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Using learning outcomes for defining study programmes – good practices from West University of Timisoara



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- With more than 77 years of tradition, West University of Timişoara (WUT) is a community of 16.000 members, the widest from Western Romania, with a strong identity and a time-consolidated image.
- Founded in 1944 through Royal Decree, West University of Timişoara is the fourth comprehensive university from Romania. Regional leader on the educational market, with constantly increasing connections to the international academic community, West University of Timişoara offers a very wide range of fields and specializations, from vocational, social, economic and philological areas to science.
- Since 2020, WUT is a member of the **European University UNITA**, the alliance of 6 European universities which collaborate to create a long-term institutional strategy for an open, inclusive and efficient European University.

WUT in numbers



+15K

students

11

faculties



Study fields



Bachelor

Programmes

Master Programmes



academic staff

PhD

Programmes





- From 2020, at West University of Timișoara we started to define bachelor and master study programs based on learning outcomes, not only on competencies.
- For doing this, we updated our internal regulations and quality assurance instruments and developed new templates for curriculum, syllabus & study programs presentations and new questionnaires for collecting feedback from the stakeholders.
- Also, we developed the WUT Teaching & Learning Brand, a new educational vision, based on the reflective-collaborative pedagogical model, starting to train our professors according to this principles.
- The main purpose: implementing in-depth the concept of student-centred learning, through making the students be aware about their learning path and to clearly understand their learning objectives.
- Redefining all the study programs and making all the stakeholders aware about this new concepts is a long, not easy at all and on-going process.

Principles for defining a study program



Objectives of higher education, according to the Council of Europe (May 2007):

- preparation for sustainable employment;
- preparation for life as active citizens in democratic societies;
- personal development;
- the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.



Principles for defining a study program



 The bachelor's and master's degree programs at WUT are developed based on the expected learning outcomes (expressed through knowledge, skills, responsibility and autonomy), in accordance with the description of the corresponding qualification level, according to the European Qualifications Framework and the National Framework of the Qualifications, correlated with the key, professional and transversal competencies required by the occupations selected to be practiced on the labour market by graduates who acquire the qualification formed through the study program.



Principles for defining a study program



- Learning outcomes belong to education and competencies belong to the labour market and are defined by occupational standards.
- Thus, the educational system forms learning outcomes, not competencies, and the labour market requires competencies for various occupations.
- Therefore, the learning outcomes formed by the educational system must always be correlated with the competencies required by the labour market.



Procedure for reviewing a study program



- Annually, the study programs are revised, following consultation with teachers, students, graduates and employers.
- These consultations should be recorded in minutes or reports, using methods such as the application of questionnaires or the organization of meetings and focus groups.
- A working group made up of teaching staff with significant expertise in the specialization of the study program, representatives of employers, representatives of WUT graduates and representatives of students from the master's or doctorate university study cycle analyses the results of the consultations and makes proposals for revising the study programs, their objectives (expected learning outcomes), curriculum or syllabuses, which will be debated and approved in the decisional bodies.
- The revisions of the study programs are applied to the next generation of students that will start the studies after the completion of the revision process.



Steps for reviewing a study program



- 1. Choosing the occupations that can be practiced on the labour market by graduates who acquire the qualification formed through the study program, according to the regulations in force, from the national classification of occupations (COR) or from the European classification of occupations (ESCO).
- **2. Identifying the key, professional and transversal competencies** required by the selected occupations, through:
 - analysis of the national occupational standards of the selected occupations (if any);
 - analysis of the competencies related to the selected occupations described on the ESCO database;
 - consultations with employers.
- **3. Defining the expected learning outcomes** (expressed by knowledge, skills and responsibility and autonomy), in relation to the identified competencies.
- 4. Correlation of the expected learning outcomes defined with subjects in the curriculum.



1. General information:

- Faculty;
- Study cycle;
- Name of the study program;
- Name of the qualification acquired after graduating from the study program;
- Title granted;
- Length of studies;
- Number of ECTS;
- Form of education;
- Teaching language;
- ISCED fields corresponding for the study program.
- 2. **Study program mission** that must be corelated with the mission of the WUT stated in the University Charta.



- 3. Competencies:
 - key competencies for lifelong learning;
 - professional competencies;
 - transversal competencies.
- 4. **Learning outcomes** correlated with the descriptions of the corresponding qualification level, according to the European Qualification Framework:
 - knowledge;
 - skills;
 - responsibility & autonomy.
- 5. **Occupations** that can be practiced on the labour market by graduates who acquire the qualification formed through the study program.



Definitions, according to EQF



- 'Knowledge' means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual.
- 'Skills' means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- 'Responsibility and autonomy' means the ability of the learner to apply knowledge and skills autonomously and with responsibility.
- 'Competence' means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.



- 6. Information about **flexible learning** paths within the study program (ex.: optional and facultative subjects).
- 7. General information about **rights and obligations of the students** and about **evaluation process** (ex: which are the regulation that establish this aspects).
- 8. Information about graduation exam.
- 9. **Lists of subjects from each semester**, type of the subject, number of ECTS, number of weekly hours of direct learning activities for each subject.
- 10. Corelation between learning outcomes and subjects (each subject syllabus contains learning outcomes).
- 11. Corelation between learning outcomes and competencies.





9. Lists of subjects from each semester, type of the subject, number of ECTS, number of weekly hours of direct learning activities for each subject.



MINISTERUL EDUCAȚIE

LISTA DISCIPLINELOR STUDIATE, GRUPATE PE ANI ȘI SEMESTRE DE STUDII

Anul de studii I An universitar 20..-20..

| | | | | | | | Sem | estru | ıl I | Semestrul II | | | | | | | | | | |
|------|-----------------------|----|----|------------|----|-----|--------|-------|---------|--------------|------|-------|---|---------|--|--|--|--|--|--|
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10. Corelation between learning outcomes and subjects.

Corelarea rezultatelor așteptate ale învățării cu disciplinele studiate

| Rezultate așteptate ale învățării | Disciplina 1 | Disciplina 2 | Disciplina |
|-----------------------------------|--------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
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11. Corelation between learning outcomes and competencies.

Corelarea rezultatelor așteptate ale învățării cu competențele-cheie, profesionale și transversale

| | | Competențe-cheie | | | | | | | | Competențe profesionale | | | | | | | | | | Competențe transversale | | | | | | | | | | | | | | | | | | | |
|-----------------------------------|--------------|------------------|------------|------------|------------|------------|------------|------------|------------|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Rezultate așteptate ale învățării | Competența 1 | Competența 2 | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența | Competența |
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Diploma supplement



• In all diploma supplements are mentioned both learning outcomes and competencies, for each study program.

Final remarks...



- Defining correct and coherent learning outcomes for a study program
 is not an easy process, but the main challenge remains to make
 academic staff, students and all stakeholders understand the concept
 and to use it proper, in direct correlation with the occupations and
 competencies from the labour market, with the description of the
 corresponding level of qualification and with the content of each
 subject from the curriculum.
- But with patience and determination, we are sure that proper-defined learning outcomes will become the core concept of the studentcentred learning paradigm.



Q & A?



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