

# Bologna hub online training



Autumn 2019 –  
From Degree Programmes to the classroom  
Professor Anthony Vickers

# Introduction (2 minutes)



**This webinar will comprise of 4 topics, which are**

- **An introduction to learning outcomes**
- **Designing degree programme learning outcomes**
- **Designing module learning outcomes – LOLA by design**
- **The classroom – LOLA in action**

# An introduction to Learning Outcomes



**Learning outcomes, are defined by the [ECTS Users Guide](#) as;**

*statements of what the individual knows, understands and is able to do on completion of a learning process.*

**Learning outcomes can be**

*attributed to individual educational components and to programmes as a whole.*

**Assessment of Learning Outcomes**

*has to be assessed through procedures based on clear and transparent criteria.*

# An introduction to Learning Outcomes



**Learning outcomes, are not:**

**for administrative purposes only.**

**written with no thought to the learning or assessment.**

# Designing degree programme learning outcomes



**Learning outcomes can be** *attributed to individual educational components and to **programmes as a whole**.*

*Programme level learning outcomes form part of the programme specification of a degree programme.*

They are not usually directly assessed but provide a clear overview of the learning outcomes of the degree programme.

They follow the structure of learning outcomes, which we will now explore.

# Designing degree programme learning outcomes



## **A degree programme specification;**

is like all specifications, a means of providing information for an object. One can generate a specification for anything, and in some cases they follow strict standards, such as ISO 9000.

In the case of degree programme specifications, most Universities are required to follow the guidance provided by their relevant Quality Assurance body.

# Designing degree programme learning outcomes



## Examples of a degree programme learning outcome.

I will use example from a UK degree, BA Philosophy, Politics, and Economics, from the University of Essex, UK. In this University, similar to all UK Universities the degree programme learning outcomes are categorized into (knowledge and understanding, intellectual and cognitive skills, practical skills, and key skills. I will quote the 'knowledge and understanding' degree programme learning outcomes.

A1	Knowledge of different conceptual, theoretical and normative perspectives within the discipline, whether politics, philosophy, or economics.
A2	Knowledge of the main findings of existing research and the current state of the literature in the relevant discipline.
A3	Knowledge of developments, issues and debates in the relevant discipline.
A4	Knowledge of methods appropriate for the relevant discipline.
A5	Knowledge of sources of information for studying the relevant discipline.

# Designing degree programme learning outcomes



## Designing degree programme learning outcomes.

If you have never designed a degree programme learning outcome then I highly recommend you attend a course that can help you develop the required skills. In many cases you will find information provided nationally, regionally, or at your own University.

It is important to remember that programme level learning outcomes are not usually directly assessed. It is module(course) level learning outcomes that are assessed.

Programme level learning outcomes are usually a broad statement of intended outcomes, such as A2 from our example set, “Knowledge of the main findings of existing research and the current state of the literature in the relevant discipline.” This statement is very broad and applicable to all stages of the degree. We could even apply it to educational levels before and after the Bachelor level we are considering.

Try looking at the information you provide for your degree programmes. Is the information in the form of programme learning outcomes already? Is there any categorization?



# Designing module learning outcomes

## LOLA by design



### Designing module learning outcomes.

Module Learning Outcomes must be clear, appropriate level statements of what a student is expected to achieve as a result of a period of Learning, completed by an Assessment, to demonstrate the LOs have been met. The **L**earning **O**utcomes, **L**earning, and **A**ssessment, are essential elements of a well structured module. We remember the need for all elements through the acronym, LOLA.

A good module level learning outcomes is, amongst other things:

- **Active** – it describes what students can do
- **Attractive** – students want to achieve it
- **Comprehensible** – students know what it means
- **Appropriate** – to the student's current goals and career plans
- **Attainable** – most students will mostly meet it, with due effort
- **Assessable** – we can see if it has been achieved
- **Visible** – in the course booklet and on the VLE

# Designing module learning outcomes

## LOLA by design



### An example module level learning outcome

“undertake a project using appropriate time management and reporting”

Is it

- active?
- attractive?
- comprehensible?
- appropriate?
- attainable?
- assessable?
- visible?

# Designing module learning outcomes

## LOLA by design



### The Learning Outcome only give the LO in LOLA!

A written Learning Outcome that has theoretically passed all the tests of slide 9 must eventually have the Learning pathway and the Assessment designed to support it.

Learning Pathway: How will the student learn? Will there be lectures, classes, laboratory sessions, private study? Will the students learn together or as individuals? What learning material will be supplied? How independent will the student be as a learner?

Assessment: How will the student be assessed to demonstrate they have achieved the learning outcome? Coursework? Examination? Presentation? As an individual or as a group?

The learning pathway and the assessment, including grading criteria and feedback all need designing. The design of all these elements requires care, skill, and to some extent experience. An academic must use their skills as a designer, an educator, and a subject specialist.

In English we say the proof of the pudding is in the eating! (Probieren geht über studieren!)

And so to the classroom!

# The classroom – LOLA in action



## The classroom is the stage on which we test our designs

With care and skill one can use LOLA to design a module. Once in the classroom there are real students who will hopefully achieve the learning outcomes as a result of your design and their efforts.

In Higher Education we expect a considerable amount of student centred learning but none the less your design will influence their learning. If not then what is our purpose!

In the classroom other factors will be important but the design is the framework on which you create your show. Your role, when face to face with the students, will influence their learning, as will your hard work in creating supporting material. We all have our own style. You are experiencing my style in this webinar, albeit, without my physical presence.

During and after the module has run it is important to reflect on your design and if possible to dynamically adjust, but certainly to reflect and adjust the design from year to year. We can use data for reflection, such as feedback from students, and the grade distribution. Within the LOLA methodology you can reflect and consider changes to the LO, to the Learning Pathway, and the Assessment.

Try this out with the example learning outcome, just in theory - or if you like use it in practice!

# Summary of your Learning Outcomes

You have gained an awareness, or a refreshment, of your knowledge of learning outcomes at programme and module level.

You have observed an assessment of a learning outcome, and potentially acquired the ability to undertake such an assessment.

You have gained knowledge of the LOLA methodology for ensuring good practice in the use of learning outcomes.

You have gained knowledge of LOLA in action, giving you an opportunity to extend your learning outcomes to design, implement, and test learning outcomes and the LOLA approach.

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bewegt Europa!

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