Learning – Outcome based approach to Quality Assurance in Teaching & Learning

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Context

European Qualifications Framework (EQF)

- *Qualifications describe the knowledge and skills an individual needs to exercise a profession, to start further education or to participate in society.*

- Goals of the EQF

  - Encourage lifelong learning

  - Promote international mobility

  - Increase transparency and interchangeability

Flemish Qualifications Framework (FQF)

- Eight levels (from primary to higher education)

FQF level	Educational qualification
8	University - Doctor
7	University / university college - Master
6	University / university college - Bachelor
5	One or more recognised professional qualifications of level 5

From https://vlaamsekwalificatiestructuur.be/en/what-is-fqf/levels-of-qualifications/

Description of FQF levels

	Knowledge and skills	Context, autonomy and responsibility
FQF level 8		
FQF level 7	■ integrating and reformulating knowledge and insights from a specific area or at the interface between different areas	■ acting in unpredictable, complex and specialised contexts
FQF level 6		■ functioning with complete autonomy and a right of decision
FQF level 5	■ applying complex new skills, linked to autonomous, standardised research	■ taking final responsibility for the definition of collective outcomes
FQF level 4		
FQF level 3	■ critically evaluating and applying complex, advanced and/or innovative problem-solving techniques and methods	
FQF level 2		
FQF level 1		

From

Discipline-specific learning outcomes

- *[...] a collective set of competences which all students throughout Flanders are expected to acquire within a particular programme.*

- Goals of the 'DLO'
  - Position of the programme (vertical and horizontal)
  - Instrument of internal and external quality assurance
  - Informing stakeholders
  - Transparency in EHEA

Discipline-specific learning outcomes

- Characteristics
  - Specific
  - Generic
  - Global
  - Coherent
  - Ideal-typical
  - Distinctive
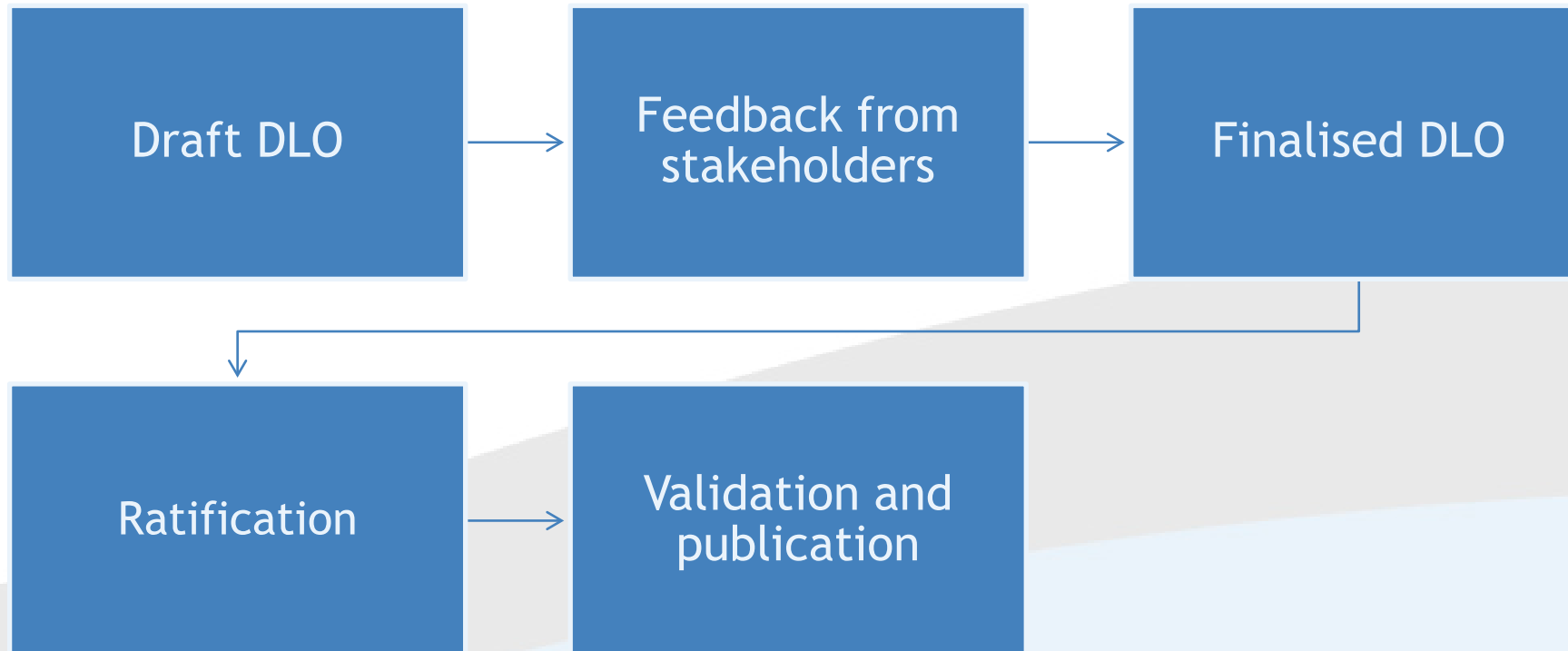 - Testable
  - Focus on active language
  - Student centred

