

Learning Outcomes & the SCQF – Workshop 22nd March 2007

1. Aim of the workshop

- Understand what is meant by a learning outcome
- Explain why learning outcomes are beneficial in designing learning programmes
- Apply the SCQF to determine notional levels of learning

2. What are Learning Outcomes?

Learning outcomes are statements of what is expected that a learner will be able to DO as a result of a learning activity.

They are statements of intent: you may see them described as *intended* learning outcomes.

The key word is DO and the key need in drafting learning outcomes is to use **active verbs**

3. Why Learning Outcomes?

Learning Outcomes help you to let learners know what you expect of them. There are a number of benefits in using learning outcomes.

- Help you to let learners know what you expect of them
- Help learners select a particular learning programme by clarifying what learners should achieve
- Help you to design learning programmes by defining what a particular activity is intended to achieve
- Help you select the most suitable delivery method and suitable assessment to match the intended outcome

Activity 1

There are a number of benefits in using learning outcomes. In groups consider what these might be.

For the learner

For the tutor

Activity 2

Consider your own practice. What would you expect learners to be able to do prior to engaging in the learning activity?

Activity 3

What should learners be able to do as a result of their participation in the learning programme?

You have drafted learning outcomes but how are you going to know if the intended outcomes have been achieved?

You need some method of generating evidence of achievement so learner can show what they know or can do.

The method of checking this should fit the learning

Activity 4

From your own experiences, discuss possible methods of generating evidence. Assessment is when we provide evidence of our ability.

Thinking about levels of learning.

The SCQF levels relate to the demands of the learning. Look at page 26, *Autonomy, accountability and working with others* in the level descriptor's booklet. Consider level 2, then level 6 then level 10. You will see that the degree of necessary supervision and support changes.

Now look at page 18, *Knowledge and Understanding*. The framework progresses from simple facts to critical understanding of concepts.

In order to level a training programme you must first establish the intended learning outcome.

Here are three examples of learning outcomes:

- Identify five trees
- Identify five deciduous trees
- Identify five deciduous trees native to the British Isles

Activity 5

In pairs or in groups devise a simple learning outcome to be used in one of your learning programmes. Try to then develop it so that more complex learning is demonstrated.

The level of a programme is based on the professional judgement of the combined learning outcome and the assessment.

Learning programmes may begin with relatively simple outcomes but as the programme develops these may become more complex.

For example,

- **Outline an ecologically sensitive planting system for a small wood which incorporates at least five deciduous trees native to the British Isles**

Verbs taken from Bloom's taxonomy of objectives that you may wish to use to specify different sorts of outcome

Knowledge

Arrange, order, define, recognise, duplicate, label, recall, list, repeat, memorise, name, state, relate, reproduce

Comprehension

Classify, locate, describe, recognise, discuss, report, explain, restate, express, review, identify, select, indicate, translate

Application

Apply, operate, choose, practice, demonstrate, schedule, dramatise, sketch, employ, solve, illustrate, use, interpret, write

Analysis

Analyse, differentiate, appraise, discriminate, calculate, distinguish, categorise, examine, compare, experiment, contrast, questions, criticise, test.

Synthesis

Arrange, formulate, assemble, manage, collect, organise, compose, plan, construct, prepare, create, propose, design, write.

Evaluations

Appraise, judge, argue, predict, assess, rate, attach, score, choose, select, compare, support, estimate, evaluate.

Affective Domain

Joins, co-operatives, defends, helps, disagrees, offers, is attentive to, avoids, acclaims, challenges, agrees, participates in, argues, engages in, shares, praises, volunteers, disputes, attempts, assumes.