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Abstract

This paper discusses the topic of learning outcomes and competences within the overall context of the EHEA, and expresses serious concern regarding the numerous errors and inaccuracies found in the ECTS Users' Guide 2015. Whilst this Guide deals very comprehensively and clearly with the ECTS system, it displays serious deficiencies when discussing the concept of learning outcomes, the interpretation of the term 'competence', the relationship between learning outcomes and competences and also the relationship between learning outcomes and generic descriptors. The advice given on the writing of programme learning outcomes is seriously flawed and is not based on any sound educational principles. In addition, many of the exemplars of learning outcomes given are incorrectly written and do not satisfy the basic guidelines for writing learning outcomes in that items that are presented as pr-programme learning outcomes are in fact programme aims. Many of the fundamental educational errors that appeared in a recent publication of the Tuning project also appear in the Guide. Some recommendations are made to correct the various deficiencies in the Guide and to bring it to an

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acceptable educational standard. (HRK / Abstract übernommen)