Learning outcomes: Examples from various disciplines

On successful completion of this course, you will be able to:

Outcome/domain	Discipline
KNOWLEDGE AND UNDERSTANDING (BLOOM'S TAXONOMY: REMEMBER, UNDERSTAND)	
• identify the theories of learning that are implicit in your current approach to higher education.	*Education*
• discuss Romantic poetry in relation to the major themes of Romanticism.	*Literature*
• describe the underlying principles governing gene transmission and expression.	*Health sciences*
• explain the evolution of a landscape from its pre- to post-industrialized state.	*Built environment*
• *comprehend the fundamental concepts of structural, mechanical and electrical engineering. [BAD EXAMPLE: too broad]	*Engineering*
• *state the six categories in Bloom's Taxonomy. [BAD EXAMPLE: too narrow]	*Education*

Outcome/domain	Discipline
INTELLECTUAL SKILLS (BLOOM'S TAXONOMY: APPLY, ANALYZE, EVALUATE, CREATE)	
• organize your information to demonstrate philosophical affinities and variances between cabbalism and Sufism.	*Religious studies*
• use Labelling Theory to explain a mental health case study.	*Psychology/Health*
• appraise the key drivers in market segmentation in a tech industry case study.	*Marketing*
• create criteria to assess Homeland Security implementation of immigration law.	*Law*
• apply principles of Ignatian Pedagogy to the design of a teaching program.	*Education*
• apply statistical and numerical principles to solve a thermodynamic problem.	*Engineering*
• assess the suitability of various painting techniques for a specific environment.	*Fine art*
• compare Hofstede's approach to culture with that of the GLOBE study.	*Management*
• illustrate, using phonetics, the issue of sigmatism in children.	*Speech pathology*
• analyze theme of *Vergangenheitsbewältigung* in post-WW2 German novels.	*Literature*
• interpret the relationship between the overall design philosophy for a building and its detail.	*Architecture*
• evaluate different performers' approaches to Baroque ornamentation.	*Music*
• design a piece of software that conforms to specified criteria.	*Computer science*
• plan an experiment to test the adhesive properties of given chemical compounds.	*Chemistry*
• justify your allocation of scarce resources in treating patients in an ER setting.	*Nursing*
• appraise the usability and functionality of selected web design packages.	*Graphic design*
• devise a context-appropriate management plan for a client with aphasia to achieve a stated goal.	*Health sciences*

*outcomes with an asterisk are problematic for the reasons given in brackets

SUBJECT-SPECIFIC SKILLS

• use web-creation tools to produce an interactive educational website for use by young children.	*Computer science*
• assess the validity of alternative market research techniques to support a proposed new product launch.	*Marketing*
• employ appropriate CAD skills to prepare a contour drawing of the site.	*Engineering*
• perform atonal and/or syncopated music accurately at sight.	*Music*
• present a legal submission on an ethical issue using coherent argument in a law court setting.	*Law*
• undertake a standard medical examination, including taking a blood sample.	*Nursing*
• apply key methods and concepts in historical and historiographic analysis.	*History*
• demonstrate appropriate health and safety procedures when dealing with toxic substances.	*Natural sciences/ Fine Arts*
• make evaluative judgments based on radiographical images.	*Diagnostic ultrasound*
• use laboratory and workshop equipment to generate data in a given setting.	*Lab-based courses*
• prepare full engineering plans for a self-designed energy conservation structure.	*Engineering*
• propose plausible, practicable schemes for chemical syntheses of certain compounds.	*Chemistry*
• justify informed decisions on wards of court with respect to accepted social care protocols and the needs of the individual.	*Social work*
• record accurately the geomorphological features of a given setting.	*Earth sciences*
• *write, read, speak and orally understand one Romance language at high or near-native levels of proficiency. [BAD EXAMPLE: too many components]	*Modern languages*

KEY TRANSFERABLE SKILLS

- express yourself in writing for different professional and academic audiences.
- work effectively as part of a team.
- communicate effectively in writing and orally.
- respond and act appropriately and effectively in a work-based setting.
- demonstrate cultural sensitivity toward others' perspectives and beliefs.
- evaluate reflectively your own learning and personal planning processes.
- demonstrate initiative through independent work.
- manage your resources and time.
- assess your own levels of performance and commitment to learning.
- apply relevant mathematical and statistical skills.
- locate and appraise information from a range of online sources.
- use a spreadsheet application effectively at an advanced level.
- reference all sources consistently and accurately using the standard system for your field of study.

Any discipline

*outcomes with an asterisk are problematic for the reasons given in brackets