



“TQF and the Paradigm Shift of Higher  
Education in the World”

June 13, 2013

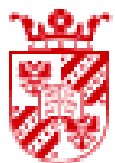
Grand Ballroom, Century Park Hotel,  
Bangkok



## Tuning Educational Structures in the World

# “Outcomes-based learning: The Assessment of Learning Outcomes”

Julia Gonzalez – Robert Wagenaar  
Joint Tuning Coordinators



rijksuniversiteit  
 groningen





# Outcomes-based learning: The Assessment of Learning Outcome



## Outline of presentation

1. Tuning and Measuring Learning Outcomes
2. Boosting Recognition and Employability
  - i. Role of Qualifications Frameworks
  - ii. Role of Reference Points





# Outcomes-based learning: The Assessment of Learning



## 1. Tuning and Measuring Learning Outcomes

*Definition:* What a learner is expected to know, understand and be able to demonstrate after completion (of a period) of learning. Learning outcomes are formulated as statements.

### We distinguish:

- **Degree programme learning outcomes**
- **Module or unit learning outcomes**
- ❖ These should relate to reference points / standards as defined for the subject area in a national and/or an international setting.
- ❖ To be measurable a learning outcome (LO) should meet a number of requirements.



# Outcomes-based learning: The Assessment of Learning



---

## Tuning definitions:

### *Competences*

- Competences represent a dynamic combination of knowledge, understanding, skills and abilities, attitudes and values.
- Fostering competences is the object of educational programmes.
- Level of competence is expressed in terms of learning outcomes.

