




Quality through Transparency: how a learning outcome approach aides mobility

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Presentation Summary

- The context
 - Employability
 - ECTS
 - Diploma Supplements
- What are Learning Outcomes?
- How are they linked at National Level?
- What are they not?
- Question and Answers

The background of the slide is a composite image. On the left, there is a blue-tinted globe showing the continents. In the center, a classroom scene is visible with a projector screen displaying a diagram. On the right, the European Union flag is partially visible, showing the yellow stars on a blue field. The overall color scheme is light blue and white.

Transparency = Employability
Qualifications are global

ECTS Users' Guide

Question: How many occurrences of the phrase “learning outcomes” appear in the current Users' Guide?

Answer: 139

ECTS Users' Guide

- Introduction

“The 2009 Users' Guide elaborates on the previous version of 2005. It has been updated to take account of developments in the Bologna Process, the growing importance of lifelong learning, the formulation of qualifications frameworks and **the increasing use of learning outcomes.**”

- Section 2 – ECTS Key Features

“ECTS is a learner-centred system for credit accumulation and transfer based on **the transparency of learning outcomes** and learning processes.”

“ECTS credits are based on the workload students need **in order to achieve expected learning outcomes.**”

“**Learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning.**”

- Section 3 – ECTS Key Features Explained

“**Learning outcomes statements are typically characterised by the use of active verbs** expressing knowledge, comprehension, application, analysis, synthesis and evaluation, etc.”

- Section 7. References for Further Reading

Diploma Supplement

- It is designed as a supplement to the degree certificate and to provide a description of the nature, level, context, content and status of the studies that were pursued by graduates. It aims to:
 - Promote transparency in higher education
 - Facilitate the academic and professional recognition of qualifications
 - Explain the contents of the qualifications delivered by higher education institutions in an internationally understandable form
 - Accommodate rapid changes in qualifications
 - Aid mobility, access and lifelong learning
 - Promote fair and informed judgements about qualifications

What are Learning Outcomes?


- “Learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning.”
- They must be assessed.
- They clearly involve students in undertaking work and therefore have a workload associated with them.
- They need to contain an appropriate verb (Blooms Taxonomy).
- They need to be obtainable and measurable.
- Learning Outcomes need to be written in a holistic context taking into account the Learning and Assessment. (LOLA)
- Feedback should be given in relation to Learning Outcomes.

An example Process from the UK

- Generate the programme specification taking into account the relevant [Benchmark Statements](#). The programme specification will list the programme learning outcomes. (<http://www.essex.ac.uk/programmespecs/progspec.asp?prog=BENGH610++10>)
- Create a structure of modules across the study programme taking into account the level. In each year set the appropriate workload to meet the learning outcomes. In this example all modules are either 7.5 or 15 ECTS credits.
- Write the module learning outcomes relating them to the programme learning outcomes and taking into account the learning, teaching and assessment methods or strategies. The workload within a module should be distributed amongst the activities in an appropriate way to enable the students to meet the learning outcomes.
 - www.essex.ac.uk/courses
 - www.modules.napier.ac.uk/
- Take care that you assess the learning outcomes you wrote and that any other skills required have already been demonstrated.

What LO's are not!

- A set of statements that are for administration purposes only.
- Written with no thought given to the learning or assessment.
- Written without careful choice of the verb. (for example “describe, identify, analyse, explain” and not “know, understand, learn, appreciate”.)

The background is a composite image. On the left, there is a blue-tinted globe showing the continents. In the center, there is a blurred image of a classroom or meeting room with a large screen displaying a presentation. On the right, there are several yellow stars of varying sizes, some of which are semi-transparent, arranged in a pattern similar to the European Union flag. The overall color scheme is light blue and white.

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Qualifications are global



Thank you all for your attention

Questions?