

# Learning Outcome and Graduate Attribute Based Education for Honours Degree Programmes at Universities Internationally.

By

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# Learning Outcomes

Learning Outcomes are the expected knowledge and competence after a learner or trainee completes a prescribed programme of study or training at an educational establishment.

# Knowledge & Competence

- Learning Outcomes for professional qualifications usually mean developing competence as well as acquiring knowledge base.
- Qualifications in Engineering, Medicine, Dentistry, Law, Accountancy, Psychology, Physiotherapy etc require practice based competence of some duration ( 1 to 3 years ) before being put in charge of professional responsibilities.

# Knowledge & Competence

- Competence is often confused with knowledge which can be acquired by or imparted to the learner in a short period of time. Competence on the other hand can only be acquired through hands on practice for a much longer period of time depending on the complexity of the task.

(Illustrations for swimming, Driving and Welding)

# Learning Outcomes

For

Level 8 Bachelors (Hons.) Degree  
& Level 9 Taught Masters degree

# Why Use Learning Outcomes

Learning Outcomes standardise teaching and assessment practices across national boundaries in the following way:

- it encourages learning by students
- it provides feedback on learning and teaching to both the learner and the teacher
- it documents competency and skill development
- it allows learners to be graded or ranked
- it validates certification and license procedures for professional practice
- it allows benchmarks to be established for standards.

# Learning Outcome 1

## Knowledge – Breadth : BSc (Hons)

An understanding  
of the theory, concepts and  
methods pertaining to a field  
(or fields) of learning

# Learning Outcome 1

## Knowledge – Breadth : MSc

*A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning*



# Learning Outcome 2

## Knowledge – Kind : BSc(Hons)

Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s).

# Learning Outcome 2

## Knowledge – Kind : Taught MSc

A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning

# Learning Outcome 3

## Know-how & Skill – Range : BSc (Hons)

Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity.

# Learning Outcome 3

## Know-how & Skill – Range : Taught MSc

Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry

# Learning Outcome 4

## Know-how & Skill – Selectivity : BSc (Hons)

Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing.

# Learning Outcome 4

## Know-how & Skill – Selectivity : Taught MSc

Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques

# Learning Outcome 5

## Competence – Context : BSc (Hons)

Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts.

# Learning Outcome 5

## Competence – Context : Taught MSc

Act in a wide and often unpredictable variety of professional levels and ill defined contexts



# Learning Outcome 6

## Competence – Role : BSc (Hons)

Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups

# Learning Outcome 6

## Competence – Role: Taught MSc

Take significant responsibility for the work of individuals and groups; lead and initiate activity

# Learning Outcome 7

## Competence – Learning to Learn : BSc

Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically.

# Learning Outcome 7

## Competence – Learning to Learn : MSc

Learn to self-evaluate and take responsibility for continuing academic/professional development

# Learning Outcome 8

## Competence – Insight : BSc (Hons)

Express a comprehensive, internalised, personal world view manifesting solidarity with others

# Learning Outcome 8

## Competence – Insight : Taught MSc

Scrutinise and reflect on social norms and relationships and act to change them

# University Graduate Attributes

# Graduate Attributes

Graduate Attributes are academic/professional competence and personal skills which the graduates of any educational/training establishment are expected to demonstrate after completing a programme of study with that establishment.



## Creative and Enterprising

Students are encouraged to be innovative in their approach to problem-solving.

Graduates will be adaptable and willing to pursue new ideas.

## Committed to Continuous Learning

- Universities should promote inquiry, reflection and evaluation.
- Graduates will have learned that knowledge is not fixed or static, and that insights and skills can always be improved and developed.

# Solution-Oriented

- Universities need to emphasise the importance of concentrating on solutions rather than problems.
- Graduates need to be adept at effectively applying knowledge to issues encountered in the workplace and in society.

# Effective Communicators

- Universities should motivate students to appreciate the importance of communication.
- Graduates will be able to draw on appropriate skills to negotiate effectively, collaborate, and influence others.

# Globally Engaged

- Universities need to encourage students to be locally and globally aware, value tolerance and cultural diversity, and be committed to civic engagement.
- Graduates will understand the importance of engaging with their communities in an ethically responsible manner.

