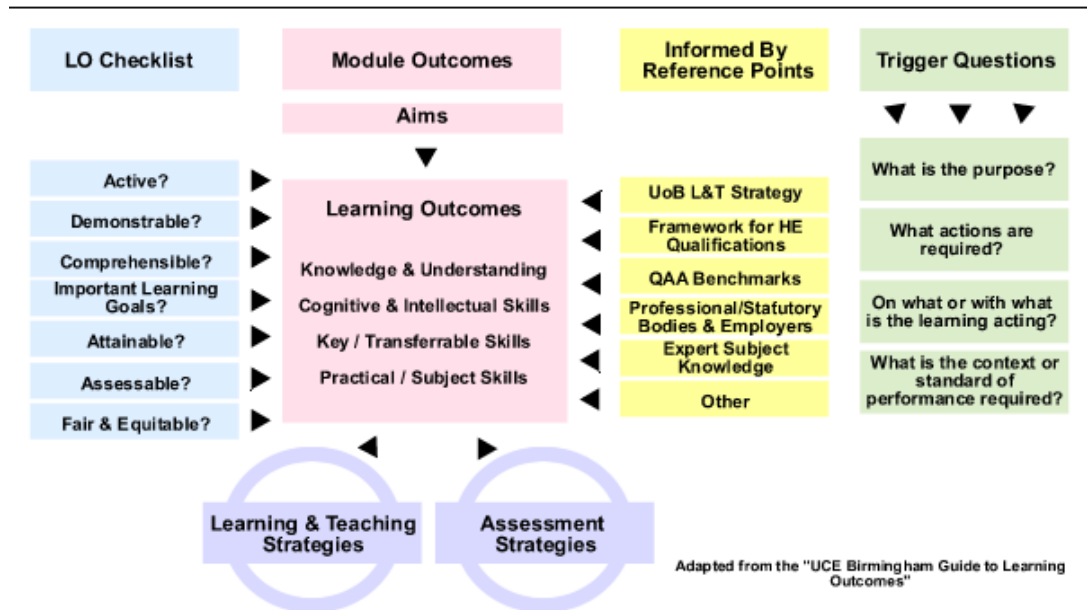




Learning outcomes should detail the knowledge, skills and related attributes that a student will be required to demonstrate on the successful completion of each module. It is recommended that a 20 credit module has between 3 and 7 learning outcomes.

One of the most common reasons for modules to be referred for further development is the learning outcomes are not appropriate for the level of study, especially between level H and M. The QAA Framework ([FHEQ](#)) and [SEEC](#) provide level guides that can be used as a foundation.

Learning Outcomes Process



Writing Clear Outcomes

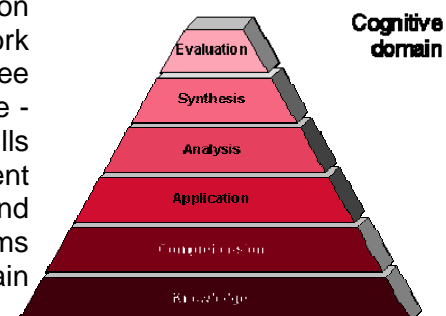
A learning outcome consists of a sentence made up of three parts:

1. a **verb** indicating what a learner is expected to be able to do
2. words that **indicate on what or with what** the learner is acting
3. a phrase that indicates **nature** (context or standard) **of performance** required.

Identify and evaluate ⁽¹⁾	information and opinion ⁽²⁾	in	English Language / Literature / Education using a variety of written and IT sources ⁽³⁾
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Bloom's Taxonomy

Benjamin Bloom (1956) published a classification exploring learning behaviours. This framework eventually developed into a system of three domains: **cognitive** - knowledge based, affective - **attitudinal** based and **psychomotor** - skills based. Each domain is organized into 5-6 different levels, building from the simple to the complex and are most often displayed as triangle diagrams (cognitive domain right). Each level of the domain can be present in increasing degrees of difficulty from kindergarten through to Doctoral studies. A variety of verbs are available that help describe each level of a domain.



Cognitive Domain Verbs
<http://tiny.cc/yx71u>

Give Me an Example (From LI / Year 2)

Verb(s)	Object		Context/Standard
Explain how	a constructively aligned approach to programme and module design	Is informed by	the 6 UoB Reference Points
Evaluate the	importance of physical fitness and associated concepts and their significance	in	improved golf performance
Select and apply	appropriate grammatical, textual and discursive resources	to the	analysis of a range of spoken and/or written texts
Demonstrate an understanding and knowledge	of the bonding schemes	found for	d-Block compounds and solids
Describe	with simple diagrams the use of specific antibodies	in	immunoassays & immunoblotting
Display an ability to reason	as a common lawyer	to a	standard commensurate with Level I
<i>Insert your verb(s) here</i>	<i>indicate on what or with what your learner is acting</i>		<i>nature (context or standard) of performance of your learners</i>

Good Learning Outcomes Checklist

Characteristics Checklist	Evidence
Active	Accurately describes what students can do
Comprehensible	Helps students choose the module, especially for a MOMD or optional module
Appropriate	Within the scope of the module topic and at the right level for programme
Achievable	Can be achieved within the period of study
Assessable	Achievement and quality of achievement can be clearly observed
Fair and Equitable	All students have a fair chance of achieving regardless of disability or constraints
Important learning goals	Describe the essential learning which must be achieved

Baume (2009) and Curtin University (2009)

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Where Can I Go for More Information?

- Academic Practice and Organisational Development (APOD)**
 University of Birmingham
<http://www.hr.bham.ac.uk/development/>
- Curriculum Development Unit**
 University of Birmingham
<http://www.as.bham.ac.uk/du/index.shtml>
- Curriculum Design Resource: Learning Outcomes**
 University of Birmingham
<http://tiny.cc/3FCqV>
- Credit Level Descriptors for Further and Higher Education**
 SEEC Southern England Consortium for Credit Accumulation and Transfer
<http://tiny.cc/OIFD3>
- Framework for Higher Education Qualifications in England, Wales and Northern Ireland**
 Quality Assurance Agency
<http://tiny.cc/uUkK8>
- Subject Benchmark Statements**
 Quality Assurance Agency
<http://tiny.cc/evt2E>
- Learning and Teaching; Bloom's taxonomy**
 James Atherton
<http://tiny.cc/1fO2z>
- Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain**
 Benjamin Bloom (1956)
 New York: David McKay Co