

Learning Outcomes



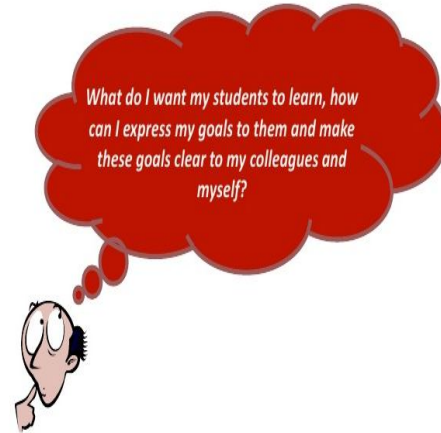
- Referencing programme Lo's to NQF/SQF
- Designing Ba and Ma Level study programmes and qualifications
 - 1. International Context
 - 2. Flanders: decrees and cooperation
 - 3. Ghent
 - 4. In practice

Development of competence oriented curriculum



- Learning goals: competences
 - *Competence model*
 - ↓
 - Teaching and learning
 - *Glossary teaching methods*
 - ↓
 - Assessment
 - *Glossary evaluation methods*

Goals



- Transparency : Clear and holistic view on LO's (knowledge-skills-attitude)
- Clear view on different profiles - similarities and differences between programmes (i.e. engineering; academic-professional)
- Teaching and learning becomes more interesting
- Clear view on contribution of each course
- Base for international recognition: setting up credit exchange, evolution to double/joint degrees
- Base for recognition of prior learning at programme level
- Communication (students – employers: diploma supplement)
- Used for internal and external audits and for accreditation

Added value in the Bologna process



- Vertically:
 - Structuring the successive steps in a field
 - Master - bachelor
 - Short degrees - bachelor
- Horizontally :
 - Specify the position of programmes in a field
 - Determine the position of ‘unique programmes’
 - Distinguish professional or academic oriented programmes.
- In and outside a country/region

Defining LO's outcomes & introducing competence model is not easy:

- Resistance to changes
- Resistance to extra administration
- Precise wording and phrasing is not easy (educational language versus scientific/engineering language)
- Time consuming: synthesis of different points of view

Important questions to reflect about the content of the learning outcomes



- What do you expect from a graduated bachelor? (K/S/A)
- What do you expect from a graduated master? (K/S/A)
- What are the differences between bachelors and masters?
- What are the differences between a professional and an academic bachelor?
- What are the differences between a good and a brilliant graduate?
- What are the important accents in the programme?
- What are the differences between this programme and other programmes in this discipline?
- “Dare to think”- “Creative development of knowledge”...

QF for Higher Education in Flanders: background

- Dublin Descriptors (2004)
- European Qualifications framework (2008)
- Decree concerning the restructuring of the Higher Education in Flanders (2003)
- Decree of 29.04. 2009 (“Flemish Act on the Qualification Structure”) → Flemish qualification framework for H.E.
- → a set of learning outcomes (12-15) for each programme
 - Levels 6 and 7 (bachelor and master) of the Qualification Structure
 - Generic level descriptors: knowledge, skills, context, autonomy, responsibility



Example: level 6 ("Bachelor")



FQS level	Level descriptor elements	
	Knowledge Skills	Context Autonomy Responsibility
Level 6	<ul style="list-style-type: none"> – critically evaluating and combining knowledge and insights from a specific area – applying complex specialised skills, linked to research results – gathering and interpreting relevant data and making innovative use of selected methods and resources to solve non-familiar complex problems 	<ul style="list-style-type: none"> – acting in complex and specialised contexts – functioning with complete autonomy and considerable initiative – taking shared responsibility for the definition of collective results

Dublindescriptors



- Knowledge and understanding
- Applying knowledge and understanding
- Making judgements
- Communication
- Learning skills



Decree Restructuring HE in Flanders

Professional bachelor

General competences, general professional competences, specific professional competences.

Academic bachelor

General competences, general scientific competences, scientific-disciplinary basic knowledge.