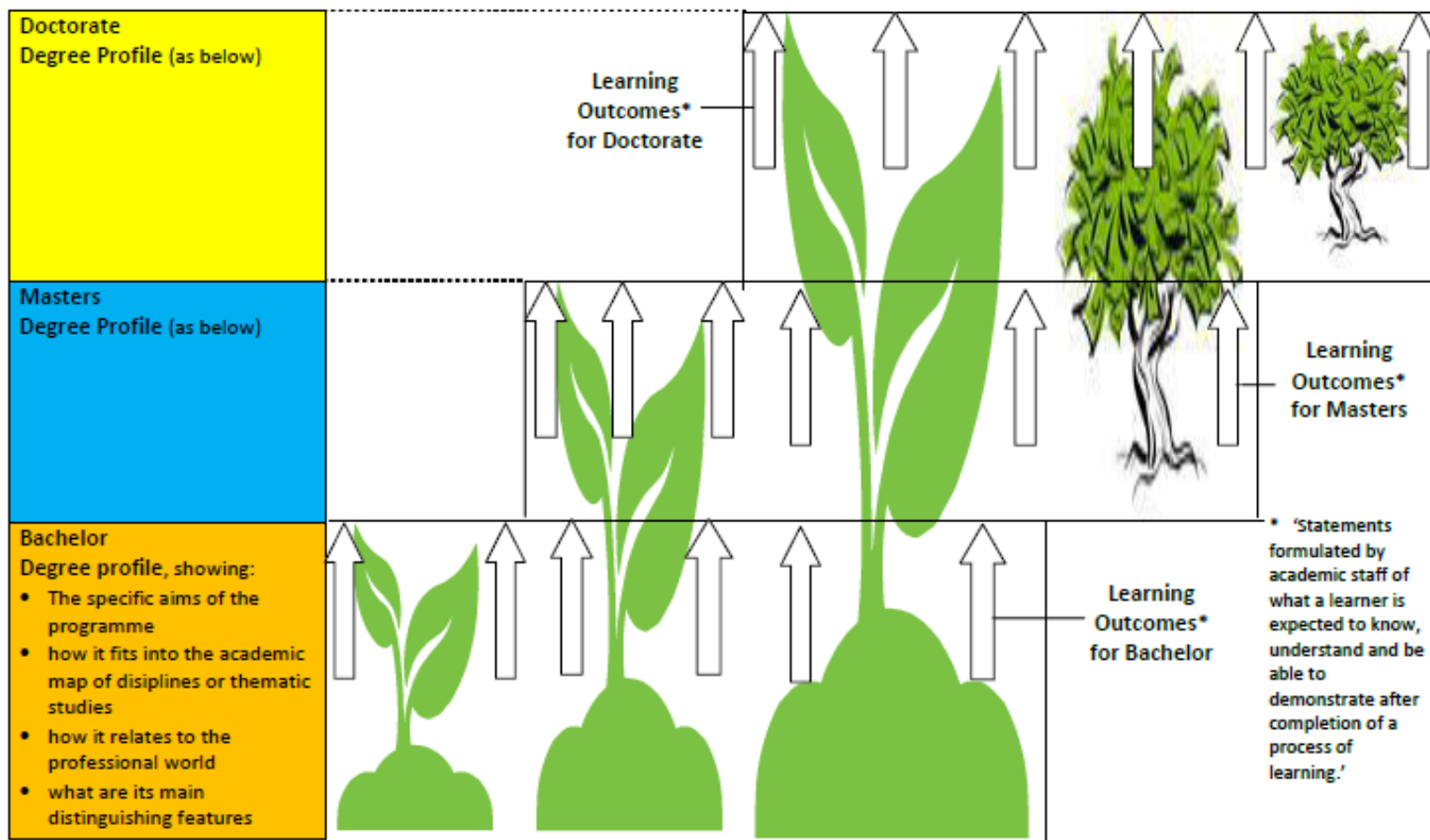
### *Learning outcomes*

- Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a period of learning.
-



# Relation between Competences and Learning Outcomes

Competences: 'a dynamic combination of knowledge, understanding, skills and abilities [...] formed in different course units and assessed at different stages'





## LEARNING OUTCOMES AND COMPETENCES IN STUDY PROGRAMMES



Example

Course unit/ learning outcome	Competence									
	A	B	C	D	E	F	G	H	I	J
Unit 1		X			X					
Unit 2	X			X			X			
Unit 3		X				X			X	
Unit 4	X		X							X

(X: This competence is developed and assessed and is mentioned in the learning outcomes of this Unit)

Progression  
of Mastery





# Outcomes-based learning: The Assessment of Learning



## *In other words:*

A Learning Outcome indicates a level of achievement which can be broken down in terms of indicators and descriptors and has been verified in **tests and/or examinations which should be transparent, reliable and valid.**

- Each degree programme should be described in up to 15 to 20 learning outcomes statements.
- Each module or unit should be based on up to 8 learning outcomes statements. More is not feasible to be measured.

## **Crucial is the quality and comparability of tests and examinations !**

- In particular for mobility and (trans)national joint programmes
- Validity of the content of the programme as reflected in the degree:

**What can an employer expect?**

---



# Outcomes-based learning: The Assessment of Learning Outcome

## 2. Boosting Recognition and Employability

- i. Role of Qualifications Frameworks
- ii. Role of Reference Points or Standards at Subject Area Level

