

Designing and Aligning Outcomes for the Post-Secondary Student Learning Journey

Clarifying the Development of Skills,
Abilities and Knowledge that Differentiate
Learning Outcomes Throughout a
Credential, Program or Educational Pathway

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The Winding Student Learning Journey

Questions for Educators

Are we developing learning outcomes aligned with assessments considering the **student learning journey and their growth** through a program, credential, or educational pathway?

Are we clearly articulating, through course descriptions, learning outcomes and assessment mechanisms, what is expected of students and their demonstrations of learning at **each level/stage/year, and/or semester?**

Are we creating **learning pathways, streams or themes** across a program area that clearly signal to students the learning intentions and associated demonstrations at **each stage** in their journey?

Are we **building clear program maps** of course learning outcomes to show the ongoing **development, breadth, depth, independence, self-directed and regulated learning** as it is enhanced / built upon / scaffolded through the years and semesters?

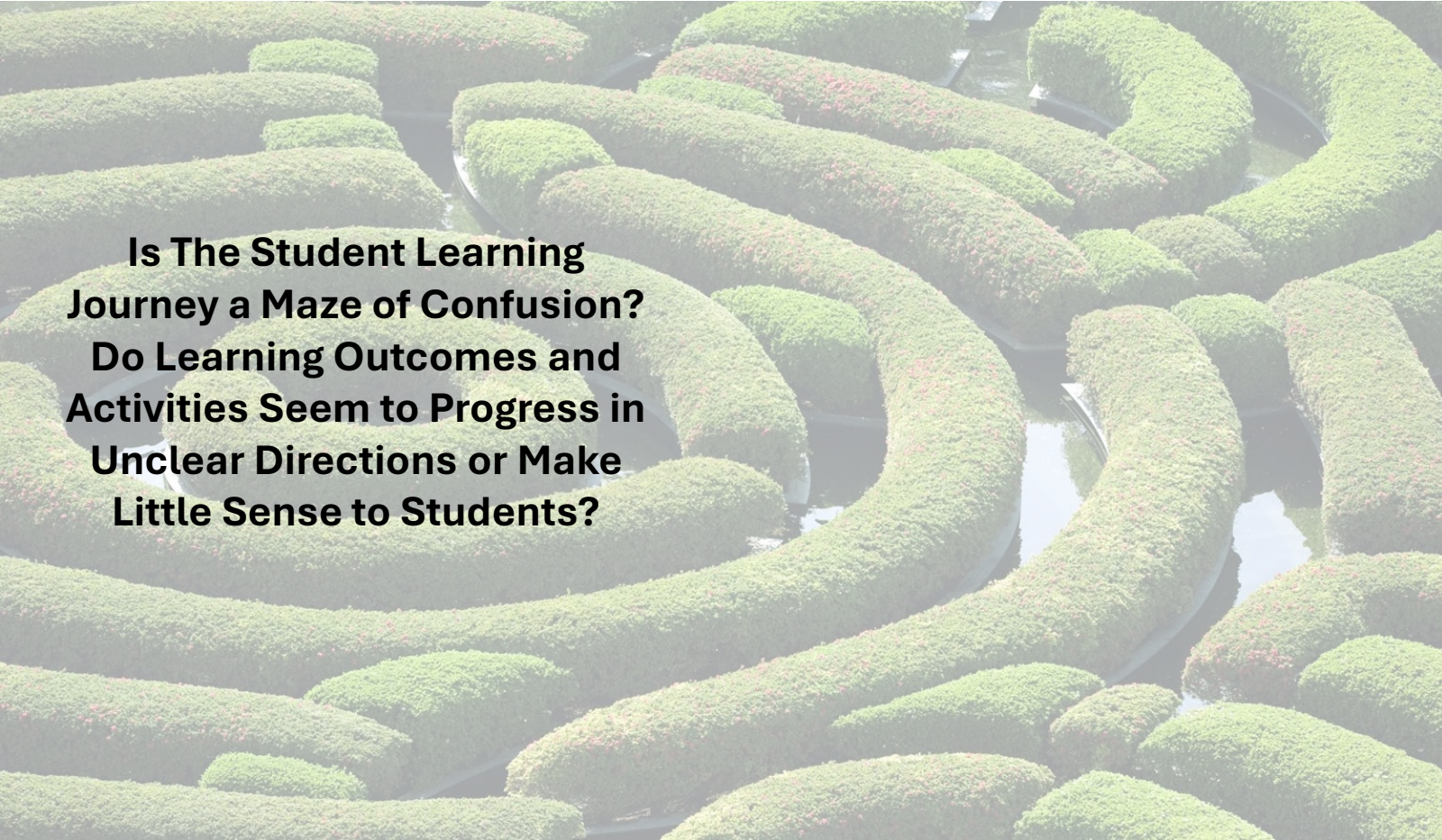


What is Your Educational Goal?

Is the Student Learning Journey a Clear Set of Steps, Descriptions and Learning Outcomes to Grow, Enhance, Advance Knowledge, Skills and Applications?

OR

Is The Student Learning Journey a Maze of Confusion? Do Learning Outcomes and Activities Seem to Progress in Unclear Directions or Make Little Sense to Students?



Note

While we can often spend a lot of time on creating and aligning learning outcomes, it's crucial not to lose sight of the broader picture – the entire student learning journey and the associated growth and expectations at various stages of development along the way. We engage with learners for just a portion of this journey.

We must consider students' backgrounds, including their prior knowledge, misconceptions, learning experiences, skills, cultural contexts, strengths, challenges and perspectives. This understanding allows us to thoughtfully design scaffolded experiences and purposeful learning steps to guide learner progress along their journey.

Additionally, we must reflect on how students will demonstrate their learning through assessments and evaluations that capture their growth and development. But learners progress at different speeds, depths and degrees of confidence. We must allow for sufficient time for growth.

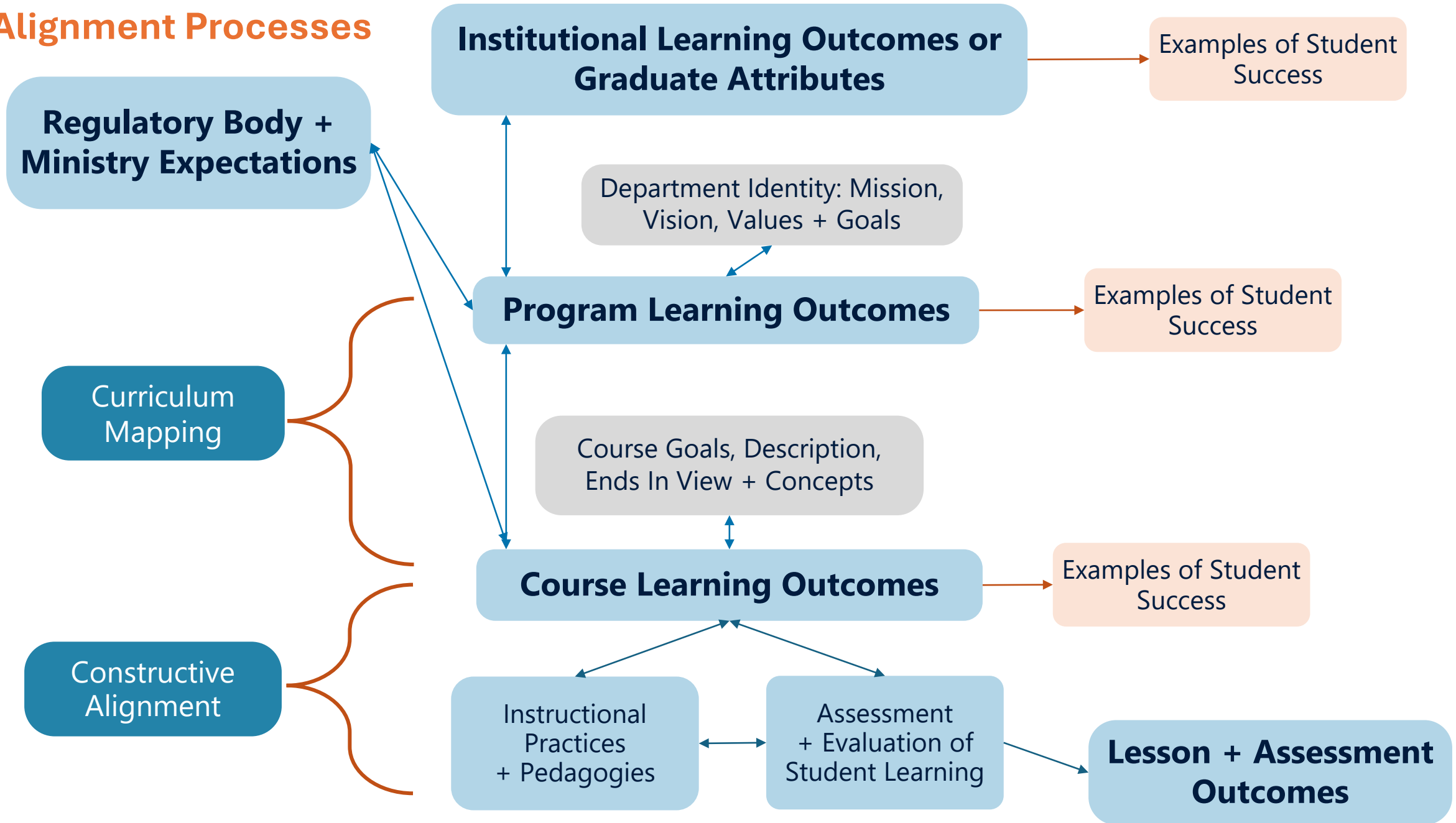
Learning outcomes are statements of intended learning and should not dominate the design and alignment process. Instead, they should serve as guideposts pointing the way through the overall educational experience – and be written and used as such.



Terminology and Processes

Statements at Levels	Name	Alignment Processes
Regulatory Body or Accrediting Agency	Competencies Knowledge, Skills and Abilities Goals Expectations	Accreditation, Assessment, or Quality Assurance
Provincial Government	Degree Level Standards (BC) Degree Level Expectations (ON)	Frameworks to assist in aligning Program and Course Outcomes = Quality Assessment through Degree Authorization (BC)
Institutional	Institutional Learning Outcomes (ILOs) or Graduate Attributes	Aligned with Program Learning Outcomes
Program	Program Learning Outcomes (PLOs)	Aligned with Course Learning Outcomes = Curricular Alignment through Curriculum Mapping Process + Program Review Process
Course	Course Learning Outcomes (CLOs)	Aligned with Assessments and Instructional Strategies = Constructive Alignment (course syllabi/outlines)
Lesson/Class	Lesson Outcomes	Lesson Plan Components + Assessment
Assessment	Assignment, Test, Project Outcomes	Assessment Details + Criteria

Alignment Processes



Institution

Areas, Themes, Focus Areas Students Build Competencies in During Their Learning Journey (**Institutional Learning Outcomes or Graduate Attributes**)

Program

High Level Statements about Knowledge, Skills and Abilities Students Should be Able to Demonstrate Upon Graduation from Program (**Program Learning Outcomes**)

Course

Broad Statements about Knowledge, Skills and Abilities Students Should be Able to Demonstrate Upon Completion of Course (**Course Learning Outcomes**)

Lesson | Assignment | Activity | Assessment

Specific Statements about Knowledge, Skills and Abilities Students Should be Able to Demonstrate Upon Completion of an Assignment or Activity (**Competencies**)

Critical Thinking and Problem-Solving Skills

Students should be able to apply critical thinking skills to the process of developing solutions for key local environmental issues.

