



KOLEGJI - COLLEGE  
**BIZNESI**  
Prishtinë

**KOLEGJI "BIZNESI"**

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PRISHTINË

**POLICY ON THE NUMBER OF LEARNING  
OBJECTIVES AND LEARNING OUTCOMES BASED ON  
ECTS CREDITS**

Pristina, 2024

This policy, approved by the decision of the Higher Teaching and Scientific Council of BIZNESI College dated 01/11/2024, based on applicable legislation and the College Statute, establishes a standardized framework for determining the number of learning objectives and learning outcomes depending on the ECTS credit workload. Its purpose is to ensure an optimal balance between student workload and achievable learning goals, promoting transparency, attainability, and quality in the teaching process.

## **POLICY ON THE NUMBER OF LEARNING OBJECTIVES AND LEARNING OUTCOMES BASED ON ECTS CREDITS**

This policy has been developed to establish a detailed and standardized framework for determining the number of learning objectives and learning outcomes in each academic course, primarily based on ECTS credits (European Credit Transfer and Accumulation System). The main purpose is to ensure an optimal balance between student workload and achievable learning goals, preventing unnecessary overload or underestimation of course content. This document is structured into articles to facilitate reading and implementation and is expanded with additional clarifications, practical examples, logical reasoning, and further considerations to make its application clearer in different academic contexts. The policy takes into account that the ECTS system promotes transparency and comparability in European higher education by linking credits to the actual student workload.

### **Article 1: Purpose and Scope of Application**

#### **1.1 Main Purpose**

This policy aims to create a proportional and reasonable relationship between the number of ECTS credits of a course and the number of learning objectives and learning outcomes. By establishing clear limits and guidelines, the policy avoids situations where courses with few credits contain an excessive number of objectives, creating overload, or vice versa, underestimating course content, ensuring a reasonable distribution of student workload.

#### **1.2 Scope of Application**

The policy applies to all courses in bachelor and master programs offered at BIZNESI College. It applies to both new and existing courses during periodic curriculum reviews.

#### **1.3 Promotion of Quality**

By focusing on attainability and clarity of expectations, the policy contributes to student motivation, improvement of academic performance, and the overall quality of academic programs.

## Article 2: Definitions

### 2.1 Learning Objectives

General statements that describe the goals and direction of a course from the instructor's perspective. They serve as guidance for the structure and focus of course content.

### 2.2 Learning Outcomes

Specific and measurable statements that describe the knowledge, skills, and competencies students are expected to demonstrate and master at the end of the course. They are formulated using action verbs such as describe, analyze, and apply.

### 2.3 ECTS Credits (European Credit Transfer and Accumulation System)

The European standard unit for measuring student workload, where one ECTS credit corresponds to approximately 25 to 30 hours of student work, and 60 credits represent a full academic year workload.

## Article 3: Criteria and Guidelines for Determining the Number

### 3.1 Basic Proportional Principle

The number of learning objectives and learning outcomes must be directly proportional to the credit workload, course complexity, and program level such as bachelor or master studies. Each learning outcome must correspond to sufficient study and practical work time to be effectively achieved within the allocated timeframe.

### 3.2 Qualitative Guidelines and Orientation

To support the development of a reasonable and balanced structure, it is recommended that the number of learning objectives and outcomes follows the qualitative orientation below, depending on the credit workload.

**Table 1: Indicative recommendations for the number of learning objectives and learning outcomes according to ECTS credits.**

ECTS Credits	Total Workload (Hours)	Recommended Structure Characteristics
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1 – 3	25 – 75	More limited and focused. A small and highly concentrated number of objectives and outcomes corresponding to an introductory treatment or a narrowly defined topic.
4 – 6	100 – 150	Balanced and sufficient. A clear and achievable structure that covers the main dimensions of the course, combining theory and practice proportionally.
7 – 9	175 – 225	Broader but structured. A more comprehensive approach that allows depth and breadth, clearly organized such as through modules or phases to maintain clarity.
10+	250+	Broad and complex but achievable. A comprehensive structure reflecting the intensive and complex nature of work, such as major projects or theses, while maintaining a clear focus on attainability.

This table serves as a primary qualitative guideline and reference framework for the design and review of course syllabi.

### **3.3 Justification and Evaluation Procedure**

The course coordinator is responsible for selecting and justifying the final number of learning objectives and outcomes, based on the proportional principle (3.1) and qualitative orientation (3.2). During the review process by the Curriculum Review and Development Commission (CRDC), it is assessed whether this selection is reasonable and aligned with student workload. A structure that appears to be clearly inconsistent with the guidelines in Table 1 will require more detailed justification.

### **3.4 Additional Formulation Guidelines**

Learning objectives and outcomes must be formulated in accordance with Bloom's Taxonomy. The formulation must be clear, measurable, student centered, and verifiable.

## **Article 4: Implementation and Monitoring Procedures**

### **4.1 Submission and Development**

Course coordinators must include and justify learning objectives and outcomes in the course syllabus and submit them for review at the beginning of each academic cycle.

### **4.2 Review and Approval**

The Curriculum Review and Development Commission (CRDC) is responsible for reviewing and

approving course syllabi, verifying compliance with this policy, and addressing requests for deviations.

**4.3. Monitorimi dhe Përshtatja:** Në mbarim të çdo semestri, mbledhet informacion reagimesh (feedback) nga studentët dhe mësuesit për të vlerësuar përshtatshmërinë e ngarkesës së punës dhe qartësinë e pritshmërive. Këto të dhëna përdoren për përmirësimin e vazhdueshëm të lëndëve dhe, nëse është e nevojshme, për rishikimin e politikës.

#### **4.4 Training and Support**

The College provides regular training and resources for academic staff regarding the effective implementation of the ECTS system and the qualitative formulation of learning objectives and learning outcomes.

### **Article 5: Review and Entry into Force**

#### **5.1 Periodic Review**

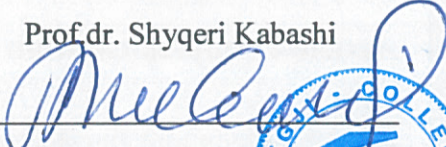

This policy is reviewed by the Higher Teaching and Scientific Council every three years, or more frequently if necessary, to reflect accumulated experience, changes in European guidelines, and institutional development needs. The review is conducted through consultations with academic staff, students, and relevant stakeholders.

#### **5.2 Entry into Force**

This policy enters into force immediately after approval, signing by the Dean, and official publication within the College.

DEAN

Prof.dr. Shyqeri Kabashi

This policy is an integral part of the Quality Manual of BIZNESI College.