# Active Leaders

- Universities should focus strongly on the development of leadership skills.
- Graduates will appreciate that it is their personal responsibility to take the initiative and to affect change for the better in every walk of life.

# Industry Perspective

Being flexible (80%) and a good communicator (76%) are considered to be 'very important' attributes for a graduate to have.

Getting work experience during their degree level degree (71%) and being mentored by people working in business (61%) are perceived to be the most effective means of developing these attributes in students.

# International Comparison of Bachelor Degrees

- Internationally two types of Bachelor Degrees are awarded, (i) Bachelor with Honours, and (ii) Bachelor.
- Universities in the following Countries award both degrees, the Honours degrees being of higher standard than just Bachelor degrees.
- These are UK, India, Malaysia, Australia, Canada, South Africa, Malaysia, New Zealand and Ireland and Nigeria.



# International Comparison of Bachelor Degrees

- Normally, graduates in these countries need Honours degrees to study for a Master or PhD degree.
- Graduates with non-Honours Bachelor degrees are not permitted to study for a Master degree unless they complete a Post Graduate Diploma first.

# International Comparison of Bachelor Degrees

- Universities in the following countries normally award non-Honours Bachelor degrees. For example, USA, Egypt, Libya, Saudi Arabia, UAE, Kuwait, Jordan, Iraq, Bangladesh award such degrees.
- Within all EU countries all primary degrees will be Masters (Honours) only of 5 years duration, including UK and Irish universities.

# International Comparison of Bachelor Degrees

- Bachelor degrees from these countries are not normally accepted for admission in to Master degree. In exceptional cases students with very high grades are accepted by some of the universities in the UK, Ireland and some other countries.
- Details of such International Comparisons are accessible through the Organization called “NARIC”.

# Comparison with UK/Irish Degrees

- **Bangladesh**

- Bachelor degree (four years in duration) from BUET
- Is considered comparable to British Bachelor degree standard

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- Master Degree (from BUET)
- Is considered comparable to British Master's degree standard

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- Master's degree (when following a three or four year Bachelor degree from other Univ.)
- Is considered comparable to British Bachelor (Honours) degree standard

# Comparison with UK/Irish Degrees

## Kuwait

### • Bachelor degree

- Is considered comparable to British Bachelor degree standard
- When Accredited by an External Agency

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### • Master's degree

- Is considered comparable to British Master's degree standard

# Comparison with UK/Irish Degrees

## Kingdom of Saudi Arabia

- **Bachelor degree**

**Is considered comparable to British Bachelor degree standard  
When Accredited by an External Agency**

- **Master's degree**

**Is considered comparable to British Master's degree standard**

# Comparison with UK/Irish Degrees

## United States of America, the

- **Bachelor degree**

**Is considered comparable to British Bachelor degree standard**  
When awarded by a regionally accredited institution.

- **Master's degree**

**Is considered comparable to British Master's degree standard**

# Comparison with UK/Irish Degrees

## • South Africa

• **Bachelor (Honours) degree**  
Is considered comparable to British Bachelor (Honours) degree standard

• **Bachelor (Ordinary) degree**  
(Ordinary) degree standard  
Is considered comparable to British Bachelor

• **Bachelor degree in Technology**  
(BTech)  
(Honours) degree standard  
Is considered comparable to British Bachelor

• **Master's degree in Technology**  
(MTech)  
standard  
Is considered comparable to British Master's degree



# Comparison with UK/Irish Degrees

## Pakistan

### • Bachelor Degree (four years) in Science and Professional Subjects

Is considered comparable to British Bachelor (Ordinary) degree standard

These degrees require the HSC in Science, Pre-Engineering or Pre-Medical Group for entry. It is recommended to look at the specialisation of the programme rather than the BA or BSc title as these vary.

