



A European Perspective on the Use of Learning Outcomes in Higher Education

SHARE Workshop

Siem Reap July 19, 2014

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bio (via ORCID)

Dr. Martin Valcke is full professor in the field of 'Innovation in Higher Education' at the Ghent University, Belgium and head of the Department of Educational Studies in the Faculty of Psychology and Educational Sciences. Building on his PhD-work in the field of educational information sciences, his actual field of research focuses on the innovation of Higher Education and the integrated use of Information and Communication Technologies (ICT). In addition

Report on design guidelines for educational programs

misc

Britt Adams UGent, Tammy Schellens UGent and Martin Valcke UGent
(2015)

[Unmark](#)

The adoption of didactical strategies: a survey study in Pakistan initial teacher education programmes

C3 conference

Abid Hussain Shahzad UGent, Jo Tondeur UGent, Asia Zulfqar UGent and Martin Valcke UGent

(2015) *5th International Multidisciplinary Conference, Abstracts*.

[Unmark](#)

Exploring teacher educators and student teacher's adoption of didactical strategies in the Initial Teacher Education (ITE) programmes in Pakistan

A2 journalArticle

Abid Hussain Shahzad UGent, Jo Tondeur UGent, Asia Zulfqar UGent and Martin Valcke UGent

(2015) *EUROPEAN JOURNAL OF SOCIAL SCIENCES*. 50(3). p.1-11

[Unmark](#)

Critical evaluation of work-based learning in equine gynaecology

C3 conference

Jan Govaere UGent, Jeroen Dewulf UGent, Kim Roels UGent, Cyrillus Ververs UGent, Valérie De Lange UGent, Aart de Kruif UGent, Piet Deprez UGent and Martin Valcke UGent

(2015) *REPRODUCTION IN DOMESTIC ANIMALS*. 50. p.28-28

[Unmark](#)

How to organize continuous workplace learning in clinical practice?

A2 journalArticle

Mieke Embo UGent and Martin Valcke UGent

(2015) *Journal of Community & Public Health Nursing*. 1(1). p.102-102

[Unmark](#)







Objective of this contribution

- **Impact** of result-orientated focus on curriculum design
From levels to LO? **How** does it work in practice?
How to implement?
- **Benefits** of an outcome-based approach



What will I not do

- Words, words, words,
- Paper, paper, paper, ...
- Administration, forms, procedures, ...
- (International) comparison ...





Starting point

- **Level descriptors** and learning outcomes (LO)
- Stop focus on courses, focus on the **curriculum**



Level descriptors



Learning Opportunities and Qualifications in Europe
Information about courses, work-based learning and qualifications

European Commission > Learning Opportunities and Qualifications in Europe > Descriptors defining levels in the European Qualifications Framework (EQF)

Descriptors defining levels in the European Qualifications Framework (EQF)



EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as <i>theoretical and/or factual</i> .	In the context of EQF, skills are described as <i>cognitive</i> (involving the use of logical, intuitive and creative thinking), and <i>practical</i> (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of <i>responsibility and autonomy</i> .



Learning Opportunities and Qualifications in Europe

Information about courses, work-based learning and qualifications

Level 5 ^[1]	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills and knowledge to solve problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6 ^[2]	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills and knowledge to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7 ^[3]	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised skills and knowledge to solve complex and unpredictable problems in a specialised field of work or study	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

Bachelor

Master





Starting point

- **Level descriptors** and learning outcomes (LO)
- Stop focus on courses, focus on the **curriculum**



Stop focus on courses:
focus on **curriculum**

UGent competence model: 6

1. COMPETENCE IN ONE/MORE SCIENTIFIC DISCIPLINE(S)
2. SCIENTIFIC COMPETENCE: Research
3. INTELLECTUAL COMPETENCE : thinking and learning skills
4. COMPETENCE IN COOPERATION AND COMMUNICATION
5. SOCIETAL COMPETENCE: link with society
- 6 PROFESSION-SPECIFIC COMPETENCE: valid for professions/jobs





UGent competence model: 6

	Ba (prof Ba)	Ma (prof Ma)
COMPETENCE IN ONE/MORE SCIENTIFIC DISCIPLINE(S)	+++	++
SCIENTIFIC COMPETENCE: Research cycle: literature, reading, writing, developing research designs, developing research instruments, data collection	+(+)	++(+)
ENTIRE PERSONALITY DEVELOPMENT: thinking and learning skills, focus on a healthy person, focus on ethics, focus on citizenship	++	+++
COMPETENCE IN COOPERATION AND COMMUNICATION: English language development, focus on collaborating with students, teachers, external parties	+++	++(+)
SOCIETAL COMPETENCE: link with society, focus on real life situations, involvement of society partners	++	++(+)
PROFESSION-SPECIFIC COMPETENCE: valid for professions/jobs, carrying out activities that reflect real life jobs	+++	++(+)

Levels !!





