



## **Working Group 2 – 25 September 2015 –content and profile of learning outcomes**

A key challenge when defining and writing learning outcomes is to be able to describe clearly what is expected from the learner at the end of a course or a programme. However this might lead to over-specification of outcomes. Evidence (Cedefop, 2012, 2015) suggests that the way learning outcomes are structured and designed (whether theoretical and practical outcomes are separated; whether learning outcomes are described in a too detailed and prescriptive way etc.) influence the quality of teaching and learning process. The challenge is furthermore to be able to capture the needs of enterprises and the labour market for knowledge, skills and competences, ensuring that the content and profile of the qualification is relevant and meets agreed quality standards on the labour market. Finally the content of the qualification must ensure that broader objectives pursued by vocational education and training, for example regarding key-competences – are reflected.

### **Possible questions for the working group**

The following ‘menu’ of questions can be used as a starting point for the working group. The working group should decide on which questions to focus on, also questions not listed here, thus signalling what is considered to be key challenges in this area:

1. At what level of detail should learning outcomes be described?
2. How prescriptive are learning outcomes; to what extent do they open to local adaptation?
3. Should learning outcomes express minimum requirements only? Can learning outcomes open up for grading of performance?
4. How can the different domains of learning (knowledge, skills, competence, attitudes etc.) best be articulated and addressed?
5. How can different levels of learning outcomes best be described?
6. How does learning outcomes balance between occupational specific and transversal knowledge, skills and competences?