

Guidance for course-based learning outcomes



Course learning outcomes

Create Mission Statement: course identity; what your students will gain from this course; the course unique selling proposition

'On completion of this course, our students will be able to...'

A good learning outcome is, among other things (Baume, 2009):

Active – it describes what students can do

Attractive – students want to achieve it

Comprehensible – students know what it means

Appropriate – to the student's current goals and career plans

Attainable – most students will mostly meet it, with due effort

Assessable – we can see if it has been achieved

Visible – in the course booklet and on the VLE

Baume, D (2009, p34), access [here](#)

[Verbs that match each level of learning outcome in HE](#)

[Constructive alignment for learning outcomes](#)



Create 6-10 Course learning outcomes

Align them to the pillars in the CU Education strategy of which the principal aim for our students is transformative learning:

- ✓ Research-inspired teaching
- ✓ Embedded employability
- ✓ Creativity and enterprise
- ✓ Intercultural and international engagement
- ✓ Community contribution and responsibility
- ✓ Innovation and digital fluency

[CU Education Strategy 2015-2021](#)



Map each *module* to your Course learning outcomes (see programme spec templates)

- ✓ Modules will have learning outcomes - both formative and summative - that will be able to show how they specifically lead (through each level) to the final year **course** learning outcomes



[CU Assessment strategy 2015-2021](#)

- ✓ Shared modules will justify why they should be implemented and map to the **course** learning outcomes
- ✓ Optional modules will be used sparingly and have a clear rationale for being part of your course outcomes - except Add+vantage modules, which are justified as a diverse learning opportunity for students
- ✓ Module assessment(s) will be aligned to course learning outcomes, and will reflect progression across level 4, 5 and 6 and for postgraduate courses, level 7

[QAA standards and quality for HE courses - useful for overall programme design](#)

[QAA report on credit levels](#)

[QAA Subject benchmarks for your course](#)

[Framework for Higher Education Qualifications - FHEQ](#)