

Table 3.1 Putting learning outcomes to work

Please tick one or more of the columns for each row, as appropriate		This is what I do	I would like to do this, but do not manage to	I don't think this is necessary	This just is not possible for me	I'll try to do this in future
1	I locate the intended learning outcomes in my course documentation					
2	I already use the intended learning outcomes as a frame of reference for my studying					
3	I find it easy to work out exactly what the intended learning outcomes mean in practice					
4	I carefully work out exactly what I'm supposed to become able to <i>do</i> to show my achievement of each learning outcome					
5	I keep the intended learning outcomes to hand, so I can see how each study element relates to them					
6	I know how to link learning outcomes to assessment, and to what I need to be able to do in assignments and exam questions to show I've achieved them					
7	I find it useful when tutors give me feedback about the extent to which I've demonstrated my achievement of each learning outcome involved in an assignment					
8	I ask for clarification when I'm not sure about the standards I need to meet in the context of an intended learning outcome					
9	I discuss the meaning of intended outcomes with fellow students, helping me to get a better idea about which are the really important outcomes					
10	I've made sure that the intended learning outcomes for each taught session are included in or with my notes					
11	I've checked how well I reckon I've already achieved each of the intended learning outcomes, and have marked these decisions against the outcomes for future reference					
12	When I can't find out exactly what the intended learning outcomes are, I design some myself and check with tutors and fellow students whether I've made a good attempt at this					



Photocopiable *Making Learning Happen* © Phil Race, 2014 (SAGE)