Students should be able to apply three of the key critical thinking skills (analyzing, comparing and synthesizing) in the development of solutions to a variety of local environmental developments and challenges.

Project: Complete an analysis of the Comox Valley bird sanctuary development. Compare the proposals from the two developers. Synthesize the situation and propose two solutions.



Levels of Learning Outcomes

One Example

Clarification: Goals, Descriptions, Concepts + Learning Outcomes

Course Goals

→ **Teacher-Perspective:** overarching statements about the intentions and goals of the course

Course Description

→ **Teacher-Perspective:** what the course is all about and what learners could expect learning to be

Course Ends in View (Nursing)

→ **Teacher-Perspective:** purpose of the learning activity, description about progress along the nursing pathway as to what learners will experience via actions and activities, what opportunities there will be for their further development and what skills and abilities will they continue to develop and explore

Course Concepts

→ **Teacher-Perspective:** listing of the core concepts and content the course will be about (sometimes sounds like goals, sometimes a list of topics, sometimes week by week titles)

Course Learning Outcomes

→ **Student-Perspective:** statements about the anticipated or intended learning that should be demonstrated by students by the end of the course that clarifies to students what they will be expected to demonstrate. Outcomes are aligned with assessments and instructional strategies.

Program Learning Outcomes

→ **Student-Perspective:** statements about anticipated or intended learning that should be demonstrated by students by the end of the program/credential that clarifies to students what they will be expected to demonstrate. Outcomes are aligned with all courses, all course outcomes, key assessments and overall instructional strategies – along with the overall student learning journey.

Curriculum Mapping of PLOs and CLOs

Seeking Details on The Learning Journey

- Communicate what is **critical, intentional and special** about a program
- Indicate to students what is **valued** and what is needing to be **demonstrated**
- **Set the stage** for what students should be learning
- Helps in **decision making** with the program
- Helps in conducting **curriculum mapping exercises** to see if all courses are aligned

COURSE	102	105	200	215	215	220	220	221	300	302	307	316	317	320	320	340	341
Outcome 1	Introduced	Introduced	Reinforced												Advanced	Advanced	
Outcome 2	Introduced	Introduced	Introduced	Introduced	Introduced	Reinforced	Reinforced		Reinforced	Introduced	Introduced	Reinforced	Reinforced	Advanced	Reinforced	Reinforced	Reinforced
Outcome 3	Introduced		Introduced	Introduced	Introduced	Reinforced	Reinforced		Reinforced	Reinforced	Introduced	Introduced	Introduced	Advanced		Reinforced	Reinforced
Outcome 4	Introduced	Introduced			Introduced	Reinforced	Introduced			Reinforced		Reinforced		Advanced	Reinforced	Reinforced	Introduced
Outcome 5	Introduced	Introduced	Reinforced	Introduced	Introduced	Introduced	Reinforced			Reinforced	Reinforced	Introduced		Advanced	Reinforced	Reinforced	Introduced
Outcome 6	Introduced	Introduced	Reinforced	Introduced	Introduced	Introduced	Reinforced			Reinforced	Introduced	Introduced		Advanced	Reinforced	Advanced	Introduced
Outcome 7	Introduced	Introduced	Reinforced	Introduced	Introduced		Introduced			Reinforced	Reinforced	Reinforced			Introduced	Reinforced	Reinforced
Outcome 8	Introduced	Introduced	Reinforced	Introduced	Reinforced	Reinforced	Reinforced			Reinforced	Reinforced	Introduced	Reinforced	Advanced	Reinforced	Reinforced	Reinforced
Outcome 9						Reinforced	Introduced			Introduced					Advanced	Introduced	
Outcome 10	Introduced		Reinforced				Introduced		Reinforced		Reinforced	Introduced			Introduced	Introduced	Introduced
Outcome 11														Advanced	Reinforced		

Level Introduced Reinforced Advanced

Analyzing Mapped Course Streams (102, 202, 302, 402)

	Disciplinary Knowledge	Apply knowledge & skills in different contexts	Evaluate qualitative info	Evaluate quantitative info	Communicate orally and in writing	Critical thinking	Design and implement research	Ethical understanding
COURSE #202								
Course Outcome #1	D	I	D					I
Course Outcome #2	D		A			D		
Course Outcome #3	D		D		D			
Course Outcome #4								
Course Outcome #5	A	D	A			A		
COURSE #302								
Course Outcome #1	I	I	I			I		
Course Outcome #2	I	I			D			
Course Outcome #3	I	I	I					
Course Outcome #4	I	I			D	I		
COURSE #402								
Course Outcome #1	D		D			D		
Course Outcome #2		D			D	D		
Course Outcome #3	A		A		D	A		
Course Outcome #4	D	A	D		D	A		D
Course Outcome #5	D		D			D		

I – Introduce

D – Developing

A – Advanced

Analyzing a Mapped Program or Credential

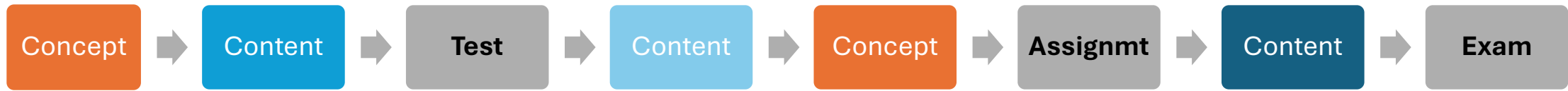
Course No.	Disciplinary Knowledge	Apply knowledge & skills in different contexts	Evaluate qualitative info	Evaluate quantitative info	Communicate orally and in writing	Critical thinking	Design and implement research	Ethical understanding
COURSE 201	I		I		I	I		
COURSE 203	I		D			I		
COURSE 220	D	I	D			I	I	I
COURSE 230	D	I			I	D		
COURSE 240	D	I				I		I
COURSE 301	A	D	D		D	A	D	
COURSE 303	I	I	D		D	I		D
COURSE 321	D	D	D	D		I		D
COURSE 330	No data							
COURSE 340	D	A			D	A		D
COURSE 401	A	D	D		D	D	D	
COURSE 403	I	D	D	D			A	
COURSE 430	No data							
COURSE 440	A							
COURSE 450	A	A	A	A	A	A	A	A
COURSE 460	A				A			
COURSE 520	D	D	I		D	D	I	
COURSE 550	A	A	D		A	D	D	