Master

General competences, general scientific competences, scientific-disciplinary knowledge, competences for research – arts - profession

EQF->Flemish Qualifications Structure



VKS 6	<ul style="list-style-type: none">- critically evaluating and combining knowledge and insights from a specific area- applying complex specialised skills, linked to research results- gathering and interpreting relevant data and making innovative use of selected methods and resources to solve non-familiar complex problems	<ul style="list-style-type: none">- acting in complex and specialised contexts- functioning with complete autonomy and considerable initiative- taking shared responsibility for the definition of collective results
VKS 7	<ul style="list-style-type: none">- integrating and reformulating knowledge and insights from a specific area or at the interface between different areas- applying complex new skills, linked to autonomous, standardised research- critically evaluating and applying complex, advanced and/or innovative problem-solving techniques and methods	<ul style="list-style-type: none">- acting in unpredictable, complex and specialised contexts- functioning with complete autonomy and a right of decision- taking final responsibility for the definition of collective outcomes

Self-certification of FQF for HE /1

- Organised by NVAO: Dutch-Flemish Accreditation Organisation
- Timing:
 - Reports (NL and FL): October 2008
 - Site visits: 5-7 November 2008
 - Further clarification of issues pending
 - Final report → self-certification: February 2009

Self-certification of FQF for HE /2

Conclusions

*“After studying the compatibility documents and other relevant material, and after discussions with the stakeholders mentioned above, it is the opinion of the Verification Committee that the National Framework of Qualifications in Higher Education in Flanders is **compatible** with the overarching Framework for Qualifications of the European Higher Education Area.”*

Self-certification: Some recommendations

The new structure and degrees have yet to **overcome old habits and traditions**. The relevance of the academic Bachelor's degree for the labour market may be one issue that needs time to be incorporated in a new higher education tradition. It is recommended that the communication activities targeted at the main stakeholders and the public at large are intensified.

- The issue of recognition will be on national and international agendas for the next few years. This pertains to recognition of periods of study and qualifications. Also, further implementation of the **Lisbon Recognition Convention** should receive more attention, especially at HE institutions.
- A major ambition behind the national qualifications framework is to include *all* learning achievements. The position within the framework of **shorter courses or non-degree programmes**, as well as certificates based on Accreditation of Prior Learning, should be promoted.
- Possible future qualifications of which the learning outcomes match those of the Dublin Descriptors for the **short cycle** should be recognised as such within the national qualifications framework.

Flemish Procedure

- Step 1: Initiative taken by HE representative organisation (VLIR/VLHORA)
- Step 2: a proposal is written and discussed by representatives of the different universities and colleges
 - Common effort; consensus; common methodology; based on international sources; conformity with specific regulations (if relevant)
- Step 3: Reviewed by relevant stakeholders
 - students; labour market; national and international experts; experts in the discipline

Flemish Procedure

- Step 4: validation
 - Taskforce => Steering Committee => Accreditation Agency => accepted in the NQF
- Revision procedure: starts before new QA visit
- New study disciplines: starting with LO's

Describing learning outcomes in Flanders

- Decree of april 2009: Universities/University colleges that propose a similar programme → develop a set of 12-15 learning outcomes
- Each set of learning outcomes → has be linked to generic level descriptors (level 6 or 7)
- Following a procedure

The programme description

For each programme in Flanders:

- A basis of accreditation
- Ca. 650 programmes to be described
2010 - 2017/18
- 2010: 2 pilots
 - cluster Construction
 - cluster Communication
- 2012 - 2018: timing quality assurance schedule

