



## Checklist for writing intended learning outcomes



Do the ILOs relate to the aims of the course/unit/learning activity?

Do the ILOs relate to overall course/unit outcomes?

Have you discussed the ILOs with colleagues, learners or other stakeholders?

Is the balance of types of ILOs appropriate for your course/unit/activity?

Are they written at an appropriate level for the year of study?

Is the language unambiguous and understandable, particularly learners?

Are they all assessable?

Is the number of ILOs reasonable to assess (for you and the learners)?

Have you avoided repetition of ILOs (you may have used different terms to mean the same thing)?

Are the ILOs achievable within the timescale?

Have you avoided ILOs that are really assessment criteria?

Are any ILOs too broad to be easily assessed?

Are any ILOs too narrow, so as to be too restrictive?

ADAPTED FROM: Winwood & Purvis (2015) How to write learning outcomes, Sheffield Hallam University