HUE

Ma / Ba
Programme

Cour

1
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6

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16 =>

20 =

MAST

- 1 Knowledge: St
 - Anatomy, Physio
 - Getting Specific knowledge
 - Treatment
- 2 Application
 - Delivery
 - Procedure
- 3 Communication
 - Taking history
 - Educating the patient
- 4 Making decision
 - Diagnosing
 - Treat

- 5 Progenom -
 - ⊕ Being able to work related to OB - G
- 6 Research:
 - Updating emerge
 - Doing research

HỘI THẢO TẬP HUẤN

8FA. PAINTING

- 1) Present knowledge: Prominent achievements in the history of VN art and world art and trends of contemporary art.
 - Master in one or more media: photography, installation, lacquer painting, silk painting, oil painting
- 2) Carry out field research to collect data develop ideas, (and to identify) and solution
 - create - thinking - Judgments
 - Applying - Idea
- 3) Designing exhibition: explain ideas and concept
- 4) Creative painting and art works
 - Applying social understand and person responsibility to society to artistic practicing
- 5) Accept differences in art practice
- 6) Establish and running art studio

TRAINING

FROM LEARNING

QUALITY

3



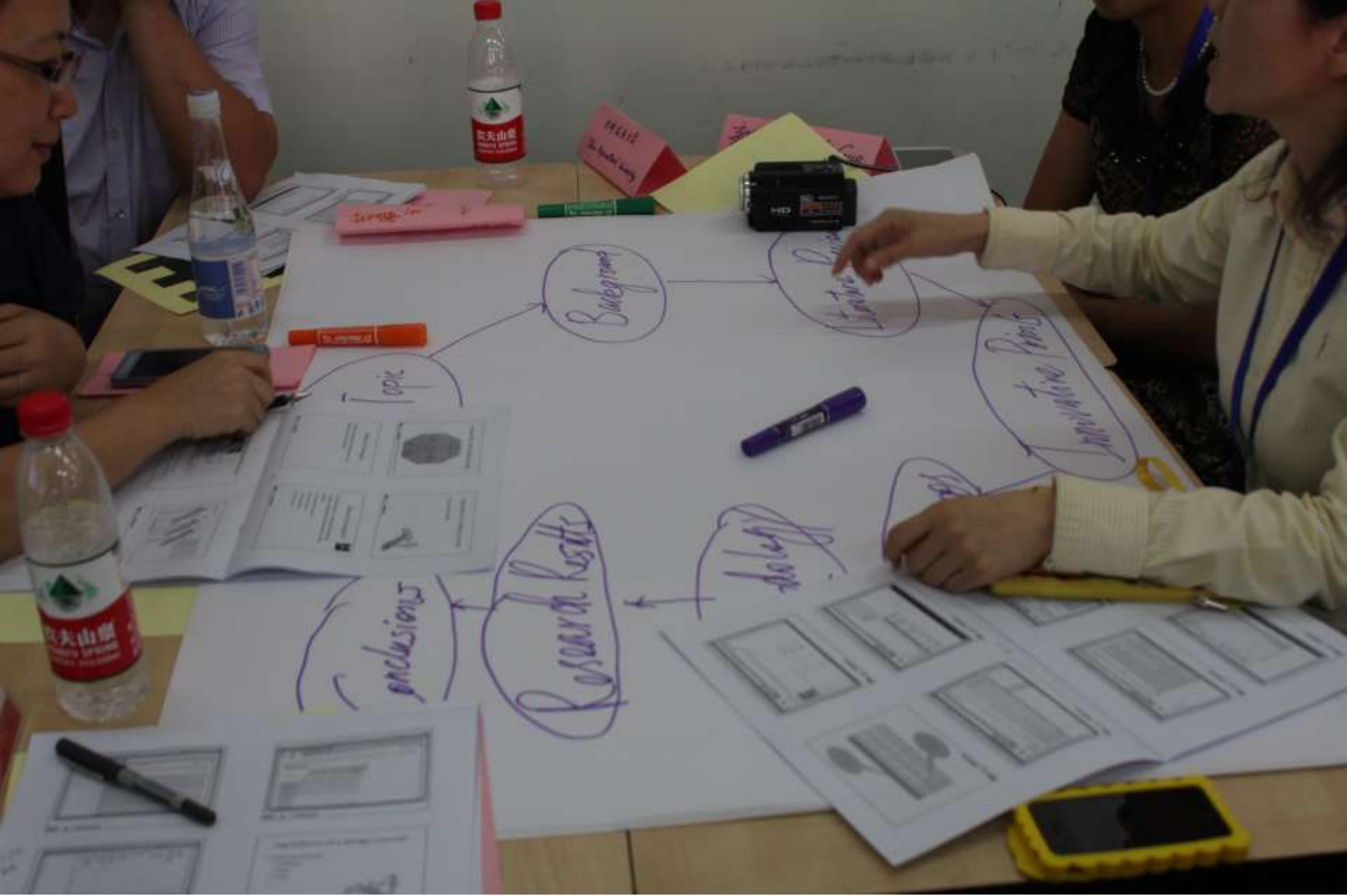
Stop focus on courses, focus on curriculum

- Start from a broader perspective on higher education:
 - What is the final academic aim?
e.g., carrying out research
 - What is the final professional aim?
e.g., carrying out a professional skill
e.g., being an entrepreneur
 - How does every course contribute to this?