UGent Competence Model: 6 Areas

1. COMPETENCE IN ONE/MORE SCIENTIFIC DISCIPLINE(S)

2. SCIENTIFIC COMPETENCE

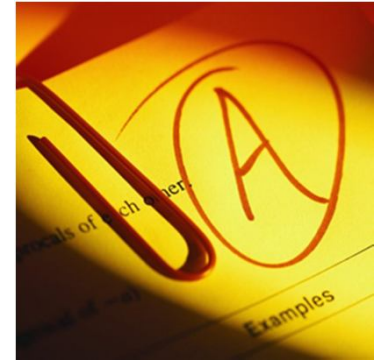
3. INTELLECTUAL COMPETENCE

4. COMPETENCE IN COOPERATION AND COMMUNICATION

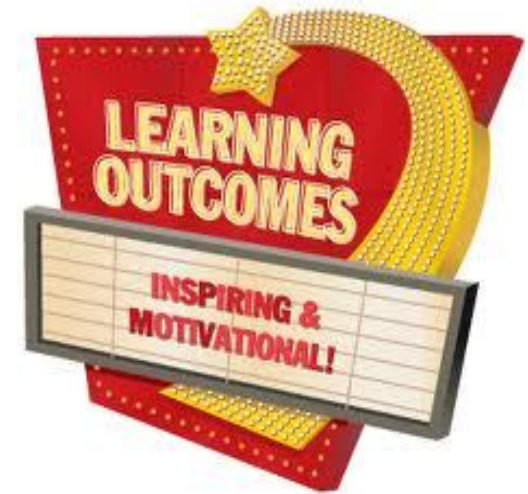
5. SOCIETAL COMPETENCE

6 PROFESSION-SPECIFIC COMPETENCE

Determinants UGent Competence Model



Competence Model UGent



- 2005:** Construction Competence Model
- 2006:** Pilot projects in Sociology & Engineering
- 2007:** All study programmes that get an external quality control formulate competences
- 2009:** One CM for all types of engineers
- 2012:** 100 study programmes in competences
- 2014:** all study programmes in competences
- Future:** Focus on evaluation en teaching

Testing the model

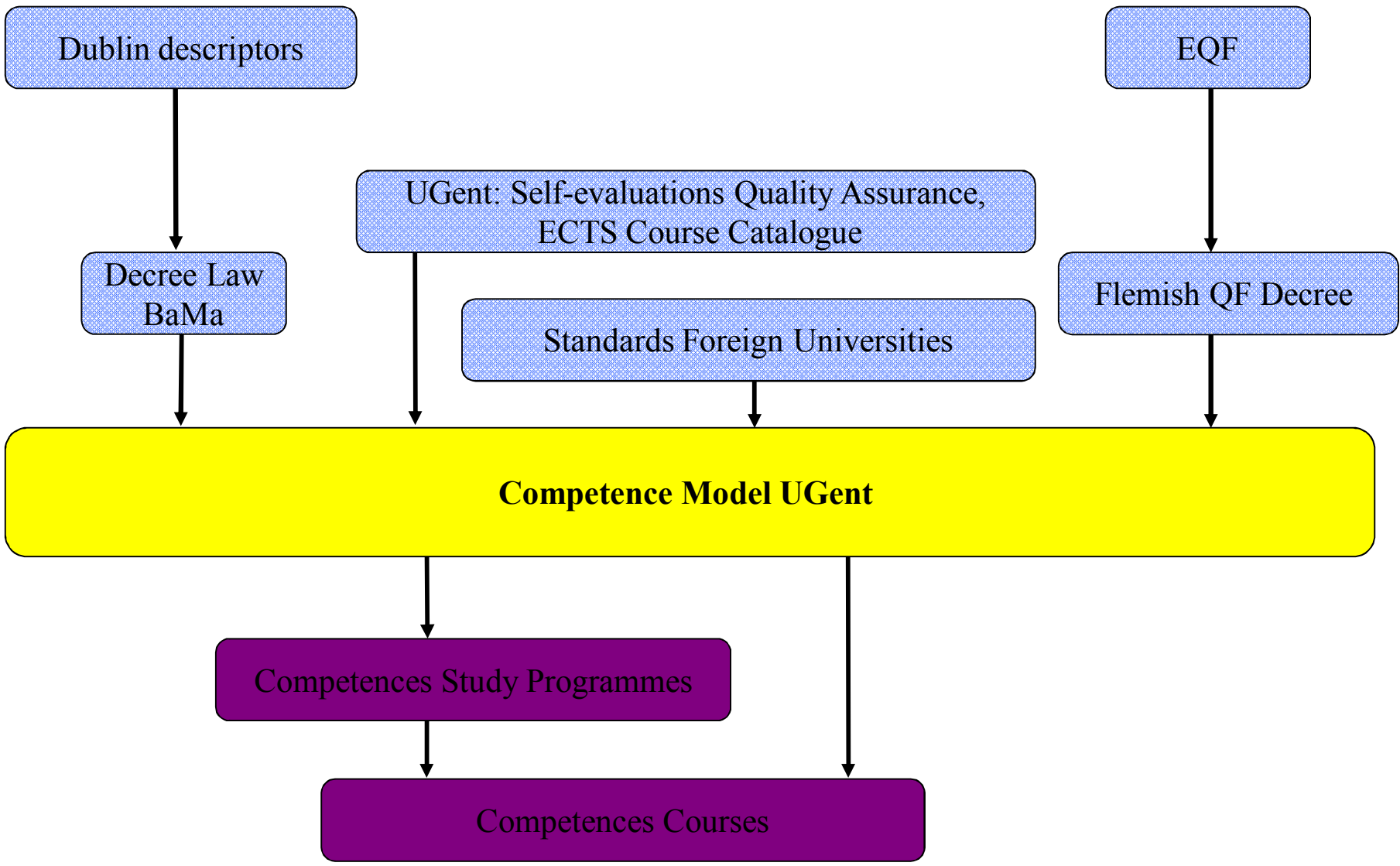
Pilots:

