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Seminar on Assessment of transversal skills, April 20, 2018, Louvain-la-Neuve




# The Transversal Learning Outcomes of the Bachelor in Psychology

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## Agenda

- A situated intervention
- Context of the Faculty of Psychology and Education
- Reform of the bachelor programme
- Intended Learning Outcomes of the Bachelor programme
- Transversal Learning Outcomes

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M. Frenay, Lyon, 16/10/17

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## A situated intervention...

- **As an actor** of curricula reforms and an educational leader at the Faculty of Psychology and Education for more than 10 years
  - Bologna Process and the Bologna Decree :
    - Member of the Bachelor Commission to prepare Bologna reform of the Bachelor (starting date in 2004)
    - Vice-Dean from 2004 to 2009, in charge of teaching and students
    - Member of different UCL Commissions (GAQ, CEFO)
  - Learning Outcomes and the European Qualification Framework (2011-2014)
    - **AALLO Project AALLO** : Member of the steering committee and coordinator for the Human Science Sector
    - Dean from 2009 to 2015 : Decision taken in 2010 to reform all curricula, in charge of coordinating this reform
  - 2014 – Landscape Decree
  - 2015 – AEQES, evaluation of Faculty curricula based on an auto-evaluation report and visits by experts






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## A situated intervention...



- **As a teacher** in the Bachelor program of Psychology, in charge since 2012 with colleagues to deliver two « courses » (*“Projet de formation”*) of a total of 12 credits on the 180 credits of the 3 years of the Bachelor
- **As a researcher** in higher education, responsible of the Chair in University Teaching and Learning
  - Involved in joint research projects on
    - Curricula reforms (eg. PBL reform in Engineering in the 2000s)
    - Implementation of the curricula approach in UCL
    - Role of program coordinator and development of leadership skills







## Context of the Faculty of Psychology and Education



- One of the 6 Faculty in the Human Sciences Sector
- Mission: To deliver university programmes in the domain of psychology and educational science
- Offers:
  - Two bachelors: psychology and speech therapy
  - Four masters: psychology, speech therapy, educational sciences and family and sexual studies
  - Specialised Masters
  - PhD
  - Teacher education certificates and diplomas
- Students: more than 3056 students, with 1250 in the Bachelor programmes
- Staff:
  - 37,80 EFT Academics + 12 EFT Lecturers
  - 30,35 EFT teaching assistants
  - 18,60 EFT administrative staff

