

Policy #	AA-220	Revision #	02
Accessibility level	A	Effective date	01/20/2021

1. Scope

This policy applies to all academic credit-bearing courses at FBSU.

2. Purpose

CLOs at FBSU are developed with reference to ILOs, University mission statement, PLOs, program objectives and mission, National Qualifications Framework (NQF), the professional accreditation requirements and course goals and objectives.

3. Definitions

- 1) Learning outcomes are specific statements of what students will be able to do when they successfully complete a learning experience (whether it's a project, course or program). They are always written in a student-centered, measurable fashion that is concise, meaningful, and achievable.
- 2) Course Learning Outcomes (CLOs) are usually formed as explicit and concise statements that describe the knowledge, understanding, skills sets and values a student will acquire and be able to demonstrate by the completion of a specific course.

4. Policy

4.1 CLOs Principles

- 1) CLOs shall emanate from and be consistent with the learning outcomes of the qualification in general.
- 2) Learning outcomes for any courses or study units that are approved only when that course or that unit supports one or more of the learning outcomes of the qualification.
- 3) CLOs must contribute to the achievement of the knowledge, skills and competencies set for the overall program and each course will do this to a different degree and in a different way.
- 4) CLOs are approved and amended by the Departmental Academic Committee and the Department Council.

4.2 Checklist for Writing Effective LOs

- 1) Focus on outcomes of student learning, not processes of how you'll teach etc.
- 2) Do the outcomes accurately describe what a graduate should know, value and be able to do? Do they describe adequately the unique strengths that a graduate of the

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program should possess? Are there any specific statements that should be added, consolidated and/or removed?

- 3) Start each outcome with an action verb;
- 4) Use only one action verb per learning outcome;
- 5) Avoid vague verbs such as know and understand;
- 6) Check that the verbs used reflect the level of learning required;
- 7) Ensure that outcomes are observable and measurable;
- 8) Are the learning outcome statements concise and specific?
- 9) Could they be understood by multiple audiences (e.g. students, instructors, employers, administrators, across institutions)?
- 10) Write the outcomes in terms of what the learner does, not what the instructor does;
- 11) Check that the outcomes reflect knowledge, skills, or attitudes required;
- 12) Are the outcomes reflective of the discipline? Would the discipline be clear if the statement were read in isolation? If not, what additional detail could be added to provide additional disciplinary context?
- 13) Include outcomes that are woven into the entire course;
- 14) Check that there are the appropriate number of outcomes ;
- 15) List the sub-outcomes for each outcome (if required); and
- 16) Check that the outcomes fit within program and course goals;

5. Related Documents:

- 5.1 Course Learning Outcomes Development Process (AA-220-P1)
- 5.2 Guide to Writing Learning Outcomes (AA-200-G01)
- 5.3 Guide to Learning Outcomes Assessment (AA-200-G02)
- 5.4 Guide to Graduate Attributes Assessment (AA-200-G03)
- 5.5 New Program Design Policy (AA-211)
- 5.6 New Program Design Procedures (AA-211-P01)

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