

# Students and their Learning outcomes: what matters and why

**Horia Onița,  
Vice President of ESU**



**Fighting for  
students' rights  
since 1982**



Co-funded by the  
Erasmus+ Programme  
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# About the European Students' Union

- Originally founded as “West European Student information Bureau” in 1982
- The European Students' Union (ESU) is an umbrella organisation of 45 National Unions of Students (NUS) from 40 different countries. Through its members, ESU represents almost 20 million students in Europe
- Mission: Represent, defend and strengthen students' educational, democratic and political and social rights. ESU will work for sustainable, accessible and high quality higher education in Europe.
- Members: student-run, autonomous, representative and operate according to democratic principles. They are open to all students in their respective country regardless of political persuasion, religion, ethnic or cultural origin, sexual orientation or social standing.



## ESU's role in the promotion of learning outcomes

- ESU has promoted the rolling out of using learning outcomes especially through the Bologna Process.
- Implementing Learning Outcomes has been linked to: student-centred learning, Recognition and Recognition of Prior Learning and mobility, with a view to promote transparency, comparability and compatibility of HE systems in EHEA.
- ESU considered that through the promotion of learning outcomes, an indirect consequence in the Learning and Teaching approach would be the paradigm shift from traditional (mnemonic) L&T to student-centred L&T, even where LO-based programmes were not formally and effectively developed.

## Main push forward – 2012 Bucharest Communiqué

*“Qualifications frameworks, ECTS and Diploma Supplement implementation should be based on learning outcomes” (2012 Bucharest Communiqué)*

# Bologna with Student Eyes



## The content of the publication

- Student participation in higher education governance
- Social dimension
- Quality assurance
- Recognition
- Internationalisation and mobility
- Structural reforms
- Financing of higher education
- Student-centred learning
- The future of the Bologna Process



## Student expectations

- **User-friendly and easily accessible** (students being able to understand their qualifications and LO based on NQF) – “Students should be well-informed about the intended learning outcomes of their programme, and of where they can find more detailed information if need be”.
- **Transparent** – intended LOs presented at the beginning of term and discussed with students.
- **Clear and coherent.**
- Students consulted when Learning outcomes are designed and reviewed (impact assessment, link between LO, syllabi, bibliography, teaching methods etc) and employability
- Student assessment and feedback based on learning outcomes
- Using Learning Outcomes as a tool to enhance flexibility of learning paths and L&T methods

## Student expectations

- Explain how ECTS were determined based on Los
- Include transversal/interdisciplinary LOs
- More languages
- Standardised at programme level
- Up to date
- Programme LOs and course LOs (interlinked)

