

Curriculum reform in Europe – the impact of learning outcomes

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A theoretical model for outcome-oriented curriculum in Europe				
Written curriculum				
Documents ('standards' that inform or constitute the 'written curriculum')	Occupational standard	Qualification standard	Education standard	Training or learning standard (also known as a learning programme)
Processes that lead to the production of this document.	Work activities are classified, described and assigned a level	Descriptions of work activities are translated into statements of what learners should gain from education/training. These statements are grouped into units (for the purposes of assessment). Also describes what evidence should be available to make informed judgments about learning outcomes.	Learning outcomes are situated in an educational context, for example: subject knowledge, content, assessment processes and events, institutional responsibilities, duration (hours, terms and years).	A plan for the teaching, learning and assessment activities that specifies in detail how learning outcomes will be achieved. The characters of teachers, resources, materials, tools, etc. are detailed. This document may be produced at school level or it may be shared.
Components or elements.	Competences.	Learning outcomes in units: knowledge, skills and other (24) (packaged in units). Also sets out assessment criteria.	Learning outcomes in modules or options.	Learning outcomes in modules (modules may be located in real time; classes, teachers and rooms may be allocated).