

## **Guidelines for writing Mid-level Learning Outcomes (MLOs) for curriculum components**

- Mid-level Learning Outcomes should be written for curriculum components (majors, programs, streams and, optionally, minors without a parent major).
- All nine Graduate Qualities should be expressed in the Mid-level Learning Outcomes developed for each curriculum component. [NB Not all Graduate Qualities need to be expressed in the Mid-level Learning Outcomes for minors.] The wording of the Mid-level Learning Outcomes does not need to mirror the wording used in the Graduate Qualities exactly.
- Mid-level Learning Outcomes should be contextualised to the nature of the discipline and the graduate characteristics expected by the relevant profession or field.
- Mid-level Learning Outcomes should relate to the various unit learning outcomes applicable to the units in your curriculum component and are therefore written in suitably broad terms.
- If professional accreditation requirements exist, these are incorporated into the relevant Mid-level Learning Outcomes.
- Mid-level Learning Outcomes need not match the Graduate Qualities on a one-for-one basis. Elements of a single Graduate Quality, for example, may be incorporated in more than one Mid-level Learning Outcome.
- Mid-level Learning Outcomes are not mapped to Graduate Qualities directly as these are derived from the Course Learning Outcomes of the principal course your component belongs to.
- Write between 6 and 12 learning outcomes per curriculum component. Too many Mid-level Learning Outcomes make it difficult for students to encompass the intent of a component, whereas too few tend to become oversimplified and therefore meaningless.

- Write in complete sentences. One sentence is normally sufficient.
- Avoid unnecessarily complex language and unexplained terminology.
- The first phrase of the learning outcome should contain a verb: the list of verbs in Bloom's Taxonomy (Revised) or other learning taxonomies may be of assistance in capturing the appropriate level of complexity and synthesis. The selection will depend on the level of learning expected according to the taxonomy's hierarchy.\*

***For example :** Students will be able to analyse...*

- The next phrase is the object of the verb and refers to what students should be able to do in a way that is measurable through assessment. It may be followed by further clauses which contextualise, explain or elaborate the outcome or the way in which it will be demonstrated.\*

***For example :** Students will **demonstrate** effective communication of chemical knowledge by presenting information, articulating arguments and conclusions, to diverse audiences in a variety of modes and for a range of purposes, and by appropriately documenting the essential details of procedures taken, key observations, results and conclusions.*

- Finally, seek peer review and ensure that the whole suite of learning outcomes makes sense. Not to you as an expert, but to your students.

[\\* Further details, including an abridged version of Bloom's taxonomy, are available.](#)