

The application of Learning Outcomes within a transnational work placement

Annex 3 - Identifying and Developing Learning Outcomes



A learning outcome tells us the result we expect to see from a learning experience.

It is important that mobility partners have a shared understanding of the learning they would like participants to acquire during the mobility placement. Learning should be specific, measurable, achievable and realistic within the context of the placement, with a clear indication of how achievement can be evidenced and measured.

In order to identify and/or develop learning outcomes for the placement, it is helpful to consider the following questions.

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Setting the scene

1) Who has responsibility for defining and developing learning outcomes?

If this responsibility sits within the College, is there scope for a transnational mobility unit?

2) Is work based learning an assessed component of the vocational course?

If yes;

- How is it assessed? By whom? When?
- Could this role be played by an accompanying person, in the context of a transnational mobility?
- What guidance for evidencing learning in a work based setting already exists?
- (How) could these be applied in a transnational mobility context?

If no;

- Are there prescribed learning outcomes for the vocational course?
- Could some of these be selected for participants to work towards during a mobility placement?
- Could placement specific learning outcomes be developed in order to provide structure to the work placement?
- How will achievement be evidenced/recorded?

Identifying learning outcomes

1) What do you want the student to learn?

- The students' vocational course of study and the activities of the placement both need to be taken into account
- What is the purpose of the placement? to enhance technical skills in vocational area/to gain work experience/to focus on soft skills development?
- The outcomes set must be realistic within the timeframes and activities of the placement.

2) How will learning be described?

- Outcomes must be clear, and easy to understand for learner, hosting and sending organisations
- In order to ensure that there is a common understanding between all actors involved in the mobility, outcomes should be broken down into Specific, Measurable, Achievable, Realistic and Tangible ('SMART') goals.

3) How will learning be evidenced?

- Who will evidence learning?
- What evidence do you expect to see and how should it be presented?
- It is important that the guidelines for evidencing learning are set before the placement starts. Those involved should know from the outset what evidence to gather, when to gather it and how it should be recorded.

Dialogue between partners

Designing the placement:

The College tutor will liaise with the hosting organisation about placement activities during the set up phase.

Referring to the learning outcomes helps to frame the discussion, and ensure that the placement activities are relevant to the vocational course of study, making it easier to integrate the mobility into the course.

Information to be shared:

- **From College:** Profile of learners; Level of study, previous experience, vocational areas of focus, support needs.
- **From Host Organisation:** Placement role description, detailing key tasks for the placement

Points to discuss:

- *What tasks will the learner be involved with?*
- *What practical skills will they learn?*
- *What soft skills will they learn?*
- *How could these be linked to their vocational course of study?*
- *What is feasible within the activities of the placement?*

Defining Learning Outcomes

Points to consider:

- *Do learning outcomes already exist?*
- *(How) can these be mapped onto proposed placement activity*
- *Are these described in a way that is easy for the learner and the host organisation to understand?*

Working across different contexts, the language of learning outcomes will be different and will be understood differently by learners and staff.

It is therefore key to ensure that all of those involved in developing a mobility activity understand the learning outcomes that they are working towards, and that these are realistic and achievable within the context of the placement.

