

Bangor University requires that each programme and module has learning outcomes. Assessments test all module learning outcomes and do not address issues outside them. Materials and teaching strategies must ensure those learning outcomes are sufficiently addressed. Learning outcomes are expected to be the initial consideration in module and programme design. Once they have been agreed, then other decisions about student assessment, content and learning strategies are expected to follow.

Learning outcomes should link to relevant required professional outcomes (e.g. Nursing, Social Work, ITET) and to QAA Subject Benchmarking statements. They should also align to the European Qualification Framework:

Writing learning outcomes is part of an approach to course design that:

takes the description of what is expected of a successful student as the starting point when designing a _____ ;

describes a degree programme or module in terms of what a student is expected to know, understand and be able to do at the end of a module _____ instead of a general description of what the lecturer intends _____ ;

Students will be able to monitor their own learning progress more effectively.

Employers will also know what students have achieved. Where there is credit transfer, previous learning will be 'up-front'.

Demonstrate knowledge of how to harmonize a hymn tune.
Apply knowledge of x in a given experiment.

compose a questionnaire without major design faults;
demonstrate an understanding of the sequence of questionnaire construction.

Aim: to acquire a range of core biochemical practical skills

Outcomes: to be able to:
measure the rate of an enzyme catalysed reaction;
assay protein and glucose concentrations;
construct and use calibration curves;
distinguish between good and bad analytical practice.

- (i) Beware of trivialising learning outcomes to make assessment easy. Creativity, originality, the ability to synthesise complex material and critical thinking, for example, may be important outcomes of a module. We must not over-value the highly measurable and more exactly definable.
- (ii) The of a module, the voyages of discovery undertaken by students, are very important - and the focus on outcomes should not detract from that.
- (iii) Module experience is always . We can't always forecast what individual students will gain from a module. Spontaneity and serendipity are important in quality learning experiences.