Process

The procedure

Draft DLO → Feedback from stakeholders → Finalised DLO

Ratification → Validation and publication

The procedure

- The stakeholders
  - 2 (former) students
  - 2 professional field representatives
  - 2 international experts

- Questions for stakeholders
  - Are the domain-specific learning outcomes clearly formulated?
  - Do the domain-specific learning outcomes meet societal and scientific expectations?
  - Can the graduates achieve the domain-specific learning outcomes?
  - Do the learning outcomes meet international standards?
  - Do the domain-specific learning outcomes enhance the profile of the programme in relation to related programmes?

The procedure

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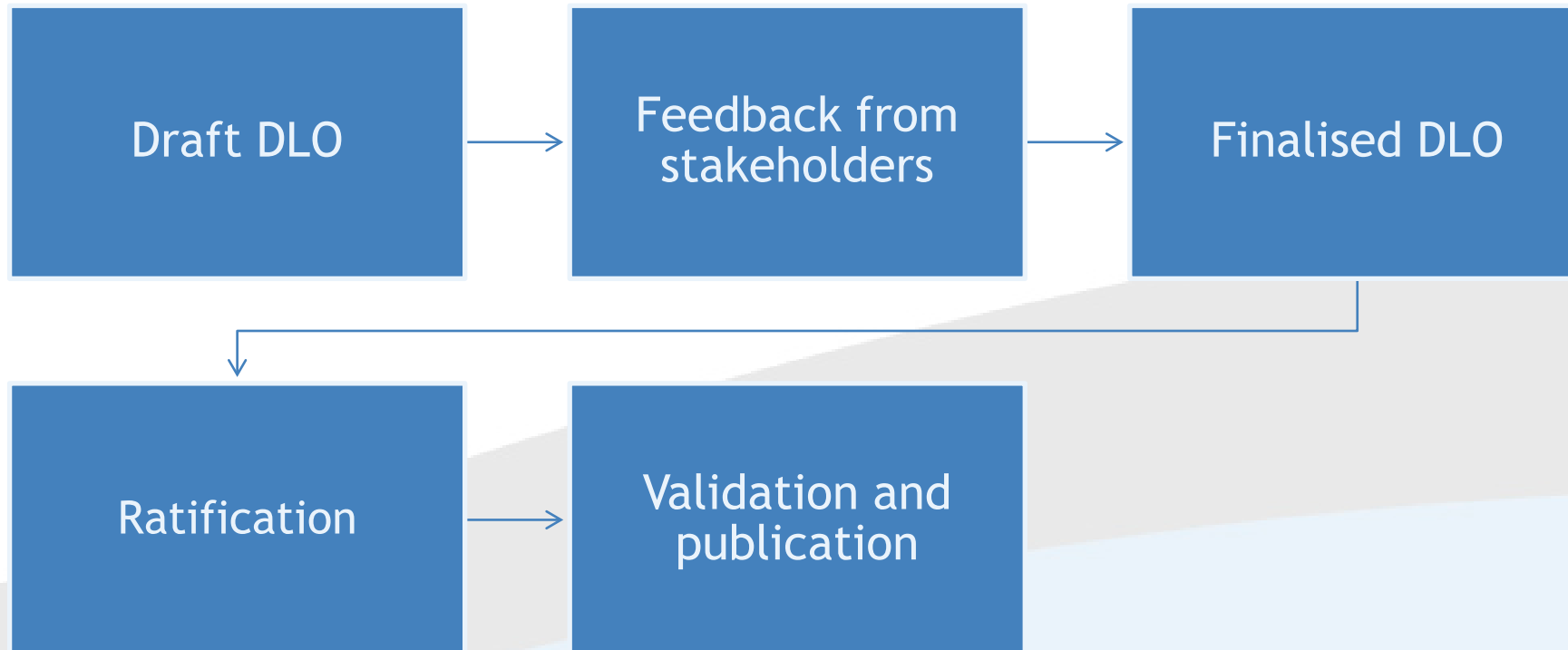
Conclusions

Goals achieved?

- Position of the programme (vertical and horizontal)
- Instrument of internal and external quality assurance
- Informing stakeholders
- Transparency in EHEA

Challenges

- Funding

- Updating

- Paperwork or a tool?

- Uniqueness of each programme

Any questions?

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