

# INTRODUCTION

to the Peer Learning Activity

on assessment of learning outcomes and educating the  
educators

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## Presentation outline

- Policy background for the EDUCA-T project and the PLA on assessment of learning outcomes and educating the educators
- Quality enhancement and QA in the Bologna Process
- The use of learning outcomes in the EHEA
- Challenges in the implementation of the revised ESG
- Introduction to the topics of the first day

## Strategy for Education, Science and Technology

- to ensure that academic staff in higher education institutions has relevant competences and capacities for implementing quality teaching and learning;
- to introduce in-service training of teaching staff in the form of specially designed courses that will be a prerequisite for assuming teaching obligations, as well as criteria for appointment into a scientific-teaching grade;
- to establish and further develop institutional centres for pedagogical competences of academic teachers.

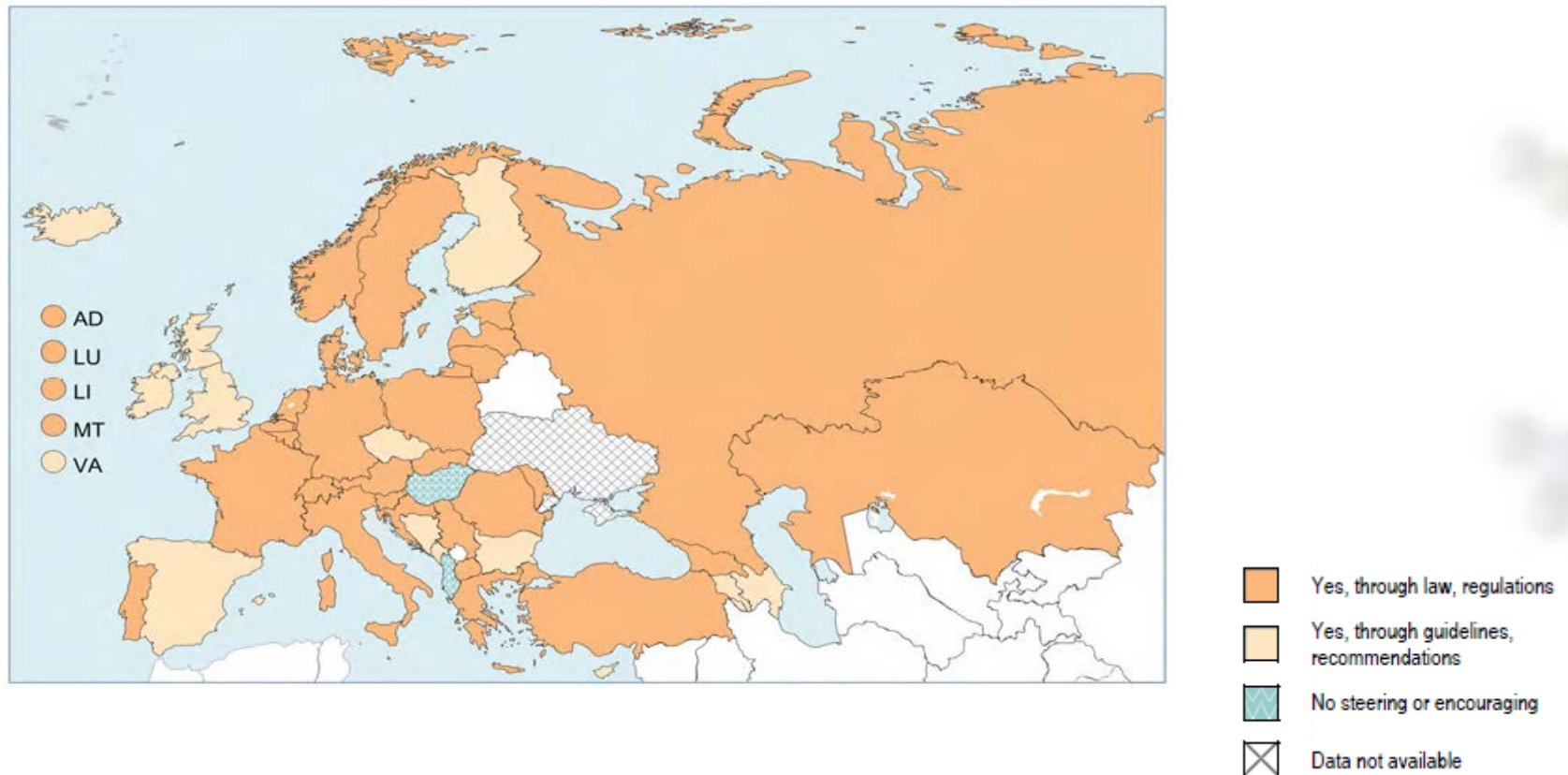
## Bologna Process – policy framework

- The project **EDUCA-T** aims to supporting the Bologna reforms in the way that it focuses on improving quality of teaching and learning in higher education.
- **Bucharest Communiqué** – to ensure that Bologna tools - qualification frameworks, ETCS and Diploma Supplement - are based on learning outcomes;
- **Yerevan Communiqué** - to enhance the quality and relevance of learning and teaching as the main mission of the EHEA and emphasised the importance of providing support to effective learning activities and appropriate teaching and assessment methods.