- Collecting objectives of the past & international models
- Interview with 3 professors (+/-2 hours)
- Writing down a proposal
- Discussion in group +/-8 versions

Today:

Professors write the proposal themselves, coaching on the floor





UGent Competence Model: Examples

(1)

Students can analyze and assess
require the mix of activities
performed in terms of the
extent a **knowledge** base
proprietary knowledge is
utilized peers as a means of
understanding complex

Competence in one/more scientific discipline(s):

- **B:** To know and to use key concepts, theories, theoretical frameworks, explanatory models, disciplinary methods and techniques.
- **M:** To demonstrate creative use of advanced knowledge in complex problems.
- **B:** To have insight into related sciences and indicate their relevance (interdisciplinarity).
- **M:** To demonstrate critical and independent use of related sciences in complex problems (multidisciplinarity).

UGent Competence Model: Examples (2)



Scientific competence

- **B:** To identify international research, to criticize the scientific value and make use of it.
- **M:** To have a critical overview of international research and dare to use sources originally.

Competence in one/more scientific discipline(s)

- 1. Be familiar with **basic sciences and basic engineering sciences** and ability to apply them in a creative and target-oriented way
- 2. Use of **applicable sciences and techniques** in a creative and target-oriented way (statistics, ICT, CAD)
- 3. Be familiar with important terms, basic principles, theories, models, boundaries, methods, processes and applications of civil engineering and ability to apply this knowledge in a creative way
- 4. Be familiar with standard calculation methods and apply them in standard architectural and civil engineering construction problems. Be able to critically analyse these methods.
- 5. Be able to interpret basic features and basic characteristics of (building-) materials and their use in simple civil engineering constructions.
- 6. Identify and conclude transportation-phenomena, especially the flow of water and apply them to standard design-problems.
- 7. Apply basic knowledge of soil characteristics to basic foundation problems.
- 8. Be familiar with constructional and physical aspects of buildings and basic principles of construction of roads and bridges.
- **3-8: competences for specific discipline (example: civil engineering)**

Scientific competence

- 1. Look up and work with technical and scientific information in a target-oriented way.
- 2. Use standard models, methods and techniques in assignments.
- 3. Schematise and model phenomena, processes and systems.
- 4. Reason made decisions.
- 5. Integrated application of basic civil engineering knowledge to case studies in the field of the construction of buildings.
- 6. Integral approach of the design and examination of building-activities of others thereby constructively using the limitations of knowledge and applied methods.
- **5-6: competences for specific discipline (example: civil engineering)**



Quality Control Programme Level: Competence Data Base

Firefox DOWA
www.dowa.ugent.be/index.php?position=6x5x0&only=area_id&equal=2

Directie Onderwijsaangelegenheden
Agenda's | SID-ins | Afstudeerb. | Extra infob. | Fotoboek | Competenties