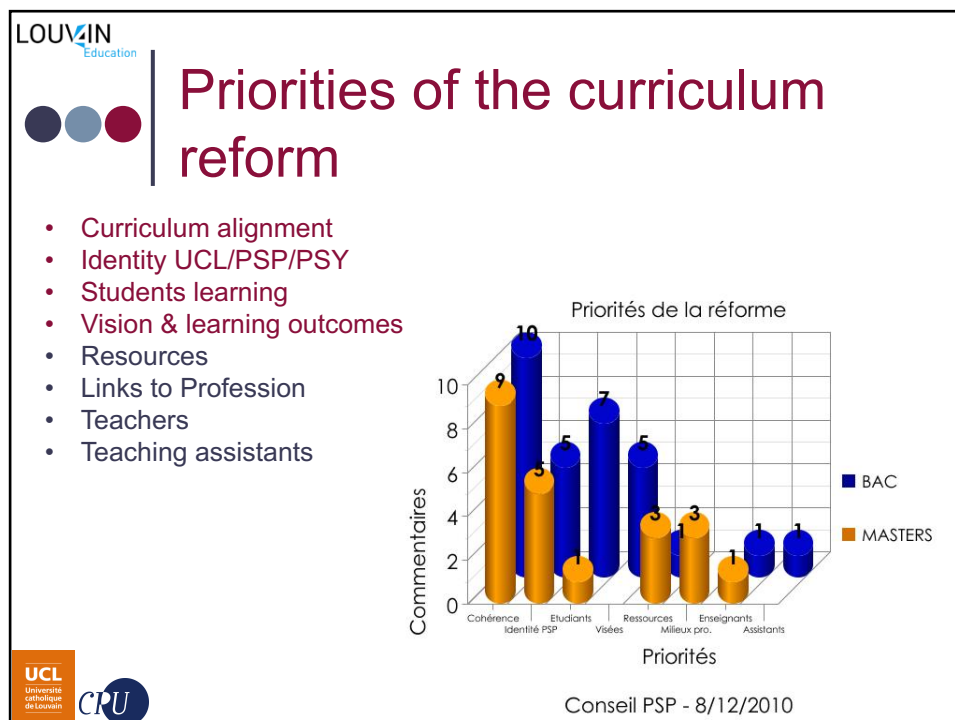
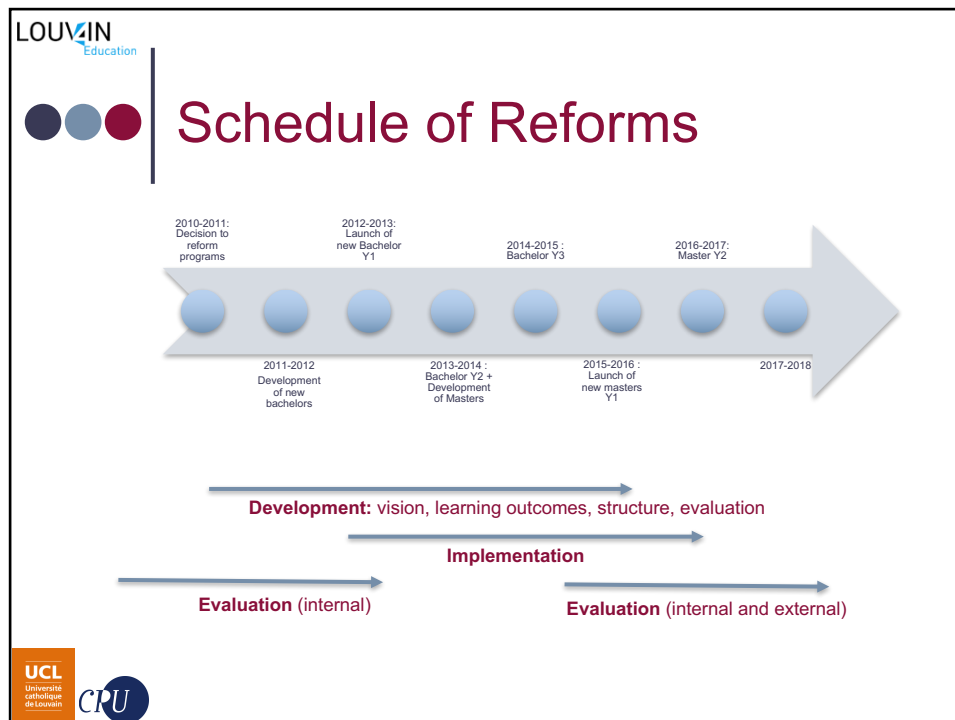




## Context of curriculum reforms

- A long term commitment to reform our curricula
- From 2010: Decision to reform all Bac and Masters curricula
  - Priorities set (see graph)
- From 2011: Development of new Bachelors and Masters
- From 2012: Implementation
- In parallel : Evaluation process, from internal to external





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## Pedagogical choices, sustaining the vision of the Bachelor program


- Definition of **learning outcomes**, that are progressive from Y1 to Y3 and articulated
- Focus on the **development of the students' project** (studies and socio-professional)
- Strong **alignment** between learning outcomes, instructional strategies and evaluation
- Openness to **society issues**
- **Research-based** teaching
- Development of **autonomy and critical thinking**
- **Pluridisciplinarity**
- Teachers: passionate for their discipline, accessible, willing to progress

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9


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## A strong focus on learning outcomes, both disciplinary and transversal

- Iterative work
- Involving academics, teaching assistants, students and professionals
- Different steps
  - From examples from other curricula
  - Brainstorming & writing of a first set
  - Confrontation to professionals and to alumni
  - Second set and Validation by councils
  - Presentation to professionals before launching

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## Degree programme learning outcomes (PLO)

- Six main intended PLO « To become an actor for changing individual or collective behaviour, students should be able, at the end of the programme, ... »
  - To analyse ...
  - To intervene ...
  - To communicate ...
  - To interact ...
  - To respect ...
  - To evolve and progress ...
- Each of them have 2 to 3 for each main PLO => 15 PLO

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## Intended learning outcomes (PLO) to become a professional in the domain of psychology or education, means that students should be able to

...

