

Learning Outcomes

The purpose of learning outcomes is to help you to sharpen the focus of your study, within modules, to identify its scope and boundaries and to provide a clear basis for planning your learning activities and their assessment. They identify clear, measurable, and mutually understood requirements for you and your tutor. If appropriate, they can also be shared with workplace colleagues and / or mentors.

In developing or interpreting learning outcomes for a module it can be helpful to think of categories of cognitive learning, the intellectual skills and the transferable skills which you will evidence by the end of each module.

Table 1 below outlines the types of cognitive learning proposed by Bloom and lists some of the key words which are often used in formulating learning outcomes.

cognitive learning	key words which may be useful
knowledge	<i>state, list, name, record, indicate recount,</i>
understanding	<i>identify, discuss, explain, clarify, recognise</i>
application	<i>apply, illustrate, exemplify, demonstrate, employ</i>
analysis	<i>analyse, examine, compare, appraise, criticise</i>
synthesis	<i>prepare, summarise, organise, plan, design, formulate</i>
evaluation	<i>evaluate, assess, appraise, criticise, compare, judge</i>

Table 2 outlines several types of intellectual skills and again lists some useful key words.

intellectual skill	key words which may be useful
intellectual curiosity	<i>enquire, investigate, research, question, initiate, seek</i>
creativity	<i>originate, invent, conceptualise, imagine, create, solve</i>
aesthetic awareness	<i>recognise, reflect, discover, value, perceive, reveal</i>
articulation and exposition	<i>make distinctions, use subtle expression, achieve coherence, express abstract concepts, display ideas</i>

Table 3 identifies key words for several transferable skills.

transferable skill	key words which may be useful
communicate	<i>express, precise, articulate, advocate, argue, present, justify, formalise, question, defend, examine, explain</i>
co-operate	<i>co-operate, interact, establish rapport, communicate effectively, collaborate, listen, respond, participate</i>
organise	<i>direct, co-ordinate, arbitrate, guide, initiate, lead</i>

Here are some examples of actual WBL outcomes which learners and tutors have negotiated together to demonstrate ability to:

- Evaluate the management issues which are crucial to the positioning of hospitality organisations
- Critically evaluate policy proposals within the context of organisational culture
- Demonstrate leadership and advocacy skills to influence decision making
- Analyse and report upon how the policies and procedures in my work place relate to relevant government legislation, policies and procedures.
- Be able to identify and discuss key factors which underpin social enterprise theory and practice
- Ability to apply appropriate methods of investigation and research
- Identify customer focused strategies within Retailer communication;
- Identify and analyse segmentation within XXX Retail groups in line with relevant literature about market segmentation, and use of appropriate research techniques;
- Ability to reflect upon my professional contribution to the team project
- Understand and compare best practice of stock control systems.
- Recommend improvements to the stock control system.
- Demonstrate the cost benefits of the system, to justify future improvement within the company.
- Identify the main hydrological processes impacting on the UK.
- Identify how these hydrological processes are measured.
- Explore how hydrological data is used in a work-based situation.
- Demonstrate knowledge and understanding of climbing equipment materials technology.
- Demonstrate knowledge and understanding issues related to the validity and reliability of testing procedures
- Critical analysis and effective presentation of test results