



Bologna Seminar

Learning outcomes based higher education: The Scottish experience

Workshop 5: national qualifications frameworks and levels, and internal and external review processes

The Quality Enhancement Framework in Scotland

Includes five elements:

- *reviews at subject level run internally by the HEIs*
- public information provided by the HEIs
- involvement of students in institutional quality management
- HEIs engaging with a national programme of enhancement themes
- *the Enhancement-Led Institutional Review (ELIR) process, with a focus on strategic management of academic standards and enhancement of the quality of the student experience*

Institutions' internal quality assurance processes

- “ Each institution is responsible for the standards and quality of its academic awards and programmes
- “ These responsibilities for standards and quality are addressed through:
 - “ procedures for the design, approval, monitoring and review of programmes
 - “ the assessment of students
 - “ external examiners

Academic Infrastructure (UK)

The Academic Infrastructure provides a means of describing academic standards in UK higher education:

- “ QAA Code of Practice for the assurance of academic quality and standards
- “ Subject benchmark statements
- “ Programme specifications
- “ *Framework for higher education qualifications (in Scotland – SCQF)*
<http://www.scqf.org.uk/>

Scottish Credit and Qualifications Framework (SCQF)

Two measures used to place qualifications and learning outcomes in the Framework:

- “ Levels of outcomes (12 levels)
- “ Volume of these outcomes (credit)

Scottish Credit and Qualifications Framework

12		Doctorate		12
11		Masters	SVQ 5	11
10		Honours Degree		10
9		Ordinary Degree		9
8		HND / HE Diploma	SVQ 4	8
7	Advanced Higher	HNC / HE Certificate		7
6	Higher		SVQ 3	6
5	Intermediate 2		SVQ 2	5
4	Intermediate 1		SVQ 1	4
3	Access 3			3
2	Access 2			2
1	Access 1			1

The use of levels and credit in the SCQF

SCQF Levels

Each level is described in terms of:

- “ knowledge and understanding;
- “ practice;
- “ generic cognitive skills;
- “ communication,
- “ numeracy and IT skills;
- “ autonomy accountability and working with others

SCQF credit:

1 credit point = notional 10 hours learning

Eg HNC (SHE level 1) = 120 credits

Scottish Bachelors Honours degree = 480 credits

Enhancement-led institutional review (ELIR)

- “ *Provides information on the security of an institution’s management of quality and standards, and*
- “ is focused on the institution’s strategic management of quality enhancement

Characteristics of ELIR

- a focus on the strategic management of enhancement
- a focus on the effectiveness of student learning
- *the use of a range of reference points, including the academic infrastructure and SCQF*
- appropriate reference to employer and international perspectives
- the inclusion of student reviewers
- follow-up through an annual discussion

In summary: Learning outcomes in context of Scottish higher education

- “ Programme design and delivery
 - “ Assessment strategies
 - “ Teaching and learning strategies
- “ Programme approval, review and revalidation
- “ External review . institutional use of reference points

Discussion

- “ How do your institutions use learning outcomes in relation to programme design and validation, and teaching and learning and assessment strategies?
- “ Does your national qualifications framework provide learning outcomes that are useful in relation to designing, delivering and assessing programmes?
- “ What are the impediments to using learning outcomes within your institutions? How might these be overcome?

Discussion

- “ Are there any impediments to aligning learning outcomes used within your institutions with your national qualifications framework? How might these be overcome?”
- “ Is there any experience in your country of using learning outcomes, linked to the national qualifications framework, to support the mobility of students (within and between institutions?; in recognising prior learning?)”