**Analyser** une situation (individuelle ou collective) en mettant en oeuvre de manière précise et rigoureuse les concepts fournis par les théories ou approches pertinentes

**Intervenir** Elaborer un plan d'intervention théoriquement et empiriquement justifié afin de modifier une situation individuelle ou collective, mettre en oeuvre ce plan et en évaluer l'efficacité

**Communiquer** une information précise, correcte et pertinente à l'aide d'un support adapté au contenu et au public visé

**Interagir** Interagir efficacement avec différents acteurs en réseaux impliqués dans une situation donnée, sur des plans interpersonnel et professionnel

**Respecter** Agir en tant que psychologue universitaire, de manière rigoureuse, déontologique et éthique

**Evoluer** et accroître son professionnalisme et ses compétences

Devenir un acteur de changement du comportement individuel ou collectif

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## Degree programme learning outcomes (PLO)

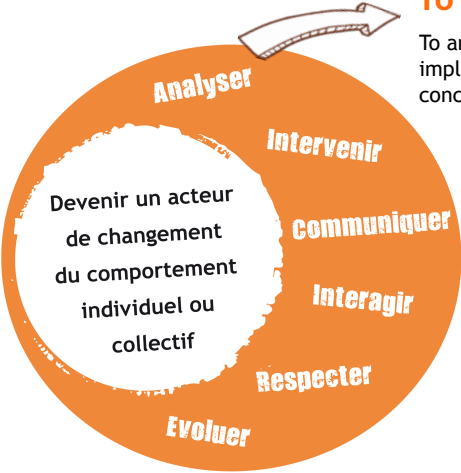
- [https://uclouvain.be/prog-2017-ppsp1ba-competences\\_et\\_acquis](https://uclouvain.be/prog-2017-ppsp1ba-competences_et_acquis)
- They have been declined with a progression from Bachelor to Masters level
  - Cf. file - CF48 14/11/12

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## Intended learning outcomes (PLO) to become a professional in the domain of psychology or education...



**To analyse**

To analyse a situation (individual or collective) by implementing in a precise and rigorous way the concepts provided by relevant theories or approaches.

- To master psychology theories, methods, tools and research results;
- To use this disciplinary background to analyse, criticise and model situations.

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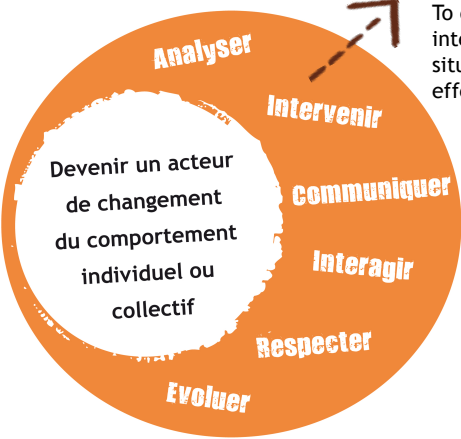
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**Intended learning outcomes (PLO) to become a professional in the domain of psychology or education ...**

**To intervene**

To develop a theoretically and empirically justified intervention plan to modify an individual or collective situation, implement this plan and evaluate its effectiveness.

- develop an intervention plan;
- implement planned actions;
- evaluate the effectiveness of its actions.



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**To develop a theoretically and empirically justified intervention plan to modify an individual or collective situation, implement this plan and evaluate its effectiveness**

B1. master knowledge about interventions to improve a given situation (individual, group or organization);