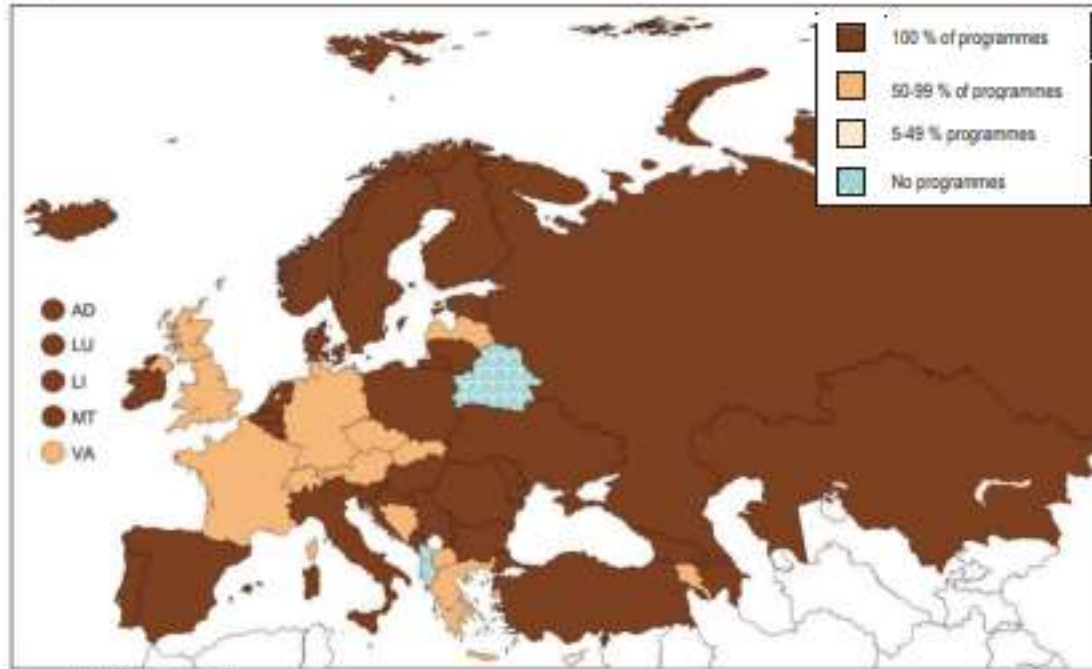
# Challenges

- Perennial dichotomy between being more concise (in order to enhance comparability and recognition) and more abstract (to foster flexibility)
- Scaling the understanding and usage by employers
- Bologna Process-level compatibility and as a consequence shortcomings on recognition
- Enforceability through usage and QA of Los
- Using Learning Outcomes as a tool for RPL
- LOs and microcredentials - since they are only a part of a qualification, may combine levels based on student selected path, which can develop horizontally/vertically
- Lack of at least national standardisation



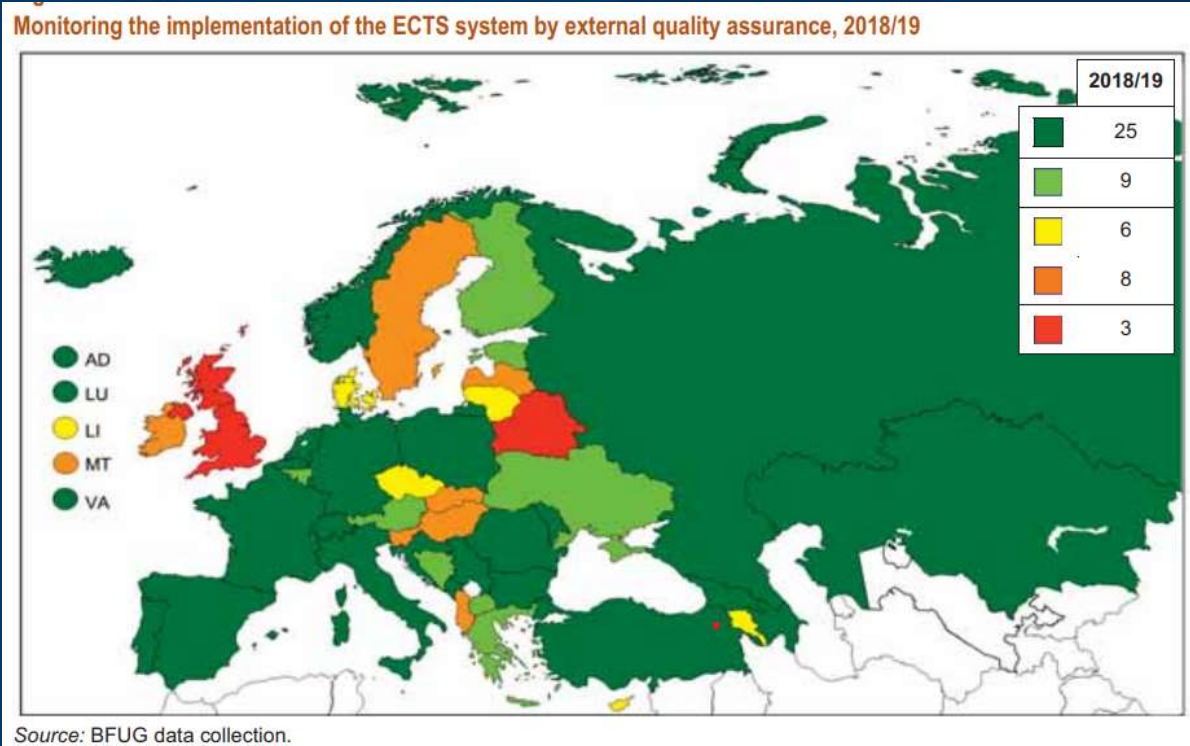
# LOs and ECTS

Figure 2.6: Extent to which ECTS credits are linked with learning outcomes in higher education programmes, 2016/17