I – Introduce

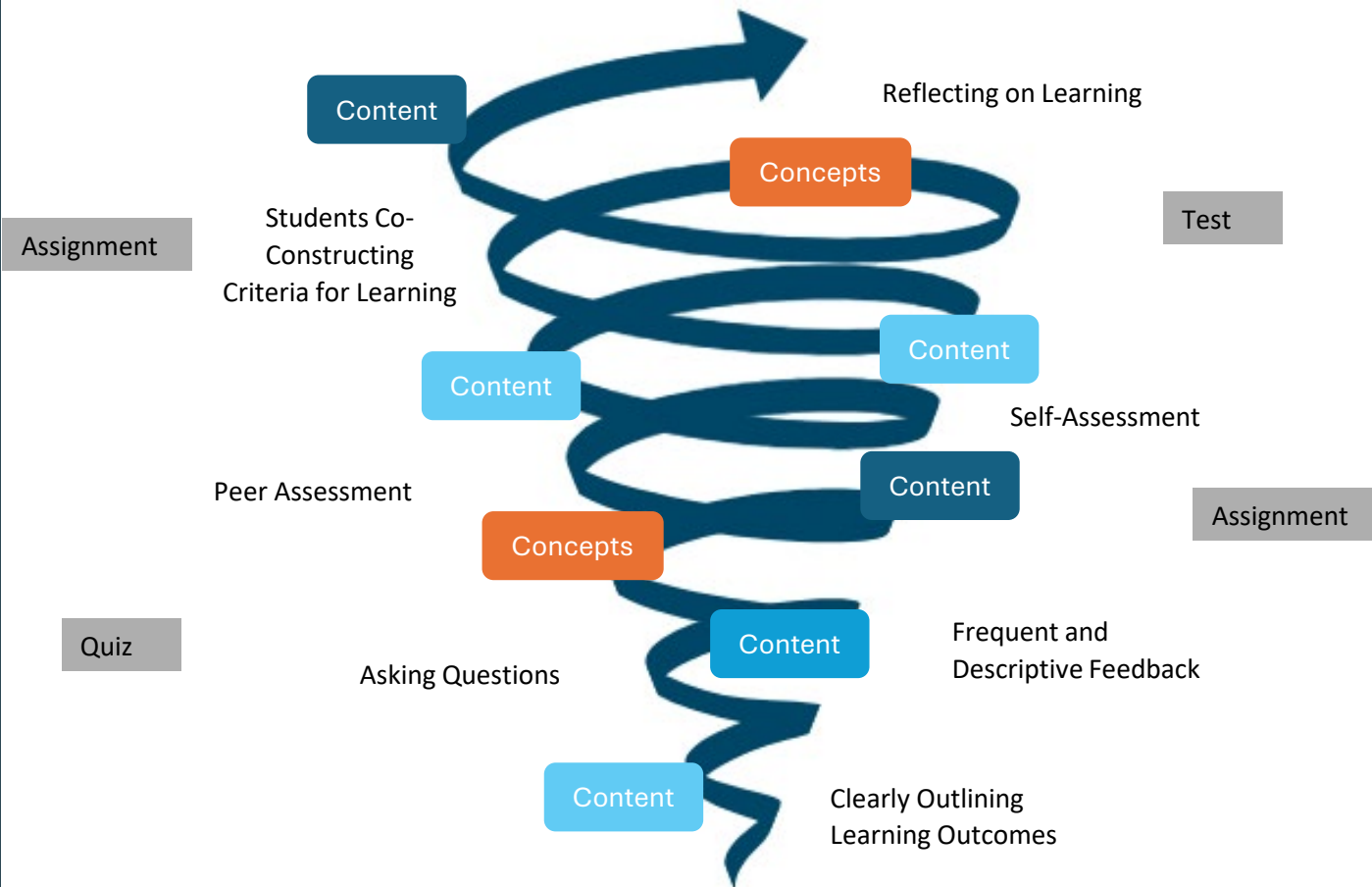
D – Developing

A – Advanced

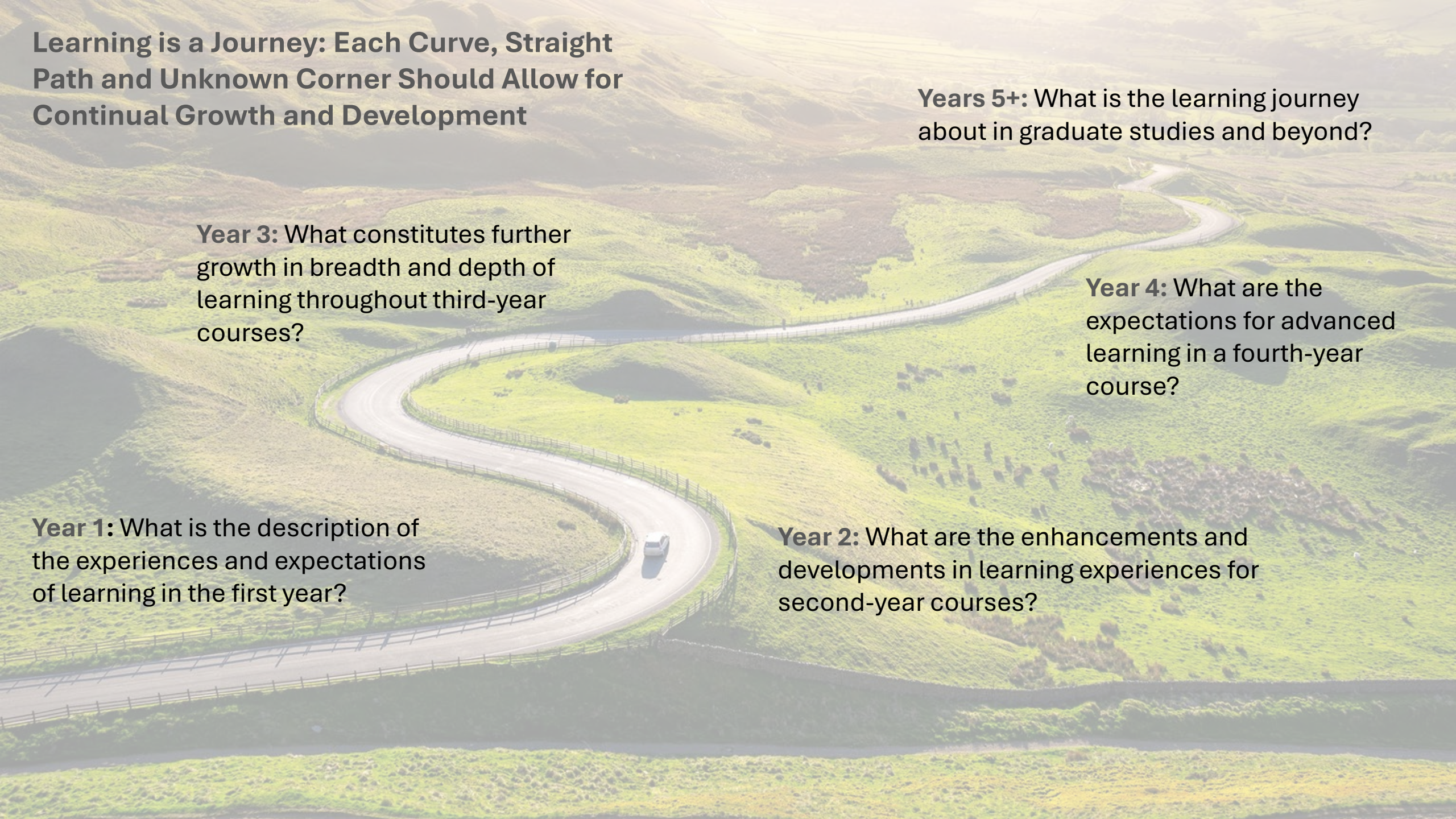
Content-focused Linear Learning Journey



Outcomes-focused Spiral Learning Journey



A key metacognitive learning strategy is called **interleaving** – the weaving of concepts and content throughout a course but also a program to continually revisit, relearn and engage students in previous learning, concepts and content. The brain will remember and make stronger connections when it must work to go back and forth in the learning process. We should not be teaching in a linear fashion. We aren't doing students any favours to help them fully learn.

An aerial photograph of a winding asphalt road through rolling green hills. A small white car is visible on the road, driving away from the viewer. The landscape is lush and green, with some brown patches of earth or vegetation. The road curves through the hills, creating a sense of a journey.

Learning is a Journey: Each Curve, Straight Path and Unknown Corner Should Allow for Continual Growth and Development

Year 3: What constitutes further growth in breadth and depth of learning throughout third-year courses?

Year 1: What is the description of the experiences and expectations of learning in the first year?

Year 2: What are the enhancements and developments in learning experiences for second-year courses?

Years 5+: What is the learning journey about in graduate studies and beyond?

Year 4: What are the expectations for advanced learning in a fourth-year course?

Essential Components of Course Learning Outcomes

1. Action Verb (Performance)

Considering what action might be involved in the learning outcome helps with figuring out what you want students 'to do.' An action verb is usually both *measurable* and *observable*.

2. Learning Statement (Condition)

A learning statement (condition) that describes the learning to be demonstrated (e.g., in a written report, evidence based)

3. Broad Criterion/Criteria

Broad criterion / criteria that give context / criteria for an acceptable performance (e.g., four dimensions of, the connection between...)

Example:

Action Verb (Performance)
develop

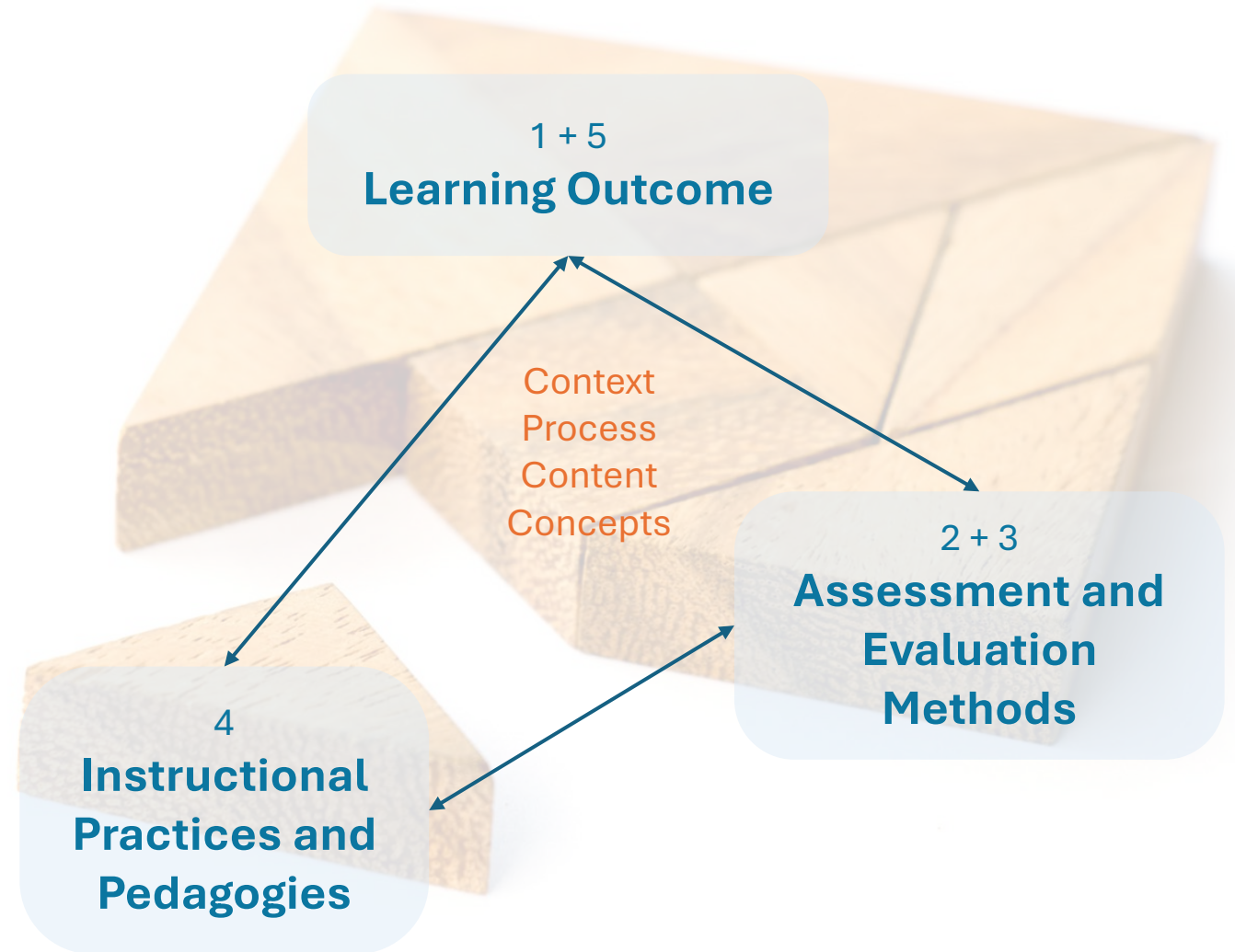
By the end of the course, students should be able to **develop** a **written seven-step plan** for undertaking a small **research project**.

Broad Criterion / Criteria
'written' and it will include 'seven steps'

Learning Statement (Condition)
framed around a research project

Constructive Alignment of Course Learning Outcomes

1. Compose **learning outcome** with performance, condition and criteria.
2. Consider what would be the **acceptable demonstration/evidence** of that outcome by students that is possible in the timeframe of the course .
3. Chose an **assessment** (formative) or **evaluation** (summative) method.
4. Think about how you will **engage** learners in getting to that demonstration of learning through what **practices** and **pedagogies** will allow for exploration, learning and feedback.
5. Circle back to the **learning outcome** – will this align and make sense to learners?
6. The **context, process, content, concepts and discipline area** will impact the alignment.



Course Learning Outcomes - Alignment Chart

- Learning outcomes should be developed in alignment with the evaluation (assessments) and the program learning outcomes.
- Consider a variety of expectations for learning that form a breadth and depth for balance appropriate for the level / semester / year of the learning journey.
- Possibly add to your course outlines / syllabi to be clear with students what is expected and how that aligns with the outcomes.

Learning Outcome	Assessment or Evaluation Method	Evidence or Demonstration of Learning by Student	Teaching and Learning Strategy
By the end of this course, students should be able to:			
... justify, with evidence, three different perspectives (one an Indigenous perspective) about how a community should work together to manage a recently identified new natural resource through development of a visual display and verbal presentation to peers.	Community Council Simulation Presentation: Peer, Self and Teacher Assessment of Perspectives	Production of a digital or paper display with three perspectives and evidence as might be given at a community council meeting	<ul style="list-style-type: none"> • Case Studies • Problem-based Learning • Community Interviews • Team-Based Learning

By Years/Levels Common Descriptors

400 | Year 4 Courses

mostly independent, more responsibility for own learning, greater breadth and depth to learning experiences, more opportunities to synthesize and consolidate learning from previous years, multiple approaches and perspectives, self-directed learning, concentrations, learning maturity, critical thought, culmination of learning into capstone projects, theses, research projects etc.

