

**Developing Learning  
Outcomes:  
A practical guide aligned  
with the European  
Qualifications Framework  
(EQF)**

European Fundraising Association



# Purpose of the Guide

- Support our members applying for accreditation
- To provide clear guidance on how to draft, review, and document learning outcomes in a consistent, auditable, and learner-centred way, aligned with the European Qualifications Framework (EQA)

Common language



EFA Advanced Competence Framework

**Developing Learning Outcomes: A  
Practical Guide Aligned with the  
European Qualifications Framework**

# What are Learning Outcomes?



**Learning outcomes define:**

1. What learners know
2. What they can do
3. The level of responsibility and autonomy they demonstrate

# Why is this approach important - Fundraising

- Becoming increasingly professionalised
- Under greater public scrutiny and accountability
- Evolving regulatory environments
- Growing need for comparable qualifications across Europe

Clear learning outcomes build credibility, trust, and professional recognition.

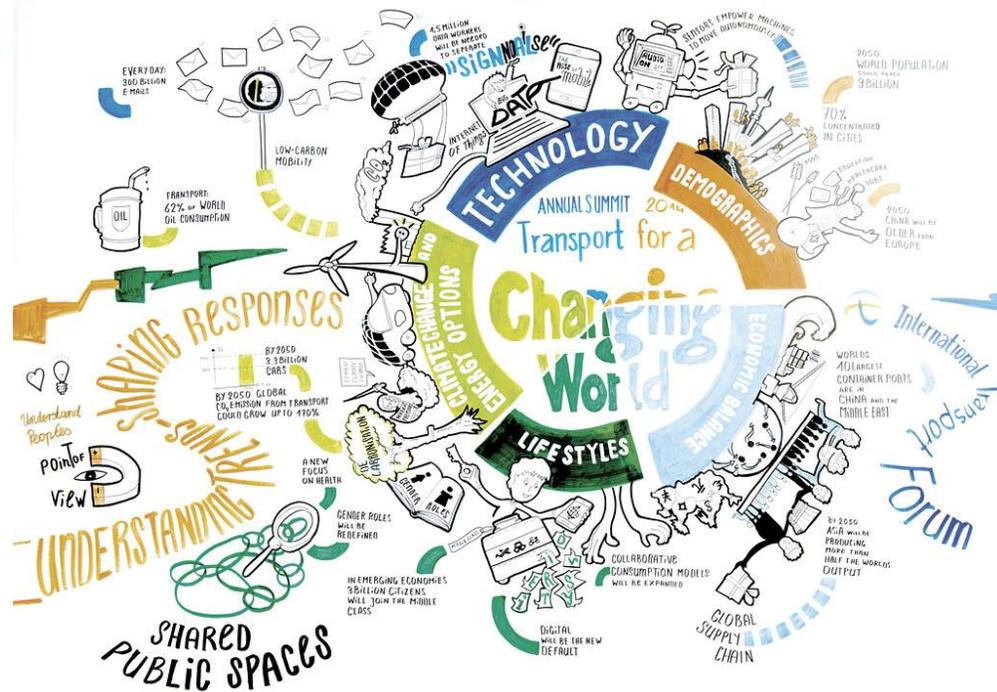


# Why is this approach important - fast evolving world

- Employers want evidence of what graduates can do
- Learners want learning that leads directly to career opportunities

Expansion of work- integrated learning models (ie, apprenticeships & internships), which ensure outcomes reflect practical experience and workforce readiness

Funding decisions are being linked to outcomes



## Step-by-step process

- Identify the target EQF level
- Use measurable, action verbs
- Match verbs to EQF complexity
- Make outcomes learner-centred
- Limit and structure clearly
- Ensure measurability
- Promote progression & coherence
- Reference quality standards
- Review, test, refine

**This is a quality framework**



# The European Qualifications Framework (EQF)

The EQF makes qualifications readable, comparable, and trusted across Europe.

EQF LEVEL 8	ACADEMIC LEVEL	DOCTORATE	MAINTENANCE MANAGERS AND SUPERVISORS, VOCATIONAL TEACHERS
EQF LEVEL 7		MASTER	
EQF LEVEL 6	POST UPPER SECONDARY LEVEL	BACHELOR	
EQF LEVEL 5		HIGHER NATIONAL DIPLOMA	
EQF LEVEL 4	UPPER SECONDARY LEVEL	HIGHER NATIONAL CERTIFICATE, UPPER SECONDARY DIPLOMA	MAINTENANCE MECHANICS
EQF LEVEL 3	SECONDARY LEVEL	SECONDARY DIPLOMA OR VOCATIONAL DIPLOMA	
EQF LEVEL 2	PRIMARY LEVEL	SECONDARY SCHOOL WITH NO DIPLOMA	
EQF LEVEL 1		PRIMARY SCHOOL	