Objective 1: IMPACT

- HOW from Levels to Learning Outcomes
 - Example 1: Medical domain (level 7)
 - Example 2: Teacher Education (level 6)





CHƯƠNG TRÌNH VI
VLIR-IUC PROGRAM

1. Course 1 Course
2



HUAF

PIG PRODUCTION

1. Basic knowledge ✓ ~ Lecturing
2. Research ✓ ~
3. Communication ✓
4. Apply knowledge ✓
5. Learning Competence ✓
6. Functioning in professional ✓

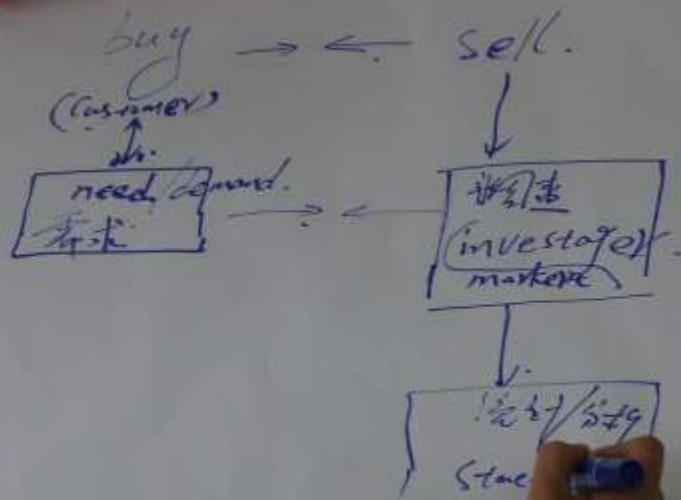
	1	2	3	4	5	6
Course 1	✗		✗	L ⁺	✗	
Course 2	L	L	L			L
Course 3	L	L		L ⁺	L	L
Course 4	L	L		L ⁺	L	
Course 5	L	L				L

1. Basic knowledge (9)
2. Research (7)
3. Communication/cooperation (6)
4. Apply knowledge (6)
5. Evaluation/Analysis Skills/other skills (7)
6. Functioning in Professional/Changing Society (8)









Jiang Yan-Peng

Xiao



IMPACT: Example 1 Medical

- What is a key job of a medical doctor (MD), general practitioner (GP)?
- Key answer: Patient Consultation
- **Problem:** Silverman (2009) pointed out that if medical curricula do not teach these skills in an integrated way, students will perceive this competence as “a separate entity divorced from “real medicine”—an inessential frill rather than a basic skill relevant to all encounters with patients.”



Example 1: Medical Education

- Write down steps you consider critical to take in a patient consultation

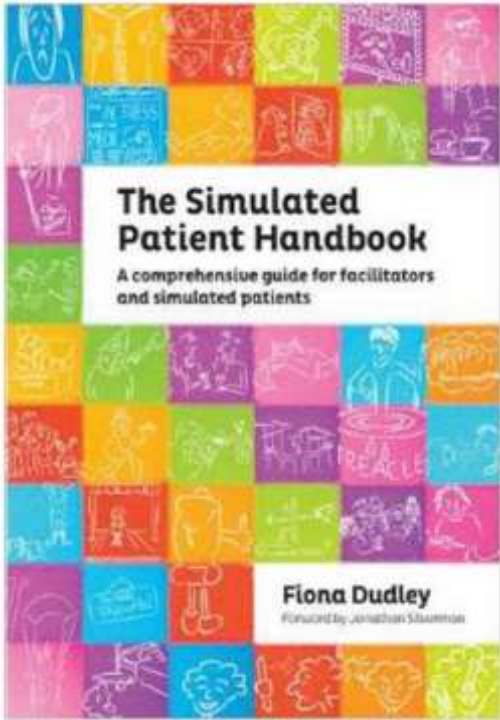
1. .
2. .
3. .
4. .
5. .
6. ...





