

Expected Learning Outcomes & Stakeholder Needs

(For Curriculum Design & Development)

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Expected Learning Outcomes (ELOs)

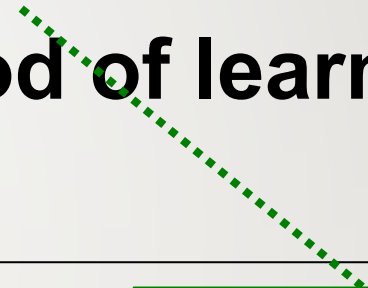
“The totality of **knowledge**, **skills** and **attitudes** or learning outcomes that a student **expected** to acquire, master or perform at the end of a period of learning.”

(able to “DO”)

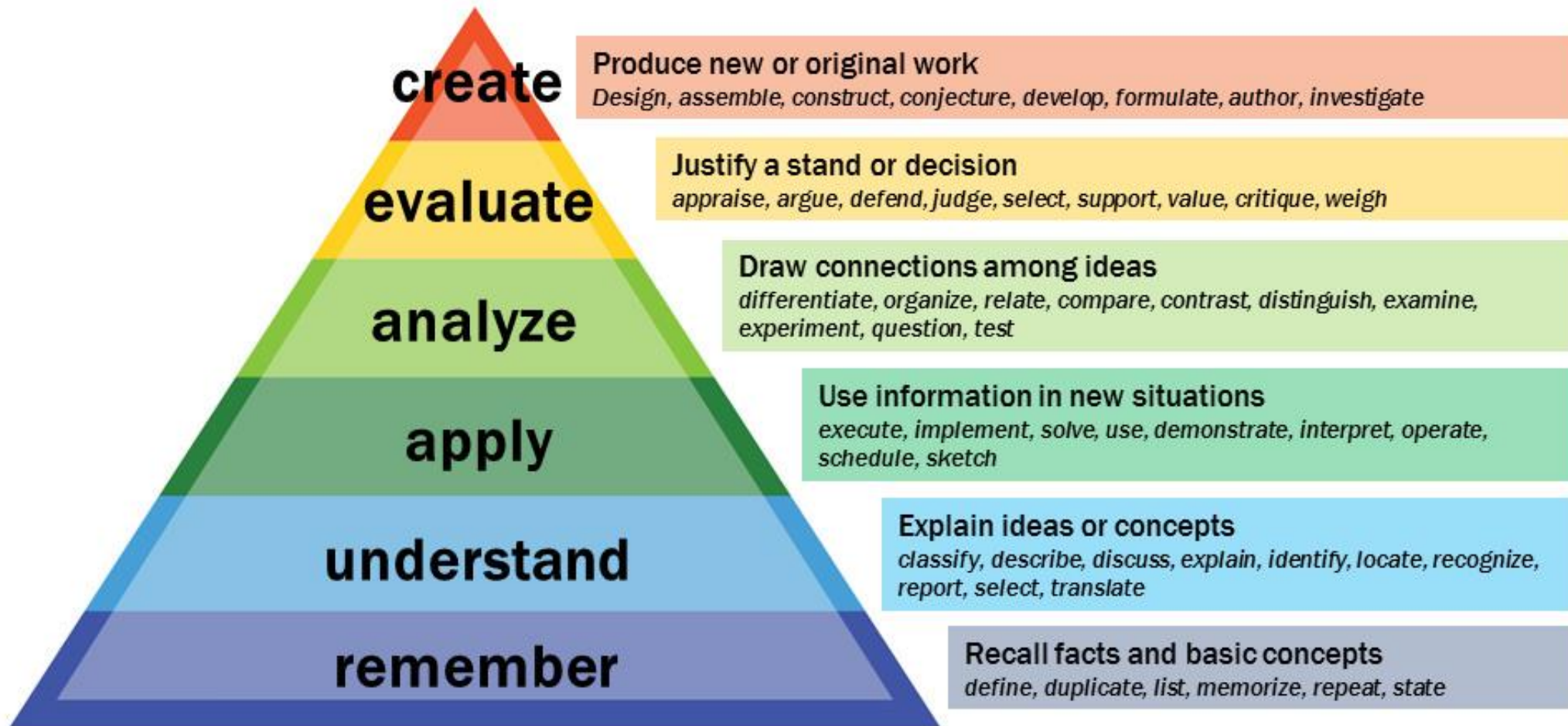
Who?