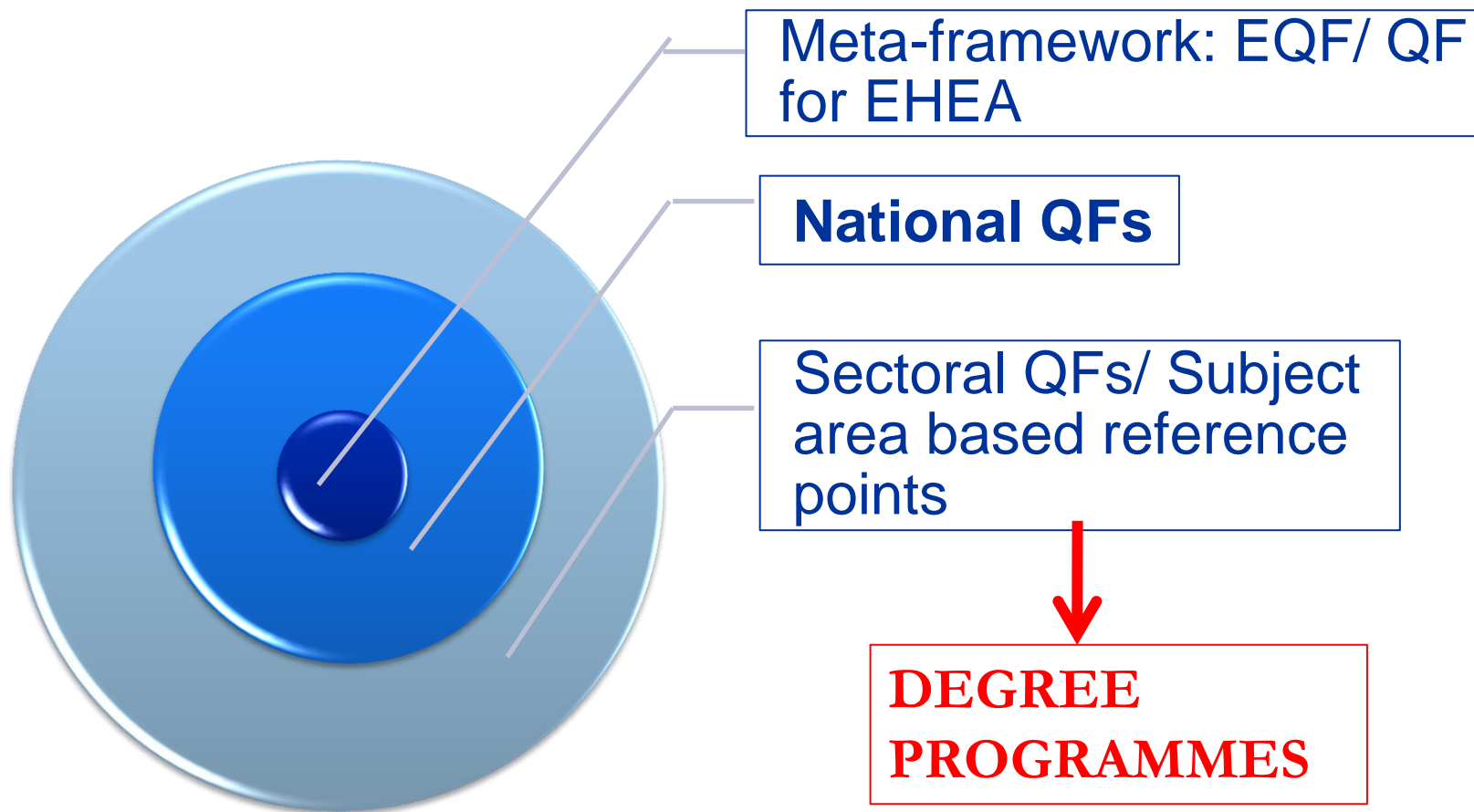
We distinguish the following elements for Recognition:

- Module / Unit Learning Outcomes
- Degree Programme Learning Outcomes
- General Cycle (level) descriptors (Ba, Ma, PhD)
- Tuning reference points for a particular Subject Area
- Meta Frameworks: EQF and Sectorial QFs





