They may not be aware that credits represent volume of learning AND Learning Outcomes, and that they are essential for formulating an NQF.

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According to the EHEA ‘Vision’ of future developments of higher education (need for greater flexibility, many smaller units of learning) ECTS will become more and more important.

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More information:

http://www.ehea.info/page-peer-group-A-QF

Thank you

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