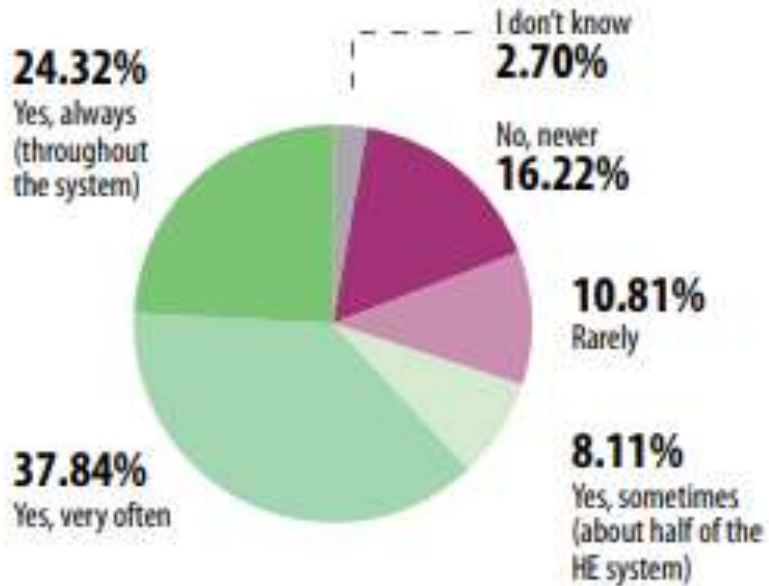
Source: BFUG data collection.

