Some thoughts on learning outcomes: their role and use in higher education in the UK

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Examples of learning outcomes

Batchelor of Education: Level 2

- At the end of the module, the learner will be expected to be able to:

- - explain the more common reasons for difficult behaviour in primary school children in class situations, indicating standard techniques for ameliorating that behaviour

Example of learning outcome

Level 3 Batchelor of Arts in English:

* At the end of the module, the learner is expected to be able to -

* - demonstrate detailed understanding of the influences of the historical and social context within which the chosen text is set, both from the study of the text itself and from the study of other contemporary literature.

Examples of learning outcomes

Level 2 Bachelor of Science, Physics

- At the end of the module, the student is expected to be able to -

- - perform correctly calculations on wave functions and in solution of the Schroedinger equation for a range of one-dimensional problems.

Example of learning outcome

Level 3 Batchelor of Science - Physics:

- **At the end of the module, the student will be expected to be able to -**

- **- describe and explain the function of the basic devices of optoelectronics; optical fibres; liquid crystal displays; bi-polar and surface field effect transistors and MOS light emitting diodes.**

Why use an outcome-based system?

An outcomes based system focuses:

- -   on the learner instead of the teacher. We are interested in learning and not teaching.

- -   on the outcomes of learning, not the process of learning.   It is the outcome that matters.

- -   on the representation of the outcomes of the learning - we seek the evidence for the learning.

A well-written learning outcome will contain the following components:

- A word that indicates what the learner is expected to be able to do

- Words that indicate on what or with what the learner is acting (the word might describe how the learner should perform)

- Words that indicate the nature of the performance required in order to demonstrate that the learner has achieved the learning (ie the standard)