Ugent > Durf hier klikken > DOWA > toepassingen > Competenties >

Competenties
Fac/Opl/Opl.comp.
Competentiemodel

Modelcompetenties in gebied ALG2 Wetenschappelijke competentie

	Nr	#koc	Beschrijving
	B 1	43	Probleemgestuurd onderzoek kunnen initiëren.
	B 2	32	Internationaal onderzoek kunnen identificeren, naar wetenschappelijke waarde schatten en benutten.
	B 3	22	Methoden en technieken van onderzoek of ontwerpen toepassen
	B 4	20	Modellen voor onderzoek of ontwerp kiezen, gebruiken, rechtvaardigen en op waarde schatten.
	B 5	35	Creativiteit tonen om bepaalde verbanden en nieuwe gezichtspunten te ontdekken.
	B 6	8	De resultaten van bestaand/eigen onderzoek of ontwerp interpreteren, rapporteren en evalueren.
	B 7	3	Zich bewust zijn van de veranderlijkheid van het onderzoeks- of ontwerpproces
	B 8	7	Op verschillende abstractieniveaus werken.
	M 1	180	Onderzoek kunnen ontwerpen.
	M 2	37	Kritisch overzicht hebben van internationaal onderzoek en deze bronnen origineel kunnen gebruiken.
	M 3	113	Zelfstandig passende methoden en technieken kiezen bij onderzoek of ontwerpen.
	M 4	37	Modellen voor onderzoek of ontwerp kritisch selecteren, voor eigen gebruik kunnen aanpassen en nieuwe modellen kunnen ontwikkelen.
	M 5	67	Idem, en deze gezichtspunten inzetten voor nieuwe toepassingen.
	M 6	53	De resultaten van eigen onderzoek of ontwerp genuanceerd kunnen interpreteren en correct weergeven in een wetenschappelijk verantwoord verslag, scriptie of artikel.
	M 7	14	Met veranderingen van het onderzoeks- of ontwerpproces omgaan en het proces op basis daarvan bijsturen.
	M 8	0	Zelfstandig kiezen voor een correct abstractieniveau gegeven de fase van onderzoek/ontwerp/probleemoplossing.

[Modelcompetentie toevoegen](#)

Reacties op de inhoud: Rene.Haentjens@UGent.be. Laatste wijziging op 01/07/2010 om 11u44.

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Presentaties DOWA - Mozilla Fire... Presentatie Katrjn 20... NL 10:35

Quality Control Course Level: Screening ECTS Files Course Catalogue

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Faculty of Psychology and Educational Sciences
Academic Year 2012-2013
BACHELOR OF SCIENCE IN EDUCATIONAL SCIENCES
MAIN SUBJECT: SOCIAL WORK AND SOCIAL WELFARE STUDIES

