



ELP

Clear Aims, Objectives, Learning Outcomes, and Associated Assessment Criteria:

Every path should begin with clearly stated objectives and targets that define the purpose and goals of the program. These should specify what learners will gain by the end of the course and guide the overall curriculum design.

Aims and Objectives:

The aims of a course should provide a high-level overview of what the course intends to achieve. They must align with the broader goals of the qualification and highlight the key skills, knowledge, and abilities that learners will acquire.

The objectives break down the aims into specific, measurable components. These should clearly articulate what learners will be able to do upon completing each part of the course and may be more detailed than the overall aims.

Learning Outcomes:

The learning outcomes should be explicitly defined for each unit of study. They must describe what the learner is expected to know, understand, and be able to do by the end of the learning process. The outcomes should be measurable and achievable, with a clear focus on the skills and knowledge the learner will have developed.

The learning outcomes should also be directly linked to the learning objectives and assessment criteria. This ensures coherence between what is taught and what is assessed.

Assessment Criteria:

Assessment criteria should be directly related to each learning outcome and provide detailed, clear benchmarks for evaluating learner achievement. These criteria should be specific, measurable, and observable to ensure that assessments are fair and transparent.

The criteria should ensure that the assessment process evaluates the knowledge, skills, and understanding outlined in the learning outcomes. Assessment methods (e.g., written tests, projects, presentations, etc.) should be appropriate for measuring the intended learning outcomes.

Learning Outcomes and Assessment Criteria Appropriateness to the Level Assigned:

It is essential that the learning outcomes and assessment criteria align with the level of the assigned qualification. This ensures that the qualification is both rigorous and appropriate for the learners' stage of development.

Level Appropriateness:

- **Example:** If a qualification is assigned to a Level 3 course, the learning outcomes should reflect the skills expected at that level. This typically means that learners should be able to apply their knowledge with some guidance and demonstrate practical skills in a structured environment.
- At higher levels (such as Level 4 or 5), the learning outcomes should require learners to work more independently, critically analyze information, and demonstrate higher-level problem-solving capabilities.

Assessment Criteria:

- The assessment criteria should also reflect the depth of knowledge and skills expected at the assigned level. For a Level 3 qualification, assessments may focus more on demonstrating foundational knowledge and applying skills in familiar contexts.
- At higher levels, the criteria might require deeper analysis, independent judgment, and the ability to create solutions to complex problems.

By ensuring that the learning outcomes are well-defined, appropriate to the qualification level, and paired with clear and relevant assessment criteria, the qualification becomes robust and aligned with the academic and professional standards required by OTHM.

**Purpose Name of institution after approval of
OTHM**

“Domino Institute of Professional Studies”