



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Linking Competences (Skills) & Learning Outcomes (based on approach developed by Dr. Declan Kennedy - UCC

- Outcome or Student Centred Approach to teaching and learning
- Module Learning Outcomes



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Competence – what is it? – Kennedy page 23



Co-funded by the  
Erasmus+ Programme  
of the European Union



The lack of clarity in terms of defining the term competence is also apparent in the ECTS Users' Guide (2005), which describes competences as

*“a dynamic combination of attributes, abilities and attitudes”*

Competences are formed in various course units and assessed at different stages

They may be divided in subject area related competences (specific to a field of study) and generic competences (common to any degree course). ECTS User's Guide 2005



Co-funded by the  
Erasmus+ Programme  
of the European Union



As there is no **common understanding of the term competence** in the literature, **learning outcomes** have become more commonly used than **competences** – Kennedy page 23



Co-funded by the  
Erasmus+ Programme  
of the European Union



## ESG 1.2 - Learning Outcomes (ECTS Users' Guide p.47)

Learning Outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning



Co-funded by the  
Erasmus+ Programme  
of the European Union



A Learning Outcome has **two parts**:

- To remember/know/understand/comprehend
- To do



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Learning Outcomes and internal Quality Assurance Systems

- Use Bloom's Taxonomy (or Revised Bloom's Taxonomy)
- Bloom (1956) proposed that knowing is comprised of 6 different levels arranged in a hierarchy – Kennedy page 27
- Effort to arrange various thinking processes into a hierarchy



Some examples of learning outcomes that demonstrate evidence of knowledge are:

- **Recall** genetics terminology: homozygous, heterozygous, phenotype, genotype, homologous chromosome pair, etc.
- **Identify and consider** ethical implications of scientific investigations.
- **Describe** how and why laws change and the consequences of such changes on society.
- **List** the criteria to be taken into account when caring for a patient with tuberculosis.
- **Define** what behaviours constitute unprofessional practice in the solicitor-client relationship.
- **Describe** the processes used in engineering when preparing a design brief for a client.

**Note that each learning outcome begins with an action verb**





Co-funded by the  
Erasmus+ Programme  
of the European Union



# Combine both professional and personal skills in a Learning Outcome

Incorporate the personal skills from the  
Life Long Competences – revised Jan, 2018  
into Learning Outcomes



Co-funded by the  
Erasmus+ Programme  
of the European Union



Kennedy page 28

On completion of this programme, it is expected that the students will be able to:

- Perform problem solving in academic and industrial environments.
- Use, manipulate and **create** large computational systems.
- Work effectively as a **team member**
- Organise and pursue a scientific or industrial research project
- **Write theses and reports to a professional standard**, equivalent in presentational qualities to that of publishable papers
- **Prepare and present seminars** to a professional standard



## General Guidelines for writing learning outcomes – Kennedy page 41

- When writing learning outcomes for a module, it is generally agreed that one should specify the minimum acceptable standard to enable a student to pass the module
- It is recommended that you have a **small number of important learning outcomes rather than a large number of superficial ones**
- There is good advice in the literature regarding the number of learning outcomes



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Programme Aims and outcomes – Kennedy page 43



Co-funded by the  
Erasmus+ Programme  
of the European Union



ESTABLISHMENT AND DEVELOPMENT OF  
**QUALITY ASSURANCE**  
CENTERS IN AZERBAIJAN UNIVERSITIES

| Aims  | Outcomes   |
|---|--|
| Know<br>Understand<br>Determine<br>Appreciate<br>Grasp<br>Become Familiar | Distinguish<br>between<br>Choose<br>Assemble<br>Adjust<br>Identify<br>Solve, Apply, List |



Co-funded by the  
Erasmus+ Programme  
of the European Union



Kennedy pag 29 – Map of programme Learning Outcomes and courses within programmes

| Programme Learning Outcome | Course 1 | Course 2 | Course 3 | Course 4 |
|----------------------------|----------|----------|----------|----------|
| Outcome 1                  | X        |          | X        |          |
| Outcome 2                  |          | X        |          | X        |
| Outcome 3                  | X        |          | X        |          |
| Outcome 4                  | X        |          |          |          |
| Outcome 5                  |          |          |          | X        |
| Outcome 6                  |          | X        | X        | X        |



Co-funded by the  
Erasmus+ Programme  
of the European Union



## Practical Session

From the details developed in the last session  
– build a Competence Matrix:

- Identify the aims/and or outcomes for the programme
- Adopt Bloom's hierarchy to the thinking process to develop the Learning Outcomes