Achievement

Measurable

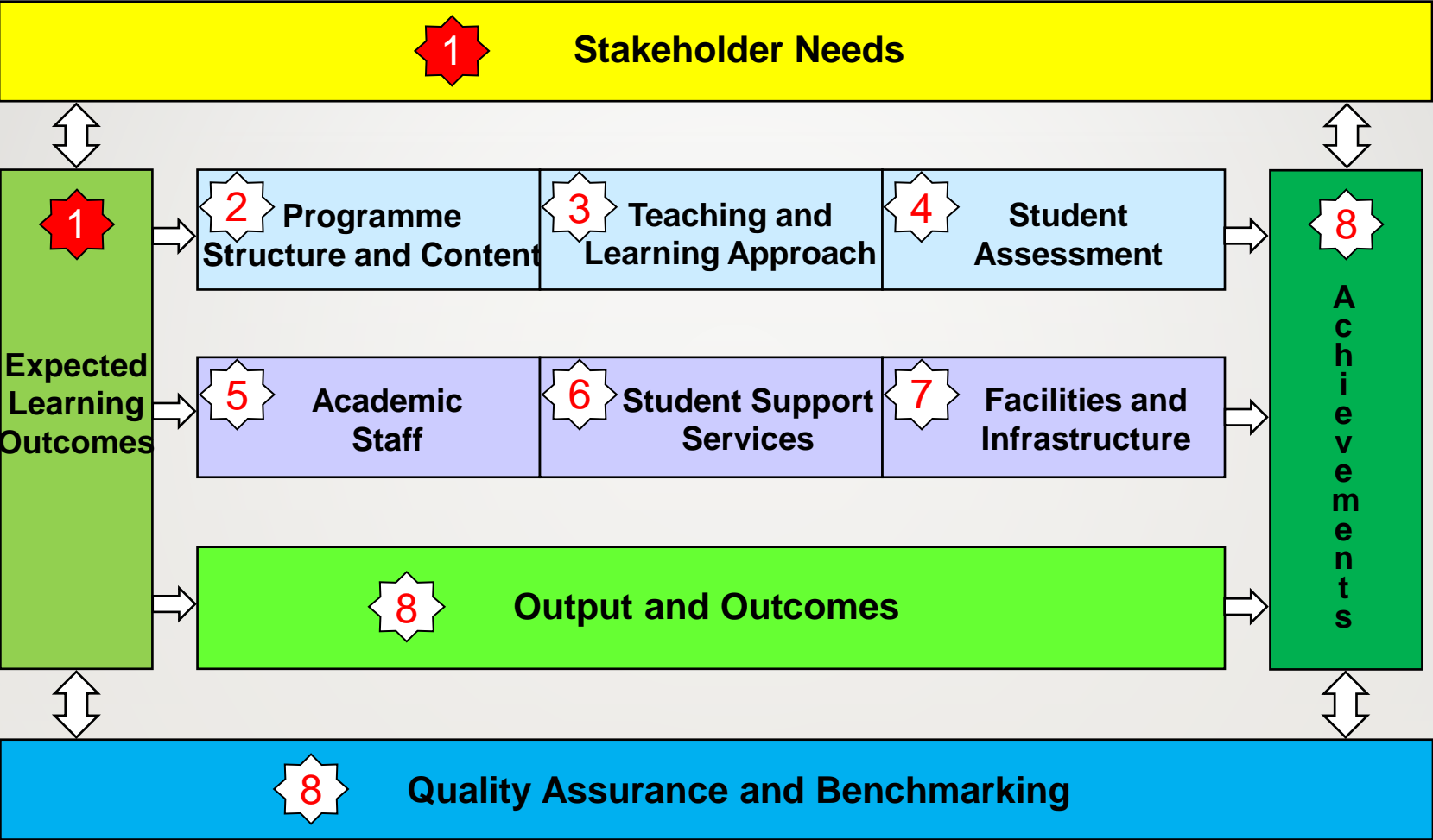


Bloom's Taxonomy

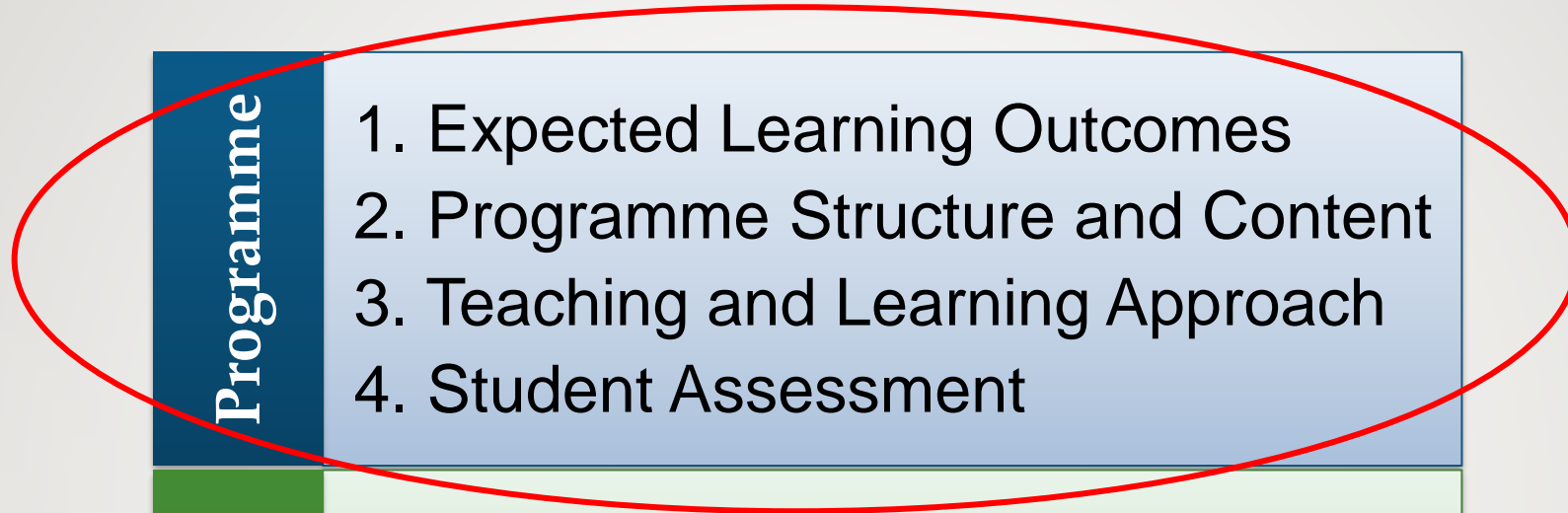


Vanderbilt University Center for Teaching

AUN-QA V 4.0: Model



AUN-QA PA V 4.0: Criteria



Programme	<ol style="list-style-type: none">1. Expected Learning Outcomes2. Programme Structure and Content3. Teaching and Learning Approach4. Student Assessment
Resources	<ol style="list-style-type: none">5. Academic Staff6. Student Support Services7. Facilities and Infrastructure
Results	<ol style="list-style-type: none">8. Output and Outcomes

Criterion 1 – Expected Learning Outcomes

Requirements

1.1 The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established **learning taxonomy**, are aligned to **the vision and mission of the university** and **are known to all stakeholders**.

1.2 The programme to show that **the expected learning outcomes for all courses** are appropriately formulated and are **aligned to the expected learning outcomes of the programme**. (CLOs & LLOs vs. PLOs)

- ❖ PLOs: Programme Learning Outcomes
- ❖ CLOs: Course Learning Outcomes
- ❖ LLOs: Lesson Learning Outcomes

Criterion 1 – Expected Learning Outcomes

Requirements

1.3 The programme to show that the expected learning outcomes consist of both *generic outcomes* (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc.) and *subject specific outcomes* (related to knowledge and skills of the study discipline).

1.4 The programme to show that *the requirements of the stakeholders, especially the external stakeholders*, are gathered, and that these are *reflected in the expected learning outcomes*.

1.5 The programme to show that the expected learning outcomes *are achieved by the students by the time they graduate*.

Criterion 2 – Programme Structure and Content

Requirements

2.1 The specifications of the programme and all its courses are shown to be comprehensive, up-to-date, and made available and **communicated to all stakeholders**.

❖ Programme Specification

❖ Course Specification



What information should be included?

2.2 The design of the curriculum is shown to be **constructively aligned** with achieving the expected learning outcomes.

