

6.2 Drafting programme learning outcomes: inward-looking approach

This approach takes its steer from the key aims and features of the programme itself. In terms of knowledge, skills, attributes and traits, what do you expect your students to learn or acquire? This approach is strongly recommended if you are beginning from scratch and creating programme learning outcomes (PLOs) for a new programme or for an existing programme that doesn't have PLOs. Begin by reviewing the course descriptions of the core courses and the most popular two-three elective courses and the course overview on the department web site.

Looking at your programme and the courses, consider:

- How is this programme located in the discipline/field? Will your students be expected to acquire key disciplinary traits?
- What are the key features of your programme?
 - For example, in the case of the [BSc Psychological and Behavioural Science](#), it's likely to be the interdisciplinary nature of the programme – psychology and behavioural science, the applied approach, and the empirical skills
- Is there a signature approach used across the programme or across most of the core courses?
 - For example, the [case study approach](#) to teach management at Harvard Business School
- What are the key content/knowledge areas? Do they need to be broken down further?
 - Frontier areas in research, thinking like a historian/economist/...
- What are the key skills your students are expected to learn/acquire?
 - Research, employability skills - transferrable skills that will be useful for the next stage of their career irrespective of whether it's in academia or not
 - [Near and far transfer](#) is a useful way of differentiating the skills needed or acquired (see section 1.1)
- Is there a significant experiential learning element, a project, a dissertation, a placement/consultancy, etc.? If so, how does it help students demonstrate what they've learnt?
- What is the LSE-ness of your programme? How does your programme incorporate or embody the signature features of an LSE education?
 - While LSE100 is an easy win (at least for undergraduate programmes), it is important that the LSE factor is embedded across all courses – core and elective - and across all years.
 - [Educate for Global Impact](#), LSE's education strategy is good place to start which makes reference to features such as a [research-rich education](#), rigour, employability, the international/global nature of an LSE education, etc.

Compile a list of PLOs. Start by noting down bullet points, which you can work into initial/rough statements. If you have even three at this point, you're doing well.

If you're finding it hard to get started, you may wish to consider using GenAI to give you an [initial boost](#) or approach your Eden Centre [department adviser](#) and schedule a brainstorming session.

For more information please visit [Programme Learning Outcomes](#) webpage.