

Edinburgh, 21 February 2008

Bologna Seminar: Learning outcomes based higher education - the Scottish Experience

Learning Outcomes: why they are important for Higher Education Institutions

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What can graduates do?

(Sue Otter, 1992)

How do you ensure comparability between degrees?

Standards & Benchmarks


Learning Design

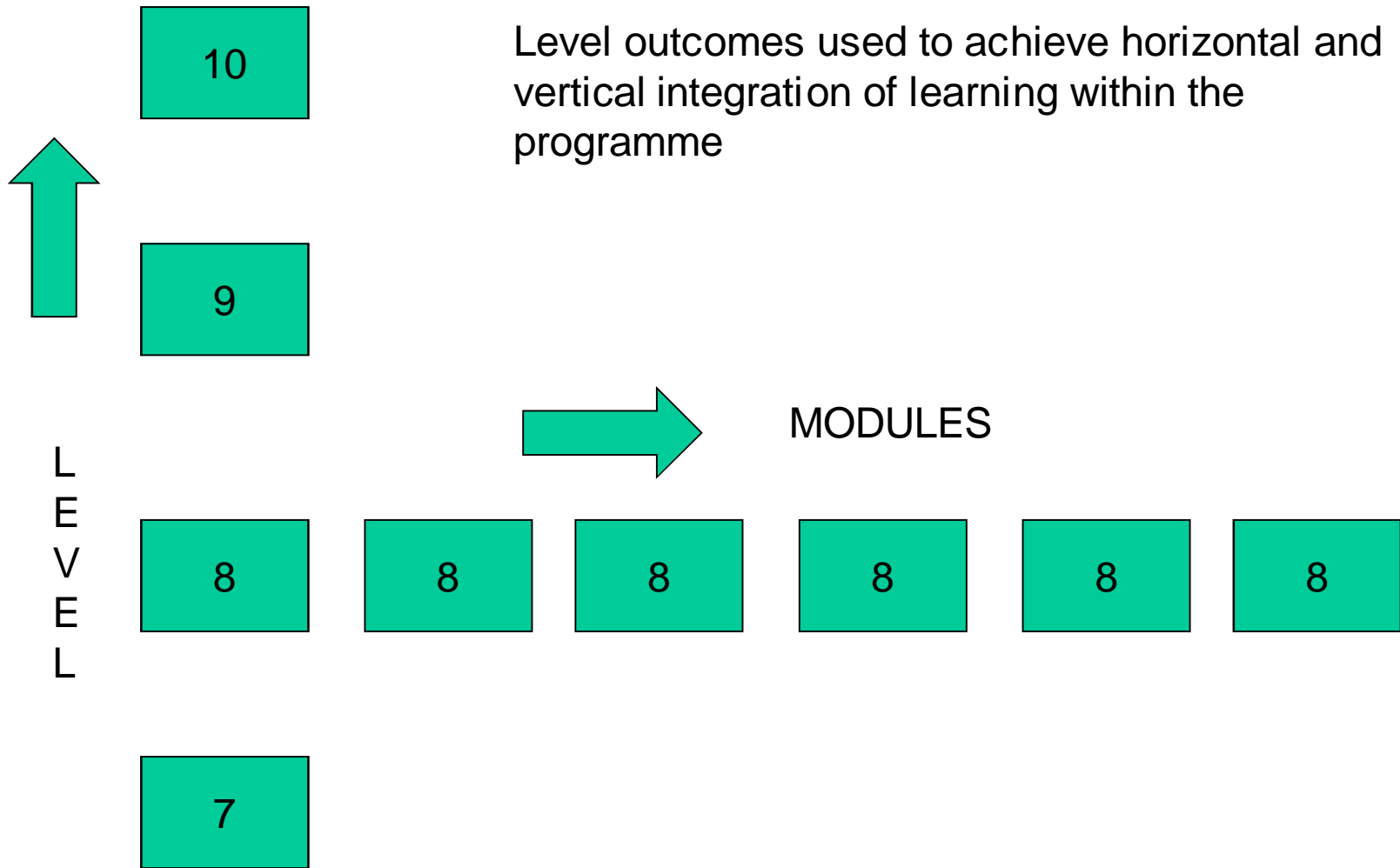
Flexibility

Scottish Credit and Qualifications Framework

“Looking at the different levels in the Framework is like looking at a road map. You can see where you are now and the different routes you can follow - like the different routes to learning - to reach your next destination. The Framework is also like a climbing frame, with the possibility of lots of horizontal as well as vertical routes to successful learning.” SCQF

New Approaches to Learning Design Using Outcomes

- “ Award outcomes
 - “ Level outcomes
 - “ Module or unit outcomes
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- “ Team design process
 - “ Integrated learning experience



Gains

- “ Enhanced coherence of Learning experience for learner
- “ Transparency
- “ Enables dialogue with stakeholders
- “ Facilitates student management of learning
- “ Supports transitions into and out of programmes at various points suited to the needs of the student

Flexibility

- “ Variety and distinctiveness of provision
- “ Life-long learning
- “ Enables accreditation of prior learning, including prior experiential learning
- “ Different routes to achievement of outcomes possible:
 - . Work-based learning
 - . Distance/blended learning
 - . Face-to-face classroom interactions