# Monitoring the implementation of ECTS

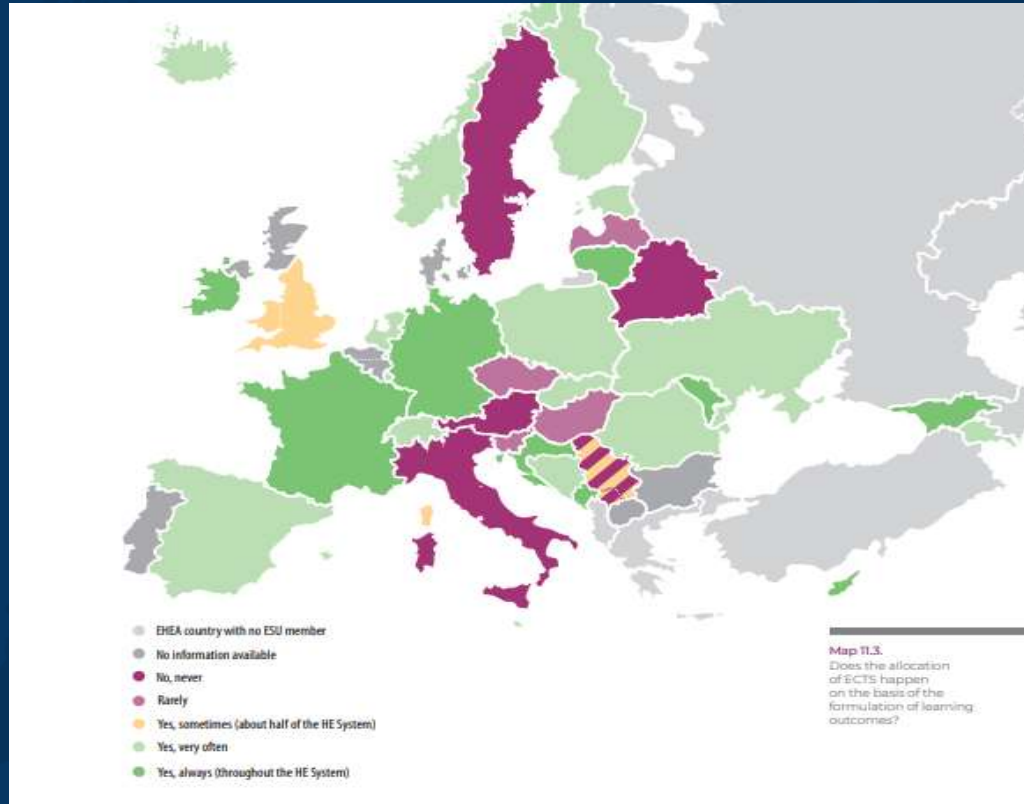


# ECTS and LOs

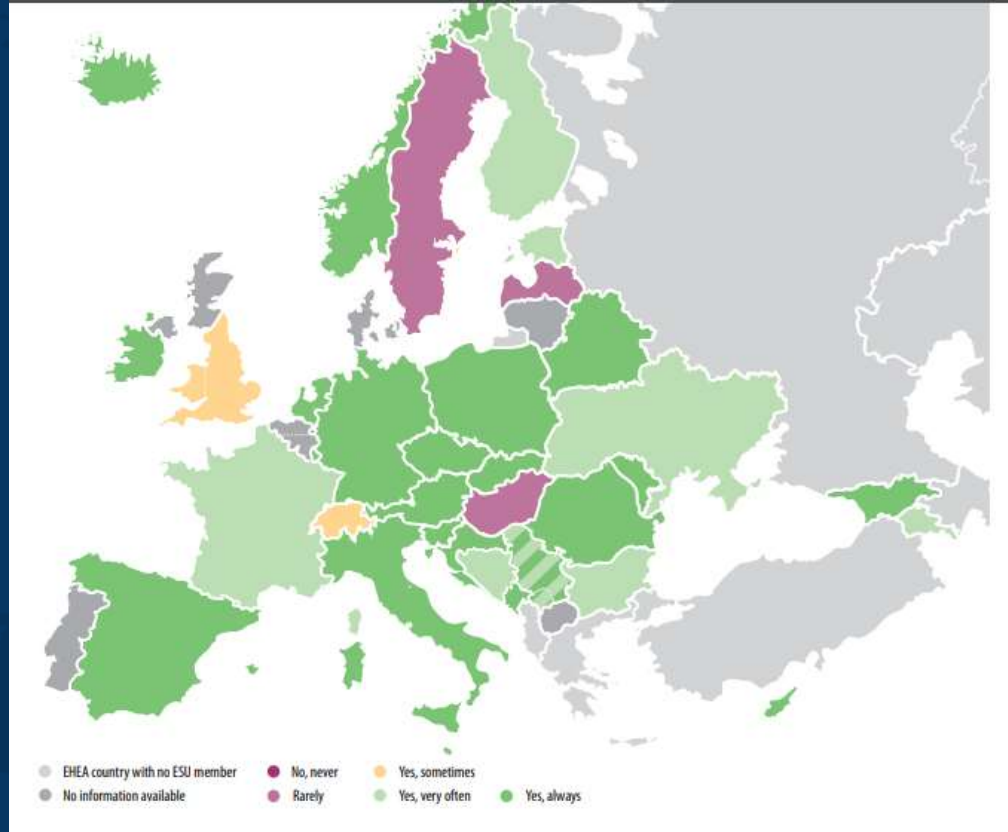
Does the allocation of ECTS happen on the basis of the formulation of learning outcomes?