### • Master's Degree (two years) in Science and Professional Subjects (Completed after a four-year Bachelor degree)

Is considered comparable to British Master's degree standard

# Comparison with UK/Irish Degrees

## Nigeria

• **Bachelor degree with Honours**  
Is considered comparable to British Bachelor degree standard

• **Master's degree**  
Is considered comparable to British Master's degree standard

# Comparison with UK/Irish Degrees

- **Malaysia**

- **Bachelor degree**

Is considered comparable to British Bachelor (Honours) degree standard

- **Master's degree**

Is considered comparable to British Master's degree standard

# Comparison with UK/Irish Degrees

## • Ireland

### • Honours Bachelor degree

Is considered comparable to British Bachelor (Honours) degree standard

### • Ordinary Bachelor degree

Is considered comparable to British Bachelor (Ordinary) degree standard

### • Master's degree

Is considered comparable to British Master's degree standard

# Comparison with UK/Irish Degrees

## • India

• Bachelor degree (Honours / Special)  
Is considered comparable to British Bachelor degree standard

• Bachelor degree (Honours) (professional subjects)  
Is considered comparable to British (Honours) Bachelor degree standard

• Bachelor degree (Ordinary)  
Is considered comparable to British Bachelor (Ordinary) degree standard

• Master's degree  
Is considered comparable to British Master's degree standard

# Comparison with UK/Irish Degrees

## • Canada

- **Bachelor degree (Honours)**
  - Is considered comparable to British Bachelor (Honours) degree standard
- **Bachelor degree**
  - Is considered comparable to British Bachelor degree standard
- **Professional Degree**
  - Is considered comparable to British Bachelor degree standard
- **Taught Master's degree /  
Maitrise**
  - Is considered comparable to British Master's degree standard

# Comparison with UK/Irish Degrees

- **Australia**

- **Bachelor Honours degree**
  - Is considered comparable to British Bachelor (Honours) degree standard
- **Bachelor degree**
  - Is considered comparable to British Bachelor degree standard
- **Master's degree**
  - Is considered comparable to British Master's degree standard

# Comparison with UK/Irish Degrees

## • Sri Lanka

- **Bachelor Special degree**
  - Is considered comparable to British Bachelor (Honours) degree standard
- **Professional degree**
  - Is considered comparable to British Bachelor (Honours) degree standard
- **Bachelor General degree**
  - Is considered comparable to British Bachelor (Ordinary) degree standard
- **Master's degree (Taught)**
  - Is considered comparable to British Master's degree standard



# Comparison with UK/Irish Degrees

- **Thailand**

- **Bachelor degree**
- **Is considered comparable to British Bachelor degree standard**

- **Master's degree**
- **Is considered comparable to British Master's degree standard**

# Comparison with UK/Irish Degrees

## • Egypt

- Bachelor degree (from a Public or Private University)
- Is considered comparable to British Bachelor degree standard
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- Bachelor degree awarded by the American University in Cairo
- Is considered comparable to British Bachelor degree standard
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- Majister (Master's degree)
- Is considered comparable to British Master's degree standard

# Comparison with UK/Irish Degrees

- New Zealand

- **Bachelor (Honours) degree**
  - Is considered comparable to British Bachelor (Honours) degree standard
- **Bachelor degree**
  - Is considered comparable to British Bachelor (Ordinary) degree standard
- **Masters degree**
  - Is considered comparable to British Master's degree standard

# Comparison with UK/Irish Degrees

- **Myanmar**

- **Bachelor (Honours) degree (4 years)**

- Is considered comparable to Diploma of Higher Education (DipHE) standard

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- **Bachelor degree in professional subjects (4 years)**

- Is considered comparable to Diploma of Higher Education (DipHE) standard

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- **Masters Degree**

- Is considered comparable to British Bachelor (Honours) degree standard

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# Strategy Kuwait University may Apply

- Start Awarding Bachelor Honours degrees to their Graduates along with alpha-numeric grades.
- Use periodic Programme and Institutional Quality Review Processes (Internal) along with existing Quality Review System.
- Implement External Examiner System to Ensure International Equivalence of its Awards.

# Strategy Kuwait University may Apply

- This will make the standing of its graduate much stronger in comparison to the graduates of other universities in the Region.
- Its graduates will be able to better positioned to compete with graduates from other universities internationally.
- The qualifications of the graduates will be accepted by all the universities in the world without any reservation.

# End of Presentation

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# Thank You for Your Attention

**Any Question ?**