300 | Year 3 Courses

more independence, in-depth, variety of approaches and perspectives on discipline, often specialization in concepts and techniques central to discipline, more application of skills and knowledge to unique or new situations

200 | Year Two Courses

beyond introductory, building connections between concepts within discipline and between disciplines, expansion or enhancement of foundational knowledge and skills, building more competencies for upper years, beginning to explore own perspectives more

100 | Year 1 Courses

introductory, developing foundational knowledge and skills, building essential academic competencies, preparation for academic success, awareness of breadth of topics/survey of discipline, overview of key concepts and content, building learning strategies

500 + 600 | Graduate Courses

doctoral work: contributions to academia, new discoveries, leading others etc.

masters work: build on skills and knowledge from undergraduate programs, more independence, advanced research skills, defending insights

SMART Learning Outcomes: Course or Program



Specific

clearly articulated and concise



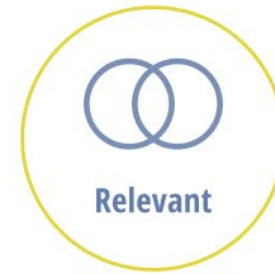
Measurable

can be demonstrated and / or are observable



Achievable

reflect the level of the course, within reach of most students



Relevant

relates to the 'real world' and relevant to the course content



Timebound

doable within the time frame of the course

5 A's of Composing Learning Outcomes: Course or Program

Alignable

- Direct connection to evaluations of learning
- Linked to program learning outcomes
- Relationship to teaching strategies

Assessable

- Measurable – instructor has varied measurements of student learning against criteria
- Observable – instructor can see (and hear, touch, smell, taste) demonstrations of learning

Authentic

- Relevant, meaningful and connected to authentic experiences and real-world experiences

Accountable

- Evidence (exemplars) of student work
- Provides accountable successful learning for students and instructors

Adaptable

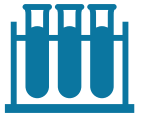
- Able to flex for disciplines, curriculum, external bodies/accreditation, context, course learning, currency and needs of learners



Art

Writing Learning Outcomes

Both an Art and a Science

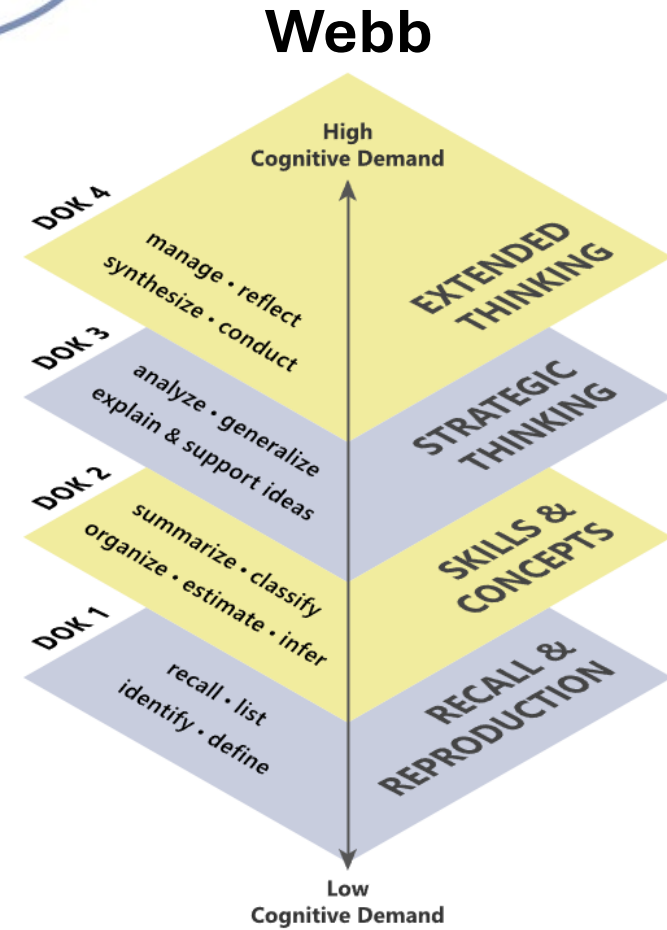
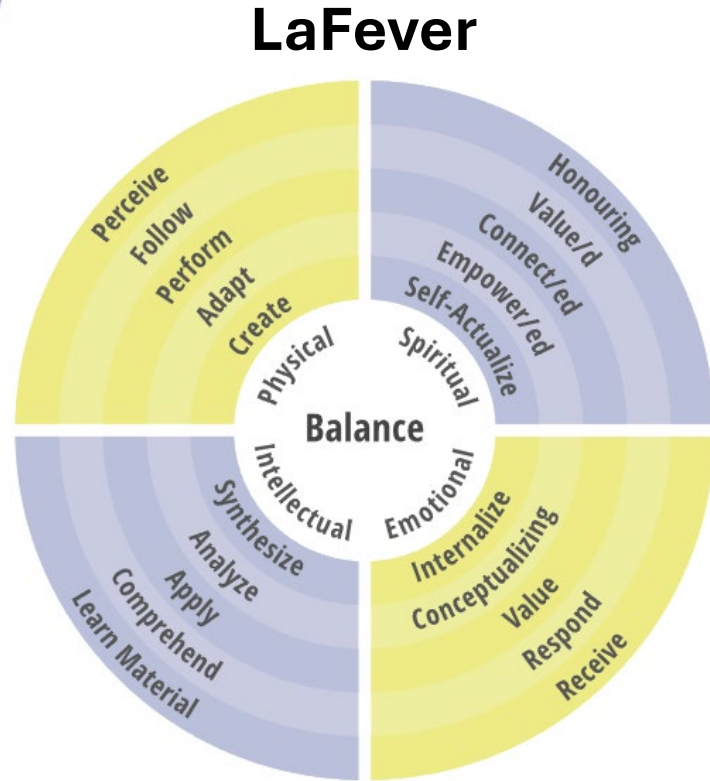
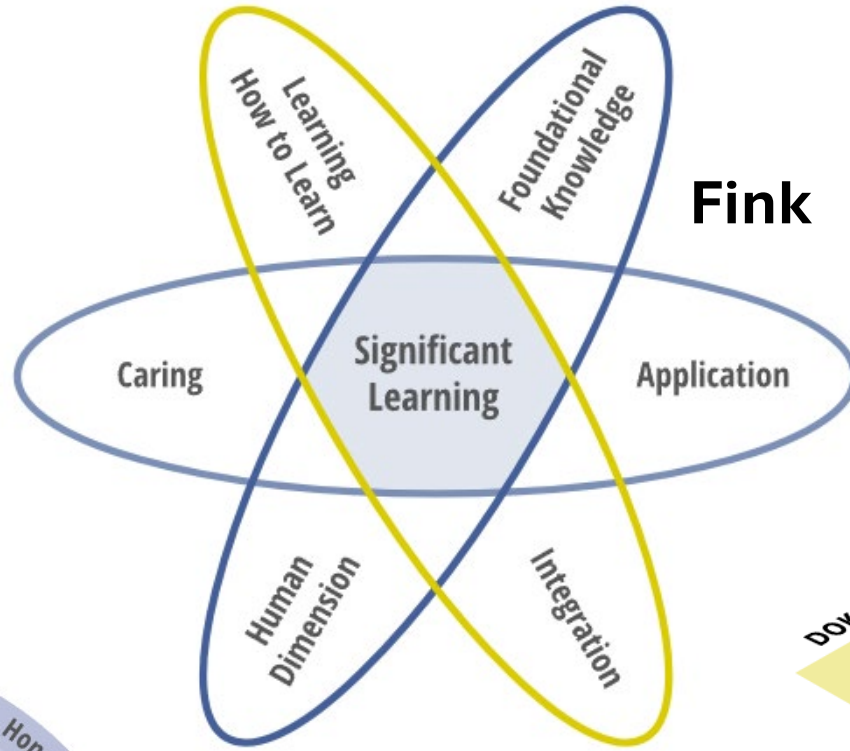
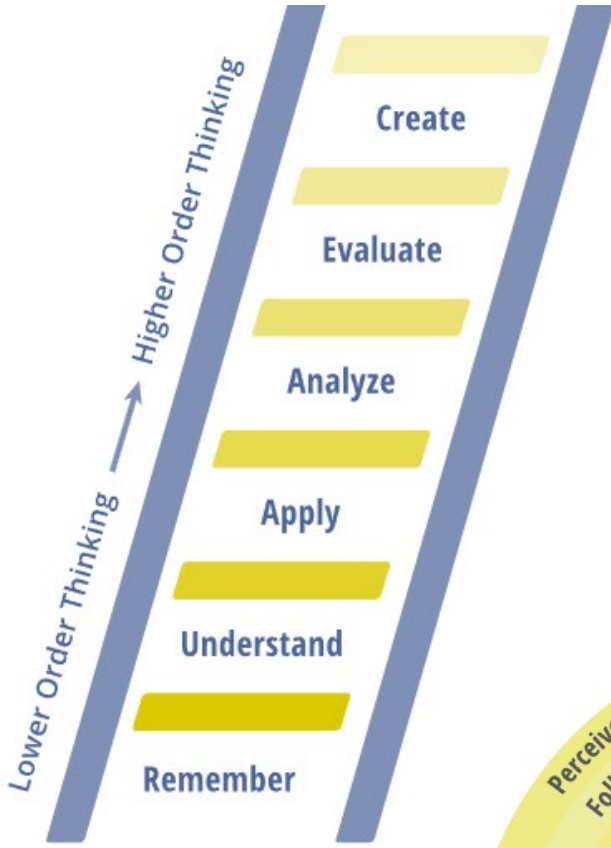


Science

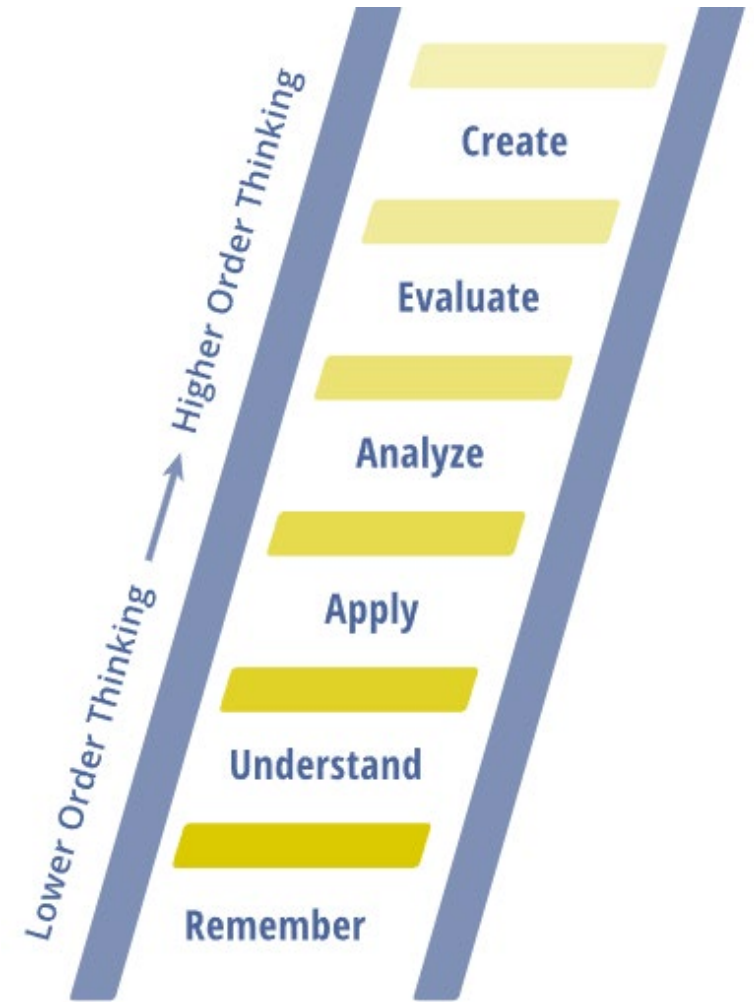
- Discipline-Related: Nuances and Unique Aspects
- Defensible Deviations and Custom Creations
- Pre-Amble Context to Set Stage and Prevent Longer Statements
- Respect Non-Colonial Aspects and Varying Perspectives
- Freedom of Expression to Meet Learners Where At
- Not Fitting Into or Ticking Every Box or Expected Items



- Measurable, Observable, Tangible Demonstrations of Student Learning
- Connected to Program Learning Intentions, Institutional Directions and Student Learning Needs
- Evidence of Student Learning and Examples Gathered
- Written in Understandable Language
- Relevant and Relatable for Students
- One Demonstration of Learning per Statement