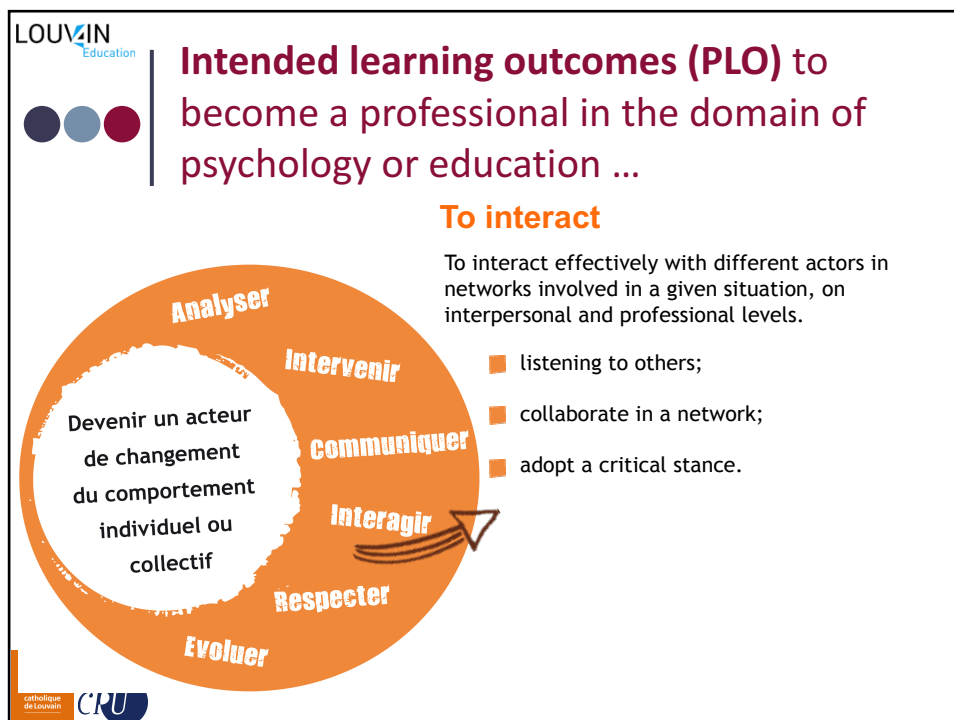
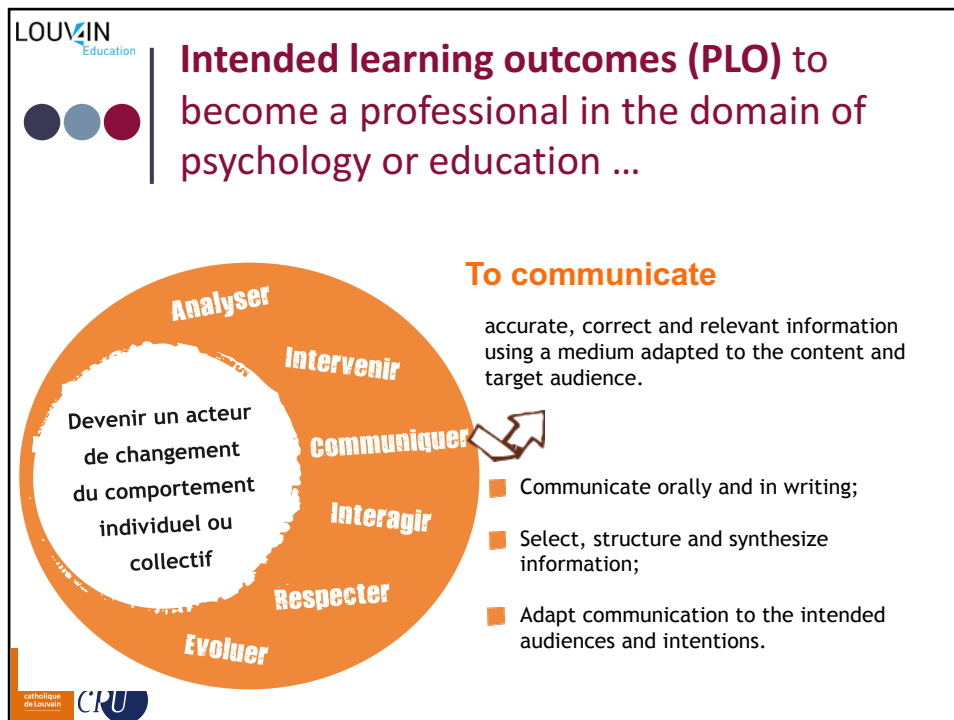
B2. plan an intervention to improve a given situation (individual, group or organization)

- At the Bachelor level,
  - identify interventions relevant to a simple situation, taking into account the analysis of this situation and the various issues (e.g., social, legal, political, economic and cultural)
  - program the different stages and identify the different actors with reference to theoretical intervention models
- At the Masters level,
  - choose an intervention and justify its relevance to a situation, taking into account the analysis of the situation and the various issues (e.g., social, legal, political, economic and cultural)
  - program the different stages and identify the different actors with reference to theoretical intervention models and take into account the resources and constraints for the situation-specific intervention

B3. implement an intervention plan, in whole or in part, and evaluate its effectiveness.

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**Intended learning outcomes (PLO) to become a professional in the domain of psychology or education ...**

**To respect**

To act as a university psychologist in a rigorous, "deontological" and ethical manner.

- To master the steps, methodologies and tools of scientific research;
- To integrate this approach into the practice of their profession;
- To exercise his/her profession with reference to the principles of ethics and professional conduct.

