

## Key points to consider when drafting programme learning outcomes

When drafting or revising programme learning outcomes (PLOs), remember:

- Programme learning outcomes are not the programme aims. The latter are broader and set out the direction (and ethos) of the programme from the programme director's perspective, and sometimes in relation to the other programmes in the department or school.
- PLOs represent the threshold standard for what constitutes a pass/fail on the programme.
- Avoid drafting PLOs as a formulaic exercise, instead see it as a way to sense-check your programme design and ensure the courses, assessment, and PLOs are aligned.
- PLOs should not be seen solely as a school or regulatory requirement, but should be discussed with and explained to students throughout the programme, so that they understand how the different elements of the programme cohere, and as a way of self-monitoring their progress on the programme.
- PLOs can form the basis for programme or curriculum review and reform.
- The process of drafting PLOs can be undertaken as a solo activity or collaboratively.
- The entire PLO drafting process is designed to be flexible so that it can be adapted to the priorities and schedules of busy academics.
- Drafting or reviewing PLOs offers an opportunity to consult with a wide range of programme stakeholders.

[More information ...](#)