# Qualifications Frameworks and the National perspective



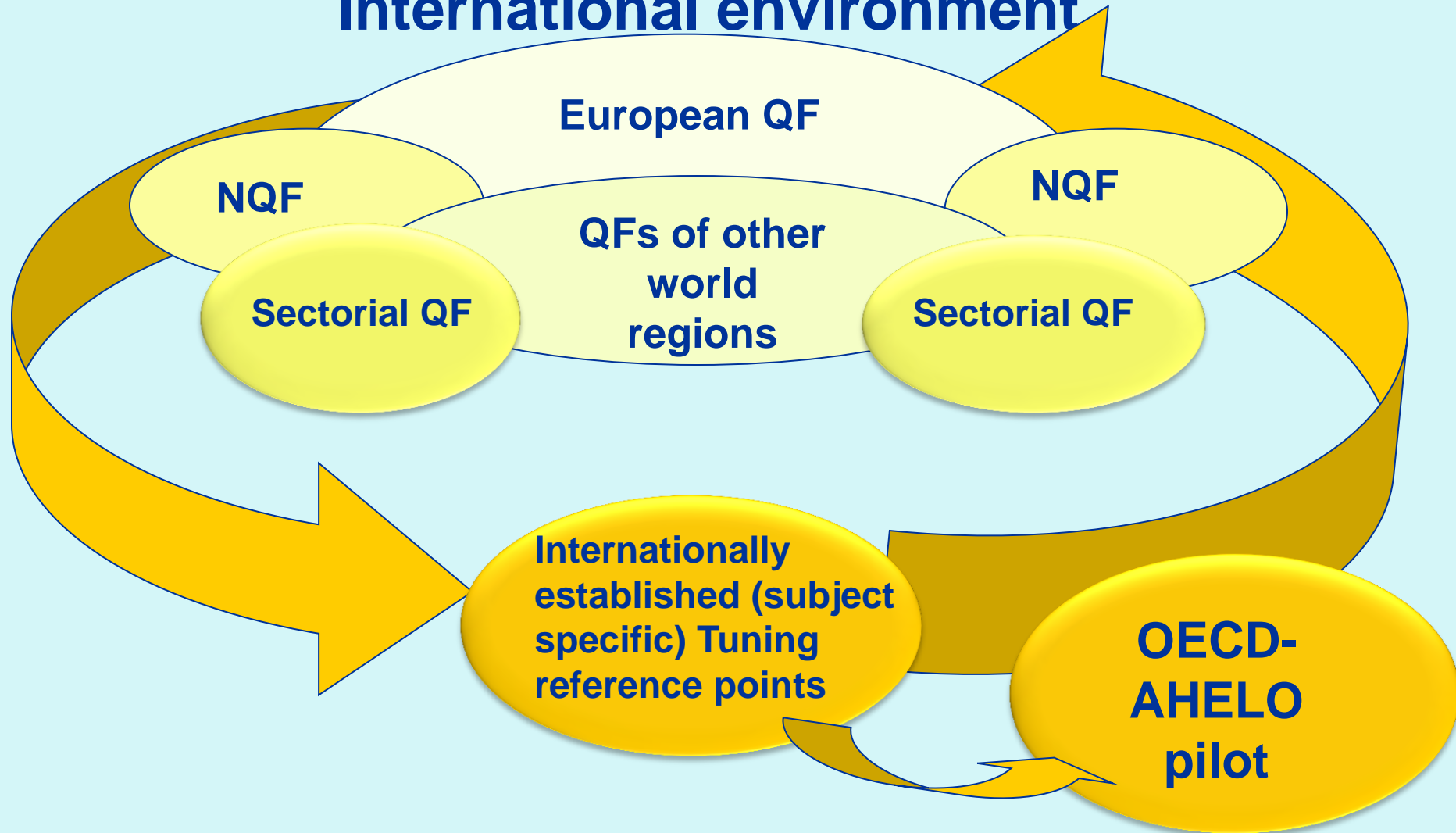


# Qualifications frameworks and Reference points / standards



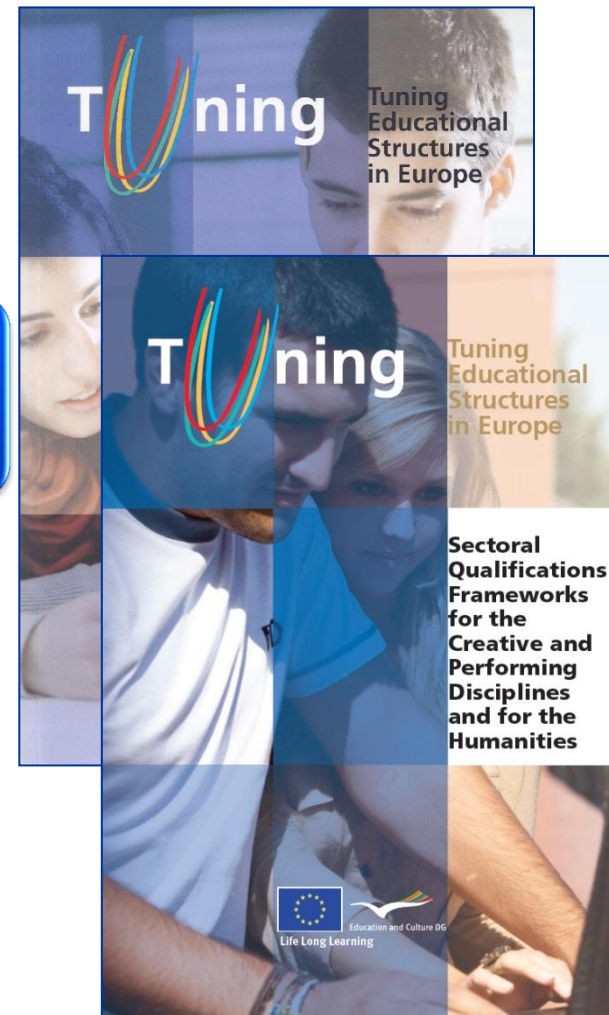
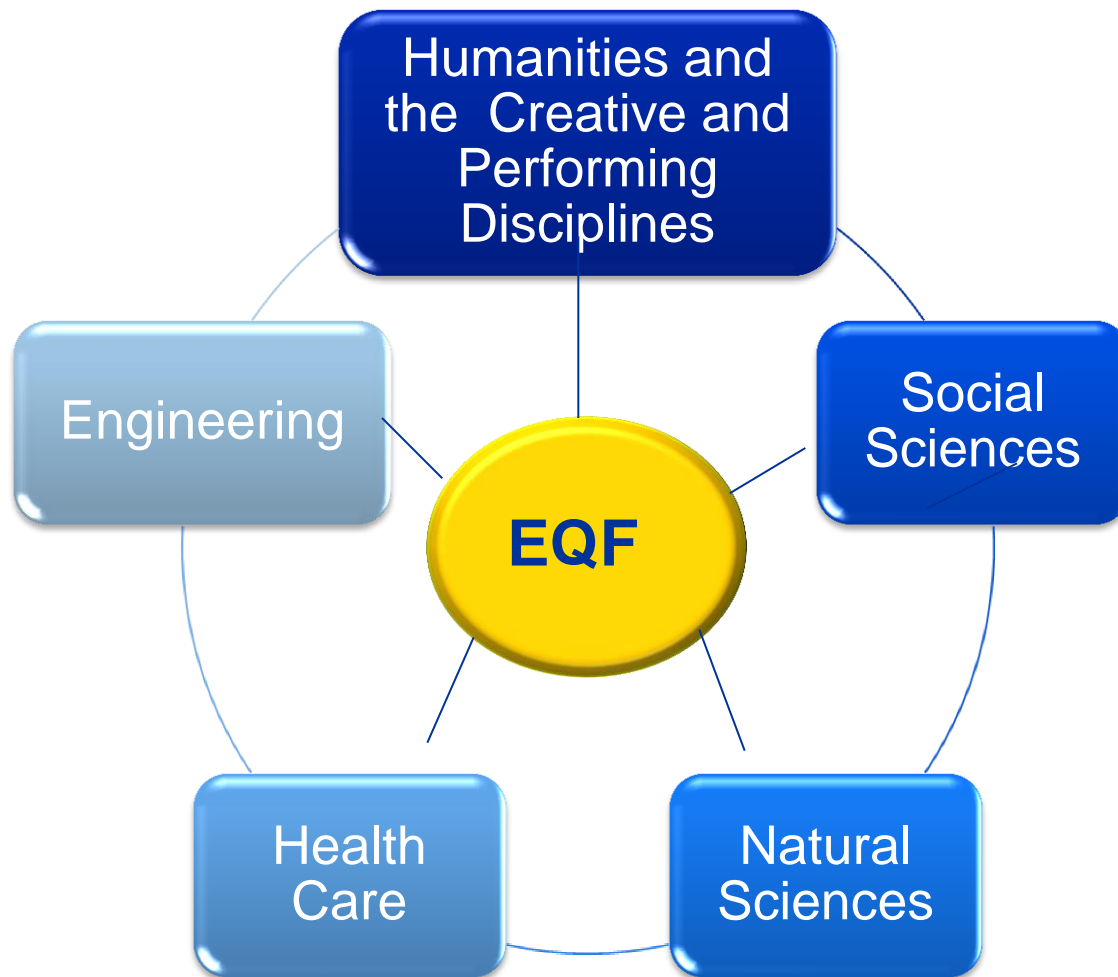
Word wide perspective: Tuning and Qualifications Frameworks