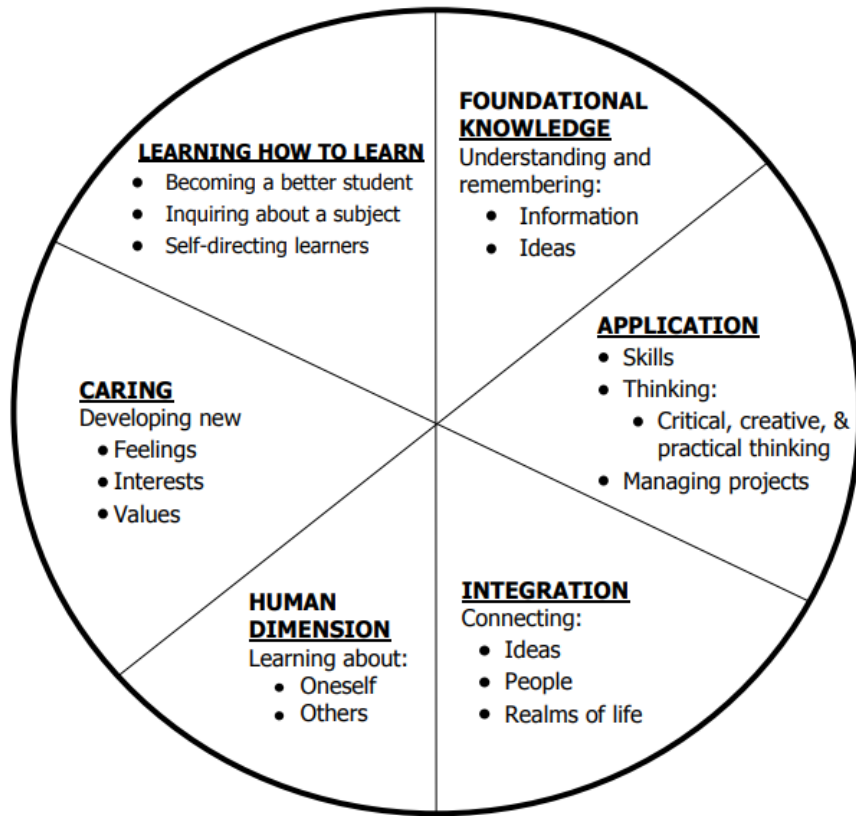


Skill Development	Course Level	Bloom's Level	Outcome Verbs	Achievement Examples
Discovery & Exploration	Intro 100	Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize	Recall facts and basic concepts
	Intro 100	Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss	Explain ideas or concepts
Development & Application	Intermediate 200	Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present	Relate concepts to practical applications
	Intermediate 200	Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate	Draw connections between ideas or concepts
Evaluation & Achievement	Proficient 300-400	Evaluate	choose, relate, determine, defend, compare, contrast, argue, justify, support, convince, select, evaluate	Justify a stance or decision
	Proficient 300-400	Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop	Produce an original work



Designing Significant Learning

L. Dee Fink



In Fink's taxonomy of learning, he presents each kind of learning as interactive. This means that one kind of learning can stimulate another kind of learning. You do not need to include all the kinds of learning in your course but the more you can include, the more interconnected the learning experience will be for your students.

Significant Learning Category	Questions to Ask in Formulating your Learning Outcomes
<p>Foundational Knowledge</p> <p><i>students' ability to remember and understand information</i></p>	<p>What key information (facts, terms, formula, concepts, relationships) is important for students to understand and remember in the future?</p> <p>What key ideas or perspectives are important for students to understand in this course?</p>
<p>Application</p> <p><i>Learning a new action, whether a new skill, way of thinking or how to manage projects</i></p>	<p>What kinds of thinking are important for students to learn:</p> <ul style="list-style-type: none"> • Critical thinking, in which students analyze and evaluate? • Creative thinking, in which students imagine and create? • Practical thinking, in which students solve problems and make decisions? <p>What important skills do students need to learn?</p> <p>What complex projects do students need to learn how to manage?</p>
<p>Integration</p> <p><i>Making connections between ideas, learning experiences or from one area of life to another.</i></p>	<p>What connections (similarities and interactions) should students recognize and make...</p> <ul style="list-style-type: none"> • Among ideas within this course? • Among the information, ideas, and perspectives in this course and those in other courses or areas? • Between material in this course and the students' own personal, social, and work lives?
<p>Human Dimension</p> <p><i>Learning about yourself and others.</i></p>	<p>What can or should students learn about themselves?</p> <p>What can or should students learn about interacting with people they may encounter in the future?</p>
<p>Caring</p> <p><i>Developing interest or value for the topic within students.</i></p>	<p>What changes would you like to see in what students care about, that is, any changes in their...</p> <ul style="list-style-type: none"> • Interests? • Values? • Feelings?
<p>Learning How to Learn</p> <p><i>Helping students become self-directed, self-regulated learning so they can learn beyond the course</i></p>	<p>What would you like for students to learn about...</p> <ul style="list-style-type: none"> • How to be a good student in a course like this? • How to engage in inquiry and construct knowledge with this subject matter? • How to become a self-directing learner relative to this subject? That is, have a learning agenda of what else they need and want to learn and a plan for learning it?

Checklist for Writing Effective Learning Outcomes

As you are working through the development of learning outcomes for your course or program, consider the following items in this checklist.

- Have you focused on **outcomes of student learning**, not processes of how you will teach?
- Do the outcomes accurately **describe what a graduate of the course/program should know, value and be able to do**? Do the outcomes describe the unique strengths that a graduate of the program should possess? Are there any specific statements that should be added, consolidated and/or removed?
- Does the outcome contain an **action verb**?
- Have you used only **one action verb** per learning outcome?
- Have you **avoided vague verbs** such as 'know' and 'understand' that are not measurable?
- Do the actions reflect the **level of learning required**?
- Are the learning outcomes **observable and measurable**?
- Are the learning outcome statements **concise and specific**?
- Could the learning outcomes be **understood by multiple audiences** (e.g., students, instructors, employers, administrators, across institutions)?
- Have you written the outcomes in terms of what the **learner does**, not what the instructor does?
- Do your learning outcomes reflect **knowledge, skills, or attitudes** required?
- 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?
- Have you included outcomes that are **woven into the entire** course?
- Do you have an **appropriate number** of outcomes?
- Do the outcomes fit within **program and course goals**?

How do you Differentiate Learning Outcomes Across a Program or Credential?

What Do You Consider When Think about the Learning Journey and Expectations of a Student in Year 1 vs. Year 3?



Descriptions Of Capacity and Skills: Per Two Levels

Lower Level Classes (100 & 200)

History courses at both the 100 level and the 200 levels provide foundational knowledge and skills for understanding how the world around us has emerged. They are appropriate both for prospective history honours, major, and minor students, and for students planning to specialize in other disciplines. 100-level courses are global and thematic, focusing on a range of issues of concern to students in today's world. 200-level courses provide more focused explorations of national and regional histories. These are normally lecture courses, most of which require written assignments and examinations, and many of which include a discussion group component.

In lower level history courses students acquire the following intellectual capacities and tools:

- **Historical perspective:** a framework for contextualizing past and present events, making sense of the world around us, and supporting informed decision-making; a foundation from which to interpret diverse kinds of human experience over time.
- **Historical literacy:** the capacity to analyze and evaluate the various kinds of original materials from which knowledge of the past is developed and the ability to assess narratives and interpretations, including scholarly and popular historical accounts.
- **Research skills:** the ability to explore a wide range of sources that shed light on the multifaceted nature of the human past; to weigh the relative merits and limitations of diverse forms of evidence; and to evaluate interpretations of the past. This may include writing essays, planning and completing projects, organizing material, analyzing original documents, and using a range of print and electronic resources.
- **Communication skills:** the ability to convey informed analysis in written and/or verbal arguments, to marshal evidence effectively, and to cite sources appropriately.

Students who successfully complete History courses at the lower level will have begun to develop valuable analytical, organizational, and communication skills.



University
of Victoria

History

<https://www.uvic.ca/humanities/history/current-students/undergraduate/outcomes/index.php>

Descriptions Of Capacity and Skills: Per Two Levels

Upper Level Classes (300 & 400)

Courses at this level vary by instruction method. The 300-level includes courses that are lecture format as well as courses that combine lectures and discussion formats. For the most part, 400-level courses are seminars. These offerings enable students in history programs to pursue geographic, thematic, and methodological specialization while continuing to promote a broad grounding in the discipline. They regularly benefit from the participation of students with advanced historical interests who are majoring in other programs. Assignments at this level will normally include substantial essays.

Students are expected to develop their intellectual capacity and skills as follows:

- **Historical perspective:** a focused and specialized framework to contextualize past and present events, to explain humanity's diverse and shifting forms of experience and organization, and to support informed decision-making.
- **Historical literacy:** to carry out more advanced and deeply contextualized readings and analyses of primary and secondary sources, as well as to understand the importance of historical change and continuity. This may include the ability to understand how historical knowledge is produced and to analyze the nature and political relevance of historiographical debate.
- **Advanced research skills:** analytical skills include ability to read historical evidence and arguments closely and critically, to synthesize material from a broad range of sources, and to independently apply knowledge of changing contexts to solve problems. Research and project design skills fostered at this level include the ability to locate, gather, and analyze varied historical sources; to sift and master information; to conceive original arguments; and to design sophisticated evidence-based research projects. Typically, this will involve crafting research essays, including the critiquing and refining of successive drafts.
- **Communication skills:** the ability to craft coherent and convincing arguments about historical events and processes, to engage effectively with others in oral discussion, to present complex explanations in substantial essays.



<https://www.uvic.ca/humanities/history/current-students/undergraduate/outcomes/index.php>

400-Level

History courses at this level are normally discussion-based seminars. Students are expected to further polish the skills and capacities built up at the 300-level as well as to develop several additional skills:

- **Enhanced Oral Communication Skills:** the capacity to participate in vibrant, evidence-based dialogue. This includes: mastering complex readings in preparation; listening actively to peer and instructor contributions; and intervening productively in ongoing discussion and debate.
- **Enhanced Research Skills:** Courses at this level may include advanced research projects that build student capacity to connect their own their own research with historiographical and theoretical discussions in the field and to formulate independent interpretations of historical experience.

Students who achieve a high grade on several upper level History courses will have demonstrated a capacity for graduate level research and further professional training. They will have developed an understanding of the world, conceptual rigor, and strength in communication that will facilitate their civic and intellectual engagement and help them to succeed in their chosen careers.