Review of literature

Table 1.1: Historical overview of the phases and components in different consultation models

Van Aalderen	Byrne and Long	Tate/ Pendleton/ Schofield/ Havelock	Neighbour	Cohen-Cole & Bird	Lassen	Calgary-Cambridge Guide	P.R.A.C.T.I.C.A.L	Martins' map	Veening, Gans, Kuks
1974	1976	1984	1987	1989	1991	1996	1997	2003	2009
<p>1.Intake (exploration of patients' perceptions about his/her complaint)</p> <p>2. Diagnostics (history taking)</p> <p>2. Diagnostics (physical examination)</p>	<p>Relationship</p> <p>Reason for attendance</p> <p>Verbal or physical examination</p>	<p>1.Define reason for patients' attendance, including ideas, concerns and expectations</p> <p>2. Consider other problems</p> <p>3.Choose with the patient an appropriate action for each problem</p>	<p>1.Connecting (building rapport)</p> <p>Connecting (building rapport)</p> <p>2.Summarising (making sure patient and you are on the same track)</p>	<p>1. Gathering data to understand the patients' problem</p> <p>2.Developing rapport and responding to patients' emotions</p>			<p>1.Prior to consultation: patients' story</p> <p>Relationship: patient</p> <p>Why now? Ideas Feelings Expectations</p> <p>2.History Physical exam</p> <p>History: world of</p>	<p>1.Agenda</p> <p>Why now? Ideas Feelings Expectations</p> <p>2.History Physical exam</p>	<p>Phase 1: Introduction, contact</p> <p>Phase 2: Define reason for patients' attendance, including ideas, concerns and expectations and exploration of main problem</p> <p>Phase 3: History taking</p> <p>Phase 4: Physical examination</p>





**Consultation of
stakeholders**



UNIVERSITY OF
BATH

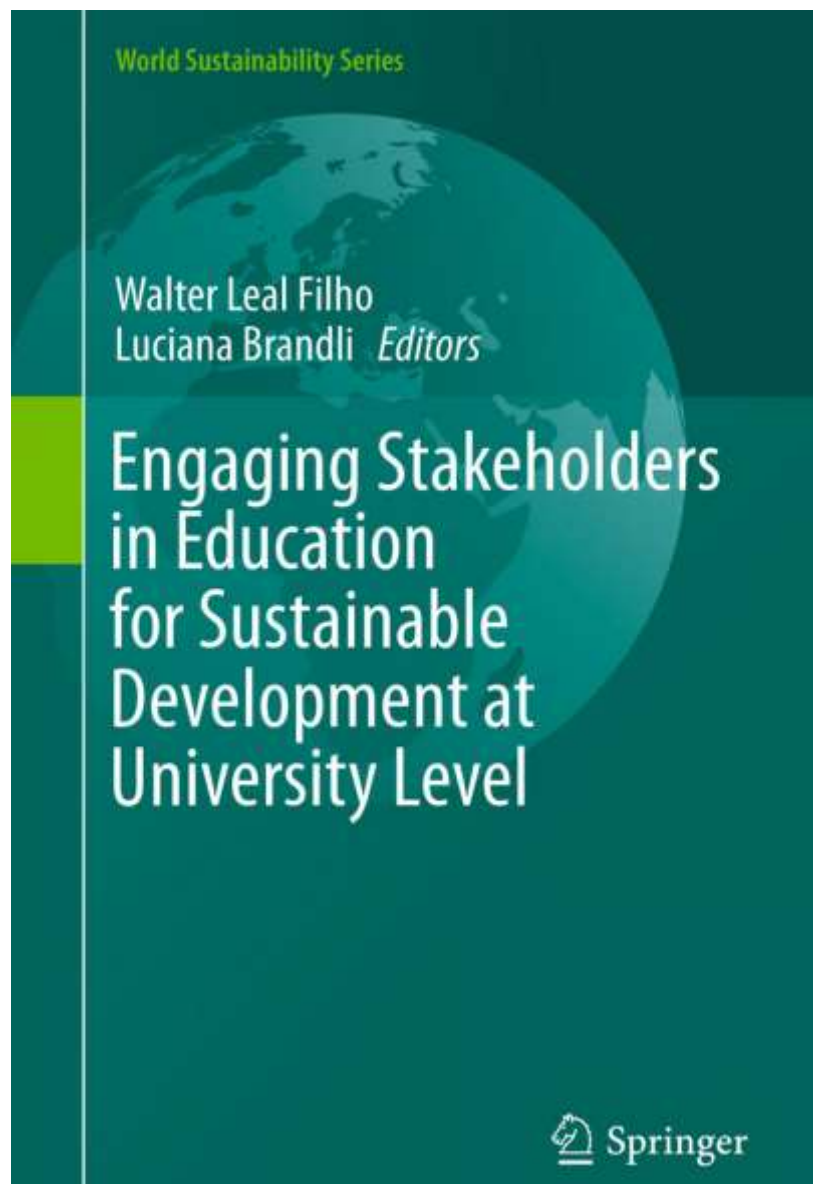
Programme Specification

- We will collaborate with key regional, national and international stakeholders including the NHS, practitioners and the pharmaceutical industry to ensure the programme meets the needs of future patients.



Competency Framework for Pharmacists

Results of the Consultation with Pharmacists and Stakeholders





Example 2: Teacher education

- Write down key tasks of a primary school teacher.

1. .
2. .
3. .
4. .
5. ...