# ECTS and LOs

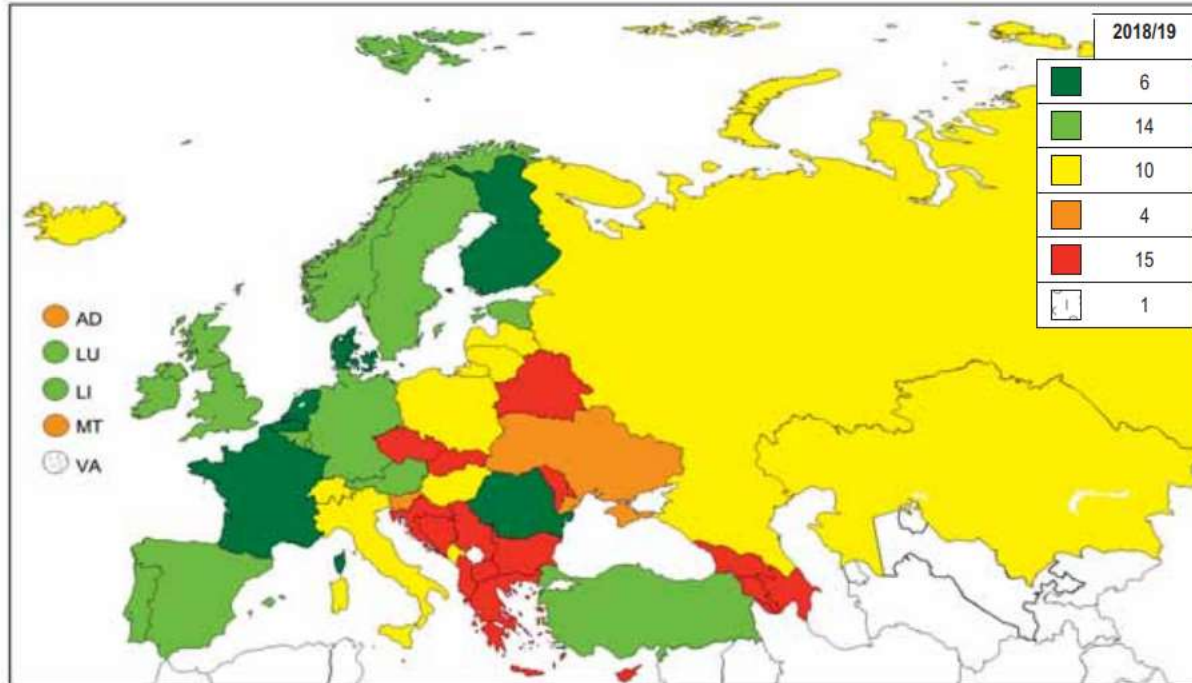


# ECTS and student workload



# RPL

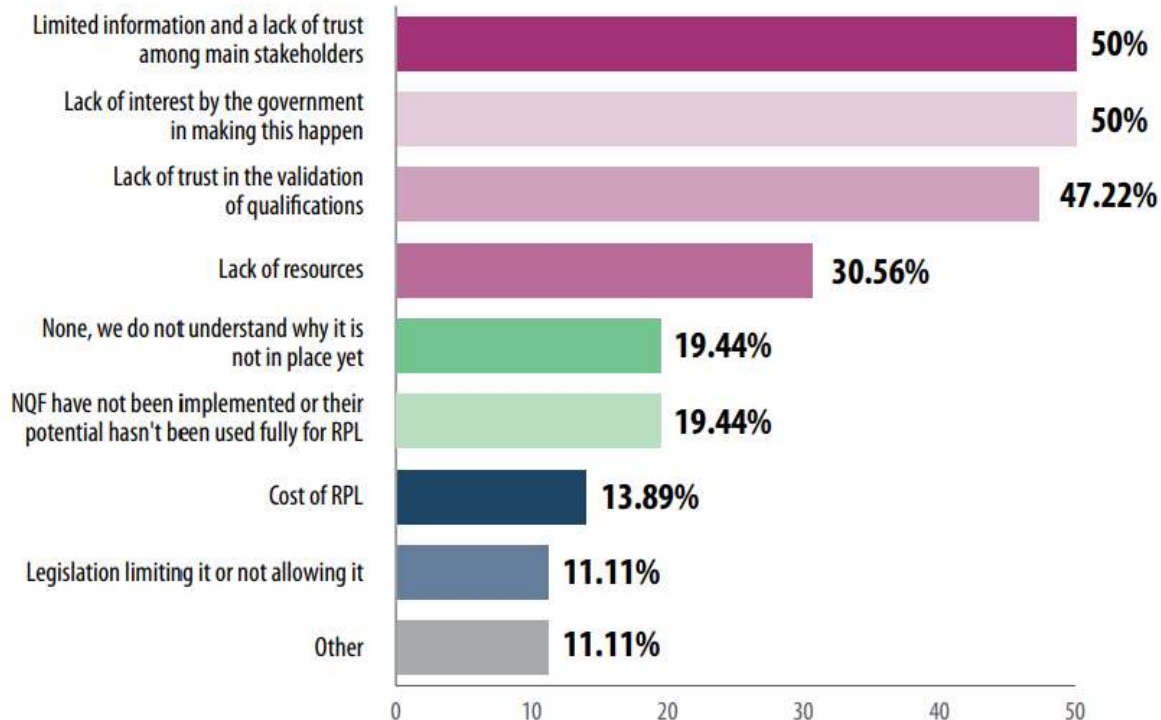
Recognition of prior non-formal and informal learning, 2018/19



Source: BFUG data collection.