Skills Chart Over Four Years → Introduce, Practice, Develop/Refine + Competency



Performance Level:	Introduce	Practice	Develop / Refine	Demonstrate Competency
Course Level:	100	200	300	400
General skill description:	Students are not expected to be familiar with the program outcome-related content knowledge or skill at the collegiate level. (Basic level; attempts may contain much inaccuracy)	Students are expected to possess a basic level of program outcome-related knowledge and familiarity with content and skills at the entering collegiate level. (Increases accuracy of what is attempted)	Students are expected to possess a solid foundation of program outcome-related knowledge and skills, now working at a more rigorous upper division level. (Demonstrates increasing accuracy in more complex attempts)	Students are expected to consolidate and apply an advanced level of program outcome-related knowledge and skills, appropriate for graduating senior majors. (Achieves high level of accuracy in complex work)

1. Develop Historical Knowledge with Breadth of Time and Space

	Introduce	Practice	Develop / Refine	Demonstrate Competency
1a. Interpret the human past by recognizing how long-term trends and contexts shape society.	100 Course-level learning outcome: Partially develops at least one aspect of historical context (cultural, social, economic, gender, political or intellectual.)	200 Course-level learning outcome: Partially develops at least two aspects of historical context.	300 Course-level learning outcome: Fully develops one aspect of historical context and may partially develop others.	400 Course-level learning outcome: Fully develops two or more aspects of historical context.
1b. Interpret the human past by analyzing change, continuity, and causality.	100 Course-level learning outcome: Begins to analyze at least one aspect of change, continuity, causality and significance when presenting a position.	200 Course-level learning outcome: Superficially analyzes at least two aspects.	300 Course-level learning outcome: Analyzes several factors throughout the paper or presentation, some with more clarity than others.	400 Course-level learning outcome: Thoroughly analyzes several factors in the paper or presentation.

2. Conduct and Articulate Research

	Introduce	Practice	Develop / Refine	Demonstrate Competency
2a. Identify, locate, and critically evaluate appropriate sources for the task at hand.	100 Course-level learning outcome: Acquire skills to identify and locate appropriate sources.	200 Course-level learning outcome: Practice identifying and locating appropriate sources.	300 Course-level learning outcome: Identify, locate, and evaluate appropriate sources.	400 Course-level learning outcome: Identification, location and evaluation of sources is entirely appropriate for the range and scope of the project.

Skills Chart Over Four Years → Introduce, Practice, Develop/Refine + Competency



3. Communicate Effectively

	Introduce	Practice	Develop / Refine	Demonstrate Competency
3a. Communicate fluently to diverse audiences through written, oral, visual and other formats.	100 Course-level learning outcome: Demonstrates minimal attention to context, audience, purpose and the assigned task.	200 Course-level learning outcome: Demonstrates awareness of context, audience, and purpose and a clear focus on the assigned task.	300 Course-level learning outcome: Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task with aligns with audience and purpose.	400 Course-level learning outcome: Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task and focuses all elements of the work.
3b. Explain the significance of a project and its conclusions.	100 Course-level learning outcome: Begin to identify the project's significance and its conclusions with inconsistent ties to the information discussed.	200 Course-level learning outcome: Practice identifying the project's significance and its conclusions with fewer inconsistencies to the information discussed.	300 Course-level learning outcome: Project's significance and its conclusions are identified, with some articulation needed. Ties to the information are clearly indicated with few errors.	400 Course-level learning outcome: Project's significance and its conclusions are fully identified. Ties to information are clearly indicated with few to no errors.
3c. Demonstrate the contested nature of history and the historical record through the contextualization of sources.	100 Course-level learning outcome: Identifies one or two contexts when presenting a position. Evaluation may be absent or emerging.	200 Course-level learning outcome: Identifies some contexts and partially evaluates them when presenting a position.	300 Course-level learning outcome: Identifies and partially evaluates the relevance of most, but not all pertinent contexts when presenting a position.	400 Course-level learning outcome: Carefully evaluates the relevance of pertinent contexts when presenting a position.

Program Learning Outcomes Across Levels



HISTORY	100 Level	200 Level	300 Level
Acquire knowledge of particular historical contexts	Students are introduced to geographic, regional, or national histories that emphasize broad processes, themes, and developments	Students receive an introduction to a historical topic that nurtures an interest in history and prepares them for a more in-depth and comprehensive study of the past	Students engage the past around a particular theme or set of themes in a regional or temporal context
Analyze historical sources	Students have the opportunity to work with primary sources and critically assess competing historical arguments	Students are introduced to different sources of the past (primary, secondary, literature, visual media, etc.)	Students develop skills of assessing and utilizing both secondary and primary sources
Understand how historians interpret the past	Students are introduced to history as an open-ended process of interpretation	Students are introduced to historical debates (or history as an interpretative scholarly endeavor)	Students become familiar with the historiography and are able to evaluate historians' arguments and interpretations regarding the course theme(s)
Develop an historian's skills, including reading, writing, speaking, and critical inquiry	Students develop written communication skills in the discipline, including proper citation	Students engage in the development of a historical perspective (origins, circumstances, processes) Students develop oral and written communication skills	Students can write papers with critical analysis and historical inquiry, utilizing proper citation. Students develop research skills and work on generating their own historical interpretations

Australia's Qualifications Framework (AQF) - Learning Outcome Dimensions

Table: AQF learning outcome dimensions mapped to UNE unit level and AQF course level. Showing AQF 5 to 10, detailing facets of the learning outcomes at different levels that reflect a graduate's increasing ability to deal with conceptual complexity, ambiguity and more complex practical situations.

	UNE 100 level unit	UNE 200 level unit	UNE 300 level unit	UNE 400 level unit	UNE 500 level unit	UNE 600 level unit
	AQF Level 5 - Diploma	AQF Level 6 - Advanced Diploma/Associate Degree	AQF Level 7 - Bachelor	AQF Level 8 - Bachelor (Honours)/Graduate Certificate/Graduate Diploma	AQF Level 9 - Masters	AQF Level 10 - Doctoral
Technical and theoretical knowledge	depth in some areas within a field of work and learning	specialised and integrated, or broad, with some depth	advanced, specialised body of knowledge and skills in a specific context	specialised knowledge or advanced knowledge within a systematic and coherent body of knowledge	expert practitioner or scholar, advanced complex body of knowledge	leading practitioner or scholar, substantial body of knowledge, including knowledge that contributes an original contribution
Context	unpredictable problems changing contexts	unpredictable and (sometimes) complex problems subject to change range of sources	unpredictable and increasingly complex problems diverse contexts variety of audiences	complex unpredictable problems specific context (Bachelor Honours); range of contexts (Graduate Certificate, Graduate Diploma);	new situations range of contexts	one or more fields of investigation, scholarship or professional practice
Degree of responsibility	personal responsibility and autonomy initiative and judgement for self and others	accountability for own learning and professional practice and in collaboration with others within broad parameters	accountability for own learning and professional practice and in collaboration with others within broad parameters	responsibility and accountability for personal outputs and all aspects of the work or function or others within broad parameters autonomy, judgement and responsibility	high level personal autonomy and accountability, authoritative judgement and responsibility	full responsibility and accountability for personal outputs, authoritative judgement and responsibility

Australia's Qualifications Framework (AQF) - Learning Outcome Dimensions

	UNE 100 level unit	UNE 200 level unit	UNE 300 level unit	UNE 400 level unit	UNE 500 level unit	UNE 600 level unit
	AQF Level 5 - Diploma	AQF Level 6 - Advanced Diploma/Associate Degree	AQF Level 7 - Bachelor	AQF Level 8 - Bachelor (Honours)/Graduate Certificate/Graduate Diploma	AQF Level 9 - Masters	AQF Level 10 - Doctoral
Indicative key words	acquire concepts describe design evaluate knowledge plan	adapt analyse evaluate decision making formulate generate solutions transmit identify initiative interpret problem solve	adapt analyse consolidate and synthesise evaluate independence initiative judgement review specialist	complex creative develop expert implement and evaluate innovative mastery plan and execute professional research well-developed judgement	abstract advanced and integrated knowledge analyse critically expert judgement complexity critical evaluation creativity and initiative specialist sustained argument synthesise	
Key phrases	“apply technical and theoretical knowledge and concepts ofwith depth in(in known or changing contexts)” “describe accurately...” “analyse, plan, design and evaluate approaches to unpredictable problems...” “plan, coordinate and evaluate...(within broad but generally well-defined parameters)”	“demonstrate an understanding of...” “formulate...” “solve ...” “formulate responses to...” “resolve...” “analyse information in the context of...” “abstract from... in the context of...” “analyse the policy implications of ...” “apply...knowledge to...”	“critically evaluate the consequences of...” “construct a synthesis of different approaches to...” “adopt the model of ...” “allow for...” “design policies suitable for...in the presence of...”	“demonstrate professional understanding of...” “to conduct research into...” “review... and identify solutions to...” “apply current theory to ...”	HDR awards use a list of global doctoral attributes contained in the ‘ Postgraduate Essentials ’ learning modules administered by Research services. See also the Council of Deans and Directors of Graduate Studies (DDOGS) Framework of Best Practice in Australian Doctorate Programs . PASSWORD PROTECTED	

Degree Level Standards (BC) – Six Dimensions



Dimension	Year 1	Year 2	Year 3	Year 4
Depth and breadth of knowledge	→			
Knowledge of methodologies	→			
Application of knowledge	→			
Communication skills	→			
Awareness of limits of knowledge	→			
Professional capacity/autonomy	→			

Acquisition and Application of Knowledge and Skills

Knowledge and Skills

(Start to End of Credential)

- Foundational Knowledge (Terms, Definitions, Concepts, Theories)
- Understanding Learning (How Learning Works)
- Foundational Skills/Abilities (Actions, Tools, Techniques)
- Thinking Skills (Creative and Critical)
- Problem-Solving Skills
- Research Skills

Applications of Knowledge and Skills

(Start to End of Credential)

- Application of Foundational Knowledge and Skills to Situations
- Integration of and Extended Thinking to Apply to Synthesizing, Creating, Evaluating
- Communication Abilities (Read, Write, Speak)
- Regulation of Learning Strategies
- Undertaking Leadership Activities
- Work Integrated Learning

Themes of Years: Mapping Knowledge, Skills and Qualities - 1

	DIGITAL DESIGN Year 1	DIGITAL DESIGN Year 2	DIGITAL DESIGN Year 3	DIGITAL DESIGN Year 4
	Year of Development <i>Foundations with guidance</i>	Year of Enhancement <i>Further growth in areas with less guidance</i>	Year of Problem Solving <i>Digging deeper into given problems and solving through design</i>	Year of Independence <i>Defining original problems and solving through design and skills</i>
Design Principles and Professional Practice	DIGD 110 Professional Practice I DIGD 111 Design History DIGD 120 Design Principles	DIGD 210 Professional Practice II DIGD 220 Enhanced Design Principles and Applications	DIGD 320 Design Principles Through Problems	DIGD 477 Design Studio Practice DIGD 475 Design for Business DIGD 480 Design Research Project
Illustration	DIGD 140 Illustration I	DIGD 241 Illustration II		
Technology Skills	DIGD 124 Applied Design Technologies I DIGD 130 Applied Design Technologies II	DIGD 237 Applied Design Technologies III	DIGD 373 Interface Communication Design DIGD 372 Publishing Studio DIGD 374 Environmental Design Studio DIGD 345 Information Design	DIGD 481 Design Thinking DIGD 482 Design Research
Typography	DIGD 150 Typography I	DIGD 251 Typography II	DIGD 351 Typographic Illustration	
Digital Media	DIGD 120 Introduction to Digital Media	DIGD 220 Explorations with Digital Media DIGD 230 Web Production I	DIGD 330 Web Production II	DIGD 430 Interactive Media DIGD 450 Senior Digital Media Project
Electives	One non- DIGD elective	One non- DIGD elective	Three non- DIGD electives	Two non- DIGD electives
	<p>Core Skills, Knowledge and Qualities At a novice level and by the end of year 1, students will:</p> <p>Knowledge (Know)</p> <ul style="list-style-type: none"> Describe core terms, definitions and principles for a first-year graphic design student Describe the process of developing a concept Share thinking about other/new ways of seeing/knowing the world within a set of principles and practices from field of graphic design Discuss the history of design and related concepts Think critically, develop visual awareness, creativity and evaluative ability Apply essential problem-solving skills <p>Qualities (Be)</p> <ul style="list-style-type: none"> Embrace the process of design through talking to peers and instructor and the learning experience Demonstrate growth of self-awareness with respect to how perception of what it means to be a designer <p>Skills (Do)</p>	<p>Core Skills, Knowledge and Qualities At a novice level and by the end of year 2, students will:</p> <p>Knowledge (Know)</p> <ul style="list-style-type: none"> TBD <p>Qualities (Be)</p> <ul style="list-style-type: none"> TBD <p>Skills (Do)</p> <ul style="list-style-type: none"> TBD 	<p>Core Skills, Knowledge and Qualities At an intermediate level and by the end of year 3, students will:</p> <p>Knowledge (Know)</p> <ul style="list-style-type: none"> TBD <p>Qualities (Be)</p> <ul style="list-style-type: none"> TBD <p>Skills (Do)</p> <ul style="list-style-type: none"> TBD 	<p>Core Skills, Knowledge and Qualities At an advanced level and by the end of year 4, students will:</p> <p>Knowledge (Know)</p> <ul style="list-style-type: none"> Visually represent a concept (either provided or discovered) by using the following design principles Write a proposal by using a business style format (list format details) Professionally present an idea (for a design project) by demonstrating steady eye contact with the audience, projecting voice, and smiling during presentation Showing up to class ready to learn, able to choose appropriate strategies for successful academic activity etc. (e.g. by completing a reflective summary after each project and highlighting personal learning goals in the context of the project, taking initiative to contact clients to learn more about their needs, etc.) Explain core components of design definitions, terms and processes Formulate a plan for a design project using design processes including ... <p>Qualities (Be)</p>