Example 2: Teacher education

- Research
 - Easy tasks: microlevel teaching
 - Difficult tasks: dealing with parents, society, working in teams,





Example 2: Teacher education

- Stakeholders ?
 - Parents
 - Children
 - Principals
 - Inspection
 - Researchers
 - ...





Objective 2: BENEFITS

- **Innovation of** teaching and learning practices
- **Better** and more **relevant** learning outcomes
- More links with **stakeholders**: community, entrepreneurs, organisations, ...
- **Professional development** academic staff
- Government: emphasis on **university capacities** to design, develop, implement and evaluate its own LO orientation



Benefit 1: Innovation

See examples:

- Medical education
- Teacher education



Benefit 1: example medical education



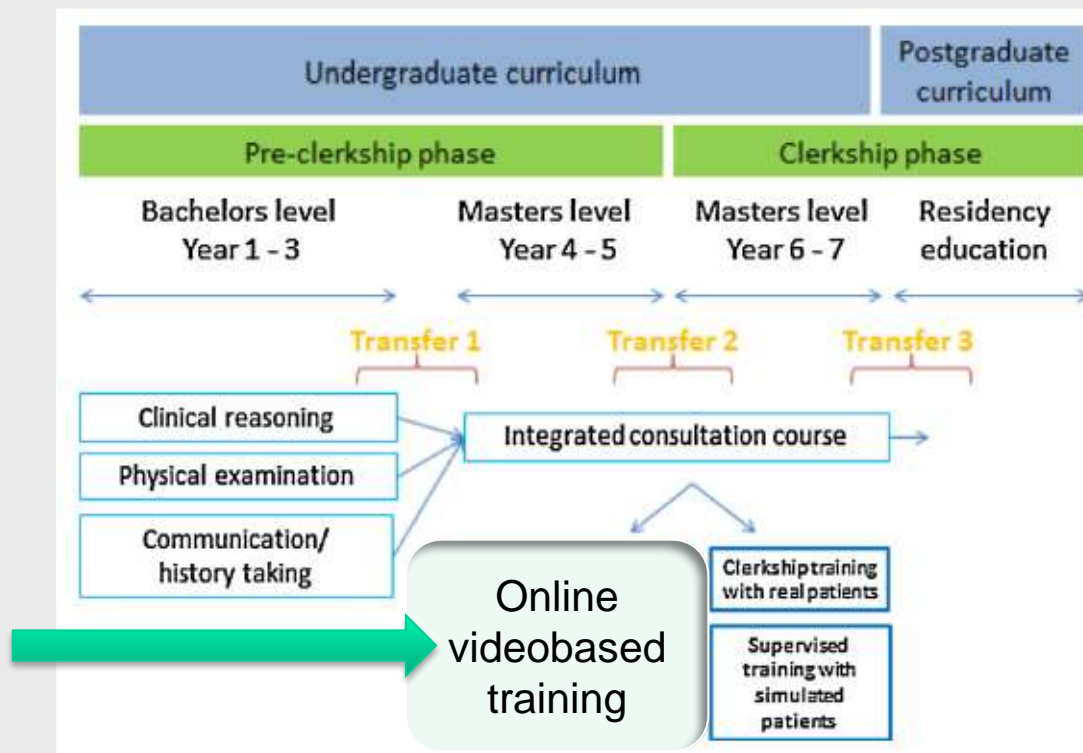


Benefit 1: example teacher education



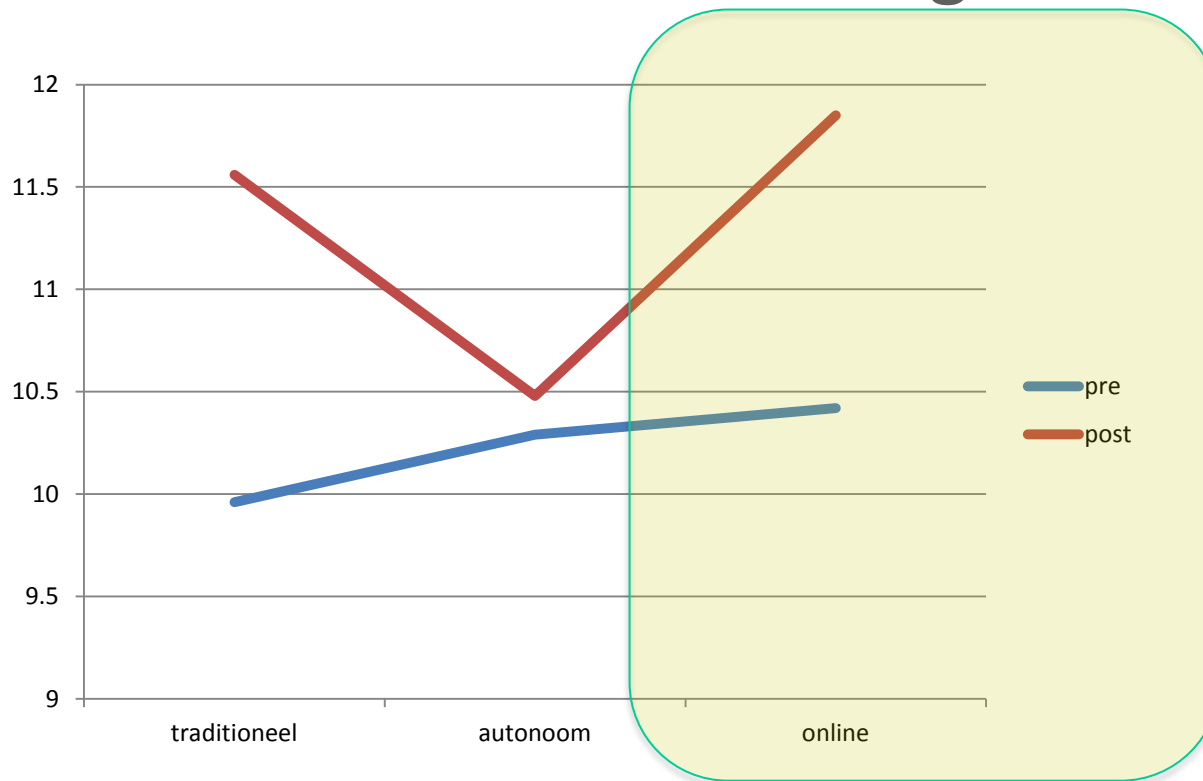


Benefit 2: better outcomes; e.g., medical





Effect on Skills performance based on online consultation training



and 17 x more efficient (teacher time and \$)

WEB PAPER

Impact of three alternative consultation training formats on self-efficacy and consultation skills of medical students

LEEN APER, JAN RENIERS, SEBASTIAAN KOOLE, MARTIN VALCKE & ANSELME DERESE

Ghent University, Belgium

Abstract

Background: Conducting a consultation is a core competence of medical professionals. Consultation training of medical students centers on clinical, communication, reasoning and reflection skills. The training incorporates practice with a standardized simulated patient and supervising physician, to prepare for real patient encounters. To meet the request for more training, while dealing with an increasing student population and limited staff availability, alternative formats of consultation training were developed and evaluated.

Aim: To investigate the impact of three consultation training formats on students' self-efficacy beliefs and their consultation skills acquisition. The three formats comprised (1) traditional training with supervising physician, (2) autonomous training with feedback from simulated patients and peers, without direct supervision and (3) online training based on video fragments and answering guiding questions.

Methods: A quasi-experimental pre/posttest study was set up, with random assignment of students to a training condition. The differential impact was tested on two dependent measures: self-efficacy and consultation performance. Self-efficacy was tested with a nine-item scale and the cognitive component of consultation performance was tested on the base of responses to a standardized video case.

Results: The autonomous training has a significant positive effect on students' self-efficacy ($p = 0.016$). The traditional training and the online training did only positively influence the cognitive component of the consultation competence ($p < 0.001$ and $p = 0.003$).

Conclusions: Each consultation training contributes to the learning process in a different way. In order to achieve optimum learning effects, medical educators should be aware of the particular impact of specific trainings on the cognitive and motivational side of skills and pursue a balanced mixture of instructional formats.



