

### **Guidelines for writing Course Learning Outcomes (CLOs)**

- All nine Graduate Qualities should be expressed in the Course Learning Outcomes developed for each course. The wording does not need to mirror the Graduate Qualities exactly.
- Course Learning Outcomes should be contextualised to the nature of the course and the characteristics of graduates expected by the relevant profession or field.
- In many courses, Course Learning Outcomes relate to a variety of mid-level learning outcomes (MLOs) covering different disciplines and therefore should be written in suitably broad terms.
- If professional accreditation requirements exist, these should be incorporated into the Course Learning Outcomes.
- Course Learning Outcomes need not match the Graduate Qualities on a one-for-one basis. Elements of a single Graduate Quality, for example, can be incorporated in separate Course Learning Outcomes.
- Up to four Graduate Qualities can be included in a single Course Learning Outcomes.
- Write between six and twelve learning outcomes per course. Too many Course Learning Outcomes make it difficult for students to encompass the intent of a course, whereas too few tend to become oversimplified and therefore meaningless.
- Write in complete sentences. One sentence is normally sufficient per learning outcome.
- 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 be able to **demonstrate** proficiency in scientific communication by communicating scientific results, information or arguments to a range of audiences for a range of purposes using a variety of modes.*

● Finally, seek peer review and ensure that the whole suite of learning outcomes makes sense, to both experts and students.

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