- *How will achievement of learning outcomes be evidenced?*

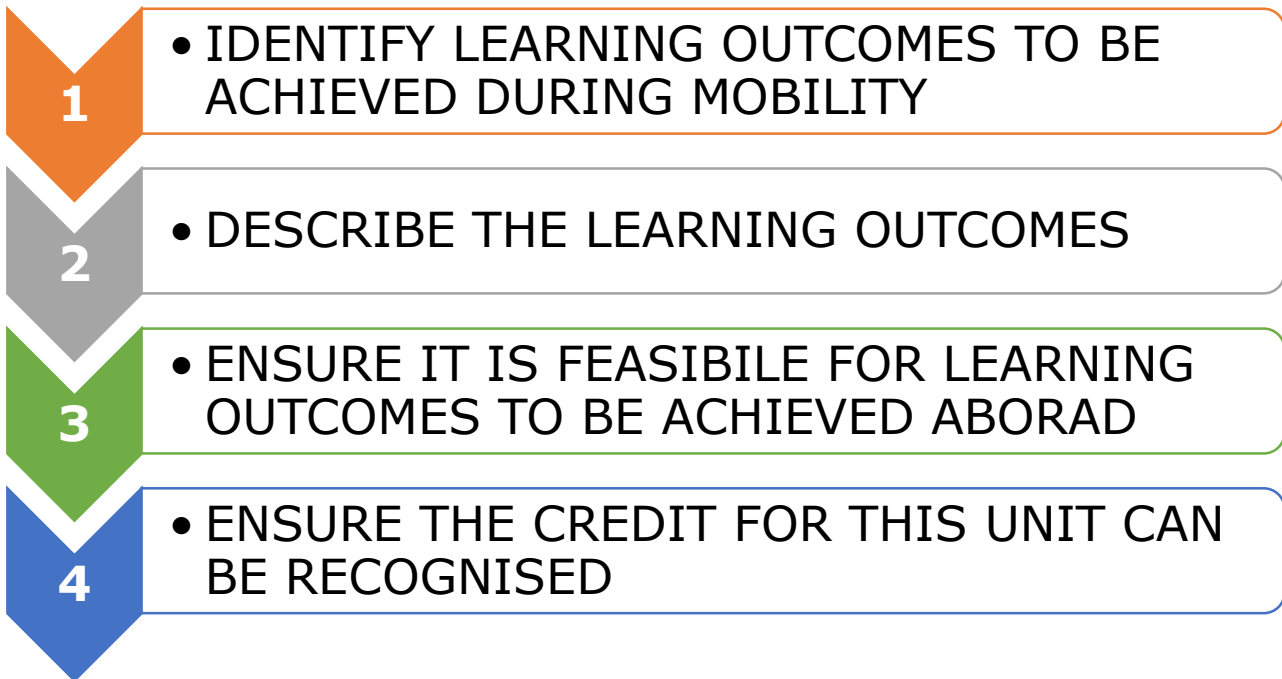
It is important that the evidencing process is agreed in advance and guidelines are given for how evidence should be gathered, who by and when.

The learner, the host organisation and the accompanying person from the sending College could all potentially be involved in evidencing learning.

You will need to consider what is realistic in the context of the placement, in terms of resources and capacity, time restrictions and language barriers.

Evidence should be reviewed at a midpoint during the placement, to confirm that learning is being recorded fully and accurately, in order to ensure that it can be validated by the end of the placement.

Learning Outcomes Overview



Evaluation

It is important that progress towards the learning outcomes is captured over the course of the placement.

End of placement evaluation:

- Have learning outcomes been achieved? If not, why not?
- Were the learning outcomes realistic in the context of the placement?
- Did participants receive adequate support and guidance?
- Were the evidencing templates fit for purpose?
- Did each stakeholder understand their role?

Worked example

Ms Benson is course tutor at a vocational college in France. She is liaising with host organisations to develop the detail of a 4 week mobility placement, for her Level 2 Hospitality & Catering students. She has received the following job description, for a kitchen and front of house role at a busy restaurant in Seville:

Key duties:

- Assisting in setting up and opening bar/restaurant at start of shift
- Taking food and drink orders
- Recommending daily/weekly specials
- Assist cooks and kitchen staff with various tasks as needed, and provide cooks with needed items
- Cut, slice or grind meat, poultry, and seafood to prepare for cooking
- Mix ingredients, to prepare cocktails and other drinks
- Closing the bar/restaurant at end of shift
- General cleaning duties
- Socialising with customers
- Occasionally setting up for functions and large groups

Based on the tasks that are available,

Practical skills:

- Knife handling
- Food preparation (specific cuisines?)
- Food storage
- Customer service

Soft skills:

- Team working
- Cross cultural working
- Communication

Ms Benson chose to select two learning outcomes that would be realistic in the context of the placement and time frames, and could be easily evidenced.

By the end of the placement...

The learner will be able to follow instructions in order to carry out tasks effectively confidently communicate with customers.

Evidence will be gathered through:

Ms Benson chose to include evidence from range of voices so that it could be easily validated at the end of the placement.

- Feedback form from host organisation mentor
- Reflections from learner during interview/supervision meeting/in log book
- Observation record from accompanying staff (course tutor)