## Bologna Process – quality enhancement and quality assurance

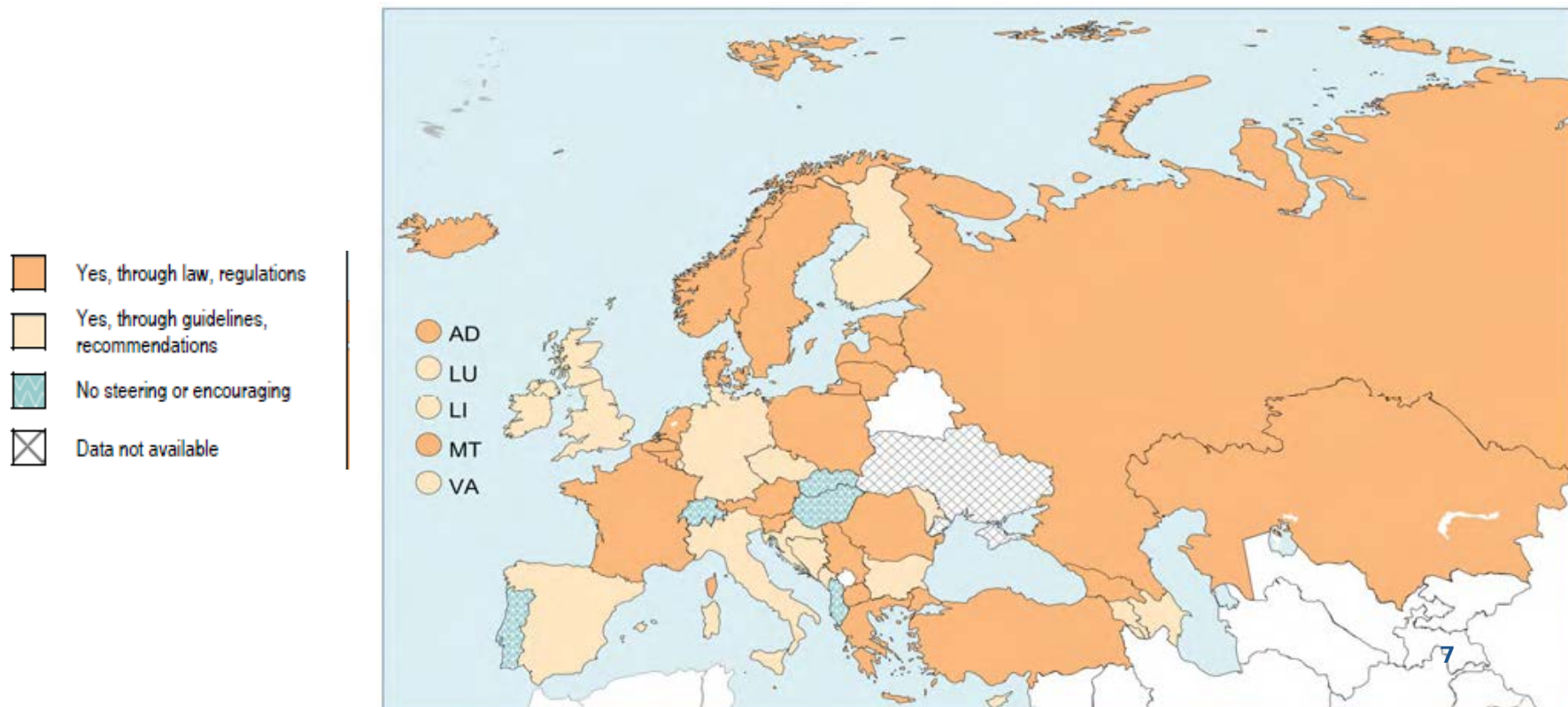
- The **ESG** (2015) – two standards: ensuring that the students' take an active role in creating the learning process, and that the assessment of students reflects this approach; the institutions should assure themselves of the competence of their teachers.
- **ECTS User's guide** (2015) - the achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole.

Steering and encouraging **the use of learning outcomes in curriculum development** has substantially grown. It is stipulated in legislation in 32 higher education systems while 14 encourage learning outcomes through guidelines or recommendations. Only in Albania and Hungary is there no central encouragement of learning outcomes at all.



The importance of using learning outcomes **in student assessment** procedures is less widespread.

Monitoring of the use of learning outcomes and assessment of student achievements by quality assurance procedures is in place in most higher education systems.



## EUA survey (2016) - challenges in the implementation of the revised ESG

- Ensuring the link between quality assurance and the academic quality of learning and teaching in designing and approving of study programmes and student-centred learning;
- Assessing and measuring the extent to which a programme/an institution has adopted a student-centred approach to teaching and learning;
- The need to link quality assurance to institutional strategic management and institutional development;
- Developing a stronger link between research and teaching, and support research-led teaching.



## Introduction to the topics of the first day

1. Effective pedagogical practices in higher education
2. Institutional approach to supporting high quality teaching and learning in higher education
3. Pedagogical aspects from a national perspective
4. Competencies in academic profession
5. Conclusions on Educating the Educators



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