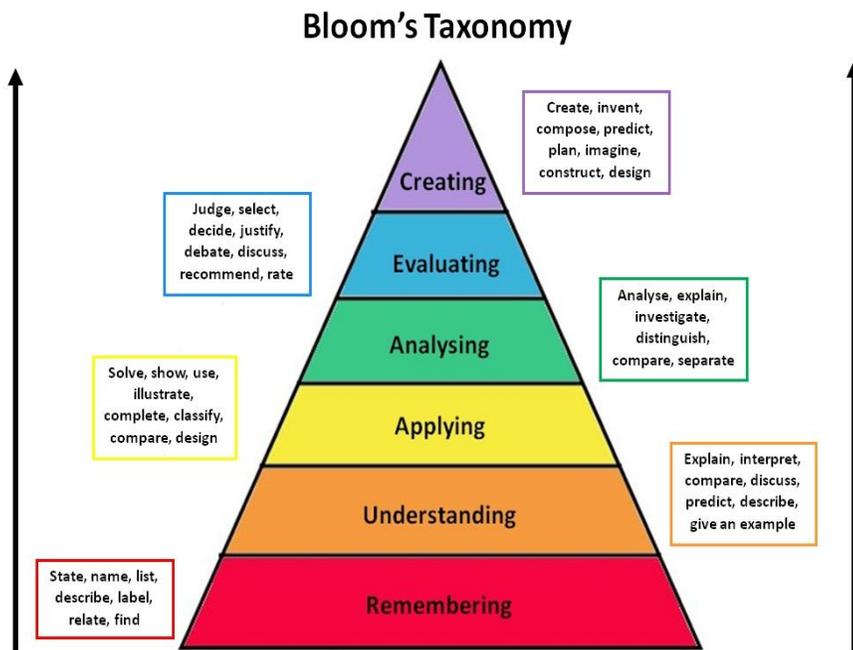
- A shared European reference framework
- 8 levels (1–8)
- Based on **learning outcomes**
- Enhances transparency and comparability

## Structured Around:

- Knowledge
- Skills
- Competence

# Designing High-Quality Learning Outcomes

## 1. Use action-oriented, measurable language



- Draft outcomes using clear, observable verbs that reflect assessable performance:
- Begin each outcome with an active verb (e.g., describe, analyse, evaluate, create)
- Use Bloom's Revised Taxonomy to guide verb selection
- Avoid vague verbs like *understand* or *know* unless paired with context and assessment criteria

*A summary of verbs suitable for expressing learning outcomes aligned with EQF levels 6 & 7 across the dimensions of Knowledge, Skills, and competence.*

EQF Level	Knowledge verbs	Skills verbs	Competence verbs
6	Critically analyse, evaluate, debate	Apply, design, create, assess	Manage complex activities, take initiative, make decisions
7	theorise, critique, formulate, conceptualise, innovate, evaluate, justify, synthesise, develop methodologies	lead, transform, mentor, make strategic decisions	take responsibility for strategic leadership

## 2. Limit and Structure Clearly

- Use a manageable number of outcomes per module (typically 3 - 6).
- Keep statements concise and logically structured.
- Each outcome should focus on one main achievement.

## 3. Learner-centred

- Phrase outcomes from the learner's perspective: "*By the end of this module, learners will be able to...*"
- Focus on what learners can demonstrate, not what educators intend to teach

Ensure

Ensure Measurability  
Use clear action verbs that can be assessed

Make

Make sure outcomes describe observable learner performance.

Align

Align outcomes with appropriate assessment methods.

### 3. Promote Progression & Coherence

Maintain consistency across modules and programme levels.

Support a clear learning pathway for learners.

### 4. Reference Quality Standards

Align outcomes with recognised frameworks (e.g., institutional guidelines).

Ensure they meet accreditation and quality assurance requirements.



# Learning Outcomes Alignment Checklist



## Before submission:

- Identify the target EQF level
- Outcomes use measurable, active verbs
- Each outcome aligns clearly with one or more EQF dimensions
- Outcomes are realistic for the stated EQF level
- Outcomes are learner-centred (“learners will be able to...”)
- Assessment methods measure intended outcomes effectively
- Stakeholders (faculty, employers, learners) reviewed outcomes
- Outcomes contribute to program-level learning outcomes
- Revisions made based on feedback / previous evaluations

We look forward to receiving your submissions

