Learning outcomes at the level of study programme should be harmonized with generic descriptors at the level of qualification.

Develop study programme, learning outcomes at the level of module, course and subject – afterwards reconsider the programme learning outcomes.

Development of teaching strategy which would enable students to achieve learning outcomes and assessment methodology.

Development of knowledge assessment methodology for the purpose of testing the achievement of learning outcomes.
CRITERIA FOR DEFINING MEASURABLE AND ACHIEVABLE LEARNING OUTCOMES

1. Learning outcome starts with an active verb, followed by an object and a sentence which provides the context.

| By the end of the learning phase (study programme, learning course/module/subject) student is able (demonstrate)…. |
| + How, in what way? (under supervision, independently, in a group….). |
| + verb (what?) shows an understanding, provides examples: analyses, compares, describes, creates, designs, organises… |
| + clarification (if necessary)… |

2. Only one verb per learning outcome is used.

3. Learning outcomes should be defined in a verifiable manner, i.e. provide the means which will enable students to demonstrate what they know, understand or are able to do.

4. Complicated sentences should not be used. An additional sentence can be used for clarification.

5. Learning outcomes can be assessed.

6. Learning outcomes can be achieved within specific time framework and with available resources.

7. Course learning outcomes correlate with programme outcomes.

8. Learning outcomes are specific, visible, and measurable and are not paraphrasing programme outcomes.

9. Learning outcomes address learning outcomes of students, rather than activities and intentions of a teacher.

10. Learning outcomes are formed in a way which does not duplicate the course content.

11. Learning outcome is derived from an objective.

12. Each objective is related to at least one learning outcome.

13. Learning outcomes should make sense for students.

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