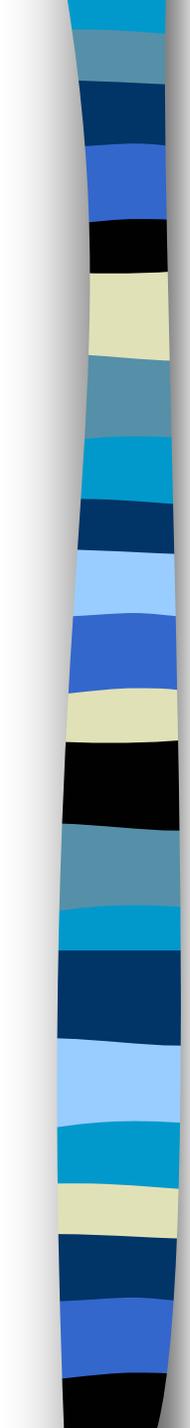


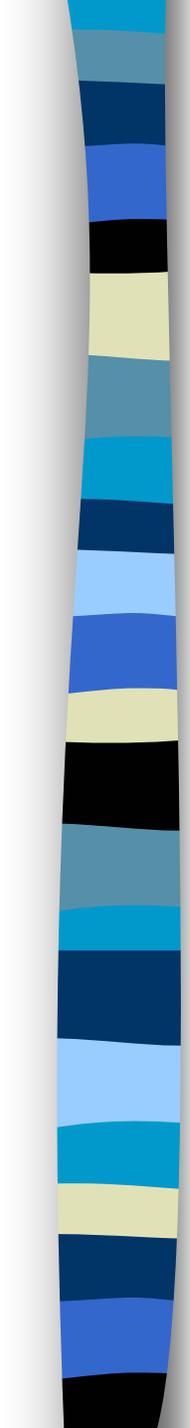
Learning outcomes and their role in the future development of the Bologna process

Stephen Adam, University of Westminster.



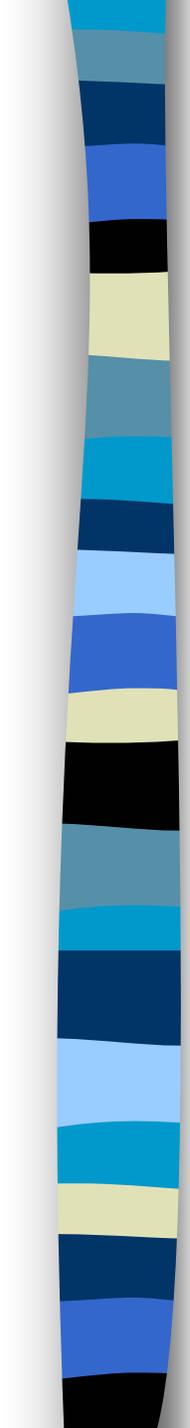
Learning outcomes and their role in the future development of the Bologna process

- **Their role depends on your vision of the European Higher Education Area (EHEA) 2010. Learning outcomes need to be an all-pervasive, core element if the EHEA is to be efficient, effective, transparent and non-invasive (non-regulatory).**
- **Learning outcomes' impact at local, national and international levels in terms of what they are, what they represent (philosophy) and what they do...**
 - highlight teaching, learning, assessment linkage
 - sharpen the focus on learning + promote student-centred learning + improve curriculum design
 - improve quality + aid quality assurance + standard setting
 - increase national and international transparency, mobility and recognition (EQF)

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- **Learning outcomes and student-centred learning (SCL) have massive implications for the role of HEIs in the Bologna process - on the organisation, conduct, assessment and content of learning. Their introduction can focus the Bologna process more on institutions rather than current ministry-dominated structural reforms.**

 - **On the negative side learning outcomes have a potentially destructive role if they are imposed in any clumsy top-down manner.**

 - **Learning outcomes have implications for all 10 Bologna ‘action lines’ and the three priority areas:**
 1. Quality Assurance – external reference points
 2. Two/three cycle system – clear cycle descriptors
 3. Recognition of degrees and periods of study – transparency + zones of confidence

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- **Learning outcomes can provide the common currency to build lifelong learning systems (integrate VET and HE, etc.)**
 - **The main challenge is to find effective ways to share good practice, involve all stakeholders, and develop common understanding of learning outcomes across Europe.**
 - **A strong case can be made that they are the essential building blocks for open, transparent, flexible higher education systems.**
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