

## **FINAL REPORT - ANNEX 1**

### **FRAMEWORK AND GUIDELINES FOR DISCUSSION**

#### **EXPECTED OUTCOMES**

The main purpose of this Seminar is to shed light on “the relevance of Learning Outcomes and ECTS - from Programme to European Level”, aiming specifically to:

- Improve the understanding of Learning Outcomes by all stakeholders, in particular by giving clear answers to questions such as - what are and how do LO relate to the ECTS credit system?; How to write LO?; How do stakeholders perceive this new concept?
- Explore the use of LO and ECTS for the implementation of new methods of learning and student centred learning, including new concepts for student assessment;
- Improve the understanding of the wider implications of LO in quality assurance, in recognition of qualifications, in defining flexible learning pathways, in employability and in fostering mobility.

Within this framework, The Seminar aims at producing recommendations in the form of:

- 3-4 main concerns/challenges;
- 3-4 possible innovative responses to these challenges to be brought to the BFUG;
- 3-4 key priorities for further action to be brought to the BFUG.

**Presentations and discussions should thus be directed towards these goals.**

#### **RELEVANT BACKGROUND MATERIAL**

- The London Communiqué of Ministers, 19 May 2007
- Conclusions and proposals from the [Bologna Seminar on Learning outcomes based higher education: the Scottish experience, 21-22 February 2008](#), Edinburgh, Scotland
- Conclusions and proposals from the [Bologna Seminar on “ECTS based on learning outcomes and student workload](#), 17-18 April, Moscow, Russia

## **POSSIBLE QUESTIONS TO BE ANSWERED AND WRAPPING-UP ISSUES**

This is a dynamic space, to be adapted as the result of the outcomes from the two other recent seminars on these issues and as well of contributions by delegates, namely through the Forum meeting that will take place three weeks before the Seminar

- 1. Understanding Learning Outcomes and ECTS by all stakeholders**
  - 1.1. What are LO?
    - 1.1.1. Identify the existing different layers/levels of Descriptors and Learning Outcomes (LO) for a given qualification, study programme or module
  - 1.2. How do LO relate to ECTS?
  - 1.3. How to write LO?
  - 1.4. How do stakeholders perceive this new concept?
    - 1.4.1. How can LO promote the transparency of the offer to candidates and clarify expected competences to employers?
    - 1.4.2. How can academic staff learn about LO?
    - 1.4.3. What role of HEI and of HE staff in promoting the concept?
- 2. Learning Outcomes, ECTS and Teaching/Learning Methods**
  - 2.1. How are LO and ECTS linked to Teaching and Learning?
    - 2.1.1. How do these concepts facilitate new methods of learning?
    - 2.1.2. How do they contribute to student centred learning?
  - 2.2. How to relate LO to programme design and flexible curricula?
  - 2.3. What is the complementary role of assessment in this new learning paradigm?
    - 2.3.1. Which new concepts for assessment?
- 3. The wider implications of Learning Outcomes in - National Qualifications Frameworks, Recognition of Qualifications, Quality Assurance**
  - 3.1. Which role of LO and ECTS in defining National Qualifications Frameworks?
  - 3.2. Which implications of a readable NQF based on LO and ECTS?
    - 3.2.1. In recognition of qualifications?
    - 3.2.2. In fostering employability and vertical and horizontal mobility?
    - 3.2.3. In Quality Assurance?
- 4. Summing-up and Recommendations**
  - 4.1. Pros and cons of employing LO as base design elements
  - 4.2. General Recommendations - challenges, solutions, priorities

## DISCUSSION GROUPS IN DAY 2

### Themes and guidelines

The Discussion Groups will have as multiple objectives:

- To produce a critical analysis of the specific questions assigned for discussion, taking in full consideration the presentations and discussions of the preceding sections, and
- to propose conclusions and recommendations;

in the form of:

- 2-3 main concerns/challenges that may have arisen from the presentations and discussions;
- 2-3 innovative response to these challenges that may have been discussed in the preceding day;
- 2-3 key priorities for further action to be brought to the BFUG.

Each group will have a coordinator that will be responsible for leading the respective group session, produce a first report to the Rapporteur and help him in the drafting of the report to the final plenary session.

