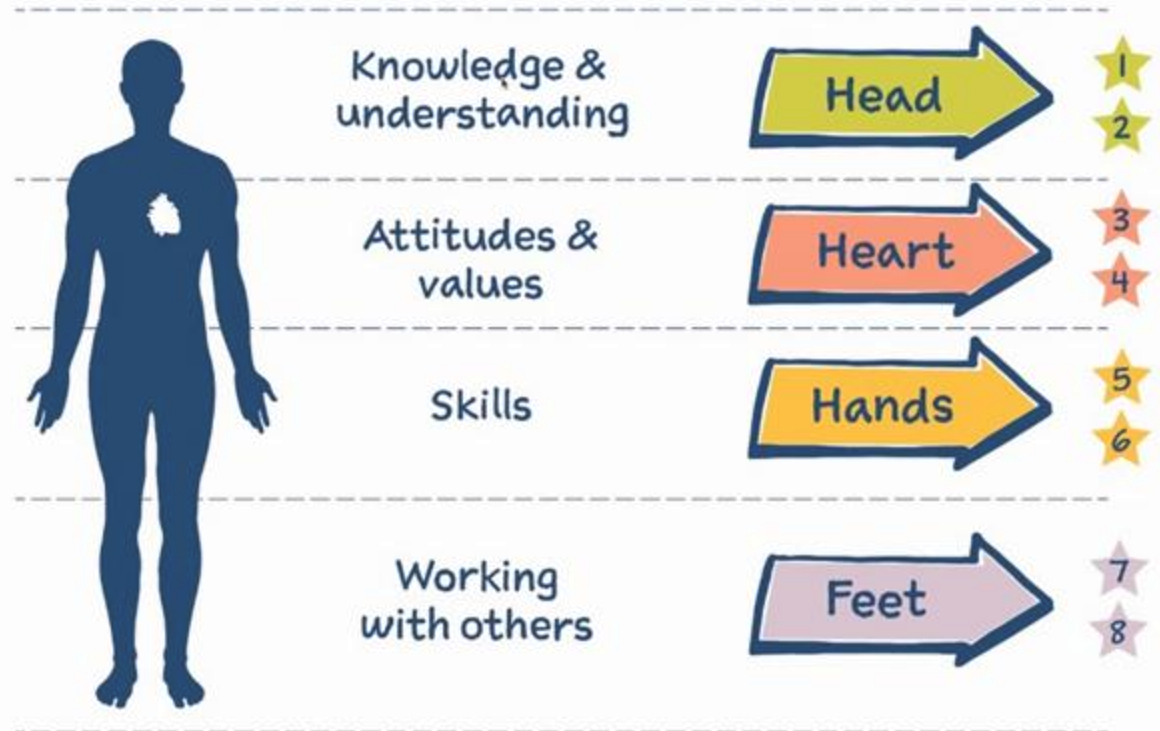




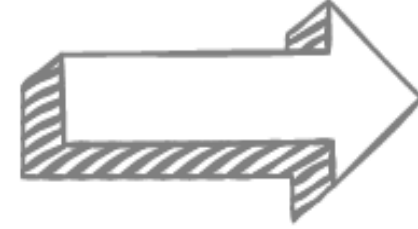
Better learning outcomes, better assessment

Clive Young and Simon Walker

Programme Development Unit
Arena Centre for Research-Based Education
UCL Education and Student Experience



