Learning Outcomes

Learning Outcomes are clear statements of learning achievements for students, stating what it is the student should be able to demonstrate at the end of a period of learning.

Module level learning outcomes should be capable of being assessed and easily understood by the student.

Guidelines

Learning outcomes are written for the student. Ideally, they will be performance orientated:

On successful completion of this module, the student should be able to:

> ➢ Outcome 1;
> ➢ Outcome 2;
> ➢ …
> ➢ Outcomes 6.

4- 8 outcomes

Programme Level

Programme level outcomes will tend more toward generic graduate attributes as well as discipline specific outcomes. When writing programme level outcomes, ask yourself:

What should a graduate of this programme be able to do?

Bear in mind the general know-how of the discipline, generic and transferable skills. They should be over-arching outcomes and module level outcomes will contribute towards them.

Module Level

Module level outcomes will be more sepcific to the learning taking place in a particular module. Ask yourself:

What is the essential learning for this module?

Bear in mind that module learning outcomes should be capable of being assessed. How will students demonstrate their learning?

Learning outcomes should:

> ➢ Be general enough to describe **essential learning**
> ➢ Be specific enough to be **measureable**
> ➢ Clearly **focus** on the learner
> ➢ Be **easy to understand** (from the student's perspective)
> ➢ Be clearly linked (**aligned**) to teaching and learning activities
> ➢ Be **aligned** to assessment
> ➢ Be **assessed** at least once during a programme.

Aligning Learning Outcomes

> ➢ **Define** intended learning outcomes
> ➢ **Choose** teaching and learning activities likely to facilitate the achievement of these outcomes
> ➢ **Engage** students in these activities
> ➢ **Identify** appropriate assessment techniques to allow students to demonstrate achievement of learning outcomes
>   - o Formative: Give feedback to enable students to improve their learning
> ➢ **Evaluate** how well the cycle has worked
> ➢ **Review** and **refine** learning outcomes, teaching and learning activities and/or assessment as appropriate

Dimension; Qualifications Frameworks; International Openness; Mobility; Recognition; Reporting on the Implementation of the Bologna Process; and Transparency Mechanisms.

Programme Level Resources

The Tuning project has identified generic competences and subject specific competencies for 9 subject areas: Business, Chemistry, Earth Sciences, Education, European Studies, History, Mathematics, Nursing and Physics, available from http://www.unideusto.org/tuningeu/.

The UK subject benchmark statements (available from http://www.qaa.ac.uk) can be a useful reference when writing programme level learning outcomes— they provide general guidance for those writing or reviewing programme learning outcomes.

Module Level Resources

To aid the design of learning outcomes at module level, it can be useful to consult learning taxonomies, such as those proposed by Bloom (1956), Biggs & Collis (1982), or Fink (2003). These taxonomies attempt to describe learning in terms of stages of development and can be useful when determining what we expect of our students. Are we asking enough or too much of them?

Resources such as the task– construction wheel on the back of this information sheet, have become useful aids for writing learning outcomes, devising tasks and activities to facilitate learning, and determining suitable assessment methods.

Checklist

	My learning outcomes are	
	Active	State what students will be able to **do**
	Attractive	Students will **want** to achieve them
	Comprehensible	Students will **know** what they mean
	Appropriate	To the **level** of learning required for this course
	Attainable	Most students will meet them with due effort
	Assessable	Their achievement can be assessed/measured
	Visible	Included in the course booklet and VLE
	Aligned	To teaching, learning and assessment activities

Resource

The construction wheel below developed at St. Edward's University, is based on Bloom's Taxonomy of learning objectives. Within the central wheel are listed levels of learning. Verbs that may be useful for writing learning outcomes are in the middle wheel. The outer wheel suggests activities that can be engaged in to help promote or foster such levels of learning.

Additional resources and support are available from CELT: [Centre for Excellence in Learning and Teaching - University of Galway](#)

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