# An introduction to writing learning outcomes

Learning outcomes describe what students should be able **to do** by the end of a teaching session or course. They are related to, but different from, teaching aims, which instead describe broadly what the session or course is about and its overall purpose.

Writing learning outcomes can help you to focus your teaching, for example, by prioritising key learning points for the session or course and enabling you to plan your teaching across a session or course. You may also want to share learning outcomes with your students to help them to understand what they are meant to be learning.

## Core principles of learning outcomes

Learning outcomes should:

1. Avoid jargon.
2. Use action verbs to describe what it is that students should be able to do during and/or at the end of a session or course. One way to ensure this is by completing the sentence: “By the end of the session students will be able to …” (see the ‘Learning outcome verbs’ table on the next page).
3. Not be too numerous. This helps to avoid writing a list of ‘content to be covered’ and will also help you to prioritise what students need to do.
4. Be specific.

## Examples of learning outcomes

All learning outcomes should include an **action verb** to describe what students should be able to do at the end of the course / session to demonstrate their learning. Two examples are provided below:

“Describe qualitatively the relationships between risk factors and acute respiratory infections using data from published sources.”

“Analyse the use of language and symbolism in Middle English

poetry by close reading extracts of verse.”

## Learning outcome verbs

This table lists some examples of action verbs which you may find helpful when writing learning outcomes for your session / course:

| **To enable students to demonstrate their…** | **Examples of associated**  **learning outcome verbs** | | |
| --- | --- | --- | --- |
| **Knowledge and understanding**  outcomes written to enable students to demonstrate knowledge / understanding / awareness / intellectual curiosity | state  record  identify  clarify  describe  recognise  make distinctions | list  recount  discuss  recognise  respond to  disclose  define | name  indicate  explain  account  outline  refer to  illustrate |
| **Application**  outcomes written to enable students to demonstrate that they can apply their knowledge | apply  compute  calculate  demonstrate  discover | manipulate  modify  perform  predict  prepare | produce  relate  show  solve  use |
| **Analysis**  outcomes written to enable students to demonstrate the skill of analysis | analyse  compare  criticise | examine  appraise  debate | contrast  question  distinguish |
| **Synthesis / creativity**  outcomes written to enable students to demonstrate the skill of synthesis / creativity | arrange  plan  formulate  redefine  initiate | assemble  prepare  construct  propose  start | organise  design  develop  produce  create |
| **Evaluation**  outcomes written to enable students to demonstrate the skill of evaluation | evaluate  estimate  measure  Recommend | assess  criticise  compare  advocate | judge  appraise  discriminate  defend |

When writing learning outcomes, avoid using words that are vague and which are more difficult to assess. This includes words such as:

know

understand

believe

learn the basics of

be aware of

appreciate

have a good grasp of

be interested in

be familiar with

realise the significance

become acquainted with

obtain a working knowledge of