2.3 The design of the curriculum is shown to include **feedback from stakeholders, especially external stakeholders**.

Criterion 2 – Programme Structure and Content

Requirements

2.4 The contribution made by each course in achieving the expected learning outcomes is shown to be clear.

2.5 The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses) and are integrated.

2.6 The curriculum to have option(s) for students to pursue major and/or minor specialisations.

2.7 The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains **up-to-date and relevant to industry**.

Criterion 3 – Teaching & Learning Approach

Requirements

3.1 The educational philosophy is shown to be articulated **and communicated to all stakeholders**. It is also shown to be reflected in the teaching and learning activities.

3.2 The teaching and learning activities are shown to allow students to participate responsibly in the learning process.

3.3 The teaching and learning activities are shown to involve active learning by the students.

Criterion 3 – Teaching & Learning Approach

Requirements

3.4 The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices).

3.5 The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset.

3.6 The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes.

Criterion 4 – Student Assessment

Requirements

4.1 A variety of assessment methods are shown to be used and are shown to be **constructively aligned to achieving the expected learning outcomes** and the teaching and learning objectives.

4.2 The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.

4.3 The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.

Criterion 4 – Student Assessment

Requirements

4.4 The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.

4.5 The assessment methods are shown to **measure the achievement of the expected learning outcomes of the programme and its courses.**

4.6 Feedback of student assessment is shown to be provided in a timely manner.

4.7 The student assessment and its processes are shown to be continuously reviewed and improved to ensure their **relevance to the needs of industry and alignment to the expected learning outcomes.**