Themes of Years: Mapping Knowledge, Skills and Qualities - 2

	Year 1 (Semesters 1 & 2)	Year 2 (Semesters 3 & 4) & Year 3 (Semester 5)	Year 3 (Semester 6) & Year 4 (Semester 7)	Year 4 (Semester 8)
	Health Across the Lifespan Health Assessment Across the Lifespan	Chronic and Episodic Health Challenges	Complex Chronic and Episodic Health Challenges / Community and Societal Health	Nursing Leadership Transitioning to BSN Graduate
Professional Practice	Professional Practice <i>NURS 103 - Introduction to Profession of Nursing</i> <i>NURS 113 - Intro to Discipline of Nursing</i>	Professional Practice <i>PHIL 331 - Ethics in Health Care</i>	Professional Practice <i>NURS 313 - Nursing Inquiry</i> <i>NURS 400 - Nursing Leadership</i> <i>NURS 403 - Nursing Research</i>	
Health & Healing / Learning Centre	<i>NURS 100 - Living Health</i> <i>NURS 110 - Health Indicators</i> <i>NURS 111 - Nursing Learning Centre</i>	Health & Healing / Learning Centre <i>NURS 200 - Health Challenges/Healing Initiatives</i> <i>NURS 210 - Health Challenges/Healing Initiatives</i> <i>NURS 201 - Nursing Learning Centre</i> <i>NURS 211 - Nursing Learning Centre</i> <i>NURS 301 - Nursing Learning Centre</i>	Health & Healing <i>NURS 310 - Promoting Community & Societal Health</i> <i>NURS 318 - Global Health Issues</i>	
Relational Practice	Relational Practice <i>NURS 102 - Self and Others</i>	Relational Practice <i>NURS 202 - Creating Health Promoting Relationship</i> <i>NURS 302 - Connecting Across Difference</i>		
Health Sciences	Health Sciences: Biology <i>BIOL 156 - Anatomy and Physiology</i> <i>BIOL 157 - Anatomy and Physiology</i>	Health Sciences <i>NURS 208 - Pathophysiology I</i> <i>NURS 218 - Pathophysiology II</i> <i>NURS 300 - Complex Health Challenges/Healing Initiatives (Advanced Patho)</i>		
Nursing Practice	Nursing Practice <i>NURS 104 - Introduction to Nursing Practice</i> <i>NURS 114 - Coming to Know the Client</i>	Nursing Practice <i>NURS 204 - Promoting Health and Healing</i> <i>NURS 214 - Promoting Health and Healing</i> <i>NURS 304 - Promoting Health and Healing</i>	Nursing Practice <i>NURS 314 - Promoting Health of Communities and Society</i> <i>NURS 404 - Engaging in Leadership</i>	Nursing Practice <i>NURS 414 - Transition to Graduate Nurse</i>
Consolidated Practice Experience	Consolidated Practice Experience (NURS 175)	Consolidated Practice Experience (NURS 275)	Consolidated Practice Experience (NURS 375)	
	<p>Core Skills, Knowledge and Qualities At a novice level and by end of semester 2, learners will be able to:</p> <p>Knowledge (Know)</p> <ul style="list-style-type: none"> Recognize expected health patterns across lifespan Explain, examine and inspect the influence of social determinants of health Illustrate critical reasoning skills and abilities within nursing contexts Understand the concepts of health promotion and healthy living. Appraise the focus of nursing and the nurse's role in health assessment Inspect the roles, scope and responsibilities of a nurse related to health and health assessment Gain a beginning understanding of the profession and discipline of nursing 	<p>Core Skills, Knowledge and Qualities At a novice level and by end of semester 5, learners will be able to:</p> <p>Knowledge (Know)</p> <ul style="list-style-type: none"> Expand understanding of health to focus more on acute and chronic health challenges (illness, poverty, literacy, loss and grief) Understands the impact of culture on the experience of health & healing. Develop more complex holistic health assessment skills including community assessment Identify collaborative interventions that accompany healing initiatives with both chronic an episodic health challenges (including mental health and maternal/child health) 	<p>Core Skills, Knowledge and Qualities At an intermediate level and by end of semester 7, learners will be able to:</p> <p>Knowledge (Know)</p> <ul style="list-style-type: none"> Expand understanding of health and healing to focus on community and societal health Advanced exploration of the impact of social determinants of health on the health of individuals, families, communities and society Able to critique the status quo and integrate understanding of community development, community empowerment, health promotion, health in all policies, health implications of oppression and disenfranchisement Understands health issues/challenges in a social and global context as well as individual context. Explores epidemiology of health issues including social as well as physical and environmental factors 	<p>Core Skills, Knowledge and Qualities At an advanced level and by the end of year semester 8, learners will be able to:</p> <p>Knowledge (Know)</p> <ul style="list-style-type: none"> Ongoing consolidation/integration of knowledge related to health and healing, health sciences as mentioned in previous semesters. Able to identify 'need to know' for their practice setting, as well as resources for evidence and ongoing learning Understand and adhere to CNA Code of Ethics and CRNBC Competencies

Themes of Years: Mapping Knowledge, Skills and Qualities - 3

	Year 1 (Semesters 1 & 2)	Year 2 (Semesters 3 & 4) & Year 3 (Semester 5)	Year 3 (Semester 6) & Year 4 (Semester 7)	Year 4 (Semester 8)
	<ul style="list-style-type: none"> Gain a beginning understanding of inquiry and scholarship Explain relationship between nursing practice + ethics Define the meaning and purpose of relational practice within nursing care Understand the core concepts of the BSN curriculum as well as the foundational perspectives that provide the lens to view the core concepts Understand the nursing process (ADPIE) and the decision-making framework to plan care for clients <p>Qualities (Be)</p> <ul style="list-style-type: none"> Distinguish multiple ways of knowing within a nursing context Demonstrate the ability to be open to alternate systems of thought Demonstrate the ability to assess health and determine health status Identify own assumptions, examine implications and practical consequences of assumptions Respond to working collaboratively Explain the concepts of professionalism, self-regulation and self-care in nursing practice Adhere to the CNA (Canadian Association of Nurses) Code of Ethics Examine values and beliefs about health <p>Skills (Do)</p> <ul style="list-style-type: none"> Explain and show nursing skill of health assessments of individuals, families, groups across the lifespan Address, apply, activate resources to address social determinants of health Implement communication and relational practice skills and abilities when conducting comprehensive health histories and health assessments Use critical thinking skills, abilities including the five senses within health assessment Actively embrace learning (how to learn) and design ways to organize and prioritize learning within the university environment Ask questions in an open, respectful manner when interacting with clients and peers Develop care plans at a beginning level. 	<ul style="list-style-type: none"> Develop foundational knowledge related to pharmacology (pharmacokinetics, pharmacodynamics, drug classifications) Link understanding of pathophysiology with diagnostic tests and healing initiatives Develop own pattern of consistent practice to integrate epidemiology Recognize more advanced relational practice skills including strategies for connecting across difference Develop a deeper understanding of the profession and discipline of nursing Engage in more advanced explorations of inquiry. <p>Qualities (Be)</p> <ul style="list-style-type: none"> Distinguish multiple ways of knowing within a nursing context Is accountable for own actions Recognize and challenge own biases, beliefs, and values and how it can impact on providing culturally safe care Actively embraces holism with reflection on practice <p>Skills (Do)</p> <ul style="list-style-type: none"> Develop increased competence in nursing practice and apply the foundational perspectives of the BSN curriculum and core concepts in a variety of contexts of practice (Infant, Child, Youth & Family, Mental Health/Addictions, Acute Medical/Surgical). Perform an increasingly comprehensive health assessment Use the nursing process and decision making framework to plan care for clients Create a healing environment through relationship development with clients Begin to recognize and enact advocacy and leadership Accept responsibility of self as lifelong learner Use critical thinking in experiences with families with health challenges Incorporate effective relational capacities and communication skills with classmates, clients and colleagues 	<ul style="list-style-type: none"> Explore fiscal, cultural and ethical considerations when utilizing a variety of healing modalities in different global contexts Identify own leadership skills and abilities and apply to own practice with emphasis on the socio-political and economic context of nursing. Identify and apply advanced relational practice skills Critique of various theories and styles of leadership Explore and critique of differing methods of inquiry, including qualitative, quantitative, and critical theory <p>Qualities (Be)</p> <ul style="list-style-type: none"> Value diversity in health beliefs and practice Sensitive to people's experiences of diversity Aware of own cultural values, beliefs and norms and their impact on relationships with clients and colleagues Commit to ethical relational practice with clients Demonstrate flexibility and adaptability in practice settings Critically reflective of hegemony in the health care system Value roles and responsibilities of nurses as global citizens <p>Skills (Do)</p> <ul style="list-style-type: none"> Engage in health promotion activities at the community and societal level Engage in community development/program planning processes Engage in more advanced explorations of the discipline of nursing, nursing inquiry and nursing research Demonstrate increased competence in leadership skills and abilities. Self-directed; identify own learning needs and strategies to meet those learning needs Critically reflect on and be actively involved with exploring change processes and leadership roles within nursing, health care, and society at large. Use advanced relational practice skills including cohesive and collaborative communication, conflict transformation, ability to set professional boundaries Actively engage in critical inquiry Experience transforming personal and professional inquisitiveness into a process of methodological inquiry Critique research and applies research to own practice 	<p>Qualities (Be)</p> <ul style="list-style-type: none"> Be self-directed; yet recognizes own limitations and seeks support and feedback appropriately Engage in Independent thinking and decision making. A leader: collaborate and delegate effectively to contribute to a positive work environment Critically aware Egalitarian Proactive Collaborative Evidence based; able to critique research and status quo; <p>Skills (Do)</p> <ul style="list-style-type: none"> Integrates nursing knowledge, evidence-based practice, and research into own nursing practice Refine relational practice skills, professional practice, and leadership abilities Critically appraises own practice and sets goals to continually develop own nursing practice Identifies self as a nurse leader Able to examine quality of care and implements strategies for influencing, creating and managing change Uses and evaluates strategies in political action (e.g. lobbying, media, letter writing) Prepares to effectively transition from the student role to that of the graduate professional nurse. Meets CRNBC Competencies of an Entry-Level Registered Nurse Prepares to successfully write the NCLEX (licensure exam).