Learning outcomes are key

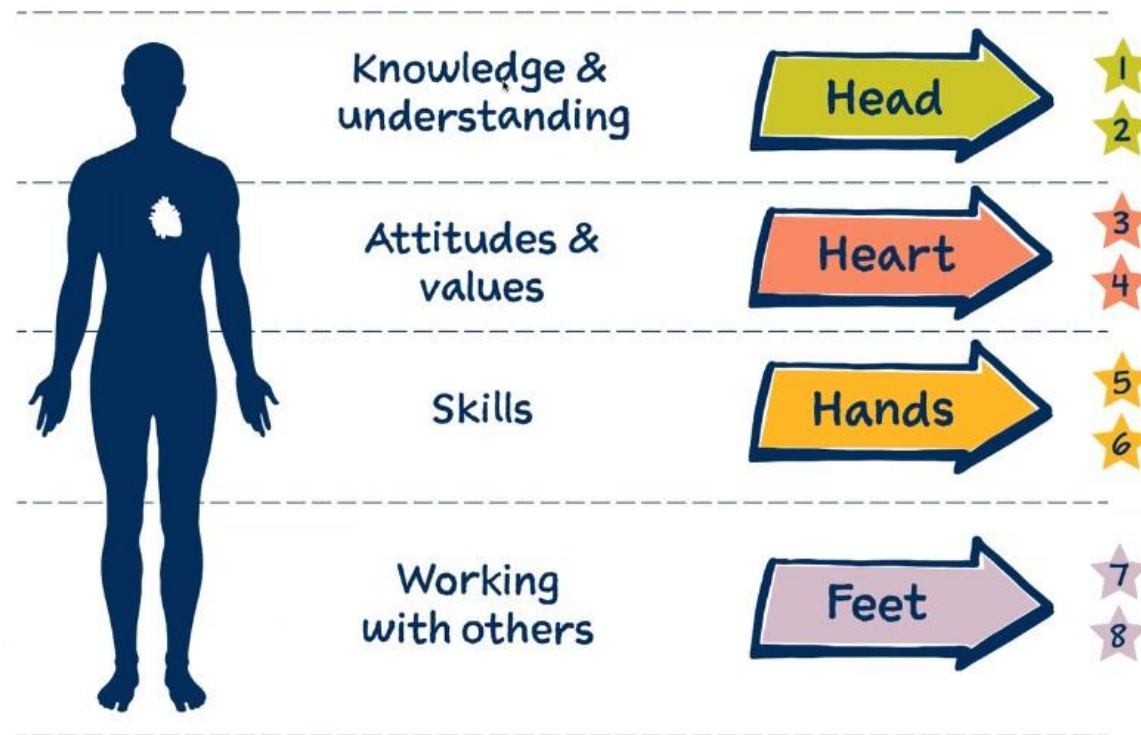


Formal reference point but also...

- What students should learn – links to design and assessment
- **Module learning outcomes** – UCL's design approach
- UCL '**Toolkit**' – guidance
- Is there a problem with **programme** level outcomes?