The following groups/coordinators and questions for discussion are defined:

### Group 1 - LO and Student workloads as building stones of curricula

Some Questions - emphasis on Q1.1 to Q1.3, though may get into the other related issues:

1. Understanding Learning Outcomes and ECTS by all stakeholders
  - 1.1. What are LO?
    - 1.2.1. Identify the existing different layers/levels of Descriptors and Learning Outcomes (LO) for a given qualification, study programme or module
  - 1.2. How do LO relate to ECTS?
  - 1.3. How to write LO?
  - 1.4. How do stakeholders perceive this new concept?
    - 1.4.1. How can LO promote the transparency of the offer to candidates and clarify expected competences to employers?
    - 1.4.2. How can academic staff learn about LO?
    - 1.4.3. What role of HEI and of HE staff in promoting the concept?

## Group 2 - Stakeholders perception of LO

Some Questions: emphasis on Q1.4, though may get into the other related issues:

1. Understanding Learning Outcomes and ECTS by all stakeholders
  - 1.1. What are LO?
    - 1.1.1. Identify the existing different layers/levels of Descriptors and Learning Outcomes (LO) for a given qualification, study programme or module
  - 1.2. How do LO relate to ECTS?
  - 1.3. How to write LO?
  - 1.4. How do stakeholders perceive this new concept?
    - 1.4.1. How can LO promote the transparency of the offer to candidates and clarify expected competences to employers?
    - 1.4.2. How can academic staff learn about LO?
    - 1.4.3. What role of HEI and of HE staff in promoting the concept?

## Group 3 - Developing student centered learning concepts

Some Questions - emphasis on Q2.1, though may get into the other related issues:

2. Learning Outcomes, ECTS and Teaching/Learning Methods
  - 2.1. How are LO and ECTS linked to Teaching and Learning?
    - 2.1.1. How do these concepts facilitate new methods of learning?
    - 2.1.2. How do they contribute to student centred learning?
  - 2.2. How to relate LO to programme design and flexible curricula?
  - 2.3. What is the complementary role of assessment in this new learning paradigm?
    - 2.3.1. Which new concepts for assessment?

## Group 4 - Writing LO and relating to program design and flexible

Some Questions - emphasis on Q2.2 and Q2.3, though may get into the other related issues:

2. Learning Outcomes, ECTS and Teaching/Learning Methods
  - 2.1. How are LO and ECTS linked to Teaching and Learning?
    - 2.1.1. How do these concepts facilitate new methods of learning?
    - 2.1.2. How do they contribute to student centred learning?
  - 2.2. How to relate LO to programme design and flexible curricula?
  - 2.3. What is the complementary role of assessment in this new learning paradigm?
    - 2.3.1. Which new concepts for assessment?

**Porto, Portugal, 19-20 June 2008**

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### **Group 5 - Employability and mobility**

**Some Questions - emphasis on Q3 from the point of view of employability and mobility:**

- 3. The wider implications of Learning Outcomes in - National Qualifications Frameworks, Recognition of Qualifications, Quality Assurance**
- 3.1. Which role of LO and ECTS in defining National Qualifications Frameworks?
- 3.2. Which implications of a readable NQF based on LO and ECTS?
  - 3.2.1. In recognition of qualifications?
  - 3.2.2. In fostering employability and vertical and horizontal mobility?
  - 3.2.3. In Quality Assurance?

### **Group 6 - LO and NQF - Recognition of Studies, Recognition of Prior Learning, Quality Assurance**

**Some Questions - emphasis on Q3 from the point of view of Recognition of Studies, Recognition of Prior Learning, Quality Assurance:**

- 3. The wider implications of Learning Outcomes in - National Qualifications Frameworks, Recognition of Qualifications, Quality Assurance**
- 3.1. Which role of LO and ECTS in defining National Qualifications Frameworks?
- 3.2. Which implications of a readable NQF based on LO and ECTS?
  - 3.2.1. In recognition of qualifications?
  - 3.2.2. In fostering employability and vertical and horizontal mobility?
  - 3.2.3. In Quality Assurance?