Themes of Years: Mapping Knowledge, Skills and Qualities - 4

Achieved by End of Level 2 (Year 1, Semester 2)

Application of Knowledge, Skills and Abilities

- Skills: Minor 'invasive' skills in Gerontology Nursing (e.g., giving medication)
- Leadership and Introduction to Team work (how to lead, how to work in a team role etc.)
- Professional Communication
- Knowledge of Drug Classifications
- Level 2 of Disease Processes
- Writing (stronger sentences, spelling, grammar, composition of more complex paragraphs, able to show how to reference ideas from others – e.g., book/author or be able to paraphrase thoughts and put into own words)
- Math done with ease and without any aids (no calculator, cheat sheet etc.)

Self-Responsibility

- Decision-Making – Find and Use Resources and Exhibit Critical Thinking Skills – see connection between thinking and making decisions
- Caring, Empathy and Ethical Traits Demonstrated
- Organized, Flexible and shows Teamwork
- Beyond-Self: show multi-disciplinary skills (with others, amongst groups, different environments)
- Awareness of Self in Relationship to Others
- Demonstrates Integrity, Honesty and Accountability
- Confident with Semester 1 Knowledge and is now able to Incorporate Semester 2 Knowledge

Clinical (5 weeks) – between Semesters 2 and 3

- Application of Pharmaceutical Management

Courses and Learning Outcomes

- PNS - 121 Professional Practice 2
 - Learning Outcomes....
- PNS - 122 Health Promotion 2
 - Learning Outcomes....
- PNS - 123 Variations in Health 2
 - Learning Outcomes....
- PNS - 124 Professional Communications 2
 - Learning Outcomes....
- PNS - 125 Pharmacology 2
 - Learning Outcomes....
- PNS - 126 Integrated Nursing Practice 2
 - Learning Outcomes....
- PNS - 127 Consolidated Practice Experience 2
 - Learning Outcomes....

Themes of Years: Mapping Knowledge, Skills and Qualities - 5

Achieved by End of Level 3 (Year 2, Semester 1)

Integration of Knowledge, Skills and Abilities

- Professionally communicates with Interdisciplinary Team and Patients
- Understanding of Nursing Law
- Knowledge with Critical Content and able to apply it to Practice
- Level 3 Disease Processes
- Excel / Multidisciplinary Tasks
- Beginning Professional Relationships
- Beginning Managing People-Delegation
- Professional Communication
- Skills: Invasive Skills (e.g., Catheter, Blood)
- Efficient with Patient Assessments
- New Knowledge: Community-Base – Maternal, Newborn, Pediatric, Mental Health, Substance Abuse and Co-Morbidity
- Writing: Builds on stronger writing, development of flow of thought and express

Self in Community

- Lifelong Learning
- Confident with Semester 1 and 2 Skills, Integrating Semester 3
- Advocates, Prioritizes and Resourceful
- Efficient, Confident, Competence, Confidence in Decisions
- Confidence in Skills

Community Clinical (3 weeks) – between Semesters 3 and 4

Courses and Learning Outcomes

- PNS - 231 Professional Practice 3
 - Learning Outcomes....
- PNS - 232 Health Promotion 3
 - Learning Outcomes....
- PNS - 233 Variations in Health 3
 - Learning Outcomes....
- PNS - 234 Professional Communications 3
 - Learning Outcomes....
- PNS - 236 Integrated Nursing Practice 3
 - Learning Outcomes....
- PNS - 237 Consolidated Practice Experience 3
 - Learning Outcomes....

Streams: Mapping Knowledge, Skills and Qualities Per Thematic Areas

Professional Practice 1, 2, 3 and 4 or Professional Practice I, II, III, IV

Knowledge, Skills and Attributes for Professional Practice and consider the learning journey over four semesters and four courses – what builds depth and breadth, independence, thinking skills, creative problem solving etc.

Health Promotion 1, 2, 3 and 4 or I, II, III, IV

Knowledge, Skills and Attributes for Health Promotion and consider the learning journey over four semesters and four courses – what builds depth and breadth, independence, thinking skills, creative problem solving etc.

Variations in Health 1, 2, 3 and 4 or I, II, III, IV

Knowledge, Skills and Attributes for Variations in Health and consider the learning journey over four semesters and four courses – what builds depth and breadth, independence, thinking skills, creative problem solving etc.

Professional Communications 1, 2, 3 and 4 or I, II, III, IV

Knowledge, Skills and Attributes for Professional Communications and consider the learning journey over four semesters and four courses – what builds depth and breadth, independence, thinking skills, creative problem solving etc.

Integrated Nursing Practice 1, 2, 3 and 4 or I, II, III, IV

Knowledge, Skills and Attributes for Integrated Nursing Practice and consider the learning journey over four semesters and four courses – what builds depth and breadth, independence, thinking skills, creative problem solving etc.

Consolidated Practice Experience 1, 2, 3 and 4 or I, II, III, IV

Knowledge, Skills and Attributes for Consolidated Practice Experience and consider the learning journey over four semesters and four courses – what builds depth and breadth, independence, thinking skills, creative problem solving etc.

Across the Learning Journey (Years): Choices to Explain Details

Descriptions of Capacity and Skills → Outcomes

Learning Dimensions → Outcomes

Knowledge, Skills, Abilities, and Qualities → Outcomes

Skills Chart → Outcomes

Streams/Thematic Courses → Outcomes

Degree Level Standards → Outcomes

Acquisition and Application of Knowledge, Skills and Abilities → Outcomes

Program Learning Outcomes - Unpacked → Outcomes

Program Learning Outcomes → Curriculum Mapping

How will you explain the differences in the learning journey from one stop to the next to your students?

How will this explanation help guide you in writing aligned learning outcomes?

The Winding Student Learning Journey

An aerial photograph of a winding asphalt road on a steep, rocky mountain slope. The road curves in several large loops, with a stone wall on the outer edge of each curve. The surrounding area is covered in green vegetation and trees. The overall scene is hazy, suggesting a misty or overcast day.

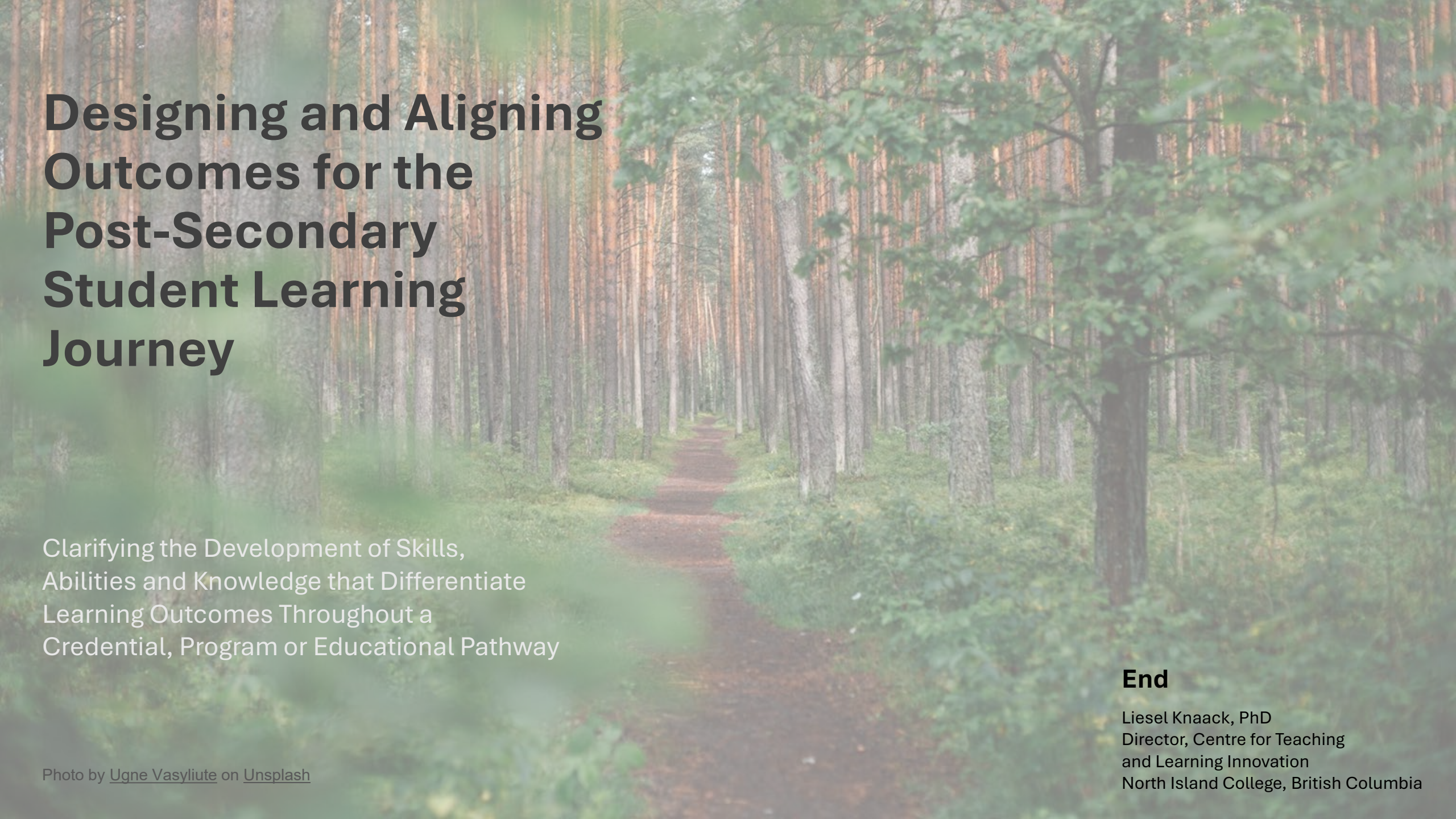
What Are Your Thoughts? What is Next?

Are we developing learning outcomes aligned with assessments considering the **student learning journey and their growth** through a program, credential, or educational pathway?

Are we clearly articulating, through course descriptions, learning outcomes and assessment mechanisms, what is expected of students and their demonstrations of learning at **each level/stage/year, and/or semester?**

Are we creating **learning pathways, streams or themes** across a program area that clearly signal to students the learning intentions and associated demonstrations at **each stage** in their journey?

Are we **building clear program maps** of course learning outcomes to show the ongoing **development, breadth, depth, independence, self-directed and regulated learning** as it is enhanced / built upon / scaffolded through the years and semesters?



Designing and Aligning Outcomes for the Post-Secondary Student Learning Journey

Clarifying the Development of Skills,
Abilities and Knowledge that Differentiate
Learning Outcomes Throughout a
Credential, Program or Educational Pathway

Photo by [Ugne Vasyliute](#) on [Unsplash](#)

End

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