

WRITING LEARNING OUTCOMES

To provide a useful basis for developing appropriate teaching, learning and assessment strategies, learning outcomes should :

1. Contain **action verbs** that describe observable, measurable, and achievable actions and performance levels. The action verb should be relevant to the cognitive level set for the qualification. See table below.

Revised Bloom's Taxonomy of the Cognitive Domain					
Cognitive Level	Sample Verbs to Use in Writing Intended Student Learning Outcomes				
Remembering	Articulate Define	Duplicate Identify	List Name	Recall Recognize	Reproduce Tell
Understanding	Calculate Categorize Clarify Classify Compare	Conclude Contrast Describe Discuss Distinguish	Exemplify Expand Explain Illustrate Infer	Interpret Locate Match Outline Paraphrase	Predict Report Restate Summarize Translate
Applying	Carry out Classify	Demonstrate Execute	Illustrate Implement	Practice Solve	Use Utilize
Analyzing	Appraise Attribute Compare Contrast	Deconstruct Detect Differentiate Discriminate	Distinguish Examine Formulate Infer	Integrate Organize Parse Relate	Select Sequence Structure Test
Evaluating	Appraise Check Coordinate	Critique Defend Detect	Dispute Judge Monitor	Prioritize Rate Reconstruct	Select Support Verify
Creating	Change Combine Compile	Compose Construct Create	Design Formulate Generate	Hypothesize Improve Invent	Plan Predict Produce

Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcomes Statements

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- ☐ **Remembering** – Retrieving, recognizing, and recalling relevant knowledge from long-term memory
- ☐ **Understanding** – Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining
- ☐ **Applying** – Using information in new ways; carrying out or using a procedure or process through executing or implementing
- ☐ **Analyzing** – Breaking material into constituent parts; determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing
- ☐ **Evaluating** – Making judgments based on criteria and standards through checking and critiquing; defending concepts and ideas
- ☐ **Creating** – Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing

Consequently, verbs that represent actions or concepts that are difficult to measure should be avoided. For example, the following verbs should not be used in writing intended student learning outcomes:

Appreciate
Be familiar with

Be aware of
Learn

Comprehend
Believe

Know
Understand

What we need to ask is - What type of action or performance would students have to demonstrate in order to provide evidence of for example their 'understanding'? Then we can replace 'understand' with a verb that results in an action or performance that can be observed and measured. For example, 'analyse' or 'explain'.

2. Be written from the learners' perspective and not the trainers. It is good practice to use the same introductory line across all qualifications ie the learner will be able to...
The 'aims' of a qualification are generally written from the teaching perspective to set out what the course is aiming to provide.
3. Be unambiguous and specific. Make sure that the learning outcomes are easy to understand. They should not be complex statements that combine multiple intended outcomes in one sentence.
4. Be realistic and achievable within a learning programme and assessment activity.
5. Be capable of being assessed – it must be possible for the learning to be demonstrated by the learner.
6. Be fit for purpose ie meet the needs of employers