The diagram shows a circular process with six stages: Analyser, Intervenir, Communiquer, Interagir, Respecter, and Evoluer. In the center is a white circle with the text 'Devenir un acteur de changement du comportement individuel ou collectif'. An arrow points from the 'Respecter' stage towards the right, indicating a focus on ethical and professional conduct.

**Devenir un acteur de changement du comportement individuel ou collectif**

**Respecter**

**Evolution**

**Interagir**

**Communiquer**

**Intervenir**

**Analyser**

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**Intended learning outcomes (PLO) to become a professional in the domain of psychology or education ...**

**To evolve and progress**

To assess and enhance professionalism and skills.

- To develop as a person;
- To develop a personal professional project.

The diagram shows a circular process with six stages: Analyser, Intervenir, Communiquer, Interagir, Respecter, and Evoluer. In the center is a white circle with the text 'Devenir un acteur de changement du comportement individuel ou collectif'. An arrow points from the 'Evoluer' stage towards the right, indicating a focus on personal and professional development.

**Devenir un acteur de changement du comportement individuel ou collectif**

**Respecter**

**Evolution**

**Interagir**

**Communiquer**

**Intervenir**

**Analyser**

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**Main axes to structure the course units throughout the 3 years of the programme**

Four « blocks » to structure course units

- Foundations in Psychology and Education
- Biological foundations
- Social, economical and cultural foundations
- Practices, methods and language

+ a course unit dedicated to the « development of the study and socio-professional insertion project »

**Projet de formation**

Pratiques et méthodes, langues  
Fondements socio-culturels  
Fondements biologiques  
Fds psychologiques - éducation

Academic Work Methodology  
Socio-professional insertion

Bac 1 Bac 2 Bac 3

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**« Projet de formation »** **UCL eureka!** LES TALENTS SE RÉVÈLENT


- A course throughout the Bachelor
- Which aims to...

Starting from oneself  
Starting from oneself  
Studies  
Profession  
Profession  
Studies

→ Develop a study project related to your professional project

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## Focus on the programme intended learning outcomes

- **Disciplinary and transversal** learning outcomes, integrated within the six main PLO
- **Progression** from Bachelor to Masters
- Each Unit Course defines LO :
  - referring to those PLO and declined them for the specific foundations but aligned with the global PLO
- Matrices between PLO, LO, instructional and evaluation strategies to assure programme alignment

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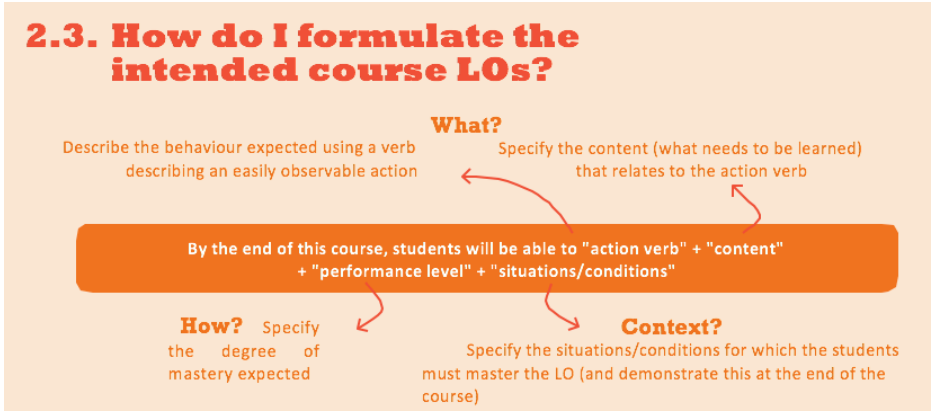


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## How to formulate learning outcomes?