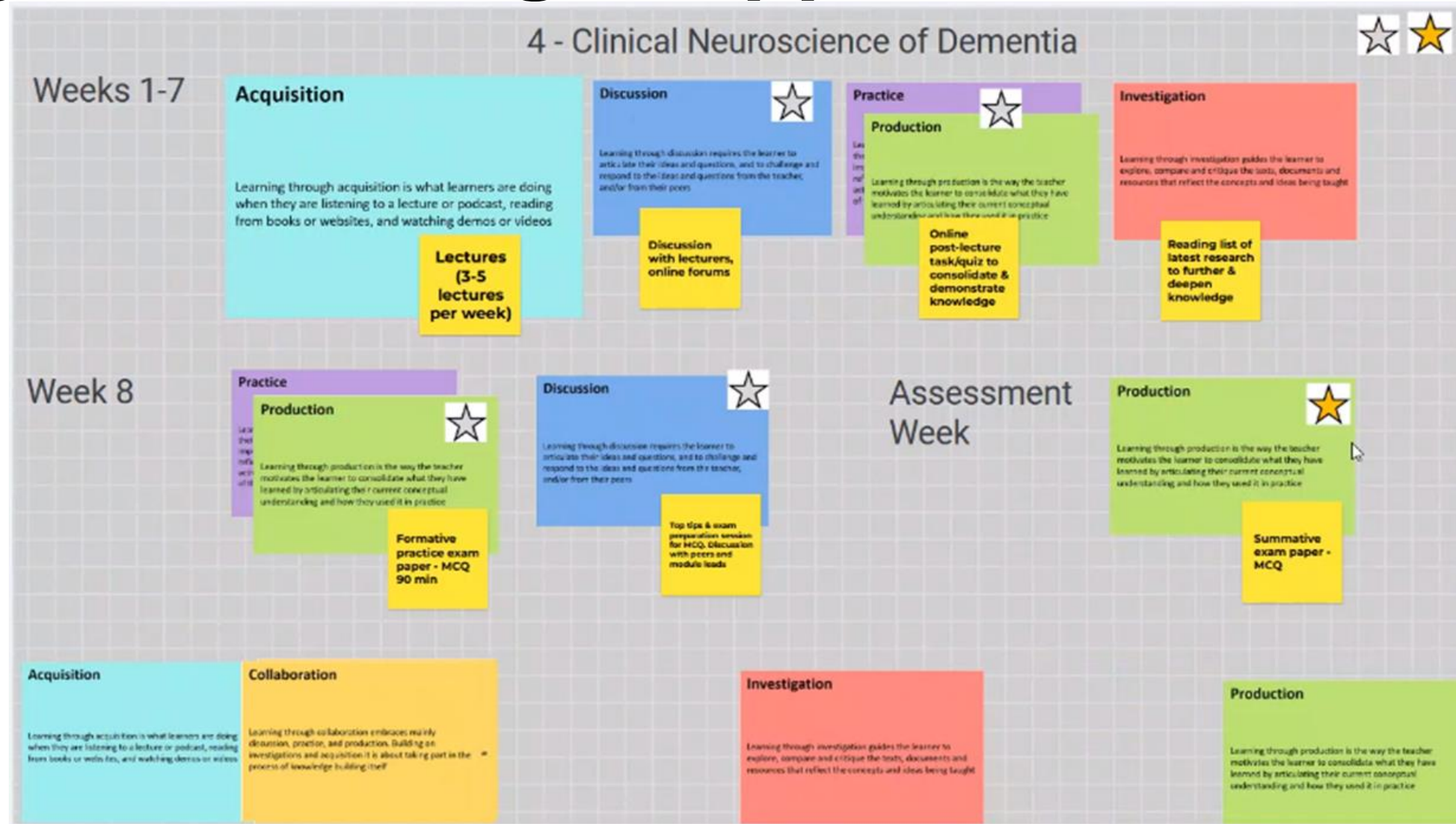
UCL programme design support

Before approval

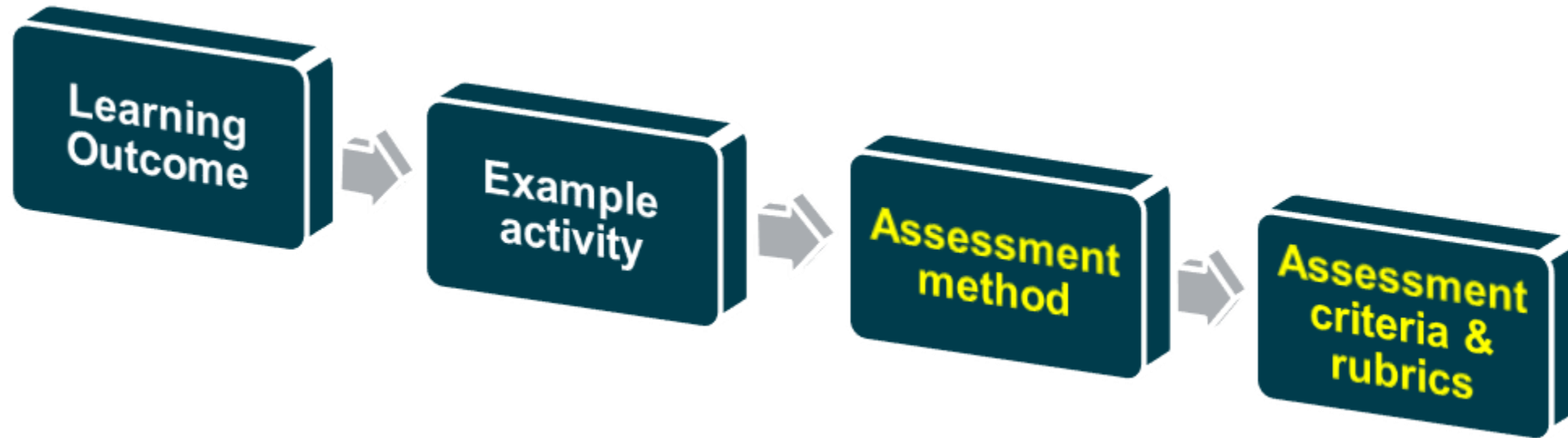


UCL programme design support

After approval? - ABC Design 'storyboarding'