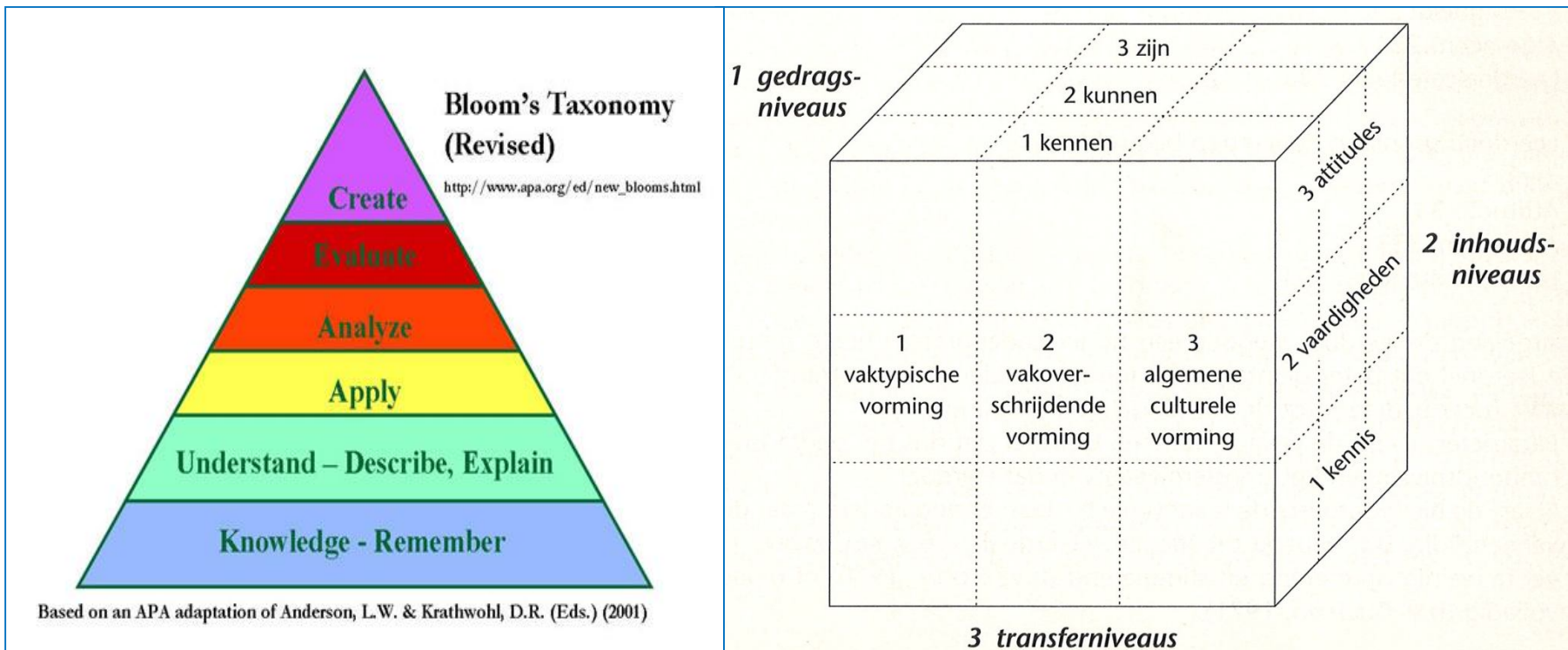
Complete programme (180 credits)
 Language of instruction Dutch - no English-taught track available

1 - General Courses 145

No.	Course	Ref	Semester	Mt1	Mt2	Dept.	Instructor	Contact	Study	Crdt
1	Instructional Sciences		1	1	1	PP06	Martin Valcke	45	150	5
2	Orthopedagogics		1	1	1	PP10	Stijn Vandevelde	45	150	5
3	Social welfare studies		1	1	2	PP04	Maria De Bie	45	150	5
4	Sociology		2	1	1	PS04	Mieke Van Houtte	30	150	5
5	Psychology		1	1	2	PP02	Marc Brysbaert	30	150	5
6	Behavioral Ecology		2	1	2	LW01	Johan Braeckman	30	150	5
7	Statistics I		1	1	2	PP01	Thierry Marchant	45	240	8
8	Philosophy of Science: Educational Theory and Educational Sciences		2	1	1	PP06	Paulus Smeyers	45	210	7
9	Instructional sciences: Practices, Research and Policy		2	1	1	PP06	Martin Valcke	45	150	5
10	Remedial education: Practices, Research and Policy		2	1	1	PP10	Wouter Vanderplasschen	45	150	5
11	Social welfare studies: Practices, Research and Policy		2	1	2	PP04	Michel Vandenbroeck	45	150	5
12	History of Education		1	2	3	PP04	Angelo Van Gorp	45	180	6
13	Comparative and international Education		1	2	4	PP06	Geert Devos	45	180	6
14	Developmental Psychology		1	2	3	PP07	Bart Soenens	37.5	180	6
15	Intercultural Pedagogy		2	2	4	PP10	Ilse Derluyn	60	180	6
16	Physiology		2	2	4	GE25	Wim Derave	30	120	4
17	Statistics II		2	2	4	PP01	Ruth Seurinck	45	180	6
18	Early childhood education and care		2	2	4	PP04	Michel Vandenbroeck	45	150	5
19	Educational theories		2	2	3	PP04	Bruno Vanobbergen	45	150	5
20	Ethics and deontology of educational acting		1	2	3	PP10	Wouter Vanderplasschen	45	150	5
21	Clinical practices and research		2	2	3	PP10	Stijn Vandevelde	45	150	5

[studiegids.ugent.be/2012/EN/studiefiches/H001873.pdf](#)

Useful taxonomies (Bloom, De Block & Heene,...)