### 2.3. How do I formulate the intended course LOs?



**What?** Describe the behaviour expected using a verb describing an easily observable action


**What?** Specify the content (what needs to be learned) that relates to the action verb

**How?** Specify the degree of mastery expected

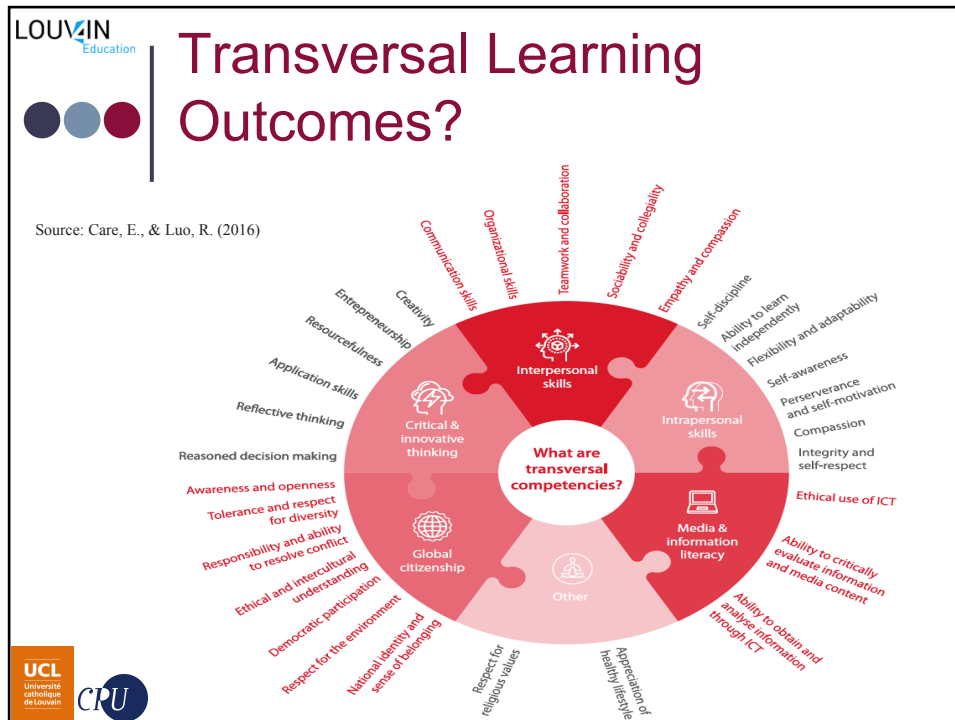
**Context?** Specify the situations/conditions for which the students must master the LO (and demonstrate this at the end of the course)

By the end of this course, students will be able to "action verb" + "content" + "performance level" + "situations/conditions"

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Source: Cahier LLL, p.61 - Appendix




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## Transversal Learning Outcomes in the Bachelor

- Interpersonal skills
  - Communication skills => **C. To communicate**
  - Teamwork and collaboration => **D. To interact**
- Intrapersonal skills
  - Integrity, respect => **E. To respect**
  - Ability to learn independently => **F. To evolve and progress**
- Critical and innovative thinking
  - Reasoned decision making => **B. To intervene**
  - Reflective thinking => **A. To analyse**
- Global citizenship
  - Tolerance and respect for diversity  
=> **B. To intervene, C. to communicate and D. to interact**
- Media and information literacy
  - Ability to analyse and obtain information => **A. To analyse**
- Other

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**D. Being able to ... interact effectively with different actors in networks involved in a given situation, on interpersonal and professional levels**


**D1. Listening to others in learning situations and professional environments**

- *At the Bachelor level:*
  - **integrate into a team;**
  - **actively listening and empathetically understanding a person in an interpersonal consultation/interview context at a basic level (i.e., a single client/patient; adult; face-to-face situation; simple problems)**
- *At the Masters level:*
  - **integrate into a team and participate in its dynamics;**
  - **practice active listening professionally in complex situations**

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**D. Being able to ... interact effectively with different actors in networks involved in a given situation, on interpersonal and professional levels**

**D2. interact and collaborate in a network in an adapted way in learning situations and professional environments**

- *At the Bachelor level:*
  - **use different means of communication** (e.g., written, oral, audio-visual)
  - **know the conditions for collaborative learning**
  - **Interact with others (students) to achieve a common goal**
- *At the Masters level:*
  - **learn about different ways of collaborating through the use of dynamic/clinical science-based techniques**
  - **apply the most effective means of collaboration in response to given situations**
  - **use appropriate means of communication** (e.g., written, oral, audio-visual)
  - **understand the principles and factors of group dynamics and the conditions of interdisciplinarity**
  - **dialogue with the beneficiary on the planned intervention**
  - **share useful information with other stakeholders to optimize a collective intervention**
  - **coordinate and lead a team**
  - **collaborate in multidisciplinary projects**

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**D. Being able to ... interact effectively with different actors in networks involved in a given situation, on interpersonal and professional levels**

**D3. Adopt a critical stance in learning situations and in professional environments, towards others and oneself**

- *At the Bachelor level:*
  - *open up and accept the point of view of team members*
- *At the Masters level:*
  - *understand interpersonal and organizational issues with reference to social and organizational psychology theories according to the requirements, principles and codes of different professional backgrounds*
  - *be open and accept the point of view of team members, partners*

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