## International environment





# Role of Tuning Sectorial Qualifications Frameworks





# Qualifications Frameworks and the Subject area perspective



## THE RECOGNITION PYRAMIDE

EQF  
descriptors

**TUNING**  
**Sectorial reference  
points**

TUNING Subject specific Reference  
Points



# Outcomes-based learning: The Assessment of Learning Outcome



## 2. Boosting Recognition and Employability

- i. **Role of Qualifications Frameworks**
- ii. **Role of Reference Points or Standards at Subject Area Level**

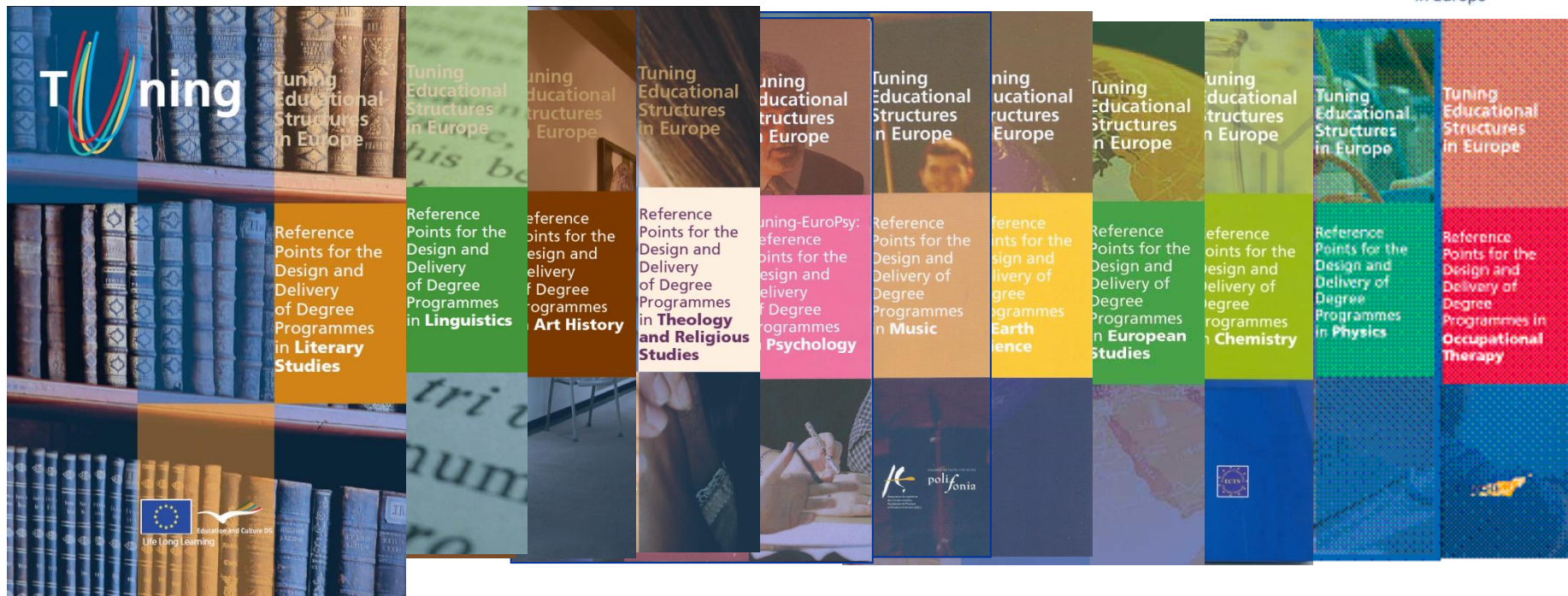
Reference points or standards offer a good indication what a degree programme should contain in terms of content and level (deviations are motivated):

Offers insight of what the HE sector (for recognition !) and employers might expect.

Degree programme learning outcomes should be based or related to these Subject Area (inter)national reference points or standards.



# Tuning Subject Area Reference Points publications ...



Other subject area brochures: **Business Administration**, Educational Sciences, **Gender Studies**, History, Mathematics, **Nursing**, etc.

Recent publications: Art History, Linguistics, Literature and Culture, Theology and Religious Studies.

Also published: **Tuning AHELO conceptual frameworks for Economics and Engineering (first cycle)**



**Thank you for your attention !**

