# Writing Learning Outcomes

**Course:** COURSE NAME

**Prerequisite:** None

List 4 - 6 intended course learning outcomes (CLOs). These should reflect the concrete skills and abilities that learners will be able to use in the workplace (or home life) after they graduate. Optionally, if may be useful to think about progression of mastery or levels, such as ‘Developing’, ‘Achieved’ and ‘Exceeds’ to frame your grading practices.

Tips:

* Include action verbs that reflect how these skills and knowledge will be applied in the real world
* Be clear about the subject of the outcome and what it is they are learning to do.
* Include the context of the learning or the main situations in which learners will use these skills and knowledge.
* Do not underestimate what your learners are capable of. Outcomes based on the recall of knowledge such as ‘remember’, ‘understand’, ‘define’,’describe’ and others are often a prerequisite for course outcomes and may be more appropriate as unit level outcomes.

**At the end of this course, you (the learner) will be able to:**

|  |  |  |
| --- | --- | --- |
|  | Action Verb | Application of skill, knowledge or attribute (What will they do?) Context (in what situation?) |
| CLO1 |  |  |
| CLO2 |  |  |
| CLO3 |  |  |
| CLO4 |  |  |
| CLO5 |  |  |
| CLO6 |  |  |
| Example | Develop | a detailed unit of learning (lessons, assessments content) in the subject area of your choice, including a rationale for activities and assessments based on appropriate application of specific learning theories.  |

Additional Learning outcomes, such as academic or soft skills not otherwise articulated.

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Further Reading:
UNSW Learning Outcomes Guide (example outcomes included) - <https://teaching.unsw.edu.au/log>

# Unit / Module Learning Outcomes

Learning outcomes can live within a hierarchy to support different subsections of your course over time. If you break your course into units or modules or even weeks, it is recommended this should not be done based on content such as chapters in a textbook, but in service to mastery of course learning outcomes (CLOs) over time. To achieve mastery in CLOs, learners need to start somewhere, so unit/module/week learning outcomes can include lower level action verbs, such as ‘understand’, ‘define’, ‘interpret’ and so on. Note that mastery of unit and course learning outcomes will help to guide the design of summative and formative assessments.

Example:

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| 1. CLO1: Develop a detailed unit of learning (lessons, assessments content) in the subject area of your choice, including a rationale for activities and assessments based on appropriate application of specific learning theories.
	1. ULO1:
	2. ULO2:
	3. ULO3:
	4. ULO4:
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