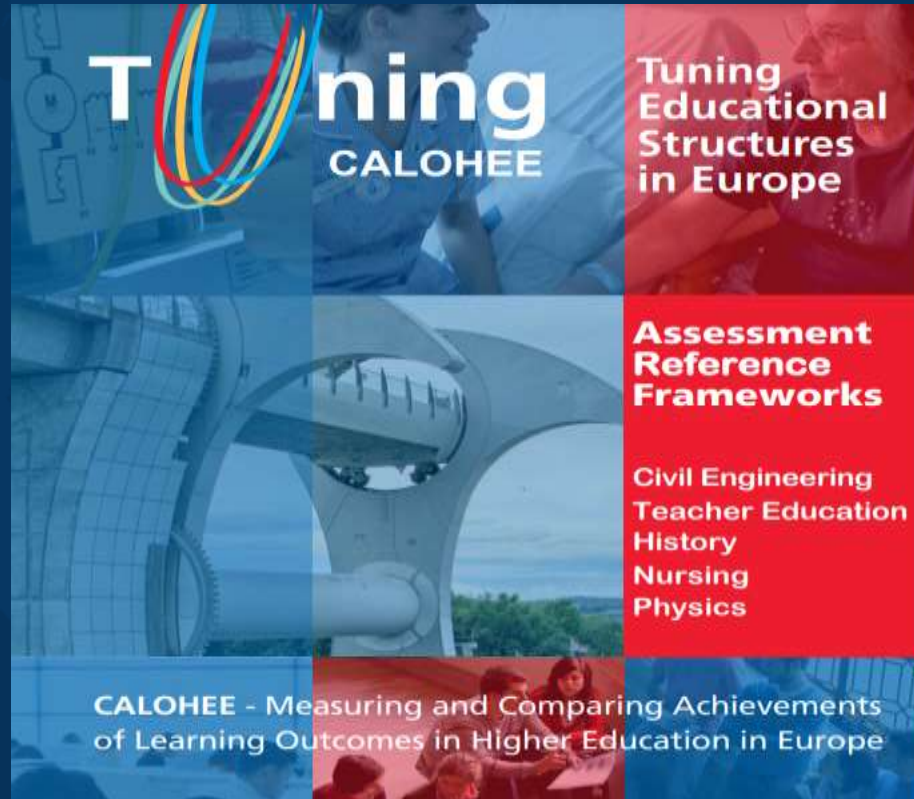
# Barriers for RPL

According to your NUS, what are the main barriers for barriers for recognition of prior learning?





# CALOHEE project





# CALOHEE project

## Assessment Reference Framework for Civil Engineering -First Cycle / LEVEL 6 (EQF)

### Dimension 1: Knowledge and Understanding

<i>(Sub)descriptor / TLA approaches</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Autonomy and Responsibility (Wider Competences)</i>
<b>L6_1. Level descriptor</b>	<b>K6_1</b> Demonstrate knowledge and understanding of mathematics as well as sciences and engineering disciplines underlying civil engineering specialisation at a level necessary to achieve the other programme outcomes.	<b>S6_1</b> Apply knowledge and understanding of mathematics as well as sciences and engineering disciplines underlying civil engineering specialisation to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities.	<b>C6_1</b> Identify knowledge and understanding of mathematics as well as sciences and engineering disciplines underlying civil engineering specialisation necessary to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities.
<b>Subset 1</b> L6_1.1 <b>Mathematics</b>	K6_1.1 Define and describe key factual information and problem-solving processes related to mathematics through differential equations.	S6_1.1 Solve / design / investigate / conduct civil engineering problems / products, processes and systems / issues / activities using and applying knowledge and understanding of mathematics through differential equations.	C6_1.1 Identify knowledge and understanding of mathematics necessary to solve / design / investigate / conduct civil engineering problems / products, processes and systems / issues / activities through differential equations.

**Thank you!**  
**Any questions?**

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