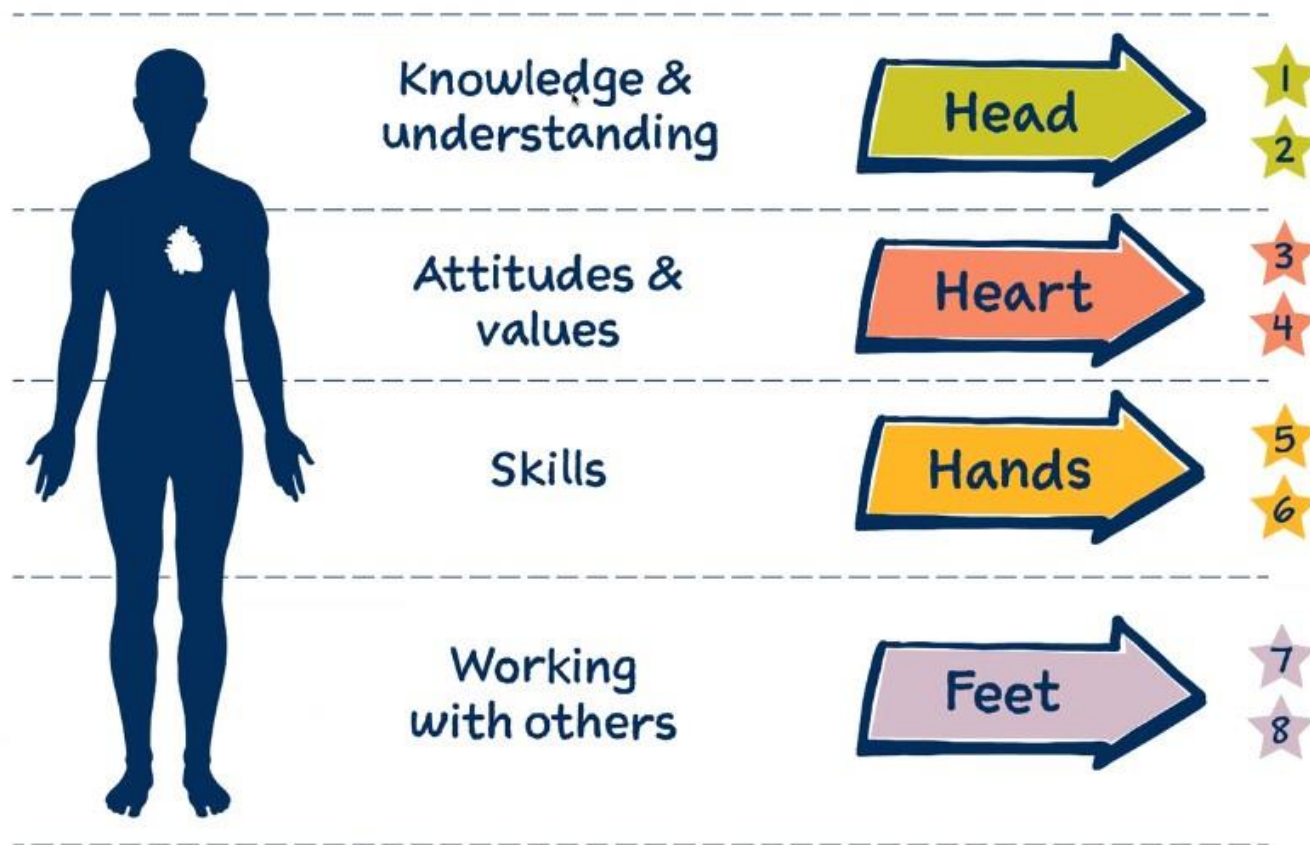


Module outcomes as design guides



IDENTIFYING PROGRAMME OUTCOMES

Relationship between programme and module level outcomes?



Looking holistically at the programme and the student experience



Programme or module level?

Demonstrate complex problem solving and decision-making skills

Analyse and use evidence drawn from statistics, case based analysis and other data in order to identify themes for exploration or develop conclusions

Programme or module level?

You will develop knowledge in relation to business principles and requirements as they relate to digital health and business intersection

To demonstrate systematic understanding of the global, institutional and cultural context of enterprise and its impact on entrepreneurial activities particularly in digital health and health innovation

Support and guidance (forthcoming)

***Creating effective
learning outcomes***



Summary

- It's a dialogic and staged process b/w programme and module
- Its challenging to write (use of concise pedagogical descriptors to describe something rich and meaningful)
- They are hard to map against modules that often aren't fully formed
- They are challenging to 'own' and adjust (QA / OfS assumptions and requirements)