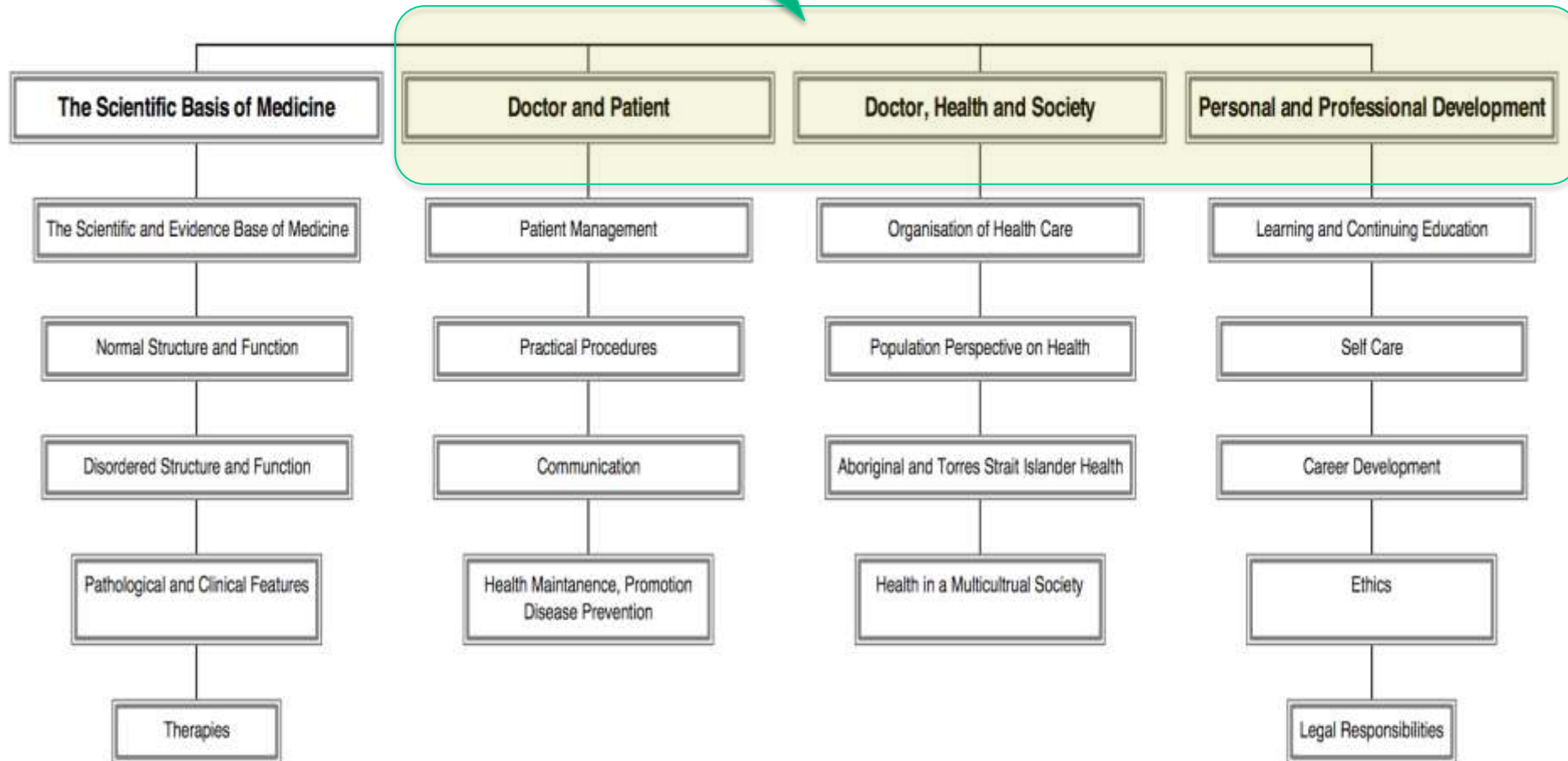
Benefit 3: larger stakeholder involvement

See examples

- Medicine
- Engineering
- Teacher education
- ...



Stronger focus
on society, reality





Stronger focus
on society,
reality





Stronger focus on
society, reality
(refugees)



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Community University Partnership Programme at the University of Brighton

The Community University Partnership Programme (Cupp) aims to create sustainable partnerships that provide an enduring benefit to local communities and to the University of Brighton. We are a first point of contact at the university for anyone with ideas for new ways of working together. We help develop ideas into projects, provide start up funding and help networks and communities of practice to develop. Find out [more about Cupp](#).

Cupp works from the University of Brighton's campuses in Brighton, Eastbourne and Hastings; find out more about [where we work](#).

[Sign up to The Cupp Network](#)

[Sign up for our 6 weekly Cupp email update about latest news and events](#)

Getting involved

Are you new to Cupp and would like to find out how you can get involved in partnership working between the University of Brighton and the local community? Find out more by selecting the link below that best describes you.

[Community](#)

Community Helpdesk

Our Helpdesk welcomes all enquiries! The Helpdesk is a user-friendly point of entry to the University of Brighton for local community, voluntary and statutory organisations.

Please complete our [online enquiry form](#) or contact us on 01273 643004
[Find out more](#)

News

Developing Community University Partnerships Course 2016

Art, Refuge and Resistance, and exhibition and a forum event in Brighton, 23rd October 2015

Professor Sir David Watson - Photos, videos from a memorial lecture 19th October 2015

Research for All: Call for papers

Professor Sir David Watson - 1949 - 2015



OLD idea!!

The Psychological Record, 1970, 20, 159-169

LEARNING BY TEACHING: A STUDENT-TO-STUDENT COMPENSATORY TUTORING PROGRAM IN A RURAL SCHOOL SYSTEM AND ITS RELEVANCE TO THE EDUCATIONAL COOPERATIVE^{1, 2}

ROBERT F MORGAN
Acadia University, Nova Scotia

and

THOMAS B. TOY
North Carolina State University, Raleigh

Before and after testing on the Wide Range Achievement Test (WRAT) over a four month period assessed gains for student tutors and their pupils in a rural school system. 13 tutored pupils (grades 2 to 5) showed a mean net growth advantage of from 3 to 5 months on WRAT subtests over 14 comparable control untutored pupils. 10 student tutors (grades 8 to 12) showed a mean 9 month edge over controls, a gain of 13 months achievement over 10 comparable control non-tutors. On the three WRAT subtests all experimental means exceeded control means, but only the reading subtest was significant at the 5% level (tutors held a mean 9 month edge over controls, a gain of 13 months achievement).



