

Program Learning Outcomes Policy

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| Policy # | AA-408 | Revision # | 02 |
| Accessibility level | A | Effective date | 01/20/2021 |

1. Scope

This policy applies to all academic program at FBSU.

2. Purpose

All undergraduate and graduate certificate programs at FBSU are mandated to adhere to the Institution Learning Outcomes (ILOs) of FBSU, the National Qualifications Framework (NQF), Ministry of Education's regulations, and be consistent with the program's mission 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) **Program Learning Outcomes (PLOs)** are broadly defined statements that capture the scope of generalized skills sets and understandings that a student will acquire and be able to demonstrate by the completion of an entire program of study. Each outcome is tied to alignments within the courses taught in the program.

4. Policy

4.1 PLOs Principles

- 1) Program Learning Outcomes (PLOs) arise from, and are congruent with, University learning outcomes.
- 2) A learning outcome is a measureable statement of how learning outcomes are achieved.
- 3) PLOs are aligned to the National Qualification Framework in terms of levels and domains.
- 4) PLOs are attained through the achievement of CLOs across the program.
- 5) PLOs are aligned with the Institutional Learning Outcomes.
- 6) PLOs shall be approved by the department, college and University councils.
- 7) PLOs Assessed through direct and indirect assessment (PIs, Performance Indicators, Surveys, etc.).

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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 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. PLOs Procedures (AA-408-P01)
- 5.2. Guide to Writing Learning Outcomes (AA-407-G01)
- 5.3. Guide to Learning Outcomes Assessment (AA-407-G02)
- 5.4. Guide to Graduate Attributes Assessment (AA-407-G03)
- 5.5. New Program Design Policy (AA-424)
- 5.6. New Program Design Procedures (AA-424-P01)