Formulation: Learning outcomes...

- contain a verb
- are the integration of K, S, A
- show the end-behaviour of the student (and not the process to come to it)
- contain no superfluous information
- can be low/high-level because of the complexity of the context, degree of autonomy of the student, ...
- are as brief and clear as possible
- are measurable
- ...



Useful Verbs by the formulation of learning outcomes

- **Reproducing knowledge**: define, classify, describe, explain, identify, recognize, report, select, translate, associate, ...
- **Applying skills and reflecting**: Appraise, compare, contrast, criticize, examine, test, organise, synthesize, create, design, measure, evaluate, interpret, ...
- **Demonstrating attitudes**: feel, prefer, criticise; decide, defend, jutify, predict, relate,

Bachelor of Arts in History: Profile of the Programme

Contents of the study programme

Studying history at Ghent University means choosing for a comprehensive but at the same time thorough education in humanities and social sciences. Comprehensive, because it pays attention to all aspects of the human past and to the wide range of methods and theories with which the past can be studied. Thorough, because it fuses knowledge with practical historiography and insight.

The basic aims of the History programme reflect this ambition: knowledge of and insight in: a) historical facts and processes, b) methods and techniques, c) explanations and theoretical models, d) topical developments in a historical perspective.

Bachelor of Arts in History: Profile of the Programme

Objectives of the study programme

The History programme offers an academic training and wants to turn out historians with a research-focused attitude and an open view on the world. The graduated historian does not only possess a thorough knowledge of history, the humanities and the social sciences; a critical insight in social processes and structures. S/he also has a critical scientific attitude towards the past and the present, is able to perform historical research independently and to present research results (orally or in print) to a broader audience and to participate in contemporary social debates.

Moreover, the graduated historian has also followed an additional trajectory. This so-called 'minor' offers a thorough introduction in another field of the humanities or the social sciences and allows the bachelor or master in history to follow a shorter curriculum in an another master. The master in history programme is a specialisation in one periode or theme, for which the student has to conduct independent thesis research.

Bachelor of Arts in History

Objectives of the Study Programme

- to have a ready knowledge of key historical events and historical explanations
- to be able to explain and interpret events within a historical frame of reference in a duly scientifically responsible manner
- to have a due insight into contemporary developments from a historical-comparative perspective
- to have the techniques to be able to collate, assess and process historical materials (sources and literature) in a duly self-reliant and scientific manner;
- to have the theoretical knowledge and the appropriate reasoning skills to be able to put forward and test hypotheses offering due insight and understanding of specific historical events, in a duly self-reliant manner on the basis of historical empirical materials;
- to have the appropriate oral and writing skills next to the due reasoning skills to promote active and critical participation in the learning process.

Bachelor of Arts in History

Attainment targets of the Study Programme

- to have an appropriate general knowledge in the areas of social sciences in general, and of history in particular;
- to have a duly critical understanding of social processes and structures;
- to have duly self-reliant historical-scientific reasoning skills;
- to have the appropriate academic-level oral and writing skills;
- to have the appropriate heuristic skills that are inherent to history as a scientific discipline;
- to ask the type of questions enabling students to actively engage in and take part in scientific activities;
- to be duly capable of integrating historical knowledge and historical skills in a not-strictly historical profession.



Learning
from
outcomes

Get going!

Develop your own LO's



Small group sessions per study programme

- Use as reference the **Armenian QF**
- Formulate the **learning outcomes** of your study programme (at least 5)
- Formulate the **learning outcomes** of a course unit of your study programme (at least 3)
- **Discussion** in group of results