Benefit 4: professional development staff

Examples professional development

- Ghent University
- Manchester University

Central focus on Quality frameworks and its implications



Benefit 4: professional development staff

NL | EN



Home

Questions or suggestions?

Please e-mail us at
onderwijstips@ugent.be

Onderwijstips

On Onderwijstips.ugent.be you can find useful educational tips and answers to questions. It is our aim to help you to get the most out of your teaching. With these tips, members of the teaching staff can increase their knowledge and make their teaching experience a lot more enjoyable. Make use of the keyword search to find an answer to questions on evaluation methods, the education and examination code, quality assurance, innovation, etc. On the website you can also find an overview of [all educational tips by category](#).

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[Training sessions](#)

[Education and examination code](#)

[Quality assurance initiatives](#)

[Test yourself](#)

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Strong focus on quality frameworks and implications



Teaching (The University of Manchester)

Journal o... developin... teacher pri... parent te... Teach... * Onderwij...

www.tlso.manchester.ac.uk/m Zoeken

MANCHESTER 1824 The University of Manchester

University home StaffNet Go

Teaching and Learning Support Office

▲ Teaching and Learning Support Office

▲ Manual of Academic Procedures (MAP)

▲ Teaching, Learning & Assessment

Teaching

- ▶ Code of practice for PGR programmes
- ▶ Credit framework
- ▶ Credit Transfer & Grade Conversion for Study Abroad
- ▶ Cross-School/Faculty programmes incl joint honours
- ▶ Curriculum design
- ▶ Degree regulations
- ▶ Freedom of Information Policy
- ▶ Information security
- ▶ Intellectual property in teaching materials
- ▶ Intended learning outcomes

Teaching

Teaching involves stimulating and motivating students to learn, guiding and supporting them as they learn as well as assessing and providing feedback on what they learn.

Many staff of the University are involved in teaching in different ways. Academic staff have overall responsibility for the curriculum, assessment and the award of degrees and use provide most of the teaching 'input' (lectures, handouts, seminars etc.).

Library and Information Systems staff make a significant contribution in their specialist areas, as do demonstrators and laboratory staff in the physical sciences and many practical disciplines.

Many postgraduate students contribute as Teaching Assistants and in some programmes there are significant inputs from external colleagues as 'visiting lecturers'.

Other staff play a large role in guiding and supporting students and the material in these pages is written for this broad audience. It also contains many links to more specialised material on particular topics.

You are also advised to refer to [the Manchester 2020 Strategic Plan](#), particularly the section on Goal 2 - Outstanding Learning and Student Experience.

Strong focus on quality frameworks and implications



Benefit 5: Government

- Check **institutional capacities** to design, implement, evaluate and monitor learning outcomes – accreditation!
- Past: focus on course evaluation
- Present: focus on how organisation as a whole is focused on LO



QAA

safeguarding standards and improving the quality of UK higher education

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Enhancement-led Institutional Review

Enhancement-led Institutional Review (ELIR) is QAA's review method for universities and other higher education institutions in Scotland.

The main focus of ELIR is to consider an institution's strategic approach to enhancement, placing a particular emphasis on the arrangements for improving the student learning experience. ELIR also examines the institution's ability to secure the academic standards of its awards.

It is one component of the Quality Enhancement Framework (QEF), a radical approach to quality assurance and enhancement in higher education introduced in Scotland in 2003.

- › [How it works](#)
- › [Handbook and supplementary guidance](#)
- › [Thematic reports](#)
- › [Learning from ELIR](#)
- › [Institutional approaches to self-evaluation \(IASE\) project](#)
- › [Key reference points](#)



- What is the university trying to do?
- How is the university trying to do it?
- How does the university know it works?
- How does the university change in order to improve?





University quality assurance governance framework

Introduction

The University's framework for the governance of quality assurance integrates activity at all levels: University, division and department or faculty and across the collegiate University. This document summarises material on the key bodies responsible for quality assurance and



News

About NVAO

Quality assurance systems

Flanders

In Flanders, an integrated system for external quality assurance was launched in 2015. It consists of an institutional review, a review train concerning the management of the quality assurance for programmes and accreditation for a certain group of programmes.

[Read more](#)

The Netherlands

In the Netherlands, NVAO assesses the internal quality assurance of research universities and universities of applied sciences, as well as the quality of their programmes. The Minister of Education, Culture and Science is currently holding discussions with NVAO, the Education Inspectorate, institutions, students and other stakeholders about the evaluation of the accreditation system.

[Read more](#)

Focus on
institutional review
that determines
accreditation



Conclusions

- Levels – learning outcomes
- Strong impact on higher education field
 - **Strong impact** on content of curricula/program
 - **Clear benefits** for higher education, but
 - Challenges for institutions
 - Challenges for government agencies



A European Perspective on the Use of Learning Outcomes in Higher Education

SHARE Workshop

Siem Reap July 19, 2014

Prof. Dr. M. Valcke
Ghent University - Belgium